



Mercy College of Ohio, a Catholic institution with a focus on healthcare, educates and inspires students to lead and to serve in the global community.

Institutional Effectiveness Plan Academic Year 2014-2015

Mercy College has instituted an Institutional Effectiveness Plan (IEP) as a means to systematically collect, analyze and act on data and information relating to the objectives and outcomes developed to support the College's mission and vision aligned with Higher Learning Commission (HLC) accreditation. Institutional Effectiveness is oriented toward measuring results and using these results to aid in decision-making and improving programs and services of the College that support student learning. Communicating the results to internal and external constituencies is important for institutional transparency. Overall, the purpose of institutional effectiveness is to obtain evidence to assure we are doing what we say we are doing to better serve our students.

Institutional Effectiveness is a systematic process for gathering and analyzing the information noted below. Data will be used to identify how effectively Mercy College is achieving the College's strategic goals. The Institutional Effectiveness calendar is updated annually to include due dates for reports to be completed, due dates for when summary reports will be distributed, when planning meetings will occur (such as the budget process), and when surveys are distributed (Appendix I).

Institutional Assessment

Institutional Assessment is a college-wide effort aimed at gauging the relative quality of our education and other services by evaluating our Key Performance Indicators (KPIs), Department/Division Institutional Goal (DIG) plans and reports, Committee/Council Annual Reports (CARs), Academic Program Reviews (APR), accreditations, and required government data submissions.

- 1) The following KPIs have been identified to evaluate to what extent we are meeting the three focus areas of the institution (Recruitment/Retention, Relationships, and Resources) (Appendix II).
 - Enrollment: Enrollment Dashboard
 - Retention: Retention and Persistence Rate
 - Graduation Rate: Graduation Rate

- 2) The goals of the Mercy College Strategic Plan have been aligned with HLC accreditation criteria in the Strategic Goal Alignment and Data Collection document (Appendix III). This document will be used to evaluate and analyze the data collected to meet the goals of the institution.

Department/Division Institutional Goal (DIG) Plans and Reports

DIG Plans (Appendix IV), based on the College's Strategic Goals, will be submitted every three years by departments/divisions beginning in the spring semester of 2016. For specific due dates, see the Institutional Effectiveness calendar (Appendix I)

PLANS

- 1) DIG worksheets (Appendix V) will be completed to assist in writing three to five SMART 3-year stretch goals.
- 2) DIG plans will be completed by appropriate departments and/or divisions and submitted to the appropriate Vice President.
- 3) The Vice President will evaluate whether the goals in the DIG plans are aligned to meet the goals of the College.
- 4) Once approved by the Vice President, the DIG plans will be reviewed and refined by Executive Staff.
- 5) Once approved by Executive Staff, the IE committee will compile and track the progress of the DIG plans.

REPORTS

- 6) Annual DIG Reports (Appendix VI) will be due to the IE committee as a means to report progress made in the past year toward the goals defined in the DIG plan.
- 7) The IE committee will publish a progress report to communicate the progress made toward achieving institutional goals to internal and external constituencies.

Committee/Council Annual Reports (CARs)

CARs (Appendix VII), based on the College's Strategic Goals, will be submitted to the IE committee at the end of every year by each committee/council beginning fall 2015 semester. Due dates are based on whether the committee/council meets only fall and spring semesters or the entire academic year. Specific dates can be found on either the Institutional Effectiveness calendar (Appendix I) or the bottom of every CARs sheet. The information will be used to evaluate the effectiveness of the committee/council and to provide direction for the next academic year.

Academic Program Review (APR)

The academic program review process is initiated through the office of the Vice-President of Academic Affairs. Departments/Divisions will be placed on a three (3) year APR review. APRs will encompass the following elements:

- 1) Students: In order to identify how well we prepare *students* to contribute professionally and personally in the global community" (Goal E), we must understand our students.
- 2) Faculty and Students: To evaluate our core value *Excellence*, which we define as "Pursuing distinction in our professional and personal lives through quality academics and intellectual inquiry," the various measures of excellence and student success must be evaluated together. Quantitative and qualitative information on Faculty productivity, teaching, scholarship, and service; student Key Performance Indicators (KPIs) for pass rates, retention, completion, etc.; and survey responses from program clinical sites, completers/graduates, employers, etc. provide input for an overall picture of program excellence and student success.
- 3) Fiscal Resources: To achieve College Goal C, to "secure and effectively steward the *resources* required to support the mission and goals of the College," we need to evaluate the financial viability of programs in context with market Revenue and Expenses.

- 4) Program Needs: As we “research, develop and evaluate our programs and services that support educational excellence” (Goal A), program chairs/deans need to determine the budgeted resources needed to adequately educate students to exhibit “proficiency and competency within their discipline in service to others” (ILO 1) through participation in the annual budget preparation process and review of budgets at least monthly.
- 5) External Relationships: In order to “Strengthen and cultivate the College’s *relationships* with partners and the community” (Goal B), we must evaluate, through survey methodology, our relationship with those we serve in clinical and practicum settings as well as those who hire our students.

The Vice-President of Academic Affairs, Director of Institutional Research, and the Institutional Research Analyst have formulated a new APR process that will incorporate information from the Annual Assessment Reports, the Department/Division Institutional Goal (DIG) plans and reports, and other departmental information. The purpose is to link the assessment of student learning, planning and budgeting, and evaluation of the department strengths and challenges to continuous process improvement. The plan is to have full reports submitted on a rotating basis with annual updates. (*Extracted from the Academic Program Review Self-Study Report document.*)

Learning Outcomes

The philosophy behind a Mercy College education is that an individual, regardless of his/her chosen profession, needs to possess both a broad knowledge base and the knowledge that characterizes an educated person. At Mercy College, this knowledge base and these learning outcomes are emphasized in all courses and in co-curricular activities. Students demonstrate mastery of the Mercy College Student Learning Outcomes through college-wide assessment rubrics. These rubrics present documentation that demonstrates the student’s work, abilities, and growth throughout his/her academic career at Mercy College of Ohio. (*Extracted from the Institutional Assessment of Student learning at Mercy College of Ohio document.*)

Institutional Effectiveness Committee (IEC)

The Institutional Effectiveness Committee will provide input into institutional effectiveness methodology, survey design and content, as well as review and analyze KPIs and collected data from the DIG reports and Academic Program Reviews (APR). The IEC may also make recommendations for improvements for programs and services relating to goals and outcomes that support the College’s mission and vision while assuring a link to budget and assessment. The IEC will communicate its findings to Executive Staff and the Board of Trustees to ensure institutional transparency in September of each year. The committee acts primarily in an advisory role reporting to Executive Staff. Attached are the bylaws for the Institutional Effectiveness Committee (Appendix VIII).

Appendix I

MERCY COLLEGE INSTITUTIONAL EFFECTIVENESS CALENDAR ACADEMIC YEAR 2014-2015 (August 1, 2014 – July 31, 2015)

	REPORTS DUE	SUMMARY REPORTS DISTRIBUTED	MEETINGS	SURVEYS
JULY 2014				
AUGUST 2014			<ul style="list-style-type: none"> Assessment and Planning Days: August 4-5, 2014 	
SEPTEMBER 2014	<ul style="list-style-type: none"> Assessment Report Due September 15 Assessment Plan Due September 15 	<ul style="list-style-type: none"> Academic Program Review (APR) Data distributed as of fall 15-day reporting to Departments/Divisions Alumni Summary Reports distributed for December 2013 grads 	<ul style="list-style-type: none"> DIG Plan Meetings for 2014-2015 with Advisory Committees & Dept/Div to discuss student data 	
OCTOBER 2014	<ul style="list-style-type: none"> All DIG Plans due to the IEC by October 31, 2014 			<ul style="list-style-type: none"> Distribute New Student Survey to New Fall students
NOVEMBER 2014		<ul style="list-style-type: none"> Fall Reporting Data distributed to College Constituents New Student Survey data collected in October - Report distributed to College Constituents 		<ul style="list-style-type: none"> Alumni Survey administered to May grads
DECEMBER 2014	<ul style="list-style-type: none"> Preliminary Assessment Report Due for fall 2014 	<ul style="list-style-type: none"> IEC will return the DIG Plan rubric to the Division/Department Dean/Director (beginning fall 2015) 	<ul style="list-style-type: none"> Assessment Co-Leads meet with Program Chairs/ Department Heads to review Annual Assessment Reports results from previous AY 	
JANUARY 2015				
FEBRUARY 2015	<ul style="list-style-type: none"> Begin Data Collection for 2014-2015 Databook 	<ul style="list-style-type: none"> Alumni Summary Reports distributed from the alumni survey of May 2014 graduates 		<ul style="list-style-type: none"> Alumni Survey administered to August grads
MARCH 2015	<ul style="list-style-type: none"> Collect Passage Rate information from Program Chairs for Databook reporting 			<ul style="list-style-type: none"> Noel Levitz SSI distributed to students every even number year

	REPORTS DUE	SUMMARY REPORTS DISTRIBUTED	MEETINGS	SURVEYS
APRIL 2015				
MAY 2015	<ul style="list-style-type: none"> • May 7 – Assessment Report for 2014/2015 results • May 31 – CARs for committees/councils who meet only Fall and Spring semesters (Beginning FA15) 	<ul style="list-style-type: none"> • Alumni Summary Reports distributed for August Grads 	<ul style="list-style-type: none"> • Research Days in May/Rings of assessment and compliance 	
JUNE 2015			<ul style="list-style-type: none"> • Budget Development • Leadership Council Retreat/Planning 	<ul style="list-style-type: none"> • Alumni Survey administered to December grads
JULY 2015	<ul style="list-style-type: none"> • July 31 – CARs for committees/councils who meet all academic year (Beginning FA15) 		<ul style="list-style-type: none"> • Budget Development • Leadership Council Retreat/Planning 	
AUGUST 2015		<ul style="list-style-type: none"> • Distribute published 2014-2015 Databook to the BOT and faculty and staff 	<ul style="list-style-type: none"> • Planning Days 	
SEPTEMBER 2015	<ul style="list-style-type: none"> • DIG Reports for 2014-2015 due September 15 to Director of IR • Annual Assessment Report/Plan due to Assessment Co-Leads by September 15 			
NOVEMBER 2015		<ul style="list-style-type: none"> • Institutional Effectiveness Report for 2014-2015 submitted to Executive Staff and BOT 		

Glossary:

Assessment Co-Leads: Clay Chiarelott (non-academic) and Vickie Delaney (academic)

DIG: Department/Division/Committee Institutional Goals

Databook: Annually published report of student data-set

Retention Dashboards

Mercy College Retention Rates By Gender

Retention Rates	Male	Female
Fall 2009 to Fall 2010	77%	81%
Spring 2010 to Spring 2011	82%	81%
Fall 2010 to Fall 2011	82%	80%
Spring 2011 to Spring 2012	77%	81%
Fall 2011 to Fall 2012	73%	82%
Spring 2012 to Spring 2013	75%	83%
Fall 2012 to Fall 2013	70%	80%
Spring 2013 to Spring 2014	76%	82%
Fall 2013 to Fall 2014	84%	77%
Spring 2014 to Spring 2015	79%	81%

Mercy College Retention Rates By Race/Ethnicity

Retention Rates	White/Caucasian	Black	Hispanic	Other
Fall 2010 to Fall 2011	82%	71%	75%	65%
Spring 2011 to Spring 2012	82%	75%	70%	67%
Fall 2011 to Fall 2012	82%	75%	76%	74%
Spring 2012 to Spring 2013	83%	71%	82%	75%
Fall 2012 to Fall 2013	80%	68%	77%	72%
Spring 2013 to Spring 2014	81%	77%	83%	70%
Fall 2013 to Fall 2014	80%	69%	79%	69%
Spring 2014 to Spring 2015	79%	72%	77%	74%

Retention = Year – to – Year re-enrollment of a specified cohort

Retention Rates By Program

	FA08-FA09	FA09-FA10	FA10-FA11	FA11-FA12	FA12-FA13	FA13-FA14
A.S. in Cardiovascular Tech - Echo				82%	89%	88%
A.S. in Cardiovascular Tech - Peripheral				90%	89%	80%
A.S. in General Studies ***	N/A	N/A	N/A	N/A	N/A	N/A
A.S. in Health Information Technology	81%	67%	69%	92%	73%	73%
A.S. in Nursing (Toledo-Evening)	46%	66%	77%	75%	62%	68%
A.S. in Nursing (Toledo-Day)	86%	88%	82%	88%	85%	84%
A.S. in Nursing (Youngstown)	74%	82%	92%	78%	77%	74%
A.S. in Radiologic Technology	90%	81%	88%	90%	84%	83%
B.S. in Biology					75%	75%
B.S. in Healthcare Administration (Completion)	54%	56%	56%	56%	58%	60%
B.S. in Medical Imaging (Completion)****				71%	67%	78%
B.S. in Nursing (RN-BSN Completion)	71%	51%	44%	57%	45%	46%
B.S. in Nursing (Pre-licensure)	88%	86%	84%	77%	82%	90%

***Students often declare A.S. General Studies as their major at or near the end of their first major before graduating with the degree.

****SP12-SP13 Retention

Retention Rate 75% or greater

Retention Rate 50-74%

Retention Rate 0-49%

Persistence Dashboard

Mercy College Persistence Rates

Persistence Rates	Potential Students*	Returning Students	% Returning from Previous Semester
Fall 2009 to Spring 2010	1012	910	90%
Spring 2010 to Fall 2010	837	735	88%
Fall 2010 to Spring 2011	1148	1033	90%
Spring 2011 to Fall 2011	900	774	86%
Fall 2011 to Spring 2012	1124	1002	89%
Spring 2012 to Fall 2012	812	720	89%
Fall 2012 to Spring 2013	1097	965	88%
Spring 2013 to Fall 2013	822	725	88%
Fall 2013 to Spring 2014	1100	1002	91%
Spring 2014 to Fall 2014	818	725	89%
Fall 2014 to Spring 2015	1123	994	89%

*Potential Students = Enrolled-Graduates

Persistence = Semester – to – Semester re-enrollment of a specified cohort

Graduation Rate by Program Dashboard

GRADUATION RATES BY PROGRAM COMPUTED WITHIN 150% OF COMPLETION

START YEAR	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
A.S. in Cardiovascular-Echo											70%	90%
A.S. in Cardiovascular-Peripheral											44.40%	90%
A.S. in Health Information Technology	100%	100%	86%	82%	73%	64%	75%	74%	78%	60%	47%	58%
A.S. in Nursing (Toledo-Day)	41%	57%	51%	52%	37%	53%	71%	65%	69%	65%	66%	75%
A.S. in Nursing (Toledo-Evening)							51%	63%	48%	53%	61%	38%
A.S. in Nursing (Youngstown)			97%	65%	59%	73%	62%	61%	69%	79%	83%	69%
A.S. in Radiologic Technology	100%	63%	87%	95%	71%	93%	100%	87%	90%	83%	80%	87%
B.S. in Healthcare Administration (Completion)						83%	65%	67%	58%	52%	64%	54%
B.S. in Medical Imaging (Completion)												67%
B.S. in Nursing (Pre-licensure)		50%	48%	44%	39%	41%	53%	66%	73%	77%	76%	*
B.S. in Nursing (RN-BSN Completion)	87%	51%	46%	29%	18%	50%	0%	9%	61%	43%	29%	30%

*Students who entered the BS Nursing Prelicensure program in the AY 2011-2012 are not within the 150% completion time.

Programs with Graduation Rates of 75% or greater	75%
Programs with Graduation Rates between 75% and 50%	50%
Programs with Graduation rates less than 50%	0%

150% of completion is defined as the total program length plus 50% (example: 150% of an 8 semester program would be 12 semesters in length).

Appendix III

Mercy College of Ohio
Institutional Effectiveness Plan
Strategic Goal Alignment and Data Collection
Academic Year 2014-2015

Goal A: Research, develop, and evaluate programs and services to support educational excellence.

HLC CRITERION	ASSESSMENT TOOL	DATE/FREQUENCY	RESPONSIBLE INDIVIDUAL (S)	OUTCOMES	DATE/FREQUENCY	RESPONSIBLE INDIVIDUAL (S)	ACTION PLANS
5.C.3	Noel Levitz Student Satisfaction Inventory (SSI)	SSI distributed spring semester of even number years (2016, 2018, etc.) to all enrolled students	Dir of IR sends email to current students with a link to complete the SSI		Review and analyze results during the summer leadership retreats and the fall semester of the even number years	Institutional Data Analyst prepares report to be distributed to Leadership Council and Deans/Chairs. Deans/Chairs review the results with their Dept/Div and create action plans. Plans are sent back to Leadership Council where priorities and action plans are set.	
5.C.3	New Student Survey	New Student Survey distributed after fall break to all new Mercy College students who entered fall semester	Dir of IR sends email to new student with a link to complete the new student survey		Review and analyze results during the spring semester	Institutional Data Analyst prepares report to be distributed to IEC, Academic Council, Leadership Council and Deans/Chairs (specific to response from students in their major). Deans/Chairs review the results with their Dept/Div and create action plans. IEC reviews the results and creates an action plan. Plans are sent back to Leadership Council where priorities and action plans are set.	

3.C.6. & 3.D.1&2	Track student tutoring by course, final grade and program	December - fall semester; May - spring semester; August - summer semester	Tutors: Science/Math; Writing; Nursing		Review and analyze results during the summer semester	Tutors to report findings to their Dean and the Division Dean, in which tutoring is occurring. Action plans to address findings to be put in plan for the preceding semester	
4.A.5	Program Accreditation	On going	Dean /Chair of program		Submit report to accrediting body	Deans/Chairs of each program are responsible for submitting all documents for reaccreditation by their accrediting bodies.	
3.A.1.	New Programs	July of each year	Dean of Innovative and Transitional Ed		Report Annually	Dean of Innovative and Transitional Education is to report the number of new programs approved for delivery in the next academic year.	

Goal B: Strengthen and cultivate the College's relationship with partners and the community.

HLC CRITERION	ASSESSMENT TOOL	DATE/ FREQUENCY	RESPONSIBLE INDIVIDUAL (S)	OUTCOMES	DATE/ FREQUENCY	RESPONSIBLE INDIVIDUAL (S)	ACTION PLANS
4.A.2.	Articulation Agreements	July of each year	Office of the VP of Academic Affairs		Report Annually	The office of the VP of Academic Affairs will compile a list of all articulation agreements and distribute to the Deans and Directors within Academic Affairs	
5.C.4.	Recruitment Assessment	July of each year	VP of Strategic Planning & Enrollment Management		Report Annually	The VP of Strategic Planning & Enrollment Management will report the number of high school visits and college fairs Mercy College participated in over the last year.	
4.A.6.	Career Fair Assessment	July of each year	Director of Career Services		Report Annually	The Director of Career and Professional Development will report the number of Career Fairs Mercy College hosted, the number of organizations present, and the number of students who attended.	
1.D. & 3.E.1.	Special Event Assessment	July of each year	Dean of Innovative and Transitional Ed		Report Annually	The Dean of Innovative and Transitional Education will report the number of Special Events hosted by Mercy College and the number of attendees.	
1.D. & 3.E.2.	Community Service Assessment	May of each year	Service Learning Coordinator		Report Annually	The Coordinator of Service Learning will report the number of locations and students who were involved in service learning over the past academic year.	

Goal C: Secure and effectively steward the resources required to support the mission and goals of the College.

HLC CRITERION	ASSESSMENT TOOL	DATE/ FREQUENCY	RESPONSIBLE INDIVIDUAL (S)	OUTCOMES	DATE/ FREQUENCY	RESPONSIBLE INDIVIDUAL (S)	ACTION PLANS
5.A.2.	Annual Giving	January of next year	Director of Development		Report Annually	The Director of Development is to report on the capital and annual campaign and grant dollars received in the previous calendar year.	
5.A.2.	Databook	May of each year	Financial Aid Director		Report previous calendar year	The Financial Aid Director is to report the funded and unfunded scholarship dollars distributed in the previous calendar year.	

Goal D: Respect our religious heritage and embrace our values.

HLC CRITERION	ASSESSMENT TOOL	DATE/ FREQUENCY	RESPONSIBLE INDIVIDUAL (S)	OUTCOMES	DATE/ FREQUENCY	RESPONSIBLE INDIVIDUAL (S)	ACTION PLANS
1.A.2. & 3.E.2.	Prayer Service and Mass Assessment	May of each year	Campus Minister		Report Annually	The Campus Minister is to report the number of prayer services and masses that took place in the previous academic year.	
1.A.2.	Noe Levitz	April 2016 survey	Director of IR			The Director of Institutional Research will inact a new question for the Noel Levitz SSI in as follows: Mercy College faculty and staff exhibit core values.	The results will be used to determine determine what action is needed to enhance the core values of the faculty and staff of Mercy College.

Goal E: Prepare students to contribute professionally and personally to the global community.

HLC CRITERION	ASSESSMENT TOOL	DATE/ FREQUENCY	RESPONSIBLE INDIVIDUAL (S)	OUTCOMES	DATE/ FREQUENCY	RESPONSIBLE INDIVIDUAL (S)	ACTION PLANS
4.A.5 & 4.C.	Certification Examination Pass Rate	May of each year	Deans/Chairs/Leads and Director of IR		Report Annually	Report certification exam pass rates to Director of Institutional Research for web updates and publication based on previous calendar year's graduates.	
4.C.4.	Employment Rates	May of each year	Director of Career Services and Dir of IR			Report employment rates to Director of Institutional Research for web updates and publication based on previous calendar year's graduates.	
5.D.	Alumni Survey	February, May and September	Dir of IR distribute survey. Data Analyst distribute reports. Programs/Leadership create action plans.			Review and analyze alumni exit survey responses. Distribute results to programs with 10 or more respondents and to the Leadership Committee. Action plan created to address concerns.	

Appendix IV



MercyCollege

DEPARTMENT/DIVISION INSTITUTIONAL GOAL (DIG) 3-Year Plan

Name of person(s) completing form:			Department/Division/Committee:		Academic Years:	
Mission Statement						
HLC Criterion	Mercy Goal (s)	GOAL (SMART: Specific, Measurable, Attainable, Relevant, Time-Bound)	Budgeted Resources (What is the estimated cost?)	Completion Date	Responsible Party	

Additional Comments:

Mercy College Goals

- Goal A:** Research, develop, and evaluate **programs and services** to support educational excellence.
- Goal B:** Strengthen and cultivate the College’s **relationships** with partners and the community.
- Goal C:** Secure and effectively steward the **resources** required to support the mission and goals of the College.
- Goal D:** Respect our religious heritage and embrace our **values**.
- Goal E:** Prepare **students** to contribute professionally and personally to the global community.

Appendix V

Planning Worksheet for DIGs

1. **Selecting a Goal.** The department may want to consider some of the following when selecting a department goal.
 - a. **Survey feedback.** Are there comments from multiple people or sources indicating the same issue? There was no overlap among the students completing the following surveys:
 - Noel Levitz Student Satisfaction Survey (Spring 2014)
 - 2013 Alumni Survey
 - 2014 New Student Survey
 - b. **Unmet need.** Has someone in the department identified something “we should do” that would improve student outcomes or create greater efficiency in the department?
 - c. **Unanswered question.** Has anyone in the department said “if we had data on ____” or “I would like to know ____” (e.g., What percent of students who take class X take class Y? or For the sequence of courses F, G, H, I, J is there a consistent pattern if decrease (or increase) over several years/semester at a particular point in the sequence?)
 - d. **Improvement.** Is there something that is part of the routine work of the department where the “success” rate can be increased? (e.g., Increase the percent of Alumni who respond to the Alumni survey. Or decrease the number of students who require more than two contacts for them to submit)
 - e. **Have a department planning session.** Solicit ideas from department members.

Write a goal or question here and the reason that this goal was selected or is important. The goal can be a vague idea at this point. The next steps will help you refine the goal.

2. **Write the goal as a SMART goal.** A SMART goal is Specific, Measureable, Attainable, Relevant, Time-Bound.

e.g., “We want students to live in a peaceful world.” Does NOT meet the smart criteria.

It may be easier to start with the T and work backward.

- **Time-Bound.** Is there a completion date? Or is there a date by which you will assess progress? “We will do by March 1, 2019” is time-bound.

What is your completion date or date that you will assess progress?

- **Relevant.** Is the goal related to the mission of the department? “We will hang blue curtains in all the office windows” might be a nice decorating touch, but hanging curtains is not the mission of any departments at Mercy College.

Is your goal relevant to the department mission? If not, go back to Step 1.

- **Attainable.** The goal should be more than “business as usual” but it should be possible for the department. Example 1: If the number of students in the department has been increasing 2% per year, maybe you want to set a goal that would require increasing students in the department to 4% per year. Example 2: “No negative feedback on student and alumni surveys” is unrealistic. An attainable goal might be “no negative feedback related to(a specific topic) on student and alumni surveys.”

Is your goal one you are already meeting? How could you ‘stretch’ that goal?

Is your goal ‘perfection’? Is there a lower standard – better than what is occurring now – that would be acceptable? Or is there a reason that ‘perfection’ needs to be the goal?

- **Measurable.** Will you be able to tell if you met your goal?

“We will have 800 students graduating from our program by the year 2025.” *In the year 2025 either you have 800 students graduating from the program or you don’t.*

“We will have a valid e-mail address for 80% of the students who have graduated in the past three years.” *You can (1) determine if you have an e-mail address for graduates, and (2) send an e-mail to each e-mail address and see if any are returned as ‘undeliverable.’*

How will you tell if you have accomplished your goal?

What needs to be measured to reach your goal or answer the question you want answered?

- **Specific.** If you were easily able write responses for the previous bullet points, your goal probably also meets the criteria of Specific. If you had trouble with those answers, then you may need to reduce the scope and have a more focused goal.

NOT specific enough: “We will check out graduate programs by the year 2017.” The goal is Time-bound (by 2017), Relevant (for a department offering BS degrees), Attainable (someone can do some research), but how will you measure “check out graduate degrees”? What does ‘check-out’ mean?

Better: “By the year 2017, we will determine an estimate of the yearly number of students who might enroll in an online M.S. in ... if offered at Mercy College.” *This goal is measurable and the goal itself also is more focused – ‘online’ and the degree has a specific focus.*

- Use your answers to the bullets above to rewrite your goal so it is a focused goal (Specific) for which you can tell when you have completed the goal (Measurable) and it is Attainable (but not just what you have always done), Relevant to the department mission, and has a completion date (Time-bound).

3. Planning for Goal Accomplishment.

What steps are needed to reach your goal?

*Who will do the work? Do they have time to do the necessary work? If the person will have ‘release time’ what costs will be incurred (e.g., hiring and adjunct) to pay someone else for the ‘released’ duties?”

Personnel costs include both salary and benefits.

What other costs will be incurred for supplies, copies, equipment, etc?

Fill out the chart below listing each step in a separate row. Your goal may require more or fewer steps than there are rows in the chart. Feel free to add rows (go to bottom right box and press the TAB key) or delete rows.

✓	Specific steps needed to accomplish the goal.	Person who will do the work for the step.	Completion Date for the step	Budget amount needed to accomplish the step. Include estimated costs for supplies, equipment, personnel costs*, etc.

➤ **Total Estimated Cost** (add all amounts in the right column of the chart). \$_____

Is the estimated time for each step realistic? Remember to consider other work that the person also needs to do.

Will the steps be completed by the ‘time-bound’ time in your goal? If not, adjust either the focus of the goal or the completion date of the goal.

➤ **What is the completion date for your goal?**

4. Congratulations! You have completed the Planning process for submitting a Department/Division Institutional Goal (DIG) Plan.

Enter the ➤ items on the DIG plan.

SAVE this plan and use the table above to chart your progress toward your goal.

Appendix VI



MercyCollege

DEPARTMENT/DIVISION INSTITUTIONAL GOAL (DIG) ANNUAL REPORT

Reporting on Academic Year: 2014-2015

Name of person(s) completing form:				Department/Division/Committee:	
HLC Criterion	Mercy Goal (s)	GOALS (SMART: Specific, Measurable, Attainable, Relevant, Time-Bound)	Status (Completed; Ongoing; Not Completed)	Reason(s) Not Completed (Include Budgetary Restrictions)	Results (Include budgetary implications)

Additional Comments:

Mercy College Goals

- Goal A:** Research, develop, and evaluate **programs and services** to support educational excellence.
- Goal B:** Strengthen and cultivate the College's **relationships** with partners and the community.
- Goal C:** Secure and effectively steward the **resources** required to support the mission and goals of the College.
- Goal D:** Respect our religious heritage and embrace our **values**.
- Goal E:** Prepare **students** to contribute professionally and personally to the global community.

Appendix VII



MercyCollege

COMMITTEE/COUNCIL ANNUAL REPORT (CAR)

Reporting on Academic Year: 2015-2016

Committee:			
# of meetings:		Name of person(s) completing form:	
Mercy Goal (see letter below)	GOALS for the Academic Year (SMART: Specific, Measurable, Attainable, Relevant, Time-Bound)	Status at the end of the year (Completed; Ongoing; Not Completed)	Reason(s) Not Completed

*Remember to set your goals at your first meeting in fall semester.

Summary of Academic Year Accomplishments/Outcomes/Goals Completed (to be taken from the minutes):

Mercy College Goals

Goal A: Research, develop, and evaluate programs and services to support educational excellence.
Goal B: Strengthen and cultivate the College's relationships with partners and the community.
Goal C: Secure and effectively steward the resources required to support the mission and goals of the College.
Goal D: Respect our religious heritage and embrace our values .
Goal E: Prepare students to contribute professionally and personally to the global community.

- Due May 31 for Committees/Councils who meet only Fall and Spring semesters to the Director of Institutional Research and Registrar
- Due July 31 for Committees/Councils who meet All Academic Year (Fall, Spring and Summer semesters) to the Director of Institutional Research and Registrar

Appendix VIII

BYLAWS FOR THE INSTITUTIONAL EFFECTIVENESS COMMITTEE

- I. Name
Institutional Effectiveness Committee
- II. Mission
The mission of the Institutional Effectiveness Committee, a representative body of faculty, staff, and administration, is to support the Leadership Council in stewarding the human, physical, and financial resources of the College to advance the College's mission, vision, values, goals and annual priorities.
- III. Membership
 1. Members of this committee are appointed by the President of the College who ensures that faculty, staff, administration, and the Youngstown campus are represented on the committee. The President also appoints the committee chair.
 2. Members of the committee will select a vice-chair and secretary.
 3. In the event a vacancy occurs, the President will appoint a replacement.
 4. Responsibilities
 - i. To review and amend, if necessary, the components of Institutional Effectiveness as determined for Mercy College
 - ii. To develop a protocol for the creation, distribution, and communication of survey results to appropriate constituencies.
 - iii. To review and analyze data from institutional plans and reports.
 - iv. To assist in gathering information and data that will help identify the internal and external trends that will influence the future of Mercy College
- IV. Officers
 1. The officers of this committee will be Chair, Vice-Chair, and Secretary.
 2. The Chair will be appointed by the President of the College. The committee will select a Vice-Chair and Secretary.
 3. Duties
 - i. The Chair will preside at all meetings; notify members of all meetings and provide an agenda prior to each meeting; submit written and/or oral reports to Leadership Council concerning the activities, accomplishments, and recommendation made by the committee
 - ii. The Vice-Chair will preside at meetings in the absence of the Chair.
 - iii. The Secretary will record the minutes for all meetings; distribute meeting minutes to members; file minutes for all meetings with the appropriate parties.
- V. Meetings
 1. Meetings will be held on a bi-weekly basis.
 2. Additional meetings may be called by the chair, or at the request of any member to the chair.
 3. Order of business
 - i. Call to order

- ii. Prayer
- iii. Overview of the agenda
- iv. Review and approval of minutes from the immediate past meeting
- v. Old business
- vi. New business
- vii. Adjournment

VI. Operating Procedures

- 1. Members are asked to notify the chair in advance of inability to be present for a meeting.
- 2. One more than half of the members shall constitute a quorum.
- 3. A vote of 2/3 of the members present at a given meeting is required for approval or disapproval of a motion.

VII. Committees – N/A

VIII. Parliamentary Procedure – All meetings shall be conducted utilizing Roberts Rule of Order.

IX. Amendments to these Bylaws can be made by a vote to do so by the committee. The original Bylaws and any amendments are to be submitted to the VPAA and VPSAS for review and submission to the President of the College for approval.

Bylaws approved by the Institutional Effectiveness Committee: 1/13/2014
Date