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Program Review Report
3.7 Academic Program Review

A thorough internal or external program review addressing all criteria in policy should be possible within a comprehensive report of ten or fewer pages. This template is provided to assist institutions in compiling the program review information, **which is to be presented to the institutional governing board prior to submission to the State Regents**. Please provide an executive summary of this review using the Program Review Executive Summary Template.

Institution Name: Seminole State College

Program Name and State Regents Code: ASSOCIATE IN SCIENCE IN ELEMENTARY EDUCATION (204)

List Program Options: None

List Embedded Certificates included in this review: None

October 1, 2021

Introduction

The mission of Seminole State College is to empower people for academic success, personal development, and lifelong learning. To that end, the College offers twenty-three degree/ certificate programs, including the Associate in Science in Elementary Education. In accordance with requirements set forth by the Oklahoma State Regents for Higher Education, the College conducts a thorough review of this degree program every five years. The Business and Education Division presents here the results of its self-review of the Associate in Science in Elementary Education.

Assessment of this transfer degree program employed a number of direct and indirect indicators. The focus of this process was to evaluate degree program productivity and the achievement of specific degree program and general education outcomes by students. Additionally, this review relates these findings to a number of relevant Higher Learning Commission Criteria and Components, the Seminole State 2020-2021 Academic Plan and the educational mission of the College. Based on the information presented here, the academic division makes recommendations regarding the degree program.

Previous Review

Date (Year) of Last Review 2016

1. Summarize key findings from previous internal and/or external reviews of this program.

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Previous Reviews and Actions from those reviews: In the previous review, recommendations addressed issues related to articulation agreements between colleges and universities in the state system and the advantage of receiving an associate degree before transferring to a four-year institution. They also addressed the issue of utilizing the degree program mentor and advisors to encourage students to enroll in a specific degree program, such as Elementary Education, instead of choosing Liberal Studies as a major.

2. What developments and actions have taken place since the last review?
   Articulation agreements have been increased, graduation rates increased and then decreased, we have new plans to increase graduation rates, and are emphasizing choice of degree programs and not just a general degree.

Current Review

Date (Year) of Current Review 2021

Review Criteria *(Institutions should address each criterion of OSRHE policy 3.7.5 as directed below).*

Analysis and Assessment Abstract

Analysis of degree program productivity revealed that over the review period the degree program averaged annually about 34 declared majors, 8 graduates, and 2,607 total credit hours generated. In a comparison of the pre-test and post-test scores students increased knowledge by 30.75% for general education outcomes and 25.75% in Elementary Education specific outcomes. Other direct indicators used were course-embedded assessment and ACT Collegiate Assessment of Academic Proficiency (CAAP) Test in 2016/17 and the ETS Proficiency Profile in 2017/18, 2018/19, 2019/20, and 2020/21. Principal indirect indicators used were the Student Feedback on Instruction Survey and the SSC Graduate Exit Survey. Both the CAAP and ETS test scores reflect learning in line with the national averages.

Key findings from the most current evaluation of the Associate in Science in Elementary Education: Faculty in the Elementary Education degree program discovered a need to develop a plan to increase student and faculty awareness of the articulation agreements among colleges and universities in the state system and the advantage of receiving an associate degree before transferring to a regional institution. Also, Seminole State College has worked with East Central University to offer an Associates in Science in Elementary Education degree with an ECU option. We believe this will assist our students in the transfer process. Faculty found a need for increased efforts to encourage students to enroll in and follow a specific degree program rather than choosing Liberal Studies.

A. Centrality of the Program to the Institution's Mission:

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SSC Mission Statement

Seminole State College empowers people for academic success, personal development, and lifelong learning.

The Associate in Science in Elementary Education Degree Program:

Empowers people for academic success by preparing students for a career in Elementary Education and improving their critical thinking skills necessary for success in all studies.
Empowers people for personal development by training students to set and achieve educational goals by developing responsibility, organizational skills, and academic skills. The program places students in appropriate developmental or college level courses, allowing students the opportunity to progress through the curriculum to achieve success.
Empowers people for life-long learning by providing a variety of courses that vary in content and have the purpose of broadening a student's appreciation of and creating a desire for continued learning once they have completed their education.

Seminole State College prepares students to continue their education beyond the two-year level, trains students for careers and other educational opportunities, and makes available resources and services designed to benefit students and the community at large. Seminole State College also enhances the capabilities of individuals to achieve their goals for personal development by providing quality learning experiences and services that respond to diverse individual and community needs in a changing global society.

B. Vitality of the Program:

B.1. Program Objectives and Goals:

Associate in Science in Elementary Education Degree Program Outcomes
Outcomes for Transfer Degree Programs

Outcome 1: Demonstrate successful articulation of Seminole State College transfer degree programs to state and professional institutions of higher learning granting professional and baccalaureate degrees in Oklahoma.

Outcome 2: Demonstrate successful academic achievement by Seminole State College transfer degree students at primary receiving state baccalaureate institutions of higher learning in Oklahoma. Successful academic achievement is defined as the maintenance of satisfactory academic progress toward degree completion as determined by the receiving institution.

Outcomes Specific to Associates in Elementary Education

Outcome 3: Demonstrate critical-thinking skills required for higher-level communication. Higher level communication skills apply to advanced courses in American Sign Language, art, English, foreign language, humanities, journalism, music, photography, speech, and theater.
Outcome 4: Demonstrate an ability to understand and interpret at a higher level, concepts and

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issues related to the social sciences.

Outcome 5: Demonstrate continued pursuit of problem-solving skills and knowledge for advanced courses in the sciences.

Outcome 6: Continue to develop problem-solving skills needed for advanced courses in mathematics.

B.2 Quality Indicators (including Higher Learning Commission issues):

The Elementary Education degree program fulfills Higher Learning Commission Criteria by providing evidence of student learning, faculty engagement that encourages quality teaching, and effective assessment of the student learning process. Elementary Education course instructors consistently review assessment tools and methods and revise those tools and methods, when necessary, to provide the most accurate assessment data possible. To measure the four outcomes specific to the Elementary Education degree program course embedded assessment is the foremost method. Instructors use pre-tests and post-tests as the tools to obtain assessment data. Faculty members regularly review pre-test and post-test questions and make changes when necessary.

Instructors calculate student score improvements from pre-test to post-test for every class every semester. While pre-tests and post-tests only assess improvements in a sampling of course objectives, the fact that all courses in Elementary Education degree program show improvement verifies that student learning takes place and that outcomes specific to the Elementary Education degree program are met.

The course embedded assessment data from the fall 2020 and spring 2021 semesters are shown in the following table. The percent of increase reflects the difference between the average of the post-test scores and the pre-test scores. For all ten of the major field courses in the Elementary Education degree program, the growth rate was 20% or higher. On average, students increased their knowledge by 21% for general education outcomes and 22% in Elementary Education specific outcomes.

Table 1. Combined Course Embedded Assessment Results For Fall 2020 through Spring 2021 for Major Field Courses in Degree Program

General Education Outcomes	Pre-Test % Correct	Post-Test % Correct	Difference
General Education Outcome 1	49%	69%	20%
General Education Outcome 2	44%	64%	20%
General Education Outcome 3	48%	73%	23%
General Education Outcome 4	49%	71%	22%
Specific Outcomes for Elementary Education	Pre-Test % Correct	Post-Test % Correct	Difference
Degree Program Outcome 3	48%	70%	21%

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Degree Program Outcome 4	49%	71%	22%
Degree Program Outcome 5	44%	64%	21%
Degree Program Outcome 6	49%	71%	22%

B.3. Minimum Productivity Indicators:

The following table provides data for the Elementary Education Degree Program. Report Date May, 2021

Table 2. Elementary Education Declared Majors and Graduates

Academic Year	Semester	Declared Majors	Graduates
2016-2017	Summer 2016	13	1
	Fall 2016	57	2
	Spring 2017	45	10
2017 - 2018	Summer 2017	10	0
	Fall 2017	46	0
	Spring 2018	45	1
2018 – 2019	Summer 2018	7	0
	Fall 2018	57	3
	Spring 2019	44	6
2019 - 2020	Summer 2019	19	1
	Fall 2019	46	3
	Spring 2020	33	3
2020 - 2021	Summer 2020	16	4
	Fall 2020	44	4
	Spring 2021	39	1

In Table 2, the results show approximately 50 students selecting the program each year and about 8 successfully completing the program annually. This degree program has a low to moderate demand level. Relative to the number of students declaring Elementary Education as a major, the graduation rate is 15%%. The average graduation rate across all degree programs at SSC is 32%

This data shows that the Elementary Education Degree Program exceeds the minimum standards of productivity for Majors Enrolled (25) and Degrees Conferred (5).

B.4. Other Quantitative Measures:

      a. Number of courses taught for the major program for each of the last five years and the size of classes:

Table 3. Number of Sections Taught and Enrollment for Each Course in Major Field of Degree Program

Prefix	Number	Major Field Course Title	Number of Sections	Total Students	Ave. Class Size	Credit Hours

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BIOL	1114	General Biology	33	642	20	2568
GEOG	1123	World Regional Geography	8	155	19	465
PSY	1113	General Psychology	51	1572	31	4716
PHYS	1114	General Physical Science	11	237	22	948
PHYS	1214	Earth Science	15	276	18	1104
MATH	2113	Mathematics Concepts for Educators I	4	72	18	216
MATH	2123	Mathematics Concepts for Educators II	4	75	19	225
MATH	2133	Mathematics Concepts for Educators III	4	63	16	189
ENG	2433	World Literature I	4	67	17	201

b. Student credit hours by level generated in all major courses that make up the degree program for five years:

Table 4. Credit Hours Generated in Major Field Courses By Level

Academic Year	1000 Level Credit Hours Generated	2000 Level Credit Hours Generated
2020-21	2109	168
2019-20	2239	177
2018-19	2430	252
2017-18	2395	207
2016-17	2856	204
Totals	12029	1008

Note: Table 4 shows the credit hours generated by all the major courses of the degree program for the given academic years. The hours do not represent the number of student credit hours generated only by those students declaring Elementary Education as their major.

c. Direct instructional costs for the program for the review period:

Instructional Costs:

No direct data was available that could be used to determine the exact amount of the instructional cost for any of the elementary education degree programs. The annual SSC budget report provided the total expenditures for the Business and Education Department for FY16, FY17, F18, F19 and FY20 as shown in Table 5. The annual Business and Education department budget contains the instructional costs for five division degree programs.

Table 5. Instructional Costs

Academic Year	2016-17	2017-18	2018-19	2019-20	2020-21
Instructional Cost	$320,662	$319,452	$678,960	$708,875	$696,191

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d. The number of credits and credit hours generated in the program that support the general education component and other major programs including certificates:

Table 6. Credit Hours Generated by Courses in Major Field of Degree Program That Are Part of General Education Requirements in Other Degree Programs

Major Field Course Information			
Prefix	**Number**	**Title**	**Credit Hours Generated**
N/A	N/A	N/A	N/A

All college level courses in the Elementary Education area at Seminole State College support one or more of the General Education Outcomes. As students successfully progress through the course offerings in the Elementary Education Degree Program, they will eventually achieve all four General Education Outcomes. To illustrate this support of the General Education Outcomes Table 7 shows the Major Field courses for the Associate in Science in Elementary Education Degree Program and the General Education Outcomes each course addresses.

Table 7. All General Education Outcomes addressed by a specific course are marked with the letter "X."

Major Field Course Information			General Education Outcome			
Prefix	**Number**	**Title**	**1**	**2**	**3**	**4**
BIOL	1114	General Biology	x	x		
GEOG	1123	World Regional Geography		x	x	x
PHYS	1114	General Physical Science	x	x		
PHYS	1214	Earth Science	x	x	x	
PSY	1113	General Psychology		x	x	
MATH	2113	Mathematics Concepts of Educators I	x	x	x	x
MATH	2123	Mathematics Concepts of Educators II	x	x	x	x
MATH	2133	Mathematics Concepts of Educator III	x	x	x	x
ENG	2433	World Literature	x			x

e. A roster of faculty members, faculty credentials and faculty credential institution(s). Also, include the number of full-time equivalent faculty in the specialized courses within the curriculum:

Table 8. Current Elementary Education Faculty

Full-Time Faculty			
Name	**Teaching Area**	**Highest Degree**	**Institution**
McBride, Kelli	Language Arts	M.A	University of Central Oklahoma
Carpenter, Emily	Mathematics	M.S.	Oklahoma State University
Knowles, Christal	Social Science	M.S.	Cameron University
Cook, Jason	Biology	B.S.	University of Oklahoma
Hernandez, Theran	Biology	M.Ed.	Grand Canyon University
Current Adjunct Faculty (Instructors with ** beside their name teach only zero-level classes)			
Heald, Stephanie	Geography	Ph.D.	Oklahoma State University

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Stanley, Kara	Science	M.S.	West Texas A & M University
Braun, Christopher	Science	Ph.D.	George Mason University
Blackwood, Kevin	Science	M.S.	East Central University
Nelson, Elizabeth	Social Science	M.S.	East Central University

f. If available, information about employment or advanced studies of graduates of the program over the past five years:

No data

g. If available, information about the success of students from this program who have transferred to another institution:

Transfer Reports from Four-Year Institutions:

Seminole State College routinely seeks transfer data from the primary transfer baccalaureate institutions but receipt of transfer data from those institutions has been sporadic. Transfer reports received from East Central University, the University of Central Oklahoma, the University of Oklahoma, and Oklahoma State University provided GPAs of students who had transferred from Seminole State College. Data in those reports, cited in the 2020-21 General Education Evaluation, indicated that "Mean GPAs for students who transfer from SSC to the primary receiving institution are about the same as the average GPA at the institutions who reported data, having a difference from -0.21 to 0.22. SSC students complete courses successfully at a rate of 89.83%. The data in those reports confirmed our expectation that SSC students maintain similar GPAs upon transfer as those attained at SSC and verified the competence of SSC students in their academic preparation.

B.5. Duplication and Demand:

B.5. Duplication and Demand Issues:

Review of Duplicated Programs

Seminole State College provides local access to students in our five-county service area wishing to pursue a degree in Elementary Education. The only near duplications in our five-county area are a few private schools that are cost prohibitive for many students.

B.5.a. Detail demand from students, taking into account the profiles of applicants, enrollment, completion data, and occupational data:

The Elementary Education Degree is a low to moderate demand program and the rates of declared majors and graduation exceed OSRHE productivity levels. Approximately 50 students selected the Associate in Science in Elementary Education degree program each year over the review period. The degree program averages approximately 8 graduates annually. Relative to the number of students declaring Elementary Education as a major, the graduation rate is 23.5%.

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B.5.b. Detail demand for students produced by the program, taking into account employer demands, demands for skills of graduates, and job placement data:

Faculty members expect students with an Associate of Science in Elementary Education degree to matriculate to a four-year program. The options available to these students include fields such as education, tutoring, curriculum and publishing, community and private organization focused on child development.

B.5.c. Detail demand for services or intellectual property of the program, including demands in the form of grants, contracts, or consulting:

Not applicable to SSC.

B.5.d. Detail indirect demands in the form of faculty and student contributions to the cultural life and well-being of the community:

Faculty members and students actively participate in the five-county area communities served by SSC. Although many faculty members commute, they still participate in community activities such as blood drives, churches, and local chambers of commerce.

B.5.e. The process of program review should address meeting demands for the program through alternative forms of delivery. Detail how the program has met these demands:

With the advances in technology, faculty members have the opportunity to expand to several different forms of delivery. Due to the pandemic environment that we all found ourselves within, faculty have become efficient with multiple course delivery methods. They have found that Zoom and other hybrid courses are successful delivery methods at SSC. Faculty also addressed the community need for a variety in course scheduling by offering traditional face-to-face16-week courses, online courses, evening courses, 5 Saturday courses, and 8-week courses.

B.6. Effective Use of Resources:

Staff Support

The Business and Education Division administers the Elementary Education program. The division has a part-time (16 hours weekly) secretary who primarily supports the division chair, and secondarily supports the other functions of the division including purchasing, maintaining budgets and various records, and facilitating the various needs of the B&E faculty members.

Educational Technology Support

The infusion of technology into academic programs and processes currently receives priority implementation and funding at Seminole State College. Through this focus, the College creates a technologically enhanced academic environment focused on student learning. As a result, technology has never been a limiting factor in classroom instruction. Primary funding sources are E&G funds, federal grants, dedicated student fees, and private donations.

Seminole State College has enhanced the wireless network within the past year in order to allow students additional access to high-speed internet. Areas provided with enhanced wireless access include the parking lots around campus and the residence hall. In addition to wireless

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connectivity, all classrooms are hard-wired for Internet and Seminole State College Intranet access. Students have access to personal email accounts, online enrollment, student records, and can obtain copies of their transcripts online. Students may use one of the computers in 16 computer labs stationed across campus to access these sites.

Technologically equipped classrooms have computer systems with current instructional and multimedia software, digital multimedia projectors and Smartboards. Some classrooms equipped for virtual student access have video/audio interactive television technology interfaced with fiber optic transmission equipment and a computerized multimedia projection system for OneNet course sharing. Faculty members use the internet for instructional activities and information research in courses throughout the curriculum.

Technological services provided by the Testing Center include computerized Advanced Placement testing, class placement testing, ACT residual testing, telecourse testing, and technologically aided ADA appropriate testing for students with special needs.

Instructional Technology Support Services
Maintaining all forms of technology used in instruction requires a qualified support team. Seminole State College has just such a team made up of the Information Technology Director and three tech persons and one web specialist. They are responsible for maintaining all campus technology such as computers, Smart Boards, virtual access equipment, and keeping the campus Intranet and Internet operable in all offices and classrooms.

Web-based Support Services
Currently D2L Brightspace is available to instructors for course management. It is used to communicate with students, post and collect assignments, record grades, and host student discussion boards. Through a separate system, Campus Connect, instructors report final student grades and attendance electronically.

Institutional Program Recommendations: (describe detailed recommendations for the program as a result of this thorough review and how these recommendations will be implemented, as well as the timeline for key elements)

    A.   **Recommendation for the Program (3.7.7.A.4):**
- [ ] Maintain the program at the current level.
- [ ] Continue the program with modifications as noted below and detailed in the comment section below.
  - [ ] Expand the program
  - [ ] Reduce program in size or scope
  - [ ] Merge or consolidate program
  - [ ] Reorganize program/curricular modifications*
- [ ] Suspend program to allow an opportunity to consider recommendations detailed in the section below*
- [ ] Delete program*

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B. **Specific comments regarding recommendations:**
(Provide detailed recommendations for the program as a result of this thorough review and how these recommendations will be implemented, as well as the timeline for key elements. Recommendations to suspend or modify the program should include measurable goals and a timeline for monitoring the program in one-, two-, three-, or four-year increments)

Table 9

Recommendation	Implementation Plan	Target Date
Increase student and faculty awareness of the articulation agreements between colleges and universities in the state system and the advantage of receiving an associate degree before transferring to a four-year institution.	Elementary Education faculty plan to increase student and faculty awareness of the articulation agreements between colleges and universities in the state system and alert them to the advantage of receiving an associate degree before transferring to a four-year institution. Increased contact between faculty in the major area and students enrolled in the degree program will result from the faculty mentor program.	On-going
Encourage students to enroll in specific degree programs rather than choosing Liberal Studies	A degree program mentor will continue to educate both faculty advisors and students about the advantages of choosing the Elementary Education degree program. Specifically, the degree program mentor will meet with faculty advisors during August in-service and meet with students in Learning Strategies classes early each semester.	The degree program mentor visits Learning Strategies classes during the first several weeks of every semester. The degree program mentor is available to meet with faculty advisors during August in-service every year.
Encourage students to enroll in education courses that are part of the AS in Science in Elementary Education degree	East Central now offers 4 education courses to SSC students. We recommend that students be required to choose these education classes as part of their major degree requirements.	

Summary of Recommendations:

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	Department	**School/College**	**Institutional**
Possible Recommendations:			
We recommend expanding the program by 10% or about 4 students per year.	·		

Department/
Program Head ___Tammy Kastuk___ Date: 10/22/21 Click here to enter a date.
              (Signature)

Dean ___N/A___ Date: Click here to enter a date.
       (Signature)

Chief
Academic
Officer ___Linda S Avilen___ Date: 10/22/21 Click here to enter a date.
         (Signature)

President ___Laura Reynolds___ Date: 10/22/21 Click here to enter a date.

Program Review Executive Summary Template

Based on the thorough program review addressing all criteria in policy, a comprehensive report should be possible within ten or fewer pages. This template is provided to assist institutions in providing a brief summary, which is to be presented to the institutional governing board prior to submission to the State Regents. Executive summaries should be possible within two pages using this template format.

Institution Name: SEMINOLE STATE COLLEGE

Program Name and State Regents Code: ASSOCIATE IN SCIENCE IN ELEMENTARY EDUCATION(204)

List Any Options:

Date of Review: 10/1/2021 Recommended Date of Next Review: 10/1/2026

Centrality to Institutional Mission:

Empowers people for academic success by preparing students for a range of careers involving sports administration, physical education and recreation while at the same time improving critical thinking skills necessary for success in all studies. Empowers people for personal development by training students to set and achieve educational goals by developing responsibility, organizational skills, and academic skills. The program places students in appropriate college level courses, allowing students the opportunity to progress through the curriculum to achieve success. Empowers people for life-long learning by providing a variety of courses that vary in content and have the purpose of broadening a student's appreciation of and creating a desire for continued learning once they have completed their education at SSC.

Program Objectives and Goals:

Outcome 3: Demonstrate critical-thinking skills required for higher level communication. Higher level communication skills apply to advanced courses in American Sign Language, art, English, foreign language, humanities, journalism, music, photography, speech, and theater. Courses in this area can be used to fulfill 4 X 12 requirements or they can aid the student in obtaining area certifications.

Outcome 4: Demonstrate an ability to understand and interpret at a higher level, concepts and issues related to the social sciences. Courses in this area can be used to fulfill 4 X 12 requirements.

Outcome 5: Demonstrate continued pursuit of problem-solving skills and knowledge for advanced courses in the sciences. Courses in this area can be used to fulfill 4 X 12 requirements.

Outcome 6: Outcome 5: Continue to develop problem-solving skills needed for advanced courses in mathematics. Courses in this area can be used to fulfill 4 X 12 requirements.

Institution Name: SEMINOLE STATE COLLEGE

Program Name and State Regents Code: ASSOCIATE IN SCIENCE IN ELEMENTARY EDUCATION(204)

List Any Options:

Date of Review: 10/1/2021 Recommended Date of Next Review: 10/1/2026

Quality Indicators Such As:
  – Student Learning Outcomes
  – Effective Teaching
  – Effective Learning Environments
  – External Curricular Evaluation
  – Capacity to Meet Needs and Expectations of Constituencies
	• Students increased knowledge of general education outcomes by an average of 32% over the review period in a comparison of pre-test and post-test data.
	• Students increased knowledge of the ELEMENTARY EDUCATION specific outcomes by an average of 34% over the review period in a comparison of pre-test and post-test data.
	• Instructors utilize current instructional technologies as well as hands-on learning to effectively teach course outcomes and learning objectives.
	• SSC is committed to creating effective learning environments with technology, increased tutoring and other academic support, and the development of a variety of delivery methods such as blended and online courses.

Productivity for Most Recent 5 Years	**Number of Degrees:** 8 average per year **Number of Majors:** 50 average per year

Other Quantitative Measures Such As:
  – Number of Courses for Major
  – Student Credit Hour in Major
  – Direct Instructional Costs
  – Supporting Credit Hour Production
  – Roster of faculty members including the number of FTE faculty in the specialized courses within the curriculum
  – If available, information about employment or advanced studies of graduates of the program over the past five years
  – If available, information about the success of students from this program who have transferred to another institution
	• Number of major courses: 9
	• Annual average of credit hours generated by major field courses: 2,607
	• Direct instructional cost average for the B&E Division that manages the HPER program: $544,828
	• We have 5 full-time faculty, one full-time staff, and 5 adjunct faculty that manage and offer the classes.

Duplication and Demand	• The only near duplication in our five-county service area is a private school that is cost prohibitive to many students.

Institution Name: SEMINOLE STATE COLLEGE

Program Name and State Regents Code: ASSOCIATE IN SCIENCE IN ELEMENTARY EDUCATION(204)

List Any Options:

Date of Review: 10/1/2021 Recommended Date of Next Review: 10/1/2026

Effective Use of Resources	The Business & Education division, which administers the Elementary Education degree program maximizes productivity using the available physical, technical, financial, and personnel resources.
Strengths and Weaknesses	*Strengths:* • Faculty members are experienced, motivated, qualified, and caring individuals. • Elementary Education degree program courses utilize instructional technologies like Zoom for video conferencing and the web-based learning management system, Brightspace. This allows students easier and quicker access to their class information. • As is the case with most SSC classes, Elementary Education degree program courses have small class sizes allowing for individual student/instructor interaction. • SSC students are excelling when they transfer to other institutions, as documented by our 91% completion rate at reporting institutions. *Weaknesses* • SSC has faced budget cuts in the past, which forced the other degree programs to become a part of the Business & Education division, instead of being their own standalone division. Due to this, degree programs shares funding with the other **degree programs represented by the Business & Education division.** • Scheduling Elementary Education courses such as Geography is challenging due to the times available for Zoom, online and in person classes.
Recommendations	• Encourage students to enroll in specific degree programs rather than choosing Liberal Studies. • Increase student and faculty awareness of the articulation agreements between colleges and universities in the state system and the advantage of receiving an associate degree before transferring to a four-year institution.