

**PROGRAM REVIEW 2008-2011**

**Division: Intercultural and International Studies**

**Department or Program: Chinese Department: Mandarin and Cantonese**

**Name and Title of Preparer(s): Hua-Fu Liu, Chinese Department Chair**

**I. Description and Mission of the Program**

Which area(s) does this program considerably address (check all that apply):

Basic Skills     Transfer     Career/Technical    Other (describe)

**A. Description and mission of the Chinese Department:**

Elementary (first-year) Mandarin and Cantonese courses provide an introduction to the language and cultures of Mandarin- and Cantonese-speaking world areas. Intermediate (second-year) Mandarin courses focus on reading and discussion of texts dealing with the literature, arts, culture, history and geography of the Mandarin-speaking world. The two-year Mandarin and Cantonese Conversation curriculum offers students the opportunity to develop accuracy and fluency in oral communication and listening comprehension skills.

The Mission of the Chinese Program is to provide Chinese languages learning opportunities (both in Mandarin and Cantonese) to the De Anza students and to the community so that each learner can become proficient in Chinese languages and can receive knowledge regarding the Chinese culture and personally more accepting and participating in the current multilingual and globalized environment. The main goal of the beginning and intermediate-level courses is to set base and develop learners' language skills in communicating with native speakers and comprehending written texts with the help of dictionaries. The primary expected outcome of the program's mission is successful completion of Mandarin and Cantonese GE courses for transfer to 4-year institutions.

**B. The Chinese Department's main strengths:**

- **The curriculum addresses a range of language goals and interests.** The Chinese Department serves a diverse population with varying interests for acquiring language proficiency in Mandarin and Cantonese. Many students enrolled in GE classes, particularly in the evening schedule, are taking Mandarin and Cantonese courses to fulfill career objectives. Others are linked by family or personal relationship to local Chinese communities and are seeking to perfect their Mandarin or Cantonese language skills in the formal academic setting of our GE curriculum, while the Beginning and Intermediate Conversation courses provide more extended practice for the development of oral communication skills and for practical use, related to their jobs or professional fields.

- **Definition of instructional objectives and learning outcomes.** All Mandarin and Cantonese course outlines reflect the Department's commitment to instructional objectives that define expected language proficiency outcomes within the framework of language as an expression of culture. At each level of the language acquisition process, the study of language structures and development of language communication skills incorporates an exploration of the geographical diversity of Mandarin- and Cantonese-speaking world areas in a variety of socioeconomic and cultural contexts, with an incremental examination of the diversity of cultural, historical and regional contexts of Mandarin- and Cantonese- speaking peoples and cultures that promotes student engagement in critical analysis and comparison of diverse cultural perspectives that express themselves in a common language, rich in lexical and geographical variations.
- **Qualified Faculty.** All faculty are experts in the field in Mandarin and Cantonese language teaching. Faculty share their expertise, experiences and support each other in teaching and learning and participate in Cultural Competency Seminar series.
- **Enrollment and Retention.** The enrollment of the students for Chinese Department has grown up from 727 (2005-2006) to 1115 students (2007-2008). For the Mandarin program, the retention rate increased from 87% (2005-2006) to 91% (2007-2008) and the success rate increased as well from 82% (2005-2006) to 86 % (2007-2008). For the Cantonese program, the retention rate increased from 87% (2005-2006) to 93 % (2007-2008) and the success rate increased from 82% (2005-2006) to 93 % (2007-2008). Both retention and success rate of Mandarin program grew moderately during the past three years. The retention rate of Cantonese program also grew moderately in the past three years but the success rate of Cantonese program grew significantly in the past three years.
- **Curriculum.** 95% of Chinese Department courses are transferable; 100% of Mandarin and Cantonese courses are degree applicable. Beginning Mandarin and Cantonese and Intermediate Mandarin offerings are General Education courses.

C. The Chinese Department identifies the following areas for improvement:

- The anticipated Mediated Learning Center, while still two years away from completion, will begin to meet the need of all World Languages Programs for a language lab and classrooms spaces that will provide the technology resources and space configuration flexibility to address our urgent need for direct classroom access to language learning resource that are not currently available in our classrooms.
- The department must address the need to incorporate in-class instructional assistants, particularly into Mandarin 1 and Mandarin 2 classes, to address in a more prompt and effective manner the needs of students at risk for non-success. It is anticipated that the consistent use of in-class tutors would significantly reduce the recent increase in the rates of non-success.
- Currently, there are more Asian students enrolling in Chinese and Cantonese programs than any other ethnic group of students. Chinese Department should recruit more students from other ethnic group of students, such as African Americans, Hispanic, Filipino/a students, etc.
- The Department should provide adequate teacher's trainings for cultural competency, update curriculum, instructional methods and assessment tools to current to better serve students who come from different cultural and ethnic backgrounds.

- The Department should establish school-social networks with instructors to help students build up their language learning communities.

#### D. Expected learning outcomes:

Chinese Department adopted the ACTFL “Standards of Foreign Language learning” that the student learning outcomes should include:

- **Student should be able to communicate in Chinese:** They should be able to engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions in Chinese. They should be able to understand and interpret written and spoken language on a variety of topics in Chinese and be able to present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
- **Students should be able to gain knowledge and understanding of the cultures of the Chinese-speaking world:** They should be able to demonstrate an understanding of the relationship between the practices and perspectives of the cultures of the Chinese-speaking world.
- **Students should be able to identify connections with other disciplines and acquire information about those disciplines:** They should be able to reinforce and further their knowledge of other disciplines through the study of Chinese and acquire information and recognize the distinctive viewpoints that are only available through the Chinese language and culture.
- **Students should be able to develop insight into the nature of language and culture:** They should be able to demonstrate the understanding of the nature of language through comparisons between the Chinese language and their own and understand the concept of culture through comparisons between the Chinese culture and their own.
- **Students should be able to participate in multilingual communities at home and around the world:** By using the Chinese language both within and beyond the school setting and show evidence of becoming life-long learners by using Chinese for personal enjoyment and enrichment.

## II. Retention and Growth

A. In the last three years, the number of students that enrolled in Mandarin courses has grown from 659 students (2005-2006) to 1021 (2007-2008). The number of students that enrolled in Cantonese courses has grown from 68 students (2005-2006) to 94 (2007-2008). The retention rate for Mandarin courses increased from 87% (2005-2006), to 90% (2006-2007), up to 91% (2007-2008) while for Cantonese courses increased from 87% (2005-2006) up to 93% (2007-2008). The Chinese Department (both Mandarin and Cantonese programs) has responded positively to the institutional goal of increased access, growth and retention.

B. The percentage of the students of African Ancestry who enrolled in the Mandarin program for the last three years was 1% while the numbers increased from 5 (2005-2006) to 13 students (2007-2008). The percentage of Latino/a students who enrolled in the Mandarin program for the last three years was 2% (2005-2006) and dropped to 1% (2007-2008). However, the numbers

slightly increased from 12 (2005-2006) to 15 students (2007-2008). The percentage of the Filipino/a students who enrolled in the Mandarin program for the last three years was 2% (2005-2006), then dropped to 1% (2006-2007) and up to 2% (2007-2008). The numbers increased from 12 (2005-2006) to 21 students (2007-2008).

There were no Latino/a students enrolled in the Cantonese program in 2005-2007 but the percentage of the Latino/a students who enrolled in the Cantonese program for the year of 2007-2008 was 2%. The percentage of the Filipino/a students who enrolled in the Cantonese program for the last three years was 0% (2005-2006), up to 1% (2006-2007) and then up to 2% (2007-2008). No students of African Ancestry enrolled in Cantonese.

For the Mandarin program, the retention rate for African ancestry students increased from 60% (2005-2006), to 71% (2006-2007) and finally to 92% (2007-2008). The retention rate for Latino/a students was from 50% (2005-2006), dropped to 45% (2006-2007) and up to 93% (2007-2008). The retention rate for Filipino/a students increased from 75% (2005-2006), to 100% (2006-2007) and down to 81% (2007-2008). For the Cantonese program, the retention rate for Latino/a students was 100% (2007-2008). The retention rate for Filipino/a students remained 100% for the past two years (2006-2007 and 2007-2008).

The retention rate of Mandarin program for African ancestry students and Latino/a students grew significantly in the last three years. However, the retention rate for Filipino/a students decreased significantly. The retention rate of Cantonese program for Filipino/a students was constant in the past three years. Overall, the Chinese Department, both Mandarin and Cantonese program responded positively to the institutional goal of increased access, growth and retention specifically for the identified targeted populations of African Ancestry, Latino/a, and Filipino/a students

C. The language basic skills identified by the Statewide Basic Skills Initiative, while targeting English, reading, writing and ESL, are also addressed through the Mandarin and Cantonese curriculum in terms of developing essential language skills in all functions of communication: oral proficiency, listening comprehension, reading and writing competence, and cultural literacy. Students who come to Mandarin or Cantonese classes with strong English language skills are almost invariably highly successful in second-language acquisition.

### III. **Student Equity**

A. Student success rates for African ancestry students in Mandarin were 40% (2005-2006), 43% (2006-2007), and 85% (2007-2008). Student success rates for Filipino/a students in Mandarin was 67% (2005-2006), 100% (2006-2007) and 81% (2007-2008). Student success rates for Latino/a students in Mandarin was 33% (2005-2006), 36% (2006-2007) and 53% (2007-2008). Student success rate for Filipino/a students in Cantonese remained 100% for two years (2006-2007 and 2007-2008). Student success rate for Latino/a students in Cantonese was 100% in 2007-2008.

The data from the past three years strongly showed that the Chinese Department (both Mandarin and Cantonese programs) made extraordinary progress towards decreasing the study equity gap for the targeted groups.

B. The faculty of all World Languages in the IIS Division share the common concern that students enrolled in our classes who lack the basic skills stipulated as pre-requisites in our Course Outlines, significantly impact success rates for our programs, not only for those at-risk students with developing basic skills, but also for their classmates whose rate of progress is affected by the additional time and attention that at-risk students require during class activities. In the previous section, it was noted that there exists a need for in-class Mandarin- and Cantonese-speaking assistants to support Instructors in the classroom, particularly at the beginning levels, notably Mandarin and Cantonese 1 and 2, where success is essential to maintaining a healthy continuity from one language level to the next.

C. A challenge in reaching the goal of student equity is having at our disposal the instructional and technological supports that are needed to close the gap. In addition to in-class tutors, and as mentioned previously, it is anticipated that the current gap in student outcomes will be much better addressed when we are able to teach our classes in the Mediated Learning Center language classrooms, where technology access, and classroom designs and configurations, will strongly support instruction and produce significantly higher retention and success rates.

Another challenge facing the Chinese Department, especially for Mandarin program and its need to address student equity is time and resources. FTEF carried by full-time faculty accounts for only 23% of the total FTEF of the Mandarin program, making evident that the fact that the program relies too heavily upon part-time instruction. Hiring one more full-time faculty member would double our faculty resources, increasing opportunities for instructors to link with other programs on campus.

IV. **Budget Limitations** (Please be specific in your responses.)

A. Both Mandarin and Cantonese programs have increased student enrollment in past three years. In order to serve better the students with different backgrounds and needs, more resources should be provided, such as teacher's professional development, facilities maintenance and improvement, tutoring opportunities in the classroom, individualized student attention, curriculum and courses development, etc. All these require funding. Without adequate funding, some of these goals will become impossible to reach and students' interest in learning Chinese may drop.

Chinese Department has grown for the past three years. There were 1,100 students enrolled in 2007-2008. The projections of 2008-2009 will continuously grow in student enrollment. The data above proves that Chinese Department has recruited more students from other ethnic group of students, especially African Americans, Hispanic, Filipino/a students, etc. The department made extraordinary progress towards decreasing the targeted groups of student equity gap. Without the enough funding, Chinese department cannot reach its goals that being mentioned above to better serve students' and communities' different needs.

B. The consequences of a reduced or eliminated Chinese Department would most negatively impact students. With the largest population and the fastest growing economy, China has among the greatest potential as a market for U.S. goods. A working knowledge of Mandarin and

Cantonese is an increasingly important and essential tool in the world of international business and foreign affairs, especially in Silicon Valley. There is a high demand from the local community as well as students from different ethnic backgrounds to learn Mandarin and Cantonese.

Moreover, a lot of students are interested because they deal in day by day life with Chinese people (work, neighbors, school) and have the feeling that they could communicate better by knowing the language and the culture. Of all foreign languages at American universities and colleges, Mandarin shows the highest proportional increase in enrollment.

- V. **Additional Comments (optional)**: What additional information is important to consider when reviewing the budget of your program for possible reductions? You may include any or all of the following, or other information.

Strategic Planning Initiatives:

Cultural Competency: Chinese Department faculty have participated in campus-wide and IIS Division's cultural competency training, which include a reading group working in conjunction with other groups throughout the Division on cultural competency and student equity. The training effort should not stop here but continue the years to come.

State and Federal Mandates:

Former President Bush launched the National Security Language Initiative (NSLI) in 2006, a plan to further strengthen national security and prosperity in the 21st century through education, especially in developing foreign language skills. The NSLI dramatically increased the number of Americans learning critical need foreign languages such as Arabic, Chinese, Russian, Hindi, Farsi, and others through new and expanded programs from kindergarten through university and into the workforce. Deficits in foreign language learning and teaching negatively affect U.S.'s national security, diplomacy, law enforcement, intelligence communities and cultural understanding.

To address these needs, under the direction of the President, the Secretaries of State, Education and Defense and the Director of National Intelligence have developed a comprehensive national plan to expand U.S. foreign language education beginning in early childhood and continuing throughout formal schooling and into the workforce, with new programs and resources.

The agencies had to partner with institutions of learning, foundations and the private sector to assist in all phases of this initiative, including partnering in the K-16 language studies, and providing job opportunities and incentives for graduates of these programs.

California Department of Education initiated "World Language Content Standards for California Public Schools-from Kindergarten through Grade Twelve", which was adopted by the State Board of Education in Jan 7, 2009. It requires one year of either foreign language or visual and performing arts for high school graduation. Since many local high schools have eliminated a foreign language program, students rely on community colleges to provide Mandarin and Cantonese education.