

1. **2018-19 Annual Program Review Update Submitted By:** Hua-Fu Liu
2. **APRU Complete for:** 2018-19
3. **Program Mission Statement:**
 1. Demonstrate a sustained command of vocabulary (recognize and reproduce at least 2000 Chinese words) and language structures necessary to spontaneously and accurately request and provide information, orally and in writing, about a wide variety of topics such as dating, computer and internet, part-time jobs, education, geography of China, etc. It relates to ICC #5 Critical Thinking.
 2. Derive meaning from increasingly abstract texts, to interpret a wide range of subtleties of the structure and content of the text. It relates to ICC #1 Communication and Expression.
 3. Compose lengthier and more accurate discourse about familiar topics to reflect a sustained command of vocabulary and language structures. It relates to ICC #2 Information Literacy.
 4. Demonstrate a steady grasp of the subtleties in the idiosyncracies of Mandarin-speaking cultures, by analyzing and comparing them to one's own culture(s). It relates to ICC #4 Civic Capacity for Global, Cultural, Social & Environmental Justice.
4. **I.A.1 What is the Primary Focus of Your Program?:** Transfer
5. **I.A.2 Choose a Secondary Focus of Your Program?:** Career/Technical
6. **I.B.1 Number Certificates of Achievement Awarded:** 5
7. **I.B.2 Number Certificates of Achievement-Advanced Awarded:** 8
8. **I.B.3 #ADTs (Associate Degrees for Transfer) Awarded:**
9. **I.B.4 # AA and/or AS Degrees Awarded:**
10. **I.B.5 Strategies to Increase Awards :**
11. **I.C.1. CTE Programs: Review of Perkins Core Indicator and SWP Outcomes Metrics:**
12. **I.C.2 CTE Programs: Labor Market Demand and Industry Trends ::**
13. **I.D.1 Academic Services & Learning Resources: #Faculty served:**
14. **I.D.2 Academic Services & Learning Resources: #Students served:**
15. **I.D.3 Academic Services & Learning Resources: #Staff Served:**
16. **I.E.1 Full time faculty (FTEF):** 2.2
17. **I.E.2 #Student Employees:**
18. **I.E.3 Ratio % of Full -time Faculty Compared to % Part-time Faculty Teaching:** 45.00% of FT and 55.00% of PT (2017-2018)
19. **I.E.4 # Staff Employees:**
20. **I.E.4 #Staff Employees:**
21. **I.E.5 Changes in Employees/Resources:**
22. **II.A Enrollment Trends:** The enrollment decreased from 728 (2015-16), to 727 (2016-17), and to 722 (2017-18). The sections was 21 (2015-16) and was 20 (2016-17, 2017-18). However, the Productivity (WSCH/FTEF) increased 20% (5-yr % Inc). The percentage of the students of African Ancestry who enrolled in the Mandarin program was 1 % for two years (2015-16, 2016-17) and was 0 % in 2017-18. The percentage of the Latino/a students who enrolled in the Mandarin program was 7% (2014-15), 6 % (2015-16) and 4% (2016-17, 2017-18). The percentage of the Filipino/a students who enrolled in the Mandarin program was 2% for two years (2014-15, 2015-16) and was 1 % (2016-17), and was 2% (2017-18). The percentage of the Pacific Islander students who enrolled in the Mandarin program was 0% (2015-16) and was 1% (2016-17) and was 0% (2017-18). The enrollment of students keeps declining in these three years.
23. **II.B Overall Success Rate:** The overall success rate increased from 86% (2015-16) to 87% (2016-17), and to 90% (2017-18). The success rate increased in these three years.

24. **II.C Changes Imposed by Internal/External Regulations:** The cut off day for the classes with lower enrollment has continuously become earlier before the quarter starts. We offered much less sections and cut a combination course (MAND 4, 5 and 6) in 2013-14. The prerequisites which had become effective four years ago also strongly impacted enrollment. This has been a labor-intensive process requiring many additional hours of assessment by both full-time and part-time instructors, as well as by our Division Assistant and Assessment Center staff who enter the assessment results into the Banner system. The registration “block” that students receive when they try to sign up for Mandarin courses without having been previously cleared, along with the time delay in completing these assessments, has negatively impacted enrollments.
25. **III.A.1 Growth and Decline of Targeted Student Populations: 2017-18 Enrollment:** The percentage of the students of African Ancestry who enrolled in the Mandarin program was 1 % for two years (2015-16, 2016-17) and was 0 % in 2017-18). The percentage of the Latino/a students who enrolled in the Mandarin program was 7% (2014-15), 6 % (2015-16) and 4% (2016-17, 2017-18). The percentage of the Filipino/a students who enrolled in the Mandarin program was 2% for two years (2014-15, 2015-16) and was 1 % (2016-17), and was 2% (2017-18). The percentage of the Pacific Islander students who enrolled in the Mandarin program was 4% (2016-17) and was 1 % (2017-18). The enrollment of targeted students keeps declining in Mandarin program as well as declining at College level.
26. **III.A.2 Targeted Student Populations: Growth and Decline:** The percentage of the students of African Ancestry who enrolled in the Mandarin program was 1 % for two years (2015-16, 2016-17) and was 0 % in 2017-18. The percentage of the Latino/a students who enrolled in the Mandarin program was 7% (2014-15), 6 % (2015-16) and 4% (2016-17, 2017-18). The percentage of the Filipino/a students who enrolled in the Mandarin program was 2% for two years (2014-15, 2015-16) and was 1 % (2016-17), and was 2% (2017-18). The percentage of the Pacific Islander students who enrolled in the Mandarin program was 4% (2016-17) and was 1 % (2017-18). The enrollment of targeted students keeps declining in Mandarin program as well as declining at College level.
27. **III.B.1 Closing the Student Equity Gap: Success Rates:** Student success rate for targeted groups increased from 58% (2016-17) to 82% (2017-18) and non-success rate for targeted groups decreased from 19% (2016-17) to 4% (2017-18). The withdraw rate decreased from 23% (2016-17) to 13% (2017-18). Our Department is successfully closing the student Equity Gap. Overall the success rate for targeted groups was 82% (2017-2018) and for non-targeted groups was 90% (2017-2018). Student success rate for African American students in Mandarin was 38% (2016-17) and increased to 67% (2017-18). Student success rate for Filipino/a students in Mandarin was 100% (2016-17) and decreased to 88% (2017-18). However, one student failed and one student withdrew in 2017-18 which has impacted on the success rate for Filipino/a students. Student success rate for Latino/a students in Mandarin was 58% (2016-17) and increased to 81% (2017-18). Student success rate for Pacific Islander students in Mandarin was 75% (2016-17) and increased to 100% (2017-18). Student success rate for Asian students was 91% (2016-17) and increased to 93% (2017-18). Student success rate for White students was 73% (2016-17) and decreased to 63% (2017-18).
 More specific data collection is needed for Filipino/a and White students to substantiate instructor observations that economic hardships (students needing to work, housing and transportation challenges that make college attendance unsustainable, increased cost of attendance, etc.) which may also affect their success rate.
 The withdrawing rate decreased within two years which means students tried to complete their courses successfully. The Mandarin Department faculty are still working on how to better align with the curriculum for different levels of Mandarin courses and sharing our teaching methods and activities to be more effectively adopted in the classroom and also working on how to create a better learning community to serve students’ different needs. Moreover, in order to close the student equity gap, we still need to continuously work on increase targeted groups' academic orientation and performance. We also need to provide academically successful role models, publicly recognize their achievement, and encourage our faculty to infuse multicultural perspectives into the academic curriculum. The college needs to develop strategies to help them learn to be academically self-motivated and persistent.

28. **III.B.2 Closing the Student Equity Gap: Withdrawal Rates:** The withdraw rate for African American students was 0%, for Asian students was 4%, for Filipino/a students was 6%, for Latino/a students was 19%, for Pacific Islander students was 0%, and for White students was 27% (2017-18). The Latino/a and White students had much higher withdraw rate compared to other groups of students. More specific data collection is needed for Latino/a and White students to substantiate instructor observations that economic hardships (students needing to work, housing and transportation challenges that make college attendance unsustainable, increased cost of attendance, etc.) which may also affect their withdraw rate.
29. **III.B.3 Closing the Student Equity Gap: 2017-18 Gap:** Student success rate for targeted groups: 63% (2013-14), 60% (2014-15), 62% (2015-16), 58% (2016-17), and 82% (2017-18). Student success rate for non- targeted groups: 87% (2013-14), 90% (2014-15), 88% (2015-16), 89% (2016-17), and 90% (2017-18). We successfully closed the student equity gap (within 8% range) in 2017-18.
30. **III.C Action Plan for Targeted Group(s):** All faculty in Mandarin Program should continue demonstrating the following:
1. Recognize and build on cultural and equity assumptions and culturally relevant instruction.
 2. Create classroom and school environments that facilitate language learning.
 3. Absorb, understand and capitalize on language acquisition theory.
 4. Recognize language development stages and promising instructional practices for teaching in the classroom and school.
 5. Identify appropriate instructional strategies aligned and differentiated to lessons and objectives and goals.
 6. Find innovative ways to motivate students to practice academic language skills that are carefully structured and require students to demonstrate growing proficiency.
31. **III.D Departmental Equity Planning and Progress:** We have the need to gather more detailed information that can help inform us about specific factors that contribute to the retention, success, and non-success of our students. We should invest in the creation of an automatically generated online survey sent to students who withdraw or do not pass any course. This survey would include a series of questions designed to capture the student’s experience and the factors that led to their withdrawal or not passing the course. Furthermore, we are still adopting a module for closing the achievement gap with research-based and classroom focused instructional and advocacy strategies to help our faculty on: 1. Recognize and build on cultural and equity assumptions and culturally relevant instruction. 2. Create classroom and school environments that facilitate language learning. 3. Absorb, understand and capitalize on language acquisition theory. 4. Recognize language development stages and promising instructional practices for teaching in the classroom and school. 5. Identify appropriate instructional strategies aligned and differentiated to lessons and objectives and goals. 6. Find innovative ways to motivate students to practice academic language skills that are carefully structured and require students to demonstrate growing proficiency.
32. **III.E Assistance Needed to close Equity Gap:** Yes
33. **III.F Integrated Plan goals: current student equity data and action plan:** 1. Improve transfer and graduation rates for disproportionately impacted students. 2. Close the achievement gap for students in developmental (Basic Skills) courses and other identified student populations by increasing persistence, retention and success rates. 3. Identify and update campus services, policies, procedures towards reducing barriers and increasing student success. 4. Engage faculty and staff in professional development activities focused on improving student success and closing the achievement gap. 5. Build on and broaden our existing relationships in the high schools and within the community to improve college readiness of entering new students.
34. **IV.A Cycle 2 PLOAC Summary (since June 30, 2014):** We have completed the first cycle of our PLOAC (100%). We are continuously working on how to better assess our program by using different methods, make comparisons and furthermore, align together with ICC goals.
35. **IV.B Cycle 2 SLOAC Summary (since June 30, 2014):** We have completed the first cycle of our SLOAC (see #Archived from ECMS; 100%).
36. **V.A Budget Trends:** Please refer to Dean’s summary for the IIS Division.

37. **V.B Funding Impact on Enrollment Trends:** Please refer to Dean's summary for the IIS Division.
38. **V.C.1 Faculty Position(s) Needed:** Growth. We will need at least 4 to 5 additional instructors who specialize in interpretation and translation to teach courses in the forthcoming Certificate programs in Translation and Interpretation in Mandarin.
39. **V.C.2 Justification for Faculty Position(s):** De Anza College received funding from the state to expand and develop Career & Technical Education (CTE) programs under the Strong Workforce Initiative. We proposed to offer Certificate of Achievement in Translation and Interpretation in Mandarin, and, a Certificate of Achievement-Advanced in Translation and Interpretation in Mandarin. The Certificate of Achievement will take 1 year to complete. The Certificate of Achievement-Advanced will take 1.5 to 2 years to complete. We proposed eight courses in total. We will need at least 4 to 5 additional instructors to teach these specialized courses.
40. **V.D.1 Staff Position(s) Needed:** None needed unless vacancy.
41. **V.D.2 Justification for Staff Position(s):** N/A
42. **V.E.1 Equipment Requests:** No Equipment Requested
43. **V.E.2 Equipment Title, Description, and Quantity:**
44. **V.E.3 Equipment Justification:**
45. **V.F.1 Facility Request:**
46. **V.F.2 Facility Justification:**
47. **V.G Equity Planning and Support:**
48. **V.H.1 Other Needed Resources:** N/A
49. **V.H.2 Other Needed Resources Justification:** N/A
50. **V.J. "B" Budget Augmentation:** Please refer to the Dean's summary for the IIS Division.
51. **V.K.1 Staff Development Needs:** The Mandarin department has identified two staff development needs:
 1. Absolute lack of adjunct faculty involvement in SLO process may change if compensation is available for those who participate.
 2. Engage faculty and staff in professional development activities focused on improving student success and closing the achievement gap.
52. **V.K.2 Staff Development Needs Justification:**
53. **V.L Closing the Loop:**
54. **Last Updated:** 03/22/2019
55. **#SLO STATEMENTS Archived from ECMS:** 42