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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

German (GERM)

Department Chair email

snelson@palomar.edu

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

Beatrice Manneh

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

Our mission is to provide an engaging teaching and learning environment for students to gain language proficiency in German. 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 German

Certificate in German

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)?

1

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

1

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

0.33

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

Before the pandemic, we used to have three Spanish-speaking student workers/ hourly staff that were also tutors, approximately 40 hours per week. In addition we have had short-term hourly staff tutoring in the other languages including German and offering general assistance in the WLRC. They would tutor 5 hours per week per language. During the pandemic and online teaching, we have only two hours per week per language available for our students.

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.

Program SLOs German at Palomar College:

Writing – Upon successful completion of this program, students will be able to write clear detailed text on a range of subjects passing on information or giving reasons in support of or against a particular point of view. Students will be able to write letters, essays or reports highlighting the personal significance of events and experiences and compare and contrast their own culture with that of the German speaking world.

Listening – Upon successful completion of the program, students will be able to understand the main points of standard speech and follow some complex lines of argument. Students will be able to understand the main points of radio, TV programs and film that address current affairs or topics of personal and professional interest. Students will be able to recognize the linguistic variations that exist within the German speaking world.

Speaking – Upon successful completion of the program, students will be able to interact with a degree of fluency and spontaneity that makes interaction with native speakers possible. Students will be able to take an active part in discussions on familiar topics. Students will be able to present facts and opinions, compare and contrast cultural differences, explain a viewpoint on a topical issue and argue the advantages and disadvantages of various options.

Reading – Upon successful completion of the program, students will be able to comprehend written materials such as articles, reports and simple literary texts that address contemporary issues of the German speaking world. Students will be able to identify and evaluate the writers' particular attitudes and viewpoints.

How do they align with employer and transfer expectations?

Successful completion of this program will give students a strong working knowledge of German and allow them to use their language and cultural skills in the workforce when dealing with companies that work with the German-speaking world. It will also allow them to transfer to a four-year university. A review of the 3rd year German 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: SDSU:

GERMAN 300: READINGS IN CONTEMPORARY GERMAN CULTURE (3 units)

Development of advanced proficiency in reading comprehension and oral communication. A novel and many short readings, both fiction and non-fiction, will explore topics of current cultural relevance. Students will take a midterm and final exam.

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

Program SLOs and learning outcomes will be assessed following a three-year cycle. Once available, the data will be input into Nuventive. Writing and listening assessments are graded using a department rubric. A grade of 70% is required for completion.

Summarize the major findings of your program outcomes assessments.

This is the first year that data has been available for the German program because the capstone class, German 202, was offered and its SLOs were assessed for the first time. A majority of German 202 students met or exceeded the SLOs for listening and written proficiency expected for the course level. It seems that program learning outcomes are satisfactorily reached.

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.

Year 4 and 5: No completions because the German program was not a degree/certificate program then.

Year 3 (2018-2019): 4 completions: 2 AA degrees, 2 Certificates of Achievement in German

Year 2: (2019-2020): No completions

Year 1 (2020-2021): 18 Completions: 4 AA degrees and 14 Certificates of Achievement in German

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

Increased

What factors have influenced your completion trends?

In 2018-2019 the German program just became an AA degree/Certificate Program but the capstone class, German 202, was not offered at Palomar College. Therefore the two completions in German were students who took that or more classes at other institutions. Again, in 2019-2020, the capstone German 202 class was not offered. It was offered for the first time in years in 2020-2021, when we had 18 completions.

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.

When we were able to offer the capstone class (German 202) after several years, students were able to complete the program (AA degree and Certificate of Achievement). We offer this class once per year now.

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

The program is small, and with only one 101 class each semester, it is almost impossible to have a 202 class after four semesters that will fill. When the 202 class gets cancelled, there are no completions of the program.

The pandemic has presented new challenges for our program. In Fall 2020, student completion rate and retention rate were the lowest in the last five years. Online learning is not ideal for every students, and since the start of the pandemic, many students have been facing difficulties that have had negative consequences on their learning and completion of classes and programs.

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?

The department follows the Palomar College standard. SLO assessments indicate the student progress is adequate with the 70.0% standard. Most students exceed it.

What is your stretch goal for course success rates?

75.0%

How did you decide upon the goal?

The average success rate of all four German class-levels (GERM 101, 102, 201, 202) of the past six years was 75.2%, whereas the success rates for the 101 and 102 classes are always lower than the success rates for the 201 and 202 classes. Based on the data found on the Institutional Research and Planning page, 75% appears to be an appropriate stretch goal based on the various factors that affect course success rates.

COURSE STUDENT LEARNING OUTCOMES (SLOs)

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

Most students exceeded expectations on the assessments with rating either as "high" or "met". Our German students seem to be acquiring skills according to plan and are well served by our program. There is more emphasis on reading and writing in our teaching materials compared to a few years ago, which I think is beneficial. 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 such as the language learning software "Transparent Language" 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.

Yes

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

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?

Knowing German is a vital skill in countless career fields, given the relevance of German businesses to the global economy. Specific careers would be: Foreign Language and Literature Teachers, 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)

Speaking — Talking to others to convey information effectively.

Active Listening — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.

Instructing — Teaching others how to do something.

Learning Strategies — Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.

Reading Comprehension — Understanding written sentences and paragraphs in work related documents.

Speech Clarity — The ability to speak clearly so others can understand you.

Oral Expression — The ability to communicate information and ideas in speaking so others will understand.

Oral Comprehension — The ability to listen to and understand information and ideas presented through spoken words and sentences.

Speech Recognition — The ability to identify and understand the speech of another person.

Written Comprehension — The ability to read and understand information and ideas presented in writing.

Training and Teaching Others — Identifying the educational needs of others, developing formal educational or training programs or classes, and teaching or instructing others.

Thinking Creatively — Developing, designing, or creating new applications, ideas, relationships, systems, or products, including artistic contributions.

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: Writing – Upon successful completion of this program, students will be able to write clear detailed text on a range of subjects passing on information or giving reasons in support of or against a particular point of view. Students will be able to write letters, essays or reports highlighting the personal significance of events and experiences and compare and contrast their own culture with that of the German speaking world.

Program SLO 2: Speaking – Upon successful completion of the program, students will be able to interact with a degree of fluency and spontaneity that makes interaction with native speakers possible. Students will be able to take an active part in discussions on familiar topics. Students will be able to present facts and opinions, compare and contrast cultural differences, explain a viewpoint on a topical issue and argue the advantages and disadvantages of various options.

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

Do you want more information about or need assistance integrating work-based 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, exhibits at high school fairs and emails high school counselors. Before the pandemic, we attended and helped at Palomar events such as Tarde de Familia and House of Humanities, and we organized our own, such as Cafe International. We attended meetings of the Chamber of Commerce, organized film festivals and other events pertaining to the individual languages. For German, we organized board game nights, visits to public events in the community that have to do with the German-speaking culture, and brought in visitors from German-speaking countries whenever possible.

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

Offer German 202 and enroll students in the new AA degree and certificate program

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

GERM 202 was offered for the first time in 5 years in Spring 2020. We are hoping to offer it every Spring from now on, although it is almost impossible to reach required fill-rates for upper level classes such as the 202. I will continue to reach out to counselors, colleagues, high schools and the community to advertise the German program and recruit new students. I am also keeping in touch with former students of my lower levels who have been wanting to take that class for several semesters so that they may enroll in the 202 class.

Outcome(s) expected (qualitative/quantitative)

As word gets out about the program, interest continues to grow. With the 202 course and the option of earning an AA degree and/or Certificate of Achievement, more students will be enrolling in the German program.

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

The mission of the World Languages Department is to help 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. The GERM 202 class will contribute to our students achieving this competence. If courses are offered on a continued basis, student will be able to complete their AA degrees in two years.

Expected Goal Completion Date

Goal 2

Brief Description

Strengthen course offerings by offering hyflex (online/ face-to-face) courses

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

Since the pandemic, we have tried to make our online classes as student-friendly and flexible as possible because we have not been able to offer any in-class face-to-face classes, and online learning is not the best option for every student. Since Fall 2020, we have been teaching all our German classes as hyflex classes, following the model where students have the option of asynchronous online and face-to-face (online) combined in the same class. Once we are back on campus, we are hoping to offer several optional face-to-face sessions per German class per semester, while teaching the class as an asynchronous online class.

Outcome(s) expected (qualitative/quantitative)

As the new hyflex-courses are being offered, it is expected that enrollment will increase because students will not have to choose between face-to-face vs. online anymore. Students can take the classes in a way that suits them and their schedules / work and family. This will lead as well to a larger demographic being reached and to higher retention rates.

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

In teaching hyflex-classes, we will continue to provide "an engaging teaching and learning environment for students to gain language proficiency [...]." Students will continue to "broaden their cross-cultural awareness", as well develop their "speaking, listening, reading and writing skills in the target language" and "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". 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**Goal 3****Brief Description**

Offer authentic language experiences for students, including study abroad programs.

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

Provide opportunities to students to use and learn the language in authentic settings, including study abroad programs. During the pandemic, most such endeavors had been stopped and are now slowly being revived. For example, most German classes have a "cultural event" requirement, the others encourage participation in a cultural event. Specifically for German, we offer participation in the National German Exam of the American Association of Teachers of German, a library tour in German and a German Board Game night each semester (online during the pandemic). We also encourage our students to experience cultural events that have to do with the German-speaking countries in the community such as Theaterfest, Oktoberfest and German film festivals. The department also holds Café International (a language fair for all languages, including German) each semester. The department is also working on establishing a Study Abroad program, although this is not possible at this time.

Outcome(s) expected (qualitative/quantitative)

Students will participate in the above activities and be immersed into the culture of the German-speaking countries for at least one event per semester.

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**Goal 4****Brief Description**

Hiring and maintaining a German 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 German 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 German-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**Goal 5****Brief Description**

Teach with zero cost material in all German classes

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

In Fall 2020, I started to develop material for all German classes that is zero-cost, using openly available OER textbooks such as "Willkommen Deutsch für alle" by the University of Alberta, Edmonton. This is the last semester I am switching my lessons over to zero-cost material in level 201.

Outcome(s) expected (qualitative/quantitative)

I expect that more students and perhaps more diverse students are going to enroll in the German program and that retention and success rates are going to be better, as all students have equally full and free access to the class materials from the first day of classes.

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

The mission of the World Languages Department is to provide an engaging teaching and learning environment for students to gain language proficiency. The most effective way to accomplish this while aligning with the college's strategic plan is to work with zero cost materials that directly address the needs and learning strategies of our students.

Expected Goal Completion Date**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?

Language Learning software "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.

s 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 4

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.

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