Self-Study 2009

Mercy College of Northwest Ohio

Institutional Report to the Higher Learning Commission of the North Central Association of Colleges and Schools

September 2009

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MERCY COLLEGE OF NORTHWEST OHIO

Mercy College of Northwest Ohio, located in Toledo, Ohio, is a private, Catholic institution of higher learning with a focus in healthcare. Tracing a heritage to the nursing school founded by the Sisters of Mercy in 1918, Mercy College of Northwest Ohio was incorporated in 1992, offering associate of science degree in Nursing, Radiologic Technology, Health Information Technology, and General Studies, and bachelor’s of science degree in Nursing and Health Care Administration. Mercy College also provides continuing education and other community services enabling individuals to develop knowledge, skills, and interests in various facets of healthcare and health science. The College expanded in 2002 to include a Youngstown, Ohio Site which offers an associate of science degree in Nursing. Mercy takes great pride in the quality healthcare education provided to every student. More than an educational institution, Mercy College is a true family, with each member embracing the spirit, Mission, and heritage set forth by the founders of the College. The Mercy College Vision has remained true: As a faith-based community of learners, we envision creating leaders who value intellectual inquiry and social responsibility by living the Mercy Core Values. We seek to nurture the whole person and to inspire our students to be of service and to mentor others through the twenty-first century and beyond. It is precisely these traits that equip each graduate with the resources - and the edge - they need to truly make a difference - the Mercy difference.
THE COLLEGE SEAL

The Mercy College of Northwest Ohio seal combines symbols of the traditions of the Sisters of Mercy, health care and higher education, all of which reflect the mission of the College.

The Mercy cross is the central symbol representing Christian values.

The Mercy shield represents the Mercy tradition of excellence, grounding a search for the innovative in a history of demonstrated professional competence.

The lamp and book, signs of service and the pursuit of knowledge, combine to affirm that truth is found and articulated in a context of respect and commitment to all persons.

The college motto “Misericordia et Cura,” meaning compassion and care, focuses on the values which are vital to the healing ministry.
Who Are We?

Mercy College of Northwest Ohio is a Catholic, undergraduate institution of higher education founded by the Sisters of Mercy and sponsored by Mercy Health Partners. Our focus is to provide health care and health science related programs, continuing professional education programs, and other community services. We value and provide the integration of general and professional studies as the basis for successful career preparation. Excellence in the teaching and learning experience is rooted in the correlation of theory and practice.

Mission Statement

Mercy College is a Catholic institution of higher education dedicated to inspiring its students to a commitment to lifelong learning and social responsibility in the spirit of the Mercy heritage and values.

Vision

As a faith-based community of learners, we envision creating leaders who value intellectual inquiry and social responsibility by living the Mercy Core Values. We seek to nurture the whole person and to inspire our students to be of service and to mentor others through the twenty-first century and beyond.

Values

Compassion – Displaying respect, care, empathy, and consideration to everyone we meet.

Human Dignity – Valuing the diversity and significance of each individual, rooted in our belief that all are created in the image and likeness of God

Excellence – Focusing on the areas of academics and intellectual inquiry to pursue distinction in our professional and personal lives

Sacredness of Life – Reverencing all life through our thoughts, words, and actions.

Service – Dedicating ourselves to improving the lives of others through professional and community services.

Justice – Acting with integrity, honesty, and truthfulness.
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Compassion Human Dignity Excellence Sacredness of Life Service Justice
INTRODUCTION

Who Are We?

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INTRODUCTION AND HISTORY

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...
INTRODUCTION AND HISTORY

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 d’Youville, a French fur trader. François’ 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.
INTRODUCTION AND HISTORY

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.

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.
INTRODUCTION AND HISTORY

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.

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.
INTRODUCTION AND HISTORY

Table 1

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Unduplicated Student Headcount</th>
<th>Faculty Count</th>
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<td>2007</td>
<td>713</td>
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<tr>
<td>2008</td>
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<td>51</td>
</tr>
</tbody>
</table>

Comparison of Enrollment and Faculty Growth, Toledo Campus

Table 2

Comparison of Enrollment and Faculty Growth, Youngstown Site

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Fall Student Headcount</th>
<th>Faculty Count</th>
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</thead>
<tbody>
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<td>8</td>
</tr>
<tr>
<td>2008</td>
<td>88</td>
<td>8</td>
</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:
INTRODUCTION AND HISTORY

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
INTRODUCTION AND HISTORY

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.

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 Bachelor of Science Degree in Nursing; however it was required to write a five-year

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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
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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:

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
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- Sansei
- Mars: The Red Planet
- Eating Disorders
- Earth Day (with Drumming)
- Faithful Citizenship
- 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.
INTRODUCTION AND HISTORY

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 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.

| ART 101 -- | Art Appreciation |
| CIS 104 -- | Introduction to Word Processing and Presentation Applications |
| CIS 106 -- | Introduction to Spreadsheet Applications |
| CIS 108 -- | Introduction to Database Applications |
| CIS 230 -- | Advanced Spreadsheet Applications |
| CIS 231 -- | Advanced Database Applications |
| COM 260 -- | Public Speaking |
| ENG 310 -- | Studies in World Literature |
| ENG 350 -- | Shakespeare Through Film |
| HUM 103 -- | History of Western Art I |
| HUM 104 -- | History of Western Art II |
| HUM 350 -- | History of the Western Tradition |
| HST 199 -- | U.S. History from Settlement to the Civil War |
| HST 200 -- | Women in American History |
| HST 400 -- | First Ladies |
| IDS 399 -- | Health and Spirituality (Nursing/Religion) |
| IDS 399 -- | The History of Nursing (Nursing/History) |
| IDS 399 -- | Medieval Seminar (Religion/Humanities) |
| IDS 399 -- | Women and Social Justice (Gender Studies/Religion) |
| IDS 399 -- | Patterns in Culture (Math/English) |
| IDS 399 -- | Faith, Family, Marriage, and Spirituality (Psychology/Religion) |
| IDS 399 -- | Mercy in a Virtual World: Your Professional Second Life (Culture Studies/Technology) |
| IDS 399 -- | Science in Science Fiction (Science/English) |
| IDS 399 -- | International Nursing and the History of the Mercy Core Values (Nursing/Religion) |
| IDS 399 -- | Homelessness and Service Learning (Religion/Student Studies Development) |
| IDS 399 -- | Mission, Healthcare Ministry and Enculturation (Nursing/Religion) |
| IDS 399 -- | Cultural Immersion in Native American Healthcare (Culture Studies/Nursing) |
| MTH 103 -- | Mathematics for the Healthcare Professions |
| PDC 110 -- | Adult Ballet |
| PDC 120 -- | Stress management |
| PDC 199 -- | Yoga, Self-Defense, Pilates, PiYo |
| PDC 310 -- | Games of Strategy and Chance |
| PSY 350 -- | Interpersonal Relationships |
| REL 318 -- | Introduction to the New Testament |
### INTRODUCTION AND HISTORY

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>REL 330</td>
<td>Image and Identity: Theologies of Christian Art</td>
</tr>
<tr>
<td>SOC 399</td>
<td>Global Issues</td>
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<td>SOC 399</td>
<td>Asians and Asian-Americans</td>
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<td>SOC 399</td>
<td>Korean Society and Culture in a Global Perspective</td>
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<tr>
<td>SOC 399</td>
<td>Intercultural Business</td>
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<tr>
<td>SOC 410</td>
<td>Sociological Perspectives on Peace</td>
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The Science Division has also added several courses, which include:

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<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>BIO 320</td>
<td>Pathophysiology</td>
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<td>BIO 330</td>
<td>Cardiac Physiology</td>
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<td>BIO 331</td>
<td>Renal Physiology</td>
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<td>BIO 334</td>
<td>Genetics</td>
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<td>BIO 335</td>
<td>Endocrine Physiology</td>
</tr>
<tr>
<td>BIO 340</td>
<td>Recent Advances in Medicine</td>
</tr>
</tbody>
</table>

### 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 award-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 9 students in May 2004; in May 2009, 42 pre-licensure 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.
CHAPTER ONE

MISSION AND INTEGRITY

Mission:

*Mercy College of Northwest Ohio is a Catholic institution of higher education dedicated to inspiring its students to a commitment to lifelong learning and social responsibility in the spirit of the Mercy heritage and values.*
Chapter 1

Criterion One: Mission and Integrity

The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

Chapter one addresses Mercy College’s integration of its Mission throughout its campus and community. The clarity of the Mission is paramount and summarizes Mercy’s fundamental commitments to both internal and external constituents. This chapter introduces the Mission and examines the Core Values, strategic goals, and Vision of the College, all of which help fulfill its purpose. The philosophies of individual programs and the supporting entities related to the College are noted, all of which are tied to the Mission and help to define the College and shape its operations, both public and private, as well as its priorities as an institution of higher learning. The chapter concludes with a critique and an evaluation of the strengths and opportunities for improvement related to each of the five core components of Criterion I. Additionally, evidence supporting the lived reality of each of the core components is proffered.

Core component 1a:
The organization’s mission documents are clear and articulate publicly the organization’s commitments.

Mission Review and Revision

At the beginning of the Self-Study process in 2007, a re-examination of the Mission Statement was undertaken by the Steering Committee and the Criterion I Workgroup, and the College quickly focused on rewriting the Mission to be in keeping with what the College community does rather than simply describing the College. The organization engaged in a process of reviewing and revising the Mission, Core Values, and Vision documents to accurately reflect the goals of Mercy College. With input from the faculty, the staff, the Mission Committee, the workgroup, and the students, a new Mission Statement was crafted which directly addressed the College’s promise to its students and to the community it serves. The new Mission Statement emphasizes Mercy’s commitment to high academic and personal standards for students. In order to disseminate the new Mission Statement, as well as educate students, faculty, and staff, the Mission Statement was posted in most classrooms, the student lounge, the shared computer labs, the Continuing Education Suite, the Radiologic Technology area, the Division of Student Formation, and all major hallways. These “clings” decorated otherwise empty, but prominent, spaces. The Board of Trustees approved the revised documents that visibly define Mercy College, including its Mission Statement, Vision, Core Values, Core Abilities, and Statement of Who We Are. These documents help identify the College constituents, both externally and internally, and are posted and available to all. They also reinforce Mercy’s enduring dedication to the highest quality academic standards and learning outcomes for students.

Mercy College’s Mission Statement

Mercy College is a Catholic institution of higher education dedicated to inspiring its students to a commitment to lifelong learning and social responsibility in the spirit of the Mercy heritage and values.

Compassion + Human Dignity + Excellence + Sacredness of Life + Service + Justice
The appropriateness of the new Mission Statement, approved by the Board of Trustees on November 11, 2008, is visible in the interconnectedness of the philosophies, purposes, and missions of the constituencies that comprise the College. It appears on the College website and in all college publications as well as locations noted above.

Mercy College’s Mission Document: Who We Are, Mission, Vision, and Values

Who We Are

The Mercy College identity is clearly and publicly affirmed in the statement of Who We Are.

Mercy College of Northwest Ohio is a Catholic, undergraduate institution of higher education founded by the Sisters of Mercy and sponsored by Mercy Health Partners. Our focus is to provide health care and health science related programs, continuing professional education programs, and other community services. We value and provide the integration of general and professional studies as the basis for successful career preparation. Excellence in the teaching and learning experience is rooted in the correlation of theory and practice.

“The integration of professional and general studies as a basis for successful career preparation” undergirds the General Education philosophy, which provides a foundation for the academic programs. Please see Chapter 3 for more discussion on the General Education philosophy.

In the Letter from the President in the College Catalog and on the website, he also notes this integration:

No matter which program you choose, your education will include critical communication, math, science, religion and general education components necessary to prepare yourself for a career in health care and success in life.

“The correlation of theoretical and experiential learning” is articulated in the purposes and philosophies of the various academic programs. For example, in the Health Information Technology Division, the philosophy states:

Education is a continuous process through which learners develop knowledge, skills and attitudes resulting in cognitive, affective and psychomotor changes. The faculty facilitate the teaching/learning process through the sequential presentation of concepts, theories and experiential activities within an environment that promotes mutual trust, critical thinking and self development.

Vision

Mercy College’s dedication to its Mission is apparent in the documents which articulate the heart of the College. The College Statement of Identity, the Vision Statement, the College Core Values, the academic program philosophies, and the Strategic Plan (discussed more in Chapter 2) are the vital arteries sustaining the Mission of the College. These documents hold the College accountable as well as providing structure and guidance in decision making.

Mercy College’s Vision Statement

As a faith-based community of learners, Mercy College of Northwest Ohio envisions creating leaders who value intellectual inquiry and social

Compassion + Human Dignity + Excellence + Sacredness of Life + Service + Justice
The core components of the Vision represent the College’s aspiration to keep its identity in the forefront and to be continuously aware of its Mission. These core concepts constitute the Vision which flows from the College Mission:

**Faith-Based Learners**
Create a Christian learning environment that exemplifies faith, service, and leadership

**Community Leaders**
Prepare competent graduates who are able to practice effectively and/or to continue their formal education at a higher level

**Intellectual Inquiry**
Foster academic inquisitiveness

**Social Responsibility**
Follow a learning-centered curriculum that demands critical thinking, values exploration, and an awareness of our inter-relatedness with others

**The Whole Person**
Instill the desire for life-long learning and the pursuit of personal excellence

**Core Values**
The Core Values give shape to the Mercy Community tying the College to its living history and infusing its present with the qualities the College aspires to provide to and demand from its students, faculty, and staff. The Core Values are the embodiment of the College Mission:

- **Compassion** – Displaying respect, care, empathy, and consideration to everyone we meet.
- **Human dignity** – Valuing the diversity and significance of each individual, rooted in our belief that all are created in the image and likeness of God.
- **Excellence** – Focusing on the areas of academics and intellectual inquiry to pursue distinction in our professional and personal lives.
- **Sacredness of life** – Reverencing all life through our thoughts, words, and actions.
- **Service** – Dedicating ourselves to improving the lives of others through professional and community service.
- **Justice** – Acting with integrity, honesty and truthfulness.

In order to facilitate learning the Core Values among students, the faculty and staff participated in a discussion on how to create the best acronym utilizing the Core Values. In keeping with the Mission, but adding a playful twist, the winning acronym was:

“**CHESS with Jesus**”

- **C**: Compassion
- **H**: Human Dignity
- **E**: Excellence
- **S**: Sacredness of Life
- **S**: Service
- **J**: Justice

Compassion + Human Dignity + Excellence + Sacredness of Life + Service + Justice
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Strategic Plan

To maintain and to uphold its Mission, the College builds upon its Strategic Plan, which is fully described and discussed in Chapter 2. The Strategic Plan is currently under revision to better serve the needs of the community and to prepare the College for the future (See Appendix A).

Core Component 1b: In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

Mercy Core Values and Diversity

Mercy College recognizes both the Sacredness of Life in all its diversity and the inherent Human Dignity in each individual. The Mercy Core Values protect and encourage a commitment to serve a diverse student population. Mercy has served Toledo and the surrounding region for nearly a century. During these years, the flavor and composition of the local communities have expanded and multiplied (See Ohio County Demographics and Map in Evidence binder for Chapter 1).

Mercy College has, therefore, also adapted to a more complex cultural palate. That complexity is recognized in the Core Component of the Vision associated with social responsibility which stresses that students demonstrate “an awareness of our interrelatedness with others.”

Support of religious diversity is not confined to the classroom. The College also publishes calendars of religious dates and celebrations that list Islamic, Hindu, Jewish, and Interfaith events besides those of the Christian calendar.

Likewise, the General Education Mission underlying all academics at the College speaks to the necessity of giving back to the community “well-rounded, responsible professionals who can function effectively in the rapidly changing world.” The General Education Core Ability of Social and Global Consciousness explicitly states the College’s support of and belief in a diverse worldview for all its students.

However, it is not just the Core Abilities or Mercy Values the College holds dear; Mercy also upholds the law as discussed more fully under Core Component 1e.

The 2006-2011 Mercy College Strategic Plan: Pillars of Progress emphasizes the importance of diversity by calling the College community to:

- Expand the percentage of underrepresented groups among the faculty, staff and administrators.
- Increase the retention rate to graduation of males and minority students to mirror the retention rate of the College’s white females.

In order to address these goals, the Mercy College Diversity Council was reconstituted in 2008. The Diversity Council is addressing issues of diversity on the campus. Its Mission Statement and bylaws emphasize the commitment being undertaken to increase diversity on campus and within the allied health and nursing fields in general.
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(See Evidence binder for Chapter 1). The College also participates in the Mercy Health Partners Diversity Committee (See Evidence binder for Chapter 1). Recognizing the need to reach out to the Toledo community in order to increase the diversity of the student demographic, the College offers the Mercy Health Partners Diversity Scholarship. “Entering multicultural students with at least a 3.0 grade point average and in good standing may apply for the scholarship. The College’s Scholarship Committee selects the recipient for this $1,000 award.”

The courses listed in the Diversity in Courses table in the Evidence binder for Chapter 1 demonstrate offerings that promote and enhance students’ understanding of social diversity in the United States and, in some cases, around the world.

Interestingly, the IDS Course, Mercy in a Virtual World: Your Professional Second Life, revealed students’ own assessment of the need for diversity awareness in nursing. Half of the students built a cultural training center for health care workers in Second Life. The center was unveiled in a College presentation during which the president, vice presidents, and various other faculty, staff, and administrators were present.

Core Component 1c: 
Understand and support for the mission pervade the organization.

The overarching vision of the Strategic Plan must connect to the Mission. The College Board of Trustees, the Foundation Board of Directors, College administration, faculty, and staff use the College’s Mission documents as the basis for decision making in both the day-to-day operations of the College and in strategic planning. The Mercy College Strategic Plan 2006-2011 and the Institutional Effectiveness Plan (IEP) demonstrate the integration of the Mission. Mission and the assessment of it are, therefore, built into the Pillars of Progress as documented in the IEP (See Appendix C).

Connecting to the Mission

The College Mission is elucidated in the General Education philosophy which provides a foundation to the academic programs. Like spokes in a wheel, the academic program philosophies (See Evidence binder for Chapter 1) connect to the General Education philosophy and both radiate from the College Mission.

The Mission is also linked into the objectives of the specific programs (See Academic and Non-Academic Program Philosophies in the Evidence binder for Chapter 1).

Mercy College works to ensure that all members of the College community not only understand the Mission but uphold it as well as previously mentioned. The Mission, Vision, and Core Values of the College have been placed on clings and mounted in all classrooms and public spaces of the College.

The College’s internal constituencies give evidence of Mission awareness in the daily life of the College community. The Campus Ministry office and Campus Minister promote the Mission to everyone by planning events that tie the community members together. The Mercy Chapel is open regularly, and reflection time is made available as monthly “Walk the Labyrinth” opportunities. The Mission Committee regularly plans activities, especially those involving outreach and service to the needy.

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The College participates in the Ohio Campus Compact (OCC). The Ohio Campus Compact “is the state affiliate for National Campus Compact, implementing the mission and goals of the national organization at the state level. OCC promotes community service that develops students’ citizenship skills and values, encourages collaborative partnerships between campuses and communities, and assists faculty who seek to integrate public and community engagement into their teaching and research.”

Through OCC Mercy College qualified for a Student Philanthropy Project Grant which enabled students in NUR 430 to explore several community service projects and then award sub-grants to several of the agencies involved. The syllabus for NUR 430 now incorporates that program (See Chapter 5, Core Component 5b for more information).

The Campus Minister’s grant proposal to AmeriCorps*VISTA (Volunteers In Service To America) has enabled the College to receive 3 successive years of volunteer service. “AmeriCorps*VISTA is a national service program in which volunteers live in the communities they serve, designing programs that will continue after they complete their service. VISTA was designed to meet the needs of underserved communities and to address and combat poverty” (See Chapter 5, Core Component 5b for more information).

Mission congruence permeates the College at the institutional level, but Mission also moves through the individual. All faculty are evaluated annually using a rubric that includes a category invoking the Mission. This performance review category asks faculty to establish their connection to the Mission by responding to this statement:

Leadership/Guidance/Vision = Those skills that demonstrate leadership and promote the vision, mission and charisms of the College.

If faculty can fulfill the Mission, then students have better models to follow. The spirit of the Mission continues on in Mercy Graduates, highlighting the Core Ability of Lifelong Learning while THEY live out the Mission. For example, the Mercy College Auxiliary, comprised of Mercy graduates and other supporters, shares a purpose to:

enhance the mission of the College through fundraising activities and volunteer services in support of a Christian learning environment.

Core Component 1d:
The organization’s governance and administrative structures promote effective leadership and support the organization to fulfill its mission.

Institutional Governance

Like its regional sponsor, Mercy Health Partners, Mercy College is a subsidiary of Catholic Healthcare Partners (CHP), a multi-state hospital system recently named to the top ten list of health systems in the United States in a Thomson Reuters study. Through this legal relationship, the College qualifies for Medicare/Medicaid educational reimbursement funds that account for more than 45% of its annual revenue, enabling the College to keep tuition and student fees low in comparison to other private and many public four-year institutions. Other advantages accruing to the College include:

- access to clinical sites for the various degree programs
- capital funding for facility improvements
- funding for technology enhancements and improvements

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CRITERION ONE

- auxiliary support service that includes maintenance, custodial services, security, food service, human resources, and accounts payable.

At times being part of a large health care system creates some challenges for the College. Whenever such challenges occur, the close relationship between College leadership and MHP leadership has facilitated workable solutions.

Likewise, the College Board of Trustees assures implementation of the purposes of the College set forth in the College Bylaws (See Faculty Handbook in the Resource Room) and illustrated in the College organizational charts for the Toledo Campus and the Youngstown Site (See Appendix D).

College Assemblies

The College Assembly, led by the President, is a forum where faculty, staff and administration meet at least every other month allowing for communication and updates regarding new and existing programs, policies, procedures, and services. Participants also have an opportunity to express their views and concerns about items under discussion.

Faculty Assemblies

Faculty assemblies are held every other month and provide a forum for faculty to come together to discuss academic matters and issues. The Vice President of Academic Affairs/Dean of Faculty presides over faculty assemblies. Faculty, through their respective academic divisions, also contribute to evaluation of program and division effectiveness and to recommendations for improved policies and procedures. Full-time, part-time, and adjunct faculty report to their respective associate deans. They implement the academic policies of the College and may, as individual members of the discipline, bring forward recommendations to appropriate committees as stated in the bylaws.

Leadership Council

The Leadership Council is a forum that allows for communication between internal stakeholders regarding issues and opportunities related to College wide policies, procedures, initiatives, programs, and services. The membership includes:

- President
- Vice Presidents
- Academic Associate Deans
- Student Affairs Associate Deans
- Chair of Faculty Senate
- Director of Continuing and Professional Education
- Director of Communication/Marketing
- Director of Institutional Assessment and Planning
- Director of College Finances and Planning
- Director of College Advancement
- Manager of College Information Systems
- Registrar

During the preparation of the Self-Study, one of the Self-Study Co-Chairs has regularly attended Leadership Council meetings or provided reports to be shared with the group. The Leadership Council meets monthly.
Deans’ Council

The Deans’ Council was formed in December of 2008 and held its first meeting in January of 2009. The Council’s purpose is to discuss issues that affect the entire campus, such as diversity and retention, which require more time for discussion than allotted in Leadership Council. Membership in the Council includes the Vice Presidents, the Associate Deans and the Director of Continuing and Professional Education. The Council reports to the Vice President of Academic Affairs/Dean of Faculty.

Academic Council

The Academic Council monitors the academic programs of the College. The Vice President of Academic Affairs chairs the Academic Council with the Associate Deans, the Registrar, and the Library Manager serving as members. It meets every other week and makes recommendations regarding academic programs to the Vice President of Academic Affairs/Dean of Faculty.

The Committee chart illustrates the committee structures in place to promote leadership and collaborative processes within the College (See Appendix C). College committees are comprised of faculty, staff, and student representatives.

Faculty Senate

The Faculty Senate of Mercy College is the officially recognized governance body of the College faculty. It aids the faculty in the accomplishment of their responsibilities and facilitates faculty participation, through its standing committees, in the formation of institutional policies. As the Bylaws of the Faculty Senate state, the Faculty Senate initiates or reviews questions of College policy on matters within its purview and makes recommendations regarding such matters to the President or other appropriate officials of the College. The Faculty Senate provides the opportunity for the faculty to share democratically the responsibility of planning, assessing, implementing and evaluating the educational policies and programs of study in order to achieve the Mission and purposes of the College.

In late 2007, the Faculty Senate identified several areas of concern regarding the College structure, governance, facilities, and operation. The Senate and College administration agreed on a procedure to address the concerns, some of which have been resolved and others which will be discussed further during the current academic year. The full Faculty Senate recommendation list and report are available in the Resource Room (See Evidence binder for Chapter 1).

Student Senate

Like the Faculty Senate, the Student Senate functions as the officially recognized governing structure of the student body at the College. The Student Senate is comprised of at least one elected representative from each academic program and one representative from each chartered student organization officially recognized by the College. In recent years, the President and Vice Presidents of the College have regularly participated in student-led Town Hall meetings sponsored by the Student Senate. The Town Hall meetings are offered at least once per semester with all students welcome and encouraged to attend. The President and Vice Presidents take questions from the audience of students and provide information in response. Questions typically focus on matters such as scheduling, clinical availabilities, parking, curriculum matters, and facilities.
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In addition to the Student Senate, other student organizations recognized by the College include the National Student Nurses Association, the Student Nurse Advisory Committee, student representation on the Radiologic Technology Program Advisory Committee, and student representatives in the Health Care Administration program.

The College also hosts chapters of the International Honor Society of Nurses: Sigma Theta Tau, an honor society for associate degree nursing students; Phi Theta Kappa, and the Mercy College Ambassadors program: a group of students committed to service to the community.

Supporting Organizations

Graduates and external supporters of the College are involved in activities focused on the College through the Mercy College Foundation, the Mercy College Auxiliary, and the Mercy College Alumni Association. The College Foundation was established as a non-profit corporation to assist in the advancement of Mercy College. It receives, holds, invests, and disburses funds for the purposes of improving instruction, acquiring equipment, renovating facilities, and providing other financial assistance to the College and its students.

The Alumni Association currently comprises more than 3,600 graduates from the School of Nursing and Mercy College. The Alumni Association regularly supports College advancement efforts and participates in the College’s annual fund campaign. In addition, it awards several scholarships annually.

The Mercy College Auxiliary is a successor organization to the former Mercy Hospital Auxiliary. Membership is open to any interested person, and the College is represented on its Board by an ex officio Board member appointed by the College President. Like the Alumni Association, the Auxiliary assists in fundraising and advancement efforts on behalf of the College.

Finally, in addition to the information disseminated through the foregoing entities and organizations, College communication channels include:

- the College website, which includes the “My Mercy” tab for students
- the Mercy News which targets all campus constituents
- the Mercy Health Partners online portal which is available to all faculty and staff
- The Pulse of Mercy, a student publication which comes out at least once per semester and the “Mercy Weekly” an electronic weekly update for the College community.

Core Component 1e:
The organization upholds and protects its integrity.

Mercy College asserts its Mission as an educational institution and integrates its Core Values in the daily life of the College community, including deliberations of the Board of Trustees, conduct of its committee meetings and assemblies, and in its co-curricular and auxiliary activities. The College administration upholds the College Mission as the foundation for institutional operations and institutional decisions.

Board of Trustees

The College Board of Trustees includes a diverse group of community leaders from business, health care, the parent institution (MHP), the sponsoring religious communities, and the College alumni. The Board brings a broad perspective to its work.
CRITERION ONE

in committees and in Board deliberations, recommendations, and decisions. The Board meets quarterly with committee meetings scheduled in-between. Administration maintains regular contact with the Board on matters of current interest, and the Board monitors development of College programs and Strategic Plans.

Program and College Integrity

In order to ensure integrity of its programs in addition to its Higher Learning Commission accreditation, the College maintains specialized program accreditations from the various governing bodies of educational and health related institutions on a voluntary basis. These include: Commission on Collegiate Nursing Education, the National League for Nursing Accrediting Commission, Commission on Accreditation for Health Informatics and Information Management Education, and the Joint Review Committee on Education in Radiologic Technology.

To assure fiscal responsibility, internal auditors from the parent organization prepare quarterly reconciliations of College financial records and accounts. External audits of the financial statements of the parent organization and Mercy College are conducted by an independent certified public accountant (Ernst & Young) and are performed annually. In addition, to fulfill the requirements of the U.S. Department of Education Annual A-133 Compliance Audits are conducted and reported by Ernst & Young. The Finance Committee of the Board of Trustees and the full Board are routinely provided current financial reports, as well as other information reported on the College IRS Form 990.

Mercy College also complies with other local, state, and federal laws and regulations. Accurate and timely institutional reports are submitted to the Integrated Post Secondary Education Data System (IPEDS), the Department of Education, the Ohio Board of Regents, the Higher Learning Commission, and the Ohio Board of Nursing.

Internal Institutional Integrity

The College grievance policy in the Faculty Handbook recognizes and embraces the importance of academic due process and grievance resolution without fear of prejudice or reprisal. The College also maintains a student judicial system, published in the Student Handbook. The student judicial system is intended to adjudicate violations of College policy and codes of conduct in a fair and unbiased manner. Students’ right to fairness in the judicial process is carefully observed under the Rules of Procedure noted in the Student Handbook.

The Student Handbook also contains the Civil Rights/Non Discrimination Policy of the College along with policies prohibiting hazing and sexual/gender harassment. These and other policies are listed in the Student Handbook which is also posted on the College website. The Student Code of Conduct specifies the requirements for acceptable campus behavior. The Student Handbook also contains the procedural guidelines for academic appeals. Because academic integrity is a critical component of college integrity, the Academic Integrity Policy is clearly stated in all syllabi and in the College Catalog. The College subscribes to Turnitin.com so that faculty and students may have an outside source to aid them in plagiarism detection and integrity protection. All students are taught documentation styles in their required composition courses.

The Dean of Students maintains a record of all student complaints filed at the College. Student violations of the policies or disciplinary rules are kept confidential along with student records. The College adheres to the requirements of the Family Educational Rights and Privacy Act (FERPA) and the Student Handbook lists the students’ rights conferred by that legislation.
The College Registrar maintains a directory of academic records for all students and monitors compliance with the Campus Security Act of 1990 pertaining to publication of completion rates and other information reported to IPEDS.

**Health and Safety**

As an institution focused primarily on health care education, Mercy College, through the H.E.L.P. program in cooperation with its parent organization, assists students in need of health care to secure health insurance and/or discounted medical care when needed. The College and the parent organization have also cooperated in preparing a plan addressing the H1N1 flu virus threat.

The parent organization security department is responsible for campus security and provides 24 hour a day patrols of the grounds, parking areas, and academic buildings. Security officers use both vehicle and foot patrols and are available to provide escort services when requested. A fire safety plan and a plan for tornado/bomb threat safety are also in effect and detailed in the Student Handbook and posted in all classrooms.

**Strengths**

- The mission, goals and expected outcomes of the College are congruent with its parent institution and the standards and guidelines of responsible national organizations and the broader community of interest.
- The roles of faculty and students in governance are clearly defined and enable meaningful participation.
- Publications and promotional information about the College’s academic programs are accurate and are updated annually or more frequently. The publications reflect the Mission, goals, and expected outcomes of College programs.
- Deliberations and decisions of the College Board of Trustees are made to insure consistency with the Mission, Vision, and Values of the College.
- Fiscal integrity is maintained through the practice of regular audits and close monitoring of student loans and College finances.
- Academic integrity is demonstrated through voluntary accreditation by the appropriate organizations.
- The College recognizes and protects student and faculty rights through its policies and procedures.
- The health and safety of students, faculty, and staff are monitored and effectively protected through cooperation with the College’s parent organization, Mercy Health Partners.

**Opportunities**

- Augmentation of College and Foundation resources will continue.
- Focus on diversity efforts in cooperation with the parent organization will continue.
- Dialogue between the administration and Faculty Senate will address remaining issues presented in the Faculty Senate report.

**Conclusion**

Mercy College has met Criterion 1: The College operates with integrity and ensures fulfillment of its Mission through structures and processes that involve all constituencies.
CHAPTER TWO
PREPARING FOR THE FUTURE

Vision:
As a faith-based community of learners, we envision creating leaders who value intellectual inquiry and social responsibility by living the Mercy core values. We seek to nurture the whole person and to inspire our students to be of service and to mentor others through the twenty-first century and beyond.
Chapter 2

Criterion Two:
Preparing for the future

The organization’s allocation of resources and its process for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges.

As a young college, Mercy College must keep the future ever in mind. Its rich nursing school heritage helps to shape the Mercy identity, but it cannot be modeled as a blueprint for the future. A new millennium presents different challenges from those colleges faced in the twentieth century. The speed of change today, especially as dictated by the constant evolution of educational and communication technologies, spurs the rate of future planning as well as demanding a flexibility to adjust to change. New technologies, such as Facebook, Twitter, Second Life, YouTube, and My Space, let alone the numerous discussion forums, blogs, and online meeting places, reveal the human beehive to be more active than ever. Incoming students and new faculty and staff members, along with extant users of these media forms already on campus, expect and often demand greater participation, access, and transparency in their educational experience in keeping with their increasingly interconnected lives. Mercy, like other colleges, is taking measures designed to complement rather than restrict the global transformation in human interactions.

In the following chapter, a discussion of Mercy College’s Strategic Plan and Vision for the future and how they complement the College’s Mission and Values is presented concomitantly with an evaluation of the College’s successes and opportunities for the future.

Core Component 2a:

The organization realistically prepares for a future shaped by multiple societal and economic trends.

Mercy College prepares for the future by assessing the developments in the country and in the community which inspire new perspectives for the institution. Alterations both locally and globally have necessitated the ending of some Mercy programs while, at the same time, motivating the creation of new ones. The Strategic Plan recognizes where Mercy is in the present but also accommodates growth in the future – increases in the number of students, emergence of new technologies, changes in the community, and shifts in the local population. Mercy College is also working to insure that suggestions and ideas from various constituents are acknowledged and considered for the good of the College. While Mercy seeks those innovative voices, it also remains cognizant of its history and heritage, threading together past, present, and future.
Strategic Plan

Mercy College of Northwest Ohio has a Strategic Plan which not only reflects the Mission, but also recognizes where the College is in the present moment. To keep current, the College re-evaluates the Strategic Plan every two years. The Mercy College Strategic Plan is undergoing revision during the 2009-2010 academic year. A College-wide planning session was held in August 2009 as the first step in this comprehensive process (See Appendix A).

Functioning in sync with the Strategic Plan is the College’s Institutional Effectiveness Plan (IEP). The IEP evaluates the College’s Mission and purposes, governance, faculty, students, curriculum, and resources.

The College has an organizational tree tracing institutional governance and the decision-making processes. A dual reporting structure exists with the Youngstown Site (See Appendix D).

Strategic Planning Process

Mercy College must respond to several societal trends which include, but are not limited to:

1. Desire for flexibility, some of which is best served by distance education
2. Use of increased personal technology – podcasts, etc. by constituents
3. Need for nurses and allied health professionals in the workplace
4. Demand for convenience education from students
5. Necessity of pursuing “green” ecological endeavors
6. Community requests for continuing education and short term training, especially stackable certificates
7. Recognition of the College in the marketplace
8. A depressed economy
9. Increase in the number of students under prepared for college work
10. Awareness of the need for physical fitness opportunities

To respond to these trends, a Strategic Planning Session was held at Sylvania Country Club on July 29, 2005 to review the Pillars of Progress. Results of that meeting helped to shape the Vision of the College over the next several years. A new planning process was begun in 2008, but was delayed for two important reasons. During the Spring 2008 semester, the Vice President of Academic Affairs (VPAA) resigned. A search committee was organized with candidates visiting throughout the 2008-2009 academic year. The College selected a new VPAA in Spring 2009; therefore, the President, with input from the Board of Trustees and the Executive Staff, made the decision to postpone the Strategic Planning process until the new VPAA arrived. The August Strategic Planning session took place shortly thereafter.

In the Fall 2007, a Strategic Planning meeting was held at Youngstown to begin dialogue related to enhancing resources at this Site. The meeting, attended by the Vice President of Academic Affairs, the Associate Dean of Nursing, the Vice President of Human Resources and Organizational Development from Humility of Mary Health Partners (HMHP), a sister region of Mercy Health Partners, both of which fall under the umbrella of Catholic Healthcare Partners (CHP), and the Youngstown faculty, produced the following recommendations:
CRITERION TWO

1. Need for increase in physical space
   a. quiet testing area for students with learning disabilities
   b. separate office for Coordinator of Student Support Services (financial aid privacy issues)
   c. larger Skills Lab
   d. larger Computer Lab
   e. Student Lounge
   f. AV storage area

2. Need for enhanced technology
   a. upgrade of faculty computers
   b. purchase of laptops for use in classroom
   c. increase number of student computers in lab

A meeting was held with the HMHP Vice President of Support Services. Two existing spaces in the College were converted to offices: one for quiet testing and one for the Coordinator of Student Support Services. A meeting was also held with the HMHP Foundation and Department of Medical Education to begin dialogue on the feasibility of constructing an Education Building which would have dedicated space (15,000 sq. ft) for Mercy College. These plans are ongoing.

At the same time, to facilitate the planning process at all levels, the College seeks external input. Surveys are conducted of employer needs, the various Mercy Advisory Boards are consulted for input, and MHP is queried on healthcare professional needs. A consultant for new program development was retained from January - July 2008. Internal constituents are also important to the planning process. The Faculty Senate, on behalf of faculty, has presented a thoroughly researched report on issues of concern with the understanding that this report will be taken into consideration as part of the Strategic Planning process. Faculty and College Assemblies also provide a feedback forum for faculty and staff. Faculty serve on academic committees that add to the planning process while students can contribute through Town Hall meetings, Student Senate, and representation on College committees. The Mission Committee is consulted as part of the planning process in order to keep the College Mission always in the forefront.

The Self-Study process has highlighted the need for more quantitative assessments and, more importantly, the need for greater closure with the data and implementation of changes in response to that assessment material. In response, the College has created the position of Director of Institutional Assessment and Planning who is responsible for the oversight of the assessment of institutional and programmatic learning outcomes. The Director will ensure that assessment programs and activities are properly designed, administered, and analyzed to advance institutional effectiveness in the areas of policy formation, new academic endeavors, and compliance with assessment standards of institutional and programmatic accreditation organizations (See Evidence binder for Chapter 2). The College has hired the interim VPAA for this position. With both a new VPAA and a new Director of Assessment, two positions vital to the College in both the present and the future, the Strategic Planning process may now advance in a more judicious fashion. The current Strategic Plan is available as a print document, in the Resource Room, and on the M-Drive in the Strategic Plan folder.
Institutional Effectiveness Plan

The College Institutional Effectiveness Plan (IEP) is a systematic plan of evaluation for the College developed around the Pillars of Progress, the Mission Statement, and the Higher Learning Commission criteria. The elements of the IEP are assessed at different times, from every 1-3 years. The IEP was outdated and needed to be revised to better assess the College’s present and to better prepare for the College’s future. The Institutional Assessment Committee finalized a new plan in October 2008, which is in place and being utilized. The IEP is available on the College M-Drive in the Institutional Assessment Committee folder. The Committee meets regularly to monitor implementation of the Plan, and the new Director of Institutional Assessment and Planning has been working closely with that group (See Appendix C).

Faculty

Part of the Strategic Plan acknowledges that new faculty must be recruited and retained as enrollment grows. Mercy College has had an increased enrollment in head counts since its last HLC site visit, from 292 students in Fall 2001 to 1,058 students in Fall 2009 (both Toledo and Youngstown). Because of the increased enrollment, the number of faculty and staff to serve these students has also grown, although attracting nursing and allied health faculty with the appropriate academic credentials continues to be a challenge. From 33 full-time faculty and 2 adjuncts in 2001, Mercy has blossomed to 59 full-time faculty, 1 half time faculty, and 71 adjuncts between Toledo and Youngstown. In January of 2000, Mercy had 29 faculty members with an average of 5-6 adjuncts teaching in any given semester. At that time, 52% had earned a master’s degree or higher. Today, Mercy has 53 out of 59 full-time faculty or 90% with a master’s degree or higher (See Appendix E).

An MHP committee on Diversity was formed to look at hiring practices to increase diversity as well. The College followed this example and is looking more closely at faculty choices and recruiting and retaining of students from different cultural backgrounds.

Program Review

Feedback is necessary to initiate change at the course and the program level. Changes are instituted based on the input of various assessors. Faculty planning processes are aided by information from both students and the associate deans. Students complete evaluations on instructors at the end of every course, providing valuable feedback to instructors. Faculty and staff are evaluated annually to provide feedback for improvement. Administrators, likewise, receive feedback through MHP processes, such as the Developing Managerial Competency (DMC) and Gallup surveys. This loop allows everyone an opportunity to give and receive critique.

Many programs, e.g., nursing, conduct annual systematic review of the curriculum. With the establishment of the Office of Institutional Assessment and Planning, more standardized and comprehensive program review and evaluation processes will be...
constructed to measure the effectiveness of program mission, external demand, quality, productivity, revenue, costs, essentiality, and projected life span of programs.

**Certificate Programs**

There are several new certificate programs on the horizon for Mercy College. The Polysomnography Program and the Ophthalmic Technician Program are scheduled to begin in January of 2010. Each of these programs has created program objectives (outcomes) which have been mapped to their specific curriculum. Although these programs currently reside in the Continuing Professional Education Division, they are credit-bearing programs and will be participating in the assessment process the same as the degree programs. These programs have both involved their Advisory Committees in establishing both the curriculum and program objectives (outcomes). They are currently developing their assessment plans, measures, and curriculum maps as part of that process.

On the other hand, Mercy also recognizes when a particular need has been sufficiently met or is no longer needed in the community. The College has closed the Pharmacy Technology, Medical Laboratory Technician, and Therapeutic Massage programs. College analysis deemed that these programs were no longer economically feasible.

**Environmental Scanning**

U.S. Department of Labor statistics indicate the number one occupation with the largest job growth is registered nursing with one million openings and an estimated 23 percent growth from 2006-2016 (Bureau of Labor Statistics, 2007. *Occupations with the largest job growth*. [http://bls.gov/emp/emptab3.htm](http://bls.gov/emp/emptab3.htm)). In response to the current national nursing shortages, a hybrid distance learning BSN completion program has been initiated. A master’s in nursing program is in the planning stages to help address the shortage of nurses and nurse educators. The establishment of the Youngstown Site, which graduated 152 students over the last 5 years, was a response to the nursing shortage crisis. Planning also included conversations with Bowling Green State University with whom Mercy established cooperative agreements for transfer students to complete their nursing degree at Mercy College (see Transfer Guide in Evidence binder for Chapter 2). The majority of Mercy graduates are staying in Ohio and adjacent regions in Michigan which helps the local community in this time of need.

Finally, the Continuing Professional Education Program (CPE) has also grown in its courses and programs to better meet the needs of the College graduates and of the MHP system as well as of the surrounding community. In 2000, CPE offered 8 types of courses, while by 2008, CPE had 28 unique offerings, many run more than once, for a total of 73 classes. Today, many hybrid distance learning classes are crafted and made available to students after an analysis of market trends and increased student requests. CPE partnered with Education To Go and Gatlin (two organizations now under one umbrella), who are well respected national creators of online certificate and professional classes. These partnerships significantly expanded the array of programs readily available to students in the hybrid distance learning format. In 2009, CPE created and offered its first distance learning continuing professional education class entitled Palliative Care across the Lifespan through the eCollege platform. This course was offered to nurses throughout Catholic Healthcare Partners (CHP) and, for the first time,
CRITERION TWO

successfully allowed nurses from all areas of the CHP System to interact and discuss this topic in a learning format. (Analysis Results in Evidence binder for Chapter 2).

In order to assess the potential of raising major comprehensive funds for Mercy College, a feasibility study was conducted by Hodge and Associates, Inc. from August through November 2008. The study was conducted with an appropriate and diverse sample of community leaders and donors. Individuals, who have shaped Mercy College in the past, as well as others capable of having significant impact on future direction, were included in the feasibility study. The study measured interviewees’ perceptions of Mercy College, their perceptions of the potential campaign, the availability of volunteer leadership, and the availability of financial support for the campaign.

Facilities

Increased enrollments mandate both increases in physical space and more effective use of space. Mercy added the Youngstown Site in January of 2003. Partnering with HMHP, Mercy renovated space in the Cardiac Health Building of St. Elizabeth’s Healthcare Center to create an area of approximately 4,000 square feet that includes one classroom, one multipurpose area with a small classroom and skills lab, a four terminal computer lab, and faculty office space. This space accommodated 32 students and five staff and met the needs of the Site for the first two semesters of operation. However, increased enrollment (88-100) and additions to the faculty and staff created a need for improved physical resources.

On the Toledo Campus, in September of 2005, the President charged the VPAS with conceptualizing a Master Facility Plan, and that goal was met by the end of the year. The plan addressed the short-term and long-term facility needs of Mercy College focusing on the wise use of budgetary resources, while allowing for continued enrollment growth, and preserving the Mission, Values, and Vision of the College. An ad hoc Facilities Committee identified the current needs of the College. The Registrar and the Director of College Finances and Resource Planning also contributed space utilization data, revenue generated from each classroom, and growth data. Twenty facility needs were prioritized and matched to available spaces with a Priority List set forth below in Table 1.

Table 1

Priority list from the Master Facilities Plan

<table>
<thead>
<tr>
<th>HIGH PRIORITY</th>
<th>Short Term</th>
<th>Long Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fitness/Exercise Room</td>
<td>CPE Space and Support</td>
<td></td>
</tr>
<tr>
<td>Computer Lab/Testing</td>
<td>Additional Classrooms</td>
<td></td>
</tr>
<tr>
<td>Distance/Online Education</td>
<td>Paint/Maintenance/Upkeep Classrooms</td>
<td></td>
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<tr>
<td>Campus Signage</td>
<td></td>
<td></td>
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<tr>
<td>Quiet Study Areas</td>
<td>Quiet Study Areas</td>
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</table>
The 2005-2011 Master Facilities Plan, projected an enrollment of 1,000 by 2011 and attempted to prepare the facilities to accommodate that number. Whether fortunately or unfortunately, the 1,000 student threshold was reached in 2009. Although additional parking has alleviated some of the parking issues this year, the College now must confront immediate space and facility needs.

During the last five years, upper administration was shifted to the second floor with the former administrative wing now accommodating associate deans and program chairs. A new computer lab was added and is being updated a second time. A double size classroom was also added to the third floor.

The Continuing Professional Education division occupied additional offices with a new program setting renovated in 2009. Additional clinical sites have been added for the nursing and HIT programs; however, local clinical spaces are limited and research for potential on sites is ongoing.

With the addition of elective physical fitness courses, the College dedicated a room for physical fitness classes on the 4th floor. However, planning for a physical fitness facility is still a goal.

Mercy is also working to become a more conscientiously “green” campus. One of the College’s ecological endeavors included the use of class downloads instead of paper handouts. This has led to a significant reduction in paper use. A recycling program was initiated for paper and cardboard. The hybrid distance learning opportunities reduce gas

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<tr>
<th>Enrollment Services: Registrar Space</th>
<th>Enrollment Services: Registrar Space</th>
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<tbody>
<tr>
<td>Student Success Center</td>
<td></td>
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<tr>
<td>Office Door Windows (Safety)</td>
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**MODERATE PRIORITY**

<table>
<thead>
<tr>
<th>Short Term</th>
<th>Long Term</th>
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</thead>
<tbody>
<tr>
<td>Office Door Mail Slots</td>
<td>Increased Nursing Skills Lab Size</td>
</tr>
<tr>
<td>Laptop, Additional Computer Labs</td>
<td>Dedicated Student Center</td>
</tr>
<tr>
<td>Computerized Small Science Classrooms</td>
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</tbody>
</table>

**LOW PRIORITY**

<table>
<thead>
<tr>
<th>Short Term</th>
<th>Long Term</th>
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<tbody>
<tr>
<td>Conference room and meeting room space</td>
<td>Conference Room and Meeting Room Spaces</td>
</tr>
<tr>
<td>Large Auditorium</td>
<td></td>
</tr>
<tr>
<td>Additional Science Lab</td>
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</tbody>
</table>

Compassion + Human Dignity + Excellence + Sacredness of Life + Service + Justice
CRITERION TWO

utilization for students and faculty. A new student group, Mercy Go Green, formed in 2008 to pursue these and other “green” endeavors.

Campus Technology

In response to identified technology needs, the College engaged an external consultant who conducted a survey of faculty and staff to assess the technology challenges and needs of the College. Technology often changes faster than faculty are retrained or trained at all, leaving many uncomfortable about experimentation with emerging media. Plans are in place for a new technology lab/informatics center plus a “sandbox” or incubator center to aid in the education of faculty. (See Technology Strategic Plan in Evidence binder for Chapter 2).

The growing use of personal technologies has prompted the switch to laptop computers for faculty. More computers are now available for student use with the opening of the classroom labs when they are not reserved for classes.

Due to faculty input, Mercy College now has its own server. Classroom technologies include computers, Elmos, video and DVD capacity and projectors. iPods are also available for faculty to sign out in the library for specifically appointed classes. “Clickers” have been purchased for and incorporated into some math, science, and nursing courses.

The College has also now migrated to the EMPOWER student information services system. This system is more convenient for students who can now pay online, register online, and see their grades online. EMPOWER also makes it easier for faculty to track classes and students, record grades, and contact both individual students and whole classes.

Distance Learning

In a five-year study, Allen and Seaman estimated that in 2007-2008, approximately 3.9 million students or 20% of the total American higher education population enrolled in fully online courses. Anthony Picciano, in the Journal of the Research Center for Educational Technology, states that “This is a significant penetration considering online learning is only a little more than a decade old.” In order to compete in an environment rapidly shifting from face-to-face to hybrid and distance classes, Mercy introduced a Distance Education Initiative in 2005-2006. This initiative flowed directly from Pillars One and Four of the Strategic Plan. Hybrid distance learning courses and programs have started to address the societal trends of distance education, its convenience for students, and its ability to count as “green” since instructors and students do not have to drive to the institution to have class. Hybrid distance learning courses and programs allow Mercy College offerings to also be available to different demographic areas in the nation and the world.

In the initial stages, an Allied Health course was offered through a distance learning platform in 2005. The Director of Distance Education then received the Jane N. Ryland Fellowship from EDUCAUSE for the Distance Education Initiative development. eCollege was chosen as the delivery platform, and an Instructional Designer was hired in April 2006. The Plus Two Bachelor of Science in Nursing and the Health Care Administration programs were the first two degree programs to be available as blended distance learning. The first cohorts of students were admitted into these programs in Fall.
2007. A Multi-Media Specialist was added to the staff in November of 2007. From 1 course offering with 46 students in Fall 2005, Mercy is now offering 33 courses with 705 enrollees (See Evidence binder for Chapter 2 for course enrollments by semester FA 05-FA09).

**Figure 1**

*Course Enrollments in Distance Education by Semester*

The College received a major grant through the Sisters of Charity Ministry Foundation in Cincinnati, Ohio to develop the previously described CPE course, Palliative Care Across the Lifespan: From a Uniquely Catholic Perspective. The grant covered technology, CEU fees, consultation fees, and the associated cost of student enrollment. CHP matched grant funds, paying for the MHP course developers’ fees.

Faculty have also received support for course development either in the form of course release or monetary support for design, tutorials, etc.

Mercy, with the aid of an Innovation Grant from the Ohio Learning Network, offered an Interdisciplinary Seminar (IDS) course in Fall 2008, Mercy in a Virtual World: Your Professional Second Life, which also included the formation of a Faculty Learning Community. The building projects within Second Life were successful enough to motivate the purchase of a Second Life Island for extension of the Mercy Campus into virtual reality. The use of a multi-user virtual environment as a teaching and marketing tool keeps Mercy looking forward and embracing the technologies available.

**Support Services**

Increased enrollment necessitates increased support services. In 2004-2005, the Student Success Center recorded 561 sign-ins which grew to 1,188 in the 2007-2008 and 855 in 2008-2009 academic years. The Student Success Center was enlarged and moved to the fourth floor of the College in 2000-2001. The Center expanded yet again by moving to the fifth floor of the College in Fall 2007. In keeping with the College Mission, a full-time Campus Minister/Service Learning position was filled in 2002-2003 with a full-time campus ministry program emerging. With a grant from the Maria Brunner Fund of the Sisters of Precious Blood (Dayton, Ohio), the Campus Counselor position was extended from part to full-time in 2004-2005. These changes highlighted the need for a full-time Student Life Director, a position filled in 2006-2007. A full-time secretarial position for the Student Success Center was also filled. Additionally, a key
role was created that same year: as part of a new pet therapy program, Tuesday, a black Labrador retriever (now the College’s most popular staff member) was hired for the position of therapy dog. During 2007-2008, the Director’s title was changed to Associate Dean of Student Formation, with the oversight responsibility for Campus Ministry and Student Life. In 2009-2010, the Director of Counseling is working in conjunction with the Northwest Ohio College Counselors Association, the Mercy Faculty Learning Community, and the Second Life professors and students to set up a suicide prevention hotline for all northwest Ohio students.

To address the specific needs of nursing students on the Toledo Campus, a full-time nursing tutor was hired in 2007, and a full-time nursing student advisor was hired in 2008. For the Youngstown Site, a new quiet area for study and testing was added, but Youngstown continues to need a nursing tutor.

**Students**

Efforts made to make education accessible and convenient for Mercy College students include hybrid distance learning offerings, evening classes, an evening ASN degree program, Saturday clinical spaces, Skills Lab open hours, and increased Library hours.

To help students meet the rising costs of education at a time when students can least afford it, tuition reduction for the pre-requisite courses of Biology, Algebra, and Chemistry I (ABC) was introduced.

To plan for the health needs of its constituents and meet the faculty, staff, and student demand for physical fitness classes, the College has increased the number of courses over the last five years, with classes in yoga, Pilates, ballet, and strength training. Students at the Youngstown Site may take hospital employee physical fitness classes at a discounted rate.

Having a diverse and knowledgeable student population continues to be a challenge and is a necessity in a global culture. Enrollment Services at the Toledo Campus also has had opportunities to work with area high schools to recruit a more diverse student population. These schools serve a variety of populations. Marketing for Mercy College occurs in various minority journals; for example, the Youngstown Site advertizes in the Buckeye View and with the Black Nursing Association. Some of these new recruits are financially at a disadvantage, so Mercy awarded diversity scholarships for the first time in Fall 2008.

Mercy has always sought to create a more diverse campus to better reflect the surrounding community. The College has applied for a three year HRSA-09-107 grant to implement a comprehensive Student Success Center program in Youngstown. This program is designed to facilitate a 35% projected increase in the number of individuals from disadvantaged backgrounds in northeast Ohio to successfully complete the ASN program at the Youngstown Site. Currently, the area is lacking skilled nurses. Severe economic distress contributes to the need with four counties designated as Appalachian Region.

Cultural Diversity is now a required course for students. Other course offerings, such as Spanish for the Healthcare Worker, Sociological Perspectives on Peace, and World Religions, speak to the need for culturally aware graduates. Students and graduates are exposed to and work in clinical settings that serve culturally diverse populations.
reflecting the Toledo community. The College also provides diversity functions, such as a Korean food fair. In 2001-2004, the Science Division sponsored the “Body System Projects” with Central City Ministries. These Diocesan Catholic schools serve the inner city and have diverse populations.

**Preserving Mercy Heritage and History**

Mindful that a knowledge of history can help planning for the future, the College maintains archives and a Heritage Room. Sr. Mary Ann Brady, RSM worked in Special Collections part-time beginning in 1999 after her retirement from teaching. An Administrative Intern joined her in 2005. After Sr. Mary Ann’s formal retirement in 2007, the position of Curator of Collections was added. This position entails helping Mercy constituents to apply research materials and encouraging faculty to integrate historical materials into their classes. The Curator designs exhibits fostering life skills like the Mercy Core Value of Critical Thinking so necessary for student growth. By educating students about the Mercy heritage, she also contributes to baccalaureate culture and to a sense of community even post graduation. Showing how the Foundresses and their followers gave of themselves helps to shape and nurture Core Values in the present and in the future. Heritage displays and the Heritage Room are in keeping with the Mercy Mission and preserve its history so that Mercy maintains its link to the Sisters of Mercy. Oral histories have been conducted with the Sisters, and a DVD history was filmed.

Guidelines and procedures are in place and are reviewed for the maintenance of the archives. The College recognizes the need to acquire, access, store, and exhibit materials from the Mercy School of Nursing, the College, Mercy Hospital, Mercy Hospital Guild, Mercy Hospital Auxiliary, St. Vincent School of Nursing, St. Vincent School of Radiography, and the Youngstown Site. The materials stored in the archives of Mercy College benefit alumni, current students, researchers and patrons and are available for education, interpretation, research, and exhibition.

**Core Component 2b:**

*The organization’s resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.*

The educational excellence of this institution is achieved, in part through careful planning. To facilitate planning, an Advancement Office was established to help increase College resources for the future. This office also involves alumni in that future when they actively contribute to resource allocation. The most important resources remain, however, the human ones. Whether they are faculty, staff, students, or external stakeholders, Mercy’s human resources are the soul of the College and must be treated with all the care that requires. Mercy also helps its human resources to develop professionally, through conferences, guest speakers, and workshops. Other resources are also under continuous development so that the goal of continual improvement in the future is met. Faculty and staff seek new technologies to better serve students, and the College helps to provide those resources and the regular tuning they need. Sometimes the improvements mean pruning away less productive programs or activities to spark new growth in other areas. Mercy has closed some programs but also added new degree
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programs. Mercy incorporates into its Self-Study process for reflection on its strategic goals and how they have been modified or fulfilled.

Financial Resources

College resources shape both the present and the future of the organization. Mercy receives Medicare pass-through funds through its partnership with MHP. For 2008, the Medicare reimbursement was $4,242,866, and the Medicaid Reimbursement was $1,266,829. At the College, 48% of its total revenue comes from these two sources. Tuition and fees provide 52% of the College income. The Advancement Office pursues external grants, grows the endowment, and builds scholarships.

To prepare for the future, Mercy College must maintain fiscal responsiveness. The College created the position and hired the Director of College Advancement in 2006. The position of Coordinator of Alumni Relations and Annual Giving was added in August 2007. With these two new positions in place, the College has increased efforts in grant acquisition and institutional development. A HRSA grant and MHP funds were successfully requested for renovation of the Continuing Professional Education division.

The amount of individual and corporate gifts for 2008 showed a 26% increase over 2007, although the number of donors declined by 6% (See Evidence binder for Chapter 2).

With the downturn in the American economy, which deeply affects both Ohio and Michigan, Mercy’s two key recruitment states, the demand for scholarship support has skyrocketed. To help students now and in the future, Mercy added five new scholarships for the 2009-2010 academic year.

Human Resources

Mercy’s people are its richest single resource. Professional staff, support staff, faculty, students, administrators and volunteers each contribute to the success of the college and programs in innumerable ways. Even in a declining economy, Mercy College Toledo campus has been able to maintain its employee base in order to fully support the educational programming and assure continued quality programming. While many other colleges have been forced to freeze all hiring for the foreseeable future (including vacated positions), Mercy’s careful fiscal stewardship has allowed it to replace vacated positions in a timely manner, and has also allowed several new positions to be created. During summer of 2009 the following positions were filled: five faculty members (replacement positions), and the Vice President of Academic Affairs; two staff positions were converted to fulltime, and two vacant support staff positions have been posted. For a college whose total fulltime employee base numbers fewer than 200, this is significant support of human resources. Even more important, however, is the commitment of the President, the CFO and the MHP system to maintain a qualified faculty and staff.

A major problem area in human resources remains at the Youngstown site. Currently, the faculty are sufficient in quality and quantity to carry out the educational mission. However, support staff and student services are below the minimum necessary. Because the Youngstown site is financed through the Humility of Mary Health System, the College lacks early input into the budgeting process. This is an area of opportunity for the College.

Because there are adequate numbers and quality of faculty and staff, the educational programs have sufficient support to maintain and strengthen quality. The faculty and
staff are also fully committed to performing the tasks necessary to monitor, assess and evaluate educational programs. Because past practice is an indicator of the future, it is worth mentioning that Mercy has been supportive in developing new programs and course offerings. When a new program has gone through the development process, sufficient additional faculty and staff have been provided to allow the program to function well. This practice is expected to continue.

An example of a department that has grown dramatically is the Division of Student Formation. The Division was created as a response to increasing student numbers, and an increase in the level and types of services required. Several smaller departments were merged under one leader, the Associate Dean of Student Services.

Besides providing human resources, Mercy also supports its faculty and staff in a number of ways including access to professional development opportunities to assist employees to grow and mature in their professional lives. All employees are eligible for tuition reimbursement to continue their education, and there is opportunity to attend conferences and seminars. A solid EAP department provides assistance to resolve issues that may be impacting on work or home life. The Human Resources Department has a number of additional services and a competitive benefits package that help employee retention.

As Mercy continues to grow, the human resources grow with it. Graduation rates and board scores on national exams show that Mercy is accomplishing its Mission-based educational goals and is using its human resources effectively to that end (see Evidence binder for Chapter 2).

Facilities

The physical College structure is aesthetically pleasing and located in a recently renovated building (1999–2000). College clinical site availability through the MHP system puts Mercy at an advantage compared to its competitors. Nursing and Allied Health Divisions are continuously seeking additional clinical spots. For example, Radiologic Technology has located clinical sites at Flower Hospital (Sylvania, Ohio) and Mercy Monroe Hospital (Monroe, Michigan). The College’s Master Facilities Plan is discussed above under Core Component 2a.

Technological Resources

Campus technology has received a great deal of attention because the amount, type, and usage of technology have increased dramatically during the last 10 years. The College engaged an outside consultant, PF Scott Engineered Solutions, LLC to discuss establishing a Strategic Plan for Technology. The consultant was asked for a plan that would span five years, have consistency with the College’s Mission, assess the current status, and develop a strategic roadmap for the future.

According to its Executive Summary, the major goal of the plan is to become operationally independent from Mercy Health Partners’ hospital based information systems while retaining the MHP robust, reliable, computing infrastructure. The Summary states:
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The strategic plan has been constructed applying the new Mission Statement as a guide. All of the recommendations included in the Technology Plan are likely to cost in excess of $10 million over the five year period. The investment includes recommendations for staffing increases, facility improvements, technology upgrades, faculty/staff development components, and acquisitions. Each recommendation for technology improvement is defined and sequenced such that the recommendation adds value and is not dependent upon a future action.

The Plan includes four major initiatives essential to advancing the use of technology in the teaching and learning process as well as improving the ability to use timely, fact-based information to guide the institution forward. The four recommendations include:

1. **Staffing**: Reorganize the Information Technology (IT) office. Create a position and appoint a Director/CIO; create a position and appoint a Manager for Administrative Information Services; create a position and appoint a Manager for Academic Support Services. Augment the staffs with student employment.

2. **Communication**: Create a Technology Council. The Technology Council is responsible for prioritizing technology initiatives and for improving communication to the campus community regarding technology issues. The Technology Council is the organization created to actualize shared governance regarding the College’s technology opportunities and threats. The Director/CIO chairs this Council.

3. **MHP Security Barriers**: Remove the security and censoring barriers imbedded in MHP operations software for the College. MHP has installed software products that maximize protecting patient records for the hospital setting. These same safeguards inhibit the teaching and learning environment for the College. An open environment should be configured, using the MHP infrastructure but bypassing the encryption features and censoring features needed by the hospital. Care needs to be taken to continue to provide security for the College’s academic and administrative records.

4. **Empower**: Evaluate Empower. ComSpec’s Empower information system has served the College well as the College grew from 300 students to the current enrollment of approximately 1,000 students. The software package is used by approximately 70 institutions, but none of them use all of the modules. The cost/benefit ratio of the information system may be enhanced by implementing the Human Resources and Financial modules. The value of the information system will substantially increase with the integration of all College data. Care needs to be taken to compare the cost/benefit of enhancing Empower with the cost/benefit of acquiring an alternate information system product that is more widely used by small and medium sized campuses. Other fully developed, widely used systems are available for comparison.
Additionally, the Technology Strategic Plan suggests that

Managing the College’s technology inventory, migrating to Windows Office 2007, constructing a mission statement for IT, evaluating the possibility of requiring each new student to purchase a laptop, establishing a new Mercy College website, evaluating e-College for Distance Learning vendor, and establishing training programs for both academic and administrative systems should closely follow the implementation of the four primary initiatives.

The College website has been recently updated. In November 2006, the Mercy College website was moved from the Mercy Health Partners/Catholic Healthcare Partners server to the commercial server host, Media Temple. After the outside server was in place, a new website was launched in November 2006 and revamped in May 2009.

The website now includes Course Download Directories available to all faculty members to post course notes, forms, syllabi, or any document they want to make available to current students. This area of the website currently contains 700 course documents. Students may search for documents by course name or number, document name, academic program, or faculty name.

The Nursing Skills Lab Schedule was added to the website in August 2007. This web database is maintained by the Skills Lab staff and accessed and utilized by students online. It affords a much more convenient process for scheduling Skills Lab appointments by nursing students.

While the website has many positive features, current College technologies still present some challenges. Faculty/staff access to email at their homes or other locations away from Mercy College is sometimes unavailable. The IS Department has provided training for faculty and staff when software or processes have been changed.

In order to improve communication between the Toledo Campus and the Youngstown Site, videoconferencing equipment was purchased and installed in early 2009. The College continues to explore additional resources to better support the programs at both locations.

**Core Component 2c:**

The organization’s ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

Evaluation and assessment are tools that Mercy College must utilize to achieve peak performance. The evaluation processes in place are what supply the evidence that Mercy achievements match its stated outcomes for effectiveness at the institutional level. The systems the College employs to evaluate and assess its information must appropriately gather and analyze data as well as close the “assessment gap.” The means for feedback and adequate support structures and resources also are in place for all constituents to provide their input. With that support and guidance, Mercy has instituted a revised review schedule to better implement proposed changes so that Mercy proffers the highest quality education possible to students.
Institutional Effectiveness Plan (IEP)

Mercy College has an Institutional Effectiveness Plan in place which was revised and updated in 2008. The Plan states in its introduction:

*In an effort to continuously support the mission of the college through the process of institutional assessment, Mercy College of Northwest Ohio is committed to achieving incrementally higher levels of achievement in all aspects of college performance. By constantly striving to exceed and improve on our best, we hope to ensure a learning community in a state of constant growth and change to meet the needs of the students, faculty, staff, and administration, as well as the public we serve. The primary purpose of Mercy College of Northwest Ohio’s Institutional Effectiveness Plan is to improve student learning by making appropriate curricular and institutional policy and procedural changes. The secondary purpose is to provide members of the College community with summaries of assessment instruments and methods used throughout the College.*

The IEP is linked directly to the Pillars of Progress which give shape to the College’s Strategic Plan. The Nursing Systematic Evaluation Plan as well as other program assessments and course assessments connect back to the IEP and thereby the Strategic Plan. The methods and the dissemination of data from these plans are described in the IEP.

Budget changes have been made in the College in order to address needs designated by the IEP. Some examples are the addition of the Nursing Tutor position, the addition of the Nursing Advisor position, moving the Writing Center position to full-time, and the addition of the Student Life Director position.

The College utilizes several systems for collecting and analyzing organizational information. EMPOWER was implemented in January 2005, and, in November 2005, Mercy College students at the Toledo Campus began registering for classes online for the first time. Online registration was made available to the students at the Youngstown Site the following semester. The Degree Audit portion of EMPOWER, which works as a feedback loop, became available to students online in November 2007. The Degree Audit allows students to view the degree requirements they have already met and which degree requirements they still need to meet to obtain their degrees. The Degree Audit also will provide students the option to do a “What If” scenario that allows them to see what requirements they would need to meet if they changed their major. In addition to giving students access online, the faculty members were given access in August 2005. They have the ability to see who is enrolled in their classes and which students have withdrawn.

The Department of Continuing Professional Education purchased Augusoft Lumens in January 2007. The staff is able to input course information including descriptions, required supplies, course costs, instructor biographies, program start and end dates, room locations, and parking information. Students are then able to view courses at their leisure and register and pay online with a credit card. This offers immediate student feedback, saves mailing costs, and gives students an opportunity to sign up at their convenience whether they live in the northwest Ohio area or across the country. Continuing Professional Education staff may then use the personal student information
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gathered from the registration to track marketing and future mailings. The course information may also be used to evaluate which courses are most successful and revenue generating.

As another source of feedback, the academic programs also distribute Employer Surveys at nine months to a year post graduation which helps to assess whether students are meeting the employers’ needs and to assess how employers feel students are performing. Although some employers do not always fill out surveys, the assessment data the programs do receive provides valuable suggestions and feedback. In order to improve employer response, this year the nursing faculty will be hand delivering surveys to employers in an attempt to solicit a greater number of responses.

Alumni data are a rich source of evaluative information. However, data are often difficult to obtain. The chart found in the Evidence Binder for Chapter 2 documents some of the ways Mercy generates and tracks feedback along with the date that feedback was most recently reviewed and updated.

Core Component 2d:

All levels of planning align with the organization’s mission, thereby enhancing its capacity to fulfill that mission.

Mercy College aligns planning processes by linking them to the Mission, Vision, Core Abilities, and Core Values of the College which manifest in practical ways through the budget planning processes. Whether it is through the sound of new construction on the third floor or through the launching of a new hybrid distance learning course, the evidence of College planning is visible in the daily functioning of the institution. At the same time, the College responds to fluctuations and alterations in the country and community by revisiting divisional and institutional goals. The complexity of student lives reflects the complexity of the world in which they live. Mercy constituents, both internal and external, bring consciousness of this complexity to the planning table.

Strategic Planning and Mission

Mercy College’s planning processes flow from the Pillars of Progress in the Strategic Plan. The Strategic Plan is based on the Mission. The professional programs - Healthcare Administration, Health Information Technology, Nursing, Radiologic Technology - also include systematic plans of evaluation. Annual Faculty and Staff Member Performance Reviews and their required, planned individual goals are aligned with the Pillars of Progress in the Strategic Plan.

Other planning processes in the College also reflect the planning strategies and the College Mission. The Curriculum Committee reviews courses and curriculum to maintain alignment of teachings with the Mission and goals of the institution. The Core Abilities of the College originate in the General Education Division but are integrated in classes throughout the curriculum. Students are also asked to evaluate course objectives and how well they are met as a separate activity from course evaluation. This assessment links back to Curriculum Committee decision-making.
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Outreach

Another approach to support Mercy College’s Strategic Plan, Pillar Five, is the recruitment of Catholic faculty, staff, and students to help ensure the Catholic identity of the College. Responding to the late Bishop of Toledo, James R. Hoffman, who called for Catholic institutions of education to provide students with “the abiding human virtues of compassion, dedication to human dignity and respect for life, commitment to peace and justice, and ministry to those in need,” in 2004, Mercy College created a scholarship to honor the memory, commitment, and life work of Bishop Hoffman. The scholarship supports preservation of the College identity.

Evidence of the College’s Mission documents appears in the long range recruiting efforts whereby Mercy introduces middle school and junior high students to the campus with outreach programs. Camp Scrubs, a Continuing Professional Education project, was an outreach to community needs and speaks to the College Mission and the Strategic Plan. Similarly, Central City Ministries Body System project, a Science Division education project that was an outreach to students in inner city schools, also spoke to the Mission and Strategic Plan.

Fiscal

Fiscal planning is also important in responding to both internal and external constituents. Mercy College carefully monitors the allocation of human and financial resources. Any significant increase associated with a new initiative requires a detailed plan, demonstrating how the additional resources would relate to or support the College’s Mission, Values, Vision, and Strategic Plan. The College President and Vice Presidents, and, in some cases, the Board of Trustees, renew and approve the proposal for inclusion in the College budget.

Examples are:

1. Establishment of the Foundation on the Toledo Campus
2. Development of distance learning offerings
3. Addition of exercise facilities
4. Increased Student Service resources, such as counselors, tutors, nursing advisor, testing services, financial aid officer, etc.
5. Growth and reorganization of Enrollment Services
6. Growth of the Continuing Professional Education Division
7. Increase in Endowments funds
8. Establishment of the Youngstown Site

Distance Learning

Mercy goals are flexible and modifiable to better respond to societal changes and/or trends. The prevalence of technology in today’s competitive environment led to the development of hybrid distance learning programs and courses, which now have become part of the standard planning processes. Indeed, as has already been noted, an increase in the number and type of programs (BSN, ASN night program, HCA, etc.) speaks to varying needs in the health care and broader communities. The students who register for
the hybrid distance learning programs have the same student services available to them as the campus based students, in keeping with sound pedagogy and Mercy’s Mission Statement. The College continues to plan for new courses (See Distance Timeline in Evidence binder for Chapter 2) and ways to improve existing courses. The Learning Management System Committee met for a year, examining multiple possible platforms in order to migrate the College to one that better accommodates student needs and is a more fiscally appropriate choice at this time (See LMS minutes and rubric in the Evidence binder for Chapter 2).

Underprepared Students

To better accommodate student mobility from jobs, career goal changes, etc., the College has worked to improve and increase acceptance of more transfer credit. Some of the students who are changing careers midlife or returning to school at nontraditional times require enhanced student services. The College has responded by creating these services to aid underprepared students, although continued efforts at addressing the needs of this large population of students are an opportunity for the College.

Dislocated workers prompted the planning and development of credit bearing certificate offerings and an increase in the number of non-credit bearing certificate offerings through the Continuing Professional Education Division. Because economic conditions especially affect students, the College began offering the ABC program, that is, Algebra, Biology, and Chemistry, at a reduced rate of $99 a credit hour. The Associate Dean of Students for Enrollment Services/Chief Admissions Officer furnished a report on the need for a response to a changing regional environment. Mercy College was experiencing a decrease in the number of students accepting admission into the general College. These stated that they declined admission because they could take their pre-requisite courses at other institutions at a lower tuition rate. With the goal of increasing the number of general College students, a tuition reduction for specific courses was implemented.

Professional Development

The decrease in travel funds for professional development during 2009-2010 prompted exploration of alternatives for enhancing faculty development. The Fall Retreat in 2009 was held on campus rather than off as has traditionally been done, but the College must continue to stretch its creative and critical thinking skills to meet this unexpected challenge.

Strengths

- A realistic and comprehensive Strategic Planning process is in place that takes into account current and future trends and input from multiple sources and stakeholders.
- Additional space has been renovated or created to house CPE offerings, thus assuring that resources are in place for new and future programming.
- Increasing needs of students have been addressed by expanding student services on the Toledo Campus.
- The office of Institutional Assessment and Planning was established to assure systematic ongoing evaluation and assessment of institutional effectiveness resulting in strategies for continuous improvement.
- The office of Continuing and Professional Education Programs has been expanded to provide greater access to non-traditional students, thus further fulfilling the College’s Mission.
The College is committed to acknowledging its history and its dedication to Mission by maintaining the position of College archivist.

Opportunities

The College believes that distance learning offerings can be increased; however, Mercy is not yet approved by the HLC to offer online degree programs.

While strides have been made in the past three years to recruit and retain greater numbers of minority students and employees, more work needs to be done in order for the College to fulfill its strategic initiatives of increasing diversity for students and employees.

While technology has been enhanced at the Youngstown Site (upgrades of faculty computers, video-conferencing capabilities), the need for increased space and physical resources still exists.

While faculty resources are adequate at the Youngstown site, it lacks adequate student support services (tutoring and clerical support), and both locations lack adequate resources for underprepared students.

Conclusion

Mercy College has met Criterion 2: The College demonstrates its capacity to fulfill its Mission, improve the quality of its education, and respond to future challenges and opportunities.
CHAPTER THREE
STUDENT LEARNING AND EFFECTIVE TEACHING

General Education Philosophy:

The philosophy behind a Mercy College education is that an individual, regardless of his or her chosen profession, needs to possess both a broad knowledge-base and the core abilities which characterize an educated person. At Mercy College, this knowledge base and these core abilities are emphasized in all courses. Students demonstrate mastery of the Mercy College General Education Core Abilities through the completion of a student portfolio, which enables the General Education Division, the College, and, most importantly, the student to assess student learning.
Chapter 3

Criterion Three: Student Learning and Effective Teaching

The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Mercy College evaluates student learning and teaching effectiveness throughout the curriculum using both direct and indirect measures. The College utilizes a variety of assessment tools to evaluate student learning and believes that assessment of student learning should be ongoing to ensure student educational success. Continuous assessment of student learning enhances the likelihood of students achieving course, program, and College learning objectives by alerting faculty when students may require some form of intervention. Evaluating teaching methodologies helps faculty identify teaching strategies that may not be ideal and need improved upon as well as those that are successful.

This chapter addresses the level at which the College is accomplishing its educational assessment purposes. It includes a section on assessment of student learning including the College’s General Education Core Abilities, program outcomes, and course objectives. The chapter will continue with sections on evaluation of effective teaching, the learning environment and the organizational support for teaching and learning. The chapter will conclude with a table identifying the strengths supported by the evidence and the opportunities for improvement.

Core component 3a: The organization’s goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

Assessment and Evaluation: Definitions

Mercy College uses a wide variety of data collection methods to both assess and evaluate the attainment of student learning and Mercy’s institutional processes that support learning.

Assessment at Mercy College is an institution-wide process measuring student learning both formatively throughout the curriculum and summatively at and after graduation. Learning outcomes are benchmarked against norms established by the program, the College, the specific disciplines, and discipline-specific credentialing.

Evaluation at Mercy College is a systematic, ongoing, institution-wide process where the collection, analysis, and interpretation of data concerning programs and services occurs to determine effectiveness and to support and improve student learning. Support services and programs measure student satisfaction, student perceptions, student services, safety, etc.
Assessment: Institutional Outcomes and Mercy College General Education Core Abilities

The Mercy College assessment process looks at both programmatic learning outcomes and institutional competencies or Core Abilities which all graduates are expected to attain. The academic programs have developed discipline-specific learning outcomes, and, although the degree of specificity and the number of outcomes vary by program, outcomes are concordant with the institution’s Mission and provide a basis for assessing student learning.

Mercy College’s nine General Education Core Abilities are the institutional educational outcomes for graduates and provide an institutional competency framework that underlies all of the courses and is tracked throughout the curriculum. The Core Abilities were originally developed by the faculty around the College’s Mission, Vision and Values in 1994, were revised in 1999, and were renamed in 2009. The nine Core Abilities and associated standards are listed below:

**Mercy College General Education Core Abilities**

1. **Communication:** To develop fundamental literacy in reading, writing, speaking and listening in order to communicate effectively.
2. **Critical Thinking:** To reason logically, using data from appropriate disciplines in the process of problem solving and decision-making.
3. **Mathematics:** To understand mathematical concepts and perform mathematical and algebraic computations.
4. **Values and Catholic Identity:** To exhibit an understanding of Catholic values, beliefs, and the nature of faith as they impact ethical decision making within the professional and personal life of the graduate.
5. **Computer Technology:** To understand the use of introductory computer technologies with emphasis on instructional software and word processing.
6. **Science:** To understand scientific concepts, the scientific method, contemporary issues in science and technology, and apply these concepts to healthcare.
7. **Humanities:** To exhibit a broader awareness, interest and appreciation of the relevance of the humanities to current conditions of life while acknowledging the beauty of human endeavor as a universal characteristic of cultures.
8. **Social and Global Consciousness:** To understand and respect the diversity of cultures and experiences that characterize the global community and enable graduates to be productive and responsible citizens in a democratic society.
9. **Lifelong Learning:** To be motivated and responsible for continual self-directed learning and development of skills needed for self-actualization.

The Core Abilities are listed in the *College Catalog*, in most course syllabi, in individual program handbooks, communicated to students during the new student orientation, and are displayed prominently throughout the College on walls and in classrooms (See *New Student Orientation Packet; Course Catalog* 2008, pp 36-37). Measurement of the Core Abilities is specifically mapped in matrix format in some of the programs and is evaluated through a portfolio process institutionally. An area of opportunity for the College is to establish a common understanding of the terminology associated with assessment. The College can also improve on the integration of the Core Abilities throughout all of the programs. This would help support Mercy College’s philosophy that individuals, regardless of their chosen profession, need a broad knowledge base and should possess Core Abilities that are relevant to all educated persons.
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During the past several years, many efforts have been undertaken to highlight the value that the College community places on the importance of General Education including increasing the visibility of the nine Core Abilities. While all of the degrees require that a student complete specific coursework in General Education areas that support the attainment of the Core Abilities, each program has chosen courses that are congruent with their specific field of study.

Degree Requirements

Associate Degree Requirements
The College requires that all associate degree graduates complete credits in the following areas of study: Religious Studies, English Composition, Social Sciences, Natural Sciences, Humanities, and Student Success Strategies.

Bachelor Degree Requirements
All bachelor degree graduates of Mercy College are required to complete the credit hours designated in the following areas of study: Communications, Mathematics, Natural Sciences, Social Sciences, Humanities, Student Success Strategies, and Religious Studies.

Measurement of Mastery of Core Abilities

Currently, students demonstrate mastery of the Mercy College General Education Core Abilities through the completion of a student portfolio, which enables the General Education Division, the College, and, most importantly, the student to assess student learning (See Evidence binder for Chapter 3). The General Education Portfolio presents documentation and artifacts collected by the student that demonstrate the student's work, abilities, and growth throughout her/his academic career at Mercy College. Full-time faculty members evaluate the portfolio and score them as met or not met. The final sheet has a tally that the faculty members use to score the overall presentation of the portfolio on a 6 point Likert scale with 0 being ‘Unacceptable’ and 5 being ‘Excellent’.

Successful achievement of the College’s Core Abilities is a requirement for graduation. Any Core Ability that is not met is returned to the student for revision until it is satisfactory. If the student does not succeed in developing a satisfactory portfolio, he/she does not graduate. The student portfolio is returned to the student with the grading sheet after the faculty member has assessed it.

The data from the Portfolio Student Survey is collected and summarized by the secretary in the Division of Student Formation and given to the Associate Dean of General Studies for analysis. The Associate Dean of General Studies analyzes the data and writes a report (See Evidence binder for Chapter 3).

Data Analysis of Core Abilities and Intervention

Analysis of the Student Portfolio Survey comments has shown that most students enjoy the process; however, they did not fully grasp that the reason for the portfolios is to measure their achievement of the Mercy College General Education Core Abilities. Supporting the written comments from students, faculty reported that students had voiced complaints about completing the portfolio, and that the Core Abilities were only for students pursuing the Associate degree in General Studies, not for students in the professional programs. After a careful analysis of this data, it was decided that a more concerted effort of communicating the interdisciplinary requirement of the College’s
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Core Abilities needed to occur. The increased focus on the College’s Core Abilities included the following interventions:

1) Change the name General Education Core Abilities to Mercy College General Education Core Abilities
2) Increase the visibility of the Core Abilities throughout the College
3) Include the Core Abilities addressed in each course in the course syllabus
4) Relocate the Core Abilities in the Course Catalog from page 37 to the first few pages of the catalog

It was proposed that changing the name of the Core Abilities would help students recognize that they were College outcomes required of all students. “General Education Core Abilities” was renamed to Mercy College General Education Core Abilities. They were also relocated in the published documents, such as the College Catalog, to the first few pages with a clear description and purpose. Applying wall clings and floating words of the Core Abilities in the hallways and classroom walls throughout the College achieved further enhancement of visibility.

Further analysis of the Portfolio Survey showed there is a lot of emphasis on the student’s perception of the process and little on the assessment of the individual Core Abilities. The individual Core Abilities are scored as met/unmet or yes/no. They do not receive a numerical score to aid the College in identifying which Core Ability is strongly achieved and which is weakly achieved. This information would be valuable for identifying areas for curriculum changes. Further analysis of the portfolio scores shows the need for inter-rater reliability training for faculty members assessing the portfolios to prevent score inflation. The increase in the number of students receiving “Excellent” on their portfolio presentation correlates with the change of faculty members scoring the portfolios; however, several other changes occurred during this same time period. Students were introduced to the portfolio process during new student orientation, which was earlier than it has been in the previous years; plus, each course began to include a portfolio section in the syllabus identifying the course assignments, such as papers, that could be included in the portfolio. To increase the reliability of the scoring process, it is recommended that a clearly defined rubric combined with inter-rater reliability training will ensure that the portfolios are scored with equality and will prevent score inflation or deflation.

While the portfolio provides artifacts and written evidence of student achievement of the Core Abilities, the Graduate Exit Survey also gives the College valuable information about student perceptions of their achievement. This provides a baseline which can be used to compare against direct assessment measures to determine if student self-perception is congruent with direct measurement. The ability to analyze the student’s perceptions of achievement of the College’s Core Abilities by program is very helpful to support programs in making curriculum or process changes.

An area of opportunity for the college is to include various constituencies in the analysis and evaluation of the Core Abilities, and further, to integrate the measurement of core abilities throughout the college-wide assessment process, not relying solely on the portfolio to measure attainment of institutional learning outcomes.
Programmatic Outcomes Assessment

The focus of Mercy College is threefold: health care programs, health science related programs, and health care related continuing professional education programs (both credit and non-credit). Each program at Mercy College has identified learning outcomes, called program objectives, that have been developed by faculty who have direct involvement in the program curriculum (See College Catalog 2009, Degree Programs, pp 87 -140). Assessment of program objectives uses both direct and indirect measures. The Therapeutic Massage program will not be presented, as it was a new program that did not evolve adequately and as a result was discontinued.

Certificate Programs

There are several new certificate programs on the horizon for Mercy College. The Polysomnography Program and the Ophthalmic Technician Program are scheduled to begin in January of 2010. Each of these programs has created program objectives (outcomes) which have been mapped to their specific curriculum. Although these programs currently reside in the Continuing Professional Education Division, they are credit-bearing programs and will be participating in the assessment process the same as the degree programs. These programs have both involved their Advisory Committees in establishing both the curriculum and program objectives (outcomes). They are currently developing their assessment plans, measures, and curriculum maps as part of that process.

Health Care Administration (HCA)

Program Description/Goals/Mission
The Health Care Administration Program prepares professionals in the aspects of management of health care organizations to supervise the coordination of healthcare delivery in diverse systems. These professionals will gain employment in diverse settings such as: clinics, hospitals, rehabilitation centers, physician practices, consulting firms, public health departments, skilled nursing facilities and residential care facilities.

The mission of the HCA Program as presented in the HCA Student Handbook (2008) is:

Prepare students to enter management practice in a health care setting and to enhance the knowledge and skills of those already employed in a management role in a distance-learning environment (p 5).

Program Objectives/Outcomes
The faculty of the HCA program has developed the objectives for the program in concert with their professional communities. The student learning objectives are:

1. Demonstrate advanced attainment of Mercy College Core Values.
2. Demonstrate workplace readiness through the ability to understand resource management (fiscal, human, and physical), the importance of planning and leadership skills, as well as the understanding of the legal impact on professional ethical decision-making.
3. Possess interpersonal communication skills required for successful performance in the health care environment.
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4. Demonstrate a working knowledge of computer technology as applied to systems in health care operations, presentation technology, and other communication, planning, analysis, and quality applications.

Assessment Evaluation Methods
The HCA Program objectives are listed in the HCA Program Student Handbook (2009, p 6) and in the College Catalog (2009, p 94). Multiple methods, both direct and indirect measures, are used to assess student learning of these objectives, including:

- Internship
- Portfolio
- Graduate Exit Survey (both assessment and evaluation)
- Post Graduate Survey (both assessment and evaluation, completed 6 months after graduation)

Results/Analysis/Examples
With regard to knowledge base (assessment), the 2009 group suggested they were the most prepared and were overall most satisfied with the program when compared to the prior years that were evaluated. Additional results are discussed in the Programmatic Evaluation Section.

Health Information Technology (HIT)

Program Description/Goals/Mission
The Health Information and Technology Program is a program that is growing in part due to Congressional mandate of Electronic Health Records. The HIT program has the goal to educate and prepare professionals that are responsive to national and community needs in the area health information management.

Program Objectives/Outcomes
The Program’s objectives are:

1. Demonstrate behaviors reflective of the entry-level competencies as specified in the knowledge content clusters of the Model Curriculum of the American Health Information Management Association.
2. Display accountability for continuous learning and professional development.
3. Integrate components of general education into the technical role.
4. Practice within the ethical, legal and professional standards of the health information management technician’s role.
5. Employ components of effective communication skills.
6. Assume accountability for one’s actions in health information technology practice.
7. Practice in a manner reflective of Christian values.

HIT Student Learning Objectives are published in the College Catalog (2009, p 98), in the HIT Program Student Handbook, and are presented to the students during New Student Program Orientation, each year.

Assessment of student achievement of the program objectives includes:

- Certification Examination Results
- Graduate Survey 6 months post graduation

Compassion + Human Dignity + Excellence + Sacredness of Life + Service + Justice
CRITERION THREE

- Senior Exit surveys at completion of the program
- Employer Survey
- Accreditation Results

Assessment Evaluation Methods
The primary direct measure of attainment of student learning outcomes is the Program’s Certification pass rate for first time test takers.

A secondary measure of both program quality and student learning is the program’s successful accreditation, which takes into account both assessment data and evaluation data. The HIT program is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) in cooperation with the American Health Information Management Association (AHIMA). A copy of the Annual Report to CAHIIM is available in the Resource Room.

Results/Analysis/Examples
HIT’s pass rate on the certification exam is slightly higher than the AHIMA National Mean:

AHIMA Mean Pass Rate for 2007 - 2008: 78%
Mercy College HIT Pass Rate for 2007-2008: 78.57%

Although the HIT Program met the minimum required pass rate for first time test takers, they had set a benchmark of 90% that they did not achieve. Since the Program did not achieve the benchmark, they made the following changes to the curriculum to enhance the pass rate:

1. Three weeks of mock certification examination review sessions have been allotted into the curriculum in the HIT Capstone Seminar course. The mock certification examination preparation will be expanded to 8 weeks upon Curriculum committee approval.
2. RHIT examination questions are incorporated into each HIT course utilizing PRG Publishing RHIT Exam Preparation.

Please see the Full Summary of the Annual Report to the CAHIIM in the Resource Room for further assessment information.

Nursing

Program Description/Goals/Mission
The mission statement of Mercy College clearly articulates the commitment of the College to prepare men and women for careers in health care. Mercy College offers both an Associate of Science in Nursing (ASN) and a Bachelor of Science in Nursing (BSN). The baccalaureate program includes both a BSN pre-licensure program and a RN-BSN completion program. Both programs share the same program objectives and course objectives, therefore, the presentation for the BSN program will include the RN-BSN completion program unless otherwise noted. The nursing program objectives for both the ASN and the BSN have been developed by nursing faculty who are involved in the curriculum to guide program development, implementation and evaluation. The nursing program objectives are listed in the College Catalog (2009, pp 108 & 118), the ASN
CRITERION THREE

Program Student Handbook (p 7) and the BSN Program Student Handbook (p 5). The objectives are listed below.

Program Objectives/Outcomes

Associate Degree Program Objectives

1. Apply the nursing process in assisting the patient to meet self-care requisites.
2. Integrate health-illness concepts in the provision of care.
3. Synthesize the concepts of the teaching/learning process in the delivery of care.
4. Demonstrate accountability and professional behavior in entry-level associate degree nursing practice.
5. Using the concepts of the Self-Care Deficit Theory of nursing, formulate plans of care for patients across the life span.
6. Integrate knowledge of the humanities, sciences, and nursing research to provide rationale for nursing practice.
7. Demonstrate the consistent performance of safe, effective nursing skills in entry-level associate degree practice.
8. Demonstrate interpersonal skills throughout nursing practice.
9. Practice Christian values within the ethical, legal, and professional standards of nursing practice.

Bachelor Degree Program Objectives

1. Incorporate Core Values of compassion, excellence, human dignity, justice, sacredness of life, and service in the practice of nursing.
2. Integrate knowledge from physical, behavioral, and nursing sciences, humanities, and liberal arts as a basis for professional nursing practice.
3. Use Self-Care-Deficit Theory of Nursing and nursing research to provide therapeutic nursing interventions that assist individuals, families, groups, and communities to attain optimal health.
4. Practice critical thinking through intellectual curiosity, rational inquiry, problem-solving skills, and creativity in the management and coordination of care.
5. Integrate professional behavior in the multidimensional role of the nurse in a variety of settings.
6. Provide holistic nursing care to diverse individuals, families, groups, and communities.
7. Coordinate community resources to promote, maintain, and restore health in the individual, family, group, and community.
8. Practice effective communication through the sharing of accurate information to positively affect care outcomes.

Assessment Evaluation Methods

NCLEX Pass Rates: The primary direct method used to determine achievement of student learning outcomes for the Nursing Program is the NCLEX pass rates. Successful passage of the NCLEX is required for the graduate to become licensed and to practice within the state of Ohio. The ASN program experienced an increased passage rate following implementation of a new policy: Dismissal from the Program following two nursing course failures. The BSN program experienced a drop in the NCLEX passage rate in 2006 and 2007. An NCLEX review course was developed and required for Senior level students in Spring 2008. The NCLEX passage rate increased in 2008; however,
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Further analysis is needed to determine if the increase is the result of the review course that was implemented.

Results/Analysis/Examples
The Program faculty routinely analyzes and uses feedback from its assessment plan outcome data, advisory committee meetings, clinical instructor meetings, and all communities of interest to continuously monitor and improve policies, procedures, and educational offerings.

Radiologic Technology (RT)

Program Description/Goals/Mission
The Radiologic Technology program provides students with the education and skills required to meet the competencies of an entry-level radiologic technician. The program goals and student learning outcomes are published in the Radiologic Technology Program Student Handbook (p 5). Students currently enrolled in the Program are made aware of the goals and student learning outcomes through a Program memo sent to all enrolled students, and during presentation and discussions at new student program orientation. The goals are also listed in the College Catalog (p 86).

The Program’s goals are:
1. Demonstrate clinical competence in performing diagnostic radiographic procedures in a professional manner.
2. Demonstrate problem-solving and critical thinking skills in radiography.
3. Employ effective communication skills.
4. Understand the importance of continuous learning and professional development.
5. Practice in a manner reflective of Christian values.

These goals define the purpose or intent of the Radiographic Technology Program. There are specific student learning outcomes for each Program goal.

Program Objectives/Outcomes
The Program’s student learning outcomes are:

1. Produce diagnostic quality radiographs.
2. Apply radiation protection to patient, self and others.
3. Provide age-appropriate patient care and comfort.
4. Function effectively in a variety of clinical situations.
5. Evaluate radiographic images for appropriate quality.
6. Demonstrate effective oral and written communication skills.
7. Demonstrate appropriate communication skills in the clinical environment.
8. Practice professional behaviors.
9. Participate in additional educational opportunities.
10. Integrate Christian values/Core Abilities with clinical practice.

The Radiologic Technology Program completes a variety of program assessment and course-level assessments including:
Assessment Evaluation Methods
The Program’s Annual Assessment Plan includes the Program goals, expected student learning outcomes, benchmarks, and actual measured learning outcomes (See Radiographic Program Assessment Plan in Evidence binder for Chapter 3). The Program Assessment Plan was revised in 2004.

Student and employer surveys are completed on an annual basis. Each semester student feedback is acquired through the Radiologic Technology Program clinical rotation surveys, through student representatives (two per class) at the biannual Radiologic Technology Program Advisory Committee meetings, and through Radiologic Technology course learning objectives evaluations. Radiologic and committee member’s input is solicited at these Advisory Committee meetings as well. The Program Advisory Committee Medical Director (a radiologist) represents the radiologists and hospitals. Faculty feedback routinely occurs at Program meetings (See RT Division meeting minutes).

Results/Analysis/Examples
The Program faculty routinely analyzes and uses feedback from its assessment plan outcome data, advisory committee meetings, clinical instructor meetings and all communities of interest to continuously monitor and improve policies, procedures, and educational offerings. The following is an example of a change that occurred from this analysis:

Analysis: The Spring 2005 RAD 215 (a 2nd year course) Exam #1 scores revealed that the students were exhibiting weak performance in several content areas covered in earlier Program coursework. The students indicated that having RAD 215 on Friday afternoons made it difficult to focus their attention on important lecture material.

Action: All Program faculty members will cover these content areas in classroom lectures and in the weekly Registry review sessions. These content areas will be enhanced in the 1st year student’s coursework. RAD 215 has historically been taught on Friday at 1:00-2:50 PM. RAD 215 was moved from its current Friday location to an earlier day in the week beginning spring semester of 2006. Since the change, academic achievement has increased and significant increase in learning outcomes for the course has been achieved. RAD 215 continues to be taught in this timeframe.

The Radiologic Technology Program is accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT).

Communication and Sharing of Assessment
The results of both assessment and evaluation processes are disseminated in a variety of ways. Communication venues such as the website, e-mail, College and Program Committees, program meetings, College meetings, Institutional Assessment Committee Annual Program – Rings of Assessment, and College Board of Trustees meetings are typical outlets for communication. However, there is not yet formalized institutional
assessment planning and tracking, with consistent inclusion of all constituencies throughout the entire cycles of evaluation and assessment. This is an area of opportunity which the College has recognized and has begun to address by hiring a Director of Institutional Assessment and Planning.

**Evaluation: Institutional and Programmatic**

Mercy College also uses a variety of tools in order to help evaluate its processes and determine if they support student learning and make effective assessment possible. These include Graduate Exit Surveys, the Noel Levitz Student Satisfaction Survey, Graduate and Employer Surveys, and working with programmatic Advisory Committees.

**Evaluation Measures**

*Mercy College Graduate Exit Survey*

Mercy College uses two types of graduate surveys primarily for evaluation purposes, but that also have some limited use in assessment. Some programs use a Graduate Exit Survey that is conducted every semester for all graduation candidates. The Graduate Survey is used by other programs (HCA and HIT, for example) to obtain student feedback six to nine months after graduation.

Graduation candidates are required to complete the exit survey in order to register for their last semester of classes. Hence, there is a better response rate with the Graduate Exit Survey than with the Noel Levitz Student Satisfaction Inventory (SSI) (More information on Noel Levitz below). The College’s Graduate Exit Survey assesses the graduate’s satisfaction and perceptions of achieving success in several important areas including: Program of Study, Tuition Financial Assistance, Job Pursuits, Continuing Formal Education, Satisfaction with the College’s Services, and the Mercy College General Education Core Abilities.

Analyzing the Graduate Exit Surveys by program has revealed that the students’ perceptions of achieving the Core Abilities may be different based on their individual programs, which provides an indirect assessment measure of institutional outcomes, but the surveys are more useful to help determine student satisfaction.

For example, the HCA program has seen a steady increase in the satisfaction level of the Program by its students. The 2007 and 2008 groups identified a lower level of satisfaction with the professional practice/internship component. The students and preceptors recommended a change in the method of internship placement. They recommended students seek out their own internship opportunities and interview for them as if it were an actual job. The 2009 data shows an increase in satisfaction with the new process (See Evidence binder for Chapter 3).

*Noel Levitz Student Satisfaction Inventory*

Mercy College uses the Noel Levitz Student Satisfaction Inventory (SSI) as a major evaluation instrument that is performed every other year to measure satisfaction of our students on advising, instructional effectiveness, campus safety and security and student centeredness. College data are compared to data collected by Noel Levitz from other national and Midwestern private and public four year colleges and universities. All
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students are encouraged to participate in the SSI in the fall semesters of the odd number years: 2005, 2007, and 2009.

Data gathered from the SSI is used to identify the areas for improvement and change by comparing student satisfaction vs. their opinions of importance, and measuring the gap between them. The resulting data are then benchmarked against other colleges as described above. The 2005 SSI survey revealed that there was a total 402 respondents with 358 (89.5%) female and 44 (10.95%) male. Analysis of the data from 2005 shows a number of strengths and challenges. Below are examples of strengths that the students identified in the Noel Levitz survey:

1. The quality of instruction I receive in most of my classes is excellent.
2. The school staff is caring and helpful.
3. The school is safe and secure for all students.
4. My academic advisor is knowledgeable and about my program requirements.
5. Students are made to feel welcome here.
6. Faculty provides timely feedback about my academic progress.
7. Faculty are usually available to students outside of class (during office hours, by phone, or by e-mail).
8. Most classes deal with practical experience and applications
9. On the whole, the school is well-maintained.
10. The educational climate of Mercy College is comfortable.

The areas below were considered challenges by the students as evidenced by disagreement with the following statements:

1. Faculty are fair and unbiased in their treatment of individual students.
2. There are sufficient courses within my program of study available each term.
3. I am able to register for the classes I need with few conflicts.
4. Classes are scheduled at times that are convenient for me.
5. This institution helps me identify resources to finance my education.
6. Parking lots are well-lighted and secure.
7. Registration processes and procedures are convenient.
8. Financial aid counseling is available if I need it.
9. The amount of student parking space is adequate.
10. I am able to take care of school-related business at times that are convenient for me.

Following this report from Noel Levitz an action plan was developed to address the concerns. A representative sample of the changes is provided below.

- In response to Challenges #5 & 8, the Division of Enrollment Services has arranged for Toledo Campus students who receive financial aid to be able to order their textbooks online. In the past, these students needed to stop into the Financial Aid Office, complete a lengthy form and have it faxed to the bookstore. Also, St. Elizabeth Campus students may now order their textbooks online. In the past, they had to go to the Kent State University-Trumbull Campus bookstore to purchase textbooks.
- In response to Challenges #2, 3 & 4, there were more on-line course offerings provided for students.
- The Nursing Advisory Committee was created to give a select group of students a chance to voice concerns or suggestions.
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- The College sponsored its first college wide Career Fair in the Spring 2007 semester.
- More study rooms have been made available to students.
- In the Fall of 2007, the RN to BSN completion program will be launched as an online program to further meet the needs of the working and time-committed registered nurse.
- An exercise room was expanded to accommodate more students in our PDC courses.
- As of Spring 2007 semester, incoming students were given one username and password that would give them access to: EMPOWERME, Email, eCollege, and the classroom repository.

In the fall of 2007, the Noel Levitz SSI was again administered to students (N=307). Many of the challenges that were addressed following the 2005 results were not identified as challenges in the 2007 report, however, there were also five challenges identified in 2005 that were still identified as challenges in 2007 as evidenced by disagreement with the following statements:

1) There are sufficient courses within my program of study available each term.
2) I am able to register for the classes I need with few conflicts
3) Faculty are fair and unbiased in their treatment of individual students.
4) Classes are scheduled at times that are convenient for me.
5) Parking lots are well-lighted and secure.

These challenges will be reviewed in fall 2009 since many of the changes that were implemented to meet these areas began in the spring of 2006 and there has been insufficient time for the interventions to become measurable.

Other Measures

Graduate and Employer Surveys
Graduate and Employer surveys are another method of obtaining program and college evaluation information. Unfortunately, as is typical of colleges, the return rates for Graduate and Employer surveys have historically presented a challenge. The Nursing Program has tried a variety of ways to increase response rates including: a 3 letter system, faculty calling graduates and Nursing Research Students calling the graduates. The most successful has been the latter. The return rate has increased for the Graduate survey to 40%–50% since the students began data collection.

Another area of data collection that has proven difficult for the students to obtain is the Employer Surveys. Many employers are not willing to share information with students about an employee. Currently, nursing faculty are taking the surveys to the clinical sites and meeting with the graduates’ managers to complete the surveys. Employer surveys on the graduates have been positive. For the past three years, the majority of employers rate the graduates above average (See Evidence binder for Chapter 3).

Accreditation
Accreditation is another direct external measure of both evaluation and assessment. The College values the accreditation process and takes it very seriously. All of the degree programs, except the Health Care Administration program, are accredited by their representative accrediting agencies. So far in 2009, all of the accredited programs have
received an accreditation review or site visit and have been reaccredited or are in process with the likelihood of accreditation. All pertinent Self-Studies and documentation are available in the Resource Room. The goal of the HCA program is to become a certified program and they are working on fulfilling criteria to do that.

Students are provided with the accreditation information verbally during their Division specific orientations, in the College Catalog, and in Division specific Program Student Handbooks. They are well aware of the importance of accreditation in both their disciplines and their workplaces. In order to sit for their credentialing examinations, they must graduate from accredited programs.

**Graduation, Retention, Attrition, and Placement Rates**

Mercy College collects other data points to determine if the programs support learning and student satisfaction. These data include graduation rates, attrition rates, retention, and placement rates.

For example, the Nursing Program satisfaction analysis determined that the graduation rate was lower than expected. After analyzing the data, it was determined that RN completion students perceived the lack of availability of multiple sections of support courses as a problem. Many students had transferred to other programs that met their work schedules more effectively. Changes were made to create a hybrid distance format. Graduation rate for the BSN completion program is expected to increase with the new hybrid distance format.

The HIT Program has had a placement and graduation rate consistently higher than the CAHIIM threshold of 80%.

<table>
<thead>
<tr>
<th>Graduation Year</th>
<th>Graduate Placement Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>07-08</td>
<td>81.82%</td>
</tr>
<tr>
<td>06-07</td>
<td>100%</td>
</tr>
<tr>
<td>05-06</td>
<td>87.5%</td>
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</tbody>
</table>

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<table>
<thead>
<tr>
<th>Graduation Year</th>
<th>Graduate Satisfaction Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>07-08</td>
<td>100%</td>
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<tr>
<td>06-07</td>
<td>100%</td>
</tr>
<tr>
<td>05-06</td>
<td>100%</td>
</tr>
</tbody>
</table>

The Student Success Center provides tutoring and other study techniques to help students be successful. The addition of a full-time nursing tutor has increased retention in most nursing classes. Scheduling of courses in the evening program has enhanced the success of retaining the working students in the evening and weekend program. The change does add two semesters to the program and the numbers retained will need to be evaluated annually to determine the impact of the change.

Increased attrition in both the ASN and the BSN programs on the Toledo Campus has been identified as a problem. There have been questions regarding the academic preparation of the admitted students and how this has impacted the graduation rate. The Division is piloting the use of the ATI TEAS test with new students admitted to the ASN and BSN programs. All nursing students admitted Fall 2008 through Fall 2009 will/have completed the TEAS assessment. This data will be compared to midterm
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performance and persistence in the program. If there appears to be a correlation with
TEAS results and student performance in Nursing at Mercy College, the Division may
consider adopting the test as an additional admission requirement. The Youngstown Site
has been more successful in retaining and graduating a larger percentage of students.
Discussion continues to try to determine variables that may impact that group of
students. There appears to be a correlation between numbers of students admitted and
graduation rates. The Division identified this as an area of concern and it continues to
gather information from students and faculty.

Core component 3b:
The organization values and supports effective teaching.

The Mission of Mercy College provides a guiding framework for all processes in the
College, including effective teaching. The College places specific value on excellence in
teaching and the faculty role in developing well-rounded graduates. Recognizing that the
major influence on student development is an excellent and well-qualified faculty,
faculty members facilitate and promote learning in an environment that fosters mutual
trust, accountability, responsibility, self-expression, intellectual curiosity, critical
thinking, and creativity. Faculty members also recognize that learners enrich this
environment by bringing to it a diversity of backgrounds, age, education, and life
experiences.

Faculty

The 2008 Faculty Handbook defines faculty as, “full-time, part-time and adjunct
members of the teaching faculty”. The College ensures the faculty members are qualified
as demonstrated by the College Policy #202 (See Policy 202). Further, 100% of the
College’s full-time faculty members have a bachelor’s degree as their minimum
educational preparation, 94.55% of the full-time faculty members have an earned
master’s degree and 35% of full-time faculty members have an earned doctorate. 20 % of
faculty members in the professional programs have also earned specialty certifications,
thus further demonstrating their expertise in these specialty areas. The College shows
support and value for faculty members obtaining certifications by reimbursing faculty
the cost of the certification process when certification has been successfully achieved.

Curriculum and Course Content

Course content and the strategies to teach the content are the responsibility of the course
faculty (See Policy 216 in the Resource Room). Faculty members at Mercy College have
three primary areas of responsibility: teaching, service, and scholarship. The area of
teaching includes the following:

- Instructional Delivery: communication, facilitation of learning
- Instructional Design: designing experiences for student learning and
designing tools for assessing student learning
- Content Expertise: skills, competencies, and knowledge in the subject area
- Course Management: managing classroom, grading, developing resources
  for course

(See Faculty Handbook, 2009). Mercy College supports the concept of academic
freedom that enables faculty members to develop course content without intimidation.
The College believes that freedom for inquiry is an essential quality for education in an institution of higher learning. Faculty must have the liberty to teach, pursue and discuss the multiple views of a topic without restriction. Mercy views academic freedom as essential to the promotion of inquiry and to the advancement of truth that is part of developing a well-rounded person. Academic freedom at Mercy College is accomplished with academic responsibility. Academic freedom within a Roman Catholic institution implies respect for the doctrines of the Roman Catholic faith in teaching, scholarly activity, and community service.

Faculty members, along with the College’s professional staff are responsible for creating, reviewing, and revising educational programs and the corresponding curriculums (See Faculty Handbook, 2009). Faculty member(s) or professional staff member(s) present curriculum revision proposals to the College Curriculum Committee for approval. The College Curriculum Committee evaluates the proposal in accordance with the mission, philosophy, purposes, and objectives of the College and its programs. Proposals that have been approved by a majority of the members of the Curriculum Committee are signed, dated, and forwarded by the chair of the Curriculum Committee to the governing body of the faculty, the Faculty Senate, for review and endorsement. The Vice President of Academic Affairs (VPAA) receives the endorsed proposal from the Faculty Senate for final approval by the VPAA and the College President. The faculty member, as well as his/her Associate Dean, who presented the proposal to the Curriculum Committee for consideration is given a signed copy of the proposal from the VPAA (See Faculty Handbook, 2009).

Teaching

Teaching is the primary responsibility for faculty; therefore, a high percentage of faculty time is spent in the classroom, laboratory, or clinical setting. Faculty members are committed to effective teaching and have participated in conferences and continuing education opportunities to learn and master creative teaching strategies (See Faculty Personnel Files). The College also places a high value on effective teaching and has provided opportunities and financial support for faculty members to grow in their knowledge and use of creative teaching strategies.

Evidence of the College’s commitment to faculty development includes tuition reimbursement and the variety of experts/consultants that have been invited to the College for programs such as:

- Darlene Kawulok CSS, DMin, Journey Within, With God, With Others
- Donna Ignatavicius, President DI Associates, Inc: Developing NCLEX Style Test Items to Promote Student Success
- Barbara Schneider PhD, University of Toledo, Plagiarism/Academic Dishonesty Issues
- Rob Sheehan, PhD, University of Toledo Provost: Assessment and Accreditation
- Diane Billings, Professor Emeritus Indiana University: Getting Started with Online Learning
- Robert Jewell, PhD: Generations
Furthermore, the College has historically provided each faculty member with $600.00 to attend conferences plus $150.00 for professional development that may be used for books, journals, conferences, or professional organization memberships (See Faculty Development Funds Policy). The College has had to withhold the funds in 2008-2009 and 2009-2010 academic years due to the poor economy and the impact of that on the College’s budget.

The College recognizes that effective teaching strategies engage students actively in the learning process. To increase student engagement, the College has increased its commitment to providing faculty with new technologies to help them design, create and deliver course content. Some examples of this support include:

- **Instructional Design** – An instructional designer was added in 2006. The designer aids faculty with the development of blended distance learning courses and activities for land based courses.
- **Multimedia Specialist** – A full-time multimedia specialist was added in 2007. The specialist helps faculty capture, edit, and load videos onto a streaming media server to enhance student learning experiences in the blended distant learning environment and to enhance learning for the land based course.
- **Technology** – The IS department provides a range of technological services including laptop computers with wireless Internet and network access, classroom technology including three student computer laboratories.
- **Help Desk** – The Help Desk provides support to all faculty, students and staff on the campus. If a call to the Help Desk does not solve the problem, technicians are dispatched.

**Evaluation of Teaching**

As part of a regular institutional process, teaching effectiveness is evaluated by three mechanisms: Student Evaluations of faculty, Classroom Assessment Techniques (CATs), and Peer Evaluations.

**Student Evaluations**

Full-time, part-time and adjunct faculty who teach their own courses conduct student evaluations of the course, course objectives and faculty during the last few weeks of the semester (See samples in Resource Room). Faculty members are required to complete student evaluations each semester for every course taught. The course and faculty evaluations are distributed, collected, and delivered to the Division Secretary by a student volunteer. The Division secretaries compile the data and share it with the course faculty, Program Chairs and Associate Deans. The course objective evaluations are distributed, collected, and analyzed by the course faculty. Data from the evaluations are analyzed for trends and patterns. The information is then used by the faculty to institute changes in the course. These changes are reported each semester on the course report forms (See Evidence binder for Chapter 3).
CATs
Classroom Assessment Techniques (CAT) provide faculty with continuous evaluation of students’ learning. This immediate feedback mechanism enables faculty to assess the quality of teaching and learning that is occurring in their classrooms (Angelo & Cross, 1993). Faculty members are required to complete a minimum of two Classroom Assessment Techniques each semester in each of their sections or courses. The data from the CAT is summarized and analyzed by the faculty member in order to identify the teaching strategies that are most effective and those that are least effective in an effort to enhance student success. Reports on the CATs completed are included in the Annual Faculty Evaluation Process (See Evidence binder for Chapter 3).

Peer Evaluations
Every year faculty members are required to invite other faculty members into their classes to evaluate the effectiveness of the instructor’s delivery of a topic. Program Chairs and/or Associate Deans are also required to visit each faculty member’s classroom once during the academic year to evaluate content delivery and teaching effectiveness. The peer evaluation is alternated between faculty in a different Division or Program (odd numbered years) and the same Division or Program (even numbered years). The evaluator completes the Peer Review Form and reviews it with the evaluatee. The completed form is submitted with the Annual Faculty Evaluation documents (See Evidence binder for Chapter 3).

The College values and supports effective teaching and innovative teaching practices through:

- Financial Support for Conferences
- Financial Support for Professional Organizations/Journals/Books
- Faculty Development Programs
- Tuition Reimbursement
- Evaluations by students, peers, administrators

Core component 3c:
The organization creates effective learning environments.

The College is dedicated to providing the community with well educated health care professionals who are committed to lifelong learning and social responsibility. To achieve this commitment the College has created an effective learning environment that incorporates modern skills laboratories, a variety of student services, advanced technologies, and the tools to provide education with a variety of methodologies.

Learning Environments and Resources

Historically classrooms, laboratories and clinical areas are the primary places where learning occurs; however, the College is able to augment the student’s learning with wider array of clinical experiences than non-hospital affiliated colleges. Because of the College’s relationship with Mercy Health Partners, students have first choice for clinical sites in the Mercy system hospitals. The competitiveness for clinical sites with the other colleges in Toledo is intense. The guaranteed provision of first choice for clinical sites is a significant benefit for Mercy students and enables them to have hands-on learning experiences in almost all areas of health care.
The College further supplements the learning environment with extensive student support services and resources that directly support students in their academic, social and personal lives.

**Student Formation**
The Division of Student Formation is located on the fifth floor of the Madison building. The Division houses the math and science tutor, the Writing Center, Counseling, Wellness and Personal Development Program, and Campus Life. The Activities of this Division include:

- **Success**
  - Academic support services - study skills strategies, guidance, workshops and software.
  - Tutoring – composition, math/science, and nursing
  - Accessibility – assistance/accommodations for student with documented disabilities.
  - Testing Center – for academic accommodations and make-up exams
  - Career Services-job board, resume writing, mock interviews.
- **Involvement**
  - Service Learning-service to the community from an academic perspective
  - Orientation-new student orientation
  - Student Activities-extracurricular programming and events.
  - Student Leadership-student senate, leadership programs.
- **Wellness**
  - Counseling-personal and group counseling, workshops.
  - Campus Ministry-religious/spiritual liturgies/prayer services
  - Personal development programs-extracurricular programming and events
  - Diversity-extracurricular programming and events.
- **Advocacy**
  - Advising and guidance-individual/group student consultations.
  - Policy/procedure development/implementation
  - Faculty, staff and administration consultation
  - Cultivation of higher education norms/campus culture

The Division of Student Formation has experienced major growth and change since the previous site visit and now offers a wide variety of programs. The major strength of this Division is responding to the needs of students. In academic year 2004-2005 student utilization was 1,281 student visits, while 2007-2008 the number increased to 2,074 student visits.

**Library**
The Mercy College Library is located on the first floor of the Madison building. The library provides materials and services that support the educational and informational needs of the students, faculty, and alumni. Housed within the library is an open computer lab that contains 20 computers with a variety of software programs that are required by classes, the Microsoft Office program, and a copier/printer. The computers also have internet access so students can meet all of their computing needs on campus.
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Mercy College library is a member of Ohio Private Academic Libraries (OPAL) consortium. This membership allows for the joint online OPAL catalog, membership in OhioLINK, and the cooperative purchase of other library resources. OhioLINK provides the College with databases electronic journals, e-books and multimedia resources anytime, anywhere. The membership to OPAL and access to OhioLINK enables our students to complete their library needs off campus.

**Laboratories**

*Health Information and Technology Laboratory:* The HIT laboratory is located in the academic center and houses 18 student computers and one instructor computer. The laboratory is open for student use all day on Monday, Wednesday, Friday, Saturday, and Sunday, and after 5:30 PM on Tuesdays and Thursdays. The software that is used for some of the earlier courses in HIT may also be accessed off campus via the internet.

*Information Services (IS):* The College’s IS department has primary responsibility for all computers and related information technology equipment that are deployed and disbursed throughout the College campus. This includes the faculty laptops, desktop printers, College printers/copiers, the education (edu) e-mail system and classroom equipment. The College currently has the following computers distributed in classrooms and offices:

- Computer, Science, Radiologic, and Nursing labs: 77
- Classrooms: 11
- Student Public Areas: 7
- Offices: 120

There are three computer labs that are open for students when classes are not session: the library, 2nd floor, and HIT lab. These labs have posted signs to reflect when class is in session and when the lab is open for student access. The computer labs are used every day by faculty, staff, and students.

The College technology is combined with Mercy Health Partners and the many security programs the healthcare institution requires causes multiple problems for the College. James Harter, Vice President of Administrative Services invited a consultant to the College to assess the technology services at Mercy College and to establish a Technology Strategic Plan that would take five years to achieve. The consultant recommended four major improvements for the College:

5. **Staffing:** *Reorganize the Information Technology (IT) office.* Create a position and appoint a Director/CIO;

6. **Communication:** *Create a Technology Council.* The Technology Council is responsible for prioritizing technology initiatives and for improving communication to the campus community regarding technology issues.

7. **MHP Security Barriers:** *Remove the security and censoring barriers imbedded in MHP operations software for the College.*

8. **Empower:** *Evaluate Empower.* The cost/benefit ratio of the information system may be enhanced by implementing the Human Resources and Financial modules. The value of the information system will substantially increase with the integration of all College data.

*Nursing Skills Laboratory Toledo Campus:* The College’s nursing skills laboratory is a large, state of the art laboratory located in the academic center. The large
main laboratory is divided into four distinct areas that provide space for skill presentation, practice, and testing. The skills laboratory consists of twelve simulated patient care areas with beds and head wall units to deliver oxygen and provide suction capabilities. There are also two private exam rooms and two additional classrooms near the main lab that can be used for exam rooms. Additional space was annexed in the summer of 2007 in response to the increased need for additional resources. Three additional exam tables were obtained through private donations and are utilized for assessment, practice, and testing areas.

Grant monies and Auxiliary and Alumni donations have helped to purchase a Laerdal patient simulator (SimMan) and other electronic (VitalSim) manikins for student use. The laboratory is well equipped with medication administration technology (Admin RX), an arrhythmia trainer, several low, moderate and high fidelity patient care simulators for scenario based training, sounds trainers, IV pumps, and various other task trainers for skill practice. There is equipment and simulators for specialty courses that include obstetrics and pediatrics. The skills laboratory houses two infants and one pediatric VitalSim manikin. Two self-directed, interactive virtual IV units are available for students to assist with intravenous starts. As part of the Mercy System Mercy College students are also fortunate to have access to a simulation laboratory at St. Vincent Mercy Medical Center, one of the clinical sites, that now has a birthing simulator and a newborn simulator. The students have been able to utilize this resource in their obstetrical rotations.

The nursing skills laboratory provides many services for the students including:

- Skill instruction
- Practice
- Testing and remediation
- Independent and assisted learning opportunities
- Optional reviews and
- Skills demonstrations

Three full-time faculty members are assigned to the nursing skills lab, one serving as the Skills Lab Coordinator, in addition to the skills laboratory staff, nursing faculty work in the laboratory as part of the workload. Adjunct faculty members are used to supplement laboratory hours as needed each semester. All new laboratory faculty members are oriented to nursing skills laboratory and are mentored through skills testing.

The evaluation process is ongoing and includes both formal and informal methods. Changes and revisions are implemented each semester as a result of feedback from student skills laboratory evaluations and comments, nursing faculty recommendations and suggestions, results of student testing, skills laboratory committee evaluation of laboratory activities and usage, and local and national trends. Other types of evaluations have included student self-evaluations after skills testing as a means to reflect on their performance.

*Nursing Skills Laboratory Youngstown Site:* A modern nursing skills laboratory is located on the Youngstown Site of Mercy College. Models, manikins that simulate normal physiologic sounds, and other equipment and supplies are available for student use. The laboratory is designed to provide a realistic environment for students to
practice skills necessary for patient care in the clinical setting. Students also have access to a Laerdal patient simulator (SimMan) in the main hospital at St. Elizabeth Health Center.

One full-time faculty is assigned to the skills laboratory and acts as the Skills Laboratory Coordinator, in addition to the skills laboratory staff, nursing faculty member’s work in the laboratory as part of the workload assignment. Adjunct faculty members are used to supplement laboratory hours as needed each semester.

**Radiologic Technology Skills Laboratory:** The radiologic technology skills laboratory has been recently renovated and is located on the second floor of the College. The laboratory has two large classroom areas and provides opportunities for students to practice on modern imaging equipment in four separate radiology rooms. During the summer of 2009, several of the x-ray rooms were energized giving student the ability to do actual x-rays. The energized rooms became operational in fall 2009.

**Science Laboratory:** The Science laboratories are housed within the academic center on the third floor and occupy roughly 4,810 square feet. This area was originally the laboratories of Mercy Hospital. These clinical laboratories were renovated in the late 1990s to serve as classroom laboratories for Mercy College. The Director of Science managed the renovation of the laboratories. The Director worked with maintenance in installing gas lines, checking airflow ventilation, electrical checks and hood airflow. The area has four prep areas, a washroom - autoclave room and storage area. The chemical storeroom is a separate entity outside the laboratories, and is in compliance with all local, state, and federal rules and regulations.

**Respect and Support for all Learners**

Mercy College is an equal opportunity institution. The College seeks and admits qualified students of any age, race, color national or ethnic origin, religion, disability, sex, and marital status. Careful consideration is given to a number of factors in reviewing applications: academic records, performance in math and science courses, likelihood of success in program of study, and standardized test scores (ACT or SAT). Applicants should have an interest in the mission and purposes of the College and accept the standards depicted by the values defined in the College’s Mission and Vision.

Mercy is committed to making individuals with disabilities full participants in its programs, services, and activities through compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. It is the policy of Mercy College that no otherwise qualified individual with a disability shall be denied access to the benefits of, or participation in any program, service, or activity offered by the college (See College Catalog and course syllabi).

**Core component 3d:**

The organization’s learning resources support student learning and effective teaching.

Mercy College offers a variety of student support programs and learning assistance to enable students to succeed at the College. Programs and services that support student learning provide effective services. The well-qualified and effective staff engage in systematic review and evaluation of their educational strategies, processes, and
CRITERION THREE

technologies to remain current and aware of changes, to advance and support student learning and to improve effectiveness.

Facility Resources

The College developed a Master Facility Plan in 2006 that would continue through 2011. The plan was designed to address the needs of the growing College. The plan is discussed in detail in Chapter 2. The plan identified immediate needs including:

- Larger classrooms
- Quiet study areas
- Enlarging Nursing Skills Lab
- Fitness/Exercise area
- Additional Computer Space
- Increased space for Continuing Professional Education

At the current time all of the above facility changes have been realized. Future facility plans have been developed with the belief that the current growth of student enrollment would continue and the College would be challenged with current space limitations. Future changes revolve around the theory of continued student enrollment growth focusing on large and more classrooms utilizing current spaces. For more information on Facility Changes please see Chapter 2 and the Facility Plan in the Evidence binder for Chapter 3.

Services and Resources

In addition to resources already mentioned, Mercy College provides a broad range of auxiliary services and resources to its students. Some of the resources are program specific such as the specialized skills laboratories, other resources are for all students. Examples of resources that are available for all students include:

- Computer Labs – Three computer laboratories are available: one in room 2704, one in room 3405 and the third in the library. They house modern computer hardware and programs. Internet, as well as email is used in these settings. See Computer Labs in section 3c.
- Meals – meals may be purchased in the cafeteria or from vending machines located in the Student Lounge and on the ground floor of the College.
- Student Success Center – provides services necessary for students to be successful in their college endeavors. See Student Formation in section 3c
- Office of Accessibility – initiates consideration for accommodations for students seeking assistance.
- Math, Writing, Nursing Tutors – provide student academic assistance.

There are many resources that support both student learning and effective teaching at the College. Math and writing tutors, the nursing advisor, the electronic availability of the library with access to library resources beyond what the College could provide through their association with OPAL, counseling services and Mercy's own pet therapy dog - Tuesday offers students and faculty assistance that enriches the educational environment at Mercy College.

Strengths

- The curricula are outcomes-based, including general institutional educational outcomes and program outcomes that are clearly communicated to the students in a variety of venues. Outcomes measurement is enabled by an institutional
CRITERION THREE

assessment framework that supports measurement and feedback, allowing for effective assessment of student learning outcomes.

- The College values and supports effective teaching in a variety of ways including providing financial support for faculty and staff professional development, provision of internal programs and speakers, tuition reimbursement and allowances for attendance at courses or conferences.
- The College provides a variety of learning environments that create positive opportunities for effective learning. The environments are further enhanced by grant funds contributed by the Alumni and the Foundation.
- Information Services is dedicated to providing excellent customer service, state of the art equipment and new technology in order to help foster effective learning and teaching.
- The college has a wide variety of staff, faculty, programs, technology resources including human patient simulators, well-equipped laboratories, and support services that enhance effective student learning by contributing to a positive environment, and providing access to learning resources and state-of-the-art equipment.
- The college places emphasis on teaching excellence, hiring well-qualified faculty, and measurement of effective teaching using a variety of techniques while seeking feedback from students, other faculty and administrators.

Opportunities

- Since the Institutional Assessment and Planning position is half-time, there is no one directly responsible for overseeing the program review and evaluation process for the College. This will impede the incorporation of the results of program review into the strategic planning and institutional effectiveness processes.
- Increase in consistency in portfolio evaluation and the use of terminology related to core abilities to provide consistent results and compliance will help assure effective assessment.
- Instituting formalized methods of sharing assessment data with all members of the college community, and inclusion of all constituencies earlier in the process of developing assessment-based action plans will help assure effective assessment.
- The development of more reliable instruments for gathering outcomes and exit data, thereby increasing the participation rate of graduates and external constituencies will help with both effective program assessment and evaluation.
- While Information Services is committed to customer service and delivery of technology, it continues to face challenges with MHP portal security, preventing access to some legitimate sites with educational value. Addressing this issue will support both student learning and effective teaching.

Conclusion

The faculty, staff and administration agree that Mercy College has met Criterion 3: “The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.”

CHAPTER FOUR
ACQUISITION, DISCOVERY, AND APPLICATION OF
KNOWLEDGE

Mercy College General Education Core Abilities:

Communication
Critical Thinking
Mathematics
Values and Catholic Identity
Computer Technology
Science
Humanities
Social and Global Consciousness
Lifelong Learning
Chapter 4

Criterion Four: Acquisition, Discovery, and Application of Knowledge

*The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.*

Mercy College promotes a life of learning and supports inquiry, creativity, practice, and social responsibility in ways consistent with its Mission. This chapter will provide evidence that this criterion is being met.

**Core Component 4a:**

*The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.*

The value Mercy accords to a life of learning is clearly articulated in the Mission Statement. It proclaims that Mercy is “dedicated to inspiring its students to a commitment to lifelong learning and social responsibility.” The Vision Statement also explains the desire of “creating leaders who value intellectual inquiry and social responsibility.” A Mercy education isn’t just about training or skill mastery but about developing the whole person, a belief also expressed in the Vision:

*The College seeks to nurture the whole person and to inspire our students to be of service and to mentor others through the twenty-first century and beyond.*

In addition, Mercy braids together its educational and its spiritual goals to encompass the whole person.

**The Mercy College Core Abilities**

If a college education is a map to the future, then the Core Abilities function as signposts, guiding students and faculty members along the path to transformation and the opening up to a life of continuous learning. As the introduction to the Core Abilities states:

*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 core abilities which characterize an educated person. At Mercy College, this knowledge base and these Core Abilities are emphasized in all courses.*

Lifelong learning can be a difficult concept to teach students. One way Mercy endeavors to introduce students to this worldview from the start as well as keeping it in the forefront for other constituents is to invoke it as a Core Ability. The ninth and final Core Ability is Lifelong Learning. Through it, the College charges students:
CRITERION FOUR

To be motivated and responsible for continual self-directed learning and development of skills needed for self-actualization.

The success of this aim is gauged through assessment of the General Education Portfolio. The portfolio introduction explains that

*Students demonstrate mastery of the Mercy College General Education Core Abilities through the completion of a student portfolio, which enables the General Education Division, the College, and, most importantly, the student to assess student learning. This General Education Portfolio presents documentation which demonstrates the student’s work, abilities, and growth throughout his/her academic career at Mercy College of Northwest Ohio.*

The Associate Dean of General Education introduces the Core Abilities and sets forth College expectations on both the Abilities and the Senior Portfolio during New Student Orientation. To show evidence of Lifelong Learning, students may include:

- Reflections on conferences or workshops attended
- Life plans (e.g., 5-year plan highlighting personal and professional goals)
- Applications to baccalaureate or graduate programs
- Products related to hobbies
- Summaries of books read for general interest/pleasure
- Reflections on FYI sessions

Every syllabus includes reference to the portfolio with suggestions for entries drawn from the course. Currently, the College is finalizing a syllabus template which will become mandatory in January 2010. The template will now standardize the portfolio piece for syllabi. Students who take the Student Success Strategies course will also study a module on the Portfolio process. Each General Education course also reviews the process more in-depth. Many program courses also emphasize the Portfolio. In a Radiologic Technology Program class, for example, students journal about different Core Abilities in relation to the clinical experiences. The Division of Student Formation also houses reviews on Portfolio preparation. Additional information on the student portfolio process was previously discussed Chapter 3.

The institution also provides resources for student development. Lunch and Learn, now called FYI, lectures are presented regularly. The following is a sampling from the past three years:

- Hurricane Katrina
- “Joel Goldman: A Personal History”, (Goldman is an HIV survivor)
- Dr. Fred Woods from Brigham Young University on an “Ecumenical Approach to Care for the Lepers of Kaluapapa, Hawaii Leper Settlement”
- Heart Transplants
- Harvey and Mary Beth Steele for Liver Awareness Month
- Community Tissue and Life Connection of Ohio
- Weather
- Eating Disorders
- Domestic Violence
CRITERION FOUR

Spring and Fall General Education Humanities events expose students to various humanities topics that they would not otherwise encounter. Faculty and staff may attend as well. Attendance at most events averages around 100 people. The College provides funds in the General Education budget to accommodate one event per semester, leaving the topic to the discretion of the General Education Division. A sample of past events includes:

- Fall 2003 – Pete Ford, Jazz Quartet
- Spring 2004 – Creative Coffee House of student/faculty/staff arts and crafts
- Fall 2004 – Kerry Clark, Motivational Speaker-Musician
- Fall 2005 – Carol Bresnakar, Professor, History of Witchcraft
- Spring 2006 – Gail Conrad, AAUW, Eleanor Roosevelt
- Fall 2006 – Condessa Croninger, Storyteller
- Spring 2007 – Steve Wood, Jazz Quartet
- Fall 2007 – Toledo Classical Ballet
- Spring 2008 – Lee Krahenbuhl, Folk Singer
- Fall 2008 – Renay Conlin, Artistic Director, Toledo Opera
- Spring 2009 – Swami Gary Gross, Kriya Yoga

Other activities and events that maintain a learning climate include:

- Heritage Day Teas which are served annually to remind the College of its foundresses and to educate the College community on its history
- Student Formation Division hosted an Election Forum
- Informative and practical sessions such as “Health Care Coverage for Students” are provided
- Sociology professor, Dr. Chung, held a Korean Food Fair
- A book discussion group on The Soloist was part of the Welcome Week 2009 activities
- Student Leadership Development Workshops are held monthly
- The Speak Up Program encourages students to take the lead in community action and screens documentaries such as Sicko or The Laramie Project

All of these assist in preparing students for lives of community responsibility, action, and discovery.

The College also contributes to student scholarship financially through the Scholarship Foundation which hosts scholarship reception programs. Mercy Scholarships include:

- Presidential Scholarship
- Dean’s Scholarship
- Alumni Association Scholarship
- Sr. Patricia Ann Dalke Scholarship
- Mary Beth Hayward Scholarship
- Frank and Clara Lenhart Memorial Scholarship
- Ashel and Dorothy Bryan Scholarship
- John R. Opial Scholarship
- Auxiliary Scholarship
- Alberto Regueyra Scholarship
- Susanne M. Prusakiewicz Smith & Michael C. Smith Memorial Scholarship

Compassion + Human Dignity + Excellence + Sacredness of Life + Service + Justice
CRITERION FOUR

- Bishop James Hoffman Parish Scholarship
- Health Information Scholarships

Within the various Mercy programs, course development also plays a part in continuously challenging faculty and students to think creatively and critically. Special Topics courses may be offered to provide additional breadth and enrichment. When offered, these courses are listed on the semester schedule under the prefix of the appropriate division programs. Throughout the academic year, special topics in theology are presented, such as Scriptural Studies and Catholicism in the Movies. Special topics in sociology include Global Issues, Asians and Asian Americans, and Korean Society and Culture in a Global Perspective.

A group of Special Topics courses are called the Interdisciplinary Seminars. These courses are designed to enhance and expand the interdisciplinary goals of the General Education Division. As a Humanities requirement for the Bachelor programs, the IDS courses foster a “life of the mind” which Mercy College advocates. Each course offering involves the integration of two or more disciplines, one drawn from the Liberal Arts, and taught from at least two disciplinary perspectives. Courses vary by year and include such offerings as Women and Social Justice; Math: Patterns in Culture; Faith, Family, Marriage and Spirituality; Medieval Seminar; Mercy in a Virtual World: Your Professional Second Life, and The Science in Science Fiction. These courses function as a capstone event helping students to draw on the many facets of their Mercy education.

Professional Development

The institution allocates resources for faculty, staff, and administrative development, promoting a life of learning for everyone, not just students. Professional development is encouraged in a variety of ways, such as promoting attendance at national and regional conferences or workshops. To that end, travel reimbursement policies are in place. Travelers are asked to document their experiences in a report:

*The report should highlight sessions of interest and how that information can be used to strengthen services or programs here at the college, enhance teaching and/or student learning, enhance the mission of the college, etc. The report need not be longer than one page.*

Many faculty attend conferences as a way of keeping current in their respective fields. General Education faculty also use conferences as a means of having colleague interaction, when they are often the only professor representing their area at the College because of the size. Many faculty conduct research which they present at various conferences and/or use as preparation for published scholarship, living a life of continuous learning. The following chart indicates the growth in this area.
The Mercy College Library also supports a life of learning for all constituents. The library provides:

- Online access to the Mercy College Library collection and its services and to OhioLINK which provides access to databases and to materials from libraries throughout Ohio. Interlibrary loans (the delivery of books, AVs, and photocopies from other libraries to our patrons) are processed through OhioLINK and other standard Library routes, such as OCLC and DOCLINE.
- Books, audiovisuals, and journals that meet the informational needs of faculty, students, and alumni.
- Space for individual and group study, comfortable seating, and wireless access for laptop users.
- A computer lab with 20 desktop computers provide access to the Internet, OhioLINK, and software programs so students can meet all of their computing needs at this on-campus location.

The College also encourages baccalaureate culture through various library services:

- The professional librarians are available in the library by phone, by e-mail, and by the Mercy website CHAT function to answer questions and to help with research.
- The librarians provide library literacy instruction to individuals and to classes upon request.
CRITERION FOUR

- The librarians provide copyright instruction to faculty and classes upon request.

In addition, funding is available for continuing education of faculty, staff, and administrators through the tuition reimbursement program hosted by MHP. The College also sponsors some monies for tuition for those seeking a doctoral degree.

Table 1

*Tuition Reimbursements from MHP*

<table>
<thead>
<tr>
<th>YEAR</th>
<th>Total Number of people</th>
<th>Number of Ph.D.</th>
<th>Number of Masters</th>
<th>Number of Bachelors</th>
<th>Total Dollar Amount Distributed</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002</td>
<td>6</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>$9,768.50</td>
</tr>
<tr>
<td>2003</td>
<td>9</td>
<td>5</td>
<td>4</td>
<td></td>
<td>$16,933.00</td>
</tr>
<tr>
<td>2004</td>
<td>10</td>
<td>6</td>
<td>4</td>
<td></td>
<td>$20,858.00</td>
</tr>
<tr>
<td>2005</td>
<td>12</td>
<td>8</td>
<td>4</td>
<td></td>
<td>$22,953.46</td>
</tr>
<tr>
<td>2006</td>
<td>14</td>
<td>6</td>
<td>8</td>
<td></td>
<td>$33,898.00</td>
</tr>
<tr>
<td>2007</td>
<td>19</td>
<td>8</td>
<td>11</td>
<td></td>
<td>$46,177.54</td>
</tr>
<tr>
<td>2008</td>
<td>13</td>
<td>6</td>
<td>7</td>
<td></td>
<td>$28,358.02</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$178,946.52</td>
</tr>
</tbody>
</table>

The College also provides tuition assistance to both the Toledo Campus and the Youngstown Site.
Table 2

Tuition reimbursement from Mercy College

<table>
<thead>
<tr>
<th>Mercy College</th>
<th>Tuition Reimbursement Distributions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Tuition Paid for Faculty Graduate Work</td>
</tr>
<tr>
<td></td>
<td>St. Elizabeth Campus (began in Jan 2003)</td>
</tr>
<tr>
<td>Toledo Campus</td>
<td></td>
</tr>
<tr>
<td>2002</td>
<td>$6,068</td>
</tr>
<tr>
<td>2003</td>
<td>$8,634</td>
</tr>
<tr>
<td>2004</td>
<td>$8,052</td>
</tr>
<tr>
<td>2005</td>
<td>$18,024</td>
</tr>
<tr>
<td>2006</td>
<td>$13,663</td>
</tr>
<tr>
<td>2007</td>
<td>$21,805</td>
</tr>
<tr>
<td>2008</td>
<td>$13,878</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
</tr>
</tbody>
</table>

The Reimbursement Policy states that

*Full or part-time employees who have completed 90 days of continuous service and who are actively employed at the time grades are submitted for payment are eligible for tuition reimbursement.*

making it a generous policy that is easily accessible to faculty and staff. The policy and accompanying forms are available on the College M-Drive’s Academic, Administrative Policies folders.

The Continuing Professional Education Program offers courses for both professionals and pre-professionals for the MHP system as well as for the community. The CPE program has worked in conjunction with Sylvania City Schools, Mobile Meals, and Toledo Dental, for example. Some classes focus on professional development and provide continuing education units. New classes are created every six months, ensuring that material is current, reliable, and innovative for students. Other classes may be certification courses. The CPE is in the process of designing two credit certificate programs meeting local workforce development needs.

For faculty who need continuing education units to keep their licensures, the departments often will pay to bring in speakers or to create classes; the Continuing Professional Education Program will assist with the credits or with setting up the courses. For example, in 2006, the Nursing Division provided "Preparation for the
Certified Nurse Educators CM (CNE) Examination: The Mark of Distinction for Nursing Faculty” as well as a CNE Review.

Other professional programs are provided to faculty to facilitate the work they do at the College and keep them current on pedagogical trends. In 2006, a seminar/workshop on Distance Learning was provided. In 2007, sessions on curriculum revision and active learning, a speaker on “The Uninsured in America,” a webinar on “Building Active Learning Communities,” and a WEAVE webinar were on the agenda. Sessions were also presented on “Incorporating the Gen Ed Portfolio into Your Classes,” “Student Involvement and Cultivating Student Life,” “Communication with the Media,” and suicide prevention featuring the film The Bridge. In 2008, a faculty roundtable on “Effective Online Facilitation Practices” was initiated for Distance Learning faculty.

The Rings of Assessment Day encourages faculty to examine their assessment practices, to share what they have learned, and to continue their own education in this crucial area. This day is held at the end of every Spring Semester. One year featured each division making posters of an assessment strategy or process. The 2009 session featured Dr. Susan Hatfield conducting a day-long workshop on assessment for all faculty and staff.

New program development, such as the bachelor degree in HCA and the current work on an MSN, indicate the level of commitment to lifelong learning at this College. New program development is an area of opportunity at Mercy.

Providing opportunities for continued learning for faculty, administrators, staff, and students is viewed as a strength at the College.

**Core Component 4b**

*The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.*

First and foremost, a college serves its people and the community they create. At Mercy College, who is doing the teaching, what they are teaching, and to whom are they teaching it are the central questions to be answered. The answers are the key to understanding what it means to receive a Mercy education. All Mercy programs incorporate General Education and the Core Abilities into their curricula. Part of that experience involves civic engagement and other hands-on educational activities. The programs themselves require lab and clinical experiences for hands-on application of their classroom education. These practices help prepare Mercy students for the situations and events confronting them in life post graduation. To keep these practices current, the College revisits its General Education goals at the course, program, and institutional levels. Senior portfolios focus on General Education to assess students’ depth of knowledge, and graduate surveys ask them to reflect on the impact of General Education on their lives and careers. Regularly scheduled College-wide co-curricular events and service learning projects link to General Education objectives to further the creative and critical thinking skills demanded today.
CRITERION FOUR

Faculty

The first question is, “Who is doing the teaching?” The faculty of the College are the conduit for the educational content of a Mercy degree. They must absolutely know the materials they teach and must be role models for students as well. Therefore, having a terminal degree or working on one is a necessity to the educators at this College. As indicated above in 4a, Mercy and MHP are dedicated to furnishing tuition assistance to help with this project. Nineteen full-time faculty already have PhDs, thirty-two full-time faculty have master’s degrees, and three full-time faculty are enrolled now in programs studying for their higher education fulfillment (For a breakdown by division, see Evidence binder for Chapter 4).

Professional faculty also obtain professional certifications to stay current or to fulfill part of their lifelong learning goals. Faculty also pursue various professional activities, such as leadership roles in professional organizations, conference attendance and presentations, publications, and colleague mentoring activities (Chart in the Evidence binder for Chapter 4 breaks down the specific activities and certifications of the faculty with more details available in the confidential personnel files).

Teaching and Learning

The Mercy College General Education Core Abilities underlie the entire College curriculum and are part of the identity of Mercy. The College Catalog states:

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 core abilities which characterize an educated person. At Mercy College, this knowledge base and these core abilities are emphasized in all courses. Students demonstrate mastery of the Mercy College General Education Core Abilities through the completion of a student portfolio, which enables the General Education Division, the College, and, most importantly, the student to assess student learning. This General Education Portfolio presents documentation which demonstrates the student’s work, abilities, and growth throughout his/her academic career at Mercy College of Northwest Ohio.

The nine Core Abilities begin with the importance of communication and end with the doorway to future education: Lifelong Learning. Most courses list the Core Abilities in their syllabi and often distinguish the ones specifically addressed in the course. This process will be a requirement starting Spring 2010. The nine Core Abilities and their definitions are listed in Chapter 3.

The Core Abilities are in need of revision, which is considered an area of opportunity. The General Education Division has set this revision as a goal for the 2009-2010 academic year. The Core Abilities themselves will not change so much as the benchmarks and objectives for each competency.
Writing Across the Curriculum, though not explicitly described in these terms, is an expectation at the College based on the Core Abilities. Seventy-three percent, or 62 out of 85 total courses, include some type of written assignment in the syllabi.

However, currently, the most important piece to assess the Core Abilities is the General Education Portfolio. This assessment tool is discussed in Chapter 3 in more detail. However, the Portfolio not only assesses students and curriculum; it also serves as an education piece for faculty and some staff. All faculty may be involved in the assessment of portfolios, and occasionally some staff members will also assist. In Spring 2009 semester, 31 faculty members representing all divisions participated in portfolio assessment (See portfolio rankings in the Evidence binder for Chapter 4).

In Mercy College as a whole, evidence based practices guide teaching, course development, and content for the programs. Faculty development programs respond to issues in the curriculum so that better, more effective practices may be initiated in the classroom. For example, nursing test scores did not reach nursing division benchmarks. A workshop with a guest speaker was provided in order to help faculty improve their test question writing abilities (See Chapter 3 for more explanation).

Dan Madigan, then Director of the Center for Teaching and Learning at Bowling Green State University, was brought in to help faculty think about new ways to involve online technologies in their classrooms. A goal of the Faculty Affairs Committee was to hire speakers who would present faculty with concrete ways of creating assignments and assessments of student learning and program development.

Course development relies on evidence based practices, and two specific examples help to illustrate this. First, Interdisciplinary Seminars in general, provide faculty with the opportunity to develop courses with a 399 level course number. Based on the outcomes and the pedagogical practices in class, the decision is then made whether and how to revise and keep the course. Second, one IDS in particular was “marketed” as an experimental course in response to an innovation in teaching grant. This course was called Mercy in a Virtual World: Your Professional Second Life. Student projects were built within Second Life. The course results were so powerful, both for teachers and students, that the course will now be permanent, and the College is investing in an island within the Second Life multi-user virtual environment.

Core Component 4c

The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse and technological society.

To keep Mercy programs current and reflective of the society in which students live as well as preparing them to be adaptable to changes in their environments and workplaces, the institution regularly assesses program courses through input from numerous constituents. Courses are shaped to speak to multiple learning styles and to teach technical abilities and general education competencies vital to negotiating today’s complex world. Students are encouraged in their scholarship endeavors, both inside and outside the classroom, with clinical and civic engagement practices as the bridge.
CRITERION FOUR

Mercy College supports the creation of scholarships in keeping with its Mission that explores technological advances, questions of diversity, and civic engagement. Many courses have hands-on and independent service projects. Clinicals in all programs teach students the necessary independence to function in a challenging work environment. Scholarship is valued as well. One student wrote a paper based on a combination of her healthcare and humanities knowledge base which was presented at a conference at Oxford University in England in conjunction with her professor.

Social responsibility is instilled in Mercy students consistently (See Chapter 5 for further explanation).

Rings of Assessment

Mercy College holds its Annual Rings of Assessment Day in May. These sharing workshops help the various divisions explain their assessment strategies and find common ground in the process of closing the assessment gap. The 2009 Rings of Assessment Day featured Dr. Susan Hatfield. She provided both lecture and workshop in this day long program. The Institutional Effectiveness Plan updates are also presented at these sessions. Beginning in 2007, five fundamental questions have guided the planning of the Rings. Faculty, staff, and administration are asked to consider:

1. How are your stated student learning outcomes appropriate to your mission, programs, degrees, and students?
2. What evidence do you have that students achieve your stated learning outcomes?
3. In what ways do you analyze and use evidence of student learning?
4. How do you ensure shared responsibility for student learning and assessment of student learning?
5. How do you evaluate and improve the effectiveness of your efforts to assess and improve student learning?

Rings of Assessment serves as a capstone event to the academic year.

Programmatic Assessment

Each program is also asked to assess annually its fulfillment of the College General Education Core Abilities and the College Mission. For example, in Radiologic Technology, in pursuing the Values and Catholic Identity and the Humanities Core Abilities, professors assign a clinical journal project. Each day students must record what value or ability the entry reflects. The program demanded 100% of students meet the benchmark in semester 2 of the program. The benchmark continues to be met.

Each program also generates a Programmatic Assessment Plan. Each plan states program goals for the academic year and provides a chart listing the standard, its benchmarks, its evaluation method or measurement tool, its timeframe, the person responsible, and its desired outcomes. At the end of the year, a report of the outcome results is required. The Nursing Systematic Plan incorporates the criteria for the Youngstown Site.

First time pass rates for graduate licensure examinations also indicate program effectiveness. RHIT pass rates and N-CLEX pass rates help guide program choices. This information was referenced in Chapter 3.

Compassion + Human Dignity + Excellence + Sacredness of Life + Service + Justice
CRITERION FOUR

Curriculum revision is conducted through the Course Proposal/Revision Form that is approved by the Curriculum Committee and then the Faculty Senate. Substantive changes to courses are tracked through these forms and narrate the divisional transformations in response to trends, issues in the larger community, and concerns within the programs themselves.

Programs also assess their effectiveness through standardized testing of students and pertinent comparative data drawn from the COMPASS Testing Prep Guide, Report, and Scores. COMPASS tests are administered to students who are provisional admits, students straight from high school, or transfers with less than 15 credit hours. Although these tests assess students for appropriate curriculum placement, they also indicate what courses the College needs to keep, delete, or add. For example, the Basic Reading course was deleted when the majority of students did not require this course. A COMPASS ad hoc committee was formed in 2006 to assess the COMPASS process. Results indicated that the "7-year rule," which mandated English or math classes for students who had not passed them with a C or better in the last seven years, was no longer necessary. The decision was made to require those courses if the students tested into them regardless of when or if they had taken those classes previously. These changes show how COMPASS testing has helped in assessing program curricula and placement processes at the College.

Each technical program must also maintain accreditation from its accrediting bodies. Mercy must rigorously prove that it adheres to and meets the educational standards for each program. Each program’s self-study serves, in part, as an analysis of its curriculum. Mercy's program accreditations are as follows:

The Bachelor of Science in nursing program is accredited by the Commission on Collegiate Nursing Education (CCNE) [One Dupont Circle, NW, Suite 530, Washington, DC 20036-1120, (202) 887-6791, fax (202) 887 8476 http://www.aacn.nche.edu/].

The Associate of Science in nursing program is accredited by the National League for Nursing Accrediting Commission (NLNAC) (3343 Peachtree Road NE, Suite 500, Atlanta, GA 30326, (404)975-5000, fax (404) 975-5020, http://www.nlnac.org/).

The nursing programs are approved by the Ohio Board of Nursing (OBN) (17 South High Street, Suite 400, Columbus, Ohio, 43215-3413, (614)466 0388, www.nursing.ohio.gov).

The Health Information Technology program is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) in association with the American Health Information Management Association (AHIMA) (233 N. Michigan Ave., Suite 2150, Chicago, IL 60601-5800, (312) 233-1100, fax (312) 233 1090 or www.cahiim.org).

The Radiologic Technology program is accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT ) (20 N. Wacker Drive., Suite 2850, Chicago, IL 60606-3182, (312) 704-5300, fax (312) 704 5304, email: mail@jrcert.org, http://www.jrcert.org/).
CRITERION FOUR

The Vice President of Academic Affairs/Dean of Faculty’s office houses the originals of the accreditation certificates, and the Academic Associate Deans keep copies for their programs.

Course Assessments

CATs, or Classroom Assessment Techniques, are utilized in all courses in all semesters. The College recommends Angelo and Cross’s standard guide, making multiple copies available in the library, the Faculty Lounge, and the Deans’ offices. Professors also devise their own CATs once they have had teaching experience in this practice. The College brought in Dr. Angelo for a workshop to help faculty learn to be effective and judicious in their use of CATs. Faculty are expected to report on their CATs in their individual annual evaluations. The report form asks faculty for the results of the CAT and their own conclusions and recommendations for the future. The effective use of CATs is a strength at the College.

Another course assessment tool is the Student Evaluation of Course Objectives form. At the end of every semester, faculty must submit a report on how well students feel a course met the objectives listed on the course syllabus. The final question on the Course Objective Form asks students if they feel the Mercy College General Education Core Abilities were incorporated in the course. These evaluations are administered along with the standard student summative evaluations. The faculty reports are due at the end of term with grades.

Institutional Level Assessments

The Senior Portfolio assesses student learning of the Core Abilities, but it also reveals the effectiveness of the curricula of each program at the same time. Each Ability has benchmarks that gauge development. What pieces a student chooses say a lot about individual courses, and courses that are not represented beg a closer look. Mandating full faculty participation means professors gain a much broader understanding of the Core Abilities in addition to seeing what other professors are teaching. This process allows educators to re-examine their own courses and their programs as a whole (See Chapter 3 for more details).

Graduation Exit Surveys explore many areas of student education. One important area asks students to assess various competencies they should have acquired during their tenure at Mercy. Weak responses to a competency demands re-assessment of the courses that should be teaching that competency, in whole or in part. The Surveys are administered before students leave and three months after graduation. Six months after graduation, the employers of graduates are also surveyed. The following is a sample of the survey results for the AS in Nursing, Toledo Campus, 2009.
Table 3
Graduate Survey Results for ASN Program

<table>
<thead>
<tr>
<th>A.S. NURSING (TOLEDO)</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ability to read, write, speak and listen effectively.</td>
<td>20</td>
<td>18</td>
<td>8</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>2. Ability to reason logically, using data from appropriate disciplines in the process of problem solving and decision making.</td>
<td>36</td>
<td>11</td>
<td>3</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>3. Ability to understand and perform mathematics.</td>
<td>28</td>
<td>15</td>
<td>2</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>4. Ability to exhibit an understanding of Catholic values and beliefs as they impact ethical decision-making within the context of behavior, health and healing.</td>
<td>23</td>
<td>20</td>
<td>4</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>5. Ability to understand human behavior of self and others in addition to how human beings function in groups and as members of a diverse society.</td>
<td>28</td>
<td>16</td>
<td>6</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>6. Ability to understand and use introductory computer technology.</td>
<td>15</td>
<td>19</td>
<td>10</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>7. Ability to understand the relationship between science and health care.</td>
<td>35</td>
<td>12</td>
<td>3</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>8. Ability to exhibit a broader awareness, interest and appreciation of the relevance of the humanities to current conditions of life, while acknowledging the beauty of human endeavors as a universal characteristic of all cultures.</td>
<td>29</td>
<td>14</td>
<td>7</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>9. Ability to understand and respect diversity of cultures and experience that characterizes the global community.</td>
<td>27</td>
<td>17</td>
<td>5</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>10. Ability to be motivated and responsible for continual self-directed learning and development of the skills I need for self-actualization.</td>
<td>30</td>
<td>14</td>
<td>3</td>
<td>4</td>
<td>0</td>
</tr>
</tbody>
</table>

The College also solicits advice from its various Advisory Committees. The Advisory Committees are comprised of interested volunteers who possess expertise or knowledge in that particular program of study. Their purpose is to serve as sources of advice and support on specific issues, ideas, or concerns of the College leadership, campus administrators, associate deans, or chairs to assist in branding the College and programs.
in the community. They also serve to inform the College of community needs and keep faculty in touch with changes in practices. Some of their specific duties include:

- Reviewing and commenting on proposed curriculum changes
- Providing feedback on current practices within a profession
- Providing direction for the assessment of local needs for employees with specific educational preparation

(See Evidence binder for Chapter 4 for full guidelines on Advisory Committees)

A number of assessment and evaluative activities occur at the College. However, “closing the loop”, or utilizing the data, is an area of opportunity.

**Core Component 4d:**

*The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.*

One of the fundamental beliefs at Mercy College is the Core Value of Justice. It is defined as

*Justice – to act with integrity, honesty and truthfulness*

Therefore, the College encourages all its constituents to pursue their own personal integrity as well as upholding that of the College. To that end, the academic programs, General Education courses, support services, and student activities tie back to the Core Values and to the Mission which advocate social responsibility in the pursuit of lifelong learning. Policies and procedures throughout the College are written to demand an ethical behavior in both pedagogical and research practices. With the advent of the Distance Learning Program, the College has worked diligently to appropriately define and to ensure intellectual property rights in the online environment just as it has defined them for the rest of the College. Accountability and responsibility should be the hallmarks of a Catholic institution of higher education.

**Academic Honesty**

Plagiarism, whether intentional or accidental, is all too common these days. The College explains that Academic Integrity is demanded of a Mercy education:

> The purpose of education is to advance one’s own intellectual skills and knowledge and to demonstrate the outcomes of these efforts. An essential and shared value in higher education is presenting one’s own work and properly acknowledging that of others. Any violation of this principle constitutes academic dishonesty and is liable to result in disciplinary action.

The College defines several forms of academic dishonesty which are included but are not necessarily limited to the following list:

- **Plagiarism** – submitting all or part of another’s work as one’s own in an academic exercise, such as an examination, computer file, or written assignment. This includes, but is not limited to, submitting papers written by someone else, such as a family member or friend, or downloading parts of, or entire, term papers, from the Internet, and then submitting them as your own work. It also includes use of another’s words as one’s own, be that
paraphrasing or direct quotation, without proper citation.

Cheating – using or attempting to use unauthorized materials on an examination or assignment, such as using unauthorized texts or notes or improperly obtaining, or attempting to obtain, copies of an examination or answers to an examination. This also includes sharing or receiving content, from exams or quizzes, by way of another student.

Facilitating Academic Dishonesty – helping another to commit an act of academic dishonesty, such as substituting for an examination, completing an assignment for someone else or sharing of computer files.

Fabrication – altering or transmitting, without authorization, academic information or records.

Multiple Submissions -- submitting the same paper/project for credit in multiple classes, without permission of the instructors involved.

The College advocates academic honesty in all endeavors, adhering to a strict policy which is outlined in the Student Handbook, on syllabi, and in the College Catalog. Advocating and maintaining academic integrity is a strength at Mercy College.

To help students maintain their academic integrity and to help faculty evaluate it, the College subscribes to Turnitin.com. Many courses set students up with Turnitin accounts (See Turnitin.com Instructions in Evidence binder for Chapter 4).

The Academic Honesty policies and how to maintain academic integrity are topics of the Residency Days for the bachelor programs, and the policy is explained to students at the orientation days for the associate degree students. These policies are also maintained in the Faculty Handbook. However, promoting institutional integrity among staff offers an opportunity for improvement.

Copyright

Copyright laws are explained during in-services and compliance sessions for faculty and staff. Copyright policies may be found in the Policies Manual, the policies folder on the M: drive, and at the library (Copyright presentations, guidelines, and policy are in the Evidence binder for Chapter 4).

The library also requires copyright permissions on its Library Reserve Materials Form for faculty. The library reserve policy is in the Faculty Handbook, and the policy and forms are available at the library.

Distance Learning and Technology Guidelines

For faculty teaching online, the College provides a Course Self-Check reporting sheet and a Course Development Completion Form as part of the development process. These reports also mandate a review of the Distance Learning Materials Use Policy. When a faculty begins the development process, s/he meets with the Multimedia Specialist to review together the Initial Multimedia Meeting Checklist that clearly defines the obligations and responsibilities of both parties (See the e-College Course development packet in the Evidence Binder for Chapter 4).
CRITERION FOUR

Students in both distance and face-to-face courses are taught to examine closely websites they wish to use for research. The Instructional Designer for the Distance Education Program and the English Professor drew ideas from the Cornell University Library and the Central Florida database to create a Mercy Website Validity Checklist. This Checklist helps both students and faculty assess the online sources they use.

The Distance Education staff has also developed a list of Stock Photo Web Resources from which faculty and students may draw without copyright violation. Faculty and staff must also fill out a DVD and VHS Ripping Form to keep on file and be in accordance with the TEACH Act if they wish to incorporate movie or video sources. These same rules apply to staff who also utilize the Distance Learning staff talents for non-course related services.

Professional Development

The Associate Dean of General Studies, in conjunction with Faculty Affairs Committee, held a workshop for faculty and administrators on professional development. In brief, the main areas discussed are:

- Professional roles/goals consisting of academic success skills and career preparation
- Instructional roles/goals consisting of discipline specific knowledge and skills
- Organizational leadership roles/goals consisting of higher order thinking skills and personal development

The Faculty Affairs Committee assists in the faculty professional development and the review of policies and procedures to responsibly pursue that end. The Human Subjects Review Board ensures compliance with the law as well as the ethical pursuit of research.

The library supports robust scholarship in its subscription to numerous academic and professional journals. These journals serve as responsible examples of good scholarship for Mercy students and meet the needs of faculty as well. Likewise, faculty and staff maintain memberships in the appropriate and responsible organizations that support their respective fields, modeling the behaviors Mercy hopes to instill in its students. Students are encouraged to join the basic organization with its accompanying journals for their fields. For example, nursing includes in its fees membership in the National Student Nurses Association. The College also distributes free Ohio Nurse: The Official Publication of the Ohio Nurses Foundation for Nursing. This publication regularly addresses the responsible acquisition of knowledge. For example, “The Ethics of Your Nursing Practice” was a 2009 cover article, and updates on Ohio law are provided as they happen (See the lists of Professional journals and organizations for faculty and professional journals and organizations for students in the Evidence binder for Chapter 4).

A final way faculty maintain professional integrity and gain additional knowledge about their teaching is through peer reviews. On alternating years, faculty are assessed through a classroom visit by a member of their own division or by a faculty member from another division (See Peer Evaluation Form in Evidence binder for Chapter 4).
Mercy College supports professional development for both the faculty and the professional staff. Professional staff members include:

- Registrar
- Financial Aid Director
- Associate Dean of Enrollment Services
- Admissions Counselors
- Director of Counseling
- Associate Dean of Student Formation
- Coordinator of Classroom and Communications
- Campus Minister
- Librarian
- Manager of College Administrative Information Systems

Furthermore, the College supports all full-time employees professional development through the Tuition Assistance Program. All full-time employees are eligible for tuition assistance after one year of full-time employment. These programs demonstrate the value the College places on professional development and advancement of employee education.

**Strengths**

- From policies instituted by the Board of Trustees to processes and opportunities for further education, the College has created an environment that supports and encourages a life of learning for all employees.
- MHP has instituted policies and procedures for faculty, administrators, and staff to formally pursue education which is complementary to the College Mission and helps assure a life of learning.
- Through the identification and integration of College Core Abilities dedicated to Lifelong Learning, through individual Program Objectives, through special programs projects and service learning, students are actively encouraged to develop a personal commitment to lifelong learning.
- The College has designed its programs and the teaching and learning process to actively enhance and value student acquisition of a breadth of knowledge and skills, and further, to encourage intellectual inquiry. Multiple measures are used to monitor these processes, allowing the College and its programs to adjust processes and curricula as necessary, based on specific evidence.
- Through its assessment and evaluation process, the College has set up process loops that allow it to evaluate the usefulness of its curricula in developing graduates who will live and work in a global, diverse and technological society. Specific institutional outcomes (Core Abilities) and Program Objectives are geared to diversity, technology, and social and global consciousness.
- The College values the responsible acquisition, discovery and application of knowledge and has set up processes that support, inform and monitor these for all constituencies. The College has developed processes that stress academic integrity and justice.

**Opportunities**

- While the College already has a strong academic base, additional courses could be developed to further enhance the breadth and enrichment of academic
CRITERION FOUR

offerings, assisting the students to develop additional competencies in the areas of diversity, technology, and social and global consciousness.

- As part of the assessment process, the core abilities need to be revised and better integrated across the entire curriculum, including within the professional curricula.
- While there are a variety of assessment activities implemented that undergird the ability of the College to evaluate the usefulness of its curricula, the process can be further enhanced by utilizing the data and results to make decisions earlier in the process and by including all constituencies in the analysis and decision-making.
- Although the College has a commitment to academic integrity and the responsible acquisition of knowledge, the roles of staff members have not been well-identified in the process.

Conclusion

Mercy College has met Criterion 4: The College promotes a life of learning and supports inquiry, creativity, practice, and social responsibility in ways consistent with its Mission.
CHAPTER FIVE
ENGAGEMENT AND SERVICE

Mercy College Core Values

*Compassion* - Displaying respect, care, empathy, and consideration to everyone we meet.

*Human Dignity* - Valuing the diversity and significance of each individual, rooted in our belief that all are created in the image and likeness of God.

*Excellence* - Focusing on the areas of academics and intellectual inquiry to pursue distinction in our professional and personal lives.

*Sacredness of Life* - Reverencing all life through our thoughts, words, and actions.

*Service* - Dedicating ourselves to improving the lives of others through professional and community services.

*Justice* - Acting with integrity, honesty, and truthfulness.
Chapter 5

Criterion Five: Engagement and Service

The organization operates with integrity to ensure the fulfillment of its mission through the structures and processes that involve the board, administration, faculty, staff, and students.

Grounded in the Mission and reinforced through the Strategic Plan, Mercy College of Northwest Ohio continues to identify the needs of its constituents and find ways to meet those needs. In the 2006-2011 Strategic Plan, two of the five strategic initiatives involve engagement and service (See Appendix A). They are both discussed below.

Strategic Initiative Four: Sustain and enhance the College’s relationship with Mercy Health Partners (MHP), Catholic Healthcare Partners (CHP) and the higher education community.

The College identified a number of action steps in order to achieve this strategic initiative. They are as follows:

- Select a model of distance education that will permit the College to offer programs at a distance
- Explore CHP system-wide opportunities in the areas of electronically delivered BS degree completion programs, partnerships following the Youngstown model, Continuing Professional Education, etc. Sub-action steps identified are:
  - Continue to work with CHP and MHP to identify needs for education and training that support the Mission of these organizations
  - Provide continuing education opportunities for CHP/MHP system professionals
- Continue to meet the standards and expectation of regional and professional accreditation agencies
- Partner and collaborate with other higher education entities to enhance faculty development and student learning

Strategic Initiative Five: Cherish and nurture the College’s Catholic nature and the philosophy and attributes of the sponsoring religious communities.

The following action steps were identified to help achieve this strategic initiative.

- Continue to develop the relationship with the religious sponsors of MHP and CHP. Sub-action steps identified were:
  - Assess the religious “charism” of the MHP region and ensure the College reflects it
  - Expand service learning
  - Study and implement programs and activities designed to instill in students, faculty, staff and administrators the behaviors inherent in the charisms of the sponsoring religious communities
  - Explore, for student learning, the provision of healthcare and outreach programs for locally disadvantaged people
- Make the learning experience of Mercy College students unique through a variety of community-based learning initiatives
- Continue to strengthen the College’s Campus Ministry Program
- Continue to recruit a sufficient number of Catholic faculty members, staff, and students to ensure the Catholic identity of the College
CRITERION FIVE

- Expand the percentage of underrepresented groups among faculty, staff and administrators
- Increase the retention rate to graduation of males and minority students to mirror the retention rates of the College’s white females

Service continues to be a Core Value at the College. However, the College must continue to evaluate how the institution engages and serves both internal and external constituencies in order to determine those programs and services that effectively support the Mission and Core Values.

With that in mind, this chapter examines the distinctive ways the College fulfills its Mission through engagement and service, including academic programs, identification of constituency needs, co-curricular activities and programs, continuing education programs and community outreach, diversity initiatives, transfer and articulation agreements, academic advising, service-learning and civic engagement, and workforce development activities.

**Core Component 5a:**
The organization learns from the constituencies it serves and analyzes its capacity to serve their needs.

As identified in Chapter 1, the Mission and Vision statements at Mercy College help define its constituents and thus help to shape the College’s commitments. Central to the Mission, as a Catholic institution of higher education, is to inspire students not only to a commitment to lifelong learning but a life of social responsibility in the spirit of the Mercy heritage and values.

The College’s Vision Statement expands on the Mission. Mercy’s Vision: As a faith-based community of learners, we envision creating leaders who value intellectual inquiry and social responsibility by living the Mercy Core Values. We seek to nurture the whole person and to inspire our students to be of service and to mentor others through the twenty-first century and beyond.

**Environmental Scanning**

Mercy College does practice regular scanning of the environment in order to understand the changing needs of its constituents and the greater Toledo area. A number of activities and strategies are utilized when conducting regular environmental scans.

The College’s Strategic Plan was revisited in July 2005 in an attempt to ensure the goals identified in the 2002-2011 document were meeting the needs of its constituents and the greater community. Thirty-three individuals representing the Board of Trustees, religious sponsors, faculty, administration, professional staff, support staff, students, alumni, and MHP were involved in this process. The 2002-2011 plan was updated as a result with new action steps added.

Mercy College utilizes a number of surveys as well to identify constituent’s needs. The Noel-Levitz Student Opinion Survey is administered to students on a regular basis. In 2005, a concerted effort was made to better inform students of any improvements or changes that had been made in academic and non-academic areas/programs based on survey results and to notify the students of these changes. Students were notified of changes through The Pulse of Mercy.

Graduating students also complete the Graduate Survey. This survey instrument provides helpful and useful information pertaining to their particular course of study.
CRITERION FIVE

The information gained from the surveys is used to make improvements and enhancements to the various programs.

An Employer Survey is sent to the employers of Mercy graduates six months after graduation. The survey provides information from the employer’s perspective concerning the skills and knowledge Mercy graduates exhibit. The information gleaned from this survey is valuable in making changes and revisions to the various programs. As an example, the Nursing Division has made curriculum changes to courses based on survey results. Unfortunately, a major problem with administering this survey is the low response rate. College personnel have been exploring strategies to help improve the response rate in order to gain more useful and reliable information.

In an effort to further the Mission of the College and to seek additional strategies to expand its curriculum and ongoing development efforts, a feasibility study was conducted by Hodge and Associates, Inc. during the months of August through November 2008. The study was conducted with an appropriate and diverse sampling of community leaders and donors. Individuals who have shaped Mercy College in the past as well as others capable of having significant impact on future direction were included in the study. Strengths identified through the feasibility study were the quality of the students, especially in the nursing program, the teaching of faith-based values, the intimate learning environment, and the strong focus. Challenges identified were lack of community awareness, need for clinical spaces, need for fundraising, and the need to collaborate with other institutions of higher education. A leadership committee involving representatives from the various constituencies at the College has been established to work through the challenges identified in the study.

Mercy College has also conducted a number of needs assessments in the Toledo area in order to determine opportunities for new educational program development in healthcare related fields. Needs assessments for new educational programs have been conducted during the past five years researching Health Care Administration, Physician Assistant, Nurse Practitioner, Ophthalmic Technology, and Polysomnographic Technology. As a result of these needs assessments, the College developed and implemented the Bachelor of Science in Health Care Administration program, and in January 2010, will be launching two credit bearing certificate programs in Ophthalmic Technology and Polysomnographic Technology. While it was determined there was not a need for a Physician Assistant Master’s Degree, the need for a Nurse Practitioner Master’s Degree is being further explored.

As a final strategy, a number of College employees serve on MHP and CHP committees, which help the College leadership keep abreast of trends and issues at MHP and CHP.

Diversity of College Constituencies

Mercy College’s 2006-2011 Strategic Plan emphasizes the importance of diversity by calling the College community to expand the percentage of underrepresented groups among faculty, staff, students, and administrators and to increase the retention and graduation rates of underrepresented students. The College defines diversity in multiple ways, such as gender differences in traditionally-gender based occupations (i.e. nursing), religious differences, and ability differences as well as others.

In fall 2008, Mercy College reorganized a formal diversity group, comprised of students, faculty, and staff who have a passion for promoting diversity by fostering an inclusive campus environment. The group serves in an advisory capacity to Mercy College’s executive leadership by monitoring the effectiveness of diversity initiatives in the following areas:
CRITERION FIVE

- Recruiting and retaining faculty, staff, and students from underrepresented groups, ensuring that the Mercy community reflects the heterogeneity of the broader community
- Focusing attention on diversity in the curriculum
- Encouraging collaboration with individuals whose experiences, whose cultural, racial or religious background, or whose orientation and perspectives may differ from the majority
- Supporting academic programs, campus activities, and community outreach efforts which foster and sustain diversity
- Offering a Spanish for Healthcare Workers course

Mercy College, as a member of Mercy Health Partners (MHP) and Catholic Healthcare Partners (CHP), has representation on the MHP Diversity Council and was also involved in the creation of a new CHP Strategic Plan for diversity and inclusion.

Mercy College's admission requirements are applied to all students regardless of race, color, national and ethnic origin, religion, disability, sex, and marital status.

A scholarship has been established by the MHP Diversity Council to assist students of diverse cultural backgrounds at Mercy College. An entering multicultural student (a member of one of the four federally recognized minority groups – Asian-American/Pacific Islander, Black/African-American, Hispanic/Latino, or Native American – or a student with a demonstrated commitment to diversity and multiculturalism) must have at least a 3.0 grade point average (GPA) to be eligible for the scholarship.

Mercy College is one of the founding higher education institutions of Educators in College Helping Hispanics Onward (ECHHO). ECHHO is an organization that recognizes the need for Hispanics in Ohio and surrounding states to further their education. ECHHO awards several book scholarships for students enrolled at member institutions, such as Mercy College.

The strategies to increase student diversity appear to be working. During 2005-2006, 16% of students were multi-cultural and 90% were female. In 2006-2007, numbers changed to 28% of students were multi-cultural and 86% female, and, even better, in 2007-2008, 35% of students were multi-cultural and 67% were female.

Outreach Programs

Mercy College provides a variety of outreach programs that respond to identified needs in the community.

Campus Ministry

A formalized campus ministry program was established in 2003 with the creation of the full-time Campus Minister/Coordinator of Service Learning position. Besides coordinating the service-learning program at the College, the Campus Minister also conducts a number of community outreach programs. Campus Ministry also provides outreach to students of all faiths and denominations in the development of prayer services and events. Probably the most visible is the annual Alternative Spring Break activity, a program where students spend their spring break in a Mission/service activity. Past Mission/service activities have involved working in an inner-city clinic in Cleveland, providing health care and other services to Appalachian communities, providing disaster relief for victims of Hurricanes Katrina and Rita, working with the homeless in Las Vegas, and helping the economically poor through various projects in eastern Pennsylvania. Not only are students providing necessary services to disadvantaged
people in various locations in the United States, they are also spending time each
evening reflecting on how their activities relate to the Mission and Values of the College.

**ABC Initiative and First Time Scholarship Program**

These two programs were implemented in 2008 in response to the economic challenges
facing students and the region. The *ABC Initiative* offers reduced tuition rates for basic
program prerequisites that provide the foundation for healthcare education. Tuition for
courses in Algebra, Biology, and Chemistry were reduced to $99 per credit hour.

The *First Time Scholarship Program* provides a $2,500 scholarship ($500 per semester
for five semesters) to eligible first time students enrolled in an associate degree program
and a $5,000 scholarship ($500 per semester for five semesters) to eligible first time
students enrolled in a bachelor degree program.

**Mercy on the Move**

The Enrollment Services Division, in collaboration with the Nursing and Allied Health
Divisions, initiated *Mercy on the Move* in 2007-2008. The Program Chairs along with
admission representatives visit hospital and clinical facilities in MHP and CHP
promoting programs offered at Mercy College, especially the BSN Completion and HCA
degrees.

**Continuing Professional Education (CPE) Conferences**

The CPE Division provides a number of conferences and outreach programs serving the
needs of the surrounding communities. The latest example was the Oncology Massage
Healing Summit national conference, held in May of 2007. The conference featured
Gayle McDonald, M.S., LMT, the well known author of *Medicine Hands: Massage
Therapy for People with Cancer* and *Massage for the Hospital Patient and Medically
Frail Client*. One-hundred and sixty participants from thirty-three states participated.

CPE also held conferences focusing on trauma, pain management, legal and ethical
issues, advanced care planning, and working with autism and other special populations.
While these are open to the public, a majority of participants are those who need
continuing education to maintain discipline-specific licensure or certification. CPE has
served a variety of professionals, such as nurses, nursing home administrators, social
workers, counselors, radiologic technicians, deacons, massage therapists, and child care
workers.

Over the years, the College has been asked to explore and develop academic programs
and courses at the request of Mercy Health Partners (MHP) and Catholic Healthcare
Partners (CHP). Examples include, but are not limited to, the following:

- Mercy College began the Associate of Science in Nursing program at St.
  Elizabeth Health Center in 2002 at the request of Humility of Mary Health
  Partners
- The Bachelor of Science in Health Care Administration Program was
  implemented in 2005 at the request of MHP
- An on-line Palliative Care training program was requested by CHP in 2008 and
developed and implemented in 2009
- MHP requested a credit-bearing Polysomnographic Technology Certificate in
  2008. This program has been developed and will be implemented in January of
  2010 pending all necessary approvals and authorizations

The College has also tried to be responsive to educational needs in the community. A
credit-bearing certificate program in Ophthalmic Technology was developed in 2009 at
the request of area eye care professionals. This certificate program will start in January
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of 2010 pending all necessary approvals and authorizations and will be a two semester program.

The CPE Division at Mercy College is the entity responsible for developing continuing education, outreach, and customized training in response to the needs of internal and external constituents. The CPE Division provides professional continuing education classes, entry-level certificate programs, general courses for on-going learning or personal development, and customized training opportunities. The department generally serves about 1000 registrations each year. Meeting the needs of the surrounding community, through the CPE Division, service learning, and other outreach programs is considered a strength at Mercy.

Core Component 5b: The organization has the capacity and the commitment to engage with its identified constituencies and communities.

College Structure Promotes Connection with Community

Mercy College has in place a number of structures and processes that enable effective connections with internal and external communities.

Board of Trustees

The 15 members of the Board of Trustees assist the College in identifying the educational needs of the internal and external communities in addition to regulating, governing, and conducting the affairs and business of the College through its officers and committees. Trustees represent local hospitals and healthcare facilities, businesses, religious sponsors, and educational entities.

Mercy College of Northwest Ohio Foundation

The Mercy College of Northwest Ohio Foundation was established in 2006 and is governed by a board of 12 trustees. The purpose of the Foundation is to provide financial and other support for the College and the various academic and non-academic programs. The 12 trustees consist of leaders in business, healthcare, financial institutions, legal services, religious sponsors, Mercy College Auxiliary, and the Mercy College Alumni Association.

Advisory Committees

The advisory committees are made up of groups of volunteers with an interest in Mercy College and/or specific programs offered by the College. The primary purpose of the advisory committees is to serve as a source of advice and support on specific issues, ideas, or concerns of the College leadership, campus administrators and/or those responsible for the delivery of a specific program of study. They also assist in branding the College, and/or a specific program of study in the community. Additionally, advisory committee members serve to inform the College faculty, staff, and administrators of community needs and keep faculty in touch with changes in professional practices.

Mercy College Auxiliary

When Mercy Hospital closed in 1996, the Auxiliary that supported the hospital decided to focus its efforts on Mercy College. Reemerging as the Mercy College Auxiliary, the group provides financial assistance and volunteer support for programs and activities at the College. The Auxiliary has been the College’s largest financial benefactor, raising thousands of dollars in support of educational offerings.
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Mercy College Alumni Association and Board

The Mercy College Alumni Association and Board represent alumni from the former Mercy Hospital School of Nursing and Mercy College. The Alumni Board meets at least quarterly for the purpose of providing programs and services to alumni in addition to informing the College administration of concerns the alumni might have in a variety of areas.

In Spring 2009, the Coordinator of Alumni Relations and Donor Giving began holding focus groups with alumni. This has been a very helpful and useful strategy in keeping alumni engaged as well as providing a forum to hear their thoughts and ideas for continued improvements at the College.

Faculty Senate

Faculty Senate is the officially recognized governance body of the College faculty, in order to enable the faculty to discharge its responsibilities in participating in the formation of institutional policies in keeping with the policies and directives of the Board of Trustees. Faculty Senate initiates and reviews questions of College policy on matters within its purview and makes recommendations regarding such matters to the President and other appropriate officials of the College when action is needed that has not been delegated.

Student Senate

Student Senate is the officially recognized governance body of the students and deals with student matters and issues. In addition, students are represented on many of the standing committees of the College.

Co-Curricular Activities

An emphasis at Mercy College is to engage students, staff, administrators, and faculty with the external communities it serves. As part of federal work-study requirements, Mercy College students are involved in community service programs at After School Klub (ASK) sponsored by the Toledo Urban Impact. Mercy students provide tutoring, primarily in the areas of reading and math and mentoring services for 4th through 8th grade students for this organization.

Camp Scrubs I and II is another co-curricular activity that engages students, staff, administrators, and faculty with the external community. The CPE Division at the College established Camp Scrubs in the summer of 2008 for the purpose of helping children interested in math and science explore healthcare careers. Camp Scrubs I is a week-long camp for students entering the 6th or 7th grade that focuses on a variety of hands-on skills used in science and healthcare. Mercy faculty, staff, and students serve as instructors, counselors, and mentors. Camp Scrubs II was added in the summer of 2009 and is for students entering 8th or 9th grade. Camp Scrubs II has a forensic science theme as participants use their intuition, critical thinking skills, and lab results to unravel evidence in order to solve a virtual crime. In 2009, thirty-two youths participated.

The AmeriCorps* VISTA program was established in the fall of 2008 for the purpose of fostering and developing additional community service opportunities for faculty, staff, and students at Mercy. This initiative is grant-funded. The goal of this initiative is to engage in outreach to community agencies and to develop agency-college partnerships. To that extent, relationships were either developed or enhanced with Madonna Homes, Padua Center, MLK Jr. Kitchen for the Poor, ASK, Toledo Seagate Food Bank, Habitat for Humanity, and Camp Courageous.
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A second goal of this initiative was to provide meaningful community service opportunities for students. Students assisted in helping all the agencies previously mentioned carry-out their individual missions. Of particular notice is the work students did for Madonna Homes, a community of individuals who are 62 years or older, handicapped, and/or disabled but still have the ability to live independently. The administrator for Madonna Homes reported to College personnel that Mercy students were instrumental in assisting and meeting the needs of the individuals they served.

In 2009-2010, the AmeriCorps* VISTA Volunteer will be responsible for developing and implementing a system to catalog the community service performed by Mercy College students. This new system will be very valuable in assessing the College’s outreach activities.

The Mercy College Ambassador program was established in Fall 2007 as another strategy to engage students. The program consists of a cohort of students committed to service in the Toledo and Mercy College communities. Ambassadors are provided a variety of opportunities to enhance civic responsibility, develop leadership skills, and engage in service-learning programs. Ambassadors are required to complete over 300 hours of service to the community, and to Mercy College, and are responsible for engaging at least five other students in community service. Students have provided community service in the following areas:

- Mobile Meals
- MLK Jr. Kitchen for the Poor
- ASK
- Women Blessing Women
- Cherry Street Mission
- Maumee Valley Habitat for Humanity
- Positive Choices
- St. Paul’s Community Center

As final evidence of College engagement, faculty, staff, and administrators at Mercy provide outreach to the surrounding communities by serving on non-profit boards, providing volunteer support for area agencies, serving on local school boards, and a variety of other initiatives. College personnel also provide community service for local blood drives, Operation Christmas Child, Women Interested in Science, and judging area science fairs. Faculty, staff, and administrators have committed hundreds of hours of service annually in the local communities.

Student Connection with External Communities

Currently, several classes have incorporated service learning as part of the curriculum. Service learning is embedded in the curriculum of the following courses:

- GEN 101: Student Success Strategies
- REL 101: Foundations of Faith
- REL 204: Spirituality for Healthcare Providers
- REL 299: Global Issues and Society
- REL 301: Medical Ethics
- HIS 199: Women’s History
- NUR 430: Community Health Nursing
- NUR 431: Community Health Nursing

The faculty in the NUR 430: Community Health Nursing course received a Campus Connections grant in fall 2008. The grant provided funding for nursing students to gain increased skills and exposure working in community settings and with diverse populations.
populations. In addition to students being involved in service learning, this grant added a philanthropic component where students were able to learn to assess administrative competencies of a community organization and the services that were being provided to clients. Agencies had an opportunity to complete requests for grant funding proposals that students then evaluated to determine which agencies would be awarded funding at the end of the course.

The College recognizes the potential to do more in this area and would like to increase the number of courses incorporating service learning and civic engagement opportunities. To this end, a committee has been established to develop a model for service learning and civic engagement.

**College Resources Promote Effective Service Learning**

In 2003, the College established the Campus Minister/Coordinator of Service Learning as the initial step in implementing a service learning and civic engagement program. The College also joined Campus Compact and Ohio Campus Compact and has been an active member ever since.

To continue fostering efforts in the area of engagement and service, Mercy has actively pursued external funding sources. Grants have helped support AmeriCorps* VISTA, Mercy Ambassadors, and the Community Health Nursing initiative.

As mentioned elsewhere in this chapter, the College also makes human and physical resources available to the local community.

**Planning Processes Project Ongoing Engagement and Service**

Through the Pillars of Progress in the Strategic Plan, specifically Strategic Initiatives 4 and 5, the College intentionally plans for engagement and service. As mentioned previously, strengthening the College’s ongoing engagement and service is also an area of opportunity. A committee representing the various constituencies was established in fall 2009. The task of this committee is to develop a more comprehensive model of service learning and civic engagement that will be implemented fall 2010.

Mercy’s commitment to engaging its constituencies is a definite strength.

**Core Component 5c:** The organization demonstrates its responsiveness to those constituencies that depend on it for service.

**Collaborative Ventures Exist with Other Higher Learning Organizations and Education Sectors**

Developing additional collaborative ventures with other higher learning organizations and education sectors including K-12 partnerships, articulation agreements, and 2+2 programs is an area of opportunity at Mercy.

The Enrollment Services Division at the College sponsors a number of outreach programs with area high schools, junior highs, and youth organizations. In the past, these have involved St. Clements Junior High School, ASK (an after school organization for kids), Winterfield Academy (6th-8th grade school), Polly Fox Academy (school for parenting or pregnant teens), Penta Career and Technical Center, St. Stephens Community House (program for high school males), and Bedford High School.
The partnership with Polly Fox Academy is being expanded. The project involves providing job skills training for the students at Polly Fox who are close to graduating. The students are matched with a specific healthcare certificate program offered through CPE and are provided support and oversight to increase their opportunity for successful completion of the certificate program. This partnership will provide these young mothers with marketable, employable job skills.

Mercy College participates in the State’s Post-Secondary Enrollment Option (PSEO) Program as another venture to foster K-12 partnerships. PSEO allows eligible high school students (9-12) to attend a post-secondary institution of higher education and receive dual credit, that is, high school and college credit, for a particular course. The State reimburses Mercy for a portion of the tuition costs. The remaining tuition, textbook costs, and any other fees associated with the course are covered by the College. Since 2005, 19 PSEO students have enrolled at Mercy.

Mercy College maintains articulation agreements with higher education institutions including Kent State University for the Youngstown Site. Mercy also has an agreement with Owens Community College for the RN Completion 2 + 2 program. The program chair of HCA is working on a 2+2 articulation agreement with Terra Community College. The HCA Program Chair is also exploring the possibility of developing similar articulation agreements with Owens Community College, Monroe County Community College, and Jackson Community College. The Vice President of Academic Affairs and the Associate Dean of the Nursing Program are currently developing an agreement with Bowling Green State University (BGSU) for their students interested in the College’s BSN program. As the College continues to explore and develop more baccalaureate degree programs, developing additional articulation agreements with two-year institutions is a growth opportunity.

The College is involved with MHP’s Summer Student Learning Program. High School students from Northwest Ohio are chosen to participate in a 4-week paid internship program. The goals of the program are to expose high school students to healthcare careers and prepare them to be future healthcare leaders.

Finally, in summer 2009, Mercy College partnered with The Source, a county sponsored job referral service, in their Summer Stimulus Youth Employment Program for low-income and diverse students. This program provided employment opportunities for individuals ages 15-24. At Mercy College, four high school students provided work assistance in Enrollment Services, Registrar’s Office, Student Formation, and Information Services while learning valuable job skills.

Transfer Policies

Mercy College has in place transfer policies and practices that create an environment supportive of the mobility of learners. Historically, the College has attracted and enrolled a high percentage of transfer students into its various degree programs. In the past three years the percentage of transfer students comprising the incoming class was 73%.

In order to ensure the mobility of students, Mercy participates in the Ohio Board of Regents’ transfer module. “The Ohio Transfer Module...represents a common body of knowledge and academic skills, is comprised of 36-40 semester hours or 54-60 quarter hours of courses in the following fields: English composition and oral communication; mathematics, statistics and formal/symbolic logic; arts and humanities; social and behavioral sciences; and natural sciences. Additional elective hours from among the five areas make up the total hours for a completed Transfer Module” (Retrieved 8-11-2009, http://regents.ohio.gov/transfer/tagcourses/otm.php).
Mercy College has developed a number of services and programs since the last Self-Study to create a supportive learning environment. The following services/programs have been created and implemented:

1. Retention efforts were enhanced beginning with the 2001 academic year. To enhance retention, the College did the following:
   a. Implemented the Noel-Levitz’s College Student Inventory
   b. Expanded and modified New Student Orientation
   c. Created an early alert system notifying the Student Success Center when a student was struggling either academically or non-academically
   d. Implemented a Mid-Term Progress reporting system
   e. Established a policy requiring all first time college students to take the Student Success Strategies course
   f. Planned and offered a series of student-centered workshops for faculty and staff development
   g. Created the Director of Enrollment Services position
   h. Established the McAuley Emergency Student Loan Fund which was later renamed the Paul Kessler Emergency Fund (2005). A second student emergency fund was also created in 2005 and called the Precious Blood Fund. A grant from the Sisters of the Precious Blood provided the seed-funding for this new student emergency fund.
   i. Established a Retention Committee
   j. Expanded the Student Success Center to provide academic support services, counseling services, tutoring in math, science, and writing, disability services, and career assistance

2. A half-time tutoring position in nursing was established in 2004. This position was increased to full-time in 2006.

3. The Student Success Center was further enhanced starting with the 2004-2005 academic year. The counseling position was increased to full-time thanks to the initial support from a grant received from the Maria Ann Brunner Fund of the Sisters of Precious Blood. The Center was also relocated to a larger space in 2006. The move provided more quiet study rooms, group tutoring rooms, and a meditation room sponsored through the Campus Ministry Program. Also in 2006, a Student Life Director position was created and filled providing students with a range of co-curricular activities, and the Writing Center was created. Finally, a full-time administrative support position was created and implemented for the Student Success Center.

4. The Director of College Advancement was hired in 2005 and the Mercy College Foundation Board was established in 2006. Both initiatives have been instrumental in raising funds for additional student scholarship support, civic engagement activities, and enhancements, expansion, and improvements to academic facilities.

5. A pet therapy program was implemented during the 2006/2007 academic year. This program, under the guidance of the Director of Counseling has proved to be very successful especially when working with issues of test anxiety. Students have reported they are less stressed about taking a test or exam when they have had the opportunity to relax and spend time with Tuesday, the certified therapy dog.

6. A third Admissions Counselor position was established in 2006. A primary responsibility of this position is oversight of the residence hall and residence life program.

7. The addition of Empower Me in 2007 enables students to register and pay online.

8. During 2007-2008, two positions were expanded in an effort to provide better services to students. The Director of Student Life was promoted to Associate Dean of Students for Student Formation. At that time the Student Success Center became the Division of Student Formation. The Director of Enrollment Services position was also augmented and the title changed to Associate Dean of...
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Students for Enrollment Services/Chief Admissions Officer. Finally, the Financial Aid Office staff was enhanced with the creation and implementation of the full-time Financial Aid Counselor position.

9. A full-time Nursing Advisor position was created and implemented during 2008-2009 for the purpose of providing better academic advising services to students in the nursing programs.

10. An Allied Health Advisor position is being created and will be implemented in 2010 to provide better academic advising services to students in the allied health programs.

11. Another example of creating a supportive learning environment is the continued development of hybrid classes, online classes, evening classes, and weekend classes. Offering some classes through block scheduling also expands the course selections for students.

Finally, as further evidence the College has created a supportive learning environment is the marked increase in student enrollment since 2001. The College has increased enrollment every year and has grown from 292 students in 2001 to 1058 in 2009.

Providing a supportive learning environment and continued enrollment growth are strengths at Toledo. However, the Youngstown Site requires increased support services for students. Strategies are being developed to address this need and opportunity.

Articulation Agreements

A strategy to ensure the College’s transfer policies and practices create an environment supportive of the mobility of learners is the use of articulation agreements. As discussed earlier, Mercy College has few articulation agreements in place with other institutions of higher education, but this is an area of opportunity.

Usefulness of the Organization’s Programs of Engagement

A feasibility study was conducted in 2008 by Hodge Cramer and Associates in part to determine the usefulness of the College’s programs in the community. The results of that study were discussed in detail earlier under Core Component 5a2 of this chapter.

The following is an excerpt from a thank-you letter the College has received from leaders of one of the area social agencies the College assists.

As you and many in the college already know – we as a nation are going through a difficult time. Fortunately, the residents at Madonna Homes have Mercy College to assist them in these difficult times and please express our sincere appreciation to the entire college.

The students at Mercy College are an asset to the residents and staff at Madonna Homes. Mr. Daniel C. Gosbeth, Service Coordinator, Madonna Homes

Examples of the Mercy College’s programs of engagement with diverse entities in the community have been discussed already. However, there is opportunity for the College to do more in building effective bridges among the diverse communities. The programs with ASK and Polly Fox Academy are two excellent starts.

The College also needs to develop a tool or process for evaluating the effectiveness of these programs in achieving the desired results. Information gleaned from an evaluation process will be beneficial when developing additional programs for building effective bridges with the diverse communities.
Partnerships

Mercy College has partnered with area agencies and committees that have common goals. In 2006, the CPE Department worked cooperatively with Lourdes College to provide training for 34 administrative assistant staff members. Penta Career and Technology Center and the Oregon Career and Education Center are discussing partnering with Mercy College for a non-credit Pharmacy Technician certificate, planned to begin in fall 2009.

Mercy is also in discussion with the Adult Basic Literacy Education (ABLE) program, funded by the state to support student remediation without using the traditional financial aid resources for pre-program training. This increases the likelihood that the student will have sufficient financial resources to complete a program of study, thus increasing retention and graduation rates. Staff costs are covered by the state and curriculum is standardized to ensure consistent results. All perspective non-credit certificate students would complete the KeyTrain assessment testing, allowing an objective assessment of their skills. This also offers an extension of the Mission by extending support to each student at an individual level. A variety of training centers are located in the Toledo area. While it would be optimal to have a site located at Mercy College, the College is willing to consider a partnership in order to support use of these resources.

Mercy College is committed to upholding the institution’s integrity at all times. The College develops partnerships and contractual arrangements with other organizations, and no problems have been identified by any of the agencies or organizations the College has partnered with over the years.

Core Component 5d:
Internal and external constituencies value the services the organization provides.

Mercy College has made an effort over the years to obtain feedback from both internal and external constituencies, especially when determining the value of the services provided.

Evaluation of Services Involves the Constituencies Served

Examples and evidence of evaluation services the College has utilized to date to obtain feedback from the constituencies served have been discussed at length in earlier sections of this chapter. Processes and instruments utilized include, but are not necessarily limited to, the alumni focus groups, feasibility studies, the use of program advisory committees, and the use of student, alumni, and employer surveys. College personnel realize this is an area where more can always be done and will continue to seek ways to obtain feedback from the constituencies being served.

In 2008, the College commissioned EconImpact LLC to conduct an economic impact study of Mercy College on the Toledo and Youngstown regional economies. The total economic benefit to Toledo and Youngstown communities was $74 million dollars during 2007-2008.

Mercy College, as has been discussed at length previously, encourages students, faculty, and staff to be engaged in volunteer activities in the community. However, the College has not developed a system for assessing how these volunteer activities are received by the local community, although anecdotal evidence is overwhelmingly positive. The College will need to develop a system for assessing the benefits of the service being provided in the communities.
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In light of the fact the College has not developed a formal system for assessing the benefits of the service being provided in the communities, anecdotal evidence such as copies of thank you letters from community agencies are available in the Evidence binder for Chapter 5 in the Resource Room.

Economic and Workforce Development Activities

Local civic and business leaders are starting to seek out Mercy College for economic and workforce development activities. For example, College leadership is actively involved with the Toledo Chamber of Commerce’s Education Committee and Government and Public Affairs Committee. In addition, the Director of Continuing Professional Education is an active member of the Ohio Skills Bank Region 2 which is looking at the stackable certificate concept. In addition, the Vice President of Academic Affairs/Dean of Faculty serves on the Workforce Development Committee of the Association of Community Colleges (AACC), a national organization devoted to two-year and certificate programming. Mercy College also sponsored a legislative/employer breakfast in October 2008 that brought business and educational leaders together to discuss future educational needs and the changing healthcare workforce.

The Director of Student Life at Mercy College provides an array of co-curricular programs every year for students, faculty, staff, and the community. A Lunch and Learn series featuring educational and cultural programs was developed in 2006, and changes to the For Your Information (FYI) series this last academic year have been implemented. These and other programs sponsored by the Division of Student Formation, are primarily attended by members of the College and MHP communities. Even though programs are open to the public, the public very seldom participates with the exception of some of the residents of the Executive Tower Apartments. Mercy College has the opportunity to gain greater public participation in College activities and co-curricular programs.

Mercy College’s Facilities

Mercy College lacks a large auditorium that could be used by the community. The Master Facility Plan does have provisions for a 350 seat auditorium that would be available for community use. Mercy College, however, does make its classrooms, meeting rooms, and multi-purpose room available for non-profit agencies to use as long as a member of the College’s faculty, staff, and administration is associated with that particular non-profit agency. Examples of non-profit organizations who have utilized facilities at the College for meetings include the UpTown Association, The Center for Non-Profit Resources, Prevent Blindness Ohio, the American Travel Bureau, and Health Resources who provided a workshop to area student affairs professionals on alcohol awareness and prevention programs. Also, the Nursing Honor Society Sigma Theta Tau holds meetings at the College several times a year. The former Massage Therapy Lab was opened to area residents for massages at an extremely reduced rate. Finally, MHP employees use rooms for meetings and also utilize library resources.

Continuing Education Needs of Licensed Professionals in the Community

As mentioned previously, the CPE Division at Mercy is the entity responsible for developing programs to meet the continuing education needs of licensed professionals in the community. In the past, CPE has served nurses, social workers, counselors, nursing home administrators, deacons, childcare workers, licensed massage therapist, laboratory professionals, and radiologic technicians. Examples of some of the programs provided during the 2007-2008 academic year alone included:
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- Legal Aspects of Artificial Nutrition and Hydration
- Career Success Workshops for Professional Dental Assistants
- Spanish for the Health Care Worker
- Angels and Monsters, Living with Childhood Cancer
- Learning How to Recognize Gangs and Deviant Groups
- The Lymphatic System, In Sickness and In Health
- It’s More Than a Smile: Oral Health Issues for School Nurses
- Respecting Our Patient’s Goals: A Palliative Care Conference
- Degriefing: A Holistic Approach to Health Grief Related Pain
- Who Should Provide the Care: An Informal Discussion on Home Care
- Sensitivity Training to the Needs of Older Adults
- Certified Nurse Educator Exam Review course
- Get Fit Stay Fit
- Autism and Asperger Syndrome
- Personal Fitness and Weight Training

Strengths

- Mercy College collects survey data and uses the results for program improvement, analyzing its capacity to keep up with constituent needs.
- Mercy College has opportunities, both formal and informal, that engage with its constituents in order to solicit their input.
- Mercy College maintains close formal and informal communication with its parent organization, peer educational institutions, and professional advisory groups.
- By regularly updating its Strategic Plan through involvement with its religious sponsors, board members, faculty, staff, students, and administration, the College maintains its commitment to community and constituent engagement.
- Through its service learning and outreach programs, Mercy College demonstrates its commitment to responsive community service.
- The programs offered through its CPE Division, its involvement with community workforce development activities, and its overall enrollment growth manifest the value the College’s internal and external constituencies place on services that it provides.

Opportunities

- In an effort to more fully determine employers’ needs, explore additional strategies to improve Employer Survey responses.
- Develop additional articulation agreements with peer institutions to facilitate student transfer opportunities.
- Develop and implement a catalog of service programs and opportunities available to Mercy students, faculty, and staff.
- Develop a feedback program that helps the College determine the impact of service learning and civic engagement programs.

Conclusion

Mercy College has met Criterion 5: The College operates with integrity to ensure the fulfillment of its Mission through the structures and processes that involve the Board, administration, faculty, staff, and students.
CHAPTER SIX
FEDERAL COMPLIANCE

Review of Title IV and Other Provisions

In compliance with United States Department of Education regulations for accrediting agencies, the Commission requires evaluation teams conducting comprehensive evaluations of institutions to review their compliance with Title IV requirements; consider information about credits, program length, and tuition; and examine the institutions' relationship with other accrediting agencies.
Chapter 6

Federal Compliance

Credits, Program Length, and Tuition

Mercy College of Northwest Ohio courses are equated in semester hours. The fall and spring semesters last 16 weeks each with 15 weeks of regular instruction and a week of final exams. There are several options of course length over the summer months. Each semester hour equals 50 minutes of contact hour of instruction per week.

Mercy College publishes a catalog annually, which is also available on-line, outlining all program requirements, course descriptions, and other important academic policies and general information.

The length of each degree program adheres to guidelines established by the Ohio Board of Regents. In addition, those programs that have received professional program accreditation follow the suggested guidelines for program length by their respective accrediting body. The Associate of Science in Nursing and Bachelor of Science in Nursing degree programs also follow the recommendations of the Ohio Board of Nursing for program length and course requirements.

Requirements for graduation are:

- Students completing an Associate of Science Degree must complete at least 60 credit hours with a minimum of a 2.0 cumulative grade point average. The program of studies range from 60 credit hours required for the Associate of Science in General Studies to 72 credit hours required for the Associate of Science in Nursing.
- Students completing a Bachelor of Science Degree must complete at least 120 credit hours with a minimum of a 2.0 cumulative grade point average. The Bachelor of Science in Health Care Administration program requires 120 credit hours and the Bachelor of Science in Nursing program requires 128 credit hours.

The responsibility for monitoring degree programs rests with the Vice President of Academic Affairs/Dean of Faculty. Curricular and program changes are started at the program level involving faculty of that program. Curricular and program changes are then reviewed and approved by the Curriculum Committee and recommended to the Faculty Senate for approval. Once these changes have been approved by Faculty Senate, they are reviewed by the Vice President for Academic Affairs and President and finally reviewed and approved by the Board of Trustees.

The Board of Trustees of Mercy approves tuition and fees annually as recommended by the President and his administrative team. Tuition and fees at Mercy are competitive with the state-supported, four-year institutions in the Toledo area. Tuition is the same for all the programs. Academic fees, however, will vary from program to program. Mercy College does discount tuition for Biology, Algebra, and Chemistry classes as a special program.
FEDERAL COMPLIANCE

There is a different tuition structure for students depending on their enrollment status. Students taking less than 12 hours per semester for the 2009-2010 academic year are charged $308 per credit hour. Students taking 12 or more hours a semester are charged $278 a credit hour. This differential tuition strategy for part-time versus full-time students was implemented in fall of 2002 in order to promote full-time attendance.

Mercy College does not operate its own housing. The College subleases apartments from a local apartment complex for students who require housing. Students can choose from efficiency, one, or two-bedroom apartments. The rates for these apartments are set every two years and are competitive with the local housing market.

Transfer Information

Mercy College welcomes transfer students who meet all admission criteria for degree or transient/special status admission and who supply official transcripts from all post-secondary institutions attended.

Policy and Procedure

Transfer of credit is considered on an individual basis and may be granted for comparable science, general education and specific program courses completed at another regionally accredited post-secondary institution. A minimum of 30 (for Associate and Bachelors Completion students) and 36 (Bachelors and Pre-licensure students) credit hours including one religion course taught from the Catholic perspective must be taken at Mercy College to meet residency requirements.

Any course with a grade of “C” or better and taken within the past seven years will be considered for transfer. Written requests to waive the time limits will be considered on an individual basis. Transfer credits are not calculated in the student’s grade point average.

The College participates in the Ohio Board of Regents’ Transfer Module established in the Transfer and Articulation Policy.

Transfer policies and procedures are printed in the College Catalog. The Catalog is also available on the College’s web site.

Title IV Information and Compliance with the Higher Education Reauthorization Act

Historically, over 90% of students enrolled each year received some type of financial assistance with an overwhelming majority of the aid coming from Title IV, U.S. Department of Health and Human Services’ Scholarship for Disadvantaged Students program, and State sources. For example in fall 2008, 718 students received $6,812,455 in financial aid. This fall, 901 students are receiving $9,009,050.

The College annually participates in an A-133 audit conducted by Ernst and Young. The following are the results of the A-133 audit for 2005, 2006, and 2007.
FEDERAL COMPLIANCE

2005 Finding(s):

- Two errors were noted in the test of refund calculations. One of the refunds was not submitted within the required time frame. The second was a post-withdrawal disbursement not returned in the prescribed order.

2006 Finding(s):

- Changes in student status were not reported to NSLDS in accordance with outlined regulations. The roster files were not submitted within the required time periods.
- For one of twenty individuals selected for verification testing, the auditors noted that the College failed to identify a discrepancy between number of family members in college on the student's verification worksheet and the Institutional Student Information Record (ISIR).

2007 Finding(s):

- For one of nineteen individuals selected for refund testing, the College did not return the funds to the lender until seventy-nine days had passed from the date of withdrawal.

Corrective measures were put in place after each finding in order to avoid reoccurrence of these issues and findings.

The results of the 2008 of the A-133 and the audits since 2003 will be available in the resource room. Other Title IV documents available in the resource room include:

- Program Participation Agreement (PPA)
- Eligibility of Certification Renewal (ECAR)
- Additional correspondence from the United State Department of Education regarding Title IV program

Historically, Mercy has been able to maintain default rates on all federal loan programs lower than the national average and considerably lower than federal thresholds. The default rate of Federal Stafford Loans was 2.4 in FY2004, 1.4 in FY2005, and 0.3 in FY2006. The College has been able to keep the loan default rate low by requiring all students at Mercy to participate in entrance counseling, even if they were a recipient of a federal student loan at another institution, and has also been able to make sure any student leaving the institution, for whatever reason, has received an exit packet. In addition, financial aid personnel do a great deal of loan counseling with individual students.

Finally, Mercy is in full compliance with Title IV-mandated requirements regarding disclosure of campus crime rates and Right to Know information. The Campus Right to Know and crime information is updated annually and made available to students on the institution's web site.

U.S. Department of Education (USDE)

Mercy College has not had a USDE program audit. There have also not been any findings or actions resulting related to the USDE review of campus crime, consumer
information, or any other mandated compliance activity. Finally, there have not been any limitation, suspension, or termination (LST) actions imposed by USDE, nor have there been any reviews, or findings, conducted by the USDE Inspector General’s office.

**Federal Compliance Visits to Off-Campus Locations**

Mercy College of Northwest Ohio is in compliance with the Commission’s policies of reviewing off-site locations at which a student can complete 50 percent or more of a degree program. Currently, the College maintains one off-campus site in Youngstown, Ohio where the Associate of Science in Nursing Program is offered.

**HLC Financial Ratios**

There have not been any repercussions resulting from the review of the institution’s financial ratios.

**Satisfactory Academic Progress**

The criteria for maintaining satisfactory academic process can be found in the *College Catalog*. The policy details the grade point and standards needed to avoid academic probation or dismissal.

**Attendance Policy**

The Attendance Policy in the *College Catalog* states:

“Faculty believes that regular classroom and clinical experience attendance are necessary for academic success. Students are expected to attend class and are required to attend clinical experiences. Clinical experience absence that results in potential failure to meet course objectives may interfere with course success. The complete attendance policies are located in the program handbooks distributed at the start of the program.”

**Public Disclosure**

**Accuracy in Advertisement and Recruiting Materials**

The *College Catalog, Student Handbook, Program Handbooks, Residence Hall Handbook* and other materials are reviewed and updated annually in order to maintain accuracy. There is a central contact, or point person, identified for each publication monitoring any changes or additions in order to ensure accuracy and completeness of the information.

The Director of Communications is the College’s liaison with Mad House the marketing firm utilized by the College. She provides the necessary oversight to ensure accuracy in marketing and advertising materials.

Mercy also clearly provides its own contact information on advertisements and publications so that students can reach necessary individuals or offices at the institution.
Disclosure of Commission and Professional Accreditation Status

Whenever Mercy refers to its affiliation with Higher Learning Commission in a publication or on the web site, it includes the commission’s address, telephone number and URL address.

Many of the programs at Mercy have also received professional accreditation. Those include:

- Commission on Collegiate Nursing Education
- National League for Nursing Accrediting Commission
- Commission on Accreditation for Health Informatics and Information Management Education
- Joint Review Committee on Education in Radiologic Technology

A list of the programs which maintain professional accreditation, their accrediting agencies, and the addresses of those agencies are found in the College Catalog. The most recent reports from the professional accrediting agencies will be available in the resource room for inspection.

The Bachelor of Science in Health Care Administration Program is in the initial stages of seeking program certification.

Requirements of Institutions Holding Dual Institutional Accreditation

Mercy College of Northwest Ohio does not hold dual institutional accreditation at this time.

Third Party Comment

Examples of the Third Party Comment statements are available in the Resource Room. Third Party Comment notifications were sent out three months prior to the team visiting campus. Besides placing this announcement in College publications, the announcement was also placed in local newspapers.

Verification of Student Identity in Distance Education

Mercy College does offer selected courses in an on-line format. A student registered in an online course is required to log-on and give a password. The log-on information and password are given to the student at the required on-campus residency day. This procedure was implemented as a means of verifying the identity of the student in the online course.

The College is currently researching and reviewing many of the new verification software programs on the market for improving verification in the future.

Institutional Records of Student Complaints

Students have a variety of mechanisms in order to register complaints or adjudicate matters depending on the nature of the issue. Formally registered complaints or issue, either of an academic or non-academic nature, are filed with the Vice President of
FEDERAL COMPLIANCE

Administrative Services/Dean of Students. A log of student complaints/issues since the last comprehensive site visit will be available in the resource room.

**Academic Issues: Academic Integrity**

Issues concerning academic integrity including plagiarism, cheating, facilitating academic dishonesty, fabrication, multiple suspensions, and others are handled through the Academic Integrity Policy that can be found in the **College Catalog** and in all syllabi.

**Student Academic Appeal Process**

A student disputing a course grade or clinical evaluation can do so by following the Student Academic Appeal Process as outlined in the **College Catalog**.

**Student Academic Appeal Process: In Cases of Dismissal from the College or a Specific Program of Study within the College**

Students disputing dismissal from the College for academic reasons or from a specific program of study within the college may appeal in compliance with the procedures outlined under this policy. The details of this policy are outlined in the **College Catalog**.

**Program Specific Grievances/Issues**

Grievances or issues unique to a specific program are handled by procedures outlined in the respective Program Handbooks.

**Non-Academic Issues/Matters: Civil Rights/Non-Discrimination Policy**

A student alleging to be a victim of racial harassment, discrimination, or prejudicial behavior may have that matter handled/resolved through the Civil Rights/Non-Discrimination Policy. Complete details of that policy are outlined in the **Student Handbook**.

**Sexual/Gender Harassment Policy**

A student alleging to be a victim of sexual or gender harassment may have that matter handled/resolved through the Sexual/Gender Harassment Policy. Complete details of that policy are outlined in the **Student Handbook**.

**Student Code of Conduct**

The Student Code of Conduct not only outlines those behaviors and actions deemed appropriate at an institution of higher education, but also contains the procedures for adjudicating violations of the Student Code of Conduct. The complete details of this policy are outlined in the **Student Handbook**.

**Residence Life Handbook**

Issues or matters concerning housing are covered in the **Residence Life Handbook**.

As mentioned before, the **College Catalog**, **Student Handbook**, **Program Handbooks**, and **Residence Life Handbook** are updated annually and made available to students. The **College Catalog** and **Student Handbook** are also available online.
APPENDIX A

MERCY COLLEGE
STRATEGIC PLAN:
PILLARS OF PROGRESS

Compassion  Human Dignity  Excellence  Sacredness of Life  Service  Justice
Pillars of Progress

Since 2002, Mercy College of Northwest Ohio has charted its course with Pillars of Progress. Each pillar boldly supports the College’s enthusiastic commitment to “shaping the face” of 21st-century health care through an educational vision that integrates values and knowledge within the context of the Catholic faith tradition. Together, academic excellence, learning-centered curriculum and Christian community comprise the framework for the College’s continued success.

The Pillars of Progress represent the College community’s approach to strategic planning. Our plan is ambitious but achievable and gives us guidance as we formulate our annual goals and objectives. It also gives us direction as we seek and allocate funding for major programmatic initiatives and capital projects.

We encourage you to learn more about Mercy College of Northwest Ohio and ask you to support us in achieving our Mission through the donation of your time, talents and treasures.

Dishar One

Develop New Programs and Services to Sustain and Gain Additional Recognition for Excellence in Health Care and Health Science Education

Steps for Action

1. Develop new, primarily baccalaureate degree programs in health care (clinical and non-clinical based) and health science areas.

   Gather and analyze data on local, regional and national employment projections for nurses and allied health professionals including MHP and CHP. Generate a timeline for program development and delivery.

   Investigate the feasibility and fit with the Mission of both Mercy College and Mercy Health Partners of additional health-related degree programs at the associate, baccalaureate and masters levels.

2. Enhance services for students to ensure a holistic education in harmony with the Values and Vision of the College.

   Assess and address the adequacy of space allocated for students to study, exercise, relax and learn beyond the classroom, clinical and laboratory.

   Employ a Student Life Director to develop and supervise non-academic programming for students with a goal of enhancing their college experiences.
3. Develop partnerships with selected area high schools to increase awareness of health careers and provide early entry opportunities.

4. Further develop Continuing Professional Education to:

    - Provide a wider variety of training at the certificate level for entry-level health care support positions.
    - Address duplication of continuing professional education services within CHP.
    - Provide continuing professional education services to a wider array of health care professionals.
Pillar Two

Secure the Necessary Fiscal, Human, Technological and Capital Resources for Excellence in Health Care and Health Science Education

Steps for Action

1. Procure the required technology for 21st-century health care and health science education.
   - Computers and computer-related equipment
   - Consolidate computer laboratories on the second floor
   - House College IS staff near the computer laboratories
   - Expand the number of stations to accommodate student study, testing and class needs
   - Equip all classrooms with LCD projection equipment and smart boards
   - Investigate the feasibility of becoming a laptop campus
   - Provide the Continuing Professional Education Department with a computer system to support online registration and record keeping
   - Investigate and adopt emerging instructional technologies that support student learning

2. Evaluate yearly the need for auxiliary instructional aids and develop a plan for acquiring them
   - Develop, seek approval and implement no later than August 2006 a computer-based distance education plan that addresses the following:
     - IS issues with use of MHP servers
     - Contract for a distance delivery platform
     - A course delivery roll-out plan
     - Hiring of an instructional designer and other ancillary support staff
     - Higher Learning Commission Approval
     - Faculty/staff Development
     - Marketing
     - Assessment of learning

3. Research the feasibility of delivering Mercy College degree programs to other sites
   - In 2006 complete renegotiation of a five-year extension of the St. Elizabeth campus agreement with Humility of Mary Health Partners
   - Investigate the interest and need of Catholic Healthcare Partners for degree programs and/or continuing professional education

4. Expand campus facilities as enrollment and number of new programs increase
   - Manage enrollment growth so as to provide sufficient classroom, laboratory and study space as well as faculty and staff offices in harmony with the number of students enrolled in on-campus courses.
   - Complete a space utilization study and develop a Campus Master Plan for the Toledo campus:
     - Maximize the use of current space
     - Identify space that can be renovated for future use
     - Develop a timeline for action
   - Assess need and put in place adequate facilities to support the number of enrolled students and staff serving them:
     - Housing for 100 students
     - Classrooms to support future growth in degree programs and continuing professional education programming
     - Laboratories and skills labs sufficient to support future enrollment and degree program growth
     - Student Center – Central area to house student activities, leisure activities and access to Student Support Center personnel, i.e. tutors, counselors and Student Support Specialists etc.
     - Reevaluate online bookstore every two years
     - Specialized Laboratories – as needed by new program offerings
     - Handicapped Entrance
     - Exercise Room
Secure Resources

4. Continue enhancements to the Toledo Campus
   - Put into place clear, attractive internal signage and directional materials
   - Add room numbers to all faculty and staff offices, classrooms and laboratories
   - Add windows to all office doors
   - Add mail slots to all faculty doors
   - Paint classrooms and offices
   - Re-carpet as needed
   - Replace ergonomically deficient office furnishings
   - Refurbish elevator cabs in St. Joseph wing of the building
   - Refurbish stairwells
   - Replace out-of-date or worn office, waiting area and classroom furnishings

5. Regularly review the College’s strategic plan
   - Assess staffing and make adjustments to ensure there are sufficient faculty, staff and administrators to support the programs and services needed by the College’s students and other customers at least every two years beginning in 2006
   - Complete a review of facilities at least every two years
   - Publish a yearly fact book containing key data regarding enrollment trends
   - Seek to become an AQUF accredited Higher Learning Commission institution by 2011
   - Develop a Balanced Scorecard for the College
   - Review and evaluate advancement efforts to secure external funding every three years
Pillar Three

Augment College Advancement Efforts to Achieve Fiscal Independence from Mercy Health Partners by 2011

Steps for Action

1. Ensure the fiscal independence of the College by 2011 allowing it to function as a stand-alone college, if deemed appropriate by the Board of Trustees and Sponsors.

2. Increase the College’s endowment proportionately to the annual operating budget at a rate fixed by the Board of Trustees.

3. Ensure the fiduciary competence of the Board of Trustees through education.

Pillar Four

Sustain and Enhance the College’s Relationship with Mercy Health Partners (MHP), Catholic Healthcare Partners (CHP) and the Higher Education Community

Steps for Action

1. Select a model of distance education that will permit the College to offer programs at a distance.

2. Explore CHP system-wide opportunities in the areas of electronically delivered BS degree completion programs, partnerships following the St. Elizabeth model, Continuing Professional Education, etc.
   - Continue to work with Catholic Health Partners and Mercy Health Partners to identify needs for education and training in support of the mission of these organizations
   - Provide continuing education opportunities for CHP/MHP system professionals

3. Continue to meet the standards and expectations of regional and professional accreditation agencies.

4. Partner and collaborate with other higher education entities to enhance faculty development and student learning.
APPENDIX B

STEERING COMMITTEE MEMBERSHIP

&

WORKGROUP MEMBERSHIP
Self –Study Committee Memberships

**Steering Committee**

Dr. Susan Bernheisel – Co-Chair (Faculty)
Dr. Holly Baumgartner – Co-Chair (Faculty)
John Hayward (President)
Anne Loochtan (Vice President Academic Affairs/Dean of Faculty)
Jamie Harter (Vice President Administrative Services/Dean of Students)
Neema Bell (Board of Trustees)
Janell Lang (Direction of Institutional Assessment and Planning)
Heather Hoppe (Registrar)
Joan Rutherford (Director of College Finances)

**Criterion 1 Workgroup**

Dr. Karen Elliott (Faculty)
Sr. Barbara Davis (Staff)
John Hayward (President)
Neema Bell (Board of Trustees member)
Ann Reinhart (student)
Dr. Jim Bier (Faculty)

**Criterion 2 Workgroup**

Dr. Barbara Stoos (Associate Dean of Science)
Jamie Harter (Vice President Administrative Services/Dean of Students)
Mike Whalen (Director of College Advancement)
Dr. Pat McAllen (Campus Director/Program Chair for ASN program at Youngstown Site)
Janell Lang (Direction of Institutional Assessment and Planning)
Cheryl Nutter (Manager, Continuing Professional Education)

**Criterion 3 Workgroup**

Karen Mortland (Faculty)
Susan Eisel (Faculty)
Heather Russell (Faculty)
Lynne Zajac (Faculty)
Dr. David Sigmon (Faculty)
Dr. Regan Brock (Associate Dean of General Studies)
Dr. Susan Bernheisel (Faculty)
Kim Pavel (Faculty)
Dr. Pat McAllen (Campus Director/Program Chair for ASN program at Youngstown Site)
Dr. Zoe DeBlasio (Faculty)
Kathryn Maluchnik (Librarian)
**Criterion 4 Workgroup**

Eli Arbogast (Faculty)  
Dr. Sung-Chang Chun (Faculty)  
Becky Scott (Faculty)  
Dr. Leisa Morrison (Faculty)  
Dan Hoppe (Program Chair for Healthcare Administration program)  
Samantha Badas (Student)

**Criterion 5 Workgroup**

Jennifer Pizio (Associate Dean of Student Formation)  
Dr. Shelly McCoy-Grissom (Associate Dean of Enrollment Services)  
Jamie Harter (Vice President of Administrative Services/Dean of Students)  
Joan Rutherford (Director of College Finances & Resource Planning)  
Denise Hudgin (Director of Communications)  
Sr. Sally Bohnett (Campus Minister)  
Heather Hoppe (Registrar)  
Julie Leslie (Financial Aid Director)  
Candace Tavormina (Faculty)  
Diane Rahn (Business Manager)  
Darnell Irvine (Coordinator of Student Support Services for Youngstown Site)  
Cheryl Nutter (Manager, Continuing Professional Education)
APPENDIX C

MERCY COLLEGE
INSTITUTIONAL EFFECTIVENESS PLAN (IEP)
MERCY COLLEGE OF NORTHWEST OHIO INSTITUTIONAL EFFECTIVENESS PLAN

In an effort to continuously support the mission of the college through the process of institutional assessment, Mercy College of Northwest Ohio is committed to achieving incrementally higher levels of achievement in all aspects of college performance. By constantly striving to exceed and improve on our best, we hope to ensure a learning community in a state of constant growth and change to meet the needs of the students, faculty, staff and administration as well as the public we serve.

The primary purpose of Mercy College of Northwest Ohio’s Institutional Assessment Plan is to improve student learning by making appropriate curricular and institutional policy and procedural changes. The secondary purpose is to provide members of the College community with summaries of assessment instruments and methods used throughout the College. The plan is tied to the College’s strategic plan, listed below:

Mercy College of Northwest Ohio Pillars of Progress: 2006-2011 Strategic Plan

Pillar One:

Develop New Programs and Services to Sustain and Gain Additional Recognition for Excellence in Health Care and Health Science Education

Constructs for Action

- Develop new, primarily baccalaureate degree programs in health care (clinical and non-clinical based) and health science areas.
- Enhance services for students to ensure a holistic education consonant with the Values and Vision of the College.

Pillar Two:

Secure the Necessary Fiscal, Human, Technological, and Capital Resources for Excellence in Health Care and Health Science Education

Constructs for Action

- Procure the required technology for 21st Century health care and health science education.
- Expand campus facilities as the enrollment and number of new programs increase.
- Initiate a campus identification and beautification project.
- Secure necessary athletic equipment as athletic programs are developed.
- Recruit and retain a diverse population of faculty, staff, and students to provide a multi-perspective learning experience for students.

Pillar Three:

Ensure the Maturation of the College and Achieve Fiscal Independence from Mercy Health Partners by 2011.

Constructs for Action

- Ensure the fiscal independence of the College by 2011 allowing it to function as a stand-alone college, if deemed appropriate by the Board of Trustees and Sponsors.
- Increase College’s endowment proportionately to the annual operating budget at a rate fixed by the Board of Trustees.
- Ensure the fiduciary competence of Board of Trustees through education.
### Pillar Four:

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<tr>
<th>Aspect of Evaluation</th>
<th>Methodology</th>
<th>Dissemination of Data</th>
<th>Action Taken</th>
<th>Relationship to Pillars of Progress: 2002-2011 Strategic</th>
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<tbody>
<tr>
<td>I. <strong>Mission &amp; Purpose</strong></td>
<td>Examine institutions’ mission statement to determine clarity and relevance. Using data collected by the various educational programs in place, determine if mission is evident throughout institution. Utilize data collected and analyzed by Mission Services Committee to determine evidence of and demonstration of core values of Sisters of Mercy. Compare mission statement to those of similar institutions in Mercy Higher Education Colloquium.</td>
<td>If changes need to be made or areas clarified – gather input from college constituencies for proposed revisions</td>
<td>Mercy College’s mission and purposes supports Pillars One through Five of <em>Pillars of Progress: 2006-2011 Strategic Plan</em>, particularly Pillar Five.</td>
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<tr>
<td>II. <strong>Governance</strong></td>
<td>Examine institution’s organizational structure compared to those of similar institutions. Review decision-making matrix currently being utilized. Utilizing input from program directors and committee chairs, collect data regarding division and committee function – (i.e. decision making, procedures for operation, bylaws). Review stated purposes and goals to determine level of achievement. Utilize data collected in program specific and student academic achievement plans for evaluation of goal achievement.</td>
<td>If changes needed in stated purposes and goals, recommendations to the President and VPAA and shared with faculty through Associate Deans.</td>
<td>Mercy College’s governance supports Pillars One through Five of <em>Pillars of Progress: 2006-2011 Strategic Plan</em>, particularly Pillar Two.</td>
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</table>

I. **Mission & Purpose**
There exist clear and publicly stated purposes consistent with mission and appropriate to an institution of higher education.

A. Mission statement.
   1. Public statement Location Clarity
B. Evidence of relationship to integrity, planning, and decision making
C. Evidence of relationship to Core Values of Mercy Health Partners
D. Supports freedom of inquiry for faculty and students
E. Stresses commitment to excellence in teaching and learning

II. **Governance**
There is evidence of effective administration and governance through:

A. Organizational structure defined and bylaws in place, and they are operational and effective
B. Planning, development, implementation, and evaluation of long and short range institutional and educational goals
C. Decision making processes in place and functional and goals
D. Mechanisms in place for implementing stated purposes
E. Evaluate processes in place involving internal and external constituencies
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<tr>
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<tr>
<td>III. Faculty</td>
<td>Vice President for Academic Affairs and Program Directors/Coordinators review course evaluations (classroom and clinical), faculty goals and self-evaluations, peer evaluations, documentation of classroom assessment techniques. Review program specific evaluation plans and plans for evaluation of student academic achievement – to determine if criteria are being met.</td>
<td>Summary report to President and VPAA and shared with faculty through Associate Deans. Recommendations to division curriculum committees.</td>
<td>Report to VPAA for action.</td>
<td>Mercy College’s faculty supports Pillars One through Five of Pillars of Progress: 2006-2011 Strategic Plan, particularly Pillars One, Two, Four and Five.</td>
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<td></td>
<td>VPAA to review Faculty Development Budget with input from Associate Deans regarding division specific needs and VPAA to review college wide needs in preparation of budget. Review records of faculty attendance at C.P.E. offerings. Program chairs maintain records and update faculty involvement with college, professional and community activities.</td>
<td></td>
<td>Report to VPAA.</td>
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<td></td>
<td>Faculty Affairs Committee to evaluate orientation plan by 1) comparison to other institutions and 2) participant evaluation of orientation program.</td>
<td></td>
<td>Report to VPAA.</td>
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<tr>
<td></td>
<td>Faculty Affairs Committee to review faculty evaluation policy and procedures. Solicit input from faculty regarding perceived effectiveness.</td>
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### IV. Students

The institution provides learning experiences, resources, and services designed to facilitate student academic success.

**A. Student Support Services**

1. Services are in place that support student success
2. Conscientious efforts to provide students with a safe, healthy, learning environment
3. Appropriate policies and procedures for maintenance of student records in place and operational
4. Student services that effectively support the institution’s purposes
5. Policies and procedures for government in place

**B. Assessing Student Learning**

1. The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission
   a. Student learning outcomes are clearly stated and make effective assessment possible
   b. Effective teaching is valued and supported

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<tr>
<td>B. Assessing Student Learning</td>
<td>Collect and analyze data from surveys such as the Student Satisfaction Survey and the Graduation Survey to determine students’ perception of services and effectiveness of service delivery. Compare and contrast this data with similar data from other institutions of higher education to evaluate need to expand services at Mercy College of Northwest Ohio. Compare student record keeping policies and procedures in place at Mercy College of Northwest to federal guidelines to ensure effective methods are in place. Utilize data collected and analyzed in Program Evaluation Plans to determine if services in place at Mercy College of Northwest Ohio are sufficient to meet its stated purpose. See detailed analysis under HLC’s criterion 3 and 4 outlines, e.g. (bullets)</td>
<td>Report findings to College Assembly for faculty/staff input to recommendations. Make recommendations for changes or expansion of services to administration. College and Faculty Assemblies, filing of word attachments on College website, Rings of Assessment Day, etc.</td>
<td>-</td>
<td>Mercy College’s students supports Pillars One through Five of <em>Pillars of Progress: 2006-2011 Strategic Plan</em>, particularly Pillars One, Two, Four and Five. Supports Pillars One through Five, particularly One, Two, Three, and Four.</td>
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| c. Effective learning environments are created  
d. Learning resources support student learning and effective teaching | | | | |

**B. Assessing Student Learning (con't.)**

2. The organization promotes a life of learning for its faculty, administration, staff and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

a. A life of learning is valued, as demonstrated through the actions of the board, administration, students, faculty and staff.

b. Acquisition of a breadth of knowledge, skills, and the exercise of intellectual inquiry are integral to Mercy College’s educational programs.

c. Mercy College assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

d. Mercy College provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibility.
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<tr>
<td>V. Curriculum</td>
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<tr>
<td>A. Educational programs</td>
<td>Utilizing data collected and analyzed within program specific assessment</td>
<td>Report findings to Faculty Assembly for faculty input and</td>
<td>Recommendations for changes in existing programs or establishment of new</td>
<td>Mercy College’s curriculum supports Pillars One through</td>
</tr>
<tr>
<td></td>
<td>plans as well as additional available data to validate program effectiveness</td>
<td>recommendations.</td>
<td>programs to the Curriculum Committee for review and approval and through other</td>
<td>Five of Pillars of Progress: 2006-2011 Strategic Plan,</td>
</tr>
<tr>
<td></td>
<td>and student progress.</td>
<td></td>
<td>approval processes.</td>
<td>particularly Pillars One, Two, Four and Five.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Track General Education integration by examining competency measurement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>within degree programs (portfolio).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Validate presence of effective evaluation procedures within each degree</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>program (see program specific plans).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Utilizing data collected and analyzed in program specific assessment plans,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>validate evidence of college mission and philosophy within degree programs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>of study. Core abilities are integrated into every class.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. General Education Integration</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Evaluation processes – see</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>program specific assessment plans and plan for evaluation of student academic</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>achievement.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. Evidence of Mission and</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>philosophy in programs of study.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## VI. Resources

A. Facilities that support teaching/learning endeavors
   1. Library
   2. Computer Labs
   3. Skills Lab
   4. I.S. Services
   5. Student Success Center

B. Academic resources and equipment adequate to support the institution’s purposes

C. Development program in place and operational that helps to provide resources to assist the college in meeting its stated purpose

<table>
<thead>
<tr>
<th>Aspect of Evaluation</th>
<th>Methodology</th>
<th>Dissemination of Data</th>
<th>Action Taken</th>
<th>Relationship to Pillars of Progress: 2002-2011 Strategic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compile and analyze data collected within program specific evaluation plans to determine present and future resource requirements for program success.</td>
<td>Make recommendations for changes in facility requirements to administration and other required approval and budgetary processes.</td>
<td>Make recommendations to administration for budget changes with regard to academic resources. Report findings to College Assembly for input into recommendations.</td>
<td>Mercy College’s resources supports Pillars One through Five of Pillars of Progress: 2006-2011 Strategic Plan, particularly Pillars One, Two, Three and Four.</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX D

MERCY COLLEGE
ORGANIZATIONAL CHARTS
Organizational Chart for College Committees
Approved February 2009
APPENDIX E

MERCY COLLEGE
INSTITUTIONAL
SNAPSHOT
### 1. Student Demography Headcounts

#### A. Undergraduate Enrollments by Class Level

<table>
<thead>
<tr>
<th></th>
<th>Fall 2007</th>
<th>Fall 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen</td>
<td>282</td>
<td>327</td>
</tr>
<tr>
<td>Sophomore</td>
<td>306</td>
<td>317</td>
</tr>
<tr>
<td>Junior</td>
<td>140</td>
<td>175</td>
</tr>
<tr>
<td>Senior</td>
<td>70</td>
<td>102</td>
</tr>
<tr>
<td>Non-Degree Seeking</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total Undergraduates</strong></td>
<td><strong>804</strong></td>
<td><strong>921</strong></td>
</tr>
</tbody>
</table>

#### B. Undergraduate Students by Degree Seeking and Non-degree Seeking Status

**Undergraduate Degree Seeking Students**

<table>
<thead>
<tr>
<th></th>
<th>Fall 2007</th>
<th></th>
<th>Fall 2008</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Men</td>
<td>Women</td>
<td>Total</td>
<td>Men</td>
</tr>
<tr>
<td>Nonresident alien</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Black, non-Hispanic</td>
<td>9</td>
<td>40</td>
<td>49</td>
<td>5</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Asian/pacific Islander</td>
<td>0</td>
<td>3</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Hispanic</td>
<td>6</td>
<td>23</td>
<td>29</td>
<td>4</td>
</tr>
<tr>
<td>White, non-Hispanic</td>
<td>96</td>
<td>569</td>
<td>665</td>
<td>110</td>
</tr>
<tr>
<td>Race/ethnicity unknown</td>
<td>9</td>
<td>40</td>
<td>49</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total Degree Seeking</strong></td>
<td><strong>122</strong></td>
<td><strong>676</strong></td>
<td><strong>798</strong></td>
<td><strong>131</strong></td>
</tr>
</tbody>
</table>

**Undergraduate Non-Degree Seeking Students**

<table>
<thead>
<tr>
<th></th>
<th>Fall 2007</th>
<th></th>
<th>Fall 2008</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Men</td>
<td>Women</td>
<td>Total</td>
<td>Men</td>
</tr>
<tr>
<td>Nonresident alien</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Black, non-Hispanic</td>
<td>0</td>
<td>3</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Asian/pacific Islander</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Hispanic</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>White, non-Hispanic</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Race/ethnicity unknown</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total Degree Seeking</strong></td>
<td><strong>1</strong></td>
<td><strong>5</strong></td>
<td><strong>6</strong></td>
<td><strong>0</strong></td>
</tr>
</tbody>
</table>

**Total Undergraduate Students**

<table>
<thead>
<tr>
<th></th>
<th>Fall 2007</th>
<th></th>
<th>Fall 2008</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Men</td>
<td>Women</td>
<td>Total</td>
<td>Men</td>
</tr>
<tr>
<td>Total Undergraduate Students</td>
<td><strong>123</strong></td>
<td><strong>681</strong></td>
<td><strong>804</strong></td>
<td><strong>131</strong></td>
</tr>
</tbody>
</table>
2. Student Recruitment and Admissions

A. Number of Applications, Acceptances, and Matriculations

<table>
<thead>
<tr>
<th></th>
<th>Fall 2007</th>
<th>Fall 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen</td>
<td>208</td>
<td>211</td>
</tr>
<tr>
<td>Acceptances</td>
<td>168</td>
<td>154</td>
</tr>
<tr>
<td>Matriculations</td>
<td>64</td>
<td>68</td>
</tr>
<tr>
<td>Undergraduate Transfer</td>
<td>405</td>
<td>487</td>
</tr>
<tr>
<td>Acceptances</td>
<td>304</td>
<td>399</td>
</tr>
<tr>
<td>Matriculations</td>
<td>210</td>
<td>291</td>
</tr>
<tr>
<td>Total Undergraduate</td>
<td>613</td>
<td>698</td>
</tr>
<tr>
<td>Acceptances</td>
<td>472</td>
<td>553</td>
</tr>
<tr>
<td>Matriculations</td>
<td>274</td>
<td>359</td>
</tr>
</tbody>
</table>

B. Standardized Tests

Mercy College does not require standardized test scores as a condition of admission for all programs. Either the ACT or SAT is accepted for those programs that do require standardized test scores. For Fall 2007, the mean ACT composite score of first-time freshmen was 21 and the mean SAT (reading, writing and mathematics) was 1445.

3. Financial Assistance for Students

A. Percentage of Students Applying for Financial Assistance

<table>
<thead>
<tr>
<th></th>
<th>Fall 2006</th>
<th>Fall 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>91%</td>
<td>92%</td>
</tr>
</tbody>
</table>

B. Number/Percentage of Students Receiving Financial Assistance

<table>
<thead>
<tr>
<th></th>
<th>Fall 2006</th>
<th>Fall 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>707 / 91%</td>
<td>729 / 92%</td>
</tr>
</tbody>
</table>

Percent of Total Students Receiving Assistance by Category

<table>
<thead>
<tr>
<th>Category</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Loans</td>
<td>69%</td>
<td>65%</td>
</tr>
<tr>
<td>Work-Study</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>Scholarships/Grants</td>
<td>38%</td>
<td>38%</td>
</tr>
<tr>
<td>Academic Based Merit Based Scholarships</td>
<td>4%</td>
<td>5%</td>
</tr>
</tbody>
</table>
### C. Tuition Discount Rate

<table>
<thead>
<tr>
<th></th>
<th>Fall 2006</th>
<th>Fall 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>5%</td>
<td>7%</td>
</tr>
</tbody>
</table>

### 4. Student Retention and Program Productivity

#### A. % of First-Time, Full-Time Undergraduate Students Returning for Study

<table>
<thead>
<tr>
<th>Undergraduate Non-Degree Seeking Students</th>
<th>Fall 2006 to Fall 2007</th>
<th>Fall 2007 to Fall 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Enter</td>
<td>Return</td>
</tr>
<tr>
<td>Nonresident alien</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Black, non-Hispanic</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Asian/pacific Islander</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Hispanic</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>White, non-Hispanic</td>
<td>50</td>
<td>33</td>
</tr>
<tr>
<td>Race/ethnicity unknown</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total Degree Seeking</strong></td>
<td><strong>58</strong></td>
<td><strong>40</strong></td>
</tr>
</tbody>
</table>

#### B. Students Earning Graduate or Professional Degrees - Not Applicable

#### C. Number of Graduates by College/Program Following CIP Codes

<table>
<thead>
<tr>
<th></th>
<th>06-07 IPEDS</th>
<th>07-08 IPEDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture/Natural Resources (1, 3)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Architecture/Engineering/Engineering Technology (4, 14, 15)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Biological &amp; Physical Sciences (26, 40, 41)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Business (52)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Communications/Communication Technology/Fine Arts (9, 10, 50)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Education/Library Science (13, 21, 25)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Humanities/Interdisciplinary (5, 16, 23, 24, 30, 38)</td>
<td>7</td>
<td>20</td>
</tr>
<tr>
<td>Health (51)</td>
<td>173</td>
<td>188</td>
</tr>
<tr>
<td>Law (22)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Mathematics/Computer Science (11, 27)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Military Technology/Protective Services (29, 43)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Personal Services/Consumer Services/Fitness (12, 19, 31)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Psychology/Social Sciences &amp; Services (42, 44, 45)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Trades/Production/Transportation Health (48, 49)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total Degrees Granted</strong></td>
<td><strong>0</strong></td>
<td><strong>0</strong></td>
</tr>
</tbody>
</table>
### D. Pass Rates of Undergraduate Students on Licensure Examinations

<table>
<thead>
<tr>
<th>Undergraduate Examinations</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>The ARRT (American Registry of Radiologic Technologists) Registry Examination</td>
<td>97%</td>
<td>90%</td>
</tr>
<tr>
<td>NCLEX (Associate Degree Nursing Combined Toledo and Youngstown)</td>
<td>78%</td>
<td>93%</td>
</tr>
<tr>
<td>NCLEX (Bachelor Degree Nursing)</td>
<td>81.5%</td>
<td>86.7%</td>
</tr>
</tbody>
</table>

### 5. Faculty Demography

#### A. Faculty Headcount of Full-Time and Part-Time by Highest Degree Earned

<table>
<thead>
<tr>
<th>Degree Level</th>
<th>Full-Time</th>
<th>Part-Time</th>
<th>Full-Time</th>
<th>Part-Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>16</td>
<td>6</td>
<td>18</td>
<td>4</td>
</tr>
<tr>
<td>First Professional</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Master's</td>
<td>35</td>
<td>28</td>
<td>35</td>
<td>32</td>
</tr>
<tr>
<td>Bachelor's</td>
<td>8</td>
<td>14</td>
<td>10</td>
<td>16</td>
</tr>
<tr>
<td>Associate's</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
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<td>0</td>
<td>0</td>
</tr>
<tr>
<td>None</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>48</td>
<td>63</td>
<td>52</td>
</tr>
</tbody>
</table>

#### B. Faculty Headcount of Full-Time and Part-Time by Race/Ethnicity, Gender, Rank

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Full-Time</th>
<th>Part-Time</th>
<th>Full-Time</th>
<th>Part-Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nonresident Alien</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>American Indian</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Black</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Hispanic</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>White, Non-Hispanic</td>
<td>57</td>
<td>45</td>
<td>59</td>
<td>49</td>
</tr>
<tr>
<td>Unknown</td>
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<td>1</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

#### B. Faculty Headcount of Full-Time and Part-Time by Race/Ethnicity, Gender, Rank

<table>
<thead>
<tr>
<th>Gender</th>
<th>Full-Time</th>
<th>Part-Time</th>
<th>Full-Time</th>
<th>Part-Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>52</td>
<td>36</td>
<td>56</td>
<td>38</td>
</tr>
<tr>
<td>Male</td>
<td>8</td>
<td>12</td>
<td>7</td>
<td>14</td>
</tr>
</tbody>
</table>

#### B. Faculty Headcount of Full-Time and Part-Time by Race/Ethnicity, Gender, Rank

<table>
<thead>
<tr>
<th>Rank</th>
<th>Full-Time</th>
<th>Part-Time</th>
<th>Full-Time</th>
<th>Part-Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>4</td>
<td>0</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>12</td>
<td>0</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>23</td>
<td>0</td>
<td>24</td>
<td>0</td>
</tr>
<tr>
<td>Instructor</td>
<td>21</td>
<td>48</td>
<td>23</td>
<td>52</td>
</tr>
</tbody>
</table>
C. Faculty Headcount by classification of Instructional Program

<table>
<thead>
<tr>
<th>Classification</th>
<th>Fall 2007</th>
<th></th>
<th>Fall 2008</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full-Time</td>
<td>Part-Time</td>
<td>Full-Time</td>
<td>Part-Time</td>
</tr>
<tr>
<td>Agricultural/Natural Resources (1, 3)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Architecture/Engineering/Engineering Technology (4, 14, 15)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Biological &amp; Physical Sciences (26, 40, 41)</td>
<td>6</td>
<td>3</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Business (52)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Communications/Communication Technology/Fine Arts (9, 10, 50)</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Education/Library Science (13, 21, 25)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Humanities/Interdisciplinary (5, 16, 23, 24, 30, 38)</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Health (51)</td>
<td>47</td>
<td>32</td>
<td>50</td>
<td>35</td>
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<tr>
<td>Law (22)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Mathematics/Computer Science (11, 27)</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>5</td>
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<tr>
<td>Military Technology/Protective Services (29, 43)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Personal Services/Consumer Services/Fitness (12, 19, 31)</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
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<tr>
<td>Psychology/Social Sciences &amp; Services (42, 44, 45)</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>1</td>
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<tr>
<td>Trades/Production/Transportation Health (48, 49)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

6. Availability of Instructional Resources and Information Technology

A. Technology Resources Devoted to Learning and Monitoring of Usage

Computer Resources

Mercy College currently has 79 computers, located in the following labs, and other student access areas of the college: Library Lab, HIT Lab, Massage Lab, Nursing Skills Lab, Radiology, 2nd Floor Computer Lab, Student Lounge, Dunbar Room, Retze Synder, Student Success Center, Nursing Tutor Room. The computers are monitored and maintained by the College IS team with support and assistance from the appropriate MHP IPS teams such as Network, Security, Desktop Engineering, and Server Teams.

Hardware/Software

Classroom technologies include 79 computers, Elmos, video and DVD capacity and projectors. iPods are also available for faculty to sign out in the library for specifically appointed classes, “Clickers” have been purchased for and incorporated into some math, science, and nursing courses.

Laptops have been distributed to all faculty as a means to allow mobility, improve flexibility, productivity, and reduce cost (less printing of documents).

Crystal Reports is a software used by staff to generate reports to provide business information for decision, review, and assessments.
### Nursing Skills Lab Resources

The Mercy College Nursing Skills Lab has the following electronic learning resources: High Fidelity Manikin (1); Moderate Fidelity manikins with vitalSim Units (8); VitalSim Arrhythmia Trainer (1); Defibrilator (1); VitalSim Sounds Trainers (2); Assessment Sounds Trainer (1); Virtual IV Systems (2); Admin RX (2); Pulse Oximeters (2); Thermometers (5); Dopplers (3); Otoscopes & Opthalmascopes (13); IV pump (1); External Feeding pumps (5) Ventilator (1); Hoyer Lift (1); Bed Scale (1); Headwall Units with Air & Suction (6); Wall with Piped Air for Suction & Simulated O2 (6 beds); I-Pods (10 house in Library).

### eCollege

In the initial stages, an Allied Health course was offered through a distance learning platform in 2005. The Director of Distance Education then received the Jane N. Ryland Fellowship from EDUCAUSE for the Distance Education Initiative development. eCollege was chosen as the delivery platform, and an Instructional Designer was hired in April 2006.

### Library Resources

The Mercy College Library computer lab, located at the Toledo site, maintains 20 computers that provide access to the Internet, OhioLINK, and to Mercy College communication systems. They also contain Microsoft Word and software programs for specific classes, so students can meet all of their computing needs at this on-campus location. The library computer lab is open during regular library hours. Additional computers are available in the library reference area and in the library conference room for group work. The Mercy College Librarians are available to provide instruction on database searching and material retrieval through the OhioLINK system to classes and to individuals upon request.

When students arrive to use any library computer, they sign in and record the particular computer application they will be using. In addition, our small, friendly atmosphere allows the library staff to discuss computer usage with students in order to understand needs and anticipate future trends.

Students can also gain access to the Mercy College Library collection and to online services and resources from outside Mercy College by using the bar code number on their library or ID card. Mercy College Librarians are available by using the bar code number on their library or ID card. Mercy College Librarians are available by phone, e-mail, or the CHAT feature on the college website, to help with students’ information needs.

Statistics on database usage and materials usage by our students is available through the software used by all members of our library consortium and through OhioLINK. For example, we can determine what subject area of our collection is used most often and what materials our student borrow routinely from other libraries. This helps with planning our own purchases and with cooperative borrowing through the state of Ohio.

### MY MERCY

MY MERCY is a link within the Mercy College website (www.mercycollege.edu) that provides access to password protected websites. Each student is supplied with a username and password at new student orientation that gives them access to Course Downloads and the Nursing Skills Lab Schedule, email, EMPOWER, and the eCollege platform, reducing the number of passwords students need to access web-based College resources.

### EMPOWER

EMPOWER is a web-based student database system whereby students can enroll for classes, view grades, receive financial aid and billing information, receive tax form 1098T/ information, view and pay bills, update personal information, contact various student and enrollment services staff, and view transcript information. The web-based version of EMPOWER allows
faculty to enter grades, communicate with students via email, and view student information via class rosters. Permission is granted to only those individuals who have the rights to view specific student information.

**Course Downloads**
The Course Download Directories are available to all faculty members to post course notes, forms, syllabi, or any document they choose to make available to current students. This area of the website currently contains 700 course documents. Students may search for documents by course name or number, document name, academic program, or faculty name.

**Augusoft Lumens**
Augusoft Lumens, allows for many features for the 800-1,000 non-credit Mercy College students. The Continuing and Professional Education staff is able to input course information including descriptions, required supplies, course costs, instructor biographies, program start and end dates, room locations, and parking information. Students are then able to view courses at their leisure and register and pay online with a credit card. This offers immediate student feedback, saves mailing costs, and gives students an opportunity to sign up at their convenience whether they live in the northwest Ohio area or across the country. Continuing Professional Education staff may then use the personal student information gathered from the registration to track marketing and future mailings. The course information may also be used to evaluate which courses are most successful and revenue generating.

**Mercy in a Virtual World**
As a final point, Mercy, with the aid of an Innovation Grant, offered an Interdisciplinary Seminar (IDS) course in Fall 2008, Mercy in a Virtual World: Your Professional Second Life, which also included the formation of a Faculty Learning Community. The building projects within Second Life were successful enough to motivate the purchase of a Second Life Island for extension of the Mercy Campus into virtual reality. The use of a multi-user virtual environment as a teaching and marketing tool keeps Mercy looking forward and embracing the technologies available.

### 7. Financial Data

#### A. Actual Restricted and Unrestricted Revenues

<table>
<thead>
<tr>
<th></th>
<th>FY 2007</th>
<th>FY 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and Fees</td>
<td>$11,384,629.00</td>
<td>$12,284,175.00</td>
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<tr>
<td>State &amp; Local Appropriations</td>
<td>$ -</td>
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<tr>
<td>Denominational Income (if applicable)</td>
<td>$ -</td>
<td>$ -</td>
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<tr>
<td>Investment &amp; Annuity Income</td>
<td>$721,662.00</td>
<td>$(714,386.00)</td>
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<td>Contributions</td>
<td>$83,286.00</td>
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<td>Auxiliary</td>
<td>$ -</td>
<td>$ -</td>
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<tr>
<td>Other</td>
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<td>$ -</td>
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<tr>
<td>Total</td>
<td>$12,189,577.00</td>
<td>$11,631,950.00</td>
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### B. Actual Restricted and Unrestricted Expense

<table>
<thead>
<tr>
<th>Category</th>
<th>FY 2007</th>
<th>FY 2008</th>
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<tbody>
<tr>
<td>Instructional/Departmental/Library</td>
<td>$5,513,580.00</td>
<td>$5,950,879.00</td>
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<tr>
<td>Student Services</td>
<td>$1,195,669.00</td>
<td>$1,231,524.00</td>
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<td>Operation &amp; Maintenance of Plant</td>
<td>$1,642,829.00</td>
<td>$1,642,829.00</td>
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<td>Administration</td>
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<td>$3,035,130.00</td>
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<tr>
<td>Fundraising</td>
<td>$-</td>
<td>$-</td>
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<tr>
<td>Auxiliary</td>
<td>$246,808.00</td>
<td>$297,191.00</td>
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<tr>
<td>Other</td>
<td>$67,057.00</td>
<td>$52,859.00</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>$11,319,415.00</strong></td>
<td><strong>$12,210,412.00</strong></td>
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### C. Methods of Covering Shortfall
