

I. Program Description

A. What is the primary mission of your program? (check all that apply)

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|-------------------------------------|------------------|-------------------------------------|-------------------------------------|
| <input checked="" type="checkbox"/> | Basic Skills | <input checked="" type="checkbox"/> | Cultural and Personal Enrichment |
| <input checked="" type="checkbox"/> | Transfer | <input type="checkbox"/> | Academic Support/Learning Resources |
| <input checked="" type="checkbox"/> | Career/Technical | | |

B. Program Description

1 If applicable, note the number of certificates and degrees that have been awarded in the previous academic year:

<http://research.fhda.edu/factbook/deanzadegrees/dadivisions.htm>

CTE programs refer to CTE Program Review Addenda Reports: www.deanza.edu/gov/IPBT/resources.html

- | | |
|--------------------------|---------------------------------------|
| <input type="checkbox"/> | # Certificates of Achievement |
| <input type="checkbox"/> | # Certificate of Achievement-Advanced |
| <input type="checkbox"/> | # AS, AA Degrees |

2 If the program serves staff or students in a capacity *other than traditional instruction*, e.g. tutorial support, please answer the following two questions. Otherwise, skip to section II below.

a. How many people are served?

- | | | | |
|--------------------------|------------|--------------------------|---------|
| <input type="checkbox"/> | # Students | <input type="checkbox"/> | # Staff |
| <input type="checkbox"/> | # Faculty | | |

b. Number of employees associated with the program?

- | | | | |
|--------------------------|------------|--------------------------|---------------------|
| <input type="checkbox"/> | # Students | <input type="checkbox"/> | # Faculty |
| <input type="checkbox"/> | # Staff | <input type="checkbox"/> | # Part-Time Faculty |

II. Methods of Evaluation and Assessment

A. Attach the "Program Review Data Sheet". Briefly, address student success data relative to your program by answering the items listed below (refer to the link): www.research.fhda.edu/programreview/DAProgramReview/DeAnza_PR_Div_pdf/DeAnzaProgramReviewDiv/htm

1 Growth or decline in underrepresented populations (Latina/o, African Ancestry, Pacific Islander, Filipino)

Explanation:	The percentage of the students of African Ancestry who enrolled in the Mandarin program was 1% for three years (2007-2008, 2008-2009, 2009-2010). However, the percentage of the Latino/a students who enrolled in the Mandarin program was 1% (2007-2008) and increased to 3% (2008-2009) and slightly decreased to 2% (2009-2010). The number also slightly increased from 14 (2007-2008) to 23 (2009-2010) of students. The percentage of the Filipino/a students who enrolled in the Mandarin program was 2% (2007-2008), then dropped to 1% (2009-2010). The number of students decreased from 21 (2007-2008) to 13 (2009-2010). The percentage of enrollment in underrepresented population is quite stable in these three years. The percentage of enrollment in Asian students dropped from 80% (2007-2008) to 65% (2009-2010) which means there are more and more non-Asian students enroll in the Mandarin program.
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2 Trends related to closing the student equity gap relative to the college's stated goals, refer to

<http://www.deanza.edu/president/EducationalMasterPlan2010-2015Final.pdf>, p.16

Explanation:	Student success rate for African Ancestry students in Mandarin was 85% (2007-2008), 77% (2008-2009) and 88% (2009-2010). Student success rate for Filipino/a students in Mandarin was 81% (2007-2008), 67% (2008-2009) and 54% (2009-2010). Student success rate for Latino/a students in Mandarin was 50% (2007-2008), 64% (2008-2009) and 74% (2009-2010). The data from the past three years strongly shows that the Mandarin Program made extraordinary progress towards decreasing the student equity gap for the targeted groups of African Ancestry and Latino/a students but not for Filipino/a students.
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- 3 What progress or achievement has the program made relative to the plans stated in the 2008 -09 Comprehensive Program Review, Section III.B, towards decreasing the student equity gap?

see: www.deanza.edu/gov/IPBT/program_review_files.html, "Program Review Reports, 2009"

Explanation:	Chinese Department (both Mandarin and Cantonese programs) has worked with local non-profit organizations to host different series of Chinese teacher training workshops for the past two years to provide teacher's trainings for cultural competency, update curriculum, instructional methods and assessment tools to better serve students from different cultural and ethnic backgrounds. Chinese Department has established school-social networks with instructors to help students build up their language learning communities. The Faculties from Chinese Department have promoted language exchange programs to the students. Some of the faculties have adopted more technology in language teaching and learning in the past two years in teaching. However, Chinese Department should work together with and closer to the campus wide student services programs to recruit more different ethnic groups of students especially the Filipino/a students and link all learning experiences with the community service and needs. The data from the past three years strongly shows that the Mandarin Program made extraordinary progress towards decreasing the student equity gap for the targeted groups of African Ancestry and Latino/a students.
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- 4 Overall enrollment growth or decline of all student populations

Explanation:	In the last three years, the number of students that enrolled in Mandarin courses has grown from 1,021 (2007-2008) to 1,144 (2008-2009) and to 1,204 (2009-2010) regardless that the no. of sections reduced from 71 (2008-2009) to 62 (2009-2010). The Chinese Department (both Mandarin and Cantonese programs) has responded positively to the institutional goal of increased access, growth and retention.
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- B. Did your program implement any curriculum, program reorganization, etc. changes as a response to changes in College/District policy, state laws, division/department/program level requirements or external agencies regulations? How did the change(s) affect your program?

Change:	Suspension of beginning and intermediate Mandarin conversation classes due to budget constraints.
Explanation:	The beginning and intermediate Mandarin conversation courses offerings were suspended due to the statewide budget crisis for post-secondary schools for the Academic Year 2009-2010 and 2010-2011. We used to offer Mandarin conversational classes for people who would like to learn or improve conversational Chinese for practical use, related to their jobs or professional fields. There are a lot of job settings in Silicon Valley do need Mandarin related to their jobs dealing with communities' needs and international business. There are stronger community needs for conversational courses offering at the night times.

- C. Based on the 2008-09 Comprehensive Program Review, Section I.C. "Main Areas for Improvement", briefly address your program's progress in moving towards assessment or planning or current implementation of effective solutions.

see: www.deanza.edu/gov/IPBT/program_review_files.html, "Program Review Reports, 2009"

Explanation:	The intermediate level classes were being offered online partially to serve more students. For example, Mandarin 5 and Mandarin 6 have been setting up successfully as hybrid classes (2009-2010). These courses surely result in higher retention and success rates. Chinese Department is planning to develop a variety of courses to better serve students' needs. The courses such as pronunciation practice and character recognition could be developed. Furthermore, a certificate or an A.A. degree could be setting up to better serve the community needs. We hope that the opening of the Mediated Learning Center will help us with the implementation of better serving our students on the listening and speaking parts. We could greatly benefit from having more access to smart classrooms, in order to incorporate "live" sources of language/culture on a regular basis.
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D. Career Technical Education (CTE) programs, provide regional, state, and labor market data, employment statistics, please see "CTE Program Review Addenda" at: www.deanza.edu/gov/IPBT/resources.html

Identify any significant trends that may affect your program relative to:

- 1) Curriculum Content;
- 2) Future plans for your program e.g. enrollment management plans.

<input type="checkbox"/>	No significant changes
Impact:	
Explanation:	

E. Career Technical Education (CTE), provide recommendations from this year's Advisory Board (or other groups outside of your program, etc.) Briefly, address any significant recommendations from the group. Describe your program's progress in moving towards assessment or planning or current implementation of effective solutions.

<input type="checkbox"/>	No significant changes
Impact:	
Explanation:	

III. Select IIIA or IIIB below:

Note instructions and materials for these sections can be found at: <https://www.deanza.edu/slo>

A. For programs whose PLOs primarily align to the Institutional Core Competencies, ICCs: Attach the 2010-11 "Mapping Program Level Outcomes to Institutional Core Competencies" sheet(s) and "Program Level Outcome Assessment Plan" sheet(s).

1 Describe the processes by which your program members have or will assess program level outcomes: (check those that apply)

<input checked="" type="checkbox"/>	course-embedded	<input checked="" type="checkbox"/>	surveys
Other, describe here:			

2 Review the ECMS-SLO Summary Report or SSLO Summary Report (Division Deans shall be sent that report) What percentage of courses that should undergo a SLOAC process are:

<input type="checkbox"/>	NA	<input checked="" type="checkbox"/>	100% complete	<input type="checkbox"/>	in progress	<input type="checkbox"/>	to be assessed
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3 Below, briefly describe the level of engagement by your program staff and faculty with the outcomes assessment process (SLOAC, SSLOAC) since last year?

Since last year, all the faculty from Chinese Department (both Mandarin and Cantonese programs) met up to develop SLOs and came out with the Assessment Plans and have successfully assessed all the courses, including Mandarin 1-6 and Cantonese 1-3 as well as Mandarin 60ABC and Mandarin 61ABC and combined all the data and completed the Phase III for reflection and enhancement (SLOACs).

4 What program enhancements are you implementing as a result of the program level assessment process? Describe enhancements that do not require additional resources below:

summarize results:	No results yet, as program-level assessment has yet to be done.	Plan/Enhancement:	Mandarin program will conduct interviews/survey/tests embedded in courses to assess the program-level outcomes. The process will again involve all the faculty to discuss this process and share their experiences in how to assess and how to better improve their teachings in order to better reach the outcomes. PLO assessment process should be mapped to the ICCs. Faculty will learn together and develop a better teaching community. Furthermore, based on a model that has recently been implemented in the Spanish department, Mandarin students' level of speaking and listening skills will be greatly enhanced upon completion of our program, through work with mp3 voice recordings prepared by the instructor and sent to students for practice at home, regularly throughout each quarter. We will also conduct online essay writing as students' homework assignments and keep all their records for the future enhancement and for planning of new curriculum and better teaching pedagogy.
summarize results:		Plan/Enhancement:	

B. For programs whose PLOs primarily align to the Strategic Initiatives: Attach the 2010-11 "Mapping Program Level Outcomes to Strategic Initiatives" sheet(s) and "Program Level Outcomes Assessment Plan" sheet(s).

1 Describe the processes by which your program members have or will assess program level outcomes: (check those that apply)

<input type="checkbox"/> course-embedded	<input type="checkbox"/> surveys
Other, describe here:	

2 Review the ECMS-SLO Summary Report or SSLO Summary Report (Division Deans shall be sent that report) What percentage of courses that should undergo a SLOAC process are:

NA complete in progress to be assessed

3 Below, briefly describe the level of engagement by your program staff and faculty with the outcomes assessment process (SLOAC, SSLOAC) since last year?

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4 What program enhancements are you implementing as a result of the program level assessment process? Describe enhancements that do not require additional resources below:

summarize results:		Plan/Enhancement:	
summarize results:		Plan/Enhancement:	

Department Summary

IV. Attach 2008-09 Comprehensive Program Review Budget Data Form. Add a column of data that lists the amounts allocated for the 2010-11 academic year.

See: www.deanza.edu/gov/IPBT/program_review_files.html, "Program Review Reports 2008-09"

V. Resource Requests include: staff, faculty, materials, "B" Budget, facility refresh, Measure C equipment

A. Please submit up to three faculty and/or staff requests below in ranked order: (copy this section as needed)

<input type="checkbox"/>	Rank	<input type="checkbox"/>	replacement	<input type="checkbox"/>	growth
Position:					
Department :			Contact Person, ext.		

1 Briefly state how this person will enhance or maintain the status quo of your program plan to improve student learning relative to the campus Mission, Institutional Core Competencies, or Program goals/plans below:

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2 Highlight FTE, PT/FTE ratios and WSCH that support your request below:

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3 If applicable, discuss PLOAC assessment results that support the program need for this resource below:

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4 Please note: It is an expectation that all resources that are allocated 2 or more years prior to the next comprehensive program review (2013-14) will be assessed relative to their contribution to the program, its course or program level outcomes and its program review criteria. In this light, briefly state some of the criteria you may use to assess the effect of this additional staff/faculty position to your program below:

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B. As applicable, list your requests for:

Materials, "B" Budget, facility refresh, Measure C equipment Refer to:

www.deanza.edu/gov/techtaskforce/pdf/Measure%20C_Prioritization_Processes_ClgeCnclApproved6_10_10.pdf

Please submit materials, "B" Budget, facility refresh, Measure C equipment, requests below in ranked order: (copy this section as needed). List 3 here, keep a prioritized list of all items on hand.

<input type="checkbox"/> Rank	<input type="checkbox"/> replacement	<input type="checkbox"/> growth
Item Description:	Stipends for part-time faculty who prepare SLOACs and PLOACs	
Cost Estimate :	\$2000.00	Contact Person, ext. Hua-Fu Liu, ext. 5324

1 Briefly state how this resource will enhance or maintain the status quo of your program plan to improve student learning relative to the campus Mission, Institutional Core Competencies, or Program goals/plans below:

Most of the instructors in the Mandarin program are part-time, and as of right now, they are not being paid to perform the SLOACs. All but four of the part-time instructors were just apprised of the SLOAC process and assigned with their classes and given their SLOs (drafted for them by the full-time instructor) in Spring 2010. We also met and discussed our data, findings, trends, experiences and completed all SLOACs on schedule in Spring 2010.

2 Highlight FTE, PT/FTE ratios and WSCH that support your request below:

Full-time FTEF = 1.00 Part-time FTEF = 2.69

3 If applicable, discuss PLOAC assessment results that support the program need for this resource below:

4 Please note: It is an expectation that all resources that are allocated 2 or more years prior to the next comprehensive program review (2013-14) will be assessed relative to their contribution to the program, its course or program level outcomes and its program review criteria. In this light, briefly state some of the criteria you may use to assess the effect of this additional resource upon your program below:

Analysis of SLO assessments and reflections should reveal enhanced student learning as a result of part-time instructors' participation in the SLOAC process.

Dean's Summary

VI. Resource Requests include: staff, faculty, materials, "B" Budget, facility refresh, Measure C equipment

A. Please submit up to three **faculty and/or staff** requests below in ranked order: (copy this section as needed)

<input type="checkbox"/> Rank	<input type="checkbox"/> replacement	<input type="checkbox"/> growth
Position:		
Department :		Contact Person, ext.

1 In addition to the Department's rationale and from a dean's perspective, briefly state how this person will enhance or maintain the status quo of your program plan to improve student learning relative to the campus Mission, Institutional Core Competencies, or Program goals/plans below:

2 Address FTE, PT/FTE ratios and WSCH that support your request below:

3 In light of the department's statements about assessment results, describe any additional need or service to the College this person may bring to the Division below:

[Redacted]

4 It is an expectation that resource allocations (awarded 2 or more years prior to the next Comprehensive Program Review) will be assessed relative to their contributions to the program, its course or program level outcomes and its program review criteria. In this light, briefly state some of the criteria you, as the Dean, may use to assess the effect of this additional staff/faculty position to your program below:

[Redacted]

B. As applicable, list your requests for:

Materials, "B" Budget, facility refresh, Measure C equipment Refer to:

http://www.deanza.edu/gov/techtaskforce/pdf/Measure%20C_Prioritization_Processes_ClgeCnclApproved6_10_10.pdf

Please submit **materials, "B" Budget, facility refresh, Measure C equipment**, requests below in ranked order: (copy this section as needed)

List 3 here, keep a prioritized list all items on hand.

Rank	replacement	growth
Item Description:	[Redacted]	
Cost Estimate :	[Redacted]	Contact Person, ext. [Redacted]

From a Dean's perspective, are there additional factors to add to the Department's rationale for this resource request? How will the addition of this resource enhance or maintain the status quo of this program's plan to improve student learning relative to the campus Mission, Institutional Core Competencies, or Program Goals? Use the following three sections below to state:

1 Additional factors: [Redacted]

2 Highlight FTE, PT/FTE ratios and WSCH that support the request below:
[Redacted]

3 If applicable, discuss PLOAC assessment results that support the program need for this resource below:
[Redacted]

4 It is an expectation that resource allocations (awarded 2 or more years prior to the next comprehensive program review) will be assessed relative to their contributions to the program, its course or program level outcomes and its program review criteria. In this light, briefly state some of the criteria you, as the Dean, may use to assess the effect of this additional staff/faculty position to your program below:

[Redacted]