

Status: **Read** Status: **Reviewed**

Entry #: 28

Date Submitted: 9/28/2021 7:37 PM

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

Japanese (JAPN)

Department Chair email

snelson@palomar.edu

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

Masako Ikenushi, Associate Professor

Scott Nelson, Department Chair

Website address for your discipline<https://www2.palomar.edu/pages/worldlanguages/japanese/>**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 Degree in Japanese

Certificate in Japanese

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?

0.67

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

One (1) "Instructional Support Assistant III" supports this discipline and 7 other disciplines in the World Languages Resource Center, 100%

One (1) Department ADA supports this discipline and the other 7 disciplines in the department, 100%

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

One (1) Japanese-speaking student tutors (PT), approximately 2 hours total per week. Students and short-term hourly staff offer general assistance in the WLRC.

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?

Successful completion of the Japanese Program will give students a strong working knowledge of Japanese and allow them to use the language and cultural skills in the workforce or to transfer to a four-year college/university. The learning outcomes communicate well the expected level of language proficiency.

Japanese Program SLOs at Palomar College:

- Students will comprehend spoken Japanese appropriate to the fourth semester level.
- Students will comprehend and analyze texts in Japanese appropriate for the fourth semester level, such as short essays or short stories.
- Students will demonstrate the ability to critically examine non-fictional and fictional literary texts and films to understand and interpret Japanese culture, literature, history and society.

How do they align with employer and transfer expectations?

The Japanese Program now offers an AA degree and Certificate. Additionally, the courses offered by the Japanese Program meet the requirements for the IGETC under Area 3: Arts and Humanities and Area 6: Language other than English, CSU's GE under Area C2: Humanities, and, if an AA in Japanese isn't pursued, meets Palomar's AA requirements under Area C: Humanities.

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 Tracdat. 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.

The Japanese Program SLO assessment results demonstrate a very high passing rate of 88.3% for writing and 86.9% for reading.

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.

2020-2021 = 3 Associate in Arts Degree, 4 Certificates of Achievement

2019-2020 = 1 Associate in Arts Degree, 2 Certificates of Achievement

The Japanese Program established the AA and CA in 2019.

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

Increased

What factors have influenced your completion trends?

Effective Spring 2019, both the Certificate of Achievement and Associate in Arts Degree are now offered for the Japanese Program. Since the establishment of the AA and CA, enrollments in intermediate Japanese languages (JAPN 201,202) and culture/literature (JAPN 130) courses increased.

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 Japanese program offers face-to-face, hybrid, and online courses. This, in addition to its expansion of course offerings, and the establishment of the AA and CA, has contributed to the success of the Japanese program. Additionally, the program has made continued efforts to incorporate cultural learning into its courses through cultural assignments and the offering of 130, as well as opportunities to participate in Japanese related activities both in and outside of the classroom through the many relationships the program has established with associations and programs related to Japan.

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

Despite the high retention and enrollment rate, the number of course offerings have not increased. Additionally, the establishment of the AA and CA requires the completion of not only 101 and 102, but 201, 202 and 130, the three latter of which are not offered every year.

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?

70.0%

How did you decide upon the goal?

70% is the institutional set standard and 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.

Japanese 101, 102, 201, and 130 reached full capacity as early as a few weeks before the semester began.

The success of the program is further supported by the enrollment rate data which shows an increase of 9% and a fill rate increase of 8% compared to the previous year, reaching a fill rate of 89% and a WSCH per FTEF of 615.91, an increase of 9%. We expect the success rate will continue to increase.

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?

Students who complete the Japanese program can transfer to a 4 year college or university to continue their studies in pursuit of a BA, MA and PhD and can then enter a career specializing in Japanese field including teaching and research, and gives them opportunities to work abroad in Japan as well.

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

Occupations like teaching and research are associated with the following KSA's:

Knowledge of the structure and content of a foreign (non-English) language including the meaning and spelling of words, rules of composition and grammar, and pronunciation.

Skills including speaking, active listening, instructing, learning strategies, reading comprehension

Abilities including speech clarity, oral expression, oral comprehension, speech recognition, and written comprehension.

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

The Japanese course learning outcomes address all KSA's listed above. Students are expected to demonstrate working knowledge of the Japanese language, develop the ability to read and write Japanese, improve speaking, listening and pronunciation skills, and acquire a greater understanding of the culture of Japanese as well as basic knowledge of its cultural events and the ideas behind them.

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?

The World languages Department holds cultural events such as International Cafe every semester for all languages. This event is open not just to students, but to the general public. We also participate in the NCHEA annual workshop where language instructors from other institutions in SD County meet. The Japanese program maintains strong ties with associations, institutions and community programs related to Japan like the Japan Foundation, the Japanese Friendship Garden, etc.

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

Strengthen online course offerings and technological tools

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

We will continue to expand course offerings in the Japanese discipline. The Japanese program offers a variety of instructional modes including face-to-face, online, and hybrid courses for 101, 102, 201, 202 and 130 courses. Due to the success of the Japanese program, 101 and 102 will continue to be offered every semester. 201, 202 and 130 are currently not offered every semester but the goal is to offer these courses more frequently. We will also offer from Spring 2022, four (4) 101s.

Outcome(s) expected (qualitative/quantitative)

Enrollments increased again this year. As the program continues to grow and varied modes of instruction are offered, we expect all Japanese courses to continue to increase its enrollments, increase retention rates and success rates, and continue to expand its demographic reach.

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

Provides more opportunities for students to engage and learn the target language and culture while at the same time, reaching a larger demographic of students of diverse origins, experiences, needs, abilities and goals.

Expected Goal Completion Date

Goal 2

Brief Description

Strengthen the World Languages Resource Center tutoring program, 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?

Provide further training opportunities for the tutors. 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. While we continue to conduct courses virtually due to the pandemic, we are working on acquiring online tutors as additional support for students.

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 the department with more tutors and training, and virtual tutoring sessions, the Japanese program will be able to provide students with a more effective and engaging teaching and learning environment and greater access to educational resources outside of the classroom.

Expected Goal Completion Date**Goal 3****Brief Description**

Increase and strengthen the pool of part-time faculty for the discipline

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

Increase the number of available and qualified part-time faculty by increasing recruitment efforts.

Outcome(s) expected (qualitative/quantitative)

Provide the department and discipline with the needed stability and support for planning and curriculum functions.

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

Provides a stronger instructional support system and improves learning for students.

Expected Goal Completion Date**Goal 4****Brief Description**

Offer cultural learning opportunities in an authentic and engaging setting inside and outside the classroom

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

All Japanese languages courses include cultural assignments. Students in 101 and 102 are assigned to write one page essays in English about a topic covered in the course that relates to Japanese culture, a total of 6 essays for 6 chapters. Students can include their own experiences of Japanese culture. The intermediate courses, 201 and 202, are assigned cultural assignments as well for each chapter, plus a research paper on a topic of their choice utilizing academic references to support their research. 130 is a Japanese culture and literature course and many students from language courses who find interest in Japanese culture have enrolled in 130 to gain more depth of knowledge and understanding of Japanese culture. Also, some students majoring in history, anthropology or international studies who enrolled in 130 discovered interest in Japan and enrolled in the language as well the following semester.

We will continue to participate in and maintain Japanese Tables at the International Cafe events, encourage students to participate in cultural events held in San Diego County, and encourage them to take the Placement Test held by Japan Foundation every year. We will expand upon the instructional modes for the discipline by increasing and improving upon online course offerings.

Outcome(s) expected (qualitative/quantitative)

Through the languages courses with cultural learning assignments and participation in cultural events, students will increase interests that may lead to an increase in enrollments.

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

Provides students with an engaging teaching and learning environment by introducing them to and integrating them in a variety of activities and programs, both educational and cultural.

Expected Goal Completion Date

Goal 5**Brief Description**

Increase the number of completions of the AA and CA

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

The five courses (101, 102, 201, 202, and 130) are required for the A.A. degree and certificates. 101 and 102 are offered every semester. 201, 202, and 130 are not offered every semester so we are hoping to increase course offerings to every year.

Outcome(s) expected (qualitative/quantitative)

Increase enrollments in program. Offer an expanded course offering for students

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

Supports and encourages students who are pursuing transfer-readiness, general education, basic skills, career and technical training, aesthetic and cultural enrichment, and lifelong education.

Expected Goal Completion Date

Goal 6**Brief Description**

Increase full-time faculty in the Japanese Program

Is this a new or existing goal?

New

How will you complete this goal?

With the increase of course offerings, we hope to add one more full-time instructor for the Japanese program.

Outcome(s) expected (qualitative/quantitative)

The Japanese program is the second largest program in the World Languages Department and yet does not have more than one full-time instructor. With the addition of one more full-time instructor, the Japanese program will have the much needed support to help strengthen and expand the program.

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

Provides a stronger instructional support system and improves learning for 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

REQUEST FOR ADDITIONAL FULL-TIME FACULTY

Faculty Request 1

Title of Full-Time Faculty position you are requesting

Assistant Professor of Japanese

How will this faculty position help meet district (Guided Pathways, Strategic Plan, Strategic Enrollment Management etc.), department and/or discipline goals? Please be sure to tie this back to your PRP goals and three year plan.

Provides a stronger instructional support system and improves learning for students.

Is there a scarcity of qualified Part-Time Faculty (for example: Specialized degree/experience, emerging/rapidly changing technology, high demand)?

The Japanese program is the second largest program in the World Languages Department and yet does not have more than one full-time instructor. With the addition of one more full-time instructor, the Japanese program will have the much needed support to help strengthen and expand the program.

Are you requesting this position for accreditation, regulatory, legislative, health and safety requirements? Please explain.

NA

Utilizing your PRP data, please summarize the discipline productivity, efficiency, and any regional career education needs for this discipline.

Japanese 101, 102, 201, and 130 reached full capacity as early as a few weeks before the semester began.

The success of the program is further supported by the enrollment and fill rate data which shows an increase of 9%. We expect the success rate will continue to increase as it has each year.

Additionally, the Japanese program has established the AA and CA in 2019 and has since seen an increase in completions of both.

Is your department affected by faculty on reassigned time? If so, please discuss.

NA

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?

Yes

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

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

Yes

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 2

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.*

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.

mikenushi@palomar.edu