



Fullerton College

Self-study for Philosophy and Religious Studies Program

2025

Section 1: Introduction

1. Briefly describe your program, make sure to include how your program helps the College achieve its mission.

The Philosophy and Religious Studies Department is a small department that serves the larger mission of the college by providing three degrees, general education courses, faculty service, student support, and more. Our department currently has three full-time faculty and ten part-time faculty. We offer three majors: Philosophy ADT, Philosophy AA, and Religious Studies AA. All of our courses meet general education categories in the AAGE pattern, and most also meet CalGET-C transfer categories as well.

Our department statistics mirror many of the trends in the larger College. Our areas for improvement are, similarly, focused on course completion and success and degree/transfer success. Our overall course success rates are above the institutional set standard, but we still aspire to reach the stretch goals overall, and for all groups individually. There are historically disadvantaged groups that are in need of particular attention in order to achieve equity.

Mainly that includes Black/African American and Native Hawaiian and Pacific Islander students. To address this, we will continue to focus on equitable pedagogy, grading, and classroom management strategies. We are also working with counseling and athletic counseling to meet the needs of our students. We are, as a department, fully committed to the College's Mission and Values, and see our goals in alignment as well. We also are committed to the antiracist and equity work of the College, and we have put much effort into committees and practices that further this work.

FC Vision: "Fullerton College will transform lives and inspire positive change in the world."

To support this vision, our program is highly invested in the ethical principles valued by the College. We model and encourage trustworthy conduct, respectful behavior, accountability, fair and just actions, and compassion. We know that the content of our courses is directly engaged with developing students' abilities to make ethical and compassionate change in the world. Philosophy courses on Critical Thinking, Logic, and Ethics, among others, provide students with the tools to analyze and intervene with awareness in the world around them, and Religious Studies courses on World Religions, American Religions, and others, give students examples of the ways that diverse communities around the world navigate challenges and craft ethical systems to serve others.

FC Mission: "Fullerton College advances student learning and achievement by developing clear pathways for students from our diverse communities who seek educational and career growth, certificates, associate degrees, and transfer. We build a supportive and inclusive environment for students to be successful learners, responsible leaders, and engaged community members."

To help the college achieve its Vision and Mission we are actively creating clear pathways for students (we have worked with Guided Pathways on each of our degrees). In addition to degrees, we support our students as they seek educational and career growth. In a broad sense, our goals are two-fold: to provide introductory courses in philosophy and religious studies which will satisfy general education and transfer requirements, and to offer a selection of second-year (200-level) courses which prepare majors for transfer and provide the general student body with courses more specific than the introductory survey courses. We offer courses in multiple modalities to support student schedules and learning types, Dual-Enrollment classes to support high school students in the Fullerton community, and we even offer a 300-level Technology and Ethics course to support the new Bachelor of Science Degree in Drone and Autonomous Systems at Fullerton, beginning in Fall of 2026.

Through our efforts inside and outside of the classroom, and in our Strategic Action Plans, we support the College's Core Values of Access (Diversity, Equity, Inclusivity, and Antiracism), Community (Belonging, Responsibility, Respect, and Compassion), and Learning (Growth, Intellectual Curiosity, and Excellence). We strive to support the College's Goals of Equity in

Access, Support, and Success.

We actively work to forward the mission, vision, core values, and goals of the College. We are certain you will see this in the reflections we offer throughout our program review. As a program, and as individual faculty members, we actively seek to innovate our pedagogy and create a supportive, active, student-led and participatory learning space in all of our courses, both online and in-person.

Section 2: Students

2.1 Student Demographics and Enrollment Trends

1. Using the data provided by the OIE, describe the student population your department serves. Which demographic groups have the most enrollments in your program? Which student groups are underrepresented in your program? Has the demographic profile of your program changed over the last four years?

The Philosophy and Religious Studies department served a roughly equal number of males and females in each of the 5 years under review. During 3 years, females were the majority of our enrollees, and during 2 years males were the majority. We have also seen a marginal increase over 4 years in the percentage of students not reporting as either male or female.

In terms of ethnicity, our enrollments closely match the overall demographics of the student population at Fullerton College. In all 5 years under review, Latina/o/x/e students have accounted for more than half of our enrollments. American Indian or Alaska Natives, and Native Hawaiian or Other Pacific Islander account for our least enrolled groups of students. As is the case with the college as a whole, each group of students accounts for less than 1% of our department's enrollments. Black students are the third smallest group to enroll in our classes. While the percentage of Black students enrolled in our courses (2%) nears the percentage of Black students enrolled at the college as a whole (3%). Our department's enrollment of homosexual or bisexual students also closely matched the College's overall enrollment during the period under review.

Most of our students are continuing students, who account for around 70% of our enrollments during each of the years under review. We observed a steady increase each year in the number of First-Time Students in the period under review.

While overall enrollments, and within each group of students, are lower than last review, we continue to see steady gains in enrollment over the last three years. We attribute this shift to our efforts to rebound post-pandemic. We are working to encourage students to come back to

on-campus classes, and to reignite their excitement for learning after the post-pandemic malaise that we know gripped students broadly.

2. Briefly describe course-level enrollment trends in your program over the past five years. Have the enrollment trends in your program changed over the last five years? To what do you attribute any changes or lack of changes?

The department offered 13 different courses, and 3 honors versions of courses. Phil 100, Phil 170 and Phil 105 remain our highest demand courses. In Phil we saw a significant drop off in enrollment between AY 2020-2021 and AY 2021-2022. Enrollment numbers have been steadily increasing since AY 2022-2023, with 1 section of enrollment being added in each subsequent year. Enrollments for Phil 170 dropped only slightly over the same period and remained stable for 3 years with 1 additional section of enrollment being added in the final year of review. Enrollment in Phil 105 remained relatively stable over the period under review, in part because of enrollment gains in honors sections of that course. Phil 101, Phil 160 and Phil 172 saw similar initial declines in enrollment, but we have steadily been adding enrollment to those courses over the final 2 years of the review period. Our remaining courses consistently run 1-2 sections per year.

Our demographics within each course are similar to our overall departmental enrollment with the exception of Phil 105, which enrolls more Asian students than our department at large.

Enrollment has remained consistent across most of our courses. We have seen a drop in enrollment in Phil 100: Introduction to Philosophy of about 300 students compared to last review. Enrollment in Phil 101: Introduction to Religious Studies has increased compared to last review. Demand for that course continues to grow. We attribute that change to the introduction of an honors section of the course, more consistently offering it online, and adding a part-time instructor to teach the course. We are making steady gains back in our enrollment after the drops discussed above, and we are intensifying our efforts to advertise and recruit students into our classes.

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3. How do you monitor and modify course offerings, including time and modality, to ensure that students' needs are being met?

Every semester as we schedule our courses, we review the success and enrollment data from the past semesters. We try to maintain the courses with high enrollment, notice which classes did not "make" enrollment, and look for new solutions. Post-pandemic we have continued to offer more online asynchronous courses to meet the needs of students. However, we also know that many students do want in person classes, and for our fields of Philosophy and

Religious Studies, in person instruction has shown to have higher success rates. So we continue to increase our in person course offerings. We are experimenting with different times and modalities, including evening courses, hybrid courses, and more. However, evening and hybrid courses have not been as successful as either online asynchronous or in person. We will continue to monitor these classes and modalities to ensure student needs are met.

2.2 Student Achievement

1. Using data provided by the OIE, describe overall student achievement counts, rates, and trends in your program over the past five years, these include: course success rates, degrees/certificates completion counts, transfer counts, licensing, job placement, wage improvements (not all of these measures apply to every program).

Overall, we are meeting the set standard, and a few groups of students are reaching the college's stretch goal. There are a few groups of students that are just missing the set success standard. I will discuss this below.

Our individual course success rates generally reflect our overall success rates, both in that we are meeting the set success rates in our courses, and in that the same groups of students are missing the set rate when we consider individual course data. Phil 101, Phil 135, and Phil 170 miss the set rate on average by a small margin (larger for Phil 135). Phil 135 typically enrolls around 30 students per year, so we need 2-3 students more to succeed to meet the set rate in that class. We have also only offered it online recently, so that likely explains the lower success rate. Success rates in Phil 101 and Phil 170 have been improving over the years and last year both courses met the set success rate. The return of more students to in-person classes, and our efforts to increase student support likely explain this trend.

Our degree completion and transfer rates remain low (single-digits each year). Given that the number of students is so small, we cannot meaningfully identify trends for completion and transfer within student groups.

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2. Are there student groups whose success rates are below the institution-set standard or whose success rates are below other student groups? What factors can explain this?

Latina/o/x/e students initially fell below the set success rate but continuously improved over the past three years reaching 69%. Native Hawaiian or Other Pacific Islander, and American Indian or Alaskan Native students fell under the set success rate. However, there are only between 1 and 4 students in each of those groups in any given semester, so 1 more student succeeding would have meant those groups would meet the set standard or the reach goal in any given year.

Black students fall just below the set standard every year. To reach the set standard 10% more students would need to succeed. So, this is an area in which we need to improve. Modality largely explains the lack of student success. For all student groups, students in our in-person classes, success rate percentages are in the mid-to-high 70s or 80s. Only $\frac{1}{3}$ of our Black students are in our in-person classes, but those students meet the set success rate in all but 1 semester (that semester missed by only 2%). So, we can better serve Black students by encouraging them to take in-person classes, and by improving outreach to students who are not engaged.

When we look inside ethnic groups and consider gender, sexual orientation, age, and enrollment status, we find that more specific groups of students are succeeding at the same rates as their ethnic group as a whole. However, we did note that Latina females succeed at a lower rate than Latino males, and that first-time White males succeeded at a lower rate than females in this group. So, we need to continue to monitor the needs of these groups.

Across the board, encouraging more students to take online classes, while keeping online classes available to those students who need them, is our main strategy to improve success rates. For those students who need online classes, we will continue to improve delivery and outreach to help them succeed.

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3. In terms of your degree and certificate completers, are there any groups who are underrepresented in your completion data compared to the overall enrollment in your program?

As mentioned above, our degree completers are very small, so we cannot identify any statistically significant trends in degree completion or in time to degree. However, it is noteworthy that we have had no black students complete degrees. Our recruitment plans aim to encourage more Black students, and more students generally, to consider a Philosophy or Religious Studies degree.

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4. Are your students completing your degree and certificate program requirements in the expected time frame? Are there certain groups whose rates are below other student groups? Discuss any efforts to improve time to completion.

Overall our students are generally taking more than 3 years to complete degrees. We hope to improve time-to-degree by improving advising and recruitment. We also expect that streamlined GE patterns and clearer transfer requirements that have just come into effect will improve time to degree.

2.3 Student Learning Outcomes

1. Describe your program's processes and practices for defining, assessing, and analyzing student learning outcomes at the course (CSLO) and program (PSLO) level. Include a discussion of how your program uses the results of CSLO/PSLO data to inform course and program improvement efforts.

NA

2. (OPTIONAL/NOT REQUIRED) Using the data provided by OIE, describe the most salient results of CSLO or PSLO mastery rates. Did you find significant differences by race, ethnicity, gender, and other categories?
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Section 3: Other Areas of Program Effectiveness

1. Document any substantial changes to your program curriculum since the last review and discuss what prompted these changes. Looking forward, what changes to the curriculum do you plan based on the emerging needs of your discipline, industry, student population, etc.

Our core curriculum has not had substantial changes, though we plan to revise our majors at our next curriculum audit. We have added Dual Enrollment (DuE) sections of our PHIL 100F Introduction to Philosophy course, and are offering 1-3 sections per semester. We are working closely with the DuE office for future courses, and hope to create a DuE version of PHIL 170F Logic and Critical Thinking that has a synchronous online component.

We are also actively working to update our programs to meet student needs. Our strategic action plan on Curriculum highlights our work to meet CalGETC requirements for writing and logic. And we have increased our honors course offerings. Our Religious Studies Degree is currently being revised to include new electives that support cross-disciplinary learning, and to make the guidelines and requirements more in line with courses offered now. For example, we think Introduction to American Religions (PHIL 225F), a course that highlights the diversity of religious experiences in the US, must be a required course in our degree moving forward. We are also planning to take an active role in the Pre-Law track for Fullerton students, as Philosophy and Religious Studies are both excellent majors for pre-law students.

2. Please briefly describe opportunities your students have to apply and deepen knowledge and skills through projects, apprenticeship, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad, and other experiential learning activities that you

intentionally embed in coursework or elsewhere in your program.

We encourage our students to take advantage of many opportunities on campus and in the community. Every semester, we invite study abroad program representatives into our classrooms to give presentations on these opportunities. Our religious studies classes are invited to attend community events at local religious communities. We embed active learning into our courses in many ways. One of our faculty members is also applying for a research and travel sabbatical to create digital and analog experiential learning resources, including digital site visits that let our students explore religious sites with VR and 360 video technology. This kind of learning activity makes possible experiences that have been difficult to provide to our increasing number of online students since the pandemic.

3. Describe any laws, regulations, trends, policies, procedures, or other influences that have an impact on your program. These can include things like Vision 2030, CALGETC, Common Course Numbering, etc.

Both CALGETC and Common Course Numbering impact our department. We also actively work to provide Equity in Access, Success, and Support in alignment with Vision 2030.

Section 4: Faculty and Staff

4.1 Population and Demographics

1. Using the data provided by OIE, describe your program's staff (full-time/part-time faculty, nonfaculty, classified). How reflective of your program's student population is your staff?

Looking at the data provided by OIE, our overall totals for our most recent assessment in fall 2024 and spring 2025 are as follows:

With respect to gender: the male/female student relation has remained roughly the same, with 47/45% M/F ratio out of a total of 898/858 M/F, totaling 1756 students. Our faculty ratio has witnessed an increase of female to male faculty with a ratio of 27/73%, of a total of 11. This represents an increase of 13% female faculty and decrease of 14% male. With respect to ethnicity, the student population has remained roughly steady according to the following: Asian 16/14%; African American 2/3%; Latino/a 54/55%; White 17/16%. Although the data reports are 100% white for faculty, this data does not accurately reflect the ratio when part-time faculty are factored in.

2. Describe your program's staffing changes since fall 2021. How have these changes impacted your program's ability to achieve its strategic action plans?

Since fall 2021, our program has seen an increase in both female and ethnically diverse faculty. Although this does indicate a decrease in both white and male faculty, the trend is moving toward a faculty ratio that more closely reflects the demographics of our student population.

4.2 Staff Support and Professional Development

1. Describe the regular discussions your program faculty are having about equitable grading, attendance, late work, extra credit policies, and other strategies to support equitable student success.

Our department meets on a regular basis throughout the semester, wherein we discuss current policies concerning curriculum, course development, and new faculty recruitment. We continue to pursue our commitment to student equity and retention. This includes multiple strategies for equitable grading, including new policies that minimize the impact of missed work and allow for student success (no zero policies, dropping lowest grade, and flexible make up work policies).

2. How have these conversations shaped practices or policies in your program? What action has arisen from these discussions? If no action has been taken, why not?

As a result of our regular discussions, we have worked to further maintain online options for students facing challenging circumstances, continuing to monitor and work on the college's post-pandemic recovery. Thus, we have increased our focus on student success rates. As a result, we have been developing more seminar style teaching practices, and working to maintain 35 students maximum per course.

3. What additional areas of professional development could help your faculty and staff engage in this work?

In the area of professional development, our department has actively promoted more outreach to students. Within our department we have been actively engaged in rebuilding our courses, taking into consideration student centered and independent learning. In addition, we are currently seeking to set up drop-in hours for students in need of assistance, including offering a drop-down menu for student resources.

Section 5: Program Planning

5.1 Progress on Previous Strategic Action Plans

1. Please discuss the goals (Strategic Action Plans, SAPs) from your last self-study. Assess and explain your progress on each of the SAP.

Previous SAPs

1. Hire a new full time faculty member:
 1. We have successfully hired one full-time faculty member, bringing our full-time faculty to three. We still hope to hire one more full-time faculty member over the next 5 years.
 2. Hiring has allowed us to significantly increase the percentage of courses taught by full time faculty. We also have increased ability to support students through office hours, club advising, support for majors, and more.
2. Increase retention and success rates
 1. We continue to work to increase retention and success rates. Overall, these rates are slowly improving. We also have generally higher numbers of success and retention in our in person courses compared to online, so we will continue to work to make all modalities equitable for all groups. We are committed to serving all of our students and continuing to increase retention and success rates.
3. Reduce the achievement gaps found among our various student populations
 1. We continue to work to reduce the gaps found among various student populations. We have had some success, but the categories of data have also changed a bit, so we are using our overall rates as the main comparative data. We have continued to focus on Black or African American and American Indian or Alaska Native students, as we see an area for continued improvement. It can be difficult to compare the statistical analysis for all groups, as often we are working with small numbers of students from particular groups. Even with the small numbers, the success rates for Black or African American students have gone up and down over the past few years, and we want to make sure they stay high and continue to improve.
4. Increase the number of degrees awarded:

1. We have had an increase in degrees awarded. 2% was our goal. In 20-21 we had 5 total degrees, in both 21-22 and 22-23 we had 8 degrees, and in 23-24 and 24-25 we had 11 degrees. The rate shows a steady increase.
2. We are also revising our current degrees to make them more accessible and up to date.

2. If additional funds were NOT allocated to you in the last review cycle, how did the LACK of funds have an impact on your program?

N/A

SAPs

New Faculty Hire

Short Description:

We would like to continue to increase our full time faculty to have a department of four full time faculty. We want to increase the diversity of our faculty. Since fall 2021, our program has seen an increase in both female and ethnically diverse faculty. We will continue this trend of moving toward a faculty ratio that more closely reflects the demographics of our student population. Additional faculty will allow us to increase sections offered, and continue to increase the percentage of classes taught by full time faculty to align with institutional goals. It will also bring diversity into the program, as we add faculty with diverse areas of expertise who will create course curriculum that meets the needs of students.

Measurable Outcomes:

This will help us to increase student support and faculty diversity. Full time faculty have the ability to serve our students with more time on campus, office hours, committee service, and more. Increasing our student support capacity is critical to making the improvements to student success identified in section 2.

College Goals:

1.4 Reduce equity gap in Black/AA college enrollment; 1.5 Outreach strategies for prospective students/family; 2.6 Reduce equity gap in persistence for Black/AA students; 3.5 Increase participation in DEIAA focused professional development

SAP Phase:

Completed

Resource Requests

Full time Faculty Line

Enhancement:

We would like to serve students with more full-time faculty.

Personnel-Related:

Yes. Curricular demands Full-time/Adjunct Ratios

Resource Category:

Full-time Faculty

Quantity:

1

Unit Cost:

\$150,000.00

TotalCost:

\$150,000.00

Student Recruiting, Retention, and Belonging

Short Description:

We plan to support students taking Philosophy & Religious Studies classes and encourage majors and non-majors to see the value of our department in their future careers. We plan to set up department advising times for majors, support the Philosophy & Religious Studies Club, host department events like workshops for transfer applications, resumes, career opportunities, pre-law support, guest speakers, and more. We have already implemented some of these programs this Fall and begun the planning process for the others. As we work to improve our success and retention rates, particularly among groups with achievement gaps, we plan to reach out to students through a variety of means, including connecting with athletic counseling to be sure we are supporting our student athletes, working with the new CSUF on-campus office to support transfer, continuing to participate in UnDocuAlly trainings, and generally connect with more student services. We will attend more campus events, and thus are requesting funds for recruiting materials. While the focus on numbers is important, the deeper goal is to create a strong community and sense of belonging for our students. As this year's Flex Day keynote described, creating a sense of belonging is amongst the most effective ways to retention and success. We would like to create a more seminar-friendly classroom in 1400 (SS building), and a student study room or study hours in 1400 to increase student faculty interaction and engagement. We plan to work with the division dean and administration (as well as division faculty, staff, and students) on planning these projects over the

next five years.

Measurable Outcomes:

We expect these efforts will increase our enrollments and majors. To quantify that more specifically, a 2% growth rate each year would be ideal.

College Goals:

1.4 Reduce equity gap in Black/AA college enrollment; 1.5 Outreach strategies for prospective students/family; 2.4 Increase access to academic support in course with DI; 2.6 Reduce equity gap in persistence for Black/AA students; 3.2 Reduce equity gaps in degree/certificate completion; 3.3 Reduce equity gaps in transfer attainment; 3.4 Increase collaboration with universities

SAP Phase:

In Progress

Resource Requests

Recruitment and Marketing Materials

Enhancement:

We are requesting resources for continued student support, outreach, and marketing. These will be used at college night events, student club tables, and more, to support students. Pens, highlighters, stickers, notebooks, tshirts. A general estimate: Pens: \$550 Highlighters: \$550 Stickers: \$550 Notebooks: \$600 T-shirts: \$750

Personnel-Related:

NA

Resource Category:

Supplies

Quantity:

1

Unit Cost:

\$3,000.00

TotalCost:

\$3,000.00

Curriculum Development and Course Redesign

Short Description:

We will focus on updating our course curriculum to reflect our disciplinary and student needs.

Activities include curriculum audit and updates, CalGET-C updates, common course numbering changes, courses to meet new CalGET-C areas, and creating courses for a Pre-Law program. Curriculum audits will ensure that we are including equity principles in our course content, assignments, grading, and student support strategies. This SAP will also focus on part-time faculty support. We would like to have Adjunct training days to help standardize new curriculum and support our faculty as they support students. We will apply early in the academic year to secure funds from Professional Learning. These trainings will support and encourage our part-time faculty to make in-person and online courses more equitable to serve all students and reduce gaps in success. We also will be creating/offering new courses for dual enrollment students. Given that our online course success rates remain lower than in-person success rates, we plan to continue to improve the degree to which our online courses implement best practices. Our faculty professional development activities will prioritize online learning. We have already attended professional development sessions this year that have resulted in course redesign, and will continue to seek out opportunities to learn about online teaching strategies that bolster engagement and success further.

Measurable Outcomes:

Updates to curriculum and course design will result in both higher enrollments and success rates. To quantify that more specifically, a 2% growth rate each year in enrollments would be ideal. We would like our success rates to move toward the stretch goal for all groups. Ideally, this would also be a minimum of 65% for every ethnic and gender category, with an aspirational goal of 70%.

College Goals:

1.1 Equitable Dual Enrollment access; 1.4 Reduce equity gap in Black/AA college enrollment; 2.3 Increase access to affordable course materials; 2.6 Reduce equity gap in persistence for Black/AA students; 3.5 Increase participation in DEIAA focused professional development

SAP Phase:

In Progress

Resource Requests

Curriculum Training

Enhancement:

One of our faculty, Martha Smith, needs more training in the curriculum procedures and laws. She is planning to run for division Curriculum Chair. In this new roll, she will need training. We would like to send her to the 2026 ASCCC Curriculum Institute, held every summer. Link below to the 2025 event. This event provides training for faculty new to curriculum, including CALGETC and Title V training, Dual Enrollment, OER, and more. <https://www.asccc.org/events/2025-curriculum-institute> Budget only allows one thing, so it is meant to include the registration and mileage. (Approximate: \$700 registration and \$300 mileage or per diem).

Personnel-Related:

NA

Resource Category:

Training

Quantity:

1

Unit Cost:

\$1,000.00

TotalCost:

\$1,000.00

Resource Requests

Computer for New Hire

Enhancement:

Our new hire is a Mac user and we would like to provide him with a Mac for work. Traditionally these have been provided in the past, but now only PCs are provided, and we were instructed to ask for this in our budget for future hires. I am estimating the amount below for an iMac desktop computer based on the Apple website. However, we would be requesting the standard model that has been given to instructors in the past. Thank you!

Personnel-Related:

NA

Resource Category:

Computer Hardware

Quantity:

1

Unit Cost:

\$2,352.91

TotalCost:

\$2,352.91

AI Support Software for Canvas

Enhancement:

The Philosophy and Religious Studies Department joins our division in asking the college to help

fund a reliable AI detection tool incorporated into Canvas for student writing. Faculty have seen a sharp rise in essays and assignments that appear to be written by AI. This has made it harder to tell whether students are actually doing the work or submitting computer-generated responses. Right now, instructors are left to handle this on their own. Some use free tools, some do not use anything, and others spend extra hours trying to verify whether a submission is authentic. This creates inconsistency across classes. It also increases the risk of either missing cases of cheating or falsely accusing students without solid evidence. Writing in the social sciences is supposed to show a student's own reasoning, their understanding of the material, and their ability to communicate ideas. If AI tools can replace that work without any guardrails, grades stop reflecting learning, and our student learning outcomes lose their meaning. A campus-supported detection service would create a fair, consistent system. It would give faculty a reliable way to confirm authorship and intervene early with students who may need tutoring, writing support, or help understanding expectations. It also keeps the process transparent and equitable, rather than dependent on which instructor happens to have access to better tools. We are asking for funding so we can maintain academic integrity, give faculty the support they need, and make sure student grades continue to reflect real skills and progress. Funding would need to be at the college level, so we are not requesting funds for this here. Thank you.

Personnel-Related:

NA

Resource Category:

Computer Software

Quantity:

1

Unit Cost:

\$0.00

TotalCost:

\$0.00