



2022-23 Instructional Program Review and Planning

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

2022-23

Are you completing a comprehensive or annual PRP?

Comprehensive

Division Name

Languages and Literature

Department Name

World Languages

Choose your department. If you don't see it, you may add it by typing it in the box.

Discipline Name

German (GERM)

Choose your discipline. If you don't see it, you may add it by typing it in the box.

Department Chair Name

Scott Nelson

Department Chair email

snelson@palomar.edu

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

Beatrice Manneh, Associate Professor, German and Director of the World Languages Resource Center

Website address for your discipline

<https://www.palomar.edu/worldlanguages/german-deutsch/>

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.

Describe how your mission statement aligns with and contributes to the College's Vision and Mission.

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.

Link: [Vision, Mission, and Values](#)

[\(Click here for information on how to create a mission statement.\)](#)

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

☒ Yes ☐ No

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

☐ Yes ☒ No

List all degrees and certificates offered within this discipline.

AA degree in German
Certificate of Achievement in German

AA, AS, ADT, Certificates, etc.

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 links shown in red.

Enter the number of permanent or full-time faculty support your discipline (program)?

1

Enter a number.

Link: [Permanent Faculty and Staff Count](#)

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

1

Link: [FTEF Data](#)

For this past fall semester, what was your Part-time FTEF assigned to teach classes? (Part-time FTEF = PT hourly and overload.)

0.33

Link: [FTEF Data](#)

List the classified and other permanent staff positions that support this discipline. If possible, include number of months and percentage workload.

One (1) FT "ADA" supports this discipline and the other 7 disciplines in the department. 12 months, 100%
One (1) FT "Instructional Support Asst III" supports this discipline and the other 7 disciplines in the WLRC. 12 months, 100%
Currently, there is a vacant classified position "Instructional Support Asst II".

Link: [Permanent Faculty and Staff Count](#)

List additional hourly staff that support this discipline and/or department. Include weekly hours.

Student and short-term hourly offer general assistance and tutoring in the WLRC.
One (1) German-speaking student tutor approx. 5 hours per week.

PROGRAM INFORMATION

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

PROGRAM LEARNING OUTCOMES

Begin this section by reviewing the Program Review reports for programs and courses in [Nuventive Improve](#). 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? Please explain.

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: "GERMN 301 - Grammar and Composition, Units: 3 GE,

Prerequisite(s): GERMN 202 and GERMN 205B. Proof of completion of prerequisite(s) required: Copy of transcript.

Grammar and stylistics; intensive writing practice; reports based on outside reading. Not open to students who hold a degree from a secondary or post-secondary school in which the primary language of instruction is German.

Note: Taught in German. No credit will be given for lower division courses taken after successfully completing any upper division German course taught in German."

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 Improve. All assessments are graded according to a rubric. A grade of 70% is required for completion.

Summarize the major findings of your program outcomes assessments.

Program Outcomes were assessed in Spring 21 by assessing both SLOs of the German 202 capstone class, which each combine two Program SLOs: SLO assessment 202:

Listening and Writing – Watch a video and respond to a writing prompt

Upon successful completion of this course, students will be able to express original thought by responding to a cultural video or audio prompt.

Reading and Speaking – Read a passage and present an opinion/debate the issues

Upon successful completion of this course, students will be able to present facts and opinions, or debate a cultural issue in response to a written prompt

Outcomes: Most students exceeded expectations on the assessment with mostly rating as “high” or “met”.

Our students seem to be acquiring skills according to plan in these areas and are well served by our program. The tutoring that is available to our students may be also contributing to these results.

Depending on the degree or transfer goals of our students, there are three different GE pathways to choose from:

- [Associate Degree GE Requirements](#)
- [CSU GE Requirements](#)
- [IGETC Requirements](#)

Palomar College has identified a set of General Education/Institutional Learning Outcomes (GE/ILOs), which represent the overall set of abilities and qualities a student graduating from Palomar should possess.

[Click here for a link to Palomar's GE/ILOs.](#)

Next, review your course outcomes as they relate to Palomar's GE/ILOs.

How do the courses in your discipline support GE/ILOs? In your response, please specify which GE/ILO(s) your discipline supports. You should refer to the GE/ILOs your program outcomes are mapped to in Nuventive.

All of the German courses meet the requirements in the Palomar Degree GE Requirements (Area C - Humanities) and the CSU GE Requirements (Area C2 - Humanities) and are specifically called out in the referenced documents. The second-year German courses meet the requirements in the IGETC requirements (Area 3B - Humanities) and are specifically called out in the reference document. The German instruction supports institutional areas of the Palomar GE/ILOs in the areas of Communication (written, oral and visual), Creative, Critical, and Analytical Thinking (creative thinking, teamwork and problem solving), and Community, Multicultural/Global Consciousness and Responsibility (intercultural knowledge).

Summarize the major findings from your course outcomes assessments that are related to the GE/ILOs education/Institutional Learning Outcomes that your discipline supports. You should refer to the GE/ILOs your course outcomes are mapped to in Nuventive.

Because the rubrics used to assess the college's course outcomes are not considering instruction that is done in a foreign language, we have so far not been able to assess these.

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: [Program Completions](#)

Access the link above titled "Program Completions" and copy and paste five years of completion data for each of your discipline's degrees and certificates.

Completion data is only available for the last 3 years, as this is a new AA degree and Certificate program.
2018-2019: Certificate in German: 2 completions, AA degree: 2 completions
2019-2020: Certificate in German: 14 completions, AA degree: 4 completions
2021-2022: Certificate in German: 9 completions, AA degree: 2 completions

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

☒ Increased ☐ Stayed the same ☐ Decreased

Choose one

What factors have influenced your completion trends?

As there were no Certificate and AA degree five years ago, program completions have increased. In 2018-2019, the German 202 capstone class was not offered at Palomar College. The students who got the Certificates/degrees took the capstone class at a different college. In Spring 2020, the German 202 class was offered for the first time in several years. Therefore the class had high enrollment and many completions. It was expected that enrollment decreased in the following year, as the German program is very small, with only two 101 classes, one 102 class per semester, and only one 201 class per year. As enrollment works like a pyramid, this means that enrollment in a German 202 class is going to be small and therefore also the number of completions is going to be small.

Are the courses in your discipline required for the completion of other degrees/certificates?

☒ Yes ☐ No

Please list them

Not specifically required but they satisfy (along with others) the Humanities requirements for the Palomar AA degree.

Do you have programs with 7 or fewer completions in the last 5 years?

☐ Yes ☒ No

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.

What is your program standard for the NUMBER of program completions?

10

Enter the number of completions per academic year.

Why did you choose this standard?

The German 202 class is currently offered every Spring semester. Enrollment in German as it is in the college is down since COVID. If the capstone class (German 202) fills to about 15 students, it is realistic to think that about 10 students will get a Certificate or AA degree every year.

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.

What is your stretch goal for program completions?

20

How did you decide upon your stretch goal?

If enrollment, after the expected dip, picks up in the future at the college, the capstone 202 class will also have a higher fill-rate. Palomar College is also applying to become a "Teaching College". German 201- and 202-equivalent classes are not offered at many California community colleges. When Palomar College becomes a "Teaching College", students from all over California are going to find our classes here. As we currently offer the 201 and 202 classes online, this opens up the possibility for increased enrollment from all over California. Therefore 20 students could receive the Certificate or AA degree every year in the future. The class would need to continue to be offered online with no required on-campus meetings, however.

ENROLLMENT AND EFFICIENCY TRENDS

Your courses and offerings represent the path students take to complete their goals. Palomar has a very diverse set of programs and offerings and students have many paths they can take to earn a degree, certificate, or transfer.

In addition to student success and completion, enrollment trends, resources (FTEF), and efficiency metrics like FTES/FTEF are factors reviewed by the College when considering needs for staffing and program support. Evaluating these metrics also helps the College when developing class schedules to meet the needs of students.

Palomar College uses the WSCH/FTEF ratio as one indicator of overall efficiency in addition to the overall fill-rate for courses.

Although the college efficiency goal is 525 WSCH/FTEF and 85% fill-rate (minimal), there are many factors that affect efficiency (i.e. seat count / facilities / accreditation restrictions).

In this section, you will examine your enrollments over time and resources (FTEF) utilized to support or generate those enrollments.

This information can be found by opening the link titled "Program Enrollment Trends" below.

Link: [Program Enrollment Trends](#)

Have your enrollment trends increased, decreased, or stayed the same for your discipline over the past five years? (check box)

☐ Increased ☐ Stayed the same ☒ Decreased

Have your efficiency (e.g. WSCH/FTEF, Fillrates/FTET) trends increased, decreased, or stayed the same for your discipline over the past five years? (Check box)

☒ Increased ☐ Stayed the same ☐ Decreased

Were these trends expected? Please explain.

The enrollment as well as efficiency actually did not really show any trend in the last five years, as indicated by the data:

2017: 208 / 74%

2018: 138 / 66%

2019: 148 / 85%

2020: 194 / 92%

2021: 160 / 76%

There was a strong decline from 2017 to 2018 which can be explained by the cancellation of classes that had several students enrolled but not enough to be kept. There was also an online 101 class offered for the first time that did not have strong enrollment then. During COVID in 2020, all our classes were online and the classes were full, perhaps because other colleges did not offer as many language classes. We had full classes, and therefore there were no cancellations in the German program (but fewer classes offered than before COVID, because there were no f2f-classes). If one just looks at the first and last of the five years, enrollment has decreased and the reason is fewer classes offered. German 201 and 202 are only offered once per year and not all students wait but may take it at a different institution. Efficiency has increased, because these fewer classes have filled better. However, the danger of this is that when there are so few 101 and 102 classes, it is hard to even fill one 201 and 202 class every other semester. Those 201 and 202-classes need to be protected from cancellations (as they have been for the last few semesters) so that there can be any program completions at all.

Please use wsch/ftef and fill-rate.

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.

Having an AA degree and Certificate starting in Fall 2018 has made the program more attractive. In Fall 2019, we also started offering one 101 online class in lieu of a second face-to-face class, and this boosted enrollment, giving students more flexibility and attracting more students who live further away. I am hoping to continue to offer online classes for the two upper levels (201 and 202) and alternate online and f2f-classes for the lower levels (101 and 102) or offer hyflex courses in the future, to give students the utmost flexibility and therefore to allow more students to take the classes without experiencing conflicts with other classes or work and family duties.

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

In order for the German students to be able to receive their AA degree / Certificate, they have to be given the chance to take the 3rd and 4th class they need for completion. These classes are bound to be low enrolled, however, due to the smallness of the program and few feeder classes offered. This in turn will have a negative effect on the fill-rate. With such a small program where for most levels only one class is offered per semester, it is a challenge to offer classes in a way that enables most students to take all the levels within two years at Palomar College.

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 goals focus on eliminating equity gaps and increasing timely completions. Examining, reflecting upon, and developing strategies to improve course success rates is one way to help the college meet its Vision for Success Goals and support our students in reaching theirs.

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.

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%

The College's institutional standard for course success rate is 70%. To access college success rates. Click on the link below.

Link: [Course Success Rate Information](#)

UPDATE 9/26/2022: The Course data links are under construction and will be operational shortly. This note will be removed when then link becomes functional again. Apologies for the inconvenience.

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.

Have your overall course success rates increased, decreased, or stayed the same over the last 5 years?

☐ Increased ☐ Stayed the same ☒ Decreased

Was this expected? Please explain.

The success rate has decreased over the last five years, which was expected. The success rates for the last 5 years were: 2017: 82.7%, 2018: 79.4%, 2019: 71.6%, 2020: 69.1%, and 2021: 73.4%. The German program is very small and slight changes can have a big effect on percentages. In 2017 and 2018, when success rates were quite similar, all classes were still taught f2f with two meetings per week with a small online component, as instructors and students had been used to doing for many years and semesters. In 2019, we offered one online 101 German class for the first time ever (in the Fall semester). This class was very new to the instructor and the students, and online learning was new to the students, who often only realize during the semester that online learning is not for them. The low success rate may be explained by that. It is very likely that in 2020, the lowest in 5 years, COVID was responsible for the drop in success rates. In 2021 the explanation is probably a combination of both, COVID and the fact that all classes were still taught online.

What is your stretch goal for course success rates?

75.0%

How did you decide upon the goal?

The average success rates of all four German class-levels (GERM 101, 102, 201, 202) of the past five years was 75.24% whereas the average success rate of the 101 and 102 classes during the Fall semesters of the last five years was 76.25%, of the 201 classes in the Fall semesters 77.9 % and of the 202 classes for two Spring semesters (not offered in the Fall) was 83.8%. It is normal that higher levels have higher success rates as only the students confident in getting a good grade go on taking a language after the one- or two- semesters of language requirement for graduation for most universities. 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.

Have your overall course retention rates increased, decreased, or stayed the same over the last 5 years?

☐ Increased ☒ Stayed the same ☐ Decreased

Was this expected? Please explain.

Retention rates have stayed more or less the same during the last five years with 85.6% being the lowest during the COVID-year of 2020 and 92.4%/92.3 in 2021 / 2017. Students are usually excited about learning the language and therefore they are also usually retained if they are successful.

Are there differences in success or retention rates in the following groups? (choose all that apply)

- ☐ When or where (time of day, term, location) ☐ Gender
☒ Age ☒ Ethnicity
☐ Special Pop. (Veteran, foster youth, etc.)

Age: Why do you think age differences exist? What do you need to help close the gap?

Very interesting is the high success rate (83%) of the students 19 and under compared to the 20-24 (68%) and 25-49 (46%), which is not the same as for the whole college, where the under 19 year old students only have a success rate of 67%. Of course, younger students, some of them high school students, often have fewer responsibilities besides going to school (family, job..) and older students seem to realize sometimes after the semester has started that the class-time and time for studying conflict with their other commitments. Also, many at that age take the class "for fun" and realize after a few weeks, that the class is too much of a commitment and more work than they had expected. A German class is in general at that age not a required class for them but a hobby. High school students are usually very committed because they cannot take German at their high school and are happy to have the opportunity to take German at the college instead but get high school credit at the same time. I am helping to close the gap by teaching all asynchronous online classes with optional meetings that, like a "hyflex" class, offering my students extreme flexibility as to their schedules. Students can either attend my lessons in person or they can choose to do their work completely online whenever they have time. Each week or lesson, they can make that decision. This helps students to stay in class who have a job or have to take children to school or other commitments.

Ethnicity: Why do you think ethnicity differences exist? What do you need to help close the gap?

There are some differences as to ethnicity with Asian students having the highest success rate and Black/African American students having the lowest. However, the differences in success rates seem to be narrowing and are actually not very stark. I personally have participated in the book-clubs of "Becoming a Hispanic Serving Institution" and "Grading for Equity"; I have "decolonized" my syllabus, and I try to continue to learn how to be an anti-racist and sensitive to the needs of all my students no matter of what ethnicity they are.

In addition, I think it is important that our department continue to have resources in the World Languages Resource Center such as foreign language films, language learning computer programs, and especially our student workers, who speak the target language and who support and tutor.

Are there differences in success/retention between on-campus and online courses?

☒ Yes ☐ No ☐ N/A

Please share any best practice methods you use for online courses.

We offered one online Germ 101 class in Fall 2019 for the first time. Compared to a face-to-face class, many students were not successful in the online environment and many did not complete the class when taking it online. This has not been a trend, however, many students were successful when the college did not offer any f2f-classes due to COVID but only online classes. There is still a difference in success and retention rates in the beginning level class, the German 101 class, when the language is completely new to most students. That's when it seems to be the hardest to be successful in a German online class. Students in 201 and 202 are as successful and have the same retention as in a f2f class.

Best practices I use:

- a clear, decolonized syllabus
- very clear outline of weekly modules with a weekly introduction
- less rigidity with deadlines; students are allowed to turn in assignments late
- hyflex teaching: students can choose between attending a synchronously taught class via Zoom or working completely on their own asynchronously. Students can even switch preferences during the week. I think this has really helped retention.
- many videos of myself and personalized video-replies to students' work to establish a personal connection also with those students who are learning purely asynchronously
- all my online classes are fully accessible with captioned videos, headings, correct links, deliberate use of colors and pictures etc.
- lots of teacher- students interaction (by offering optional Zoom sessions and office hours and contacting students when I feel that there are not on track or need help) and student-student interaction in discussion boards and projects on which they work with a partner

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. In order to meet the needs of all students and uphold the high course outcome assessment results, students must continue to have access to tutors and resources in the World Languages Resource Center.

Course level SLOs can be accessed through [Nuventive Improve](#)

Reflecting on the major findings you summarized, what are some questions you still have about student learning in your courses that you have not yet been able to address with your outcomes assessments?

I continue to be interested in the success and retention of the online classes, especially when there is again a choice of f2f classes for some levels of German.

What are some improvements in your courses that have been, or can be, pursued based on the key findings from your course learning outcomes assessments?

1. Tutoring is a factor that is very important for the success of all language students, so tutors need to continue to be available in the WLRC and online. Since we are back on campus, we have been able to have our student employees / tutors for more hours, which is helpful to the students.
2. The German program has switched to zero cost textbooks and teaching materials which can be freely accessed by students. This contributes to their success because they can all equally have all the materials they need from the first day of the class for free. The materials for the first two semesters are made by a Canadian university and seem ideal for the needs and interests of our students here at the College. The materials for the second two semesters are made by a German language school and seem to offer the perfect material for the higher level classes. The material definitely contributes to the students' success, and this will be pursued.

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

☒ Yes ☐ No

PROGRAM CURRICULUM ALIGNMENT, MAPPING, SCHEDULING, & PLANNING

The Chancellor's Office Vision for Success stresses the importance of decreasing the average number of units accumulated by CCC students earning degrees.

Palomar College's Guided Pathways plan includes clarifying paths for students by sequencing course offerings so that they support scaffolding and timely completion. Our goal is to ensure learning through:

- The mapping and assessment of clear program outcomes that are also aligned to employer and/or transfer institution expectations.
- Engaging and applied learning experiences.
- Effective instructional practices to support students in achieving success.

What is your departmental strategy on how you schedule your courses, including the time of day you offer courses? Do you use 4-week, 8-week, or block scheduling (putting required classes near each other) to organize required classes to meet the needs of disproportionately impacted students? Please explain.

In order to serve the needs of as many students as possible as well as disproportionately impacted students, our department schedules various different courses in different ways and at different times: We have 16-week and 8-week classes, we offer morning, day and evening classes, online, hybrid and fully f2f classes. German is a small program with only two 101 classes, one 102, and one 201 or 202 class offered each semester. This does not allow for variation in organization. Since Fall 2022, we are trying to offer one 101 class online and one in hybrid modality and alternating in modality with German 102. I have also started teaching all my online classes in a sort of hyflex modality in Fall 2020. This is a different model than the one used at Palomar where in-classroom instruction is coupled with Zoom-instruction. For me it means teaching an online-class synchronously and asynchronously at the same time where students have the choice to attend the class meetings via Zoom or to complete alternative online assignments asynchronously. Students may choose for each class meeting if to attend it or not. There is always the option to complete alternative assignments. This gives students maximum flexibility. If they are not well, if they work, if they have to care for family members or for any other reason, they are not tied to attending class at any certain time or day. Those students, on the other hand, who want and need the face-to-face interaction, can choose to have it for every class meeting.

How do you work with other departments that require your course(s) for program completion?

Our courses are only required by other departments in the sense that they can be used to meet the Humanities requirement for graduation. Because most German classes offer maximum flexibility, there is no need to consider the schedules of other departments' classes when scheduling the German classes.

Does your discipline offer cross-listed courses?

☐ Yes ☒ No

Are there curriculum concerns that need to be resolved in your department? What are they?

Yes. We are receiving an FTEF that allows only for classes to be scheduled that are part of an AA degree or Certificate and absolutely necessary for completion. We cannot offer classes such as French pronunciation or German Reading and Conversation (225) and we are also not able to offer classes in Arabic or Chinese. We are called a World Languages Department and would like to offer a wider variety of languages than we currently do, including Arabic and Chinese, which we used to offer and for which we have curricula and for which there is demand but no AA degree/Certificate.

Are there courses that should be added or removed from your program - please explain?

No.

How is the potential need for program/course deactivation addressed by the department?

Through discussion among the full-time faculty at department meetings.

Are there areas you would like to expand?

I would like to offer the GERM 225 class once in a while, because many students would like to learn more German than just complete the four classes required for the Certificate. Now my students take the conversation classes at Grossmont College.

Describe any data and/or information that you have considered as part of the evaluation of your program.

Our goal is to help our students achieve their educational and career goals and we strive to follow the guidance of accreditation state and federal legislation and the 4-year institutions.

Examples of other data and factors include, but are not limited to: external accreditation requirements, state and federal legislation, 4-year institution guidance

To answer the next two questions, you will need to review your [program maps](#) and program information in the [College Catalog](#).

Is the content in the program mapper accurate?

☐ Yes ☒ No

What needs to be corrected in the mapper?

There is the last paragraph missing in the introduction of the Certificate and AA degree, where it says:
German at Palomar College

for the Certificate of Achievement: "The program will provide required course work for students majoring or minoring in German. In addition... "

at the end of it needs to be added:

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

(Please compare to the Italian Certificate)

For the AA degree, it is the same thing.

Here it says

German Associate in Arts "The degree will provide required course work for students majoring or minoring in German. In addition,"

in the middle needs to be added:

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

(Please compare to the Italian AA degree)

Is the content in the catalog accurate?

☐ Yes ☒ No

What needs to be corrected in the catalog?

When I search for German in the catalog for "credit programs", I get the same information 3 times, then twice. "German - A.A. Degree Major or Certificate of Achievement (18 units or more).

When I search for "courses" and German, there are no courses showing at all.

Has your department or discipline started having discussions about embedding diversity related issues or content in your curriculum?

☒ Yes ☐ No

If yes, describe your efforts. If no, what type of training or help do you need to do this work?

Diversity related issues are always embedded in a foreign language class by intercultural learning, when we compare and contrast the students' cultures to the cultures of the language the students are learning. We also discuss topics such as immigration, gender issues, and equality issues in our classes.

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

Link: <https://www.onetonline.org/>

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?

☐ Yes ☐ No

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

☒ Yes ☐ No

Please list any questions and describe what you need to integrate work-based learning.

I have explored this a little bit but will need more time to look into it in detail.

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. We attend and help at Palomar events such as Tarde de Familia and House of Humanities, and we organize our own, such as Cafe International. We attend meetings of the Chamber of Commerce, organize film festivals and other events pertaining to the individual languages. For German, we organize board game nights, visits to public events in the community that have to do with the German-speaking culture, and bring in visitors from German-speaking countries whenever possible.

For example: regular meetings with community partners, connections with local High Schools, dual enrollment, Universities, business partnerships, Palomar events (i.e. Tarde de Familia, House of Humanities), and/or community groups (i.e. chamber, associations, non-profits).

PROGRAM GOALS

Progress on Prior PRP Goals

In the most recent PRP cycle, you identified a set of goals. Provide an update to your most recent PRP goals.

[Click here for previous PRPs with goal information.](#)

Prior PRP Goals

Goal 1

Brief Description

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

Goal Status

☐ Completed ☒ Ongoing ☐ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

GERM 202 was offered in Spring 2020 after not having been offered for 5 years. We have had several Certificate and AA degree completions because students were able to take this capstone class. 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 but have not done it yet. (The class is only offered once per year in the Spring semester)

Goal 2

Brief Description

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

Goal Status

☐ Completed ☒ Ongoing ☐ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

I have taken the hyflex training and also applied something similar to hyflex (a synchronous - asynchronous combination) in my online classes. I have not taught in the "official" hyflex modality, because I feel that the technology used at the college is not sufficient to teach both in-class and Zoom-students at the same time at a standard that provides an excellent learning experience to all students. I am hoping that the technology will be further developed so that subjects like a World Language, where instructor and students move around a lot in the classroom, work in groups, write on the board, play language games etc., can be taught well.

Goal 3**Brief Description**

Offer authentic language experiences for students

Goal Status

☐ Completed ☒ Ongoing ☐ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

Most German classes now have a "cultural event" requirement again (after COVID), the others encourage participation in a cultural event and give extra credit. Specifically for German, we now 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 most semesters. 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 used to hold Café International (a language fair for all languages, including German) each semester and we are working on reviving it now after COVID. The department is also working on establishing a Study Abroad program.

Goal 4**Brief Description**

Hiring and maintaining staff and a German tutor in the World Languages Resource Center

Goal Status

☐ Completed ☒ Ongoing ☐ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

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. The expected outcome is greater student retention and success rates in our courses. Currently, our German tutor is still working online. I am hoping that we will find a German tutor who will be a students employee in the World Languages Resource Center again as they were before COVID.

Goal 5

Brief Description

Teach with zero cost material in all German classes

Goal Status

☐ Completed ☒ Ongoing ☐ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

All German classes and professors are now using zero cost material. It is eliminating a financial burden from our students and allows for a quick start into the material at the beginning of the semester without having to wait for students to get their textbooks. It is a success for students and teachers alike.

The Strategic Plan 2022 includes the College's Vision for Success (VfS) outcomes. Review the VfS goals and reflect on how your unit supports these outcomes. Identify one strategy your unit will implement to help the college meet these outcomes.

With our goals 2 to teach hyflex, 4 to hire tutors and support staff and 5 to teach with zero cost materials, we are aligned with the VfS outcome: Implementing strategies to increase persistence of disproportionately impacted students as identified in the College's Student Equity and Achievement plan

[Click here to access the Strategic Plan 2022.](#)

Describe any changes to your goals or three-year plan as a result of this annual update.

None

In the previous sections of this PRP, 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.

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

Establishing New Goals and Strategies for the Next Three Years

Goal 1

Brief Description

Offering a Study Abroad opportunity for our students

How will you complete this goal? Include Strategies and Timeline for Implementation.

The department has made first connections with Study Abroad tour operators, universities in Europe and researched and discussed Study Abroad possibilities. Summer 2023 will be the first summer to take students abroad. The department is starting with a Spanish speaking country but the opportunities will be extended to the other languages in the following years.

Outcome(s) expected (qualitative/quantitative)

About 20 students will be going on a Study Abroad opportunity organized by the World Languages Department in Summer 2023.

How does this goal align with your department mission statement, the college Strategic Plan 2022, and /or Guided Pathways?

A Study Abroad Program directly aligns with our 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.

Expected Goal Completion Date

8/30/2025

RESOURCES

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 five parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology Needs

PART 4: Facilities Needs

PART 5: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

Reflect upon the three year plan you created above, your current operations, and any upcoming factors

(retirements, changes in legislation, and changes in policies or procedures) that will impact your unit. How will you allocate resources to implement your plan? Describe additional resources needed to improve the effectiveness of your unit/program. All resource requests must be aligned with the College's [Strategic Plan 2022](#).

Summarize any reallocation/re-organization of resources you are making based upon your three-year plan, your current operations, and any other factors (e.g., legislation). Describe the impact of the reallocation of resources to your unit.

NOTE: All requests listed in the PRP will be reviewed by deans and supervisors, then forwarded to the appropriate review group for prioritization. A resource requests approved to move forward in the review process does NOT guarantee a position or funding.

PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in the Faculty Position Prioritization committee, which reports to the Education, Equity, and Student Success Council. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

Are you requesting additional full-time faculty?

☐ Yes ☒ No

Are you requesting AA, CAST for Classified Staff?

☒ Yes ☐ No

REQUEST FOR ADDITIONAL CLASSIFIED, CAST, AA

Staff, CAST, AA request 1

This year, units are asked to identify new positions only as part of the PRP process. Vacant positions will be addressed outside of the PRP process.

If you are requesting STAFF, please fully complete this section. If not, you can skip to the next resource section. Click "+Add Staff, CAST, AA request" below for each additional request.

When considering the funds required for a position, consult the HR website for position salary schedule and the [Benefits Worksheet](#) for additional costs related to benefits for the position.

Title of new position

Instructional Support Assistant I

Is the position request for AA, CAST, or Classified staff?

Classified

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

☒ Full Time ☐ Part-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 students and short-term 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 student 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 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?

☐ Yes ☒ No

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

This position helps with the ongoing PRP goal to hire and maintain staff and tutors in the WLRC. As stated in the mission 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

- | | | | |
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| <input type="checkbox"/> 4:3 | <input type="checkbox"/> 5:1 | <input type="checkbox"/> 5:2 | |

Refer to the Palomar College <https://www2.palomar.edu/pages/strategicplanning/files/2020/01/FINAL-Strategic-Plan-2022.pdf>

If the position is not moved forward for prioritization, how will you address this need?

The plan will be to continue to hire 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.

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 ☐ No

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.

Looking at our department budgets from the past three years, it is clear that the fiscal year 2022 budget more accurately reflects the financial needs of the department; specifically, the 230010 and 240010 accounts that we use to pay our World Languages Resource Center (WLRC) staff and tutors. In previous years - with insufficient funds - we would not have enough money to keep the WLRC open and would have to request more funds from our division dean. With that in mind, it is essential that we continue to receive a budget that allows us to properly fund the WLRC. This will allow the department to provide our students with the assistance and support that they need and the ability to complete their course lab requirement.

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

1. One-Time Fund Requests. Through the PRP process the college implements an approach for prioritizing and allocating one-time needs/requests. Prioritization takes place through the appropriate groups, leadership, and the Budget Committee. The executive team and Resource Allocation Committee consider various sources for funding PRP requests. Resource requests also inform the larger planning process like Scheduled Maintenance Plans, Staffing Plans, and institutional strategic planning.

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

If you are a CTE program and think you may qualify for CTE funds for your PRP request(s), you are **STRONGLY** encouraged to answer the call for Perkins/Strong Workforce grant applications in February. Contact the Dean of CTEE for additional information.

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. Requests for technology and facilities are assessed by the Deans and then, if appropriate forwarded to the proper institutional group (e.g., technology review committee, or facilities) for review and feedback.

PART 3: TECHNOLOGY NEEDS

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

☒ Yes ☐ No

Technology Request

Technology Request 1

What are you requesting?

Make one of the World Languages classrooms a hyflex classroom

Is this a request to replace technology or is it a request for new technology?

New Technology

Provide a detailed description of the the request. Include in your response:

a. Description of the need? (e.g., SLO/SAO Assessment, PRP data analysis)

Adding cameras and other necessary equipment to a World Languages classrooms for hyflex

b. Who will be impacted by its implementation? (e.g., individual, groups, members of department)

It will not impact anyone.

c. What are the expected outcomes or impacts of implementation?

To meet the needs of our students, a hyflex-equipped classroom would allow the department to offer hyflex classes giving students the option to attend class in-person or virtually.

d. Timeline of implementation

The 2022/2023 academic year.

What is the anticipated cost for this request? If any, list ongoing costs for the technology (licences, support, maintenance, etc.).

Unknown. It is believed that the college has funds available for this, but that is something that will have to be determined.

Do you already have a budget for this request?

No

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

2

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

- | | | | |
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| <input type="checkbox"/> 4:3 | <input type="checkbox"/> 5:1 | <input type="checkbox"/> 5:2 | |

Refer to the Palomar College [STRATEGIC PLAN 2022](#)

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

1

What impacts will this request have on the facilities/institution (e.g., water/electrical/ADA compliance, changes to a facility)?

Cameras and supporting technology will have to be added to one classroom.

Will you accept partial funding?

☐ Yes ☒ No

PART 4: FACILITIES REQUESTS

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

☐ Yes ☒ No

Please include only those facilities requests that could be accomplished within a one-year time frame and/or under a \$75,000 estimated amount. Other facilities needs, such as buildings or remodels, should come through the long-range facilities planning process.

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?

☐ Yes ☒ No

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

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

bmanneh@palomar.edu