

**De Anza College**

**Program Review – Annual Update Form**

1. Name of individual(s) completing the form: Hua-Fu Liu
2. Briefly describe how your area has used the feedback from the Comprehensive Program Review and Annual Program Review Update provided by RAPP members over the past two years (if unsure, request the feedback form from your dean/manager).

Over the past two years, our department has consistently incorporated RAPP’s feedback to refine mission, equity practices, curriculum, and program planning. Because mission refinement and Guided Pathways corrections were fully addressed in 2024–25, this report focuses on RAPP’s commendations and previously implemented improvements.

3. Describe any changes or updates that have occurred since you last submitted program review (program review [submissions](#)).

Since the last submission:

- Curriculum Updates: Two revised Certificates of Mandarin Language and Culture and the AA Degree in Mandarin take effect in fall 2025. We are planning to create non-credit versions of MAND 1–6, with an anticipated implementation in fall 2026.

4. Provide a summary of the progress you have made on the goals (OKRs) identified in your last program review (as included in the comprehensive program review or annual program review update).

Goal Title	Timeline (2026–2028)	Goal Description	Responsible Parties	Collaboration With	Evidence Used	Assessment Method	Changes Based on Assessment
Equity and Retention Improvement	Implement expanded support in 2026; evaluate and scale mentoring/counseling	Close achievement gaps for low-income and male students by expanding	Faculty Lead (Hua-Fu Liu)	Office of Equity, Institutional Research	Success/retention data by gender and income	Term-over-term progress analysis	Added mentoring, academic counseling, and supplemental instruction

	programs in 2027–2028.	targeted support.					
Asynchronous Program Expansion	Complete MAND 1–6 asynchronous development by Spring 2026; refine engagement tools in 2027–2028.	Offer MAND 1–6 asynchronously to improve access and flexibility.	Department Faculty	Online Education Team	Completion and engagement analytics	Student surveys & completion rates	Added interactive tools
CTE Translation & Interpretation Development	Launch non-credit courses/workshops in Spring 2026; improve certification preparation through 2028.	Develop non-credit pathway with workshops to prepare students for state certification.	CTE Faculty	Perkins & Workforce Development	Workshop participation	Student feedback and enrollment tracking	Added timed interpretation drills and industry terminology
Community Outreach	Conduct Winter 2026 outreach events; expand partnerships, email campaigns, and advertising efforts through 2026–2028.	Work with high schools, community groups, and former students to increase enrollment and awareness.	Dean, Faculty Lead	Outreach Office, High Schools, Community Groups, Former Students	Enrollment data, email/advertising reports	Year-to-year enrollment & engagement comparison	Expand Winter 2026 events and strengthen advertising efforts
Asynchronous Expansion (Added Back)	Maintain MAND 1–4 asynchronous; launch MAND 5–6 in Winter & Spring 2026; conduct improvements through 2027–2028.	MAND 1–4 are fully asynchronous; MAND 5–6 launching in Winter & Spring 2026.	Department Faculty	Online Education Team	Enrollment & completion metrics	Compare in-person vs. async performance	Adjust scheduling & support based on feedback
CTE Development (Added Back)	Launch non-credit CTE pathway in Spring 2026; continue curriculum refinement and outreach through 2028.	Launch non-credit Mandarin Translation & Interpretation courses in Spring 2026.	CTE Faculty, Faculty Lead	Perkins, Workforce Development, Community Partners	Enrollment interest & outreach data	Feedback from students & employers	Curriculum aligned with certification requirements

5. If your goals (OKRs) are changing or you are adding a new goal(s), please include them below. If new goals require resources, please list requested resources that were not included in your last program review.

Goal Title	Goal Description	Responsible Parties	Collaboration With	Evidence to Monitor Progress	Assessment of Achievement
Personnel Request: Student Coordinator	Add a Student Coordinator to assist with student communication, program organization, outreach, and event planning.	Division Dean & Mandarin Department Chair	HR, Office of Equity, CTE, Community Partners	Hiring documentation, job performance reports	Successful onboarding and role integration

6. Describe the impact to date of previously requested resources (personnel and instructional equipment, facilities/upgrades) including both requests that were approved and were not approved. What impact have these resources had on your program/department/office and measures of student success or client satisfaction? What have you been able to and unable to accomplish due to resource requests that were approved or not approved?

**Approved Resources and Impacts:**

CTE workshops are opened to the public and to CTE students, providing opportunities to engage with the community and develop specialized skills. We will offer workshops in the future focused on court and medical field examinations to help prepare students for certification and professional testing.

**Unmet Requests and Challenges:**

**Personnel:** Lack of additional faculty/staff limits individualized support for Mandarin CTE Program. This gap restricts outreach and mentorship capacity for disproportionately impacted groups.

7. How have these resources (or lack of resources) specifically affected disproportionately impacted students/clients? If you have not requested or received resources, still describe how your area has been able to serve disproportionately impacted students/clients.

**Positive Impacts:**

CTE workshops are opened to the public and to CTE students, providing opportunities to engage with the community and develop specialized skills. We will offer workshops focused on court and medical field examinations to help prepare students for certification and professional testing.

**Challenges:**

Without added CTE personnel, the department cannot provide adequate one-on-one academic support or proactive outreach. This directly affects retention among low-income and working-student populations.

**Personnel Needed:** Student Coordinator for the Mandarin Translation and Interpretation Program

**Rationale:** The Mandarin Department currently has only one full-time faculty member overseeing the CTE (Career Technical Education) program in Translation and Interpretation. As the program continues to grow, it has become increasingly difficult for one person to manage instructional, administrative, and outreach duties effectively.

**New Resource Requests**

Hiring a Student Coordinator will strengthen outreach and recruitment, streamline program organization, and build partnerships with adult education and professional certification programs. This role will also ensure continuous communication with students, coordinate events, and support engagement—enhancing both the visibility and long-term sustainability of De Anza College’s Mandarin Translation and Interpretation Program. Estimated Compensation: Quarterly salary (Fall, Winter, and Spring): \$3,000.00 per quarter.

8. Refer back to your Comprehensive Program Review and Annual Program Review Update under the section titled Assessment Cycle as well as the SLO website (<https://www.deanza.edu/slo/>) for instructional programs. In the table below, provide a brief summary of one learning outcome, the method of assessment used to assess the outcome, a summary of the assessment results, a reflection on the assessment results, and strategies your area has or plans to implement to improve student success and equity. If your area has not undergone an assessment cycle, please do so before completing the table below.

**Table 1. Reflection on Learning Outcomes (SLO, AUO, SSLO)**

Learning Outcome	Method of Assessment	Summary of Results	Reflection on Results	Strategies Implemented or Planned
Students will demonstrate proficiency in Mandarin for daily communication.	Oral presentations and online discussion posts.	90% met proficiency; 10% struggled due to low engagement.	Asynchronous learners lack consistent practice and feedback.	Added interactive voice tools, peer evaluation, and weekly optional live Q&A sessions.
Students will demonstrate proficiency in Mandarin translation and interpretation.	Midterm/final exams, role-play exercises, peer/instructor evaluations.	85–90% met expectations; time management and idiomatic accuracy need improvement.	Students perform well in accuracy but struggle under time pressure and cultural nuance.	Implement timed interpretation drills, expand exposure to idioms, and offer terminology workshops.

**Overall Reflection on PROs:**

**MAND 1 to 6**

The enrollment and performance data across the Mandarin (MAND) courses from summer 2024 through winter 2025 at De Anza College show consistently high retention and success rates overall, with most student groups successfully completing their courses. In summer 2024, the Elementary Mandarin (2nd Quarter) section (40Z) achieved a 94.6% total success rate and a 97.3% retention rate, with Asian and White students—both low-income and not low-income—achieving 100% success. However, some equity gaps appear in smaller student groups: for example, Filipinx students in summer had a 0% success rate, and one Latinx student withdrew. In fall 2024, both Elementary and Intermediate levels continued to demonstrate strong success and retention (generally between 88%–96%), with Asian and Latinx students particularly successful across sections. A few groups, such as Decline to State and White (not low income) students, showed lower success rates in some sections. Moving into winter 2025, total success rates remain comparatively strong (generally 84%–90%), though some decrease is seen in certain Asian low-income groups and small Latinx cohorts due to withdrawals. Overall, the program maintains high achievement and retention, while the data suggests attention to small but meaningful disparities among certain demographic subgroups is needed to continue ensuring equitable outcomes.

### **CTE Translation/Interpretation Program:**

The data across four Translation and Linguistics courses (MAND D051–D054) from Fall 2024 through Spring 2025 show strong overall student performance, with an average success rate of 82.4% and a retention rate of 86.1%. However, the success rates vary noticeably by course. D053 (Mandarin/English Linguistics Analysis) and D054 (Sight Translation) demonstrate the strongest outcomes, achieving 92.9% and 100% success rates respectively, with no withdrawals in either course. D052 (Mandarin Grammar and Composition) also shows high student achievement at 90.9% success and a low withdrawal rate. The primary area of concern is D051 (Introduction to Translation/Interpretation), which has a significantly lower success rate of 61.5% and a higher withdrawal rate of 35.9%, suggesting students may need additional support in this foundational course. Overall, students are successful and retained at high levels in the program, with the data indicating targeted intervention and scaffolding may be most beneficial in the introductory level to help students persist and succeed in more advanced coursework.

RAPP commended the program for its excellent reflection and clear strategies. These SLO refinements will continue to inform curriculum design and equity-focused instruction.

**Please email this form to your dean/manager.**

9. Dean Manager Comments:

Hua-fu is to be commended for her efforts as department chair of the Mandarin program, which contains both GE classes and a CTE program. I appreciate her thoughtful integration of previous RAPP feedback and her continued work refining curriculum, expanding modalities, and strengthening the Mandarin Translation and Interpretation career pathway for students.

The revision of the Certificates of Mandarin Language and Culture and the AA Degree, along with the planned development of non-credit MAND 1–6, are especially noteworthy as these will strengthen the enrollment in the program. Offering non-credit Mandarin will offer students an opportunity to retake classes to develop a higher level of mastery in the language.

I am particularly impressed with the intentionality behind the expanded asynchronous online offerings, which allow more flexibility scheduling. The suggestion of incorporating interactive voice tools, peer evaluation, and optional live sessions in the reflections of the SLO assessments show strong pedagogical design in supporting asynchronous learners.

The translation and interpretation workshops, along with the offering of a non-credit pathway option will help keep the enrollment in the Mandarin CTE Translation and Interpretation Program healthy and strong. The analysis of equity gaps within the CTE sequence, particularly the need for greater scaffolding in the introductory course, shows proactive and data-informed planning.

Given that the department has only one full-time faculty member managing both academic and CTE responsibilities, the department's request for a student coordinator in the Translation and Interpretation program is reasonable and warranted. I fully support the request for a coordinator to help with outreach, communication and overall support of the program.

Overall, the Mandarin program is maintaining a strong program by making changes in the curriculum, delivering courses using various modalities, analyzing equity outcomes, and expanding opportunities for students in both academic and career pathways.

#### 10. Vice President/Associate Vice President Comments:

The Mandarin Department continues to demonstrate strong leadership in curriculum development, equity-focused instruction, and workforce pathway expansion. The revision of the Certificates of Mandarin Language and Culture and the AA Degree, along with the planned launch of noncredit MAND 1–6, strengthens access, flexibility, and enrollment. The expansion of asynchronous offerings and integration of interactive voice tools reflect a thoughtful approach to supporting student engagement and success. The growth of the Translation and Interpretation CTE pathway responds directly to workforce demand and certification requirements. Given the program's scale and complexity, the request for a student coordinator is well justified and essential to sustaining outreach, mentoring, and program effectiveness.