Introduction and History:

MERCY’S CATHOLIC HERITAGE

Mercy College of Northwest Ohio has a rich history steeped in the tradition of service to others. Building on the legacies of Catherine McAuley and Marguerite d’Youville and the heritage of Mercy School of Nursing, Mercy College has evolved into an institution of higher education dedicated to service and leadership.

CATHERINE MCAULEY

Mercy College today traces more than its name to the Sisters of Mercy. The Catholic beliefs and core values of Mercy owe much to the vision of the Sisters of Mercy foundress, Catherine Elizabeth McAuley. Catherine was born in 1778 in Dublin, Ireland to a well-to-do Catholic family. Although Catherine’s father died when she was only five years old, his compassionate service to the poor provided Catherine with lifelong inspiration. After her mother’s death in 1798, Catherine lived with non-Catholic relatives who did not share her religious convictions; however, her pious manner earned her an invitation to live as a companion to the wife of a wealthy man in Dublin. Upon the death of this childless couple, she inherited their fortune. Catherine utilized her inheritance to open a house for religious, educational, and social services for women and children. Under her leadership, her “House of Mercy” served the people of Dublin, who then witnessed a woman using her blessings to help those less fortunate. Eventually, combining her love of God with her commitment to serve humanity, she formed a religious institute. She began by joining the convent of the Presentation Sisters, and 15 months later, with two other women, took her vows and founded the Sisters of Mercy in 1831. During a cholera epidemic, the Sisters of Mercy offered healthcare to anyone needing medical treatment. Catherine’s works of service inspired other women in the community to join her, including Frances Xavier Warde, who, after Catherine’s death in 1841, brought the Sisters of Mercy to the United States in 1843.

Catherine McAuley was declared Venerable by the Catholic Church in 1990.

THE TOLEDO COMMUNITY

The Sisters of Mercy eventually established roots in Toledo, Ohio. By 1911, Toledo had a population of more than 100,000 Catholics and was in need of its own Bishop. Joseph Schrembs was appointed as the first Bishop of Toledo on August 11, 1911. Aware of the work done by the Sisters of Mercy, Bishop Schrembs called upon his good friend, Mother Bernardine McMullen, and her two companions, Sister Mary Anthony McMullen and Sister Mary DeChantel Lyons, to oversee the organization and construction of Mercy Hospital of Toledo. This new hospital assisted those affected by the Spanish influenza of 1918. In response to the dire need for properly trained nurses at the hospital, the Sisters of Mercy opened the Mercy School of Nursing. Between 1918 and 1994, the Mercy School of Nursing graduated 2,921 nursing students.

MARGUERITE d’YOUVILLE

Marguerite de Lajemmerais was born in 1701 in Varennes, Canada. Like Catherine McAuley, Marguerite’s father, an army officer, also died when she was very young. She received her education from the Ursuline nuns. At the age of 21, she married François...
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d’Youville, a French fur trader. Francois’ drinking and gambling problems left Marguerite and their two surviving children deeply in debt at his death. In order to pay for these debts, she managed a small shop but, even in poverty, felt the call to service. After her son entered the seminary, she took in a blind beggar woman and continued to help those in need. She herself turned to begging to raise enough money to bury an executed prisoner. With other women also called to serve, she founded the Sisters of Charity of Montreal, the “Grey Nuns” who were put in charge of the Montreal Hospital. They turned the debt-ridden hospital around and improved the conditions of the patients. Even enemy soldiers were treated the same under Marguerite’s care. The Grey Nuns were known as the “tipsy nuns” because of the 18th century French slang, “Les soeurs grises,” based on Marguerite d’Youville’s husband’s bootlegging activities. Marguerite d’Youville was declared the first Canadian-born saint of the Catholic Church in 1990.

The Grey Nuns came to Toledo, Ohio in 1855 to help with the cholera epidemic in the mosquito-infested Blackswamp region. St. Vincent’s Hospital, established in 1855 under the direction of the Grey Nuns of Montreal, was rooted in the heritage of their patron, Marguerite d’Youville. Marguerite d’Youville and Catherine McAuley shared the same mission to serve the poor and sick, a mission reflected at both hospitals established through their inspiration. In 1997, St. Vincent’s Hospital joined Mercy Health Partners, the Grey Nuns sharing sponsorship with the Sisters of Mercy.

MERCY HEALTH PARTNERS CONNECTION

Mercy College was incorporated in 1992 and enrolled its first class in the Associate of Applied Science Degree in Nursing program in January 1993. The College was established as a subsidiary corporation of Mercy Health Partners, sponsored by the Sisters of Mercy of the Americas. Since that time, additional religious orders, including the Sisters of Charity of Montreal (the Grey Nuns), founded by Marguerite d’Youville, have joined partnerships within the healthcare system. To embrace the diversity of multiple cosponsors and reflecting its mission and an emphasis on partnering, Mercy Health System changed its name to Catholic Healthcare Partners (CHP) in 1997. CHP, recently named to the top 10 list of health systems in a Thomas Reuters study, is the seventh largest not-for-profit health system in the United States and the largest in Ohio. Mercy College is a subsidiary corporation of Mercy Health Partners (MHP), which is a system under the umbrella of CHP. This partnership has afforded great opportunity for Mercy College in the form of continued fiscal support, a potential source of new students and high quality clinical facilities for student placement.

MERCY SCHOOL OF NURSING

The tradition in healthcare education, more specifically nursing, was to educate and to train nursing students in hospital based apprentice programs. As trends in education changed, the former school of nursing began including college courses in the nursing program curriculum (science and general education). The program also transitioned from a three-year diploma program to a two-year diploma program. Beginning in 1981, the Director of the Mercy School of Nursing, Sister Patricia Ann Dalke, RSM, was preparing for the future. She recognized that the vocational diploma school was becoming outmoded and that a collegiate education would benefit the students by laying a foundation for lifelong learning. Thus, the seeds of Mercy College were planted.
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MERCY COLLEGE OF NORTHWEST OHIO

In January 1993, the newly formed Mercy College began holding classes in the former Mercy School of Nursing building (The Professional Center). To continue to meet the needs of the growing College and student body, the President of the College, Sister Patricia Ann Dalke, along with the devoted faculty and staff, planned and implemented the next stage of growth. The Mercy buildings on the corner of Madison Avenue and 23rd Street were renovated and a formal dedication of the new campus was held on September 13, 1998. Included in the renovations were a dormitory, student lounge, new classrooms, and supporting technology. By this time, the Mercy College offerings included Associate Degrees in Nursing (ASN), Pharmacy Technology (PT), Medical Laboratory Technology (MLT), and Health Information Technology (HIT). The explosion of students and the growing need for credentialed staff members at healthcare facilities prompted leaders to add a Bachelor of Science in Nursing and an Associate of Science in Radiologic Technology (RT) in 2000.

Having worked in the Mercy System for nearly fifty years, Sister Patricia Ann Dalke retired as president of Mercy College in 2000. In 2001 the Board appointed the first lay president of the College. Dr. Paul Kessler came to Mercy College with the vision of quality education and a focus on student needs within a small college atmosphere.

MERCY COLLEGE YOUNGSTOWN SITE

Along with Mercy Health Partners, St. Elizabeth Health Center, founded by the Sisters of the Humility of Mary, is also a member of Catholic Healthcare Partners (CHP). This hospital also supported a diploma school of nursing. With the closing of the St. Elizabeth School of Nursing in 1996, an eighty-five year history of diploma nursing education ended. Over time, a growing need for nurses in the Youngstown area prompted St. Elizabeth Health Center to contact Mercy College of Northwest Ohio to discuss the feasibility of establishing a site in Youngstown at St. Elizabeth Health Center.

The Youngstown Site was established in November 2002 and enrolled its first class of twenty-nine students in January 2003. The first Associate of Science in Nursing class of twenty-six students graduated on August 5, 2004. The Youngstown Site continues to prepare students in the Catholic tradition of healthcare.

Today, the heritage of the Sisters of Mercy is not forgotten. August 21, 2008 marked the dedication of an Ohio Historical Marker remembering those who were called to serve in the professions of healthcare and healthcare education. The spirit left by the Sisters of Mercy is felt each day, and Mercy College of Northwest Ohio is a testament to that rich legacy.
INTRODUCTION AND HISTORY

MERCY’S GROWTH and CHANGE

Mercy College has experienced significant changes since the last Higher Learning Commission-North Central Association (HLC-NCA) visit in 2000. Many of the changes revolved around College leadership and growth in student enrollment. Academic leadership experienced a number of untimely deaths. Beverly Kummer—Lower, Program Coordinator of the Radiologic Technology (RT) program, died in 2004; Dr. Paul Kessler, President of the College, died in 2005; Deborah McCoy, Program Coordinator of the Associate of Science in Nursing program, died in 2005. The College also lost three leaders by attrition: Dr. Judy Ayoub, Program Coordinator of the Bachelor’s of Science in Nursing program, retired in 2006, and sadly, she died shortly thereafter in 2007; Tammy Mathewson, Program Coordinator of the Health Information Technology program, and Dr. Martha Shouldis, the Vice President of Academic Affairs, both resigned in 2008. The stress of grieving for the loss of the College’s leaders, dear friends, and former colleagues was compounded by the demands of a rapidly growing student body.

Dr. Kessler had identified a goal of achieving an enrollment of 1000 students by 2012. In 2005, four short years after his inauguration, Dr. Kessler died of cancer. During his tenure, enrollment had grown from 292 students in Fall 2001, to 674 students in Fall 2005 (See Table 1 and 2 below). How pleased he would have been to see the Fall 2009 enrollment of 1058 students between both college locations. Increased enrollment has brought with it a new set of challenges for the College that include: the need for additional qualified faculty, more comprehensive student services, more classrooms, and more up to date instructional technology. These challenges are being effectively addressed by President John Hayward, College administration, faculty, and staff and will be discussed below.

Table 1  
Comparison of Enrollment and Faculty Growth, Toledo Campus

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<th>Fall Semester</th>
<th>Unduplicated Student Headcount</th>
<th>Faculty Count</th>
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<td>2008</td>
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Table 2  
Comparison of Enrollment and Faculty Growth, Youngstown Site

<table>
<thead>
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<th>Fall Semester</th>
<th>Fall Student Headcount</th>
<th>Faculty Count</th>
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<td></td>
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<tr>
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<td>88</td>
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</tr>
</tbody>
</table>
President Hayward assumed College leadership following Dr. Kessler’s death in 2005. The College continues to grow under President Hayward’s guidance. New programs and new educational delivery systems have been instituted to meet the needs of the College’s increased student enrollment and the special scheduling needs of working students.

A hybrid distance program was implemented in the BSN completion program and the new Healthcare Administration (HCA) program. This new format achieved two goals: 1) meeting the needs identified by working students and their busy schedules, and 2) increasing classroom space to meet the demands of a higher student enrollment.

A weekend and evening program for students enrolled in the ASN program was instituted to enhance working students’ ability to attend school and to meet the clinical and classroom needs of a larger student population. Additional information about this program is included in the Increased Name Recognition/Enrollment section.

Listed below are campus improvements that have occurred since the previous site visit:

**Facilities:**

- **Added:**
  - 2 new classrooms
  - 1 new computer lab
  - 1 massage therapy lab including a 25 seat classroom
  - 1 new classroom in the nursing skills lab
  - 1 multipurpose room
  - Classrooms for the Continuing Professional Education Department
  - 1 small science classroom
  - The Division of Student Formation

- **Renovations:**
  - Enhancements to Radiologic Technology Lab including a 30 seat classroom
  - Conversion of 3302 to a classroom with technology enhancements
  - Conversion of dorms into faculty offices
  - Conversion of space on 2nd floor to administrative offices

In addition to the facility changes, Mercy College has undergone multiple organizational and program changes since the last HLC-NCA site visit in 2000. The changes include:

**New Academic Programs:**
General Studies (ASGS)
Therapeutic Massage (AS) (program closed December 2009)
Continuing Professional Education Certificate Programs
Blended Distance Program for BSN and HCA completion students
Evening and Weekend Program for ASN students

**New College Departments:**
Student Formation
Institutional Advancement
Enrollment Services
Information Services (IS)

**New Leaders:**
President - John Hayward
VPAA - Dr. Anne Loochtan
Associate Dean of General Education - Dr. Regan Brock
Director of College Advancement - Michael Whalen
Director of Institutional Assessment and Planning - Janell Lang
Chair of the ASN Program - Elizabeth Sprunk
Chair of the BSN Program - Susan O’Dell
Chair of the Youngstown ASN Program – Dr. Patricia McAllen
Chair of the HCA Program - Daniel Hoppe
Chair of the HIT Program - Judy Dudley
Chair of the RT Program - Dr. Linda Wheatley

Mercy College expects continued growth in student enrollment, program offerings, and College facilities in the years ahead.

SELF-STUDY PURPOSE AND PROCESS

Purpose: The purpose of the current Self-Study is a thorough self-evaluation of the College’s strengths, limitations, and opportunities for growth while involving as many of its constituents in the process as possible. This formal assessment will help to ensure that the College is living its Mission of instilling a commitment in its students to lifelong learning and social responsibility. Moreover, the Self-Study process informs and undergirds the College’s Strategic Plan (See Appendix A). The Self-Study process is perceived as a transformational opportunity with the following objectives identified in the Mercy Self-Study prospectus:

❖ Complete an in-depth evaluation and analysis of the institution.
❖ Identify strategies to maximize strengths and to address the identified limitations.
❖ Encourage participation in the assessment, analysis, and improvement process by all College constituents.
❖ Assess progress of the Strategic Plan to ensure future growth and success of the institution.

Goal: The College will also establish a transformational, evolving institutional stance by establishing a program of continual self-assessment and evaluation in keeping with the future direction of the HLC.

Key Points:
❖ Initiate academic changes in response to both health-related and broader societal trends while insuring compatibility with Mercy’s Mission and Core Values.
❖ Explore Mercy’s financial relationship with Mercy Health Partners and identify strategies to become a stronger financial asset.
❖ Promote greater involvement and transparency among administration, faculty, staff, and students in the shared governance of the institution.
❖ Establish an ongoing culture of institutional assessment.

Process: In 2006, Mercy College established a Self-Study Steering Committee (See Appendix B) to complete an in-depth self-evaluation and critique of the institution’s strengths, limitations, and opportunities for growth in preparation for the Higher Learning Commission’s planned 2009 visit. The Steering Committee, led by Co-Chairs Dr. Susan Bernheisel, Professor of Nursing and Dr. Holly Baumgartner, Professor of English and Humanities, is comprised of John Hayward, President of the College; Dr. Anne Loochtan, Vice President of Academic Affairs; James Harter, Vice President of Administrative Services; Joan Rutherford, Director of College Finances and Resource Planning; Janell Lang, Director of Institutional Assessment and Planning; Heather Hoppe, College Registrar; and Neema Bell, member of the College Board of Trustees.
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The Steering Committee challenged faculty and staff at a College Assembly meeting to conceive a theme for the Self-Study process. Because of all the changes and growth at the College, faculty and staff chose the theme of “Up, Up, and Away.” Dr. Mary Bergs, Professor of Mathematics, presented an encomium to the faculty and staff noting the numerous changes. As she pointed out, in 2002, the Youngstown Site was still in the planning stage. The Registrar was on the first floor with Admissions. No administrative offices were present on the second floor. She added that the computer lab on the second floor may have a sibling on the way. The third floor now houses a double-sized classroom and a suite of faculty offices. The fourth floor now has an adjunct office. The math and composition tutors, who once shared one office, are now part of the Division of Student Formation’s Student Success Center opened on the once-empty fifth floor. The College certainly has gone “Up, up and away.”

The journey of the Self-Study soared along in 2007 as several faculty and administrators attended a variety of educational programs on the assessment of student learning and Self-Study implementation presented by the HLC-NCA. The Steering Committee brought back numerous examples of self-studies and the self-study process from other colleges and developed a new assessment tool for college course objectives, all of which led to a deeper understanding of the intricacies of the assessment of student learning.

Time-Line of the Self-Study Steering Committee activities:

- April 2007 – Attended HLC-NCA Annual Meeting
- July 2007 – Attended Leadership Team Planning Retreat
- Fall 2007 and Winter of 2008 – Facilitated Faculty and Staff Criteria meetings, Toledo Campus
- April 2008 – Attended HLC-NCA Annual Meeting
- July 2008 – Facilitated Faculty and Staff Criteria meeting, Youngstown Site
- Summer 2008 – Developed Prospectus
- August 2008 – Submitted Prospectus to Mary Breslin
- August 2008 – Developed task descriptions and master outlines for Workgroups (See Workgroup membership in Appendix B)
- August 2008 – Invited recommended faculty and staff to participate in Criteria Workgroups
- September 2008 – Led Self-Study Kick-Off
- September 2008 – Hosted Mary Breslin’s visit
- Fall 2008 – Supervised Criteria Workgroups
- November 2008 – Met with Lourdes College Self-Study Writers for successful Self-Study writing strategies.
- January 2009 – Submitted Criteria Workgroup Reports
- Winter 2009 to Fall 2009 – Wrote Self-Study Report
- April 2009 – Attended HLC-NCA Annual Meeting
- April 2009 – Published Self-Study Newsletter
- May 2009 – Hosted Dr. Susan Hatfield’s presentation on Student Assessment
- August 2009 – Led faculty and staff Self-Study Workshop
- August 2009 – Held Strategic Planning Meeting

HLC-NCA ACCREDITATION HISTORY

Mercy College was founded in 1992 as a healthcare focused institution offering an Associate of Applied Science Degree in Nursing and an Associate of Applied Science Degree in Pharmacy Technology. Mercy College earned initial accreditation in 1995 and has continuously maintained accreditation from the HLC-NCA. Mercy’s last accreditation review occurred in 2000. During that site visit, the College also sought a change of status to offer the first baccalaureate degree. Mercy succeeded in earning continuing accreditation for 10 years and was granted a change in status to offer a
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Bachelor of Science Degree in Nursing; however it was required to write a five-year progress report addressing two of the five areas identified as challenging which are discussed below. In 2003, the Associate in Applied Science Degree was changed to an Associate of Science Degree. Mercy has also added a second baccalaureate degree, a Bachelor of Science Degree in Health Care Administration, and a second site in Youngstown, Ohio on the campus of St. Elizabeth’s Healthcare Center. The smaller site offers only one degree at this time, the Associate of Science Degree in Nursing. The College is preparing for an HLC-NCA site visit for institutional accreditation scheduled for November 16 – 18, 2009.

RESPONSES TO THE PREVIOUS SITE VISIT

The HLC-NCA requested a five-year progress report to address the following: 1) the College’s arrangement with associate and baccalaureate faculty and 2) enrollment in all programs. The five-year report was submitted in 2005 and, after analysis by the HLC-NCA, the report was accepted with no further reports required (See five-year report in the Resource Room). During the 2000 site visit, the team identified five challenges for the College that are set forth in italics below, and the College’s responses follow.

Culture

As the College begins its identity as a baccalaureate institution, faculty will be challenged to develop a corresponding culture.

Since the last accreditation site visit in 2000, the BSN program has graduated seven classes of BSN nurses, and the newer HCA program has graduated three classes of students. Establishment of a baccalaureate academic culture at the College encompasses many elements including:

- Accreditation of the BSN program by the Commission on Collegiate Nursing Education (CCNE), a Commission of the American Association of Colleges of Nursing
- Faculty membership in professional organizations
- Growth and changes within the College’s library
- Modifications of the Rank and Promotion policy (discussed in the Faculty section below)
- Increase in the General Education and Science offerings (discussed in the General Education section below)
- Creation of the Division of Student Formation
- Development of The BSN Student Handbook
- Increase in the number of full-time BSN faculty with an earned doctorate

The BSN program is approved by the Ohio Board of Nursing (OBN) and accredited by two professional bodies: The National League for Nursing Accrediting Commission (NLNAC) and the Commission on Collegiate Nursing Education (CCNE). In the fall of 2008, the College was visited by each of these organizations to evaluate the BSN program. The program was granted continued accreditation from CCNE for the full ten years. The NLNAC granted the BSN program initial accreditation for five years.

Accreditation of the BSN program by the CCNE provides evidence that the nursing program has satisfied the criteria identified in the Essentials of Baccalaureate Education. The Essentials of Baccalaureate Education are the core standards established for baccalaureate nursing programs by the American Association of Colleges of Nursing (AACN) and are built on the premise that a liberal educational foundation is necessary for the development of the whole person. The core components deemed essential for the education of the BSN graduate include:
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1) Liberal education
2) Leadership for quality care and patient safety
3) Scholarship
4) Information management and patient care technology
5) Policy, finance and regulatory environments
6) Communication and collaboration
7) Health and prevention
8) Professionalism and professional values, and
9) Nursing practice for a nurse generalist (AACN, 2009)

Faculty educational preparation is another area that contributes to the baccalaureate culture at Mercy College. The Faculty Stats Table in the Evidence binder for Introduction lists all faculty members who teach in the bachelor programs and their credentials.

All but two faculty members teaching in the bachelor programs have a minimum of a master’s degree. Scholarly endeavors of the faculty include:

- Presentations at professional conferences
- Mentoring for new faculty
- Precepting for graduate students
- Publications
- Consulting
- Membership and leadership in professional organizations
- Professional Certifications

In keeping with the professional growth of faculty members and students, the professional library staff responded to the recommendation to augment its holdings by developing a Library Collection Development Plan that was approved by the Mercy College Faculty Senate and Administration. Library changes include:

- Increased funding of library book purchases
- Allocation of a significant portion of its annual library materials budget for general education and general science
- Access to increased number of journals available to library user by electronic consortia memberships
- Full membership in OhioLINK through the Ohio Private Academic Libraries (OPAL) consortium
- Access to the library resources remotely

The academic culture was further enhanced with the addition of the Division of Student Formation. The Division of Student Formation provides numerous activities for students. One of the activities enriching the culture of the College is the ‘FYI’ Seminars. The College regularly offers seminars featuring outside speakers on a variety of topics. Examples of seminar topics presented over the last few years include:

- Domestic Violence
- John Hendricks Jazz (with concert)
- Transcendental Meditation
- Sansei
- Mars: The Red Planet
- Eating Disorders
- Earth Day (with Drumming)
- Faithful Citizenship
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- Dress for Success
- Restorative Justice
- Substance Use and the Medical Profession

Students are encouraged to participate in the ‘FYI’ Seminars to enrich their minds. They also have opportunities to participate in intramural sports including volleyball and pick up touch football for physical fitness and socialization.

Faculty

Issues such as rank and tenure as well as the clear identification of Associate and Baccalaureate faculty need to be addressed.

Rank and promotion are important mechanisms for developing and reinforcing the culture of higher education. Faculty members on the Rank and Promotion Committee have devoted time to developing new bylaws for the committee and criteria for implementation of the College’s Rank and Promotion policy. The Rank and Promotion policy is available in the Faculty Handbook as well as on a central electronic drive on the computer network that is accessible to all employees.

The College does not have a tenure track for faculty, and, following the current trends in higher education, developing a tenure track is not a current goal. Faculty members sign annual contracts of employment.

Students share the same faculty in their general education and science courses; however, faculty members specialize once students enter into the professional programs. In the Division of Nursing, all but three of the faculty members teach exclusively in either the associate program or the bachelor program. The three faculty members who teach in both programs include those teaching the following courses: the Psychiatric Nursing course (sharing of faculty is needed due to the availability of qualified individuals in this specialty), the distance learning Management and Leadership course, and the summer and distance learning Nursing Pharmacology course.

General Education

As general education is an integral part of the higher education curriculum, the College is urged to reinforce the place of general education as an important essential element within the curriculum.

The General Studies Division is an integral part of the higher education of Mercy College students. The position of Director (now Associate Dean) of the General Education Division was filled in 1999, and the General Education Core Abilities are now included in all course syllabi (See Syllabi binder in Resource Room). The inclusion of the General Education Core Abilities in the syllabi illustrates how these outcomes are integrated throughout the curriculum. The BSN curriculum is developed around The Essentials of Baccalaureate Education, which identify the importance of a sound general education foundation for the development of competent professional nurses.

The General Education Division has instituted both curricular and policy changes that support additional higher-level course offerings, including a redistribution of social sciences/humanities electives to provide a better balance for Mercy College students. These changes are in keeping with the College’s General Education Core Abilities which are integrated into every course and exhibited through student completion of a General
INTRODUCTION AND HISTORY

Education Portfolio. The Portfolio is a graduation requirement as well as an assessment tool for the General Education Division. In the area of curricular change, many courses have been added to the curriculum including the special 399 courses offered to students during alternating semesters. Below is a list of courses added since the last HLC site visit.

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<tr>
<td>ART 101</td>
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<td>Introduction to Word Processing and Presentation Applications</td>
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<td>CIS 106</td>
<td>Introduction to Spreadsheet Applications</td>
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<td>CIS 108</td>
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<td>First Ladies</td>
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<td>The History of Nursing (Nursing/History)</td>
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<td>Medieval Seminar (Religion/Humanities)</td>
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<td>IDS 399</td>
<td>Women and Social Justice (Gender Studies/Religion)</td>
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<td>IDS 399</td>
<td>Patterns in Culture (Math/English)</td>
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<td>IDS 399</td>
<td>Faith, Family, Marriage, and Spirituality (Psychology/Religion)</td>
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<tr>
<td>IDS 399</td>
<td>Mercy in a Virtual World: Your Professional Second Life (Culture Studies/Technology)</td>
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<td>IDS 399</td>
<td>Science in Science Fiction (Science/English)</td>
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<td>IDS 399</td>
<td>International Nursing and the History of the Mercy Core Values (Nursing/Religion)</td>
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<td>IDS 399</td>
<td>Homelessness and Service Learning (Religion/Student Studies Development)</td>
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<td>Mission, Healthcare Ministry and Enculturation (Nursing/Religion)</td>
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<td>Cultural Immersion in Native American Healthcare (Culture Studies/Nursing)</td>
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<td>Mathematics for the Healthcare Professions</td>
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<td>PDC 110</td>
<td>Adult Ballet</td>
</tr>
<tr>
<td>PDC 120</td>
<td>Stress management</td>
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<td>PDC 199</td>
<td>Yoga, Self-Defense, Pilates, PiYo</td>
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<tr>
<td>PDC 310</td>
<td>Games of Strategy and Chance</td>
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<td>PSY 350</td>
<td>Interpersonal Relationships</td>
</tr>
<tr>
<td>REL 318</td>
<td>Introduction to the New Testament</td>
</tr>
<tr>
<td>REL 330</td>
<td>Image and Identity: Theologies of Christian Art</td>
</tr>
<tr>
<td>SOC 399</td>
<td>Global Issues</td>
</tr>
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<td>SOC 399</td>
<td>Asians and Asian-Americans</td>
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SOC 399 -- Korean Society and Culture in a Global Perspective
SOC 399 -- Intercultural Business
SOC 410 -- Sociological Perspectives on Peace

The Science Division has also added several courses, which include:

BIO 320 -- Pathophysiology
BIO 330 -- Cardiac Physiology
BIO 331 -- Renal Physiology
BIO 334 -- Genetics
BIO 335 -- Endocrine Physiology
BIO 340 -- Recent Advances in Medicine

Increase Name Recognition/Enrollment

The College needs to increase efforts at name recognition within the community as well as to seek new sources of enrollment.

Increase Name Recognition

In 2003, a new logo was developed and approved for Mercy College. The College had been using the same logo that had been used by the Diploma School of Nursing as well as all other MHP facilities prior to that time. This logo aided the community in identifying Mercy as a College that offers a variety of degrees. It was more “collegiate” and was easily adapted for use on t-shirts, pens, notebooks, and other promotional items. Mercy’s new logo was introduced to the community in a series of 30 second TV commercial spots. There were additional commercials focused on the different degree programs available at Mercy College with the tagline “make a choice, make a living, make a difference.” This tagline was used in conjunction with the logo in an innovative view book, which was mailed to prospective students in a small Think Box that also contained an application for admission and a promotional CD.

The College’s marketing efforts are almost entirely directed at increasing enrollment, and, in 2003, the College was recognized for its marketing efforts. The Admissions Marketing Report, which sponsored the competition, is among the nation’s leading publications for marketing in higher education. More than 2,200 entries were received from more than 1,000 colleges, universities, and secondary schools from all 50 states and several foreign countries. Mercy received awards in the “under 2,000 students” division in the following categories:

Gold for Logo/Letterhead
Silver for Radio Advertising Campaign
Bronze for Television Advertising Campaign
Merit for poster
Merit for “I Want to Make a Great Start” brochure

Mercy College’s marketing efforts were recognized a second time by the Advertising Club of Toledo in 2004. The view book was awarded the silver “Addy” from the organization. Addy awards are given to recognize creative advertising in 12 categories. A distinguished panel of judges from outside the local area determines the winners of the Addy awards. These awarding winning College marketing efforts have had a positive effect on the growth of the college.

Enrollment

The BSN program has grown dramatically since its inception in 2000. The first pre-licensure class graduated 7 students in May 2004; in May 2009, 42 pre-licensure
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students and 3 RN completion students graduated. The current number of students enrolled in the BSN program as of Spring 2009 includes 177 pre-licensure students and 28 RN completion students. As the program’s reputation has grown in the region, enrollment has increased. Increased enrollment of RN completion students followed a direct marketing initiative, Mercy on the Move, which involved representatives from the College traveling to hospitals to present information in the cafeteria, lobby, or other areas where nurses and staff congregate.

Three other program changes have enhanced enrollment of adult working students: the weekend and evening program for the ASN, the two day a week HIT program, and the hybrid distance learning program for BSN and HCA completion students. The ASN weekend and evening program opened in Fall 2006 with an enrollment of 40 students. Fall 2009 has an enrollment of 74 students.

Since the inception, the hybrid BSN distance learning program’s enrollment of completion students has increased from 25 in Fall 2000 to an anticipated total of 46 for Fall 2009. Similarly, the HCA program has grown from three students in 2004 to an enrollment of 52 students for Fall 2009.

The College began a summer option for prelicensure students who transfer to Mercy College. The candidate students for this program must have a grade point average of 3.0 or higher from a regionally accredited college, and they must have completed their Science, English, and Psychology prerequisites. The summer option provides them with the opportunity to take sophomore level nursing courses and still enter the BSN program full-time in the subsequent fall term. This option has proven to be very successful in maintaining numbers in the third year of the program. Enrollment in this option has increased from 12 in the first summer to 15 during Summer 2009.

Growth of the College as a whole reflects the growth of the individual programs. Since the HLC-NCA visit in 2000, total enrollment at the College has increased from 292 in Fall 2001 to an anticipated 1061 students for Fall 2009. Of these 1061 students, 960 attend the Toledo Campus, and the remaining 101 are students attending the Youngstown Site. This Site had an initial enrollment of 30 students in the Spring 2003 and has since increased three-fold. The increase in overall enrollment at Mercy College is greater than 300%.

Conclusion

Mercy College of Northwest Ohio has undergone significant changes since the 2000 Higher Learning Commission team site visit. The culture of the College has changed with the addition of the baccalaureate programs, increases in library services, the establishment of the Division of Student Formation, and growth of the General Education and Science Divisions. The College has also experienced exponential growth in student enrollment as a result of direct marketing initiatives and unconventional class delivery approaches described above.

The following Self-Study report addresses HLC-NCA criteria in numerical order and concludes with the required special section in chapter six on Federal Compliance. In view of the evidence noted in the foregoing Introduction and History, and the strengths highlighted in the chapters which follow, the administration, faculty, and staff believe the College has achieved the criteria for continued accreditation.