

DATA BOOK

*The Data Book for Academic Year
2016-2017 represents Fall 2016,
Spring 2017 and Summer 2017.*



MercyCollege
of Ohio



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Executive Summary

2016-2017

The 2016-2017 academic year was a busy and exciting time for Mercy College with a record enrollment in fall 2016 of 1352 students. This is an 8.7% increase from fall 2015. The increase is especially significant because enrollment at many colleges and universities was declining during the same time period.

The top five counties from which Mercy College attracted students remained the same: Lucas, Mahoning and Wood counties in Ohio and Monroe and Wayne counties in Michigan. Overall, the online student population grew by 43% with students from 31 states participating in online programs. Mercy College's reach extended from coast to coast with the Bachelor of Science in Medical Imaging drawing students from the most states.

Youngstown had a 13% increase in enrollment attributed mostly to the growth in the Evening Associate Degree Nursing program.

Enrollment in land-based programs in Toledo was unchanged from the previous year. The program with the largest enrollment was the Bachelor of Science in Nursing (Pre-Licensure).

The demographics of Mercy College students, such as average age (28), gender distribution (86% female), and distribution by race/ethnicity (77% white) remained constant from the previous year.

Over \$13 million in financial aid (grants, scholarships, work study, loans, and outside assistance) was documented by the Financial Aid Office. All sources of financial aid increased over the previous year. While funded scholarships increased significantly, the amount dispersed (\$92,700) is less than 1% of all financial aid. The audited financial statements indicated that *Total Support and Revenue* was greater than *Total Expenses*. Of note, total revenue was up 6% and total expenses were down 4.8% compared to the prior year.

The retention rate from fall 2016 to fall 2017 was 75%. There was a 50% increase in the number of bachelor's degrees and a 21% increase in the number of both associate degrees and certificates awarded. Licensure and registry pass rates for all programs met or exceeded the outcomes for each program.

Thanks go out to all faculty, staff, and student who had an impact on enrollment, retention and pass rates.

Overall, the data for Academic Year 2016-2017 presents a positive picture of Mercy College of Ohio.

Susan C. Wajert, PhD
President and CEO



Dr. Susan C. Wajert



Quick Facts

Academic Year 2016-2017

RETENTION

The overall retention rate from Fall 2015 to Fall 2016 was 75%. The retention rate was calculated based on students enrolled in Fall 2015 who did not earn a degree or certificate during the Academic year from Fall 2015 through summer 2016. The previous year-to-year retention rate was 76%.

STUDENT HOUSING

Student housing was leased through the Historic Hillcrest Apartments with accommodations for up to 50 students or 4% of the student population. Thirty-two (32) students resided in student housing during 2016-2017.

STUDENT ORGANIZATIONS

Mercy College students had the opportunity during the Academic Year 2016-2017 to be involved in eleven different student organizations.

- Campus Wellness
- Cardiovascular Technology Student Association
- Gay-Straight Alliance
- Mu Epsilon Nu (MEN) Chapter of American Assembly for Men in Nursing
- National Student Nurses Association (NSNA)
- Steel City Angels of Mercy
- Student Government Association
- Temporarily Able-Bodied (TAB)
- Alpha Delta Nu Honorary
- Phi Theta Kappa Honorary
- Sigma Theta Tau Honorary

STUDENT-TO-FACULTY RATIO

The Student-to-Faculty Ratio reported to the Integrated Postsecondary Education Data System (IPEDS) in fall 2016 was 7:1.





FACULTY AND STAFF

TABLE 1. DEMOGRAPHIC CHARACTERISTICS OF THE FACULTY

Faculty	Full-time	Part-time	Total
Total number who are women	47	127	174
Total number who are men	10	22	32
Total number whose race/ethnicity is Black or African American	3	8	11
Total number whose race/ethnicity is Hispanic/Latino	0	0	0
Total number whose race/ethnicity is Asian	2	2	4
Total number whose race/ethnicity is White	52	130	182
Total number whose race/ethnicity is Other or 2 or more	0	1	1
Total number whose race and ethnicity unknown	0	8	8
Total number with doctorate or other terminal degree	17	11	28
Total number of instructional faculty	57	149	206
Staff			
Total staff (includes administration, deans and directors)	70	5	75
Total number of Mercy College employees	127	154	281

DIVISIONS, DEGREES, CERTIFICATES AND MINORS OFFERED AT MERCY COLLEGE

Mercy College Academic Divisions were reorganized during the academic year 2016-2017. The divisions are shown below. The three divisions provided the education for five associate of science degrees, four bachelor of science degrees, seven credit-bearing certificates, one non-credit-bearing certificate and four minors as listed below. The semester and year of inception is listed in parenthesis.

Division of Arts and Sciences

- Bachelor of Science in Biology (Spring 2013)
- Associate of Science in General Studies (Spring 2004)
- Minor in Chemistry (Fall 2012)
- Minor in Psychology (Spring 2013)
- Minor in Religious Studies (Spring 2011)

Division of Nursing and Allied Health

- Bachelor of Science in Healthcare Administration (Fall 2005)
- Bachelor of Science in Medical Imaging (Spring 2012)

Bachelor of Science in Nursing (Fall 2000) – Pre-licensure and Post-licensure
 Associate of Science in Cardiovascular Technology – Echocardiography (Spring 2010) and Peripheral Vascular
 (Spring 2010) [Summer 2017 last semester for Cardiovascular Technology]
 Associate of Science in Health Information Technology (Fall 1997)
 Associate of Science in Nursing - Toledo (Winter 1993) and Youngstown (Spring 2003)
 Associate of Science in Radiologic Technology (Spring 1999)
 Certificate in Community Health Worker (Fall 2014)
 Certificate in Computed Tomography (Spring 2013)
 Certificate in Emergency Medical Technician (Spring 2012)
 Certificate in Medical Coding (Fall 2012)
 Certificate in Ophthalmic Technology (Spring 2010)
 Certificate in Paramedic (Fall 2012)
 Certificate in Polysomnographic Technology (Spring 2010)
 Certificate in Phlebotomy (non-credit)
 Minor in Healthcare Administration (Fall 2014)

Division of Graduate Studies

Master of Science in Nursing (Fall 2017)

ENROLLMENT

Mercy College experienced a 5.2% increase in student full-time equivalent enrollment from Academic Year (AY) 2015-2016 (986 FTEs) to Academic Year 2016-2017 (1,036.9 FTEs).

A Full-Time Equivalent student, FTE, is a unit of measurement intended to represent one student enrolled full-time. An average full-time student takes 30 credits in an Academic Year. Therefore, total credit hours for the year are divided by 30 to calculate the number of FTEs for the Academic Year. The Academic Year 2016-2017 is comprised of the terms Fall 2016, Spring 2017 and Summer 2017.

TABLE 2: ENROLLMENT

Academic Year 2016-2017 Enrollment				
	Unduplicated Headcount	Credit Hours (based on student credits)	AY 2016-2017 FTE (Credit Hours/30)	PRIOR AY 2015-2016 FTE (Credit Hours/30)
Toledo	1,400	26,623	887.4	882
Youngstown	199	4,484	149.5	104
Total	1,599	31,107	1,036.9	986

TABLE 3: FALL ENROLLMENT STATUS

	Fall 2014	Fall 2015	Fall 2016
Part-time: Number of students	695	771	855
<i>Percentage of Total Enrollment</i>	59%	62%	63%
Full-time: Number of students	503	473	497
<i>Percentage of Total Enrollment</i>	41%	38%	37%

STATE AND COUNTY OF RESIDENCE

Of the thirty-one (31) states represented by students at Mercy College, 68% of the students reside in Ohio and 24% of the students reside in Michigan. The states of origin for the students attending Mercy College during Academic Year 2016-2017 are in blue on the map.

CHART 1: RESIDENT STATES OF STUDENTS 2016-2017

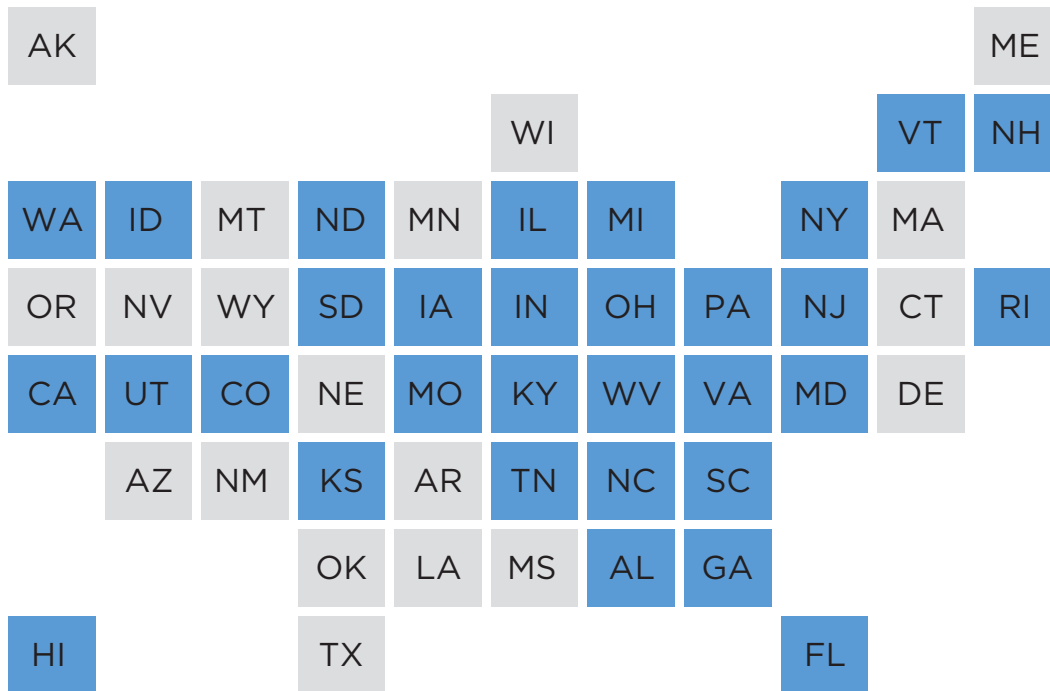
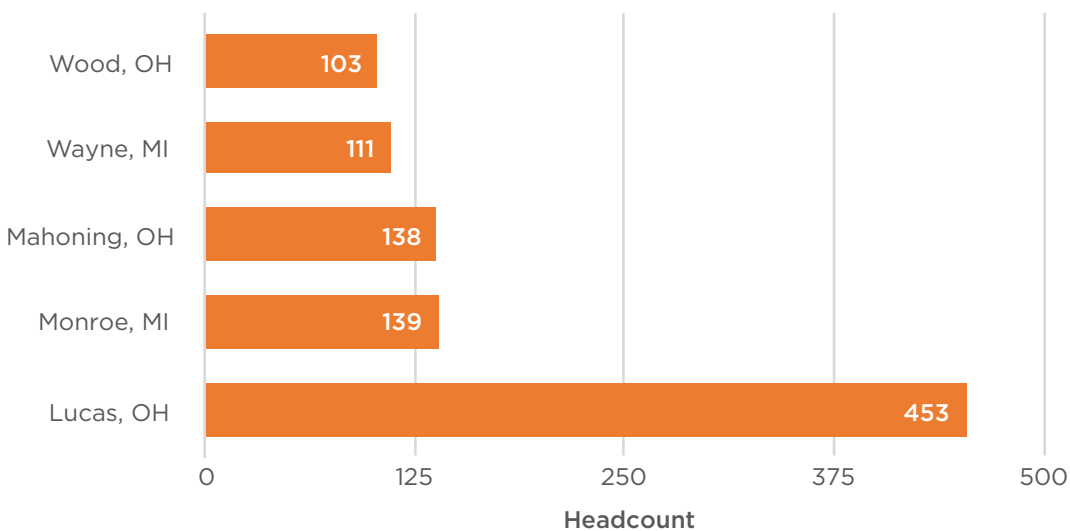


CHART 2: TOP 5 COUNTIES OF RESIDENCE FOR FALL 2016 STUDENTS



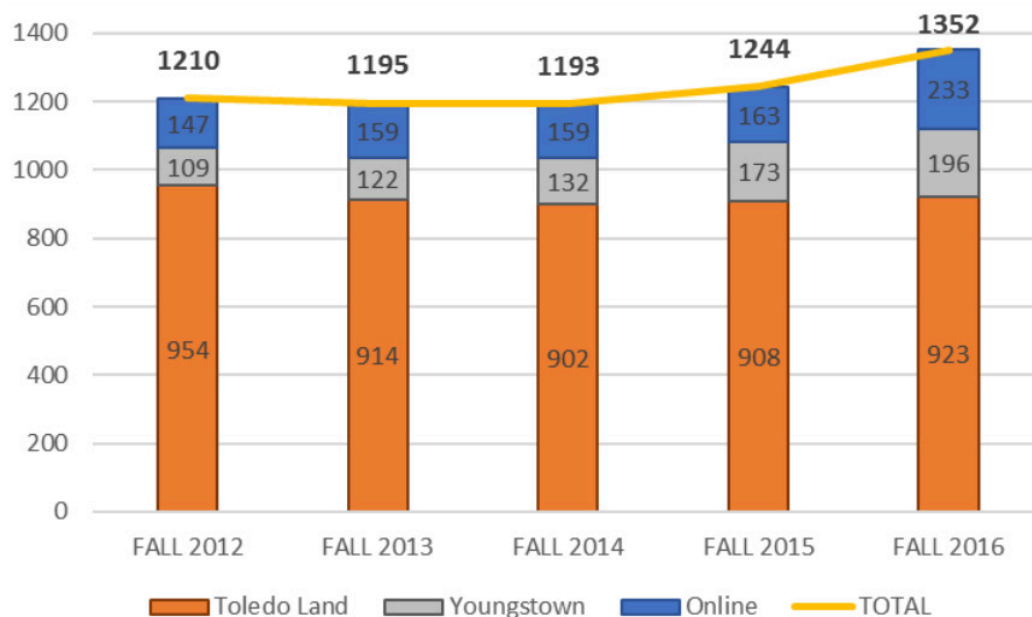


FALL HEADCOUNT

In fall 2016, Mercy College, Toledo, Ohio experienced an 8.7% increase from fall 2015.

Courses are offered at the Toledo location, the Youngstown location and online. Students in online programs take all classes online. Students in land-based programs may also take some classes online. The counts in the chart are based on the program in which the student is enrolled.

CHART 3: ENROLLMENT TREND BY PROGRAM “LOCATION”



Online students are students in the B.S. Nursing Completion, B.S. Healthcare Administration and B.S. Medical Imaging programs. The A.S. in Health Information Technology and the Certificate of Medical Coding were offered only as online programs beginning Fall 2015.

Youngstown students are students at the Youngstown location in the A.S. Nursing program. Students at the Youngstown location designated as “pre-nursing” are included in the counts beginning Fall 2015. Up to and including Summer 2015, Youngstown students were only enrolled in the Day program. The Evening/Weekend program began Fall 2015.

Toledo Land students are all students not included in the above categories: B.S. Biology, B.S. Nursing (Pre-licensure), A.S. Cardiovascular Technology programs, A.S. General Studies, A.S. Nursing - Toledo Day and Evening, A.S. Radiologic Technology. Students in the A.S. Health in Information Technology and all Certificate programs are included in the count of Toledo Land students for Fall 2012 through Fall 2014. Students in Certificate programs other than Medical Coding are included for Fall 2015 and Fall 2016.

HEADCOUNTS BY MAJOR

The table below represents each semester's enrollment by major. A specific number of students will be represented by the same bar length in each column, e.g., the length of the bar for B.S. Nursing Completion students in the Fall semester (85 students) is the same length as the bar for A.S. in Nursing (Toledo – Evening) (86 students) in the Spring semester.

The largest enrollment category in the summer semester was pre-majors or students enrolled with the goal of being admitted to a degree or certificate program. The largest major in the fall and spring semesters was the Bachelor of Science in Nursing pre-licensure (BSNP) program with approximately 20% of the total student enrollment.

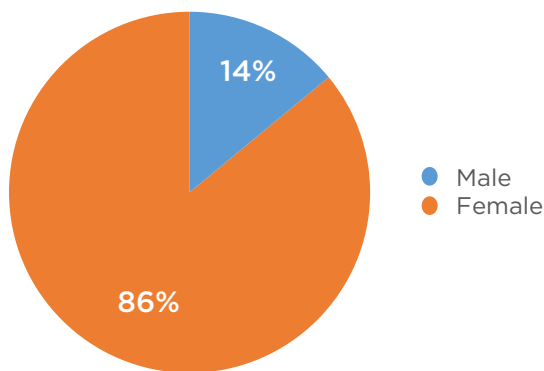
TABLE 4: 2016-2017 HEADCOUNTS BY MAJOR

Degree Programs	FALL 2016	SPRING 2017	SUMMER 2017
A.S. in Cardiovascular Tech-Echo	8	8	8
A.S. in Cardiovascular Tech-Peri	3	3	3
A.S. in General Studies	8	9	3
A.S. in Health Information Technology	14	10	3
A.S. in Nursing (Youngstown - Day)	163	144	71
A.S. in Nursing (Youngstown - Evening)	28	26	22
A.S. in Nursing (Toledo - Day)	190	155	94
A.S. in Nursing (Toledo - Evening)	128	86	67
A.S. in Radiologic Technology	53	52	51
B.S. in Nursing (Completion)	85	124	98
B.S. in Nursing (Pre-Licensure)	262	271	39
B.S. in Healthcare Administration (Completion)	36	46	45
B.S. in Biology	8	8	4
B.S. in Medical Imaging	93	91	71
Certificate in Community Health Worker	5	5	0
Certificate in Medical Coding	5	4	7
(EMT)	10	0	0
Certificate in Paramedic	5	6	7
Certificate in Ophthalmic Tech. - Youngstown	3	3	0
Certificate in Ophthalmic Technology - Toledo	7	6	0
Certificate Polysomnography	11	19	16
Pre Majors - Youngstown	5	10	8
Pre Majors - Toledo	214	250	120
Non-Degree Seeking	8	3	3
Total (first major only)	1352	1339	740

GENDER

The ratio of males to females continues to be stable, with females at about 86% of the student population. The College goal is to approach the societal norm of approximately 50% of each gender represented in the enrollment.

CHART 4: FALL 2016 ENROLLMENT BY GENDER



AVERAGE AGE

The average age of Mercy College students remained stable at 28 years during the past five years.

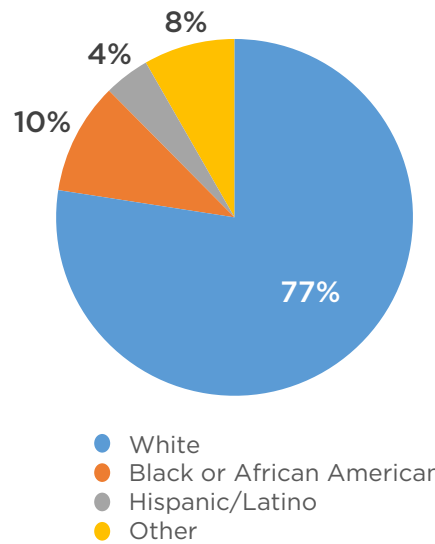
NEW STUDENTS

14% First-time First-Year Students; 86% Transfer Students

RACE/ETHNICITY

Minority enrollment in fall 2016 was essentially the same as in fall 2015. Staff in Enrollment Management continue to work toward increasing minority enrollment that aligns with the communities served. Minority students represent approximately 22% of the student population.

CHART 5: FALL 2016 DISTRIBUTION BY RACE/ETHNICITY



2016-2017 Award Year

Financial Aid and Scholarships

For the 2016-2017 Award Year, 83% of Mercy College of Ohio's total student population (both campuses) received some form of financial aid (grants, scholarships, work study, loans, and outside assistance).

TABLE 5: SOURCES OF FINANCIAL AID

Total Federal Dollars received	\$11,450,720
Total State Dollars received:	\$651,530
Total Outside Assistance received:	\$1,488,381
Total Institutional Loans:	\$105,175
Total Funded Scholarships:	\$92,700
Total Dollars received:	\$13,788,506
Total Unfunded Awards/Scholarships/Discounts:	\$639,471



Financials *Income and Expenses*

TABLE 6: FINANCIALS (INCOME AND EXPENSES)

December 31	2016 AFS*	2015 AFS*	2014 AFS*	2013 AFS*	2012 AFS*
SUPPORT AND REVENUE					
Tuition and Fee Revenue	\$ 13,370,248	\$ 11,895,631	\$ 11,015,587	\$ 10,557,219	\$ 9,865,242
Medicare Reimbursement	\$ 7,980,094	\$ 8,046,032	\$ 7,129,541	\$ 5,738,996	\$ 7,290,655
Medicaid Reimbursement	\$ 290,712	\$ 405,091	\$ 594,531	\$ 373,903	\$ 410,046
Grants, Gifts and bequests	\$ 103,167	\$ 89,108	\$ 103,432	\$ 11,350	\$ 9,212
Investment Income	\$ 275,809	\$ 233,402	\$ 740,756	\$ 507,560	\$ 354,394
Total Support and Revenue	\$ 22,020,030	\$ 20,669,264	\$ 19,583,847	\$ 17,189,028	\$ 17,929,549
EXPENSES					
Salary Expense	\$ 10,095,238	\$ 10,511,857	\$ 9,715,147	\$ 9,393,345	\$ 9,034,279
Benefit Expenses	\$ 2,415,099	\$ 2,478,351	\$ 2,422,027	\$ 2,396,396	\$ 2,432,338
Lease Agreement	\$ 1,642,824	\$ 1,642,824	\$ 1,642,829	\$ 1,642,829	\$ 1,642,829
Other Expenses	\$ 3,321,372	\$ 3,717,209	\$ 2,422,857	\$ 2,132,708	\$ 2,114,352
Total Expenses	\$ 17,474,533	\$ 18,350,241	\$ 16,202,860	\$ 15,565,278	\$ 15,223,798
Unrealized gains (loss) on Investment	\$ 461,296	\$ (567,473)	\$ (236,153)	\$ 273,410	\$ 512,977
Excess of Support and Revenue over expenses	\$ 5,006,793	\$ 1,751,550	\$ 3,144,834	\$ 1,897,160	\$ 3,218,728

*AFS = Audited Financial Statements

Enrollment & Retention Dashboards

Mercy College has either increased or maintained its enrollment over the past eight years.

TABLE 7: FALL HEADCOUNT AND FULL-TIME EQUIVALENT ENROLLMENT YEARLY COMPARISON

FALL ENROLLMENT			FALL-FULL TIME EQUIVALENT (FTE) ENROLLMENT		
Semester	Headcount	% Change	Semester	FTE	% Change
Fall 2008	921	↑	Fall 2008	820	↑
Fall 2009	1058	↑	Fall 2009	940	↑
Fall 2010	1206	↑	Fall 2010	1037	↑
Fall 2011	1210	→	Fall 2011	1005	→
Fall 2012	1210	→	Fall 2012	1017	→
Fall 2013	1195	→	Fall 2013	1028	→
Fall 2014	1193	→	Fall 2014	1029	→
Fall 2015	1244	→	Fall 2015	1069	→
Fall 2016	1352	↑	Fall 2016	1113	→

Increased enrollment of 5% or greater	↑
Plus or minus enrollment up to 4.9%	→
Decreased enrollment of 5%	↓



TABLE 8: ENROLLMENT (HEADCOUNT) COMPARED TO PROGRAM CAPACITY

Degree Programs - Fall 2016	Headcount	Max Seat Capacity	% of Capacity
A.S. in Cardiovascular Tech-Echo	8	20	Final year
A.S. in Cardiovascular Tech-Peripheral	3	16	Final year
A.S. in General Studies	10		
A.S. in Health Information Technology	14	24	▲ 58%
A.S. in Nursing (Youngstown - Day)	163	192	● 85%
A.S. in Nursing (Youngstown - Evening)	28	48	▲ 58%
A.S. in Nursing (Toledo - Day)	190	208	● 91%
A.S. in Nursing (Toledo - Evening)	128	112	● 114%
A.S. in Radiologic Technology	53	60	● 88%
B.S. in Nursing (RN-BSN Completion)	85	75	● 113%
B.S. in Nursing (Pre-Licensure)	263	312	● 84%
B.S. in Healthcare Administration (Completion)	38	50	● 76%
B.S. in Biology	8	30	◆ 27%
B.S. in Medical Imaging (Completion)	93	100	● 93%
Certificate in Community Health Worker	5	18	◆ 28%
Certificate in Medical Coding	7	13	▲ 54%
Certificate in Emergency Med Tech (EMT)	10	18	▲ 56%
Certificate in Paramedic - Spring 2016*	8	18	◆ 44%
Certificate in Ophthalmic Tech. (Youngstown)	3	8	◆ 38%
Certificate in Ophthalmic Technology (Toledo)	7	18	◆ 39%
Certificate in Polysomnography - Spring 2016*	15	18	● 83%
Certificate in Computed Tomography	4		
Pre Majors (Youngstown)	5		
Pre Majors (Toledo)	217		
Non-Degree Seeking	8		

Academic year 2016-2017 was the final year for the A.S. Cardiovascular programs.

NOTE: Headcount for each program is based on both first and second majors. Students with two majors will be counted twice.

*For programs beginning in Spring semester, the headcount is based on the previous Spring semester enrollment.

% of Goal 75% or greater	●
% of Goal 50-74%	▲
% of Goal 0-49%	◆



Calculation of Retention rate: Students who have the potential to return are those who attend a semester and do not graduate before the same semester the following year. The Retention Rate compares (a) the number of students who return the following year to (b) the number of potential returning students.

Retention Rates, as shown in Table 9, are at or above the 75% retention metric.

TABLE 9: RETENTION DASHBOARD

Retention Rates	% Returning after One Year
Fall 2009 to Fall 2010	● 80.0%
Spring 2010 to Spring 2011	● 81.5%
Fall 2010 to Fall 2011	● 80.0%
Spring 2011 to Spring 2012	● 80.3%
Fall 2011 to Fall 2012	● 80.6%
Spring 2012 to Spring 2013	● 81.9%
Fall 2012 to Fall 2013	● 78.5%
Spring 2013 to Spring 2014	● 81.0%
Fall 2013 to Fall 2014	● 78.3%
Spring 2014 to Spring 2015	● 81.0%
Fall 2014 to Fall 2015	● 76.2%
Spring 2015 to Spring 2016	● 78.6%
Fall 2015 to Fall 2016	● 75.0%
Spring 2016 to Spring 2017	● 81.9%

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

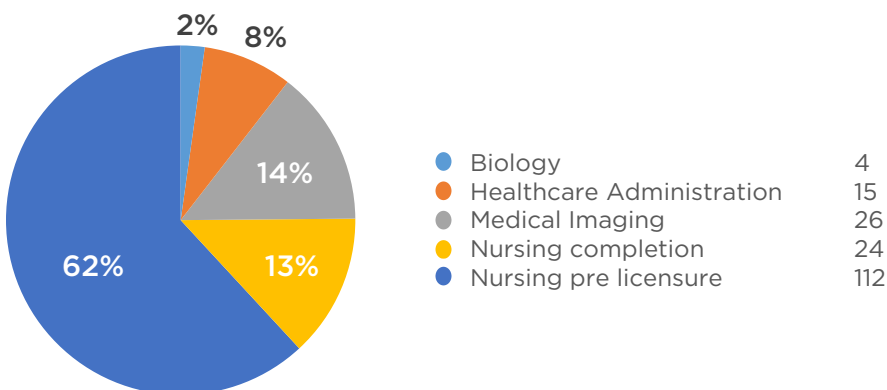
Retention Rate 75% or greater	●
Retention Rate 50-74%	▲
Retention Rate 0-49%	◆

2016-2017 Graduates

BACHELOR OF SCIENCE

A student must successfully complete at least 120 credit hours and meet the graduation requirements to earn a Bachelor of Science Degree from Mercy College of Ohio.

CHART 6. BACHELOR OF SCIENCE DEGREES EARNED

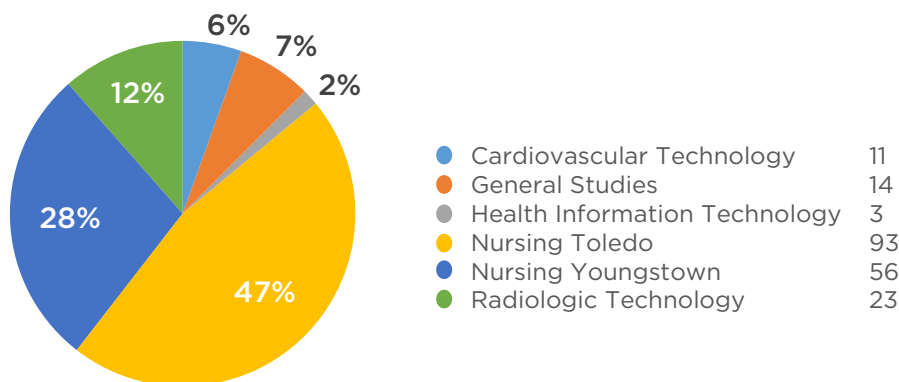


Compared to Academic Year 2015-2016 (121), Mercy College granted 50% more Bachelor of Science Degrees in Academic Year 2016-2017 (181).

ASSOCIATE OF SCIENCE

A student must successfully complete at least 60 credit hours and meet the graduation requirements to earn an Associate of Science Degree from Mercy College of Ohio.

CHART 7: ASSOCIATE OF SCIENCE DEGREES EARNED



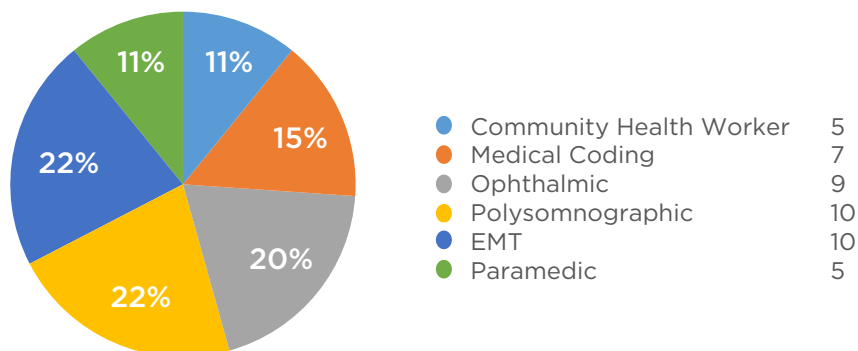
Compared to Academic Year 2015-2016 (165), Mercy College granted 21% more Associate of Science Degrees in Academic Year 2016-2017 (200). About 40% of the Associate of Science degree Toledo Nursing graduates were in the Evening/Weekend program.



CERTIFICATES (CREDIT-BEARING)

Students who earn a credit-bearing certificate from Mercy College must meet all of the program requirements, which include total credit hours ranging from 16.5-40.5.

CHART 8: CERTIFICATES EARNED



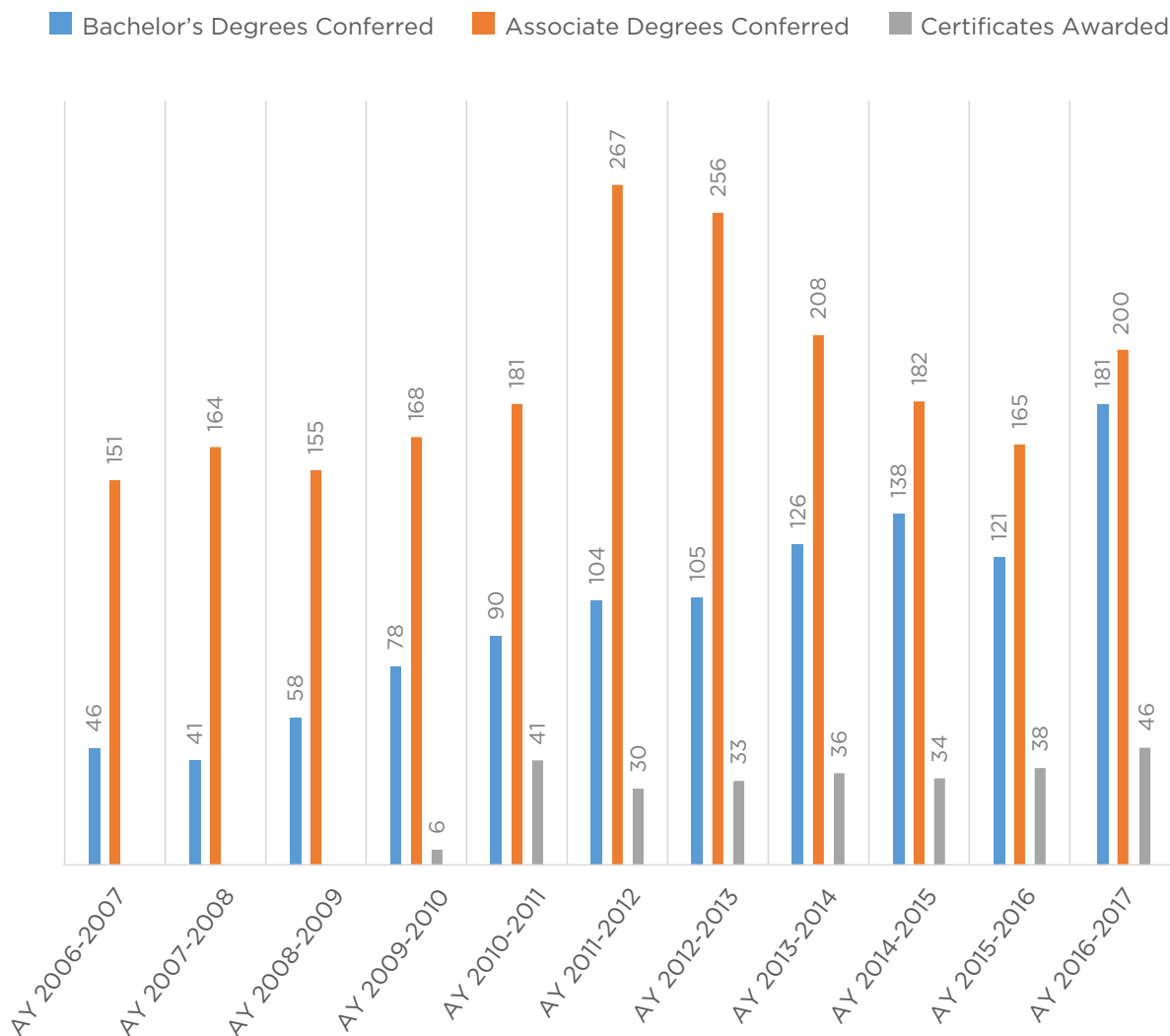
Compared to Academic Year 2015-2016 (38), Mercy College granted 21% more Certificates in Academic Year 2016-2017 (46). One-third, or 3 of the 9, Ophthalmic Technology Completers were from the Youngstown area.

Graduates and Completers

Academic Years 2006 – 2016

In Academic Year 2011-2012, there were a greater number of students who completed both an Associate of Science in General Studies degree and a Bachelor of Science degree within the same year. The greatest number of degrees were conferred in 2012 because many students completed two degrees. Since the 2011-2012 academic year, the College has seen greater numbers of graduates, but the number of degrees conferred has decreased because students no longer are graduating with two degrees.

CHART 9. MERCY COLLEGE GRADUATES AND COMPLETERS BY ACADEMIC YEAR 2006 – 2016



Graduates: students who completed a Bachelor or Associate degree.

Completers: all students who finish a program of study, including Bachelor and Associate degrees. Students who complete a Certificate are not Graduates; they are Completers.

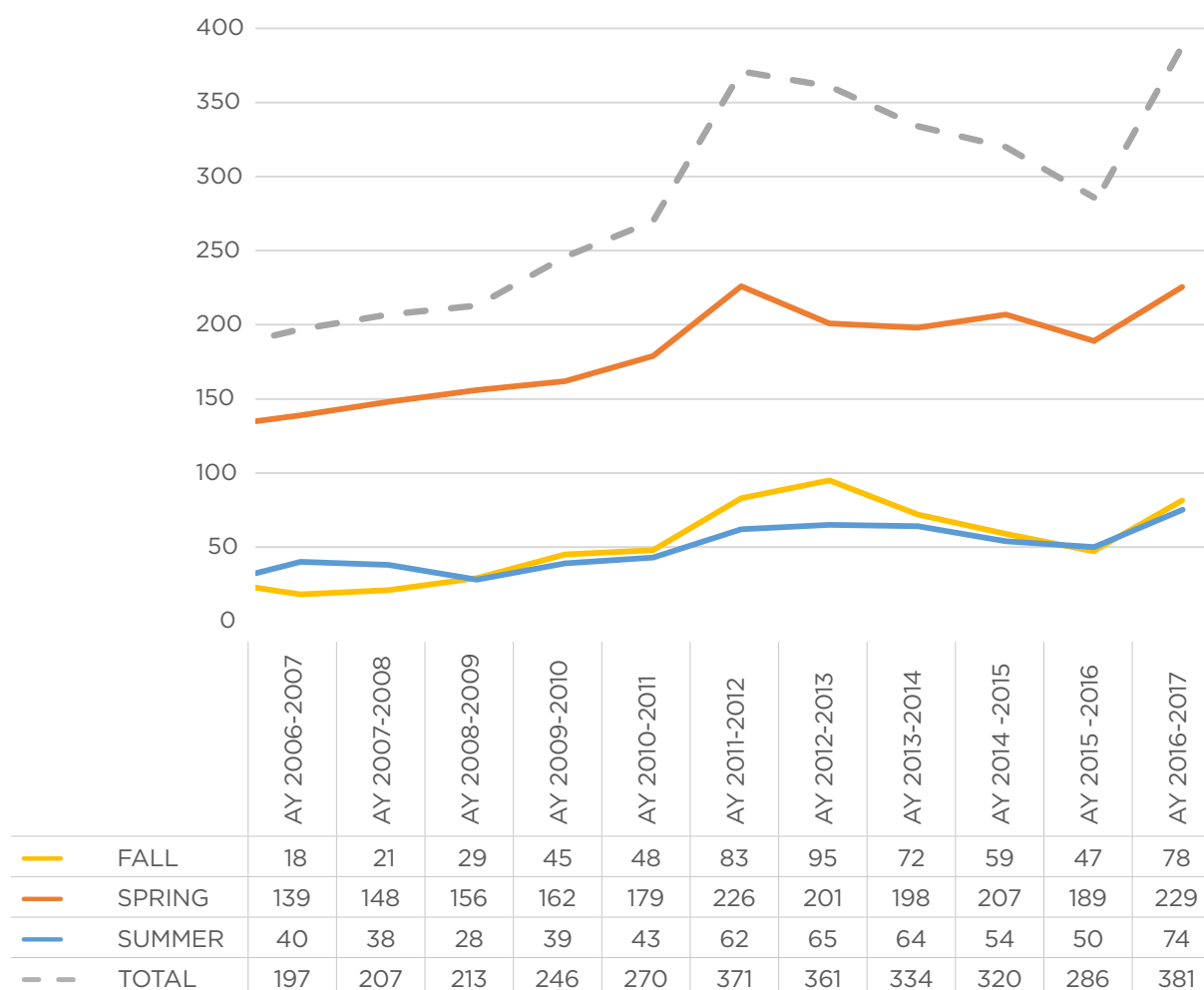
Graduates

Academic Years 2006–2016

Chart 10 illustrates the number of graduates who completed a degree from AY 2006 – 2007 to AY 2016 – 2017.

Note: A graduate who completes two degrees in the same semester is counted only once as one student receiving a degree in two majors. A graduate who completes a degree in more than one semester is counted in each semester that a degree is completed.

CHART 10. MERCY COLLEGE GRADUATES BY ACADEMIC YEAR





Graduation Rates

According to the United State Department of Education, graduation rates are based on degree completion within 150% of time for specified completion of the degree. The percentages for each academic year in Table 10 represent the percentage of the students who started the degree listed on the left during the Academic Year at the top of the table and completed within 150% of degree completion time. For example, a student completing a six-semester program would have nine semesters to complete the degree and be counted in the 150% completion rate.

TABLE 10: GRADUATION RATES BY PROGRAM

Graduation rates by program computed within 150% of completion								
START YEAR	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
A.S. in Cardiovascular-Echo					70%	90%	89%	88%
A.S. in Cardiovascular-Peripheral					44.40%	90%	100%	60%
A.S. in Health Information Technology	75%	74%	78%	60%	47%	58%	69%	89%
A.S. in Nursing (Toledo-Day)	71%	65%	69%	65%	66%	77%	65%	55%
A.S. in Nursing (Toledo-Evening)	51%	63%	48%	53%	61%	38%	49%	55%
A.S. in Nursing (Youngstown)	62%	61%	69%	79%	83%	71%	80%	72%
A.S. in Radiologic Technology	100%	87%	90%	83%	80%	87%	87%	87%
B.S. in Healthcare Administration (Completion)	65%	67%	58%	52%	64%	60%	60%	71%
B.S. in Medical Imaging (Completion)						67%	62%	50%
B.S. in Nursing (Pre-licensure)	53%	67%	74%	78%	78%	68%	78%	*
B.S. in Nursing (RN-BSN Completion)	0%	9%	61%	43%	32%	41%	22%	17%

**Students who entered the BS Nursing Prelicensure program in the AY 2012-2013 are not within the 150% completion time.*

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

Pass Rates

Over the last three years, graduates of both the Associate of Science and Bachelor of Science in Nursing successfully completed the NCLEX exam with a pass rate exceeding both the National and Ohio average.

TABLE 11: NATIONAL COUNCIL LICENSURE EXAMINATION (NCLEX-RN)

NURSING							
Class Year	Program	Test Name	Number Taking	Number Passing*	% Passing	National Pass Rate *	Ohio Pass Rate *
2016	ASN	NCLEX	121	110	90.9%	84.6%	81.1%
2015	ASN	NCLEX	126	115	91.3%	84.5%	81.2%
2014	ASN	NCLEX	133	119	89.5%	81.8%	78.3%
2013	ASN	NCLEX	144	136	94.4%	83.0%	80.2%
2016	BSN	NCLEX	73	64	87.7%	84.6%	81.1%
2015	BSN	NCLEX	92	82	89.1%	84.5%	81.2%
2014	BSN	NCLEX	64	56	87.5%	81.8%	78.3%
2013	BSN	NCLEX	74	64	86.5%	83.0%	80.2%

* Number of students passing on the first attempt



TABLE 12: PASS RATES FOR ALLIED HEALTH STUDENTS FOR NATIONAL EXAMS

ALLIED HEALTH							
Class Year	Program Name	Test Name	Num Taking	Num Passing*	% Passing	Minimum Pass	National Average
2012	HIT	Registered Health Information Technician (RHIT)	7	7	100.00%	75%	75%
2013	HIT	Registered Health Information Technician (RHIT)	11	11	100.00%	75%	78.6%
2014	HIT	Registered Health Information Technician (RHIT)	6	3	50%	75%	64%
2015	HIT	Registered Health Information Technician (RHIT)	11	8	72%	75%	64%
2012	CVT- ultrasound Physics	ARDMS-Physics and Instrumentation (SPI)	5	5	100.00%	555/700	68%
2012	CVT- Echo	ARDMS- Adult Echo (RDCS)	3	3	100.00%	555/700	59% (2011)
2013	CVT- EKG	Certified Cardiographic Technician (CCT)	12	12	100.00%	650/900	68.62% (2011)
2013	CVT- ultrasound Physics	ARDMS-Physics and Instrumentation (SPI)	16	14	87.50%	555/700	68%
2013	CVT- Echo	ARDMS- Adult Echo (RDCS)	6	6	100.00%	555/700	59% (2012)
2013	CVT- PV	ARDMS- Peripheral Vascular (RVT)	6	4	66.67%	555/700	58% (2012)
2014	CVT- ultrasound Physics	ARDMS-Physics and Instrumentation (SPI)	16	11	69%	555/700	72% (2013)
2014	CVT- EKG	Certified Cardiographic Technician (CCT)	15	14	93.33%	650/900	53.48% (2013)
2014	CVT- Echo	ARDMS- Adult Echo (RDCS)	7	5	71%	555/700	60% (2013)
2014	CVT- PV	ARDMS- Peripheral Vascular (RVT)	7	6	86%	555/700	59% (2013)
2015	CVT- EKG	Certified Cardiographic Technician (CCT)	11	10	91%	650/900	68.62% (2012)
2013	Rad Tech	American Registry of Radiologic Technologists (ARRT)	26	24	92.00%	75%	89.60%
2014	Rad Tech	American Registry of Radiologic Technologists (ARRT)	26	26	100.00%	75%	88.90%
2015	Rad Tech	American Registry of Radiologic Technologists (ARRT)	25	22	88%	75%	88.40%
2016	Rad Tech	American Registry of Radiologic Technologists (ARRT)	25	22	88%	75%	88.40%

* Number of students passing on the first attempt

Strategic Plan

The 2016 – 2020 Mercy College Strategic Plan, *Transforming Healthcare Education – One Student at a Time*, has as its foundation the heritage of the College, Catholic Identity, and the Charism of the Sisters of Mercy. Our Catholic Identity is rooted in the Catholic faith and traditions upon which Mercy College of Ohio was founded. Six pillars rise from this foundation to support the College goals and each goal is aligned with one or more of the pillars. The pillars also align with the strategic goals of Mercy Health. While Catholic Identity and Mercy Charism provide the foundation, the pillars reach upward guiding our future. The six pillars are:

Excellence

Student-Centeredness

Relationships

Faculty and Staff

Financial Effectiveness

Growth

Our Catholic Identity is rooted in the Catholic faith and traditions upon which Mercy College of Ohio was founded. Mercy Charism refers to the legacy of our founders' deep conviction to education and healthcare, and to serve the poor and underserved with compassion and excellence. The Mercy Values are an extension of these two foundational examples. We are committed to the holistic development of our students, in mind, body, and spirit.

Goal One:

Provide quality education in an environment conducive to student learning and development.

Goal Two:

Develop and sustain collaborative relationships with internal and external constituencies.

Goal Three:

Maintain and steward the financial viability of the College.

Goal Four:

Respect and embrace our religious heritage and core values.

Mission

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

Vision

To be the leader in educating individuals committed to intellectual inquiry, social engagement, and lifelong learning.

Values

Compassion

Displaying respect, empathy, and a willingness to listen.

Human Dignity

Respecting the significance of each individual.

Excellence

Pursuing distinction in our professional and personal lives through quality academics and intellectual inquiry.

Service

Engaging the college community to enrich the lives of students through professional and community service.

Sacredness of Life

Revering all life through our thoughts, words, and actions.

Justice

Acting with integrity, fairness, honesty, and truthfulness.



MercyCollege
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