

Entry #: 66 - Languages and Literature

Status: Submitted

Submitted: 3/19/2024 4:29 PM

**DRAFT****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.

**ALL PROGRAMS WILL COMPLETE AN ANNUAL PROGRAM REVIEW FOR 2023-2024.**

**BASIC PROGRAM INFORMATION****Division Name**

Languages and Literature

**Department Name**

Speech Communication / Forensics / ASL

**Microsoft\_List\_ID****Discipline Name**

American Sign Language (ASL)

**Department Chair Name**

Chris Lowry

**Department Chair email**

clowry@palomar.edu

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

Mary (Liz) Mendoza, Associate Professor

John O'Loughlin, Associate Professor

**Website address for your discipline**<https://www.palomar.edu/speechandasl/asl-program/>**Discipline Mission statement**

The mission of the discipline of American Sign Language is to increase the understanding, respect, and equality of Deaf and Hard of Hearing people and their diverse communities by:

- Providing high quality ASL instruction
- Preparing professional interpreters who are competent, ethical, and life-long learners
- Promoting excellent resources, service, and scholarship to the state of California, the region, and throughout the United States.

ASL Program:

<https://www.palomar.edu/speechandasl/asl-program/>

ASL-English Translation &amp; Interpreting Studies:

<https://www.palomar.edu/speechandasl/asl-program/asl-english-translation-interpreting-studies/>

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

**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)?**

Yes

**List all degrees and certificates offered within this discipline.**

Deaf Studies: Associate of Arts

ASL-English Translation & Interpreting Studies: Associate of Science, Certificate of Achievement

## **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)?**

3

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

3.2

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

3.68

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

1 ADA

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

4 ASL lab techs totaling 26.5 hours per week.

## **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 to confirm that you have assessed each course SLO within the past three years.

[Link: Course Data](#)

## **COURSE SUCCESS AND RETENTION**

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

Decreased

**Was this expected? Please explain.**

Deaf Studies: The pandemic quarantine effect has an unanticipated domino effect that more students prefer to take classes online, especially for the first-level ASL course. It has increased cancellations of in-person classes in favor of online classes. Based on my informal assessment of upper-level students, they preferred the in-person classes due to the benefits of learning the visual language through 3-dimensional perception instead of the 2-dimensional screen. While we undertook the cancellation of lower-level courses, we saw a stronger likelihood of retention of the upper-level courses after we canceled a few in the academic year of 2022 - 2023. We will begin offering the hybrid option for the lower-level courses with the goal of increasing the retention rate of course offerings. Not only that, we also saw an increase in lower-level course offerings through the Dual Enrollment Department through online and in-person formats.

Based on course success rates of the last five years, the following courses have seen an increased success rate: ASL 100 in the Spring semesters and the stability success rates of ASL 101 in the Fall, Summer, and Spring semesters (averaged between 80.2% - 92.3%), the linear increase of success rates of ASL 205 for the last five years from 63.6% to 86.2%-88.9%, respectfully, and success rate of 72.7% in Spring 2022 after canceling an ASL 206 course due to the low enrollment which dropped the success rates to 72.7% from the high of 85.7% in Spring 2021. I anticipate the success rate for ASL 206 courses in Spring 2024 will increase.

ASL-English Translation and Interpreting Studies Program: Due to the pandemic quarantine effect, more students prefer to take classes online, synchronously or asynchronously. Students choose online courses, but learning a 3-dimensional visual language is extremely difficult on a 2-dimensional screen and doesn't reflect the daily task of interpreting in person. I predict that the numbers will increase in the coming year or two.

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

Stayed the same

**Was this expected? Please explain.**

Deaf Studies: Recent ASL-related course cancellations in Spring 2024 have decreased the retention rate. Prior to the recent course cancellations, the retention for ASL 100 courses over the last five years has been at or near 90%. The retention rate for ASL 101 courses has been increased and presently performs at or above 92.3%. The retention rate for ASL 205 courses has been at or above 97.8% and has demonstrated a linear increase from the low of 80.3% in 2019. The retention rate for ASL 206 courses was calculated at 90.9% in Spring 2023, which represents the decline due to the cancellation of the second ASL 206 course.

ASL-English Translation and Interpreting Studies Program: Retention has remained relatively the same. The interpreting program is challenging and rigorous, so we expect a slight drop in numbers for those students who cannot meet the high standards.

**Are there differences in success or retention rates in the following groups? (choose all that apply)****Please share methods that your department is using to improve retention and success rates in your courses. If you are focusing on a specific group like online students or a demographic group please include that information in your answer.**

Deaf Studies: Due to the recent in-person cancellation in Spring 2024, we are exploring the hybrid option to increase the retention rate starting in Fall 2024. The online courses have been our strength, we are able to offer more courses through the Dual Enrollment Department than we could possibly have. We are presently exploring the hybrid option in the near future.

ASL-English Translation and Interpreting Studies Program: We are trying to focus on students in the pipeline who are taking ASL I-IV. Students who take ASL III and IV will typically enter into the interpreting program.

## COURSE STUDENT LEARNING OUTCOMES (SLOs)

Excluding courses that haven't been offered in the last three years, do you confirm that all of your courses have been assessed since August 2020 (Result Summary Date)?

Yes

Upload a copy of your SLO report from Nuventive ("Report 0. Last Result Date and Action Date for All Active Course Outcomes")



[0. Course SLO Report Last Result Date and Action Date for All Active Course Outcomes.xls](#)  
14 KB



## PROGRAM INFORMATION

In this section, you are asked to consider and evaluate your programs, including the annual number of completions, and their program learning outcomes,

### 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.

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.

AA/AS 2016-17 2017-18 2018-19 2019-20 2020-21 2021-22

Associate in Arts Degree 6 17 13 19

Associate in Science Degree 7 4 5 8 11 8

AA/AS Total 7 4 11 25 24 27

Certificate

Certificate of Achievement 11 8 8 11 11 10

Certificate Total 11 8 8 11 11 10

Grand Total 18 12 19 36 35 37

### PROGRAM LEARNING OUTCOMES

Do you confirm that all of your programs have been assessed since August 2020 (Result Summary Date)?

Yes

Upload a copy of your SLO report from Nuventive ("Report 2. Last result, action, and follow-up date for each active program outcome").



[2. Last result, action, and follow-up date for each active program outcome.xls](#)  
5 KB



## Program Review Reflection and Summary

In this section you are asked to evaluate your programs by considering their program learning outcome assessments, the annual number of completions, 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.

Faculty working together and planning how we can build the program. We are trying to be creative in ways that have not been attempted in the past, such as changing low enrollment in-person classes to either hybrid or online classes.

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

Again, the pandemic has changed how students want to learn. They prefer online classes, but that is not conducive to learning a 3-dimensional visual language or interpreting a 3-dimensional language.

## 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.

### The following websites are for CTE related data:

- [Centers of Excellence](#) (many other data resources besides supply and demand) Password: GetLMI
- [LaunchBoard](#)
- [LaunchBoard Resource Library](#)
- [Chancellor's Office Data Mart](#)
- [Career Coach-San Diego Workforce Partnership](#)
- [EDD Labor Market Info](#)
- [Career One Stop](#)

### 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?

ASL-English Translation and Interpreting Studies Program:

Students who successfully complete the ASL-English Interpreting program receive training in interpreting, however, a few choose other paths, such as educators, counselors, or work in social services. The need for ASL-English interpreters is great. According to Centers of Excellence, the projected occupational demand will increase to 7,200 from 2022 to 2032. The median yearly earnings for San Diego County are projected to dramatically increase from \$85,170 (75th percentile) to \$99,470 (90th percentile).

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

ASL-English Translation and Interpreting Studies Program:

KNOWLEDGE ●Knowledge of appropriate environmental controls for privacy and confidentiality ●Knowledge of basic concepts of video relay service (VRS) and video remote interpreting (VRI) technologies ●Knowledge of best practices and research concerning the most appropriate interpreting approach for given situations (i.e., consecutive or simultaneous, ASL, transliteration, finger spelling, print English to ASL interpretation, etc.) ●Knowledge of business insurance (errors and omissions, professional liability, etc.) ●Knowledge of characteristics of cultural and systemic oppression ●Knowledge of community resources available to interpreters (such as Deaf centers, ASL dictionaries, the Deaf community, other interpreters, etc.) ●Knowledge of computer platforms used in remote interpreting (i.e., types, connectivity, compatibility, etc.) ●Knowledge of cultural differences in providing or receiving feedback ●Knowledge of

Deaf culture and other cultures •Knowledge of interpreting related document retention/destruction requirements•Knowledge of environmental impacts on sign language communication (such as the impact of natural and artificial lighting, back lighting, sight lines, distances, etc.) •Knowledge of environmental impacts on spoken language communication (such as acoustics, distances, participant placement, etc.)•Knowledge of ethical practice standards (including but not limited to the RID Code of Professional Conduct)•Knowledge of government reporting requirements for small businesses (such as taxes, 1099s, etc.) •Knowledge of industry/area standards and best practices •Knowledge of interpreting protocols for roles of the interpreter in various settings •Knowledge of risks of repetitive motion injuries in interpreting and preventative strategies •Knowledge of non-verbal cues in interpreting (such as facial grammar, expression, etc.)•Knowledge of personal limitations/biases impacting an interpreter's ability to respond appropriately to the requirements of an encounter •Knowledge of physical requirements of various types of encounters•Knowledge of potential impact of social media on maintaining ethical standards (i.e., intentional and unintentional compromises of ethical standards on social media)•Knowledge of requirements for maintaining confidentiality of assignments and records (both in print and electronic format)Knowledge of resources about supervising and/or mentoring other interpreters •Knowledge of rights of Deaf and hard of hearing persons under the ADA and other laws affecting interpreting services •Knowledge of situations that require multiple interpreters or multiple interpreter

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

Specific classes address specific KSAs. ASL 220, Specialized Setting in Interpreting, addresses several settings in which an interpreter would encounter. The skill development classes focus on ethics and interpreting skills. ASL 298, Fieldwork in Interpreting, focuses on volunteer interpreting in the field and a heavy emphasis on ethical decision making.

The following four questions are for CTE programs only. If you are not a CTE program, please go back to the BASIC INFORMATION tab and select "no" for "Are any of your programs TOP coded as vocational (CTE/CE)?"

### **What is the regional three-year projected occupational growth for your program(s)?**

Interpreters and Translators Labor Market Analysis: San Diego County April 2023

[https://labormarketinfo.edd.ca.gov/cgi/databrowsing/occExplorerQSDetails.asp?](https://labormarketinfo.edd.ca.gov/cgi/databrowsing/occExplorerQSDetails.asp?searchCriteria=Interpreter&careerID=&menuChoice=occxplorer&geogArea=0604000073&soccode=273091&search=Explore+Occupation)

[searchCriteria=Interpreter&careerID=&menuChoice=occxplorer&geogArea=0604000073&soccode=273091&search=Explore+Occupation](https://labormarketinfo.edd.ca.gov/cgi/databrowsing/occExplorerQSDetails.asp?searchCriteria=Interpreter&careerID=&menuChoice=occxplorer&geogArea=0604000073&soccode=273091&search=Explore+Occupation)

Summary: According to available labor market information, there is a projected 32.7 percent increase in demand for Interpreters and Translators in San Diego County into 2028. Interpreter and Translator occupations have a labor market demand of 1,510 annual job openings, while average demand for an occupation in San Diego County is 330 annual job openings.

Two educational institutions in San Diego County supply less than 40 awards for this occupation, suggesting that there is a supply gap. However, this supply number does not include people currently in the labor force looking for work as Interpreters and Translators. This occupation's entry-level and median wages are higher than the Self-Sufficiency Standard, suggesting that students who successfully complete a program and obtain employment in a related field may earn living wages.

### **What is being done at the program level to assist students with job placement and workforce preparedness?**

The one full-time faculty is responsible for assigning appropriate level interpreting assignments to students and ensuring that all participants are aware that students will be interpreting. There should be no conflict of interest, either personally or professionally, and no conflict of payment. This means that students who volunteer their time are not taking paid jobs away from professional interpreters and that students are not being paid for their work.

### **When was your program's last advisory meeting held? What significant information was learned from that meeting?**

The last Advisory Board meeting was March 19th, 2023. The main topic of discussion was the national interpreter shortage and how we can fill assignments. What has been discussed in previous years is making our AS program into a BA program, but it is too late now to do that.

### What are the San Diego County/Imperial County Job Openings?

There are several agencies in San Diego county: Deaf Community Services, Network Interpreting Service, Linguabee, Seven and several agencies that operate in San Diego county that are not headquartered here. In addition, there are many school districts and post-secondary schools that hire ASL-English interpreters: San Diego City Schools, Chula Vista Unified School District, Escondido Unified School District, Carlsbad Unified School District, San Diego Community College District, Palomar College, San Diego State University, University of California San Diego, Southwestern College, Grossmont-Cuyamaca Community College District, and many more.

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.

## 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

#### Prior Year PRP Goal 1

##### Brief Description

The Deaf Studies Degree Program's goal is to hire a full-time faculty that can teach higher level ASL courses and heavy lecture courses such as "Awareness of Deaf Culture" and "Perspectives on Deafness."

##### Goal Status

Ongoing

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

A full-time faculty was hired and he is successfully completing his first year. We are still in need of a fourth full-time faculty due to the recent retirement of Professor Kevin McLellan and in anticipation of the future chairmanship of Associate Professor Mendoza and/or Associate Professor O'Loughlin. It will ease the need to hire additional part-time faculty.



**Prior Year PRP Goal 2****Brief Description**

Our second goal is to be able to award a four-year degree to students who successfully complete the English-ASL Interpreting Program as a four-year degree as such a degree is not offered anywhere in San Diego County's higher education institutions. National certification requires a four-year degree to take the evaluations.

**Goal Status**

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.**

Since the CSUs have three "interpreting programs" as emphases or electives, this is no longer a goal. Also, SDSU has submitted a proposal to have interpreting as a minor.

**Prior Year PRP Goal 3****Brief Description**

To establish an ASL-English Interpreting Program Director/Coordinator position.

**Goal Status**

Ongoing

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

This goal has changed - see below.

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

**Do you have any new goals you would like to add?**

Yes

**Establishing New Goals and Strategies for the Next Three Years****Goal 1****Brief Description**

Establish 20% release time for a Program Director/Coordinator.

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

There is really not a timeline for this goal. Implementation would start in the fall of 2024. There are many duties currently being done by faculty that should be categorized in a coordinator's position. These duties have been clearly identified in the 2021 PRP. The one full-time faculty coordinates and meets with community partners outside of work hours, including weekends.



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

The expected outcome for having such a position are:

- A. Higher retention rates
- B. More degrees and certificates
- C. Better quality education
- D. Stronger community partnerships
- E. A clearer and more fair pathway to a baccalaureate degree
- F. Higher satisfaction for students and faculty
- G. Better student evaluations for those teaching traditionally high stress courses such as Interpreting I-IV and Fieldwork.
- H. Clearer communication between ASL faculty, Interpreting faculty, administration, and ASL/Interpreting Lab Staff.

**How does this goal align with your department mission statement, the college Vision Plan 2035, and /or Guided Pathways?**

Having dedicated time to coordinate and meet with community partners aligns perfectly with Goal 4: Strengthen external partnerships and community relationships. This will also align with Goal 1 of student success.

**Expected Goal Completion Date**

1/15/2025

**Goal 2****Brief Description**

Increase the number of students and graduates for both Deaf Studies and the interpreting programs.

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

Incorporate technology that allows students to successfully learn ASL and interpreting.

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

Technology will allow students to analyze their skill development.

**How does this goal align with your department mission statement, the college Vision Plan 2035, and /or Guided Pathways?**

Both programs have SLOs that incorporate mastering language development. Incorporating technology will allow both faculty and students to provide in-depth feedback to promote language3 learning.

**Expected Goal Completion Date**

5/30/2025

**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 [Vision Plan 2035](#).

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

### REQUEST FOR ADDITIONAL FULL-TIME FACULTY

#### Faculty Request 1

##### Title of Full-Time Faculty position you are requesting

Assistant Professor, Deaf Studies-Interpreter Training Program

**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.**

The objective is to be a student-centered approach by ensuring high academic quality instruction to support students' language development in American Sign Language and Cultural awareness of Deaf Culture. The team-oriented strategy of full-time faculty shall ensure the legitimacy of the preparation and satisfying of the students' long-term goals.

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

It is difficult to hire the qualified part-time faculty who lives in San Diego County. We are fortunate to be able to staff the courses with part-time faculty in our pool. However, it can be a bit unsustainable if we are able to offer more classes and yet we may will not have enough qualified part-time faculty to absorb the full-time faculty load.

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

N/A

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

While we have experienced class cancellations, the demand for online classes is growing and have yet experienced the related cancellation. It is essential for us to be prepared for the possible expansion of the online classes as well as being able to staff the Dual Enrollment's classes.

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

Yes. If one of us becomes a chair, the reassigned time will be 60% which could be an issue to staff the available class(es). We do have the reassigned time for the faculty who assume the role of an ASL Lab coordinator, which is 20% reassigned time. There is a possibility for the reassigned time for the ITP Professor to coordinate the interpreter-related fieldwork for the student-interpreters.

**Are you requesting AA, CAST for Classified Staff?**

No

**PART 2: BUDGET REVIEW**

Request that your ADA provide you with your *Available Budget Report* and complete this section.

Review your recent Budget/Expenditure reports and consider your three-year PRP plan.

**Do you have any ongoing needs or needs to augment your regular budget?**

No

## 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.

1. 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

#### Technology Request

##### Technology Request 1

###### What are you requesting?

GoReact, an online linguistic analysis and filming program that embeds into Canvas.

###### 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)

GoReact is a tool that allows instructors and students to communicate in ASL and/or English to provide feedback on assignments that incorporate ASL. Deaf Studies students will benefit by receiving feedback with time stamps on their assignments and interpreting students can receive detailed feedback on their interpretations.

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

Faculty will need to learn the features and functions of GoReact, but in the end, it is an amazing tool that should cost nothing for students. Training is provided by GoReact and is about one and a half hours.

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

The expected outcomes are students who will have in-depth analyses of their work in ASL. Getting feedback in ASL about ASL is a language specific need. When giving feedback in English about an assignment in ASL is not sufficient. The feedback needs to be in ASL.

**d. Timeline of implementation**

Fall 2025

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

Copied from an email conversation with GoReact:

You can pay annually or upfront for a three-year contract with an additional 10% discount.  
If you plan on a three-year contract but prefer to pay annually, we will send the invoice annually.  
The perks of this three-year and no-renewal license contract are created annually.  
The price is also locked in.  
Seat counts are reset each year from the start date per year. [ie: Aug 1 - July 31, OR Jan 1 - Dec 31].  
It will save you the process of legal paperwork.  
We also have different rates for 1-year vs. 3-year contracts.  
Our pricing begins with non-educational pricing, which is 1-year \$115 and 3-year \$99.  
You are on Higher Education Tiers, and the volume discount has already started.

Unique seats are counted once yearly (regarding how many courses GoReact uses that year).

Tier 1: [10 - 99 seats]  
1-Year: \$70/ unique seat  
3-Year: \$64/ unique seat

Tier 2: [100 - 249 seat]  
1-Year: \$65/ unique seat  
3-Year: \$59/ unique seat

Tier 3: [250 - 499 seat]  
1-Year: \$60/ unique seat  
3-Year: \$55/ unique seat

**Do you already have a budget for this request?**

No

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

Expanding both the Deaf Studies and the interpreting programs.

**What Educational Vision Plan 2035 Goal/Objective does this request align with?**

1:1	1:7	5:4
1:5	2:5	

**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)?**

None

**Will you accept partial funding?**

No

## 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.**

mmendoza@palomar.edu

## Feedback and Review

### Department Chair

**I confirm that the PRP is complete.**

Yes

**Department Chair Name**

Christopher Lowry

**Date**

4/2/2024