

# Comprehensive Program Review

## A. Department Information

### Mission

Please enter your department's mission statement here.

The mission of the Mandarin Department is to empower students with the knowledge and skills to communicate effectively in Mandarin, to cultivate an understanding and appreciation of Chinese culture, and to prepare students for global citizenship and intercultural competence.

How does your program mission statement relate to the mission, vision and values of the college? (<https://www.deanza.edu/about-us/mission-and-values.html>)?

The Mission of Mandarin Department reflects the college's overarching commitment to providing a holistic education that prepares students for success in a globalized, diverse, and interconnected world. It demonstrates a shared dedication to values such as global citizenship, intercultural competence, effective communication, cultural appreciation, and the development of knowledge and skills.

### Program Goals

Enter 1-3 goals for your department to be achieved by spring 2027. Each annual reflection will ask your department to report on progress in meeting your goals. Each goal should be aligned to your department's mission and the college mission. All resource requests and personnel requests should be aligned with your program's mission and goals.

Goal title	Goal description	Responsible parties	Collaboration with	Guided Pathways engagement	What evidence will be used to monitor progress?	How will you assess achievement of the goal?
Teacher Training	Prepare Mandarin teachers to demonstrate linguistic and cultural proficiency, knowledge of current teaching methods, and the ability to integrate technology effectively into classroom and online instruction.	Office of Professional Development	Online Education		Better retention rates	J-1 and Student Evaluation
Create MAND 123 asynchronously	Offer courses asynchronously for MAND 1,2,3 to attract a broader student base.	Mandarin Department	Online Education		Feedback of the students	Data checking enrollment among different courses

### Changes Imposed by Internal/External Regulations or Factors

Are there factors unique to your program that may affect your enrollment, success rates or staffing that RAPP should be aware of? (e.g., curriculum changes, program reorganization, noncredit curriculum, loss of personnel, legislative mandates, etc.)

The cut-off day for classes with lower enrollment has continuously become earlier before the quarter starts. We offer much less sections and students may not have the opportunity to choose the date/time for classes which fit their schedule. More and more students choose online learning instead of coming to the campus due to the distance or job needs. When a significant portion of the local student population moves away in bay area, there are fewer potential students to enroll in local colleges. This can result in lower enrollment figures.

## B. Enrollment Trends

### Enrollment Variables and Trends

Enrollment Trends						
Intercultural/Internation Stu - Mandarin-DA						
	2018-19	2019-20	2020-21	2021-22	2022-23	5-yr %Inc
Unduplicated Headcount	490	434	497	403	389	-20.6%
Enrollment	705	663	746	626	657	-6.8%
Sections	19	18	18	17	20	5.3%
WSCH	1,175	1,105	1,243	1,028	1,066	-9.3%
FTES (end of term)	78	73	82	68	71	-9.0%
FTEF (end of term)	2.1	2.0	2.0	1.9	2.2	2.1%
Productivity (WSCH/FTEF)	557	554	622	555	495	-11.1%

In the data table above, what does the Enrollment trend indicate? For definitions of enrollment terms, please see the glossary (<https://www.deanza.edu/ir/documents/Glossary.pdf>).

- the data trend shows an increase in Enrollment
- the data trend shows a decrease in Enrollment
- the data trend shows no change and/or flat in Enrollment

### Reflect on Enrollment Trends

Discuss the factors that would help the college understand your programs' enrollment trends. How may these trends align with your program mission and goals?

Economic factors and labor market conditions have a direct impact on program enrollment. When job opportunities in a specific field are abundant, enrollment tends to increase. Understanding local and national economic conditions can help anticipate fluctuations in enrollment. The adoption of technology in education and changing learning preferences should be considered. Understanding how technology affects program delivery and student preferences can help colleges adapt their offerings. Ensuring that the program's curriculum and content remain relevant is essential. Program mission and goals should align with industry needs, and regular updates should be made to keep the program competitive.

### CTE Programs - Statewide and Regional Labor Market Trends

CTE Programs Only

- Review and summarize the Lightcast Analyst Occupational Outlook data for your CTE program (<https://foothilldeanza.sharepoint.com/:f/s/dactedepartments/EiRTueQ8GrNLqtlQw2twpsBMFCs7X5djTVeo6Jss3W0Jg?e=1ybpMY>).
- Cite current industry trends.

3. Provide an overview of your program advisory committee's recommendations relating to existing and new course and certificate/degree offerings. Cite additional data when applicable.

1. & 2. Employment of interpreters and translators is projected to grow 4 percent from 2022 to 2032, about as fast as the average for all occupations. About 7,200 openings for interpreters and translators are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire. A more diverse U.S. population and increasing globalization are expected to create demand for interpreters and translators. The ongoing need for military and national security interpreters and translators should result in more jobs as well. Computers have made the work of translators and localization specialists more efficient. However, many of these jobs cannot be entirely automated because computers cannot yet produce work comparable to what human translators do in most cases. (<https://www.bls.gov/>)

3. CTE Mandarin Translation and Interpretation Program Committee's recommendations:

a. Program could be aligned with IEP (Individualized Education Program under Santa Clara County of Education). Send students to help students/parents with special needs for translation and interpretation. <https://www.sccoe.org/depts/educational-services/special-ed/Pages/default.aspx>

b. Language interpreters could be trained in order to prepare for workforce and get Certifications in fall from CA Government. Guidelines will be released on 7/1. [https://www.dir.ca.gov/dwc/Interpreter/Interpreter\\_NBC.html](https://www.dir.ca.gov/dwc/Interpreter/Interpreter_NBC.html)

c. Cooperate with AACI (Asian Americans for Community Involvement) which needs more interpreters to help people who need medical and psychological care.

d. Valley Medical Center, Kaiser Permanente, and the SJCC work together to provide certificate of "Patient Navigation Project". We may join them. <https://catalog.sjcc.edu/degrees-certificates/medical-assisting/patient-navigator-certificate-of-achievement-level-1/>

## D. Course Success

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### Course Success

Mandarin-DA

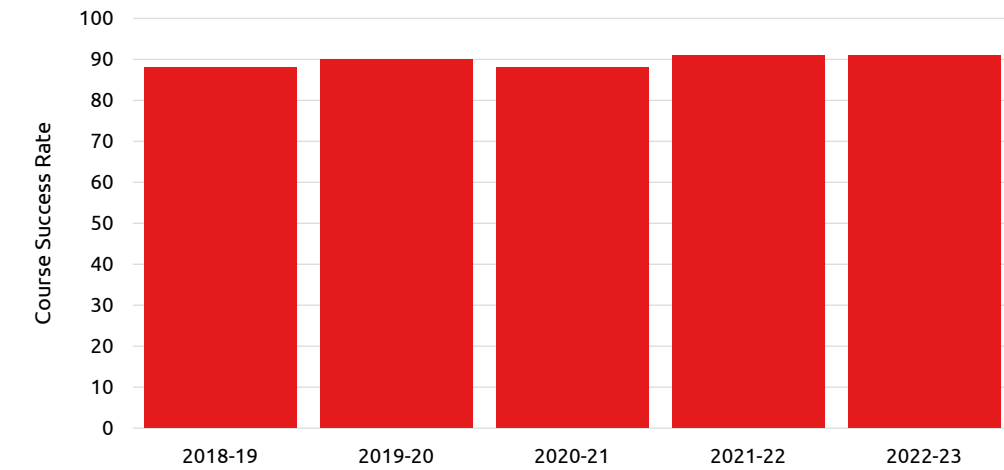
**Who uses this report:**

All users who want to further explore their enrollment or course success data.

**What is this report:**

This report is an extension of the Program Review Data Sheet. It has additional student characteristics and users can compare two groups of students at the same time.

**Limits:**



**Limits:**

Measures: Enrollments and Course Success Rate and Success Count

	2018-19			2019-20			2020-21			2021-22			2022-23		
	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count
<b>Measures</b>	705	88%	619	663	90%	598	746	88%	657	626	91%	567	657	91%	596

Data loaded 17-Aug-2023

In the data table above, what overall trends are you seeing in Course Success?

- the data trend shows an increase in Course Success
- the data trend shows a decrease in Course Success
- the data trend shows no change in Course Success

### Exploring Course Success Rate Trends

1. What could be factors that influence success rates in your department?
2. What strategies does your department have in place to increase or maintain current success rates?
3. Are there other trends that you see when exploring different courses in the same department (How to access success rates by course: [https://www.deanza.edu/ir/documents/How\\_to\\_Access\\_Your\\_Program\\_Review\\_Data.pdf](https://www.deanza.edu/ir/documents/How_to_Access_Your_Program_Review_Data.pdf))
4. How do course success rate trends align with your program goals?

1. Elements like the lesson delivery, class size, social dynamics, and assessment all work together to contribute (or detract) from student achievement. The quality of instruction in the classroom is an important factor in student achievement. Most students do best when teachers foster a dynamic classroom experience in which they share the objectives and guidelines of the lesson with the students but let students lead the conversation. Educators should be consistently assessing students and using the data collected to make improvements to the educational curriculum and to adjust educational standards. Assessment should also be used to evaluate how teachers are performing and determine areas where they can improve.
2. a. Ensure that faculties have the necessary skills and knowledge. We need to invest in training programs, workshops, and development opportunities to keep our faculty up to date and capable. b. Develop and regularly update strategic plans to set clear objectives, define priorities, and allocate resources effectively. c. Actively listen to students' needs and concerns, adjusting our teaching strategies and offerings accordingly. d. Collaborate within the World Languages Department to enhance productivity and creativity. e. Leverage modern teaching tools and systems to streamline teaching processes.
3. In addition to our face-to-face, hybrid, and synchronous classes, we should consider offering courses asynchronously to attract a broader student base. Online language learning has the potential to reach people worldwide, breaking down geographical barriers and providing access to high-quality language courses. This increased accessibility expands the reach of language education to a more diverse and global audience. Online language learning empowers students to create their own study schedules, facilitating a better balance between language studies and other commitments like work and family responsibilities.

4. These trends should be closely monitored and analyzed to ensure alignment with program goals, and adjustments can be made as needed to improve outcomes and fulfill the program's mission.

## Course Success with Disproportionate Impact (credit and non-credit)

Limits: 2022-23

**Who uses this report:**

All users who want to explore student equity and disproportionate impact in course success.

**What is this report:**

This report highlights student groups with a negative percentage point gap and student groups experiencing disproportionate impact. Data reflects credit sections. Student groups with "N/A" enrollment denotes suppressed data.

**How to interpret the data:**

A negative percentage point gap means a student group has a lower success rate than the comparison group consisting of all students not in the student group being examined. When a student group is experiencing disproportionate impact, this means that (1) there is a negative percentage point gap and (2) this gap is unlikely to be due to chance. Programs are encouraged to prioritize discussions and address the student groups experiencing disproportionate impact.

**New features:**

To display only student groups with disproportionate impact, click on the link "Click here to show only groups with disproportionate impact." To add a comparison unit that is one level higher (e.g., course level compared to department level), **be sure to select a college, division, department or course**, then click on the link "Click here to show and compare disproportionate impact with [X]".

**Success rate**

The number of students receiving an A, B, C or P grade divided by the total number of students receiving a grade. Rate is rounded.

**Comparison success rate**

The success of all students except for the group being examined (e.g., the comparison success rate for Latinx students is the success rate of all students who are not Latinx). Rate is rounded.

**Additional successes needed to erase percentage point**

This value provides a way for practitioners to think of gaps in terms of student successes, and illustrates the number of additional successes needed to avoid a percentage point gap.

**Legend:**

**Yellow:** Student groups experiencing a negative percentage point gap that is not statistically significant

**Orange:** Student groups experiencing disproportionate impact according to the Percentage Point Gap Minus One (PPG-1) method<sup>1</sup>

Currently showing all groups. [Click here to show only groups with disproportionate impact.](#)

[Click here to show and compare disproportionate impact with .](#)

Hide cells with fewer than  students

Intercultural/Internation Stu - Mandarin-DA						2022 Summer to 2023 Spring
Number of sections: 20						
Student group	Enrollment at census	Student group success rate	Comparison success rate	Percentage point gap	Chart	Additional successes needed to erase percentage point gap
All Students (Mandarin-DA, 20 sections)	657	91%	91%	0		
Asian	471	93%	84%	+9		
Black	N/A					
Filipinx	19	89%	91%	-1		1
Latinx	42	64%	93%	-28		12
Native American	N/A					
Pacific Islander	N/A					
Unknown ethnicity	55	95%	90%	+4		
White	59	88%	91%	-3		2
Female	330	93%	88%	+5		
Male	307	88%	93%	-5		16
Non-Binary	0					
Unknown gender	20	90%	91%	-1		1
Foster youth	N/A					
Individuals with disabilities	N/A					
Low Income	220	88%	92%	-4		10
Not Low Income	437	92%	88%	+4		
Veterans	N/A					

<sup>1</sup>The PPG-1 method follows the CCCCO method for calculating disproportionate impact. Disproportionate impact is when (1) a student group's PPG value is less than -2 (e.g., -3, -4, -5, etc.) and (2) the absolute PPG value is greater than the calculated margin of error. PPG is calculated by comparing a student group's success rate against the success rates of all students except for the group being examined (e.g., Latinx PPG is Latinx success minus the success of all students except for Latinx students).

In the data table above, what does the data indicate about the Success rate of various ethnic groups within your department compared to the comparison group for the most recent academic year? (i.e., as displayed in the Percentage point gap column)

The Percentage point gap between Asian students and all other students shows:

- there is no gap (e.g., 0)
- there is a negative gap of 5-percentage points or less (e.g., -5)
- there is a negative gap greater than 6 percentage points (e.g., -6)
- there is a positive percentage point gap (e.g., +2)

The Percentage point gap between Black students and all other students is:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap

The Percentage point gap between Filipinx students and all other students is:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap

The Percentage point gap between Latinx students and all other students is:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap

The Percentage point gap between White students and all other students is:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap

The Percentage point gap of one additional group of your choice:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap
- not applicable

## Exploring Gaps in Successful Course Completion by Ethnicity

1. What differences do you see in successful course completion rates by ethnicity?
2. What are your thoughts on these differences?
3. Are there other trends that you see when drilling into the data that may be important for your department to explore (e.g., foster youth, individuals with disabilities, low income, veterans)?
4. Which additional student group did you choose to explore and why?
5. How do these trends align with your program's mission and goals?

1. Additional successes needed to erase 12% gap for Latinx students.
2. Latinx students, on average, may face greater socioeconomic challenges, such as limited access to quality early childhood education, inadequate healthcare, and economic instability. These factors can affect their readiness for school and academic success. They may experience discrimination and bias in educational settings, which can impact their self-esteem, motivation, and overall academic performance. Schools serving predominantly Latinx populations may face resource disparities, including lower funding, outdated materials, and a lack of experienced teachers. These resource limitations can affect the quality of education provided. Some Latinx students and their families may face immigration-related stress and uncertainty, which can create additional challenges and emotional burdens that affect academic performance. Differences in cultural attitudes towards education can also influence academic outcomes.
3. Additional successes needed to erase 16% gap for male students and 10% gap for low income students.
4. We will choose to explore the male student group, as there is a significant 16% gap compared to all students. This exploration is essential for achieving success as it allows us to address and rectify the existing disparities and work towards greater equity and inclusion.
5. The rate trends provide valuable insights into whether a program is meeting its intended objectives. These trends should be closely monitored and analyzed to ensure alignment with program goals, and adjustments can be made as needed to improve outcomes and fulfill the program's mission.

## Teaching and Learning Strategies

1. What teaching and learning strategies might be helpful in narrowing any gaps in successful course completion?
2. How do the listed teaching and learning strategies align with your program's mission and goals?

1. a. Provide personalized support to students who are at risk. b. Implement early warning systems to identify struggling students as soon as possible. This allows for timely interventions. c. Clearly communicate course learning objectives and expectations from the beginning. d. Incorporate active learning techniques in your teaching, such as group discussions, problem-solving activities, and hands-on projects. e. Create an inclusive classroom environment that accommodates diverse learning styles and backgrounds. f. Encourage peer mentoring and peer-learning. g. Use technology to enhance learning. h. Provide regular and constructive feedback on assignments and assessments. i. Offer a variety of assessment methods to accommodate different learning styles and preferences. j. Ensure students are aware of and have access to academic support services, including tutoring, writing centers, and counseling services. k. Provide training and professional development opportunities for instructors to improve their teaching methods and their ability to support struggling students.
2. The teaching and learning strategies support the fulfillment of the mission and the goals of our Department. They contribute to the achievement of these goals.

## Trends in Awards

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# Degrees and Certificates by Ethnicity

Mandarin-DA

## Who uses this report:

All users who need degree and certificate data.

## What is this report:

This report provides the degree and certificate counts by college, division and department. Additionally, all users could explore degree and certificate awarded by ethnicity and gender.

Measures: Awards

Award Group	Ethnicity	2018-19	2019-20	2020-21	2021-22	2022-23
Credit Certificate-Transcriptable	Asian	8	8	6	7	12
	Filipinx	1				3
	Latinx	2	1	3	2	1
	White		1	6	4	3
	Unknown ethnicity	1			4	1
	<b>Total</b>	12	10	15	17	20
<b>Total</b>		12	10	15	17	20

Data loaded 24-Oct-2023

In the data table above, what are the trends in regard to the number of awards within your program?

Trends in Associate Degrees awarded show:

- an increase in the number of Associate Degrees awarded
- a decrease in the number of Associate Degrees awarded
- no change in the number of Associate Degrees awarded
- Not applicable

Trends in Associate Degrees for Transfer awarded show:

- an increase in the number of Associate Degrees for Transfer awarded
- a decrease in the number of Associate Degrees for Transfer awarded
- no change in the number of Associate Degrees for Transfer awarded
- Not applicable

Trends in Credit Certificates awarded show:

- an increase in the number of Credit Certificates awarded
- a decrease in the number of Credit Certificates awarded
- no change in the number of Credit Certificates awarded
- Not applicable

Trends in Non Credit Certificates awarded show:

- an increase in the number of Noncredit Certificates awarded
- a decrease in the number of Noncredit Certificates awarded
- no change in the number of Noncredit Certificates awarded
- Not applicable

## Reflecting on Trends in Awards

1. What trends do you see across awards in your department?
2. How do the trends in awards align with your program's mission and goals?

1. a. It may indicate a growing interest in acquiring specific skills and knowledge outside of traditional degree programs. This could be due to the recognition that certificates can provide practical and job-relevant skills. b. It may suggest that more individuals are engaging in lifelong learning to remain competitive in the job market and adapt to changing industries. They may be returning to education periodically to enhance their qualifications. c. The availability of online courses and certificate programs has made education more accessible. d. Certificates often cost less and take less time to complete compared to traditional degree programs. e. Some students might be pursuing certificates as an alternative to traditional degrees due to factors like cost, duration, or a desire for more practical, job-oriented education. f. Employers may be encouraging their employees to earn certificates to improve their skills and meet the company's needs. g. Government policies and incentives to up skill the workforce can also lead to an increase in certificate recipients.
2. The trends in awards align with our program's mission and goals to educate students to live, work, and lead in a complex, technological, and diverse world.

## Reflecting on Award Offerings

1. For each program leading to an award, identify any courses that have not been offered in the last two years. Briefly explain why the courses have not been offered. For courses that will not be offered, how does your program plan to update the program so that students can complete the requirements?
2. Based on a review of course offerings and the number of awards offered and conferred, is your department planning on removing any degrees or certificates from the college catalog? If so, please list those being removed and a short explanation as to why.
3. Does your department have any plans to offer new degrees or certificates? If so, please list and provide a short explanation as to why.

1. We have not introduced two new courses, MAND 56A and MAND 56B, because of the insufficient enrollment in MAND 55B.
2. The Certificate of Achievement in Advanced Translation and Interpretation is a recent addition to our program offerings. We will continue to assess whether we can attract enough students to offer courses for this certificate, and we will determine whether to retain or remove it from the College Catalog based on our findings.
3. We will offer new A.A. Degree in Mandarin. Offering a degree in Mandarin can cater to the increasing interest in learning Mandarin language and culture. It responds to the demand for language skills that are valuable in a globalized world and in industries with strong ties to China. It can be combined with other fields of study, creating interdisciplinary opportunities, such as Mandarin for business, healthcare, or technology, which can be attractive to students with diverse career aspirations. It can open doors to diverse career opportunities, and an A.A. degree can provide a solid foundation for students to pursue further education or enter the workforce.

## Staffing Trends

### Faculty Workload

Faculty Workload Intercultural/Internation Stu - Mandarin-DA						
	2018-19	2019-20	2020-21	2021-22	2022-23	5-yr %Inc
Full Time Load	1.0	1.0	0.9	1.0	1.0	0%
Full Time %	47.3%	50.2%	44.4%	53.9%	46.4%	-2%
Overload	0.0	0.0	0.1	0.0	0.1	∞%
Overload %	0.0%	0.0%	5.6%	0.0%	5.2%	∞%
Part Time Load	1.1	1.0	1.0	0.9	1.0	-6%
Part Time %	52.7%	49.8%	50.0%	46.1%	48.5%	-8%
Total FTEF	2.1	2.0	2.0	1.9	2.2	2%

What trends do you see in the last five years in regard to the Full Time %? (i.e., percentage of classes being taught by full time faculty, not including overload or summer)

- the data trend shows an increase in Full Time %
- the data trend shows a decrease in Full Time %
- the data trend shows no change in Full Time %

### Staffing Needs

Provide a brief overview of your department's staffing needs. Personnel requests are to be submitted on a separate form.

1. What are full time faculty needs to ensure the program's health, growth or vitality?
2. What are classified staffing needs to ensure the program's health, growth or vitality?
3. What strategies does your program have in place to ensure students are being successful when faced with the current staffing ratios?
4. What strategies does your program have in place to retain new faculty, if applicable?

N/A

### Assessment Cycle

#### Student Learning Outcomes Assessment Cycle

Navigate to <https://www.deanza.edu/slo/#post> which will take you to an accordion listing of SLO assessments under "Student Learning Outcomes and Assessments Summaries by Division"

1. Summarize the dialogue that has resulted from SLO and/ or PLO assessments.
2. What specific strategies has your department implemented, or plan to implement, based on the results of the SLO/PLO assessments conducted?
3. How do these strategies align with the program's mission and goals.

1. Many students have provided positive feedback on their learning experiences. When we actively engage students in exercises, activities, and discussions, it significantly boosts their morale. At the beginning of the semester, some students kindly reminded the faculty of their desire for preview and review opportunities. We have also harnessed the power of social media for more rapid Q&A sessions. We firmly believe that the most effective learning occurs through dialogue, not through lectures alone. Students have valuable insights to offer. We have incorporated examples of students' contributions into our teaching materials, thereby honoring their input. This also helps other students gain a better understanding of how to excel in the class. As a result of their active participation in class and meaningful interactions with both the instructor and their peers, many students have successfully found employment after graduation and established themselves as professional interpreters. This, in turn, has opened up numerous additional professional opportunities for them.

2. We need training in active learning strategies, use of technology, and inclusive teaching practices to improve student performance and satisfaction. We need to improve the quality of feedback given to students and the assessment tools used. We need to provide additional support to underrepresented groups or making curricular adjustments to be more inclusive.

3. Ongoing assessment is crucial. We establish regular assessment cycles to continually monitor and adjust their programs based on evolving needs and goals.

### Dean/Manager Comments

The Mandarin program is doing very well. De Anza is one of the few community colleges that even offers a Mandarin program. While many languages at other community colleges are struggling to offer 2nd year classes, the Mandarin program at De Anza is able to offer Mandarin 4, 5, and 6. The instructor is cognizant that due to the changes imposed by the pandemic and AB 928 that demand for the classes may differ from previous years. Thus, the goal of having the instructors do professional development to improve their teaching skills, especially in the online environment, is absolutely critical to retain students. Additionally, the goal of creating asynchronous online Mandarin courses in the future, while keeping in mind high quality online teaching pedagogy, may appeal to students who are unable to come to De Anza such high school students who are unable to drive to campus, and working professionals, who may not want to commute to De Anza after finishing work.

The Translation and Interpretation program just started in the 21/22 academic year. So far, there have been 8 students who have received the translation and interpretation certificate. This is an incredible number given that the program just started. The instructors who teach these courses are professional translators and interpreters themselves and provide a wealth of information to students about what the career looks like and what the prospects are. It is good that the program is looking to increase the possible job openings in industries other than court interpretation.

The success rates are very good for this program. The program does keep an eye on success rates for targeted populations and looks for ways to collaborate with the division and the college as a whole to increase those success rates.

**STOP. Do not submit form. Please inform your dean/manager when the form is complete. They will submit the form when they have added their comments above.**

This form is completed and ready for acceptance.