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OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review and Planning is about evaluating and assessing programs and documenting plans for improving student success rates. Through review of and reflection on key program elements, Program Review and Planning identifies program strengths and strategies necessary to improve the academic discipline, program, and/or services to support student success.

The College also uses Program Review and Planning as the conduit to request resources (human, technology, facilities and funding) to further help improve and support programs.

BASIC PROGRAM INFORMATION

Academic Year

2021-2022

Are you completing a comprehensive or annual PRP?

Annual

Division Name

Languages and Literature

Department Name

World Languages

Department Chair Name

Scott Nelson

Discipline Name

French (FREN)

Department Chair email

snelson@palomar.edu

Please list the names and positions of everyone who helped to complete this document.

Scott Nelson, Department chair Assistant Professor, Italian and Spanish

William Carrasco, Assistant Professor, French and Spanish

Website address for your discipline<https://www2.palomar.edu/pages/worldlanguages/>**Discipline Mission statement**

The mission of the World Languages Department is to provide an engaging teaching and learning environment for students to gain language proficiency in Arabic, Chinese, French, German, Italian, Japanese and Spanish. Emphasis is on the expansion of cross-cultural awareness, as well as the development of speaking, listening, reading and writing skills in the target language. Through the study of languages, students develop an awareness of the experiences of others, an understanding of their unique ways of life, and a recognition and respect for their diversity and contributions to the world. We are committed to helping our students achieve communicative competence in world languages in order to contribute as individuals and global citizens living responsibly, effectively, and creatively in an interdependent and ever-changing world.

(click here for information on how to create a mission statement)

Does your discipline have at least one degree or certificate associated with it?

Yes

Are any of your programs TOP coded as vocational (CTE/CE)?

No

List all degrees and certificates offered within this discipline.

AA in French

Certificate Program in French

BASIC PROGRAM INFORMATION: FACULTY AND STAFFING RESOURCES

In this section, you will identify how many faculty and staff support your discipline's programs. This information is considered when you request permanent staff and faculty hires. It is also useful as you evaluate your program and the human resources and talent you have to support our students.

To help you answer questions in this section, you will need the two links below. An arrow will appear in the spreadsheet pointing to the data you will enter.

1) Permanent Faculty and Staff Count**2) FTEF LINK****How many permanent or full-time faculty support your discipline (program)?**

.66

For this past fall semester, what was your Full-time FTEF assigned to teach classes?

.66

For this past fall semester, what was your Part-time FTEF assigned to teach classes?

.66

List the classified and other permanent staff positions that support this discipline.

One (1) Language Lab Instructional Support Assistant supports this discipline and 6 other disciplines in the department, 100%

One (1) Department ADA supports this discipline and 6 other disciplines in the World Languages Resource Center, and is shared with the library. 50%

Currently, there is a vacant classified position "Instructional Support Asst I".

List additional hourly staff that support this discipline and/or department

Students and short-term hourly offer general assistance in the WLRC.

One French-speaking student tutor (PT) approx. 5 hours total per week.

PROGRAM INFORMATION

In this section, you are asked to consider and evaluate your programs, including their program learning outcomes, the annual number of completions, goals for completions, and enrollment and efficiency trends.

PROGRAM LEARNING OUTCOMES

Begin this section by reviewing the Program Review reports for programs and courses in **Nuventive Improve** (TracDat). All active course and program learning outcomes should be systematically assessed over a 3-year cycle. First, look at program learning outcomes.

- **Program** = Leads to a degree or certificate
- **Discipline** = A group of courses within a discipline

*Programs will be able to complete program completion and outcome questions.

How well do your program's learning outcomes communicate the scope and depth of the degree/certificate offered?

The learning outcomes communicate well the expected level of language proficiency. A review of the 3rd year French program at CSU and UC institutions convinces me that the outcomes indicate that Palomar students will be well prepared to continue to the next level. Example: CSUSB: FREN 303. Contemporary Spoken French. 4 Units. Prerequisites: FREN 202 or consent of department. Practice of contemporary spoken French through the reading and discussion of current topics in the French-speaking world.

Palomar SLOs (condensed): Narration at the intermediate level. Students who successfully complete the French program will be able to express original ideas in written form using content, vocabulary at the intermediate level... Students will be able to present a project orally using content, vocabulary and structures... understand spoken French on variety of topics at an intermediate level.

How do they align with employer and transfer expectations?

The program learning outcomes allow students to complete the academic requirements necessary for transfer and prepare students with the intermediate language skills and cultural knowledge necessary to be employed at a company that interacts with the French speaking world and its culture.

Describe your program's plan for assessing program learning outcomes.

Writing and listening assessments are graded using a department rubric. A grade of 70% is required for completion. Assessments are made at each level of instruction on a rotating 3-year schedule to determine progression as well as final attainment.

Summarize the major findings of your program outcomes assessments.

Students are achieving the appropriate level of progress for the courses where the assessments are made. Courses are assessed every three years so no French courses were assessed during the 2020-2021 academic year. In spring 2019 French 102 was assessed with a success rate of 80%. In fall 2018 French 101 was assessed with 87% meeting requirements. In spring 2018 French 201 was assessed with 100% meeting the criterion. The more challenging assessment of written French was used in spring 2018 in French 102 with 94% meeting or exceeding the minimum requirement. Spoken French 140 was also assessed in spring 2018 with 100% success. Second year French students were assessed In fall 2017, 89% of 1st-year French 101 students met or exceeded the minimum criterion for comprehension as expected for the course level.

PROGRAM COMPLETIONS

Student success is at the core of what we do in assisting students in achieving their goals.

The Chancellor's Office Vision for Success stresses the importance of Program Completion as a major goal for our students. In addition, transfer and career readiness are key components of Palomar College's mission statement. This year, our funding formula has also changed reflecting this emphasis, providing additional funding as a function of the number of completions.

In this section, you will reflect upon the number of completions students earned for EACH degree/certificate you offer. As required for accreditation, you are also asked to set a standard which represents the lowest acceptable number of completions and a stretch goal for increasing the number of awards.

Link to **Program: Completions**

Copy and paste five years of completion data for each of your discipline's degrees and certificates.

From 2017-2021 there were 10 AA's and 40 Certificates completed for a total of 50.

The number of AA's awarded has declined steadily from 2017 to 2021 (11, 6, 2, 0, 2 respectively) with no AA's awarded in 2019-2020. The average AA completion per year for the past 5 years is 4.2.

The number of Certificates awarded has fluctuated each year since 2017 (15, 10, 1, 11, 3 respectively) also showing an overall decline. In 2018-2019, only 1 Certificate was awarded. The number increased to 11 in 2019-2020, but dropped again to 3 in 2020-2021. The average number of certificates completed annually for the last 5 years is 8.

Have your program completions Increased, decreased, or stayed the same over the last 5 years?

Decreased

What factors have influenced your completion trends?

The very small sample size involved can lead to wide variations with no apparent causality. However some obvious factors are class cancellations which interrupt the path to completion, decreasing transfer requirements at upper institutions, and generally decreasing enrollment in the program as well as at the college. In the spring semesters of 2019 and 2021, the final course (FREN 202) of the program was not offered and this had a devastating negative impact on AA/Certificate completions. When there is a defined path to completion, disruption of the path by completely cancelling required courses either because of low enrollment or for other policy reasons invariably leads to cancelling of lower enrollment courses in later semesters leading to fewer completions. If an AA or Certificate is approved, there must be a commitment to offer the required classes, even with low enrollment, until the flow down the path can be replenished. Completely cancelling a required course is a breach of faith with the students who started down the path.

Our accrediting body, ACCJC, and the Federal Department of Education requires that colleges establish standards and goals for student success and completion.

A program-set standard for completion represents the lowest number of program completion you deem acceptable for your program. In other words, if you were to notice a drop below the set standard, you would seek further information to examine why this occurred and strategies to increase completions.

A program stretch goal for completions is the number of completions you aspire to award for each program in your discipline.

To determine your stretch goal, consider the number of annual completions you typically award over time, then consider strategies or efforts you are making to increase completions in your program. Then identify the NUMBER you want to set as your goal.

Program Information Summary

In this section you are asked to evaluate your programs by considering their program learning outcome assessments, the annual number of completions, goals for completions, enrollment and efficiency trends and any other internal or external factors that had an impact on your program.

What factors have contributed to the success of your program(s)? Describe how they have contributed.

By looking at program outcome assessment and enrollment trends certain patterns have helped guide our decision making process. Prior to the Covid19 pandemic, it was clear that certain students prefer hybrid and evening courses. With that in mind, we began to offer evening and hybrid courses to meet the diverse needs of our students. During Covid, all courses have been online and we have seen a slight increase in enrollment numbers. Based on student feedback, the removal of textbook costs has helped attract students to French.

What factors have presented challenges for your program(s)? Describe the impact of these challenges.

The biggest challenge is the limited number of courses (FTEF) that can be offered. Not all students can take the class at the time that it is offered, and the absence of FREN 202 in the Spring semester prevents students from completing the pathway to an AA or a Certificate in a timely manner. The lack of face-to-face course offerings during the Covid pandemic has also presented new challenges because interaction and language practice, which are important for language acquisition, are more limited in online.

COURSE INFORMATION

In this section, you will review how students perform in the courses you offer as part of your program. The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster improvements of underrepresented groups.

Data are provided to help you examine differences in course success rates (C or better) across student demographic categories (e.g., gender) and course type (e.g., face-to-face, online).

After you complete your review of course success data, you are asked about the assessment of student learning outcomes at the course level, progress you have made in these assessments, and changes you have implemented as a result/

COURSE SUCCESS AND RETENTION

ACCJC also requires that colleges establish institutional and program level standards and stretch goals for course success rates.

Program-set standards for course success rates represent the lowest success rate deemed acceptable by your discipline. In other words, if you were to notice a drop below the rate, you would seek further information to examine why the drop occurred and strategies to address the rate. The College's institution-set standard for course success rates is 70%

Program-set stretch goals for course success rates represent the success rates you aspire your students to achieve.

Link to **Course Information**

The data includes overall success (% C or better) and retention rates (% No Ws) . The data tables include course rates by gender, age, ethnicity, special population, location, and modality (You can access the Student Equity Plan on the SSEC website <https://www2.palomar.edu/pages/ssec/>)

What is your program's standard for Discipline COURSE Success Rate?

70.0%

Why did you choose this standard?

No reason to vary from the College standard. Our results for French are in line with this number. A review of the demographic breakdown indicates that all student groupings are able to consistently achieve or exceed the standard level of success.

What is your stretch goal for course success rates?

75.0%

How did you decide upon the goal?

This is a logical next level based on current results. Courses/groups are already exceeding this, but in some areas, particularly in the entry level class (FREN 101) it is worth the effort to understand the generally lower success rates and find ways to raise them. The success rate for FREN 101 has been slightly below 70% over the past five years. All the subsequent level courses, as well as the program overall are above 75%.

COURSE STUDENT LEARNING OUTCOMES (SLOs)

Summarize the major findings of your course level student learning outcomes assessments.

Course outcomes assessments are demonstrating consistent student progress toward the program outcome objective. In order to meet the needs of all students and uphold the high course outcome assessment results, students must continue to have access to tutors and resources in the World Languages Resource Center.

Excluding courses that haven't been offered in the last three years, confirm that all of your courses have been assessed in the last three years.

No

If you answered no, please explain.

FREN 202 will be assessed in Spring 2022

This section is intentionally blank for annual PRPs. Please click "Next" to continue.

This section is intentionally blank for annual PRPs. Please click "Next" to continue.

CAREER AND LABOR MARKET DATA

Do you want more information about or need assistance integrating work-based learning into your program?

No

The Chancellor's Office Vision for Success stresses the importance of increasing the percent of exiting students who report being employed in their field of study. It is important for us to consider how **all** of our programs connect to future careers.

Go to this website <https://www.onetonline.org/> and enter your discipline in the bubble on the top right for ideas about potential occupations. Click on an example to see more detail.

What kinds of careers are available for people who complete your programs (and/or transfer)? (Refer to link above) Are there any new or emerging careers? If so, how would the new or emerging careers impact your future planning?

Teacher, translator, interpreter including court interpreter, tourism and hospitality industry, international relations, international business and law, political science and philosophy, military, video game designer, art and art history, musician, advertiser, architect, school counselor, software programmer, pilot or stewardess, fire fighter, medical field, paramedic, diplomat, police, aid worker... Knowing a foreign language has become more and more important as our world is becoming "smaller" and interaction across the globe more extensive. We need to offer more foreign languages to enable our students to be successful in this global setting.

What are the associated knowledge, skills, abilities (KSA's) needed for the occupations listed above? (click examples in the link above to get ideas)

KSA: Knowledge of vocabulary, grammar, and usage of a Foreign Language.

KSA: Skill in reading, listening and speaking in a foreign Language.

KSA: Ability to communicate and interact effectively with customers, employees and others on general business and everyday topics.

How does your program help students build these KSA's?

The SLO's for the courses and the program specifically address the attainment of these KSA's for example, the Program SLO 1: Narration at the intermediate level: Students who successfully complete the French program will be able to express original ideas in a written form using content, vocabulary and structures at the intermediate level and relevant to Francophone culture.

Program SLO 2: Understanding spoken French: Students who successfully complete the French program will be able to understand everyday spoken French on a variety of topics at an intermediate level.

Work Based Learning

Applied and work-based learning (WBL) allows students to apply classroom content in professional settings while gaining real-world experience. WBL exists on a continuum that reflects the progress of experiences from awareness-building to training. Students often cycle back through the continuum many times throughout college and throughout their career. Faculty play a critical role in ensuring these experiences are embedded into curriculum and support learning.

Have you incorporated work based learning (work experience, internships, and/or service learning) into your program?

No

How do you engage with the community to keep them apprised of opportunities in your program?

Our World Languages department meets with high school partners and emails them, we attend Palomar events such as Tarde de Familia and we organize our own, such as Cafe International. We attend meetings of chamber of commerce for individual languages, as well as film festivals and other events pertaining to the individual languages.

Program Goals

In the previous sections, you identified opportunities for improvement. Using these opportunities, develop 3-year **SMART goals** for your department. Goals should be Specific, Measurable, Attainable, Relevant, Time-Specific. Ensure your goals align with the mission of your department and/or [the College's Strategic Plan](#).

Please list all discipline goals for this three-year planning cycle. [Click here for previous PRPs and goal information](#).

If you require any additional resources beyond your exiting budget, please be sure to request those resources in the next section titled "Resources".

Goals

Goal 1

Brief Description

Create a zero-textbook-cost French program at Palomar

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

FT and PT faculty will collaborate on developing original and accessible OER materials to create 4 textbooks (FREN 101, 102, 201 & 202) with the support from CALM implementation grants. Faculty will also collaborate with other community colleges to create a completely online (but printable) version of the textbooks on LibreTexts.org with additional support from the ASCCC OER Initiative.

Outcome(s) expected (qualitative/quantitative)

A zero-cost textbook program will attract and retain more students for whom textbook costs are a deciding factor. Since all the OER textbooks and ancillaries will be hosted by LibreTexts, they will be more easily adopted and remixed by French faculty. The availability and adoption of these OER resources statewide could contribute to an increase in student enrollment and retention in community colleges in general.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

This goal removes a significant financial burden that will facilitate our mission to "help to our students achieve communicative competence in world languages in order to contribute as individuals and global citizens living responsibly, effectively, and creatively in an interdependent and ever-changing world." It will also help the College meet its equity and accessibility goals, and facilitates the completion of a pathway to the completion of an AA or a Certificate.

Expected Goal Completion Date

5/31/2022

Goal 2

Brief Description

Increase authentic language experiences & cultural events for students

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

Provide extra opportunities and experiences to students, including French film festivals, language fairs, and other available programs in the local community and in the media. The department is also working on establishing a Study Abroad program.

Outcome(s) expected (qualitative/quantitative)

Students will participate in the above activities to the extent they find it useful. Any language immersion experience will positively affect students' mastery of the French language.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

These programs/opportunities support the department goal "Through the study of languages, students develop an awareness of the experiences of others, an understanding of their unique ways of life, and a recognition and respect for their diversity and contributions to the world."

Expected Goal Completion Date

5/31/2022

Goal 3

Brief Description

Increase offering of hybrid courses in French

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

Develop knowledge/experience with Canvas to facilitate management of hybrid courses, and offer more hybrid courses.

Outcome(s) expected (qualitative/quantitative)

More hybrid courses will be offered. Hybrid courses will increase from zero to more than half of the offerings.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

These offerings will make it easier for students to integrate our high course-credit-hour offerings (5 credit hours per course) with other offerings and improve their ability to meet the requirement for graduation in less time

Expected Goal Completion Date

5/31/2023

Goal 4

Brief Description

Tailor schedule to attract new students

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

Schedule classes in late afternoon to make it possible for high school and working students to attend. This process began in 2018 and will continue indefinitely.

Outcome(s) expected (qualitative/quantitative)

Increase fill rate above 80%.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

Makes it possible to have more offerings -- insufficient fill rates cause course cancellations with result in interrupted progress for program completion. For example this semester the final course required for an AA or certificate is not being offered.

Expected Goal Completion Date

5/31/2022

Goal 5

Brief Description

Increase inclusion/awareness of PT Faculty

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

Meet individually with PT faculty with respect to department and college communications, SLOs and assessments, recruitment strategies, French certificate pathway, etc. Collaborate with part-time faculty in the creation of OER teaching materials.

Outcome(s) expected (qualitative/quantitative)

PT faculty will better understand and feel included in the operation of the department. Their experiences and ideas will be brought to department meetings.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

The department mission states "We are committed to helping our students achieve communicative competence in world languages in order to contribute as individuals and global citizens living responsibly, effectively, and creatively in an interdependent and ever-changing world." This goal of inclusion in department operations for PT faculty will support this mission directly.

Expected Goal Completion Date

5/31/2022

Goal 6**Brief Description**

Hiring and maintaining a French tutor in the World Languages Resource Center, acquire more learning materials for the WLRC and provide more learning opportunities in the WLRC

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

Continue to train and support the current tutor. Hire a new tutor as needed. Maintain or increase the number of hours for tutors available for the department and the discipline by using any hourly funds available to the department to hire students who can serve in two roles as tutor and general staff in the WLRC.

Continue to use and acquire materials and language learning software, such as Transparent Language, that further support the student learning experience.

Outcome(s) expected (qualitative/quantitative)

Peer tutoring is one of the best ways that students learn and review material outside of the classroom. Not only is the material being presented in a different way but it is being presented by someone that will not be grading the students. WLRC materials, such as Transparent Language, are used as a teaching tool in the classroom as well as an independent self-study option for our students in the WLRC. The expected outcome of having these learning materials/opportunities is greater student retention and success rates in our courses.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

By providing well-trained tutors, the French program will be able to provide students with a more effective and engaging teaching and learning environment and greater access to educational resources and learning support outside of the classroom. A tutor also gives students the opportunity to experience the culture of the French-speaking countries from a different person than just the class instructor and broaden their horizon that way. Tutors also give the students a chance to explore the language and culture in a relaxed environment without the pressure of assessment.

Expected Goal Completion Date

5/31/2022

RESOURCES

REQUEST FOR ADDITIONAL CLASSIFIED, CAST, AA

Staff, CAST, AA request 1

Title of position

Instructional Support Assistant I

Is this request for a full-time or part-time position?

Full Time

How does the position fill a critical need for current, future, or critical operations? e.g. accreditation, health and safety, regulatory, legal mandates, institutional priorities, program trend analyses of growth/stability

This position works directly with students, offering instructional support in languages. The position has been vacant since 2015, and student and short-term hourly employees have been used to substitute for this position.

Tutoring and individual support to serve students is an accreditation goal. The World Languages Resource Center (WLRC) could be open more hours to serve a wider students population. A Spanish bilingual ISA I is especially needed because the World Languages Department offers a high number of Spanish classes whose students currently do not have enough support.

Does the position assist in establishing more efficient District operations through either of the following: reorganization/restructuring OR use of technology?

This position eliminates the need to hire the multiple hourly employees who are hired to fill this role in the interim. If this position were to be reopened, it would reduce the need for a large hourly budget (2300 and 2400 accounts).

Is there funding that can help support the position outside of general funds?

No

Describe how this position helps implement or support your three-year PRP plan.

This position helps with the PRP goal to hire and maintain staff in the WLRC.

As stated in the mission statement of the World Languages Department, emphasis is on the expansion of cross-cultural awareness, as well as the development of speaking, listening, reading and writing skills in the target language. WLRC staff give the students a chance to explore the language and culture in a relaxed environment without the pressure of assessment.

Strategic Plan 2022 Objective

1:3

2:3

2:4

3:1

3:4

If the position is not approved, what is your plan?

The plan will be to continue hiring student and short-term hourly staff. We will open the WLRC for as many hours as possible with the staff we have and request this position again next year.

Congratulations! You are nearing completion. In this section, you will consider the resources you need to implement your three-year program review plan and/or address any findings from your assessment of your discipline.

The section is organized into the following four parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology and Facilities Needs

PART 4: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in IPC, and the IPC Subcommittee. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

Are you requesting additional full-time faculty?

No

NOTE: If you are requesting full-time faculty, you must go back to the Labor Market section of the form to complete that section. It is required when requesting additional faculty positions.

Are you requesting new Classified, CAST or AA positions?

Yes

PART 2: BUDGET REVIEW

Review your Budget/Expenditure reports for fiscal year 2019, 2020, 2021. Consider your three-year PRP plan.

Click on the link below to access directions to the *Available Budget Report* to complete this section.

[How to Request the Available Budget Report](#)

Reflecting on your three-year PRP plan, are there any budget considerations you would like your dean/supervisor to be aware of for the upcoming year?

Yes

What budget considerations would you like your dean/supervisor to be aware of or to consider? Please be as specific as possible. For example, if you need an increase in the 40000 account and a decrease in the 23000 account, describe what increase your department needs, how much, and a description of why the department needs the adjustment.

Our department budget has decreased significantly over the past few years to the point where we have difficulty purchasing anything other than the absolute basics with our department funds. The only area of the budget that has not been dramatically cut is the lottery funds. While that is helpful, it only meets one area of our purchasing needs. Additionally, the funding allocated in the department's unrestricted accounts will not be sufficient when faculty and students return to face-to-face classes. Equipment, supplies, and copies will be needed beginning in Spring 2022 and for future semesters.

To appropriately fund the World Languages Resource Center (WLRC), we need more funds in our 23000 and 24000 accounts. Usually, our funds from these accounts run out at the beginning of the Spring semester. Each year, the college has to find funds somewhere else to keep the WLRC open. Until we are able to re-open the vacant ISA 1 position, we have to employ more part-time hourly staff and pay them from these accounts.

NOTE: PARTS 3, 4 and 5 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

1. One-Time Fund Requests. The college is implementing a process for prioritizing and allocating funds for one-time needs/requests tied to Program Review and Planning. Prioritization will take place through participatory governance in planning councils and the Budget Committee. Then, a recommendation will be made to Exec for funding of request utilizing various funding sources.

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES](#).

Consider submitting one-time requests only if you have verified that you cannot fund the request using your general discretionary funds or other funds.

2. Technology and Facilities Review. From now on, ALL requests for technology will go through an institutional review process. If you request technology here, you will see a description of the process below.

PART 3: TECHNOLOGY AND FACILITIES NEEDS

Technology Request

Technology Request 1

What are you requesting?

Transparent Language

Provide a detailed description of the item requested. What is it, and why do you need it? Please be as descriptive as possible. Include in your description how the requested item aligns with your discipline's PRP goals, analysis of PRP data, SLO/SAOs.

As part of their 16-hour language laboratory requirement, our students have been using Transparent Language - an interactive language learning software - for the past 3 years. In the classroom, Transparent Language is used as a teaching tool and at home, students often use it as an independent self-study option. For the languages that are using zero cost textbooks, Transparent Language also serves as an online homework platform.

The current subscription, which covers all students in the World Languages Department, is ending in June, 2022. We are asking to renew that subscription for another 3 years: 3-year subscription with three instructor licenses per year to be used amongst all students and faculty: \$19,350 (\$18,000 plus \$1,350).

Estimated Amount of Request.

\$19,350.00

If any, list ongoing costs for the technology (licences, support, maintenance, etc.)

Do you already have a budget for this request, or will you need additional funds?

No

What PRP plan goal/objective does this request align with?

Goal 6

What Strategic Plan 2022 Goal/Objective does this request align with?

1:3

If you have multiple requests for technology and had to prioritize, what number would give this? (1 = Highest)

Do you think that your request for technology will require changes to a facility?

No

Note about technology requests:

All technology requests will now go through a review process before prioritization.

- *Your dean/director will send you a Technology Request Checklist (aka Technology Proposal Analysis Checklist).*
 - *You must complete this checklist and return it to your dean no later than 11/19/2021.*
 - *Once the dean approves the form and the request, the dean will send the document to the Technology Review Committee to determine IS resources needed, any integration issues, and/or potential overlap with existing technology.*
 - *The results of the review will be sent to the dean and chair with feedback.*
 - *The dean will determine whether or not the request moves forward for prioritization and/or implementation.*
 - *Requests for one-time funding will move forward for prioritization.*
 - *Requests that use funding from your department budget may move forward for purchase.*

Will you be requesting any technology (hardware/software) this upcoming year?

Yes

Part 4: Facilities Requests

Do you have resource needs that require physical space or modification to physical space?

No

PART 5: OTHER ONE-TIME NEEDS

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES](#). Please check with your department chair on the availability for this cycle.

Do you have one-time requests for other items (e.g., Non-Technology Equipment, Supplies, Operating Expenses, Travel) that your budget or other funding sources will NOT cover?

No

I confirm that all full-time faculty in this discipline have reviewed the PRP. The form is complete and ready to be submitted.

Yes

Enter your email address to receive a copy of the PRP to keep for your records.

wcarrasco@palomar.edu