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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**
Italian (ITAL)

**Department Chair email**
snelson@palomar.edu

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

**Website address for your discipline**
https://www2.palomar.edu/pages/worldlanguages/italian-italiano/

**Discipline Mission statement**
The mission of the Italian program is to provide an engaging teaching and learning environment for students to gain language proficiency. 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 Italian
Certificate of Achievement

**BASIC PROGRAM NFORMATION:  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?**
.33

**For this past fall semester, what was your Part-time FTEF assigned to teach classes?**
1

**List the classified and other permanent staff positions that support this discipline.**
Language Lab Instructional Support Assistant III, 100%
Department ADA, 100%

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

# 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?**
Upon completion of this program, students will be able to express original thoughts using multiple verb tenses relating to concepts and vocabulary from the various courses. Students will be able to understand every day spoken Italian relating to daily activities at an appropriate level for intermediate Italian. This will give students a strong working knowledge of Italian and allow them to use their language and cultural skills in the workforce or to transfer to a four-year university.

**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 studnets with the intermediate language skills and cultural knowledge necessary to be employed at a company that interacts with the Italian speaking world and its culture.

**Describe your program's plan for assessing program learning outcomes.**
Program SLOs and learning outcomes will be continually assessed in the classroom on a three-year cycle. Once available, the data will be input into Nuventive Improve.

**Summarize the major findings of your program outcomes assessments.**
The Italian program (AA/Certificate) is new and ITAL 202 - the capstone course - was offered for the first time in the Spring 2021 semester. This gave us data to properly review the program outcome assessments.

Overall, the students performed quite well on the program outcomes assessments with all students scoring "SLO met" or "HIGH". These results show that most students are able to express themselves in writing, reading, listening and speaking Italian at an appropriate level. Most of the students showed that, with practice, they are able to understand and communicate effectively in Italian on a wide variety of linguistic and cultural topics.

## 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.**
As the program is still new, there was only one completion during the 2019/20 academic year (that was by a student that had to use course substitutions from another institution to complete the degree) and three completions for the 2020/21 academic year - the first year the capstone course was offered.

This number seems low to me because of the higher enrollment in the capstone course. I imagine this is due to students missing the deadline or not knowing how to complete the process. Also, many students take Language courses for personal fulfillment and are not interested in degrees or certificates.

While I go over how to complete the application process in class, it would be helpful if the college would automatically award degrees/certificates that students qualify for instead of putting the burden on students and instructors. Also, there is currently no way to check which or how many students have applied for the degree. It would be wonderful if the college could figure out a way to share that information with faculty.

Once the program gains more awareness, the numbers of completions should increase significantly.

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

**What factors have influenced your completion trends?**
The numbers increased due to the capstone course being offered for the first time.

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.**
The first program assessment took place in the Spring 2021 semester. From that course, and by looking at course outcome assessment and enrollment trends, certain patterns have helped guide our decision making process. It has become clear that certain students prefer online instruction while others much prefer the classroom experience. With that in mind, we now offer two tracks (online and face-to-face) to meet the diverse needs of our students. For face-to-face classes, enrollment trends show that courses offered in the afternoon do better than courses offered in the morning. Students are also excited about the new AA/Certificate and that has helped increase enrollment as well.

**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. While the online track helps with this, not all students want to take online classes.

## 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 institutional standard for course success rate of 70%.

**What is your stretch goal for course success rates?**
75.0%

**How did you decide upon the goal?**
74.8% was the highest success rate for Italian courses over the last five years (FA 18) and the yearly average is not too far below that. Based on the data found on the Institutional Research and Planning page, this appears to be an appropriate Stretch goals 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.**
In order to meet the needs of all students and improve upon the course outcome assessment results, it is suggested that all students be given opportunities for increased practice in speaking and understanding spoken Italian in class and as homework. Students must continue to have access to tutors and resources in the World Languages Resource Center. Based on student feedback, I have also moved to the creation of zero cost materials tailored specifically to the needs of Palomar College's student body and preferred learning strategies.

**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.**

**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 Italian is a vital skill in countless career fields, given the relevance of Italian businesses to the global economy. Italian is relevant for students specializing in arts and humanities, including literature, theater, history, art history and music, as well as the social and political sciences, education, business and international relations.

**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.See more occupations related to this skill.
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.See more occupations related to this skill.
Instructing — Teaching others how to do something.See more occupations related to this skill.
Learning Strategies — Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.See more occupations related to this skill.
Reading Comprehension — Understanding written sentences and paragraphs in work related documents.
Speech Clarity — The ability to speak clearly so others can understand you.See more occupations related to this ability.
Oral Expression — The ability to communicate information and ideas in speaking so others will understand.See more occupations related to this ability.
Oral Comprehension — The ability to listen to and understand information and ideas presented through spoken words and sentences.See more occupations related to this ability.
Speech Recognition — The ability to identify and understand the speech of another person.See more occupations related to this ability.
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.See more occupations related to this activity.
Thinking Creatively — Developing, designing, or creating new applications, ideas, relationships, systems, or products, including artistic contributions.See more occupations related to this activity.

**How does your program help students build these KSA's?**
We practice all of those skills in our classes throughout the program through course assignments, presentations, group work, homework, test and more. By the end of the program, students should be comfortable employing all of those skills.

**Work Based Learning**

Applied and work-based learning (WBL) allows students to apply classroom content in professional settings while gaining real-word 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?**
Yes

**Please list any questions and describe what you need to integrate work-based learning.**
This is something that I would like to explore further but do not have anything specific right now.

**How do you engage with the community to keep them apprised of opportunities in your program?**
I have participated in numerous campus outreach programs.

Café International is the big event that our department holds every semester (pre-COVID) to showcase our programs and course offerings. It regularly attracts over 200 students, faculty and community members and we look forward to being able to offer this event again soon. Our department also participates in House of Humanities and several other college wide outreach opportunities.

# 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 zero cost material for ITAL 102

**Is this a new or existing goal?**
Existing

**Goal Status**
Completed

**How will you complete this goal?**
This goal has been completed.

**Outcome(s) expected (qualitative/quantitative)**

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

**Expected Goal Completion Date**

### Goal 2

**Brief Description**
Create zero cost material for ITAL 201

**Is this a new or existing goal?**
Existing

**Goal Status**
Ongoing

**How will you complete this goal?**
I received a grant from the CALM committee to complete the textbook. I am currently on track to complete the project by the November 1st, 2021 deadline.

**Outcome(s) expected (qualitative/quantitative)**
These materials will not only save students money but they will be specifically designed for our students and their academic needs. It is expected that more students will enroll in Italian courses and that the success rates will continue to rise.

**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 create zero cost materials that directly address the needs and learning strategies of our students.

**Expected Goal Completion Date**
11/1/2021

### Goal 3

**Goal Status**

Completed

**Brief Description**

Offer Italian 202 courses and enroll students in the new AA/Certificate program in Italian

**Is this a new or existing goal?**

Existing

**How will you complete this goal?**

ITAL 202 was offered during the Spring 2021 semester and several students were able to complete the program. The college, however, is still not able to provide the official number.

**Outcome(s) expected (qualitative/quantitative)**

As word gets out about this program, interest continues to grow. The main issue is being able to offer these courses during a day/time that works for enough students so that the course can officially make. Once enough students become enrolled in the program, I expect the courses to regularly meet and for students to be able to complete the AA/Certificate in a timely manner.

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

As stated in the mission statement of the World Languages Department, 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. Having a vibrant program will allow students to become the global citizens that we hoped they would become.

**Expected Goal Completion Date**

## Goal 4

**Brief Description**

Hiring and maintaining an Italian tutor in the WLRC, acquire more learning materials for the WLRC and provide more learning opportunities in the WLRC

**Is this a new or existing goal?**                    **Goal Status**

Existing                                               Ongoing

**How will you complete this goal?**

The World Languages Resource Center recently hired an Italian tutor and we hope to consistently have a tutor available to work at the Center - or online - to ensure that students have access to an Italian language tutor in the future.

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?**

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. Tutors and WLRC materials 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**
Offer ITAL 101, 102, 201 and 202 courses online in eight-weeks during one academic year

| **Is this a new or existing goal?** | **Goal Status** |
| --- | --- |
| Existing | Ongoing |

**How will you complete this goal?**
Working with the completion academy staff and WL department chair, I have developed a one-year plan
for offering ITAL 101, 102, 201 and 202 online and in eight-weeks. This goal - while ongoing - was realized during the
2020/21 academic year. To help increase course fill rates, we will continue to offer an eight-week online ITAL 101
course during the summer.

**Outcome(s) expected (qualitative/quantitative)**
Students are now able to complete the sequence of Italian courses in one year, completely online. This
should greatly increase the number of completions for the Italian AA/Certificate moving forward, especially once we
are able to offer the face-to-face track as well.

**How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?**
Having these courses offered sequentially and online during one academic year will allow students to
stay on a path to completing their language requirement/AA/Certificate in two semesters and be able to
transfer to a four-year institution in a timely manner.

**Expected Goal Completion Date**


## Goal 6

**Brief Description**
Create zero cost materials for ITAL 202

| **Is this a new or existing goal?** | **Goal Status** |
| --- | --- |
| Existing | Completed |

**How will you complete this goal?**
I completed these materials before offering the Fast-Track 2 ITAL 202 course during the
Spring 2021 semester and added them to the course Canvas page.

**Outcome(s) expected (qualitative/quantitative)**
These materials not only save students money but they are specifically designed for our students and their academic
needs. It is expected that more students will enroll in Italian courses and that the success rates will continue to rise.

**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 create 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**
ISA 1

**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 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 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.**
snelson@palomar.edu