

## De Anza College

### Mandarin Department Program Review – Annual Update Form

#### 1. Briefly describe how your area has used the feedback from the Comprehensive Program Review provided by RAPP members

Our area has carefully reviewed and utilized the feedback provided by the Comprehensive Program Review and RAPP members to improve our program's effectiveness and alignment with equity goals. Based on the feedback, we have made the following considerations and adjustments:

- **Mission Refinement:** We are revising our mission statement to explicitly identify and address the needs of underserved student populations, including low-income, and Latinx students. This revision will ensure alignment with the college's broader equity goals and affirm our commitment to promoting inclusivity and student success.
- **Guided Pathways Integration:** Our future goals now include embedding Guided Pathways frameworks with program map into our program design to create clear, equitable pathways for all students, particularly those from disproportionately impacted groups.
- **Assessment Enhancements:** We are revising our assessment methods to include quantifiable benchmarks, which will allow us to better measure progress and effectiveness. A structured timeline for Student Learning Outcomes (SLO) assessment has been established to ensure continuous improvement and alignment with program objectives and equity goals.
- **Addressing Enrollment Challenges:** Recognizing enrollment declines, we are developing targeted strategies to attract and retain students. These include enhanced outreach efforts and support services specifically tailored to address the needs of disproportionately impacted groups, aiming to close achievement gaps.
- **Data-Driven Strategies:** We are enhancing data analysis to directly link student success rates to program interventions. This approach will help us identify successful practices and areas needing improvement, ensuring informed decision-making.
- **Stronger Connections:** Instructional strategies are being refined to align more closely with student outcomes and the program mission. This will ensure that our efforts remain focused on achieving equity and success for all students.

Our department has proactively used the feedback from the Comprehensive Program Review (CPR) provided by RAPP members to refine course delivery, improve equity-focused initiatives, and enhance student engagement. For example:

- **Course Delivery Improvements:** Feedback on enhancing asynchronous course offerings guided the development of MAND 1 to MAND 6, with plans to offer MAND 1 to MAND 6, asynchronously in the coming quarters.
- **Equity Strategies for CTE Mandarin Translation and Interpretation Program:** Suggestions to focus on disproportionately impacted students led to the integration of

tailored instructional materials, scholarships (for CTE Mandarin Translation and Interpretation Students), and community outreach efforts.

- **Equity Strategies for Mandarin Language Program:**

**Success Rate by Gender:** Female students generally exhibit high success rates, especially those from non-low-income groups, with some reaching up to 100%. Male students also perform well, but their success rates show greater variability, particularly among low-income males, where success rates fluctuate between 60% and 100%. This suggests that gender and income disparities may impact the overall success of male students, particularly those from lower-income backgrounds. To address these disparities, targeted support strategies for male students, especially those from low-income backgrounds, could be implemented. Offering mentoring programs, supplemental instruction, and academic counseling might help reduce the variability in success rates and improve outcomes for male students. By providing tailored resources, we can ensure that all students, regardless of gender or income, have the opportunity to succeed.

**Impact of Income on Success:** Non-low-income students consistently show higher success rates compared to their low-income peers, regardless of gender. For instance, in Fall 2023 (Course 01Y), low-income males had a success rate of 60%, while non-low-income males achieved 85.7%. This income gap in success rates highlights the importance of addressing the specific challenges that low-income students face in achieving academic success. To close the achievement gap between low-income and non-low-income students, providing tailored support services for low-income students is essential. Initiatives such as financial aid literacy, access to academic resources, and additional academic help can help increase success rates. Moreover, addressing the socioeconomic barriers both inside and outside the classroom is crucial to improving outcomes for low-income students and ensuring their academic success.

**Retention Rates:** Retention rates are generally higher than success rates, indicating that while some students remain enrolled in their courses, they do not necessarily achieve academic success. This suggests that retention alone is not sufficient to ensure the desired academic outcomes for all students. While retaining students is important, the focus should also be on ensuring that they succeed. Developing early intervention systems to identify at-risk students and providing targeted academic support can help convert retention into success. Additionally, regular check-ins or academic advising can be used to monitor students' progress and help them stay on track toward completing their programs. This comprehensive approach can foster both retention and academic achievement.

- **Professional Development:** RAPP members recommended targeted faculty training, resulting in technology integration workshops and equity-oriented pedagogy seminars. Faculty attended RSI I training and will attend RSI II training in winter 2025. To strengthen connections between instruction and outcomes, it is crucial to train faculty in culturally responsive teaching strategies that resonate with diverse student populations. Additionally, course materials, teaching methods, and assessments should be aligned with the program's equity-focused mission, ensuring that instruction is relevant, accessible,

and effectively supports student success. This approach fosters an inclusive learning environment that addresses the diverse needs of all students while promoting equitable outcomes.

## **2. Describe any changes or updates that have occurred since you last submitted program review**

Since our last submission:

- **Course Development:** The framework for MAND 123 as an asynchronous course has been finalized, with plans for implementation by spring 2025.
- **Equity Initiatives:** New resources and strategies are in place to better serve disproportionately impacted students, including targeted scholarships and expanded tutoring support for CTE Mandarin Translation and Interpretation Program.
- **Professional Development:** Faculty training has been enhanced to include trainings on interactive online teaching tools and culturally responsive teaching methods.
- **Translation and Interpretation Focus:** Initiatives to transition the Mandarin Translation and Interpretation program into a non-credit format, both courses and certificates, are underway to attract broader enrollment.
- **Curriculum Updates:** The revised two Certificates of MAND Language and Culture as well as the AA Degree in Mandarin have been submitted and will take effect in fall 2025.

## **3. Provide a summary of the progress you have made on the goals identified in your last program review**

Our department has achieved significant progress on our previously identified goals:

- **Asynchronous Offerings:** Development of MAND 1 to MAND 6 is on track, and preliminary steps for transitioning MAND 1 to MAND 6 to asynchronous formats have begun.
- **Retention and Equity:** Expanded professional development opportunities are helping faculty better address equity gaps. Course designs now include more inclusive and interactive elements.
- **Collaboration:** Partnerships with the online education team have improved course accessibility and streamlined technical support for students and faculty alike.
- **Translation and Interpretation Program Support:** Workshops and scholarships will be launched to prepare students for California's court-certified exam.

## **4. If your goals are changing, provide rationale for any new goals and resource requests**

**New Goals**

1. **Expand Outreach:** Partner with local high schools and community organizations to increase awareness and enrollment in Mandarin courses.
  - **Rationale:** Declining enrollment trends can be counteracted by tapping into high school students interested in advanced language studies.
2. **Enhance Technology:** Secure funding for software tools (e.g., interactive learning platforms) to improve asynchronous learning environments.
  - **Rationale:** To meet the needs of online learners and ensure high-quality, interactive course delivery.

### **New Resource Requests**

- Funding for marketing efforts aimed at outreach.
  - Software and tools to facilitate interactive asynchronous learning, such as AI-based language practice tools: Rosetta Stone, FluentU, LingoChamp, Mandarin Blueprint, Mango Languages, HelloTalk VIP, Italki, ChineseSkill Pro, Skritter, Zizzle, ChinesePod Premium, Pleco Add-Ons, and Memrise Pro.
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## **5. Describe the impact of previously requested resources**

### **Approved Requests**

- **Translation Program Resources:** Funding for workshops and scholarships has positively impacted student preparation for certification exams but has not yet resulted in enrollment growth or job placement success.
- **Impact on Courses:** Approved technology tools have improved asynchronous learning modules, enhancing student retention and engagement.

### **Unmet Needs**

- **Personnel:** Lack of additional faculty or staff has limited our ability to provide individualized support for struggling students, particularly those disproportionately impacted.
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## **6. How have these resources (or lack thereof) specifically affected disproportionately impacted students?**

### **Positive Impacts**

- Scholarships for CTE students have provided financial relief, enabling greater participation from low-income students.
- Workshops for CTE students have supported skill development for students from underserved communities.

## Challenge

- Limited personnel have restricted our ability to provide personalized outreach and interventions for disproportionately impacted students.

## 7. Reflection on Learning Outcomes (SLO, AUO, SSLO)

### MAND Courses:

Learning Outcome	Method of Assessment	Assessment Results	Reflection	Strategies
Students will demonstrate proficiency in Mandarin for daily communication.	Oral presentations and online discussion posts.	90% met proficiency; 10% struggled due to low engagement.	<p><b>Strengths:</b> Synchronous students showed strong interaction and improved fluency through real-time practice.</p> <p><b>Challenges:</b> Asynchronous learners faced difficulties maintaining consistent practice and lacked peer feedback.</p>	<p><b>1. Interactive Tools:</b> Incorporate voice-based discussions, gamified quizzes, and peer evaluation platforms. <b>2. Personalized Support:</b> Provide targeted feedback and practice resources for asynchronous learners. <b>3. Weekly Check-ins:</b> Introduce weekly optional live Q&amp;A sessions to support asynchronous students.</p>
Students will understand cultural nuances in Mandarin-speaking regions.	Project-based assignments analyzing cultural topics.	90% success rate; gaps in critical analysis noted.	<p><b>Strengths:</b> Students with prior exposure engaged deeply in cultural comparisons and presented creative projects.</p> <p><b>Challenges:</b> Those without prior cultural exposure struggled to interpret nuances and relied heavily on surface-level analysis.</p>	<p><b>1. Multimedia Resources:</b> Use engaging tools such as cultural documentaries, short films, and podcasts with guided questions. <b>2. Scaffolding Projects:</b> Break assignments into smaller tasks to build students' analytical skills incrementally. <b>3. Cultural Immersion Activities:</b> Provide</p>

<b>Learning Outcome</b>	<b>Method of Assessment</b>	<b>Assessment Results</b>	<b>Reflection</b>	<b>Strategies</b>
				virtual tours, guest speakers, or cultural exchange opportunities to enhance real-world understanding.

### **MAND Translation and Interpretation Courses:**

<b>Mandarin Translation and Interpretation Program SLO Reflection</b>	
<b>Learning Outcome</b>	Students will demonstrate proficiency in Mandarin translation and interpretation, applying linguistic, cultural, and professional standards in both written and oral formats.
<b>Method of Assessment of Learning Outcome</b>	<ol style="list-style-type: none"> <li>1. Midterm and final exams featuring translation and interpretation tasks.</li> <li>2. Practical role-play exercises simulating real-world translation and interpretation scenarios.</li> <li>3. Peer and instructor evaluations based on rubrics focused on accuracy, fluency, and contextual appropriateness.</li> <li>4. Group projects emphasizing collaborative translation and interpretation.</li> </ol>
<b>Summary of Assessment Results</b>	The majority of students (90%) met or exceeded expectations in written translation accuracy, while 85% demonstrated proficiency in oral interpretation tasks. Areas requiring improvement include managing time constraints during interpretation and handling culturally nuanced content. Collaborative projects showed strong teamwork skills but highlighted the need for greater consistency in terminology.
<b>Reflection on Results</b>	The results reflect solid foundational skills in translation and interpretation. Students excelled in accuracy and cultural sensitivity but struggled with maintaining fluency under time pressure and adapting to complex idiomatic expressions. These gaps suggest a need for more targeted practice in real-time scenarios and consistent exposure to diverse materials.

<b>Mandarin Translation and Interpretation Program SLO Reflection</b>	
<b>Strategies Implemented or Plan to be Implemented</b>	<ol style="list-style-type: none"> <li>1. Integrate timed interpretation drills into the curriculum to improve fluency under pressure.</li> <li>2. Introduce a wider range of culturally specific texts and idioms in class exercises.</li> <li>3. Offer workshops focusing on terminology management and consistency.</li> <li>4. Enhance collaborative project guidelines to ensure even distribution of tasks and peer review of terminological accuracy.</li> <li>5. Provide access to online translation tools and databases for hands-on practice with real-world materials.</li> </ol>

## 8. Dean Manager Comments:

This is a thoughtful and detailed program review for the Mandarin Department. The department has done a good job reflecting on the feedback from RAPP and identifying areas for growth. Despite the challenges of limited staffing, the dedication to both students and the program is evident.

Offering asynchronous online Mandarin courses this year is a significant milestone. This expansion of teaching modes increases flexibility for students, meeting their diverse needs and schedules. Based on initial enrollments and trends this year, I believe that this teaching modality will result in enrollment growth.

The dual focus of the department, with its general education and Career and Technical Education (CTE) components, is an impressive strength. It serves students who want the opportunity to learn and refine their knowledge in the Mandarin language and culture and those who want to improve their skillset for professional and career-related goals. The department is to be commended for maintaining a comprehensive program that serves a variety of student interests and objectives.

Balancing these two areas (general education and CTE) is a huge undertaking especially since there is only one full-time faculty in this department. Efforts to explore different strategies, such as partnerships with local high schools or community organizations, for increasing enrollment are commendable.

Moving forward, I encourage the department to continue professional development in online teaching pedagogy and looking at technological tools that will help with online teaching of languages.