



2019-2020

DATA BOOK

with Strategic Plan
Key Performance Indicators
(KPIs)

Executive Summary

2019-2020

The 2019-2020 academic year was one for the history books as the global pandemic began in late 2019 with its effects impacting the College in March 2020. The College transitioned to a fully remote environment on March 16, 2020 with minimal activities at the College. The business of the College continued with new programs, college renovations, and new partnerships. The Mission, Vision and Values of Mercy College were guiding principles through all these experiences.

Three new medical imaging certificates were added to Mercy College academic offerings. The students for these certificates provide additional enrollment in existing B. S. Medical Imaging classes. The Master of Health Administration (MHA) graduated its first class in AY 2019-2020. The online MHA program contributed to the increase in numbers for online graduates. For the first time online graduates were equal to degree graduates and certificate completers from Toledo land-based programs in AY 2019-2020.

Mercy College signed a Dual-Degree Agreement with Bowling Green State University (BGSU). Students in this program will be enrolled at both Mercy College and BGSU. They will be able to concurrently earn the Bachelor of Applied Health Science Degree from BGSU and the Bachelor of Science in Nursing Pre-licensure (BSNP) Degree from Mercy College. More than 150 BGSU students enrolled in Fall of 2019 to take a one-credit introductory BSNP course. If accepted to the BSNP Program in a later semester, the students will take all nursing courses through Mercy College.

Mercy College had few faculty, staff and students who became sick due to the COVID-19 virus during the 2019-2020 academic year. Student services, such as counseling, advising and tutoring continued to be provided with online access. Distance education staff and faculty experienced in providing online education, along with an existing online learning management system, Canvas, helped the College to make a quick transition to fully online learning. Clinicals and practicum experience courses ceased at the height

of the pandemic. Clinical experiences restarted July 1, 2020. For students who were not able to complete their program of study by May 2020, special grading policies

were put into place so students had an opportunity to complete programs during summer 2020.

BGSU students increased Fall 2019 undergraduate head count to the largest the College has experienced. The overall credit hours for the College decreased due to lower enrollment in other areas.

The number of students graduating from online programs continued its increase. Graduates from Toledo Land programs were exactly equal to graduates from Online programs in AY 2019-2020. There was no observed change in demographic characteristics.

The Institutional Effectiveness (IE) Committee found that the following Key Performance Indicators (KPIs) were Strengths: Financial Aid Default Rate; Safety and Security based on Noel Levitz responses; Financial Stability: (a) trending toward less reliance on Medicare pass through funds and (b) target number for the Composite Financial Index (CFI) submitted to HLC – Annual Institutional Update. The following KPIs goals were only partially met: Board Pass Rates; Overall Student Satisfaction with Mercy College Educational Experience based on Noel Levitz responses; Enrollment and credit hour targets; specified program retention rates. The IE Committee also made recommendations for better defining and/or clarifying many KPIs and the expected outcomes.



Dr. Susan C. Wajert

*Susan C. Wajert, PhD
President and CEO*

Table of Contents

Mission	4
Vision	4
Values	4
Institutional Effectiveness at Mercy College	4
Academic Year 2019-2020 College Overview	5
Quick Facts	5
Demographic Data	11
Enrollment and Retention	13
Financial Aid and Scholarships	18
Financials	19
Graduates 2019 - 2020	20
Degrees and Certificates	22
Graduate Trend by Academic Year	24
Graduation Rates	25
National Pass Rates	26
Mercy College Strategic Plan	28
Strategic Plan Key Performance Indicators (KPIs)	29
Goal One: Provide quality education in an environment conducive to student learning and development.	30
Goal Two: Develop and sustain collaborative relationships with internal and external constituencies.	35
Goal Three: Maintain and steward the financial viability of the College.	38
Goal Four: Respect and embrace our religious heritage and core values.	41
Institutional Effectiveness Recommendations to the Strategic Planning and Budgeting Council	42
Goal 1	42
Goal 2	42
Goal 3	43
Goal 4	43

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 a recognized leader in educating individuals committed to intellectual inquiry, social engagement, and lifelong learning.

Values

Compassion

Displaying respect, empathy, and a willingness to listen.

Excellence

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

Human Dignity

Respecting the significance of each individual.

Justice

Acting with integrity, fairness, honesty and truthfulness.

Sacredness of Life

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

Service

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

Institutional Effectiveness at Mercy College

DEFINITION

Institutional Effectiveness is the functional and systematic evaluation of programmatic and institutional performance managed by developing, collecting, and disseminating information used to provide evidence to demonstrate the extent to which Mercy College is fulfilling its mission and vision; contributes to the intentional and integrated assurance of student learning; and, monitors compliance with programmatic and national accreditation standards.

INSTITUTIONAL EFFECTIVENESS COMMITTEE REVIEW

The Institutional Effectiveness Committee used College initiatives as identified in the Committee/Council Annual Reports (CAR) and Departmental Institutional Goals (DIG) to determine whether the College was meeting the goals and objectives stated in the Mercy College of Ohio Strategic Plan. The committee then identified strengths and opportunities for each of the Strategic Plan goals. They made recommendations based on areas where there appeared to be no activities to meet a Strategic Plan objective or where it was difficult to assess how well the College was meeting a Key Performance Indicator (KPI) or Strategic Plan objective.



Academic Year 2019-2020

College Overview

Quick Facts

DIVISIONS, DEGREES, CERTIFICATES, AND MINORS OFFERED AT MERCY COLLEGE

The College had three academic divisions in 2019-2020: Division of Arts and Sciences; Division of Health Sciences; and the Division of Nursing.

Degrees offered by the three academic divisions are the Master of Science in Nursing, the Master of Health Administration, four bachelor of science degrees, four associate degrees, nine credit-bearing certificates, two non-credit-bearing certificates, and four minors as listed in Table 1.

Table 1 Includes three new Medical Imaging certificates: Imaging Quality and Safety; Magnetic Resonance Imaging; and Women's Health Imaging. Certification in Radiography by the American Registry for Radiologic Technologists (ARRT), or another certification specified in the College catalog, is a pre-requisite for acceptance

to a Medical Imaging certificate program, including the Computed Tomography certificate.

The Ophthalmic Technology certificate was changed to Ophthalmic Assistant to better reflect the content of the certificate and as recommended by their accreditor.

The Emergency Medical Technician (EMT) credit certificate was replaced with the non-credit certificate Emergency Medical Technician – Basic.

A (non-credit) continuing education course Pre-Hospital Provider Anatomy and Physiology was added. This continuing education course provides a pre-requisite for the Paramedic program.

Two programs are not included in Table 1 as students are not yet admitted. The Master of Physician Assistant Studies (MPAS) is in development. The Accelerated Bachelor of Science in Nursing (ABSN) program was put on hold for summer 2020 as recommended by the nursing consultant.



TABLE 1. LIST OF PROGRAMS OFFERED BY ACADEMIC DIVISION

The table includes the first semester the program was offered and the “location”/mode of delivery for the program in Academic Year 2019-2020.

Division/Programs offered	First semester offered	AY 2019-2020 Program “location”
<i>Division of Arts and Sciences</i>		
Bachelor of Science in Biology	Spring 2013	Toledo land
Associate of Science in Health Sciences	Fall 2018	Toledo land
Minor in Chemistry	Fall 2012	
Minor in Psychology	Spring 2013	
Minor in Religious Studies	Spring 2011	
<i>Division of Health Sciences</i>		
Master of Health Administration	Fall 2018	Online
Bachelor of Science in Healthcare Administration	Fall 2005	Online
Bachelor of Science in Medical Imaging	Spring 2012	Online
Certificates in Medical Imaging		
• Certificate in Computed Tomography	Fall 2018	Online
• Certificate in Imaging Quality and Safety	Fall 2019	Online
• Certificate in Magnetic Resonance Imaging	Fall 2019	Online
• Certificate in Women’s Health Imaging	Fall 2019	Online
Associate of Applied Science in Health Information Technology	Fall 1997	Online as of Fall 2015
Associate of Applied Science in Radiologic Technology	Spring 1999	Toledo land
Certificate in Community Health Worker	Fall 2014	Toledo land
Certificate in Medical Coding	Fall 2012	Online as of Fall 2015
Certificate in Ophthalmic Assistant (Classes are online and clinicals are available in Toledo, Youngstown and Cincinnati)	Spring 2010	Counted as Toledo land
Certificate in Paramedic	Fall 2012	Toledo land
Certificate in Polysomnographic Technology	Spring 2010	Toledo land
Certificate in Emergency Medical Technician – Basic (non-credit)	Fall 2019	Non-credit
Certificate in Phlebotomy (non-credit)	1990’s	Non-credit
Minor in Healthcare Administration	Fall 2014	Online
<i>Division of Nursing</i>		
Master of Science in Nursing	Fall 2017	Online
Bachelor of Science in Nursing	Fall 2000	Pre-licensure – Toledo land Post-licensure – Online
Associate of Applied Science in Nursing	Toledo – Winter 1993 Youngstown – Spring 2003	Toledo – Toledo land Youngstown – Youngstown land



FACULTY AND STAFF

Some full-time faculty positions were unfilled in Fall 2018. The increase in full-time faculty and decrease in part-time faculty in Fall 2019 is due to those positions being filled. Numbers are shown in Table 2.

TABLE 2. DEMOGRAPHIC CHARACTERISTICS OF THE FACULTY FALL 2019

Faculty	Full-time	Part-time	Total
Total number who are women	51	117	168
Total number who are men	9	27	36
Total number whose race/ethnicity is Black or African American	3	10	13
Total number whose race/ethnicity is Hispanic/Latino	0	0	0
Total number whose race/ethnicity is Asian	2	0	2
Total number whose race/ethnicity is White	55	131	186
Total number whose race/ethnicity is Other or 2 or more	0	0	0
Total number whose race and ethnicity unknown	0	3	3
Total number with doctorate or other terminal degree	13	22	37
Total number of instructional faculty	60	144	204
Staff			
Total staff (includes administrative)	75	6	81
Total number of Mercy College employees	135	150	285
Fall 2018 comparison values			
Total number of instructional faculty	51	168	219
Total staff (includes administrative)	75	7	82
Total number of Mercy College employees	126	175	301

ENROLLMENT

A full-time equivalent student, FTE, is a unit of measurement intended to represent one student enrolled full-time. An average undergraduate full-time student takes 30 credits in an academic year (AY) (two semesters). Therefore, total undergraduate credit hours are divided by 30 to calculate the number of undergraduate FTEs for the academic year.

Mercy College defines full-time for a graduate student as 6 credits per semester. The year-round curriculum covers three semesters. Therefore, total graduate credit hours are divided by 18 to calculate the number of graduate FTEs for the academic year.

The number of graduate students increased 30% from Academic Year (AY) 2018-2019 (56 students) to AY 2019-2020 (73 students). There was a similar increase in FTE over the same time frame.

Between AY 2018-2019 and AY 2019-2020 there was a 1% decrease in Undergraduate Headcount, but a 10% decrease in Undergraduate FTE. The decrease was noticed in the counts for both Fall 2019 and Spring 2020. The numbers are compiled early in the semester and would not reflect any changes that occurred due to the COVID-19 pandemic. More explanation is included with Table 5.

The number, as well as the percentage, of part-time students continues to increase. Values for the three most recent years are shown in Table 4.

One hundred sixty-one (161) students enrolled at Mercy College as the result of a Dual Degree Agreement between Bowling Green State University (BGSU) and Mercy College of Ohio. More than 150 students were only enrolled Fall 2019 for a 1 credit-hour course as a prerequisite to subsequent enrollment in the Mercy College Bachelor of Science in Nursing Pre-licensure program.

TABLE 3. ENROLLMENT

Academic Year 2019-2020 Enrollment				
	Unduplicated Headcount	Credit Hours (based on student credits)	AY 2019-2020 FTE *	PRIOR AY 2018-2019 FTE *
Graduate level	73	1,160.5	61.5	47.8
Undergraduate level				
<i>Toledo</i>	1,303	21,916.0	730.5	827.6
<i>Youngstown</i>	254	4,221.0	140.7	146.5
<i>BGSU</i>	161	220.0	7.3	
Total Undergraduate	1,718	26,357.0	878.6	974.0
TOTAL	1,791	27,517.5	939.6	1,022.0

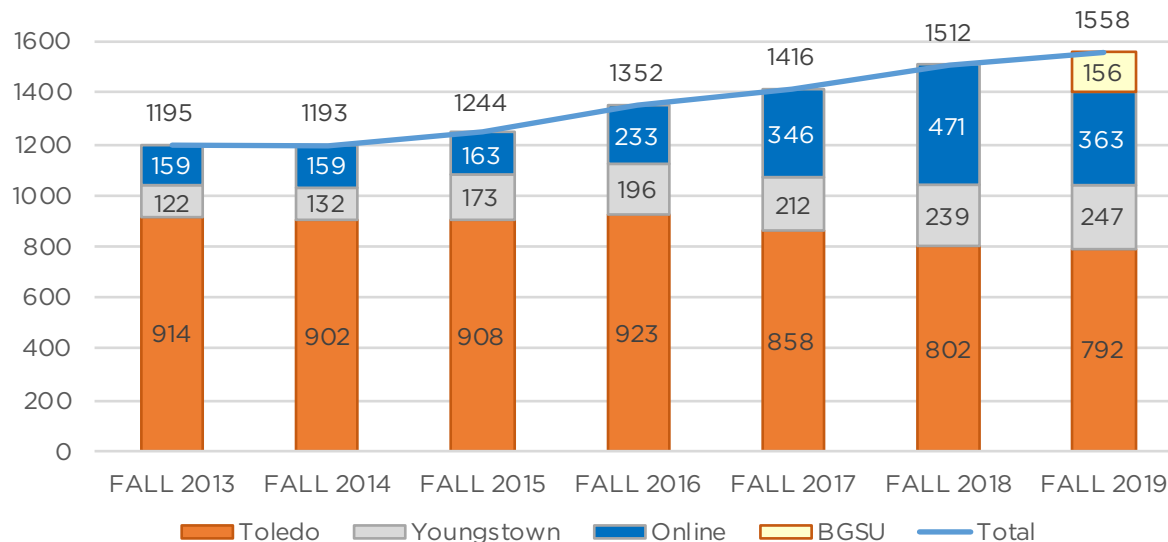
*FTE Calculation: Graduate = credits/18; Undergraduate = credits/30

TABLE 4. FALL UNDERGRADUATE ENROLLMENT STATUS

	Fall 2017	Fall 2018	Fall 2019
Part-time: Number of students	965	1,032	1,133
< 12 credit hours <i>Percentage</i>	69%	70%	76%*
Full-time: Number of students	439	432	365
≥ 12 credit hours <i>Percentage</i>	31%	30%	24%

*Includes BGSU students in one-credit hour course. With BGSU students removed, part-time percentage is 73%.

FIGURE 1. ENROLLMENT TREND BY PROGRAM “LOCATION” FOR FALL SEMESTERS. COUNTS IN THE CHART ARE BASED ON THE PROGRAM IN WHICH THE STUDENT IS ENROLLED



Toledo land students include: Bachelor programs: Biology, Nursing Pre-licensure; Associate programs: Cardiovascular Technology program (through summer 2017), General Studies (through Fall 2018), Health Sciences (as of Fall 2018), Nursing - Toledo Day and Evening/Weekend; Radiologic Technology; and Certificates: Community Health Worker, Emergency Medical Technician, Ophthalmic Technology/ Assistant, Paramedic, and Polysomnographic Technology. Students in the Medical Coding certificate program and A.S. Health Information Technology are only included through Fall 2014.

Youngstown students are at the Youngstown location in the associate degree Nursing program. Students at the Youngstown location designated as “pre-nursing” are included in the counts Fall 2015 through Fall 2017. Through Fall 2014, students were only enrolled in the Day program. The Evening/Weekend program began Fall 2015.

BGSU students are students enrolled at both Bowling Green State University and Mercy College of Ohio as part of a Dual Degree Agreement between the University and Mercy College.

Online students include: Graduate programs: Master of Health Administration (as of Fall 2018), Master of Science in Nursing (as of Fall 2017); Bachelor programs: RN to BSN, B.S. Healthcare Administration, B.S. Medical Imaging; Associate programs: Health Information Technology (as of Fall 2015); and Certificates: Medical Coding (as of Fall 2015), Computed Tomography (as of Fall 2018) and Imaging Quality and Safety (as of Fall 2019), Magnetic Resonance Imaging (as of Fall 2019), and Women’s Health Imaging (as of Fall 2019).

Figure 1 shows a decrease in enrollment of Toledo and Online students in Fall 2019.





Table 5 shows the percentage change in Undergraduate enrollment and credit hours for Fall 2012 through Fall 2019. Fall 2012 through Fall 2014 show a time of minimal change in Head Count, Credit hours and FTE. Fall 2015 and Fall 2016 had noticeable increases in Head Count, Credit hours and FTE. While Head Count increased 8.3% from Fall 2016 to Fall 2018, Credit hours and FTE only increased 1.2% during that time. That was explained by the increase in online enrollment. Many students in the online programs are working full-time and only take classes part-time, so the average number of credit hours per student decreased.

Fall 2019 had the highest undergraduate enrollment in the school's history, but there was a significant decrease in Credit hours and FTE. The Headcount increase was due to 156 Bowling Green State University (BGSU) students enrolled in the Dual Degree Program with BGSU. The Fall 2019 enrolled students had a lower average credit hour per student than students enrolled in Fall 2018. The 1 credit enrollment of the BGSU students did not replace the credits lost due to lower enrollment and fewer credits per student for those enrolled.

TABLE 5. PERCENTAGE CHANGE FROM THE PREVIOUS FALL FOR UNDERGRADUATE ENROLLMENT (HEADCOUNT), UNDERGRADUATE CREDIT HOURS, AND UNDERGRADUATE FULL-TIME EQUIVALENT (FTE) ENROLLMENT

Fall Undergraduate Enrollment (Headcount), Credit hours enrolled, and FTE						
Fall Semester	Head Count	% Change	Credit hours	% Change	FTE	% Change
Fall 2011	1,210	➡ 0%	12,057.0	➡ -3%	1,005.0	➡ -3%
Fall 2012	1,210	➡ 0%	12,204.0	➡ 1%	1,017.0	➡ 1%
Fall 2013	1,195	➡ -1%	12,331.0	➡ 1%	1,028.0	➡ 1%
Fall 2014	1,193	➡ 0%	12,350.0	➡ 0%	1,029.0	➡ 0%
Fall 2015	1,244	➡ 4%	12,828.0	➡ 4%	1,069.0	➡ 4%
Fall 2016	1,352	⬆ 9%	13,359.0	➡ 4%	1,113.0	➡ 4%
Fall 2017	1,404	➡ 4%	13,191.5	➡ -1%	1,099	➡ -1%
Fall 2018	1,464	➡ 4%	13,513.5	➡ 2%	1,126	➡ 2%
Fall 2019	1,498	➡ 2%	12,259.0	⬇ -9%	1,022	⬇ -9%

Increase of 5% or greater ⬆

Plus or minus up to 4.9% ➡

Decrease of 5% or more ⬇

Note: Fall 2017 FTE and “% Change” for Fall 2017 and Fall 2018 were corrected. Fall 2017 had been calculated from Total credits rather than just Undergraduate credits and that was reflected in the % change for that year and the following year.

Demographic Data

GENDER

The percentage of female students at Mercy College was down slightly, with females at 86% versus 87% of total enrollment. There is program to program variability with regard to gender. Some programs with fewer than 12 students are 100% female. The range for programs with more than 12 students is 77% female for the Biology program to 96% female for the Health Information Technology program. The B.S. Nursing Prelicensure program is 80% female compared to 88% female for the A.A.S. Nursing program.

AVERAGE AGE

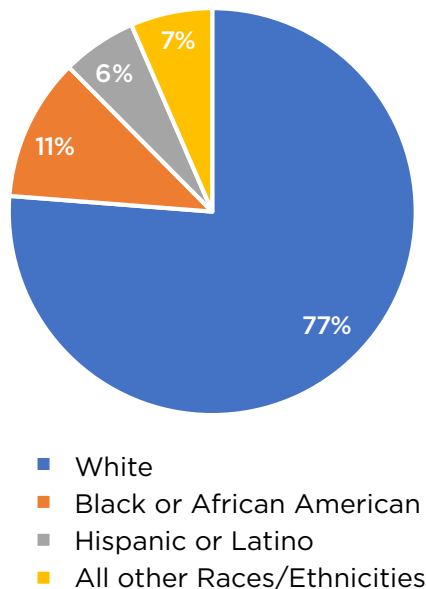
The average age of Mercy College undergraduate students remained constant at 28 in Fall 2019.

The average age of graduate students in Fall 2019 was 40.

RACE/ETHNICITY

Minority enrollment in Fall 2019 had a one percentage point increase in Hispanic/Latino students compared to Fall 2017 and Fall 2018. Both recruitment and retention are vital to increasing the percentage of minority students in the College.

FIGURE 2. FALL 2019 MERCY COLLEGE STUDENT DISTRIBUTION BY RACE/ETHNICITY



SOURCES OF STUDENTS

New and Continuing Students

Of the undergraduate students new to Mercy College in Fall 2019, 63% were transfer students and 37% were students attending college for the first-time. That ratio has changed from Fall 2018 when 86% of new students were transfer students. The reason for the change was due to a large proportion of first time college students from Bowling Green State University enrolled at Mercy College through a Dual Degree Program.

State and County of Residence

Fall 2019 Mercy College students resided in 31 states, all of which are in blue on the map in Figure 3. Figure 4 shows that most of the students were from two states: Ohio and Michigan. Seventy-one percent (71%) of undergraduate students were from Ohio; 20% were from Michigan; nearly 4% were from Pennsylvania and the other 5% of students were from 28 states. Seventy percent (70%) of the Graduate students were from Ohio and the other 30% were from nine different states, including multiple students from Michigan, Kentucky, and Tennessee.

FIGURE 3. RESIDENT STATES OF STUDENTS FALL 2019

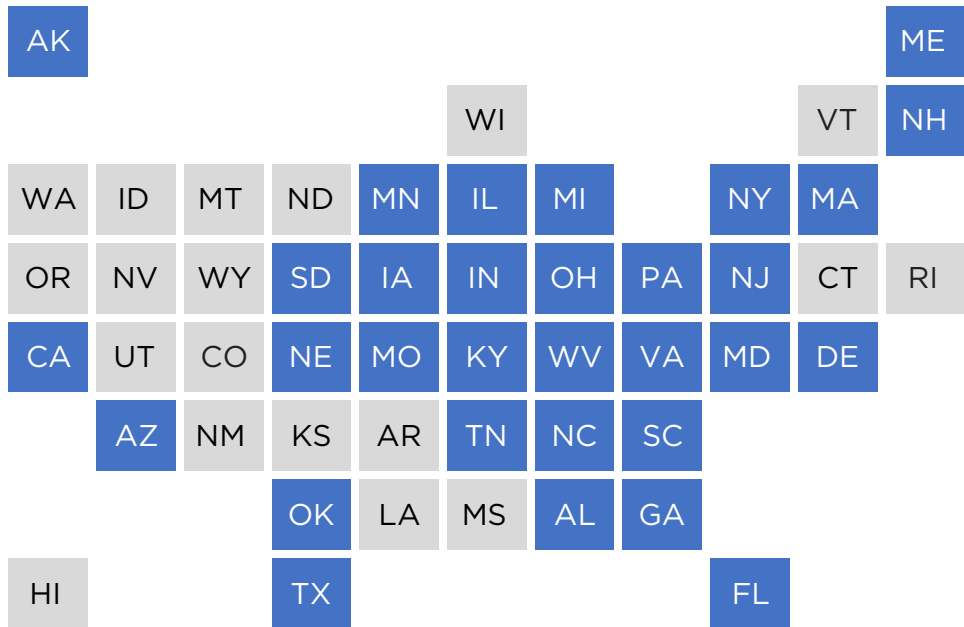
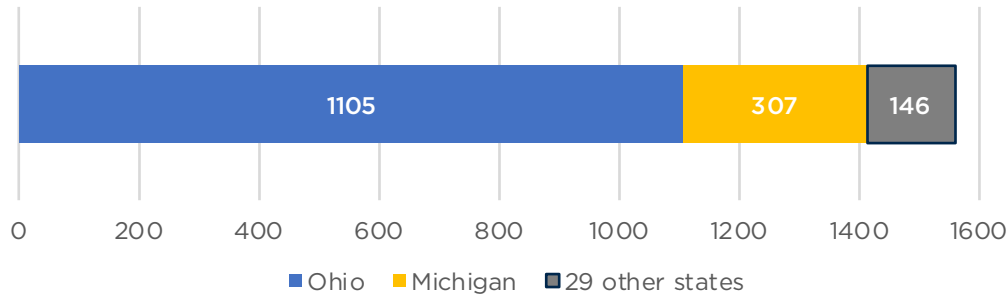


FIGURE 4. NUMBERS OF STUDENTS FROM RESIDENT STATES IN FALL 2019



Enrollment and Retention

ENROLLMENT BY MAJOR

Table 6 shows program enrollment based on program capacity. The capacity numbers are for all students enrolled in the program at one time, not the number of entering students. For example, the Associate in Radiologic Technology program admits 30 students each year to its two-year program, so the capacity is 60 students.

TABLE 6. ENROLLMENT (HEADCOUNT) COMPARED TO TOTAL PROGRAM CAPACITY

Degree Programs - Fall 2019	Headcount Primary Major	Headcount Additional Major	Goal or Max Seat Capacity	% of Goal or Capacity
Master of Health Administration (2)**	45		40	● 113%
M.S. in Nursing	15		40	◆ 38%
B.S. in Biology	13		24	▲ 54%
B.S. in Healthcare Administration (Completion) (2)**	45	3	150	◆ 32%
B.S. in Medical Imaging (Completion) (3)**	99		100	● 99%
B.S. in Nursing (RN-BSN Completion) (3)**	115	35***	115	● 100%
B.S. in Nursing (Pre-Licensure) (2)**	208		320	▲ 65%
Associate (A.S. & A.A.S.) in Health Information Technology	25	1	24	● 108%
A.S. in Health Sciences	7	90		
Associate (A.S. & A.A.S.) in Nursing (Youngstown - Day)	164		192	● 85%
Associate (A.S. & A.A.S.) in Nursing (Youngstown - Evening)	83		64	● 130%
Associate (A.S. & A.A.S.) in Nursing (Toledo - Day)	161		200	● 81%
Associate (A.S. & A.A.S.) in Nursing (Toledo - Evening)	135		120	● 113%
A.A.S. in Radiologic Technology	53		59	● 90%
Certificate in Computed Tomography	4	4		
Certificate in Imaging Quality and Safety	0	1		
Certificate in Magnetic Resonance Imaging	0	1		
Certificate in Women's Health Imaging	4	5		
Certificate in Community Health Worker	3	1	15	◆ 27%
Certificate in Medical Coding	9	9	12	● 150%
Certificate in Ophthalmic Assistant	6		32	◆ 19%
Certificate in Paramedic Spring 2020*	6		15	◆ 40%
Certificate in Polysomnography - Spring 2020*	9		20	◆ 45%
Pre Majors (Toledo)	191			
Pre-Majors (BGSU)	156			
Non-Degree Seeking	5			

% of Goal 75% or greater ●

% of Goal 50-74% ▲

% of Goal 0-49% ◆

See notes on the following page



Notes for Table 6:

The Goal for Certificate in Ophthalmic Technology is based on 16 Toledo students, 8 Youngstown students and 8 Cincinnati students.

The capacities of the Associate in Nursing and B.S. in Nursing Pre-licensure are based on available clinical capacity.

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

** These programs admit students to the program more than one semester per academic year. The number in parentheses is the number of admit semesters.

*** ASN/AAS to BSN Completion Pathway students who can take limited BSNC courses are not included in percentage of Goal/Capacity.



TABLE 7. HEADCOUNTS BY FIRST PROGRAM OF STUDY FOR EACH SEMESTER OF ACADEMIC YEAR 2019-2020

2019-2020 Headcount by Major			
Degree Programs	FALL 2019	SPRING 2020	SUMMER 2020
Master of Health Administration	45	55	52
M.S. in Nursing	15	12	11
B.S. in Biology	13	11	5
B.S. in Healthcare Administration (Completion)	45	48	34
B.S. in Medical Imaging (Completion)	99	84	67
B.S. in Nursing (Completion)	115	102	63
B.S. in Nursing (Pre-Licensure)	208	201	20
Associate in Health Information Technology	25	25	16
A.S. in Health Sciences	7	7	3
Associate in Nursing (Youngstown -Day)	164	137	60
Associate in Nursing (Youngstown -Evening)	83	57	62
Associate in Nursing (Toledo -Day)	161	102	73
Associate in Nursing (Toledo -Evening)	135	88	76
Associate in Radiologic Technology	53	52	33
Certificate in Computed Tomography	4	1	0
Certificate in Imaging Quality and Safety	0	0	0
Certificate in Magnetic Resonance Imaging	0	2	2
Certificate in Women's Health Imaging	4	4	0
Certificate in Community Health Worker	3	3	0
Certificate in Medical Coding	9	6	5
Certificate in Ophthalmic Assistant	6	4	0
Certificate in Paramedic	5	4	3
Certificate in Polysomnography	7	11	8
Pre-Majors - Youngstown	0	0	2
Pre Majors - Toledo	191	192	78
Pre-Majors - BGSU	156	0	0
Non-Degree Seeking	5	2	4
Total (first major only)	1558	1210	677

Table 7 shows enrollment for each semester by first program of study. A specific number of students is represented by the same bar length in each column, e.g., the bars for 52 for spring Associate in Radiologic Technology students and summer Master of Health Administration students are the same length in each column.

The program with the largest enrollment bar in the fall and spring semesters is the B. S. in Nursing Pre-licensure. The Associate degree Nursing program is larger, but enrollment is shown in four separate bars.

The timing of program starts and completions will partially explain some variations from one semester to the next. Lower spring enrollment is expected in the Associate in Nursing Evening program (both Toledo and Youngstown) because that program graduates students in the fall, and does not admit new students to the program until the following fall. The Certificate in Paramedic and the Certificate in Polysomnography both begin in the spring semester and students complete the program in the fall.

Associate in Radiologic Technology students complete their two-year program in the spring, so an enrollment drop from fall to spring indicates a student left the program before completion.



RETENTION

Retention is the Year-to-Year re-enrollment of a specified cohort. The base number for “percent returning” is the number of students from the previous year minus students who graduated.

Table 8 shows recent Mercy College retention rates, most of which are at or above the 75% retention rate goal. Spring to spring retention rates are higher than the preceding fall to fall retention rate.

TABLE 8. COLLEGE RETENTION RATES

Retention Rates	% Returning after One Year
Spring 2014 to Spring 2015	● 81%
Fall 2014 to Fall 2015	● 76%
Spring 2015 to Spring 2016	● 79%
Fall 2015 to Fall 2016	● 75%
Spring 2016 to Spring 2017	● 82.0%
Fall 2016 to Fall 2017	● 78.8%
Spring 2017 to Spring 2018**	● 79.9%
Fall 2017 to Fall 2018	● 77.4%
Spring 2018 to Spring 2019	● 79.1%
Fall 2018 to Fall 2019	▲ 74.2%
Spring 2019 to Spring 2020	● 76.0%
Fall 2019 to Fall 2020	● 77.9%

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

The 2019-2023 Strategic Plan includes a Goal 3 objective “Retention rates for land-based programs will be at or above 80% and at or above 65% for online programs.” This is a change from the previous goal of an overall 75% retention rate.

Program retention rates are presented in Table 9.

Retention will be a focus area moving forward as further analysis needs to be completed by course in tandem with demographics.



TABLE 9. PROGRAM RETENTION RATES

Online Programs	Fall 2016 to Fall 2017	Fall 2017 to Fall 2018	Fall 2018 to Fall 2019	Fall 2019 to Fall 2020
Master in Healthcare Administration	n/a	n/a	● 86%	● 84%
M.S. in Nursing	n/a	● 83%	● 90%	◆ 50%
B.S. in Healthcare Administration (Completion)	85%	● 80%	● 72%	● 78%
B.S. in Medical Imaging (Completion)	79%	● 80%	● 77%	● 78%
B.S. in Nursing (RN-BSN Completion)	82%	● 73%	● 79%	● 75%
A.S. or A.A.S. in Health Information Technology	38%	◆ 58%	◆ 48%	● 83%

As of Fall 2017, the Retention Rate goal for Online programs is 65% or higher.

Land Programs	Fall 2016 to Fall 2017	Fall 2017 to Fall 2018	Fall 2018 to Fall 2019	Fall 2019 to Fall 2020
B.S. in Biology	60%	◆ 50%	● 88%	◆ 75%
B.S. in Nursing (Pre-licensure)	91%	● 85%	● 81%	89%
A.S. in Health Science	n/a	n/a	n/a	**
A.S. or A.A.S. in Nursing (Youngstown-Day)#	72%	◆ 67%	◆ 71%	◆ 74%
A.S. or A.A.S. in Nursing (Youngstown-Evening)#	79%	◆ 76%	◆ 79%	◆ 79%
A.S. or A.A.S. in Nursing (Toledo-Day)#	71%	◆ 67%	◆ 60%	◆ 61%
A.S. or A.A.S. in Nursing (Toledo-Evening)#	75%	◆ 73%	◆ 77%	● 81%
A.S. or A.A.S. in Radiologic Technology	93%	● 87%	● 83%	● 94%

As of Fall 2017, the Retention Rate goal for Land programs is 80% or higher.

Met Goal ●

Did not meet goal ◆

A student who switches between days & evenings, or vice versa, in the Associate Nursing program is counted as "Retained."

** Not enough primary major students to calculate a retention rate. Most students in this program have it as an additional major.

STUDENT HOUSING

A decision was made during AY 2017-2018 to eliminate Student Housing as of Summer 2018 due to liability and the cost to lease and subsequently sublease to students. Currently, there is no College sponsored Student Housing. Students are provided information on Toledo area housing opportunities.

STUDENT ORGANIZATIONS

The following were the only active groups in 2019-2020

- Student Government Association (SGA)
- Mu Epsilon Nu (MEN) Chapter of American Assembly for Men in Nursing (AAMN)
- National Student Nurses Association (NSNA)

Honorary societies

- Alpha Delta Nu: the honor society for Associate Degree nursing students
- Phi Theta Kappa: the official honor society for two-year college programs
- Sigma Theta Tau: the honor society for Baccalaureate, Master's and Doctoral Degree nursing students

More organizations had been active in previous years. Those organizations were often dependent on the energy of one or a few students. After those students graduated, the remaining students in the organization did not have the same passion to continue the organization's activities.

Students who are older and/or transfer students are attending college for different reasons than students directly from high school. A few students would like more activities outside of class, but even those students mention "when I feel like it" get together rather than more student organizations with specific commitments.

Award Year 2019-2020

Financial Aid and Scholarships

For the 2019-2020 award year, 85% of Mercy College of Ohio's Undergraduate student population and 98% of the Graduate student population received some form of financial aid (grants/awards, scholarships, work study, loans, and outside assistance).

For the 2019-2020 award year, 41% of Mercy College of Ohio's Undergraduate student population were Federal Pell Grant recipients and 64% were Federal Student Loan borrowers. For the 2019-2020 award year, 53% of Mercy College of Ohio's Graduate student population were Federal Student Loan borrowers.

Total Federal Dollars received:	\$10,643,057
Total State Dollars received:	\$823,045
Total Outside Assistance Dollars received:	\$2,529,957
Total Funded Scholarships received:	\$147,395
Total Dollars received:	\$14,143,454
Total Unfunded Awards/Scholarships/Discounts:	\$1,132,737

Financials *Income and Expenses*

TABLE 10: FINANCIALS (INCOME AND EXPENSES)

December 31	2019 AFS*	2018 AFS*	2017 AFS*	2016 AFS*	2015 AFS*
Support and Revenue					
Tuition and Fee Revenue	\$15,341,972	\$15,767,680	\$14,897,196	\$13,370,248	\$11,895,631
Medicare Reimbursement	\$6,248,104	\$6,565,886	\$5,708,114	\$7,980,094	\$8,046,032
Medicaid Reimbursement	\$329,242	\$192,058	\$183,280	\$290,712	\$405,091
Grants, Gifts and bequests	\$395,040	\$239,775	\$55,000	\$103,167	\$89,108
Investment Income	\$1,710,589	\$75,282	\$739,590	\$275,809	\$233,402
Total Support and Revenue	\$24,024,947	\$22,840,681	\$21,583,180	\$22,020,030	\$20,669,264
Expenses					
Salary Expense	\$10,786,899	\$10,614,096	\$10,220,255	\$10,095,238	\$10,511,857
Benefit Expenses	\$2,549,936	\$3,061,065	\$2,721,677	\$2,415,099	\$2,478,351
Lease Agreement	\$1,683,895	\$1,683,895	\$1,642,824	\$1,642,824	\$1,642,824
Other Expenses	\$3,456,319	\$3,245,083	\$3,205,691	\$3,321,372	\$3,717,209
Total Expenses	\$18,477,049	\$18,604,139	\$17,790,447	\$17,474,533	\$18,350,241
Unrealized gains (loss) on Investment	\$1,261,901	\$(794,177)	\$1,020,416	\$461,296	\$(567,473)
Excess of Support and revenue over expenses	\$6,809,799	\$3,442,365	\$4,813,149	\$5,006,793	\$1,751,550

* AFS = Audited Financial Statements

An Academic Year is from mid-August of one calendar year to mid-August of the next calendar year. The College budget is on a calendar year from January 1 to December 31. Each annual budget spans two Academic Years.

Graduates 2019-2020

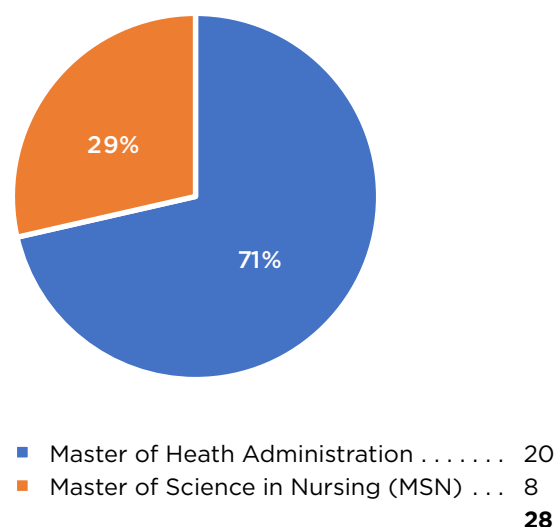
The College Catalog in effect when a student initially enrolls lists the program requirements that the student must successfully complete to earn a degree or certificate. Graduates returning for another degree or certificate must meet the program requirements in the College Catalog for the returning semester.

MASTER OF SCIENCE IN NURSING AND MASTER OF HEALTH ADMINISTRATION

The Master of Health Administration was awarded for the first time in Academic Year 2019-2020.

Mercy College awarded 28 Master degrees in Academic Year (AY) 2019-2020. This is 180% greater than the 10 Master of Science in Nursing degrees awarded in AY 2018-2019. Ten of the 2019-2020 graduates had previously earned one or more degrees/certificates from Mercy College.

FIGURE 5. GRADUATE DEGREES EARNED DURING AY 2019-2020



BACHELOR OF SCIENCE

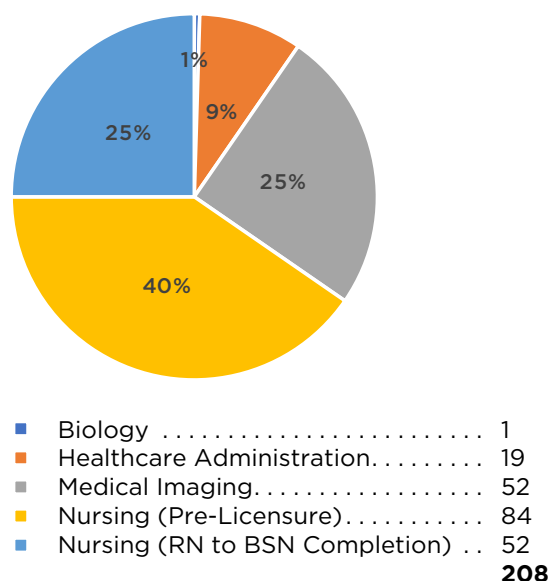
A student must successfully complete at least 120 credit hours and meet the graduation requirements as outlined in the College Catalog to earn a Bachelor of Science Degree from Mercy College of Ohio.

Mercy College granted 208 Bachelor of Science (B.S.) degrees in Academic Year (AY) 2019-2020. This was three fewer than the 211 B.S. degrees granted in Academic Year 2018-2019.

The number of Medical Imaging graduates continues to increase: 33% greater in AY 2019-2020 than AY 2018-2019. The number of Healthcare Administration graduates fluctuates from year to year with a peak of 36 graduates in AY 2018-2019.

The number of graduates for each bachelor's degree program is shown in Figure 6.

FIGURE 6. BACHELOR OF SCIENCE DEGREES EARNED DURING AY 2019-2020



ASSOCIATE OF SCIENCE/ASSOCIATE OF APPLIED SCIENCE

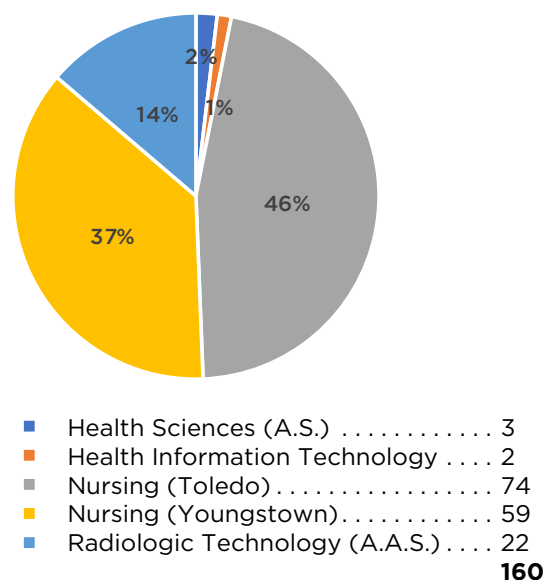
A student must successfully complete at least 60 credit hours and meet the graduation requirements as outlined in the College Catalog to earn an Associate of Science or Associate of Applied Science Degree from Mercy College of Ohio.

Mercy College granted 160 Associate degrees in Academic Year (AY) 2019-2020. This was 16% fewer than the 191 A.S. degrees granted in Academic Year 2018-2019.

The Health Sciences degree is an Associate of Science (A.S.) degree. All other associate degree programs transitioned to Associate of Applied Science (A.A.S.), but students who began under an A.S. degree can still graduate with that degree. Forty-four percent (44%) of the AY 2019-2020 graduates earned an A.A.S. degree.

More than one-third of the associate degree Nursing graduates were enrolled in the Evening/Weekend program.

FIGURE 7. ASSOCIATE OF SCIENCE (A.S.) AND ASSOCIATE OF APPLIED SCIENCE (A.A.S.) DEGREES EARNED DURING AY 2019-2020



CREDIT-BEARING CERTIFICATES

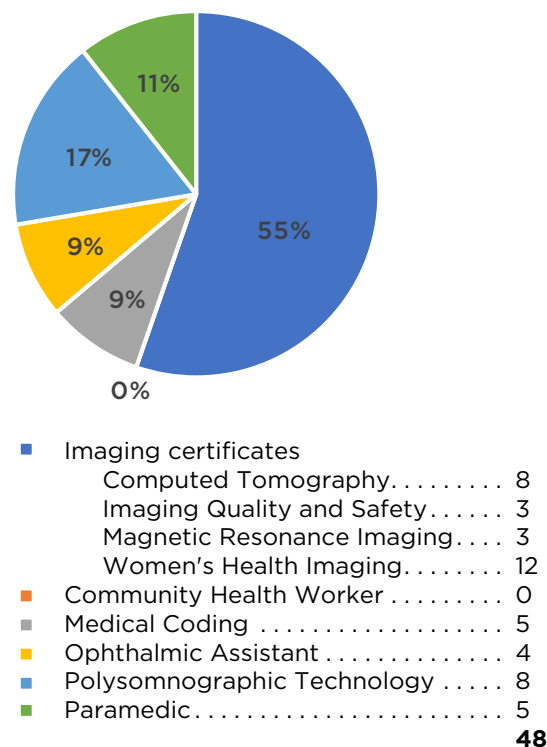
Students who earn a credit-bearing certificate from Mercy College must meet all program requirements, as outlined in the College Catalog, which include total credit hours ranging from 12 to 32.5.

Mercy College granted 47 Certificates in Academic Year 2019-2020. This was 15% more Certificates than the 41 granted in Academic Year 2018-2019.

More than half of the earned certificates (26) were Imaging certificates for specific sets of courses also available for the B.S. Medical Imaging program: Computed Tomography; Imaging Quality and Safety; Magnetic Resonance Imaging; and Women's Health Imaging.

The number of non-imaging certificate completers was 37% fewer in AY 2019-2020 (21) compared to AY 2018-2019 (35). Some of the change is due to the Emergency Medical Technician (EMT) program changing to a non-credit program. Non-credit certificates are not included in these counts. Students in the Community Health Worker program, expected to complete in May 2020, were not able to complete their clinical rotation due to COVID-19 restrictions. They are expected to complete in AY 2020-2021.

FIGURE 8. CREDIT-BEARING CERTIFICATES EARNED DURING AY 2019-2020



Degrees and Certificates

Figure 9 shows graduates and completers by degree/certificate by academic year. The peaks for associate degrees in AY 2011-2012 and AY 2012-2013 were due to more than 80 students completing a General Studies degree along with another associate degree or while earning a B.S. in Nursing Pre-licensure degree.

The number of Bachelor's degrees conferred was greater than the number of Associate degrees conferred in Academic Year 2018-2019. That was a first for Mercy College of Ohio.

Graduates: students who completed a Master's, Bachelor's or Associate degree.

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

FIGURE 9. MERCY COLLEGE DEGREES AND CERTIFICATES BY ACADEMIC YEAR 2010 TO 2020

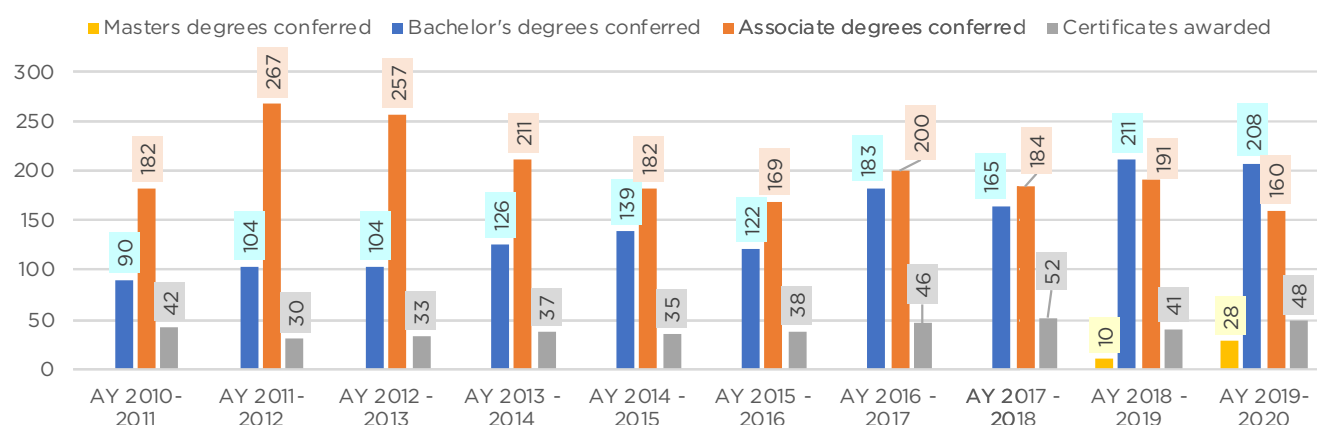


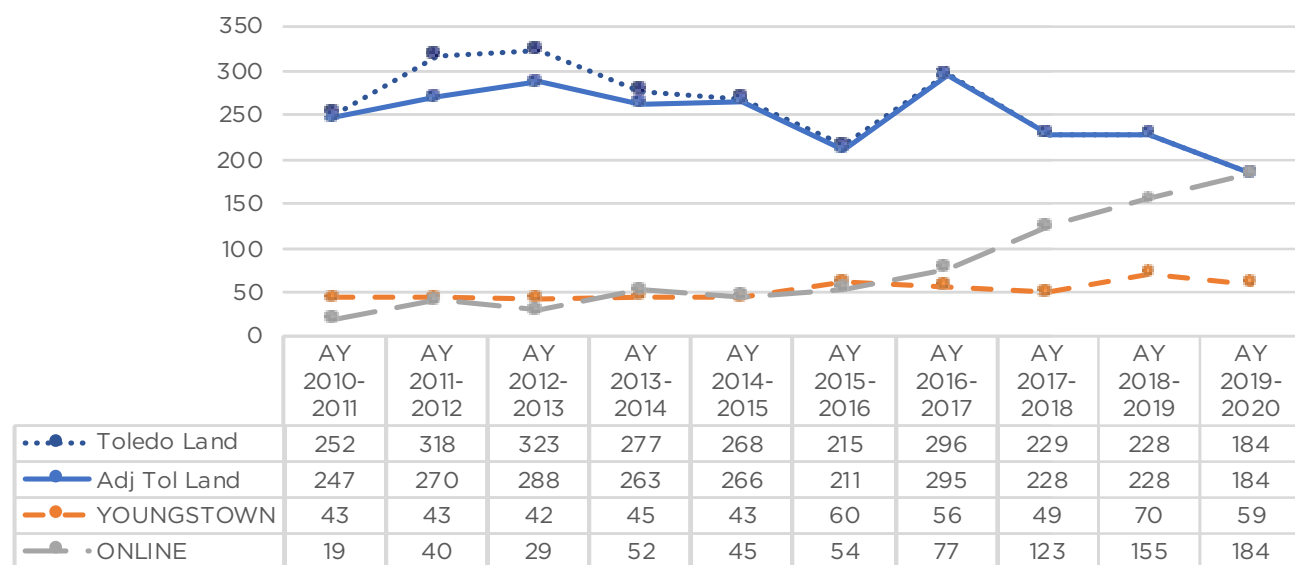


Figure 10 shows degrees and certificates earned by program location. The text with Figure 1 lists which programs are counted at each location.

The top dotted line of Figure 10, Toledo land, is all degrees and certificates earned by those in programs with classes at the Toledo location. The peak in AY 2011-2012 and AY 2012-2013 was caused by General Studies degrees that were earned by students who also earned another associate degree or a B.S. in Nursing Pre-licensure degree. The top solid line shows the number of degrees and certificates if the additional General Studies degrees are not included. The peak in the Toledo line for AY2016-2017 was partially caused by an extra large B.S. in Nursing Pre-licensure graduating class due to a change in curriculum.

The AY2019-2020 “Online” count is equal to the “Toledo Land” count. The “Online” count includes the addition of the first graduating class of the Master in Health Administration. The “Online” count also includes 12 Imaging certificates earned by graduates who also earned a B.S. in Medical Imaging or an A.A.S. in Radiologic Technology.

FIGURE 10. DEGREES CONFERRED AND CERTIFICATES AWARDED PRESENTED BY PROGRAM “LOCATION”



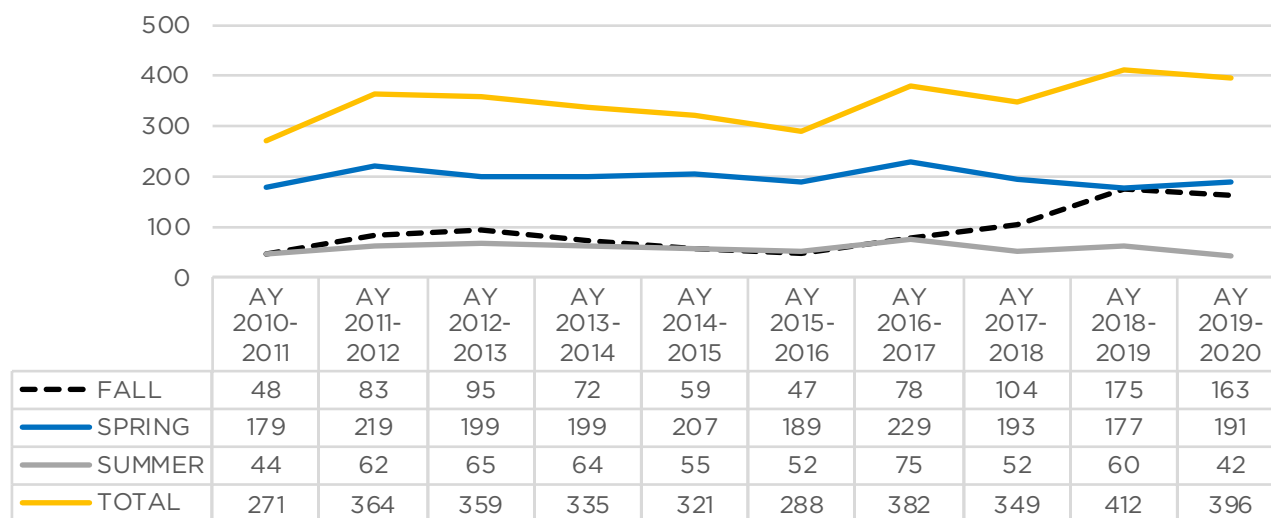
Academic Years 2010 – 2020

Graduate Trend by Academic Year

Historically, students complete their degrees in spring semester. Many students who graduate in fall semester have progressed through their program of study at a slower pace. Figure 11 shows number of graduates by semester who completed a degree from AY 2010-2011 to AY 2019-2020. The graph shows that the fall and spring graduating classes were the same size for AY 2018-2019.

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

FIGURE 11. GRADUATES BY SEMESTER. GRADUATES ARE THOSE WHO EARNED AN ASSOCIATE OR BACHELOR OR MASTER DEGREE



Graduation Rates

According to the United States Department of Education, graduation rates are based on degree completion within 150% of time for specified completion of the degree. The percentages in Table 11 represent the percentage of students who began the degree listed in the first column during the Academic Year at the top of the table and completed within 150% of the 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. The calculations include all students who began the program in the given semester, not just first-time college students and not just full-time students.

TABLE 11. GRADUATION RATES BY PROGRAM WITHIN 150% OF NORMAL TIME TO COMPLETION

The table is based on the academic year the student began the program, not when the student enrolled in the College. Students who began more than one program are included in the program calculations based on the semester the student began that program.

Graduation Rates by Program Computed within 150% of Completion					
START YEAR	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
A.S. in Health Information Technology	● 89%	◆ 40%	◆ 36%	◆ 43%	▲ 54%
A.S. in Nursing (Toledo-Day)	▲ 59%	▲ 52%	▲ 59%	▲ 54%	◆ 47%
A.S. in Nursing (Toledo-Evening)	▲ 55%	▲ 65%	▲ 56%	▲ 71%	*
A.S. in Nursing (Youngstown - Day)	▲ 74%	● 77%	▲ 64%	▲ 57%	▲ 56%
A.S. in Nursing (Youngstown - Evening)			▲ 63%	▲ 65%	*
A.S. in Radiologic Technology	● 87%	● 90%	● 83%	● 93%	● 90%
B.S. in Human Biology / Biology	◆ 33%	● 80%	**	**	**
B.S. in Healthcare Administration (Completion)	▲ 71%	▲ 63%	● 75%	● 82%	*
B.S. in Medical Imaging (Completion)	◆ 45%	▲ 59%	◆ 45%	● 75%	*
B.S. in Nursing (Pre-licensure)	▲ 72%	▲ 72%	● 85%	● 83%	*
B.S. in Nursing (RN-BSN Completion)	◆ 30%	◆ 13%	● 78%	● 73%	*
M.S. Nursing (Leadership)					● 83%

75% or greater	●
50% to 74%	▲
Less than 50%	◆

* "Two year" program still within 150% time.

** Four-year program still within 150% time.

National Pass Rates

NURSING

National Council Licensure Examination (NCLEX-RN)

The NCLEX pass rates for Mercy College associate degree nursing (ASN) graduates, and B. S. in Nursing Pre-licensure, BSN, graduates have usually been higher than the state and national average. NCLEX pass rates for Mercy College graduates were lower in 2018 than the state and national average pass rates. The pass rate for ASN graduates was just above the national pass rate in 2019. The low 2019 pass rate for BSN graduates is being addressed.

The Mercy College “% passing” and the National and Ohio Pass Rates are for only the first attempt test takers within 6 months of graduation.

ASN data is for A.S. and A.A.S. Nursing graduates from Youngstown and Toledo, Day and Evening/Weekend programs combined.

TABLE 12. NATIONAL COUNCIL LICENSURE EXAMINATION (NCLEX) PASS RATES FOR NURSING GRADUATES IN PROGRAMS THAT LEAD TO AN RN

Class Year	Program	Test Name	Number Taking	Number passing	% passing	National Pass Rate*	Ohio Pass Rate*
2019	ASN	NCLEX	144	128	88.89	88.18%	86.25%
2018	ASN	NCLEX	137	118	86.10%	88.30%	86.88%
2017	ASN	NCLEX	144	112	77.78%	87.12%	84.96%
2016	ASN	NCLEX	121	110	90.90%	84.60%	81.10%
2015	ASN	NCLEX	126	115	91.30%	84.50%	81.20%
2019	BSN	NCLEX	77	51	66.23%	88.18%	86.25%
2018	BSN	NCLEX	50	41	82.00%	88.30%	86.88%
2017	BSN	NCLEX	109	90	82.60%	87.12%	84.96%
2016	BSN	NCLEX	73	64	87.70%	84.60%	81.10%
2015	BSN	NCLEX	92	82	89.10%	84.50%	81.20%

The shaded numbers are final values updated from preliminary results in previous versions.

HEALTH INFORMATION TECHNOLOGY

The Associate of Science in Health Information Technology students are eligible to take the Registered Health Information Technician (RHIT) test. Recently the number of graduates taking the test have been too small to publish results.

RADIOLOGIC TECHNOLOGY

The Associate of Science in Radiologic Technology students take the American Registry of Radiologic Technologists (ARRT) test. The ARRT pass rates have usually been at or higher than the national average. The percent of Mercy College graduates passing the ARRT test was lower in 2018 than the national average, but an improvement from the previous year. The pass rate increased again in 2019.

The Mercy College “% passing” and the National and Ohio Pass Rates are for only the first attempt test takers within six months of graduation.

TABLE 13. AMERICAN REGISTRY OF RADIOLOGIC TECHNOLOGISTS (ARRT) PASS RATES FOR RADIOLOGIC TECHNOLOGY GRADUATES

Class Year	Program	Test Name	Number Taking	Number passing	% passing	Minimum % to Pass	National Pass Rate
2019	Rad Tech	American Registry of Radiologic Technologists (ARRT)	27	25	92.6%	75%	89.0%
2018	Rad Tech	American Registry of Radiologic Technologists (ARRT)	26*	23*	87.5%	75%	89.4%
2017	Rad Tech	American Registry of Radiologic Technologists (ARRT)	18	14	78%	75%	89.3%
2016	Rad Tech	American Registry of Radiologic Technologists (ARRT)	25	22	88%	75%	88.4%
2015	Rad Tech	American Registry of Radiologic Technologists (ARRT)	25	22	88%	75%	88.4%
2014	Rad Tech	American Registry of Radiologic Technologists (ARRT)	26	26	100%	75%	88.9%

*numbers corrected after program review of data

Mercy College Strategic Plan

The 2019-2023 Mercy College Strategic Plan, *The Mercy College Journey: Believe, Serve, Lead, Excel*, 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 are our 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, 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.**

KPIs

- Graduation Rate
- Financial Aid Default Rate
- Board Pass Rates
- Safety and Security (measured with Noel-Levitz SSI)
- Overall Student Satisfaction with Mercy College Educational Experience – RNLSSI
- Overall Satisfaction of Faculty and Staff with Mercy College
- Annual Security Report – Clery Statistics

***Goal Two:* Develop and sustain collaborative relationships with internal and external constituencies.**

KPIs

- Enrollment of Mercy Health Employees
 - Undergraduate Credit Hours (UGCH),
 - Graduate Credit Hours (GCH), and Headcount)
- Enrollment of Underrepresented students (UGCH, GCH, and Headcount)
- Articulation agreements/dual degrees with Colleges and Universities (number)
- Involvement in community Service and Service Learning Projects (Tracked by Hours, Service Organizations, and Number Involved)

***Goal Three:* Maintain and steward the financial viability of the College.**

KPIs

- Enrollment (Headcount and Credit Hour Generation)
- Retention – 80% and higher for land-based programs; 65 % and higher for online
- Financial Stability
 - Less reliance on Medicare pass through funds The target date to achieve the breakeven of revenue over expenses is 2023.
 - Achieve the target number on the Composite Financial Index (CFI) submitted in the HLC – Annual Institutional Data Update (AIDU)
- Gifts and Grants for the Institution

***Goal Four:* Respect and embrace our religious heritage and core values.**

KPIs

- Community Benefit hours – total number contributed by the College Faculty, Staff and Students
- “I know and understand the Mission and Values of the College.” RNLSSS







Strategic Plan Key Performance Indicators (KPIs)

The 2019-2023 Strategic Plan was in effect during Academic Year 2019-2020. The KPIs are those listed in that version of the Strategic Plan.

The Institutional Effectiveness (IE) Committee reviewed each KPI using the questions:

- Did the Strategic Plan include an explicit expectation for the KPI?
- Did the wording of the KPI and its expectation (if available) provide enough clarity as to what data was needed to assess if the expectation was met?
- If both above conditions were met, then the data was compared to the expectation to determine if the expectation was met.

Each goal includes a summary table of the status for each KPI followed by additional details for each KPI.




















	means that the stated expectation was met.
	means that the stated expectation was partially met
	means that stated expectation was not met
	means that there was not enough information to determine whether an expectation was met. Either no expectation was specified or more clarity is needed in defining the KPI and/or the expectation for the KPI. More information is provided with each KPI and in the IE recommendations at the end of the report.

Comments in italics are potential expectations provided by the IE Committee or the College President. The Strategic Planning and Budgeting Council needs to set an expectation for the KPI or adopt the one suggested by the IE Committee.

Goal One:

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

TABLE 14. SUMMARY OF STATUS OF GOAL ONE KPIS.

KPI	Status	Comments
Graduation Rate	 	 Graduate degree students.  All other students <i>Also see Recommendations.</i>
Financial Aid Default Rate		
Board Pass Rates		 Bachelor of Science Nursing Pre-licensure graduates  Associate degree graduates in Nursing  Associate degree graduates in Radiologic Technology
Safety and Security (measured with Noel-Levitz SSI)	 	Based on Noel Levitz designation as a Strength <i>Also see Recommendations.</i>
Overall Student Satisfaction with Mercy College Educational Experience – RNLSSI	 	 Students in land programs.  Students in online programs <i>Also see Recommendations.</i>
Overall Satisfaction of Faculty and Staff with Mercy College	 	Based on improvement from 2016 to 2019 and equality in 2019 with comparison group. <i>Also see Recommendations.</i>
Annual Security Report – Clery Statistics	 	Based on “The Clery Annual Report will be completed annually with no findings or penalties.” <i>Also see Recommendations.</i>

Graduation Rate

Expectation: 75% or more students will graduate within 150% of normal time to completion

TABLE 15. GRADUATION RATES FOR STUDENTS NEW TO MERCY COLLEGE IN FALL 2017.

Students who expected to earn a four-year baccalaureate degree ("B.S. 4 yr degree" column) were still within 150% of expected time to completion at the end of Academic Year 2019-2020.

Expected degree at Fall 2017 entry	Graduate degree	B.S. completion	Associate degree	Certificate	Subtotal for 150% @ 3 years	B.S. 4 yr degree (71 BSN)	TOTAL
Normal time to completion (NTC)	2 years	2 years	2 years *10 sem	1 year		4 years	
150% of NTC	3 years	3 years	3 years *15 sem	1.5 years		6 years	
# entering	10	63	255	31	359	76	435
Cert by end of SU18		1	1	21	23		23
Deg by end of SU20	9	36	123	NA	168	13	181
% Deg/cert within 150% NTC	90%	59%	49%	68%	53%	17%	47%
*Students in the associate nursing evening/weekend program have a longer scheduled time to completion. Sem = semesters, which include fall, spring, and summer							

TABLE 16. COMPARISON OF GRADUATION RATES AS CALCULATED FOR THE KPI VERSUS GRADUATION RATES BY PROGRAM

Strategic Plan Goal One Graduation Rate KPI	Table 11 Graduation Rates by Program within 150% of Normal Time to Completion
<ul style="list-style-type: none"> Measured from when the student entered the College. Counts only students whose first semester at Mercy College was Fall 2017. 	<ul style="list-style-type: none"> Measured from when the student entered the Program. Some students need to complete pre-requisite courses before program admission. Program calculations include students who returned to the College for another degree and those who switched programs.

The IE Committee spent time discussing this KPI and its expectation. Is the 150% of Normal Time to Completion appropriate for all students/programs? Mercy College has reported graduation rates based on when a student entered a program. State and national entities calculate graduation rates based on when the student first enrolled in college. Associate students may be enrolled one or more semesters before program admission; thus they are attending college longer than it would appear from Program Graduation Rates. How should graduation rates be measured for this KPI to accurately reflect the student experience?

Financial Aid Default Rate

Expectation: Rate will be lower than both Ohio rate and 4-year Private College rate

A cohort default rate is the percentage of a school's borrowers who enter repayment on certain Federal Family Education Loan (FFEL) Program or William D. Ford Federal Direct Loan (Direct Loan) Program loans during a particular federal fiscal year (FY), October 1 to September 30, and default or meet other specified conditions prior to the end of the second following fiscal year. FY 2017 cohort rates were reported in October 2020. A low default rate is desired.

TABLE 17. FINANCIAL AID DEFAULT RATE

Repayment Cohort	Mercy	Ohio	4 Year Private Colleges	Private Schools	National
FY 2015	4.2%	12.20%	6.6%	7.1%	10.80%
FY 2016	5.6%	11.10%	6.3%	6.6%	10.10%
FY 2017	4.0%	Not available	6.5%	6.7%	9.70%

Board Pass Rates

Expectation: Rate will be higher or equal to exam national average.

Data is available in Table 12 (page 26) for nursing and Table 13 (page 27) for radiologic technology.

There was a significant decrease in the NCLEX pass rate for 2019 BSN graduates. A nursing consultant was hired to assist the Program Director/Dean to determine the cause and a remedy.

Safety and Security

Expectation: (none provided; RNL definition of “Strength” was applied as shown in Table 18)

The data for this KPI are responses to an item on the Ruffalo Noel-Levitz Student Satisfaction Inventory (SSI) administered to students in the spring of even numbered years: *The school is safe and secure for all students.* The version of the survey used in 2020 replaced the word school with campus.

The SSI is administered only to students in programs with classes on campus. Students in online programs are requested to complete the Ruffalo Noel-Levitz Priorities Survey for Online Learners (PSOL). This item is not part of that survey.

TABLE 18. STUDENT PERCEPTION OF CAMPUS SAFETY AND SECURITY

as measured by responses to the Ruffalo Noel-Levitz (RNL) Student Satisfaction Inventory (SSI)

	February 2020 <i>The campus is safe and secure for all students.</i>	February 2018 <i>The school is safe and secure for all students.</i>
Percentage of students responding who were “Satisfied” (6) or “Very Satisfied” (7) on a scale of 1 to 7	82%	82%
RNL designation	Strength	Strength
RNL definition of Strength: The item was in the top half of Average Importance and the top quarter of Average Satisfaction for all items with importance and satisfaction ratings.		

Overall Student Satisfaction with Mercy College Educational Experience

Expectation: 78%

The data for this KPI are responses to an item on the Ruffalo Noel-Levitz Student Satisfaction Inventory (SSI) and the Priorities Survey for Online Learners (PSOL) administered to students in the spring of even numbered years for the item. *Rate your overall satisfaction with your experience here thus far.*

TABLE 19. PERCENTAGE STUDENT RESPONSES OF “VERY SATISFIED” OR “SATISFIED” (6 OR 7 ON A SCALE OF 1 TO 7) **FOR RATE YOUR OVERALL SATISFACTION WITH YOUR EXPERIENCE HERE THUS FAR** TO RUFFALO NOEL-LEVITZ SSI AND PSOL SURVEYS.

Survey instrument	Students requested to complete the survey	February 2020	February 2018
Student Satisfaction Inventory (SSI)	Students in programs with classes on campus	70%*	73%
Priorities Survey for Online Learners (PSOL)	Students in programs with all classes online	90%	83%

*The 2020 SSI was a longer form of the survey than 2018. The 70% percentage is comparable to the percentage of 68% for a comparison group of healthcare related institutions.

Data was provided with the assumption that the expectation of 78% referred to responses of “Very Satisfied” or “Satisfied.” Clarification of what the percentage refers to needs to be clarified.

The IE Committee asked about the source of the expectation for this KPI. Prior to 2018, all students took the SSI (Student Satisfaction Inventory) survey. The expectation was based on prior College results. Generally, an expectation is a specified increase in a prior poor result or attaining results equal to or better than others in a national or peer comparison. Therefore, the IE committee recommended that the expectation for this KPI be reviewed.

Overall Satisfaction of Faculty and Staff with Mercy College

Expectation: (none provided)

Responses to the item “Rate your overall satisfaction with your employment here so far” on the Ruffalo Noel-Levitz College Employ Satisfaction Survey (CESS) are the source of the data for this KPI. Responses are on a scale of 1 (Not satisfied at all) to 5 (Very Satisfied).

The survey was administered to staff, administration, and full-time and adjunct faculty. The survey was administered at Mercy College in Spring of 2016 (first time) and again in Spring 2019.

TABLE 20. OVERALL SATISFACTION WITH EMPLOYMENT AT MERCY COLLEGE

as measured by responses to the Ruffalo Noel-Levitz College Employee Satisfaction Survey (CESS).

	Mercy College	Comparison Group
2016	3.49	3.83
2019	3.82	3.82

An expectation needs to be set for this KPI.

Annual Security Report

The most current Annual Security Report – Toledo; Annual Security Report – Youngstown; and Clery Compliance Policy are posted on the website <https://mercycollege.edu/student-affairs/campus-safety>

The Annual Security reports include crime statistics for the three most recent years in three location categories: On-campus, Non-campus, and Public Property (within, adjacent to, or immediately accessible from the campus). That means that the data shown in the table for Youngstown includes hospital statistics.

TABLE 21. THE STATISTICAL SUMMARY OF CRIMES FOR MERCY COLLEGE OVER THE PAST THREE CALENDAR YEARS. YOUNGSTOWN COUNTS INCLUDE HOSPITAL STATISTICS FOR PROPERTY WITHIN, ADJACENT TO, OR IMMEDIATELY ACCESSIBLE FROM THE CAMPUS.

Crime	Toledo On Campus			Youngstown On Campus*			Youngstown Non Campus	
	2019	2018	2017	2019	2018	2017	2019	2018
Fondling	0	0	0	0	1	0	0	0
Aggravated Assault	0	0	0	5	2	17	0	0
Burglary	1	0	0	0	0	0	0	0
Motor Vehicle Theft	0	0	0	3	0	0	0	0
Arrest - Liquor Law Violation	0	0	0	0	3	4	0	0
Arrest - Drug Abuse Violation	0	0	0	32	47	32	0	0
Arrest - Weapon Violation	0	0	0	1	4	2	0	0
Domestic Violence	0	0	0	0	3	3	0	0
Dating Violence	0	1	0	0	0	0	0	0
Stalking	0	0	0	0	0	0	0	1









Data is reported for 20 crime categories. Only categories with non-zero counts are included in the table.

The Compliance Officer, who is on the IE Committee, recommended that the expectation for this KPI be “The Clery Annual Report will be completed annually with no findings or penalties.”

Goal Two:

Develop and sustain collaborative relationships with internal and external constituencies.

TABLE 22. SUMMARY OF STATUS OF GOAL TWO KPIS

KPI	Status	Comments
Enrollment of Mercy Health Employees Undergraduate Credit Hours (UGCH), Graduate Credit Hours (GCH), and Headcount	 	Did not meet Headcount expectation. No expectation set for credit hours. <i>Also see Recommendations.</i>
Enrollment of Underrepresented students (UGCH, GCH, and Headcount)	 	 New Undergraduate headcount.  Continuing and returning undergraduate headcount and graduate headcount. No expectation set for credit hours. <i>Also see Recommendations.</i>
Articulation agreements/dual degrees with Colleges and Universities (number)		<i>See Recommendations.</i>
Involvement in community Service and Service Learning Projects		<i>See Recommendations.</i>

Enrollment of Mercy Health Employees

Expectation: Fall 2019 Headcount: 248

The data for this KPI is from students eligible for tuition reimbursement from Bon Secours/Mercy Health and who chose to request that reimbursement. Other employees who do not meet qualifications may also be enrolled at Mercy College.

TABLE 23. ENROLLMENT OF MERCY HEALTH EMPLOYEES. ACADEMIC YEAR DATA INCLUDES FALL 2019 DATA

	Headcount	Undergraduate Credit Hours	Graduate Credit Hours
Fall 2019	180	1,061	234
Academic Year 2019-2020	215	2,447	769.5

Bon Secours/Mercy Health Employees were enrolled in nine programs at Mercy College in Fall 2019: Master of Health Administration, Master of Science in Nursing (MSN), three bachelor programs (Healthcare Administration, Medical Imaging, RN to BSN), Health Information Technology, and three certificate programs (Computed Tomography, Medical Coding, and Paramedic). In those nine programs, Mercy Health Employees enrolled in Fall 2019 were 50% of enrollment and contributed 46% of the enrolled credit hours. The percentages by program had a range of 93% (headcount and credits) for MSN to 12% (headcount and credits) for Medical Imaging.

Enrollment of Underrepresented students (Undergraduate credit hours (UGCH), Graduate credit hours (GCH), and headcount

Expectation: 25% of undergraduate headcount

BGSU students were first enrolled in Fall 2019 taking a prerequisite course to prepare them for potential admission to the B.S. in Nursing Pre-Licensure program. Since there were no “continuing” BGSU students in Fall 2019, they are not included in Table 24. The BGSU students enrolled in Fall 2019 were not included in Table 25 as they were not expected to be enrolled in Spring 2020 and their persistence rate would be zero.

BGSU students should be included in enrollment, persistence, and retention calculations once they are admitted to the B.S. in Nursing Pre-Licensure program.

TABLE 24. UNDERGRADUATE AND GRADUATE HEADCOUNT AND CREDIT HOURS FOR FALL 2019 BY RACE/ETHNICITY.

BGSU students are not included. “Continuing & returning” includes readmits (6) and transient (5) students.

FALL 2019	Undergraduate			Graduate	
Race/Ethnicity	New students	Continuing & returning	Undergraduate credit hours (UGCH)	Headcount	Graduate credit hours (GCH)
Total students or credit hours	365	976	12,089	60	351
Black or African American	12%	10%	10%	8.3%	8.5%
Hispanics of any race	10%	5%	6%	3.3%	3.4%
All other Races/Ethnicities	5%	7%	7%	5.0%	5.1%
White	74%	77%	77%	83.3%	82.9%

Data was provided with the assumption that “underrepresented” is related to race/ethnicity. The term “underrepresented,” in higher education, does not exclusively refer to race/ethnicity. Men could be considered an underrepresented group at Mercy College because they are a small percentage of faculty, staff, and students.

The headcount of new undergraduate students meets the expectation. There is a statistically significant difference between the distribution by race/ethnicity of new undergraduate students and continuing undergraduate students. Further investigation is needed to determine the cause of the difference.

TABLE 25. NEW STUDENT PERSISTENCE FROM FALL TO THE FOLLOWING SPRING.

Each column represents the cohort enrolled the first time in the fall at the top of the column. BGSU dual degree students are not included in the table.

Race/Ethnicity	Fall 2019 to Spring 2020	Fall 2018 to Spring 2019	Fall 2017 to Spring 2018
Black or African American	60%	54%	62%
Hispanics of any race	71%	91%	70%
All other Races/Ethnicities	67%	77%	92%
White	78%	82%	88%

Articulation agreements/dual degrees with Colleges and Universities

Expectation: By 2023: 8 Articulation and 3 Dual Degree Agreements

TABLE 26. SCHOOLS WITH WHICH MERCY COLLEGE HAD AN ARTICULATION AGREEMENT OR DUAL DEGREE AGREEMENT DURING ACADEMIC YEAR 2019 – 2020

Institution	Type of Agreement	Pertinent details
Bowling Green State University (BGSU)	Dual degree agreement	BGSU undergraduate students may simultaneously earn a B.S. in Applied Health Science from BGSU and a B.S. in Nursing from Mercy College in 4 years.
Logan University	Articulation agreement	a 3+3 Program that allows students to complete their three years of required undergraduate studies at Mercy College and complete the fourth year of undergraduate studies while enrolled in Logan's Doctor of Chiropractic Program.
Lourdes University	Articulation agreement	Mercy College of Ohio and Lourdes University have a partnership where a maximum of 90 credit hours are accepted by Lourdes University towards the Bachelor of Arts degree in Theological Studies.
Owens Community College	Articulation agreement	Students may seamlessly transfer from Owens to Mercy College to earn a B.S in Biology, Healthcare Administration or Medical Imaging.

<https://mercycollege.edu/academics/student-records/articulation-agreements>

Involvement in community service and Service Learning Projects.

Expectation: (none provided)

Service Learning is defined as Curricular and Co-Curricular Service that is tied to Learning Objectives AND has a reflection component. Curricular Service Learning is embedded within courses. Co-Curricular service hours are for specific activities by Hoffman Ambassadors, by Leader Scholars, and by students participating in the Service Immersion Trip.

Only student Service Learning hours are listed for this KPI. Other student service hours that do not meet the conditions for Service Learning are included in the Community Benefit hours (Goal 4). Faculty/staff service hours, including hours related to Service Learning, fall under Community Benefit (a KPI for Goal Four).

Service Learning Estimated Total for FA19-SU20: 3,586 service hours












Curricular Service Learning: 2956 hours *This is an estimate as Service Learning hours from the Nursing Division have not been confirmed. This total was also impacted by the pandemic—several courses switched from service-learning to community based research projects after March 15, 2020.*

Co-Curricular Service Learning: 630 hours *This is an estimate as Leader Scholar service hours have not been confirmed.*

Goal Three:

Maintain and steward the financial viability of the College.

TABLE 27. SUMMARY OF STATUS OF GOAL THREE KPIS.

KPI	Status	Comments
Enrollment	 	 Headcount  Credit Hour Generation <i>Also see Recommendations.</i>
Retention Online programs: 65 % or more Land-based programs: 80% or more	 	Many, but not all, programs met the expected retention rate. (Table 19)  Online students were retained at 77% Fall 2019 to Fall 2020  Land students were retained at 78% Fall 2019 to Fall 2020 <i>Also see Recommendations.</i>
Financial Stability Less reliance on Medicare pass through funds with breakeven of revenue over expenses by 2023. Achieve the target number on the Composite Financial Index (CFI) submitted in the HLC – Annual Institutional Data Update (AIDU)		Trend is toward the goal.  CFI
Gifts and Grants for the Institution		<i>See Recommendations.</i>

Enrollment – Headcount and Credit Hour Generation

Expectation: 1,464 Undergraduates and 13,500 Undergraduate credit hours in Fall

Relevant numbers in Table 5 are 1,498 undergraduate students and 12,259 undergraduate credit hours. Table 5 also shows the percentage change in fall numbers over a series of years.

Figure 1 and Table 3 have related data. Table 3 has total unduplicated enrollment and credit hours for academic year 2019-2020. FTE (Full-time equivalent students) is calculated from the number of credits. A comparison of the two rightmost columns of Table 3 shows that fewer credit hours were generated in 2019-2020 compared to 2018-2019. Figure 1 shows total fall enrollment (headcount) by program location over seven academic years.

Retention

Expectation: 80% and higher for land-based programs; 65 % and higher for online

The Strategic Plan specifies a Retention Rate for a program based on the mode of instructional delivery: Online or Land. The goal and the retention rate for each program are shown in Table 9.

Retention of online students was 75% for Spring 2019 to Spring 2020 and 77% for Fall 2019 to Fall 2020.

Retention of land students was 77% for Spring 2019 to Spring 2020 and 78% for Fall 2019 to Fall 2020.

Financial Stability

Expectations:

(a) The target date to achieve the breakeven of revenue over expenses is 2023.

(b) [based on wording of KPI] Achieve a Composite Financial Index (CFI) in the range 1.5 to 3.0.

This KPI has two parts.

(a) The first is “Less Reliance on Medicare pass through funds.” Table 27 shows that Mercy College is working toward that goal.

TABLE 27. COMPARISON OF REVENUE WITHOUT MEDICARE OR MEDICAID REIMBURSEMENT WITH EXPENSES

	2019 AFS*	2018 AFS*	2017 AFS*	2016 AFS*	2015 AFS*
Revenue minus Medicare/Medicaid	\$ 17,447,601	\$ 16,082,737	\$ 15,691,786	\$ 13,749,224	\$ 12,218,141
Expenses	\$ 18,477,049	\$ 18,604,139	\$ 17,790,447	\$ 17,474,533	\$ 18,350,241
Difference	\$ (1,029,448)	\$ (2,521,402)	\$ (2,098,661)	\$ (3,725,309)	\$ (6,132,100)

(b) The second part of the KPI is “Achieve the target number on the Composite Financial Index (CFI).”

The Composite Financial Index (CFI) is a NACUBO (National Association of Colleges and University Business Officers) developed index that shows the relative financial health of the institution. The CFI is derived using four ratios: Primary Reserve Ratio, Viability Ratio, Return on Net Assets Ratio and Net Operating Revenue Ratio. The Higher Learning Commission (HLC), which accredits Mercy College, considers a CFI in the range 1.5 to 3.0 as good for private institutions. A lower CFI is not good.

TABLE 28. MERCY COLLEGE COMPOSITE FINANCIAL INDEX 2016 THROUGH 2019.

Calendar year	Mercy College of Ohio Composite Financial Indicator (CFI)	Within range 1.5 to 3.0?
2016	2.2	Yes
2017	2.2	Yes
2018	3.0	Yes
2019	2.2	Yes

Gifts and Grants for the Institution

Expectation: (none provided)

Gifts

Table 10, Financials (Income and Expenses) shows income of \$395,040 from grants and gifts in calendar year 2019. The Development Office provided 2019 data showing 259 donors made 575 gifts totaling \$530,321.34 in cash, pledges, other, GIK, stock, stock/property, planned gifts, recurring gifts, recurring gift pay cash. That amount includes pledges or other promised money that was not received during calendar year 2019 and therefore is not included as income on the audited financial statement.

TABLE 29. GRANTS TO MERCY COLLEGE THAT WERE AWARDED 8/1/19 TO 7/31/2020.

Title	Source	Amount	Description
Mercy College COVID Student Aid	US. Department of Education [478099-student aid]	\$443,396	Support students during pandemic
Mercy College-COVID Institutional Aid	U.S. Department of Education [478098-institutional aid]	\$443,396	Support students and provide support for college operations during the pandemic
NEPQR COVID Relief	HHS Health Resources & Services Administration (HRSA)	\$ 78,571	Support training of primary care nurses during the pandemic
Mercy College-COVID Strengthening Institutions	U.S. Department of Education	\$ 43,102	Support students and provide support for college operations during the pandemic
<i>Subtotal COVID related funds</i>		<i>\$1,008,465</i>	
Mercy College NEPQR FY 2021	HHS Health Resources & Services Administration (HRSA)	\$313,597	Third year of the grant to support training nursing students about primary care nursing
TOTAL		\$ 1,322,062	

Goal Four:

Respect and embrace our religious heritage and core values.

TABLE 30. SUMMARY OF STATUS OF GOAL THREE KPIS.

KPI	Status	Comments
Community Benefit hours – total number contributed by the College Faculty, Staff and Students	!	<i>See Recommendations.</i>
“I know and understand the Mission and Values of the College.” RNLSSS	!	<i>See Recommendations.</i>

Community Benefit hours

Expectation: (none provided)

501 hours for Fall 2019 through Summer 2020. This includes hours for faculty/staff and any volunteer service performed by students that is not defined as Service Learning (Goal 2).

Ruffalo Noel Levitz Student Satisfaction Survey Results for survey item “I know and understand the Mission and Values of the College.”

Expectation: (none provided)

Percentages are the percentage of responses that indicated an answer of 6 or 7 to the item: 6 is considered “important” or “satisfied” and 7 is considered “very important” or “very satisfied.” (responses were on a scale of 1 to 7).

TABLE 31. PERCENTAGE OF STUDENTS WHO CONSIDER “I KNOW AND UNDERSTAND THE MISSION AND VALUES OF THE COLLEGE” AND THEIR SATISFACTION WITH THE WAY THE STATEMENT IS ILLUSTRATED AT MERCY COLLEGE AS MEASURED BY RESPONSES TO THE RUFFALO NOEL-LEVITZ SSI AND PSOL.

	Students requested to complete the survey	February 2020		February 2018	
		Importance	Satisfaction	Importance	Satisfaction
Student Satisfaction Inventory (SSI)	Students in programs with classes on campus	83%	86%	85%	88%
Priorities Survey for Online Learners	Students in programs with all classes online	81%	93%	83%	91%

Average Satisfaction is higher than average Importance. But Importance is below the level for a Strength by Noel-Levitz.

Institutional Effectiveness

Recommendations to the Strategic Planning and Budgeting Council

Goal 1

- **Graduation Rate (75% or above will graduate within 150% of normal time to completion):** Some entering students spend time as a “pre” student before admission to a program. Many students take classes part-time, lengthening the time they are at Mercy College. The 150% time to completion goal is based on an IPEDS (Integrated Postsecondary Education Data System) goal that is only measured for first-time, full-time students. Mercy College enrolls fewer than 50 students per year who meet that definition. There is also a Satisfactory Academic Progress (SAP) Financial Aid requirement that requires graduation within 150% of time to completion.

The IE committee recommends that this KPI be stated as a College KPI and clarify the expectation given the different lengths and levels of College programs.
 - **Safety and Security (measured with Noel-Levitz SSI):** The IE committee recommends that the expectation be worded “Rated as a Ruffalo Noel-Levitz Strength; i.e. in the top half of average Importance and top quarter of average Satisfaction based on responses from all land students.”
 - **Overall Student Satisfaction with Mercy College Educational Experience (RNLSSS 78%):** Is the expectation connected with national results? The IE committee recommends that the expectation for this KPI be reviewed. Data was presented in this report with the assumption that the 78% referred to responses of “Very Satisfied” or “Satisfied” but that should also be clarified. Correctly identify the RNL surveys as RNL-SSI (Ruffalo Noel-Levitz Student Satisfaction Inventory – administered to land students) and RNL-PSOL (Ruffalo Noel-Levitz Priorities Survey for Online Students).
 - **Overall Satisfaction of Faculty and Staff with Mercy College (RNLSSS):** No expectation was provided for this KPI in the 2019-2023 Strategic Plan. The correct abbreviation of the survey is RNL-CESS.
 - **Annual Security Report (Clery Statistics Benchmark):** No expectation was provided for this KPI in the 2019-2023 Strategic Plan. The IE committee recommends that the expectation “Clery Statistics Benchmark” be changed to “The Clery Annual Report will be completed annually with no findings or penalties.”
-

Goal 2

- **Enrollment of Mercy Health Employees (UGCH, GCH, and Headcount):** What exactly does the College want to track? What is the definition of “Mercy Health Employees”? The KPI also needs a clear expectation. The IE committee recommends that the Strategic Planning and Budgeting Council (SPBC) review this KPI.
- **Enrollment of Underrepresented students (UGCH, GCH, and Headcount):** This KPI was unofficially race/ethnicity but the term “underrepresented” is not equivalent to one specific group of students. If it applies only to one group, the KPI should clearly indicate that. The IE committee recommends that the SPBC review this KPI. Clarify the definition of “Underrepresented students” as used by Mercy College of Ohio. Also consider that, as stated, the KPI focuses on admitting more “underrepresented students” without considering retention or graduation rates of the students identified as “underrepresented.” What will best capture the enrollment and success of all students?

Some categories often included as *Underrepresented Students*. *Low-income, first-generation, LGBT+, and minority students*. *Underrepresented means that a group make up only a small fraction of the college's total population. These underrepresented groups face unique challenges both in applying to and attending college.*

- **Articulation agreements/dual degrees with Colleges and Universities (number):** The IE committee recommends that the SPBC revise the expectation for this KPI: “an increase of __ students will enroll as a result of articulation agreements and dual degree programs” where the blank indicates a numerical/percentage indicator.
 - **Involvement in community Service and Service-Learning Projects (Tracked by Hours, Service Organizations, and Number Involved):** Service Learning and Community Service are two different entities. Since Service Learning is part of the Institutional Learning Outcomes, does it need to be tracked as a KPI? The IE committee recommends that the SPBC review this KPI to clarify definitions and set expectations. What measurement will best measure success for the goal “Develop and sustain collaborative relationships with internal and external constituencies?”
-

Goal 3

- **Enrollment (1,464 Headcount and 13,500 Undergraduate Credit Hours):** The IE committee recommends that the KPI focus on credit hours and specify for what time period (semester or academic year) the credits are measured. Is there a consistent number (13,500) or should the expectation be a formula for calculating the number of credit hours?
 - **Retention (80% and higher for land-based programs; 65 % and higher for online):** The IE committee recommends that the SPBC consider setting a single expectation of retention at the College level rather than goals by program. If separate retention expectations are needed by method of delivery (land and online), the expectation should be an overall retention rate for each of the two forms of delivery rather than by program.
 - **Gifts and Grants for the Institution.** A clear identification of what data will be used for this KPI is needed. A clear expectation for measurement also needs to be set.
-

Goal 4

- **Community Benefit hours.** What is the purpose of each KPI? How do they measure how well the College is doing to meet the Goal with which the KPI is associated? What is the measurable expectation associated with each KPI? Goal Two: Develop and sustain collaborative relationships with internal and external constituencies. Goal Four: Respect and embrace our religious heritage and core values.

The IE committee recommends that the SPBC review this KPI in conjunction with the Director of Campus Ministry and Service Learning. This KPI and the Goal 2 KPI of Involvement in community Service and Service-Learning Projects need to have clearly distinct boundaries.

- **“I know and understand the Mission and Values of the College” (RNLSSS):** If an item on the Ruffalo Noel Levitz surveys will continue to be used, then the abbreviation needs to be corrected. The correct abbreviations of the surveys are RNL-SSI and RNL-PSOL. The SPBC may consider using results from the Catholic Identity and Mission Assessment (CIMA) survey if the College plans to administer that survey on a regular basis. The IE Committee recommends establishing a clearer definition and expectation for this KPI.



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