

Substantive Change Application, Part 1: General Questions
Change of Length of Term Affecting Allocation of Credit

Institution: James A. Rhodes State College **City, State:** Lima, OHIO

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Requested Change(s). *Concisely describe the change for which the institution seeks approval.*

Move from quarter system to semester system effective Fall 2012

Classification of Change Request. Check all boxes that apply to the change.

Note: not every institutional change requires prior review and approval. Review the "Overview of Commission Policies and Procedures for Institutional Changes Requiring Commission Notification or Approval" to make certain that current HLC policy requires the institution to seek approval.

| | |
|--|--|
| <p>Change in mission or student body:</p> <p><input type="checkbox"/> change in mission</p> <p><input type="checkbox"/> change in student body</p> | <p>New academic program(s) requiring HLC approval:</p> <p><input type="checkbox"/> certificate <input type="checkbox"/> bachelor's</p> <p><input type="checkbox"/> diploma <input type="checkbox"/> master's/specialist</p> <p><input type="checkbox"/> associate's <input type="checkbox"/> doctorate</p> |
| <p>New additional locations:</p> <p><input type="checkbox"/> in home state</p> <p><input type="checkbox"/> in other state(s) or in other country(ies)</p> <p><input type="checkbox"/> new or additional campus(es)</p> | <p>Additional Locations:</p> <p><input type="checkbox"/> Request for access to Desk Review for additional locations</p> <p><input type="checkbox"/> Request for access to Notification Program for locations</p> |
| <p>Consortial or contractual arrangement:</p> <p><input type="checkbox"/> Consortial arrangement</p> <p><input type="checkbox"/> Contractual arrangement</p> <p><input type="checkbox"/> The institution has completed the Screening Form for Contractual Arrangements and has been advised that approval is required. (If not, see the Substantive Change Screening Form for Contractual Arrangements)</p> | <p>Distance Delivery:</p> <p><input type="checkbox"/> Initiation of distance education</p> <p><input type="checkbox"/> Expansion of distance education</p> <p><input type="checkbox"/> Initiation of correspondence education</p> <p><input type="checkbox"/> Expansion of correspondence education</p> |
| | <p>Other:</p> <p><input type="checkbox"/> Substantially changing the clock or credit hours required for a program</p> <p><input type="checkbox"/> Change in unit of credit measure</p> <hr/> <p><u>Change in Credit Hour from Quarter to Semester</u></p> |

Institutional Context for Substantive Change Review. *In 1-2 paragraphs, describe the key dynamics — institutional mission and internal or external forces — that stimulated and shaped the change.*

In 2008, the Chancellor of the Ohio Board of Regents issued the Strategic Plan for Higher Education. In it, he requested that all institutions to be on a semester academic calendar to increase student transfer, mobility, student success, system-wide efficiencies, cost savings and increase the integration of the University System of Ohio. By fall 2012, all public colleges and universities will be on a semester academic calendar.

Rhodes State College's mission to *change lives, build futures and improve communities* is fulfilled through the College's calendar conversion to the semester system. This change allows students to transition more efficiently from the high schools/vocational schools to two-year College and on through the four-year colleges. In addition, the change has enabled the College to reconfigure the curricula to better serve today's students. These actions allow the College to support the growth of the individual and thus the communities where those graduates live and work.

Special conditions. *Underline YES or NO attesting to whether any of the conditions identified below fit the institution. If YES, explain the situation in the box provided.*

| | | |
|--|----------------------|---|
| Is the institution, in its relations with other regional, specialized, or national accrediting agencies, currently under or recommended for a negative status or action (e.g., withdrawal, probation, sanction, warning, show-cause, etc.)? | YES <u>NO</u> | |
| Is the institution now undergoing or facing substantial monitoring, special review, or financial restrictions from the U.S. Dept. of Education or other federal or state government agencies? | YES <u>NO</u> | |
| Has the institution's senior leadership or board membership experienced substantial resignations or removals in the past year? | <u>YES</u> NO | Vice President Academics resigned for new position May 2012 |
| Is the institution experiencing financial difficulty through such conditions as a currently declared state of exigency, a deficit of 10% or more, a default or failure to make payroll during the past year, or consecutive deficits in the two most recent years? | YES <u>NO</u> | |
| Is the institution experiencing other pressures that might affect its ability to carry out the proposal (e.g., a collective bargaining dispute or a significant lawsuit)? | YES <u>NO</u> | |

Approvals. *Check the approvals that are required prior to implementing the proposed change and attach documentation of the approvals to the request. Indicate the file name of the documentation.*

- Internal (faculty, board) approvals (file name: Board of Trustees Minutes; Appendix A1; Board of Trustees Resolution Appendix A2)
- System approvals (for an institution that is part of a system) (file name: Legislation & Executive Mandates Appendix A3)
- State approval(s) (file name: _____)
- Foreign country(ies) approvals (for an overseas program or site) (file name: _____)
- No approval required

Substantive Change Application, Part 2: Topic-Specific Questions
Change in Length of Term Affecting Allocation of Credit

Most institutions of higher education state their requirements for completion of academic programs in terms of credit hours earned over the period of a semester, quarter, or trimester, or some other period and do not use clock hours as a measure of credit. When such an institution changes how a unit of credit is measured in 25% or more of its courses, such a change must first be requested on the form below and submitted to the Higher Learning Commission for review and approval. (Institutions that do not change the unit of credit measure but substantially change the number of credits or clock hours in specific degree programs should use the Commission form designated for that purpose: *Clock to Credit Conversion or Substantial Increase or Decrease in Clock or Credit Hours Required for One or More Programs*.)

The changes covered by the form below often occur with an increase or decrease in the duration of courses in weeks, such as a move from quarter to semester or vice-versa. Such changes would also occur even when an existing semester, quarter, or other period remains but is partitioned into two or more periods with courses offered within those shorter periods. Finally, a third example involves changes in credit (say, from three hours to four hours) earned in a substantial proportion of courses. The Commission's review of such situations aims to ensure that neither the quality of the educational experience nor the cost to students or to providers of student financial aid is compromised by the proposed change. The threshold of 25% or more of courses is designed to avoid reviewing limited situations such as summer or special terms.

Attach the "Substantive Change Application—General Questions" at the beginning of your application. That completed form and your answers to the questions below will constitute your request for approval of a substantive change.

The questions are designed to elicit brief, succinct, detailed information, rather than a narrative or references to extensive supporting documents. Do not attach other documents unless they are specifically requested in the questions. Your total submission should be no more than 8-10 pages. Submit your completed application as a single electronic document (in Adobe PDF format) emailed to changerequests@hlcommission.org.

Name of Institution: **James A. Rhodes State College**

Part 1. Characteristics of the Change Requested

1. Identify the effective date **August 22, 2012** and the scope of the proposed change as indicated below:
 - a. the degree level(s) affected **Associate Degrees/ Certificates**
 - b. the modes/times of delivery affected (e.g., **all**, on-ground, online, accelerated, evening)
 - c. the major instructional units affected (e.g., **all**, College of Business, Division of Adult Education)
2. For those courses that would be affected, indicate the following:
 - a. duration of course in weeks in the current and proposed calendars **15 Week Semesters with 1 week for Final Exams (Academic Calendar)**
 - b. weekly instructional contact hours per credit in the current and proposed calendars **1 contact hour for every 1 credit hour in both the current and proposed calendars**

3. Explain any changes in the awarding credit for evidence of prior learning (other than credit transferred from formal courses or awarded from Advanced Placement) that will be made with the proposed change. Be sure to include any change in the allowable level of such credit.

As stated in the current Rhodes State Catalog, the following describes awarding credit for evidence of prior learning:

Credit by examination enables students with previous education, experience or self-study to receive credit for some courses. Credit for a maximum of ten (10) semester hours may be earned in this way. Under the quarter system, 15-quarter hours were permitted. A fee of \$25 per credit hour is assessed for each examination taken. Students may not receive credit by examination for courses they have failed. In addition, these examinations cannot be taken during the semester of the student's graduation.

The examinations will be comprehensive enough to represent the content of a course just as it is presented to a regular student. Upon completion of the exam, the results will be reviewed by the Division Dean. If the results indicate sufficient mastery of the course material, the Division Dean will recommend that credits earned by examination become part of the student's permanent record.

Part 2. Formula, Rationale, and Plans for Implementation

4. Describe the formula used in modifying the current unit of credit measure to that proposed, focusing on courses with the most common increase or most common decrease, as applicable. Include the number and duration of weekly-organized class meetings and effort expected in homework or other out-of-class activities.

The College's definition of credit hour was used to guide the conversion process. Rhodes State's definition is based upon the guidelines found in the Operating Manual for Two-Year Colleges – Ohio Board of Regents. This manual stipulates requirements for all formats of delivery including lecture, discussion, lab, clinicals, practicums, etc. The Rhodes State credit hour definition is as follows:

1. One (1) hour of classroom or direct faculty instruction and a minimum of two (2) hours of out-of-class student work each week for approximately fifteen (15) weeks for one semester hour of credit, or the equivalent amount of work over a different amount of time; or
2. At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practicum, studio work, and other academic work leading to the award of credit hours.

To insure that all academic programs were correctly converting quarter to semester hours, an electronic application was developed by the Curriculum Subcommittee of the Q2S Steering Committee. This document was located on the College intranet for easy access for all faculty involved in conversion of hours. The application can be found at the following location:

[\[https://intranet.rhodesstate.edu/InstitutionalEffectiveness/SemesterConversion/CurriculumSubCommittee/Working%20Documents/Forms/AllItems.aspx\]](https://intranet.rhodesstate.edu/InstitutionalEffectiveness/SemesterConversion/CurriculumSubCommittee/Working%20Documents/Forms/AllItems.aspx)

[Access available upon request (Appendix C)]

5. Explain the projected effect on learning objectives. Include current and proposed syllabi of (1) two popular lower-division course sequences, one lecture-only and one with a significant lab component; (2) two popular upper division courses, one lecture-only and the other with a significant lab or clinical component.

External requirements including, but not limited to, programmatic accreditation standards, the Ohio Transfer Module, and the Transfer Assurance Guidelines have served as guidelines for insuring the necessary learning objectives are taught in the semester curricula. Faculty review for revising the new curricula and inclusion or exclusion of relevant learning objectives has also occurred. In addition, guidance from programmatic advisory bodies was also included in the conversion process. Specifically advisory boards were requested to review the existing and proposed curriculums for continued relevancy to business and industry. Examples of the required Syllabi are found in Appendix D in the attachments. (Requested Syllabi: Appendix D)

6. What is the rationale for the change and its likely financial impact?

At the state level, the Board of Regents envisions students being able to better transfer between institutions minimizing lost credits and repeated courses, which ultimately save the State of Ohio and its student's money by reducing the need for state funding on those lost credits and repeated courses.

Two years prior to the transition, the College established a four-year transition budget to ensure adequate resources were available to facilitate the transition and complete it in a timely manner. Starting in FY 2010 extending through FY 2013, this budget allocated \$150,585 to specific initiatives including part-time coordinator roles and consulting services related to the conversion of our Degree Audit System.

In the final year before conversion, as course offerings began to be finalized, the instructor workload and financial impact to the institution were modeled and several scenarios evaluated to ensure that the institution had best, good, and worst case estimates of the impact on the financial position of the College. This information was used to evaluate our strategic options in mitigating the impact of the worst-case scenario...2012 enrollments in the first year of implementation may decline by as much as 20%.

With Fall semester starting approximately one month earlier than fall quarters did, an overlap in payouts for instructors on 9, 9.5 and 10 months (paid out over 12 months) contracts resulted. The College advocated to maintain the current 12 month pay model, resulting in a larger than usual August payroll, which was included in the cash forecast and cash planning.

Finally, with enrollments projected to decline by approximately 20%, prepared for the loss of the institution is prepared for a potential loss of \$3.9 million in tuition, subsidy, and fees. This was the largest, most significant financial item for our institution. It is anticipated that the College will return to and/or exceed previous enrollment levels over the next 2-3 years.

7. Outline the institution's plans for transitioning the program to the new unit of credit measure, including the implications for students currently enrolled.

In 2009, President McCurdy charged the Vice President of Academic Affairs and the Executive Director of Institutional Effectiveness/ Special Assistant to the President for Planning to provide leadership as co-chairs for a cross-functional team of faculty and staff to guide the conversion of the College from quarters to semesters (**Q2S**). Under the leadership of the Co-Chairs, the **Q2S** Steering Committee was charged with managing all aspects of the quarter to semester conversion. The Steering Committee

guided select subcommittees in developing a semester transition implementation plan for a fall 2012 conversion that adheres to the General Institutional Conversion Standards and Guidelines, including, but not limited to, the Ohio Board of Regents' semester credit hour and length of semester term definitions. Specifically, the Semester Conversion Steering Committee:

1. Coordinated the overall process;
2. Compiled sub-committee information;
3. Produced a coordinated, comprehensive decision and transition timeline;
4. Produced a comprehensive semester transition implementation plan;
5. Guided the development of academic guidelines to govern course and curriculum conversion;
6. Guided the development of a semester calendar;
7. Guided the development of timely and frequent updates to relevant internal and external governance groups and stakeholders to maintain transparency throughout the semester calendar conversion process;
8. Provided guidance on managing the effects of conversion on the infrastructure;
9. Guided the development of new and transitioning student guidelines, as well as tools for student advising;
10. Guided the necessary revisions for articulation and transfer topics;
11. Produced an estimate of transition costs and design of an appropriate budget;
12. Received recommendations for policy and/or procedure interventions; and
13. Provided guidance on any emerging administrative actions to effect a smooth transition from quarters to semesters.

In addition, there are six subcommittees with cross representation of faculty and staff that were assigned duties specific to the following appropriate functional areas: Curriculum, Infrastructure, Budget, Communication, Advising & Articulations, and Calendar Committees.

Access to these documents available upon request: <M:\kiel.d\KielD\accreditation\HLC Authorization\10-08-09 Semester Conversion Committee Structure and Charge Final.docx>
[Access available upon request (Appendix E)]

<M:\kiel.d\KielD\accreditation\HLC Authorization\Semester Conversion Gant Chart Timeline by Category 2009-2012 Revised 02.02.10.xlsx>; [Access available upon request (Appendix F)]

Recognizing that some students will be impacted during the transition from Quarters to Semesters, Rhodes State College made a pledge to the students as listed below:

Our Pledge to Students

*Rhodes State College will establish a semester conversion plan, which promotes a working partnership with students to ensure that they are not disadvantaged during their transition to semesters. For that reason, each degree/certificate-seeking student enrolled at Rhodes State prior to Fall 2012 shall receive the following Pledge from Rhodes State: **No Loss of Credit** Credits earned by you in your chosen program before the semester conversion will be applied after the conversion. **No Extended Time to Graduation** If you are on track to complete your degree within a certain timeframe at the point of semester conversion and follow your Individual Transitioning Academic Plan (ITAP), you will be able to complete your degree and graduate on time. **No Increased Costs** Your annual tuition and fees will not be greater for a two-semester academic year than for the three-quarter academic year system.*

Also noted to the students was the fact that the College may implement annual tuition increases as authorized by the Board of Trustees. [Access available upon request: Pledge to Students Website (Appendix G)]

Special communications were sent to those students who were expected to complete their coursework prior to the August 2012 timeframe. The Catalog and Website also contained information regarding the Q2S Conversions. Video FAQ's were also offered on the Website with student-posed questions and Faculty/Staff answers provided. Banners were displayed throughout the campus to raise student-awareness. These communications emphasized the need for students to maintain their path to completion, seek the service of their academic advisor, and monitor the Q2S website for updates. A Q2S logo was developed to call attention to those matters of importance with regards to semester conversion at Rhodes. [Access available upon request (Appendix H)]

Letters were also sent to a group of "academically short" students offering them an opportunity to complete their degree prior to the change from quarters to semesters.

Part 3. Impact on Student Load, Degree Completion, and Tuition

8. For full-time students affected by this change, indicate the current and proposed credits per term as shown below:

| | current | proposed |
|--|---------|----------|
| Minimum credits per term for undergraduates | 12 | 12 |
| Minimum credits per term for graduate students | N/A | N/A |
| Typical credits per term for undergraduates | 14 | 14 |
| Typical credits per term for graduate students | N/A | N/A |

9. For each degree level affected by the proposed change, indicate the following information for degree completion:

| | current | proposed |
|------------------------------------|--------------|----------------|
| Minimum credits for degree | 90(quarters) | 60 (semesters) |
| Typical time for degree completion | 2 years | 2 years |

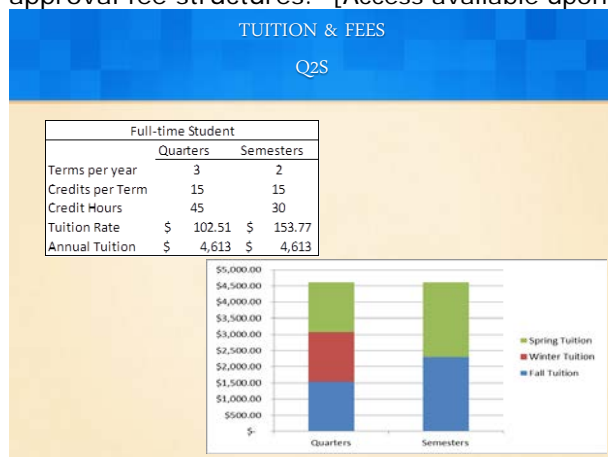
10. If the proposed change will alter the amount of time given to complete the same amount of material, how is the institution ensuring that students will have an appropriate amount of time in instruction, homework, etc., and that the objectives of each course are commensurate with the level of credit?

The quarter format academic year was 33 weeks while the semester format will be 32 weeks, the changes are minimal. Students will actually have more time to work on materials in that they will now have 15 weeks rather than the previous 10 weeks. This will permit more time out of class to complete assignments/projects/etc. External guidelines were again consulted to insure continued compliance with required student learning objectives. Resources consulted included the OBOR Operating Manual for Two-Year Colleges and programmatic accreditation standards. Per normal operating procedures, the courses all went through standard Curricular Review proceedings. Professional development opportunities were also offered in an attempt to assist faculty in the conversion process. The following link is an example of training opportunities afforded to faculty as they converted their courses from the quarter format to the semester format. [Angel Training for Converting Your Online Course to Semesters](#). [Access available upon request (Appendix I)]

11. What will be the impact of the change on tuition per course, on full-time tuition per year and on total tuition needed to complete degree programs, especially if there are changes in the typical time to degree completion?

The pledge to students advises students that the annual tuition and fees will not be greater for a two-semester academic year than for the three-quarter academic year system. The student has responsibility to seek the guidance of their academic advisor and to continue on the individual plan that is created in collaboration with their academic advisor. Failure to continue on their plan may result in an increased number of classes and/or time, which may or may not result in increased costs.

Communications were offered to the students that advised them that the annual tuition would be the same for a semester year as it was for a quarter year. However, they were also advised that the tuition for each semester would be paid only twice per year as compared with quarters which was paid three times per year. Programs/departments were charged with maintaining the fee structure at or below the quarter level. Adjustment of the fee structure was done in collaboration with the academic programs and the fiscal officer. Final fees were reviewed and approved by the Board of Trustees, who was also reminded of the need for a budget neutral shift from quarters to semesters. The following graph was used for to educate the Board of Trustees regarding budget neutrality. This graph was also shared with Faculty and Staff at the President's Forum. Available upon request: Board of Trustees Minutes approval fee structures. [Access available upon request (Appendix J)]



RSC President's Office Spring 2012

Part 4. Institutional Staffing and Faculty Support

12. What will be the impact of the change on number of faculty involved in providing the instruction for the program and on faculty loads?

Projections on the number of faculty required do not indicate any significant changes. Teaching load changes and enrollment projections have stimulated some shifting in faculty assignments but it has not required a significant change in full-time faculty numbers. Decreased number of courses taught leads to anticipated demands for adjunct faculty resulting in cost-savings for the College. Available upon request: Faculty Load Document [Access available upon request (Appendix K)]

13. What will the impact of the change have on faculty workload?

The process for the development of full/half-time faculty and Chair workloads, and adjunct faculty and distance education/on-line pay scales reflect the spirit, intent and nature of the comprehensive work and cross reviews with the Deans, Office of the VPAA, Finance area and the President. This will allow the College to be positioned to brace for the anticipated initial enrollment decline that coincides with semester conversion. From the onset of the charge to

refine the faculty workload, it was clear that the work would be complicated by nuances, special circumstances and perceived and/or real inequities. However, the changes represent the collaboration, collegiality, and consensus building that occurred throughout the process.

Working together, the determination of load was a combined effort; the Deans assembled a tremendous amount of information and exhibited articulate leadership for their Divisions, incorporating a broad understanding of the institutional impact. All were fully engaged and concurred with the outcome and direction. The VPAA & Associate VPAA provided the direction to the Deans for the massive amount of formative and summative work that was captured, clarified and refined from each Division. The Finance area was diligent in their assessment, analysis and sorting of inconsistent historical data that allowed them to articulate and establish a reasonable financial platform from which to launch projections. The President delivered the initial charge for the review of the workload to commence, participated throughout the ongoing reviews/discussions and provided simultaneous and/or final endorsement/approvals to move forward.

The following five (5) categories (Full-time faculty workload; Chair loads; adjunct pay rate; distance education/on-line pay; and half-time faculty workload) encompassed the charge and were reviewed and finalized:

1. Full-time faculty workload ranges for Semesters are as outlined below:

| | |
|--|------------------------|
| Division of Allied Health: | 17 to 20 contact hours |
| Division of Arts & Science: | 16 to 18 contact hours |
| Division of Business and Public Service: | 16 to 18 contact hours |
| Division of ET/IT: | 17 to 20 contact hours |
| Division of Nursing: | 17 to 20 contact hours |

Each Division's faculty workload will also include, weekly, 10 hours of office time and 10 hours of campus and community service. The full-time workload will be reviewed during the 2012-2013 academic year as the transition to semesters evolves.

2. Chair Loads:

The workload for department and program chairs is a combination of teaching load and administrative responsibilities. A full review for semester hour conversion, updated full-time faculty load, and changes in reassignment times was conducted. The Office of the VPAA and respective Deans will implement the revised chair load assignments, subject to review during the 2012-2013 academic year.

3. Adjunct Pay: See attached rate schedule.

The adjunct pay scales reflect contact hours. Justification for pay at the higher end of any scale is subject to the concurrence of the VPAA and VP for Business. Existing pay rates for non-contact hours are subject to approval.

- Existing Faculty: Reflects current adjunct faculty who are paid above the entry level.
- New Hires (non-STEM): New adjunct faculty in non-STEM course.
- New Hires (STEM): New adjunct faculty in STEM course.
- Terminal Degree: Recognizes in some disciplines the terminal degree is other than a doctorate.

4. Distance Education/On-line Instruction Pay: See attached schedule:

The pay scale on the schedule is for distance education and on-line instruction, inclusive of on-line, blended and hybrid courses.

5. Half-Time Faculty:

Faculty who have been hired at .5FTE have a 20 hour work week. How work assignments are divided between instructional contact hour load and office hours may vary. This variance will allow for reasonable load assignments based on the number of course preparations and/or clinical, lab or supplemental instruction time. Workload assignments for half-time faculty require Dean and the Vice President for Academic Affairs approval.

Part 5. Student Support

14. What library and information resources—general as well as specific to the program(s)—and staffing and services are in place to support the revised program?

Library and technology support resources are unchanged due to the semester conversion. As a co-located campus with Ohio State University (OSU)-Lima, both Rhodes State and OSU-Lima campuses are converting to the semester system. No interruptions or loss of services is anticipated.

Part 6. Evaluation and Assessment

15. How will you monitor and evaluate the overall effectiveness and quality under the new credit hour model?

Rhodes State College has in place a system of Institutional Effectiveness that incorporates the use of Mission Criteria and Key Performance Indicators (KPI's) to demonstrate mission achievement and efficient delivery of services to the students and surrounding communities. In the USO Strategic Plan 2008-2017 which required that all colleges switch from quarters to semesters partially as a means of increasing efficiencies in operations, there were identified Accountability Measures. The measures Access, Quality, Affordability & Efficiency, and Economic Leadership were identified by the state. RSC has the following Mission Criteria that will be utilized to determine the success or lack of success following transition to semesters: Access, Quality, Outreach and Fiscal Viability. Our KPI's incorporate specific measures of Degree Completion, Persistence, Transfer Preparation, Performance after Transfer, Student Engagement, Student Satisfaction, Compliance, Net Income Ratio, Viability Ratio, Primary Reserve Ratio, and Strategic Partnerships. The Criterion and Key Performance Indicators are being reviewed to determine if there is a needed change due to the semester adaptation. As part of the on-going function of the Q2S Steering Committee, review of the success or lack of success concerning semester conversion will be conducted utilizing the identified Mission Criteria and KPI's. The findings of this review will be shared with the appropriate organizational and governance structures when the information becomes available.

16. Explain how the results of evaluation will be used to improve the curriculum, teaching, services, and operations.

While the complete evaluation process of quarters to semesters conversion at RSC is under development, determination of achievement of Mission Criteria/ Key Performance Indicators is critical in the decision making process at Rhodes State College. Therefore, use of existing measures would provide the necessary comparison of quarters to semesters. The intended evaluation regarding the success of Semester Conversion at the College will utilize the Q2S Steering Committee as the primary review group for the specified KPI's.

After compiling and reviewing the necessary data, the Q2S Committee will make suggestions for improvements to the appropriate organizational and governance structures. For example, review of achievement of programmatic student learning outcomes will be essential in determining how semester conversion may have affected the learning taken place under the new semester system. Modifications to the curriculum may be made as areas for improvement are identified. The use of Curriculum Mapping would help isolate and improve those areas that are in greatest need of improvement.

Departmental achievement of Mission Criteria/Key Performance Indicators will be reviewed to determine how semester conversion has influenced the operations of the College. Needed improvements will be identified and will be the focus for the following assessment cycle. Special attention will be given to the fiscal viability of the institution. It is a common occurrence for enrollments to decline at the time of semester conversion. In response, additional enrollment and retention efforts are being implemented at the institution to minimize this phenomena and any resulting decline in tuition incomes.