



## Annual Integrated Planning Social Sciences for 2026-2027

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### **Describe Department/Unit**

#### **Connection to College Mission**

The mission of the Social Sciences Department is to promote student success and critical thinking by offering high quality course offerings that enable students to fulfill general education, major and transfer requirements through traditional and distance education. To accomplish this mission the department provides

- Transfer, general education and major classes in all modes of delivery and at all sites, including Associates of Arts Transfer degrees in Anthropology, History, Political Science, Sociology, and Psychology
- Learning opportunities that develop ethical and effective citizenry
- Working relationship with the Learning Resource Center (LRC), Learning Assistance Center (LAC), and Counseling.

### **Report on Improvements Made and Gaps Identified in the Prior Year**

#### **Student Equity**

#### **Actions Taken**

The Social Science department remains committed to the following efforts and goals in our continuous evaluation of how our department can reasonably and effectively lower or eliminate unnecessary barriers to learning:

- 1) lowering textbook costs across all of its offered classes and using OER resources as much as is feasible without undermining the instructional quality or rigor of the class.
- 2) improving the transparency of class and instructor expectations by working with instructors in the department on making sure their major behavioral, grading, late-work, discussion posting, and participation expectations/policies are clearly communicated in either their syllabus

or class canvas pages, or in other similar forms easily and directly accessible to students.

3) Discussing and evaluating our late-work policies and our first & second week assignments so that students on financial aid and students with families have reasonable flexibility on due dates.

The process of working with adjunct faculty on these issues remains an incomplete one, but a department canvas page has been created with departmental policies and goals, and efforts are ongoing to connect all faculty, adjunct and full-time, to the department and its policies and initiatives as adjunct faculty go through the evaluation process.

The department and its canvas page also promulgate the departmental goals of lowering textbook costs to below \$50 for each course taught in the department, with the understanding that for some courses it might not be as of yet possible to lower costs while maintaining rigor and quality, and the goals of maintaining a canvas shell, checking in with students, and clear policies for student/instructor communication in the syllabus.

These are the actions that the department took last year and will take this year and in following years. The department is committed to treating all students, regardless of insular protected categories, equally and as individuals who are capable to rising to the rigorous standards of social science analysis and writing.

## **Gaps Identified**

In a college with a relatively small student population, spread across several sites and delivery methods, year to year statistical analysis is very limited in its ability to provide much more than idiosyncratic metrics on the enrollment and success numbers of specific student populations. Therefore, the department will focus on addressing the generally enduring gaps found in education as an institution - low income, older students, students with full time employment and families, and first-generation students.

# Outcomes Assessment

## Loop-Back Improvements Made

In the preceding academic year none of the departments completed assessments fell short of the department's 70% threshold for students meeting the requirement indicating that improvement actions need to be taken, so no actions were taken.

## Schedule of Assessments

### **ANTH C111 Cultural Anthropology (Effective Fall 2021)**

Will Assess This Year

### **ANTH C121 Biological Anthropology (Effective Fall 2024)**

Assessed Last Year

### **ANTH C121H Biological Anthropology: Honors (Effective Fall 2024)**

Not Due to Be Assessed This Year or Last Year

### **ANTH C122 Biological Anthropology Laboratory (Effective Fall 2024)**

Will Assess This Year

### **ANTH C131 Archaeology (Effective Fall 2021)**

Not Due to Be Assessed This Year or Last Year

### **ANTH C141 Introduction to Native American Studies (Effective Fall 2022)**

Will Assess This Year

### **ANTH C161 Anthropology of Religion, Magic, and Witchcraft (Effective Fall 2024)**

Assessed Last Year

### **ANTH C831 Archaeology for the Community (Effective Fall 2021)**

Not Due to Be Assessed This Year or Last Year

### **ECON C101 Introduction to Economics (Effective Fall 2024)**

Will Assess This Year

### **ECON C102 Macroeconomics (Effective Fall 2024)**

Not Due to Be Assessed This Year or Last Year

### **ECON C103 Microeconomics (Effective Fall 2024)**

Not Due to Be Assessed This Year or Last Year

**ETHN C121 Multiculturalism and the American Justice System (Effective Spring 2022)**

Not Due to Be Assessed This Year or Last Year

**ETHN C125 African American History (Effective Fall 2024)**

Not Due to Be Assessed This Year or Last Year

**ETHN C141 Introduction to Native American Studies (Effective Fall 2022)**

Will Assess This Year

**ETHN C210 Race and Ethnicity in Film (Effective Fall 2022)**

Will Assess This Year

**ETHN C211 Hispanic Cinema (Effective Fall 2024)**

Not Due to Be Assessed This Year or Last Year

**HIST C103 Western Civilization - Antiquity to the Renaissance (Effective Fall 2022)**

Will Assess This Year

**HIST C103H Western Civilization - Antiquity to the Renaissance: Honors (Effective Fall 2022)**

Not Due to Be Assessed This Year or Last Year

**HIST C104 Western Civilization - Renaissance to the Modern Era (Effective Fall 2022)**

Will Assess This Year

**HIST C104H Western Civilization - Renaissance to the Modern Era: Honors (Effective Fall 2022)**

Not Due to Be Assessed This Year or Last Year

**HIST C118 California History (Effective Fall 2022)**

Not Due to Be Assessed This Year or Last Year

**HIST C125 African American History (Effective Fall 2024)**

Not Due to Be Assessed This Year or Last Year

**HIST C131 History of the United States to 1877 (Effective Spring 2023)**

Will Assess This Year

**HIST C131H History of the U.S. to 1877: Honors (Effective Spring 2023)**

Will Assess This Year

**HIST C132 History of United States from 1877 to Present (Effective Spring 2023)**

Will Assess This Year

**HIST C132H History of the U.S. from 1877 to Present: Honors (Effective Spring 2023)**

Will Assess This Year

**HIST C209 History of Mexico (Effective Fall 2013)**

Not Due to Be Assessed This Year or Last Year

**PHIL C101 Introduction to Philosophy (Effective Fall 2013)**

Assessed Last Year

**PHIL C131 Logic and Critical Reasoning (Effective Fall 2021)**

Not Due to Be Assessed This Year or Last Year

**PHIL C141 Ethics (Effective Fall 2013)**

Assessed Last Year

**PHIL C161 Introduction to Religious Studies (Effective Fall 2013)**

Assessed Last Year

**POLS C1000 American Government and Politics (Effective Fall 2025)**

Will Assess This Year

**POLS C1000H American Government and Politics: Honors (Effective Fall 2025)**

Will Assess This Year

**POLS C102 Comparative Government (Effective Fall 2013)**

Not Due to Be Assessed This Year or Last Year

**POLS C103 Introduction to Political Theory (Effective Fall 2013)**

Not Due to Be Assessed This Year or Last Year

**POLS C140 International Relations (Effective Fall 2025)**

Not Due to Be Assessed This Year or Last Year

**PSYC C1000 Introduction to Psychology (Effective Fall 2025)**

Assessed Last Year

**PSYC C1000H Introduction to Psychology: Honors (Effective Fall 2025)**

Not Due to Be Assessed This Year or Last Year

**PSYC C151 Human Sexuality (Effective Fall 2024)**

Not Due to Be Assessed This Year or Last Year

**PSYC C181 Lifespan Development (Effective Fall 2024)**

Assessed Last Year

**PSYC C220 Physiological Psychology (Effective Fall 2024)**

Not Due to Be Assessed This Year or Last Year

**PSYC C241 Abnormal Psychology (Effective Fall 2024)**

Will Assess This Year

**PSYC C271 Research Methods in the Social and Behavioral Sciences (Effective Fall 2024)**

Will Assess This Year

**PSYC C300 Industrial and Organizational Psychology (Effective Fall 2023)**

Not Due to Be Assessed This Year or Last Year

**SOCI C101 Introduction to Sociology (Effective Fall 2020)**

Assessed Last Year

**SOCI C115 Social Issues and Action in American Society (Effective Fall 2023)**

Not Due to Be Assessed This Year or Last Year

**SOCI C131 Sociology of Sex, Gender, and Sexuality (Effective Fall 2024)**

Will Assess This Year

**SOCI C161 Crime and Society (Effective Fall 2020)**

Will Assess This Year

**SOCI C210 Race and Ethnicity in Film (Effective Fall 2022)**

Will Assess This Year

**SOSC C271 Research Methods in the Social and Behavioral Sciences (Effective Fall 2021)**

Will Assess This Year

**Outcomes Assessment: Results of Last Year's Assessments**

**SLO for course ANTH C121 Biological Anthropology (Effective Fall 2024) — 1 Explain the key theories and concepts related to the forces of evolution, including mutation, natural selection, genetic drift, and gene flow.**

Passed

**SLO for course ANTH C121 Biological Anthropology (Effective Fall 2024) — 2 Identify living primates species and discuss their social organizations, behavior, and language ability.**

Passed

**SLO for course ANTH C121 Biological Anthropology (Effective Fall 2024) — 3 Describe the sequence of hominin evolution and discuss the fossil evidence.**

Passed

**SLO for course ANTH C121 Biological Anthropology (Effective Fall 2024) — 4 Analyze the influence of the natural environment on humans including the resulting physical and cultural differences.**

Passed

**SLO for course ANTH C161 Anthropology of Religion, Magic, and Witchcraft (Effective Fall 2024) — 1 Explain the methods and theoretical perspectives employed by anthropologists in researching and analyzing human religious and spiritual experience and expression.**

Passed

**SLO for course ANTH C161 Anthropology of Religion, Magic, and Witchcraft (Effective Fall 2024) — 2 Identify religious and spiritual beliefs, rituals, and symbols found in the religious expressions of cultures around the world.**

Passed

**SLO for course ANTH C161 Anthropology of Religion, Magic, and Witchcraft (Effective Fall 2024) — 3 Analyze religion, spirituality, magic, and witchcraft as components of cultural identity.**

Passed

**SLO for course ANTH C161 Anthropology of Religion, Magic, and Witchcraft (Effective Fall 2024) — 4 Describe the function of syncretism in religious and spiritual beliefs cross-culturally.**

Passed

**SLO for course PHIL C101 Introduction to Philosophy (Effective Fall 2013) — None Demonstrate a basic understanding of philosophical methods.**

Passed

**SLO for course PHIL C101 Introduction to Philosophy (Effective Fall 2013) — None Demonstrate an ability to articulate ideas about philosophical issues.**

Passed

**SLO for course PHIL C101 Introduction to Philosophy (Effective Fall 2013) — None Evaluate philosophical arguments, methods, assumptions, and principles for consistency, relevance, and truth.**

Passed

**SLO for course PHIL C101 Introduction to Philosophy (Effective Fall 2013) — None Use philosophical methods, assumptions and principles to analyze philosophical ideas and positions.**

Passed

**SLO for course PHIL C141 Ethics (Effective Fall 2013) — None Analyze the influence of ethical philosophy on religion, politics and science.**

Passed

**SLO for course PHIL C141 Ethics (Effective Fall 2013) — None Apply ethical theories from philosophy to contemporary problems.**

Passed

**SLO for course PHIL C141 Ethics (Effective Fall 2013) — None Describe contemporary ethical problems observed in a variety of mediums such as literature, films, mass media, etc.**

Passed

**SLO for course PHIL C141 Ethics (Effective Fall 2013) — None Distinguish between different ethical theories and moral criteria within and across cultures.**

Passed

**SLO for course PHIL C141 Ethics (Effective Fall 2013) — None Explain and illustrate the historical development of ethical thought and moral traditions in philosophy.**

Passed

**SLO for course PHIL C161 Introduction to Religious Studies (Effective Fall 2013) — None Assess the concept of faith, distinguish faith from fact, and analyze how this understanding moves one toward an attitude of tolerance.**

Passed

**SLO for course PHIL C161 Introduction to Religious Studies (Effective Fall 2013) — None Compare and contrast at least four different theories of religion.**

Passed

**SLO for course PHIL C161 Introduction to Religious Studies (Effective Fall 2013) — None Identify specific examples of religious themes (e.g. beliefs, rituals, ceremonies, holy texts, magic and divination) in the context of different cultures.**

Passed

**SLO for course PHIL C161 Introduction to Religious Studies (Effective Fall 2013) — None Propose and explain a definition for the word, "religion".**

Passed

**SLO for course PSYC C1000 Introduction to Psychology (Effective Fall 2025) — 1 Apply critical thinking, research skills, and information competence to psychological topics. Draw a distinction between scientific and non-scientific methods of understanding and analysis.**

Passed

**SLO for course PSYC C1000 Introduction to Psychology (Effective Fall 2025) — 2 Identify and describe the major concepts, theoretical perspectives, research methods, core empirical findings, and historic trends in psychology.**

Passed

**SLO for course PSYC C1000 Introduction to Psychology (Effective Fall 2025) — 3 Identify and analyze major concepts in the following nine general domains: (1) biological basis of behavior and mental processes, (2) sensation and perception, (3) learning and memory, (4) cognition and consciousness, (5) individual differences, psychometrics, personality, (6) social processes (including those related to socio-cultural and international dimensions), (7) developmental changes in behavior and mental processes that occur across the lifespan, (8) psychological disorders, and (9) motion and motivation.**

Passed

**SLO for course PSYC C1000 Introduction to Psychology (Effective Fall 2025) — 4 Describe the applied areas of psychology(e.g. clinical, counseling, forensic, community, organizational, and school health).**

Passed

**SLO for course PSYC C1000 Introduction to Psychology (Effective Fall 2025) — 5 Explain (including advantages and disadvantages) and compare major theoretical perspectives of**

**psychology (e.g., behavioral, cognitive, evolutionary, humanistic, psychodynamic and socio-cultural.)**

Passed

**SLO for course PSYC C181 Lifespan Development (Effective Fall 2024) — 1 Analyze elements of a scientific approach to understanding human development in a biopsychosocial context.**

Passed

**SLO for course PSYC C181 Lifespan Development (Effective Fall 2024) — 2 Identify and describe biological, psychological, and sociocultural influences on lifespan development at different periods of the lifespan.**

Passed

**SLO for course PSYC C181 Lifespan Development (Effective Fall 2024) — 3 Describe the ways in which psychological principles and research apply to real world problems and issues across the lifespan.**

Passed

**SLO for course PSYC C181 Lifespan Development (Effective Fall 2024) — 4 Describe and compare theories and research in lifespan psychology, including techniques and methods used by developmental psychologists to study human development.**

Passed

**SLO for course PSYC C181 Lifespan Development (Effective Fall 2024) — 5 Identify possible causes or sources of developmental change and reasons for disturbances in the developmental process.**

Passed

**SLO for course SOCI C101 Introduction to Sociology (Effective Fall 2020) — None Analyze the way identities such as race, class, gender, age, sexual orientation, religion, and nationality contribute to a range of social experiences and social perspectives.**

Passed

**SLO for course SOCI C101 Introduction to Sociology (Effective Fall 2020) — None Define core sociological terms and identify how these terms are connected to the sociological perspective.**

Passed

**SLO for course SOCI C101 Introduction to Sociology (Effective Fall 2020) — None Describe the process of social interaction, and the role of culture and socialization in society.**

Passed

**SLO for course SOCI C101 Introduction to Sociology (Effective Fall 2020) — None Identify key theoretical approaches and explain how the insights generated by these approaches inform sociology.**

Passed

**SLO for course SOCI C101 Introduction to Sociology (Effective Fall 2020) — None Identify the important figures in sociology and describe their historical significance such as founders of new paradigms or theories.**

Passed

## Outcomes Assessment: Missed Targets

### Program Review

#### Name: Social Science

##### Year of Last Program Review

2024

##### Actions Taken in the Prior Year to Address Strategies

SLO Assessment schedule created and assessments have begun.

##### Strategies Still to be Addressed

### Last Year's Initiatives

#### Name: Course Rearrangement to satisfy new Ethnic Studies (Area F) requirements, and streamline on ground course offerings - continued

##### Action Plan

Phase One:

- a) Create new Ethnic Studies (ETHN) courses as analogs for ANTH 151 (Native Peoples) and SOCI 141 (Race and Ethnicity) so they can be cross-listed in order to provide students with at least two available

options for the new required Area F Ethnic Studies requirement by Fall 2021

b) Revise HIST 131/131H and HIST 132/132H CoRs so that they can fulfill the Area C Humanities requirement or the Area D Social Science requirement depending on which is most useful for a given student.

Phase Two:

a) Begin a continuing dialogue within the Social Science department regarding our current and future elective offerings with the intention of arriving at consensus over which new courses should be created, which existing courses can and should be altered, and which existing courses may need to be eliminated, in order to offer a significant number of social science courses capable of fulfilling the new Area F requirement while also trying to limit the potential negative impact of this new requirement on Social Science electives and non ethnic studies student choices.

b) Create a new African American History course that meets the new Area F requirement while still satisfying expectations for an American History transfer course.

c) Revise other anthropology and sociology elective courses so that they can also satisfy the Area C Humanities requirement.

Phase Three:

a) Based on the departmental discussions and dialogue, create new courses and revise existing electives, as appropriate, to increase the college's ability to offer flexible options to students desiring to satisfy the new CSU Area F requirement.

b) Based on the departmental discussions and dialogue, eliminate any existing electives that are determined marginal due to a combination of enrollment history, lack of necessity for particular transfer degrees, and not being an option for Area F.

c) Revise long term schedule so that new courses are necessarily represented and spread out enough to allow students flexibility in the fulfillment of this new requirement

## **Lead Measure of Success**

Phase One - creation of new ETHN c151 and ETHN c210 CoRs with CiC approval, and revised HIST 131/131H and HIST 132/132H CoRs with CiC approval - **COMPLETED**

Phase Two - Discussion Agenda Item "Course offerings, alterations, and creations" will appear on departmental meeting agendas for each Fall and Spring flex day department meeting during the 2024/2025 cycle. The meeting minutes will reflect that these discussions are actually taking place and focus on achieving the departmental goals of offering students more options to satisfy Area F and also trying to evaluate our elective offerings more effectively. - **IN PROCESS**

Phase Three - Creation of at least one new Social Science elective CoR with CiC approval that meets Area F requirements. Also, revision of long-term schedule to incorporate new courses while also incorporating the potentially increased demand for ANTH 141 and SOCI 210. Long term schedule revision should also reflect more judicious elective course offerings that try to maximize enrollment in on-ground sections while also remaining consistently offered and available on a regular cycle to honor new degree pathways- **IN PROCESS**

## **Lag Measure of Success**

The number of students successfully satisfying the new Area F requirement. Increased or perhaps even stabilizing enrollment and success rates in social science elective courses. Finally, a more streamlined Long-Term Schedule that can more effectively maintain on ground course offerings that will sufficiently enroll and satisfy new degree pathways.

## **Initiative Status**

Completed

## **Summarize actions taken on this initiative**

Two new ETHN courses have been created and are currently being offered every semester both online and onsite - ANTH C141 Native Peoples and SOCI C210 Race and Ethnicity in Film. Enrollment and success numbers indicate that they are allowing a large number of students to satisfy the new Area F requirement.

The new African American History course was created but the Area F approval process is now refusing to approve a CoR that can serve as a crosslisted HIST - ETHN course so it is stalled, possibly indefinitely.

HIST C131/131H and HIST C132/132H have been approved and articulated to satisfy either Area C or Area D.

A new Long-Term Schedule is being created (again) to streamline our options and to effectively incorporate the new ETHN courses.

## **Initiatives for Next Academic Year**

### **Uniform departmental**

**Is this a multi-year Initiative?** N

### **Specific Action Steps to be Taken**

- 1) Acquisition of Originality A.I. and Copyleaks so that all social science faculty have access to the same detection tools.
- 2) Deliberate and pointed discussions at fall and spring department meetings to begin formulating uniform departmental guidelines and best practices on the detection of artificial intelligence use. Questions to be addressed will include, but may not be limited to, the following:

- What general procedures should be applied to all written work to screen it for use of A.I.?
- What specific procedures should be applied to specific work that the instructor suspects of A.I. use?
- What threshold should trigger an assignment receiving a 0 score and notification to the student?
- What threshold should trigger reporting to Student Services for disciplinary action? Should this threshold be different than the threshold for a 0 score?
- What form of appeal should students be afforded if their work is accused of A.I. use?
- What model language, if any, should the department adopt for instructors to use in their syllabus?

Policing the use of artificial intelligence will be more effective if it doesn't seem too idiosyncratic from the students' perspective and

experience. A uniform policy and use of tools will hopefully help create some predictability.

### **Early Observational Data, or "Lead" Measure(s)**

- 1) The inclusion of budget requests for ongoing subscriptions for Originality A.I. and Copyleaks.
- 2) The inclusion of agenda items on the fall and spring department meeting schedules addressing the questions at issue. Reflection in the meeting minutes that such discussions took place.

### **Do you request help developing these instruments?**

### **Institutional Performance Data, or "Lag" Measure(s)**

Acquisition and use of new tools across full-time and part-time social science faculty, as well as the adoption of a department approved set of guidelines on A.I. use and detection to be communicated to all faculty as best practices and expectations.

### **Person Responsible**

Chair, in concert and with the support of full-time social science faculty

### **What unit gap or institutional goal does this address?**

It addresses a strategic plan goal or objective, It addresses a gap in student equity

## **Requested Resources**

### **#71 Information Technology: Artificial Intelligence detection software - Originality A.I. and Copyleaks**

**Is this a one-time request or an on-going request?** Ongoing

**Amount Requested** \$5000

**Is this request supported in your initiatives or elsewhere?** Yes

See department goals - goal #1

## Description/Explanation

The Department requests this much-needed support to assist with management of the ever-increasing cases of AI abuse from students in all Liberal Arts and Sciences courses. The requested monies are for two key subscriptions:

- **Originality.ai Enterprise Subscription (a stand-alone service):** 12 month: \$1639
- **Copyleaks Canvas LTI Integration:** 12 month: \$3300 estimated (cost information unknown, to be supplied by admin/DE)

Read about Originality.ai Enterprise here: <https://originality.ai/pricing>

Read about Copyleaks Canvas Integration here: <https://copyleaks.com/learning-management-systems/canvas-plagiarism-checker>

**Regarding Originality.ai:** Since an important part of an instructor's job to verify authorship of student work, and since AI has made this nearly impossible, faculty--out of all college faculty are in need helpful tools to support their work. Currently, Turnitin AI is the only official service supported, yet Turnitin at times shows false negative AI usage when such usage is clearly evident and flagged by alternative checkers. A **stand-alone**, AI-focused service such as Originality.ai will increase accuracy of detection and bolster evidence when faculty present such cases to suspected students and report to the college.

**About Copyleaks:** Since AI is being used throughout a Canvas course, including in journals, discussions, exams, and other Canvas-specific assignments, integrated AI-checking is needed that will easily and automatically scan through any Canvas-specific writing assignment. Copyleaks **integrated LTI** service will assist English instructors with checking these day-to-day writing tasks, helping to reduce the growing demand on time such cases are making.

## Supporting Facts/Data

Both the college and the district recognize that the ubiquitous presence of L.L.M. and A.I. tools has created a crisis of inauthentic writing and work. This is why every Flex Day increasingly focuses on what to do to deal with this crisis. Every social science faculty member report increasing use of A.I. writing in their classes, which

results in cynicism and despair among both instructors and students who realize that inauthentic work is an existential threat to the value and legitimacy of all Liberal Arts and Sciences degrees. The extra time, money, and energy required to run student work through multiple private license detection software is untenable.

### **Impact on the Department/Unit**

These tools will allow faculty to spend less time and money on their own independent detection protocols. Instead, the department can start creating uniform tools and procedures for addressing A.I. assault on academic integrity.

### **Impact on Operational Efficiency**

Uniform tools, especially Copyleaks ability to be embedded in canvas, will save department faculty time and energy that they can devote toward actual instruction, especially in online classes.

## **Faculty Position Requests**

No requests found.

## **Classified Position Requests**

No requests found.

Social Science AUP Budget Request Worksheet for FY27

Fund	Org Description	Account Description	Program Description	Activity	Location	2025	2025	2026	2027	Notes	Increase?	If requesting increase of %5 or more			
						Adopted Budget	Actual Expenses	Adopted Budget	Request			In planning document	Data?	Relevance?	Operational Efficiency?
UR001	Social Science Dept/	Inst Supplies & Materials	Anthropology	CI		\$ 300.00	\$ 171.40	\$ 1,000.00	\$ 300.00		no				
UR001	Social Science Dept/	Inst Supplies & Materials	History	CI				\$ 300.00	\$ 300.00		no				
UR001	Social Science Dept/	Inst Supplies & Materials	Social Science	CI					\$ 5,000.00		Yes	AUP	Every full-time faculty member in the department is reporting multiple cases of A.I. usage every semester. They are also reporting that it is increasingly difficult to spend the time and energy required to police A.I. usage, especially in online modalities.	Added management tools for mounting cases of inappropriate AI usage. The ability to hold students accountable for submitting authentic and original written work is fundamental to the department's mission to develop student critical thinking.	Increased efficiency using a fully functioning subscription service and an integrated Canvas LTI rather than the more limited free versions on which we currently rely.
										Subscription: Originality A.I. and Copyleaks					