

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 AssessmentA. 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 (Latino/o, African Ancestry, Pacific Islander, Filipino)

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|--------------|---|
| Explanation: | There were no Latino/a students enrolled in the Cantonese program in 2005 but the percentage of the Latino/a students who enrolled in Cantonese program for the year of 2007-2008 was 2% and dropped to 1% (2009-2010). The percentage of Filipino/a students who enrolled was 0% (2008-2009), and went up to 1% (2009-2010). The number of Filipino/a students enrolled increased from 0 (2008-2009) to 1 student (2009-2010). No student of African Ancestry enrolled in Cantonese. |
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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 Filipino/a students in Cantonese remained 100% for two years (2007-2008 and 2008-2009). Student success rate for Latino/a students in Cantonese was 100% (2007-2008 and 2008-2009). The data from the past three years strongly shows that the Cantonese Program made progress towards decreasing the student equity gap for both of the targeted groups of Filipino/a students and Latino/a students. |
|--------------|---|

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"

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| Explanation: | The faculty has adopted more technology in language teaching and learning in the past two years in teaching. The data from the past three years strongly shows that the Cantonese Program made progress towards decreasing the student equity gap for both the targeted groups of Filipino/a students and Latino/a students. |
|--------------|--|

4 Overall enrollment growth or decline of all student populations

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|--------------|--|
| Explanation: | The number of students that enrolled in Cantonese courses has grown from 77 (2008-2009) to 125 (2009-2010). The retention rate for Cantonese courses increased from 91% (2008-2009) up to 92% (2009-2010). The Program has responded positively to the institutional goal of increased access, growth and retention. |
|--------------|--|

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?

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|--------------|---|
| Change: | Suspension of beginning and intermediate Cantonese conversation classes due to budget constraints. |
| Explanation: | The Cantonese program has developed beginning and intermediate Cantonese conversation courses from beginner to intermediate level a year ago. However, these courses offerings were suspended due to the statewide budget crisis for post-secondary schools. There are great demands from the students who complete CANT 3 and would like to continue studying in the conversation courses. These would be the courses they need the most. Cantonese courses offer during the night time and they attract students and community learners at the same time. |

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 Cantonese program is developing the intermediate-level courses to better serve students' needs. The faculty of Cantonese program is working together with and closer to the campus wide student services programs to recruit more different ethnic groups of students especially the Filipino/a students. However, we are still awaiting the opening of the Mediated Learning Center, which will begin to meet the needs of all World Language programs for a language lab and classroom spaces that will provide the technology resources and space configuration flexibility to address our urgent need for direct classroom access to language learning resources that are not currently available in our classrooms. Instructional activity in the Mediated Learning Center will surely result in higher retention and success rates. |
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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.

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|------------------------|--|
| 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 |
|--------------------------|----|-------------------------------------|---------------|--------------------------|-------------|--------------------------|----------------|

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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| Since last year, all the faculty from Mandarin and Cantonese Department met up to develop SLOs and came out with the Assessment Plans and have successfully assessed all the courses, including Cantonese 1-3 and combined all the data and completed the Phase III for reflection and enhancement (SLOACs). |
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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: | No results yet, as program-level assessment has yet to be done. | Plan/Enhancement: | Based on a model that has recently been implemented in the Spanish department, Cantonese 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. |
| 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:

| | | | |
|-----------------------------|-----------------------------------|--------------------------------------|---|
| <input type="checkbox"/> NA | <input type="checkbox"/> complete | <input type="checkbox"/> in progress | <input type="checkbox"/> 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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| |
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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.

| | | |
|-------------------|--|--|
| Rank | replacement | growth |
| Item Description: | Stipends for part-time faculty who prepare SLOACs and PLOACs | |
| Cost Estimate : | \$500.00 | 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:

| |
|---|
| This will compensate and encourage part-timers to participate in the ongoing SLOAC process, thus enhancing the quality of instruction that is delivered to the students in our program. |
|---|

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

| |
|---------------|
| PT/FTEF: 0.33 |
|---------------|

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 resource upon your program below:

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

| | | |
|--------------|-------------|----------------------|
| Rank | replacement | 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:

[Redacted]

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

[Redacted]

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]