Morningside College

HLC ID 1247

STANDARD PATHWAY: Mid-Cycle Review

Visit Date: 12/4/2017

Mr. John Reynders
President

Tom Bordenkircher
HLC Liaison

Kevin Cole
Review Team Chair

Joan Costello
Federal Compliance Reviewer

Deborah Balogh
Team Member

Daniel Jordan
Team Member

Richard Redner
Team Member
Context and Nature of Review

Visit Date

12/4/2017

Mid-Cycle Reviews include:
- The Year 4 Review in the Open and Standard Pathways
- The Biennial Review for Applying institutions

Reaffirmation Reviews include:
- The Year 10 Review in the Open and Standard Pathways
- The Review for Initial Candidacy for Applying institutions
- The Review for Initial Accreditation for Applying institutions
- The Year 4 Review for Standard Pathway institutions that are in their first accreditation cycle after attaining initial accreditation

Scope of Review

- Mid-Cycle Review
- Federal Compliance
- On-site Visit

There are no forms assigned.

Institutional Context

This is the year-four, mid-cycle Standard Pathways review for Morningside College, conducted December 3rd - December 6th, 2017. Morningside College, located in Sioux City, IA, is an independent, four-year liberal arts institution affiliated with the United Methodist Church. As of this report, it offers sixty-five undergraduate majors and pre-professional programs, as well as a Master of Arts in Teaching and Master of Science in Nursing, with tracks in Family Nurse Practitioner, Adult-Gerontology Nurse Practitioner, and Clinical Nurse Leader. As of the review, the institution's enrollment was 1300 full-time students.

Interactions with Constituencies

President

13 Board Members (including student representative to the board)

9 Undergraduates and 12 graduate students

Faculty and President of Faculty

President
Associate VP of Institutional Research/ALO
Provost
VP for Business and Finance
VP for Advising
VP Student Life
VP for Communications
VP for Institutional Advancement
Associate VP for IR and Director of Financial Aid
Dean of Students
Director of Alumni Relations
Associate Dean of Academic Affairs
Administrative Assistant for Assessment and IR
Director of Graduate Education
Library Director
Director of Admissions
Admissions Communications Coordinator
Academic Affairs Coordinator
Registrar
Associate Registrar
Graduate Financial Planning Coordinator
Graduate Education Technologist
Advisor--Graduate Education
AVP/Controller
Staff Member of Career Services
Director of Graduate Education
Chair of Undergraduate Teaching Education
Faculty and Faculty President
Additional Documents

Ten-year historical faculty-student ratio

2017-18 Financial Aid Terms and Conditions

CCNE Accreditation reports

Sample program reviews

Additional course syllabi

Minutes of the Curriculum Policies and Assessment Committee

Data analysis of lab usage

Copies of faculty evaluation forms and self-evaluation forms

Sample of faculty CVs

Faculty Senate minutes

Evidence of MAT adjunct training and mentoring

CVs of adjunct MAT faculty

MC org chart

MSN faculty CVs

Adjunct faculty headcount

MAT adjunct faculty evaluations

Adjunct faculty screening rubric

Quality Matters rubrics and reports

Documentation on Connie Wimer Women’s Leadership Program

Procedure for Hiring Qualified Faculty for Teaching Assignments in the Graduate Education Department at Morningside College

Qualifications for various staff (heads of various offices)
December 2017 gen ed revision

Title IX policies and procedures documentation

Ten-year financial documents

Minutes from student government

Documents related to writing across the curriculum

Documentation related to completing federal compliance worksheets (to address recommendations made to the team by the federal compliance reviewer)
1 - Mission

The institution’s mission is clear and articulated publicly; it guides the institution’s operations.

1.A - Core Component 1.A

The institution’s mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution’s academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution’s planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Rating

Met

Evidence

• Ample evidence illustrates that Morningside's mission is broadly understood within the institution and guides its processes. For example, a wide representation of constituents contributed to the current iteration of the mission, established in 2000 and extensively reviewed again in 2011 among a similarly wide representation of constituents— all to ensure that the institution remains aligned to mission. In 2015, the institution grounded its revision of undergraduate learning outcomes on the mission. Interviews with participants in the Criterion 1 and 2 open forum provide additional evidence that the mission is broadly understood. For instance, several participants, including a board member, provided examples of how the institution integrates ethical leadership into the curriculum, cultivates and pursues service (with students and faculty), and facilitates an open dialogue between the board and day-to-day operations of the institution.

• Assurance documents and interviews during the visit provide ample evidence that the institution's academic programs, support services, and enrollment profile are consistent with the mission. For example, in 2003 and 2015, the institution revised its main undergraduate learning outcomes based on the mission. A review of syllabi provide evidence that undergraduate and graduate faculty routinely include the institution's learning outcomes—which of course are tied to the mission. In terms of support services, several student organizations provide evidence that the mission guides student support services. For example, SHADES (Students Helping Achieve Diversity and Equality Socially) strives to develop intentional community among students of different ethnicities and races and, in turn, to foster appreciation for diversity across campus. Morningside supports an active Gay Straight Alliance student organization. And interviews with staff during open forums—for instance, Career Services staff and advising staff—provide evidence of commitment to the mission. With
respect to student profile, Morningside is intentional about expanding its diversity. For example, it is a member of the Nicholas Academic Centers, a California-based organization that promotes college attendance among lower-income Hispanic populations. One board member is actively involved in this organization, and the institution has now enrolled several students as a result of its membership. Note: Please see the monitoring report regarding the team's concerns with respect to the relationship between the mission and the revision of the general education.

- Morningside College provides evidence that its budgeting priorities align with the mission, as illustrated in the team's report on Criterion 5C.

**Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*
1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution’s emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Rating

Met

Evidence

- A review of assurance documents provides evidence that Morningside articulates its mission in public documents. For instance, it appears on most brochures the team found, as well as on business cards and on various posted documents across campus. As the assurance report indicates, the mission does indeed appear at the bottom of most web pages on the institution's website. That said, the team would not have known this had it not been for the assurance report. The mission is, in fact, rather hard to find on the website. Moreover, the font is quite small. In other words, the mission statement is articulated publicly on the website, yes, but it is not especially easy to find. The team recommends that the institution consider generating a much more prominent link and/or missional presence on the "About Morningside" link as well in other places on the website for more visible presence, as opposed to the bottom of the web pages.
- Assurance documents and interviews with institution constituents provide evidence that the mission and missional-related documents are current. As the team noted in 1A, the most recent iteration of the mission was developed in 2000 and, since then, the university has grounded its undergraduate SLO revisions and general education revision on the mission. In 2011 institution constituents engaged in a review of the mission to ensure that it continues to accurately reflect the sensibilities and goals of the institution. Interviews with faculty and staff also indicate that the mission governed the 2017 Prioritization Project, which of course resulted in significant fiscal and programmatic adjustments. And the institution is currently considering modifying its mission as it looks to the future.
- A review of the mission, missional-related documents, and assurance documents provide evidence that the mission aligns with the nature and scope of the institution as well as its intended constituents. Graduate programs clearly feature their own mission statements on their respective websites and promotional materials, and they clearly identity their constituents. Interviews with students, staff, and faculty during the Criterion 1 and 2 open forum provided additional evidence that the institution promotes the enterprises of cultivating the "whole person" via critical thinking, effective communication, cultural understanding, and the like.
Additionally, clear to the team is that Morningside cultivates a passion for life-long learning and a dedication to ethical leadership and civic responsibility. For instance, in the open forums and other meetings, faculty routinely referred to these aspects of the mission.

- Note: Please see the team's recommended monitoring report regarding the relationship between the mission and the revision of the general education.

**Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*
1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution’s processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Rating

Met

Evidence

- A review of assurance documents provides evidence that Morningside is committed to cultivating the institution's and its students' role in and contributions to a multicultural society. First, the general education requires content that intentionally integrates components of diversity. Interviews with residence life staff provide additional evidence that the institution offers students many other service opportunities that increase their awareness of serving a multicultural society. As the website indicates, The Dimmit Fellowship program "brings distinguished scholars from around the world to Morningside College to enrich the cultural and academic life on campus." The 2018 fellow will be on campus March 10 through March 24th. And, as previously mentioned, the Gay Straight Alliance, SHADES, and the International Student Association all illustrate the institution's commitment to fostering a multicultural society. The team recommends that the institution include contact information for these organizations on the website.
- Morningside's processes and activities reflect commitment to human diversity. For instance, in addition to the offices mentioned above, the institution supports College Democrats and College Republicans along with Morningside Civic Union. Campus Ministries fosters an appreciation for and investment in human diversity in any number of its programs, including a sale of Guatemalan-made products during the visit, the profits of which go back to the artisans. Additionally, three student organizations are devoted to service: Morningside College Companions, SERVE (Serve Everyone Effectively Through Volunteer Efforts), and TOES (Totally on Earth's Side). Interviews with faculty in the MSN and MAT programs confirm that each integrates diversity into their curricula: in nursing via Holistic Nursing and in education via EDU611: Student Diversity and Educational Practice. Interviews with administration and education faculty confirm that they are in discussions with the Sioux City School District to track how diversity influences learning. And, again, several staff, faculty, and students indicated the rich rewards of Morningside's "Into the Streets" program, in which both students and faculty participate.
- Note: Regarding integrating service into the curriculum, please see the team's recommended monitoring report.
Interim Monitoring (if applicable)

*No Interim Monitoring Recommended.*
1.D - Core Component 1.D

The institution’s mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution’s educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Rating

Met

Evidence

- Morningside College is an independent, not-for-profit institution of higher education; thus, it is not beholden to financial parent organizations, investors, and the like. The institution's chief external constituency is the United Methodist Church, with which it is affiliated and which informs much of its identity, especially its identity as an institution committed to serving the greater good. Morningside's mission demonstrates the institution is authentically committed to the public good. Part of the mission reads: "The Morningside College experience cultivates a passion for life-long learning and a dedication to ethical leadership and civic responsibility." Assurance documents and interviews during the visit provide clear evidence that Morningside, indeed, authentically pursues this aspect of its mission. The institution is an active member of The President’s Interfaith and Community Service Campus Challenge, part of The President’s Higher Education Community Service Honor Roll. Going back to 1999, "Into the Streets" is an annual program at Morningside (conducted this year on 4 October 2017) in which Omicron Delta Kappa, a leadership society, facilitates a morning of service for students and faculty at 90 locations in the Sioux City, IA area. And a review of the student life website and interviews with student life staff provide clear evidence of service opportunities afforded to Morningside students.
- In terms of curricula and academic programming, Morningside is also intentional in integrating the sensibilities of service and commitment to the public good. According to assurance documents, the mission governed the board and administration's decision to develop an MSN degree program with tracks in Family Nurse Practitioner, Adult-Gerontology Nurse Practitioner, and Clinical Nurse Leader. These programs were developed in collaboration with various entities in the community with respect to identifying key needs and demands in health services. All athletic programs routinely integrate service, both on their own and as part of their membership in the NAIA. Finally, interviews with staff and faculty, as well as the open forum discussions, provide clear evidence that a culture of service permeates the curriculum and co-curricular activities.
- Interviews during the visit along with a review of assurance documents provide ample evidence that the institution invests deeply in cultivating ethical leadership and civic responsibility. First,
as an independent institution, the institution is not beholden to outside interests. And as an independent institution affiliated with the Methodist church, its identity is rooted in leadership, service, and civic responsibility. The 2025 Strategic Plan identifies ethical leadership as a continued key initiative and in part resulted in the Colonel Bud Day Center for Civic Engagement, established in April 2015. According to the website, "The center focuses on activities related to civic awareness and citizenship on campus and the Sioux City area." Assurance documents indicate that "the center seeks to become a nationally recognized resource that encourages and supports the civic and political engagement of members of the Morningside and Siouxland communities." In 2016, the Center facilitated visits by eleven presidential candidates and has hosted former President Bill Clinton and U.S. Senator Chuck Grassley. Additionally, the endowed Waitt Lecture provides students, staff, faculty, and the community of Sioux City a superb forum for civil engagement with speakers such as Ken Burns, Doris Kearns Goodwin, Chuck Todd, and Fareed Zakaria.

**Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*
1.S - Criterion 1 - Summary

The institution’s mission is clear and articulated publicly; it guides the institution’s operations.

Evidence

The mission of Morningside College is broadly understood within the institution and governs its operations. The mission states: "The Morningside College experience cultivates a passion for life-long learning and a dedication to ethical leadership and civic responsibility." The vision statement enriches the mission: "The College is a student-centered participatory community, offering a liberal arts curriculum combined with a diverse array of practical experiences. The goal is the development of the whole person through an emphasis on critical thinking, effective communication, cultural understanding, practical wisdom, spiritual discernment, and ethical action. The Morningside College graduate is equipped for both personal and professional success." A review of assurance documents and interviews with students, staff, faculty, and members of the board provide clear and compelling evidence that the mission authentically informs Morningside's identity and authentically informs the institution's decision-making processes: in maintaining its identity as a liberal arts institution; in looking toward the future by developing new programs such as the MSN and its various tracks; in cultivating a commitment to service, the greater good, and ethical leadership; and, among a host of other enterprises, in fostering the institution's obligations and commitment to Sioux City, IA and the larger region around Sioux City.
2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

Rating

Met

Evidence

- A review of assurance documents and interviews with the board, staff, and faculty provide evidence that Morningside operates with integrity in its financial, academic, personnel, and auxiliary functions, and that it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff. For instance, the institution's mission statement provides evidence of its commitment to operate with integrity.

As mentioned in the team's report on Criterion 1, it is clear to the team that a culture of ethics permeates Morningside's curricular and co-curricular life. Also clear to the team is that faculty and staff enjoy the fruits and rewards of an authentic ethos of shared governance. An authentic, abiding ethos of mutual respect informs professional life at Morningside.

- The team interviewed thirteen board members over lunch. Discussions focused mainly on the financial stability of the institution as well as the Prioritization Project. The board provided clear and compelling evidence of its thorough engagement with the institution's financial practices and planning as well as engagement with the Prioritization Project, which will exact enormous influence over the institution's future. It was clear to the team that the board is unambivalently committed to ensuring and promoting ethical sensibilities and practices.

- Regarding finances, Morningside has taken proactive, assertive steps in addressing current and projected challenges and, at the same time, is preparing for the future. The president's 2016 "Call to Action" plan and the subsequent Prioritization Project provide clear evidence of how the institution operates with integrity. Although this process stems from the president's vision and leadership, interviews with the board, faculty, and staff provide clear evidence of the president's ethical leadership, especially as it relates to the manner in which the campus collaboratively participated in this difficult process. The chief objectives of this call to action were: "1. Strengthen our financial base by creating at least $500,000 in net position in all subsequent forecast years; 2. Provide resources to strengthen some of our existing programs and free up resources for innovative, thoughtful new initiatives; 3. Enhance the overall student experience." Naturally, the team expected to encounter at least some tension on campus, if not considerable tension. Such was not the case; in fact, it was quite the opposite. In this respect, Morningside College has achieved something quite extraordinary, and this achievement can be
attributed in part to the institution's culture of openness, ethics, and trust.

- Finally, a review of the institution's annual audits, certified by an independent public accounting firm, provides additional evidence of how the institution operates with financial integrity. Annual A-133 audits fulfill federal requirements. Similarly, the budgetary process is informed by integrity and transparency. Assurance documents and interviews indicate that Morningside annually seeks to achieve a balanced budget. To that end, it employs budget and planning protocols and timelines that define the responsibilities of staff, faculty, and the board. As outlined in the handbook, the Faculty Finance and Facilities Committee contributes to this process, an approval process that concludes with review by the board's finance and investment committee and then full board approval. The team requested a separate interview with the president and VP of Business and Finance to clarify questions members had about 5A. The president and VP were warm, cordial, and eager to answer any and all questions about the institution's finances, especially questions about short-term debt, credit lines, and the like. The interview provided additional evidence of Morningside's culture of transparency and ethical leadership.

**Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*
2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

**Rating**

Met

**Evidence**

- Morningside College’s website and public documents provide evidence that the institution presents clear information to students and the general public with regard to its programs, requirements, and costs. The undergraduate and graduate catalogs are linked to the www.morningside.edu Consumer Information page and from the front page of my.morningside.edu, both of which are accessible publicly. Admissions requirements and policies regarding transfer credit are found from clearly-labeled links within the admissions webpages. Information regarding costs can be found in multiple locations: links from the main Consumer Information webpage, from each of the graduate and online program webpages, from the Financial Aid webpage, and printed in each of the catalogs and course books. The Public Relations office has appropriate policies to ensure that information presented to the public is correct and adheres to professional standards and ethics. A review of printed recruitment documents confirms the accuracy of information provided in that format. The webpage and catalogs provide accurate information regarding the university’s accreditation status with the Higher Learning Commission and list the members of the board of directors. With regard to Morningside College's relationships with specialized accreditors, it is not always clear which specific degree programs are accredited by which agencies; for example, it is not clear whether the MAT is approved by the Iowa State Board of Education, or if Iowa Board approval applies only to the undergraduate program and teacher intern program. The team recommends that Morningside College clarify their webpage on accreditation relationships to specify specific degree program accreditation, as appropriate.

- The institution complies with federal requirements regarding Satisfactory Academic Progress policies. For graduate programs, the Satisfactory Academic Progress policy can be found in the graduate catalog, the financial aid webpage, and on the webpage for the MAT program. Information on Satisfactory Academic Progress for undergraduates was found in the undergraduate catalog and linked from the Consumer Information webpage. The team recommends that Morningside College add information about Satisfactory Academic Progress to the Financial Aid webpages and include an entry in the index of the College Catalog.

- On the one hand, there is evidence that Morningside College provides accurate information with regard to its faculty. The publicly accessible webpages provide a directory of staff and full-time faculty, and faculty credentials are available by clicking through to individual pages. The institution Fact Book provides statistics regarding a number of metrics, including student profile, student/faculty ratio, retention and graduation rates, faculty and staff diversity, as well as information about both full- and part-time faculty credentials. On the other hand, the information available publicly is incomplete. Given the university’s reliance on part-time
faculty, the team recommends that part-time faculty be added to the directory and to the lists of faculty linked from departmental web pages.

**Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*
2.C - Core Component 2.C

The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board’s deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution’s internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Rating

Met

Evidence

- The Morningside College assurance argument, supporting documents, and interviews with board members, faculty, and administrators provide ample evidence that the institution’s governing board acts with autonomy, integrity, and in the best interests of the institution. Article 1 of the Board of Directors Bylaws and Articles of Incorporation articulates the roles and responsibilities of board members, which include overseeing and reviewing the institutional mission; hiring, reviewing, and compensating the president; approving policies to ensure academic freedom and a strong learning environment for students; approving changes in academic programs; and exercising fiduciary authority pertaining to the annual budget, the institution’s financial position, capital projects, major asset purchases, debt, asset management, and fund-raising.

- Conversations with board members and key administrators confirm that the board delegates responsibility to the president and his leadership team for the day-to-day management of the institution. The Faculty Handbook 2017-18 (p. 6) clearly outlines the faculty’s role in setting educational policies, approving changes to the curriculum and degree requirements, recommending candidates for degrees, and considering other educational affairs in accordance with the board's bylaws. A review of the minutes of recent board meetings and retreats confirms that board members make decisions within the boundaries of Morningside’s governance policies.

- Article XIX of the board bylaws includes a conflict of interest statement that helps to enforce the expectation that board members act with integrity and without undue influence in governance processes and decision-making. Board members are required to disclose a potential conflict of interest, recuse themselves from decisions in which a conflict exists, and to sign a disclosure form annually.
Interim Monitoring (if applicable)

No Interim Monitoring Recommended.
2.D - Core Component 2.D

The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

Rating

Met

Evidence

- Morningside College clearly supports freedom of expression and the pursuit of truth in teaching and learning. The assurance document states that 91% of faculty reported that they are “given the responsibility and freedom to do [their] job.” The Faculty Handbook contains appropriate statements guaranteeing academic freedom for faculty and reports that the College endorses the AAUP Principles on Academic Freedom and Tenure. Meetings that included faculty confirmed, with examples, that the college supports freedom of expression in teaching and learning.
- Academic freedom for students is guaranteed in the Student Handbook where it is noted that professors “should encourage free discussion, inquiry and expression in the classroom." The Student Handbook describes procedures for students who believe that their academic rights have been violated. Guarantees for freedom of the press for the Collegian Reporter are also provided in the Student Handbook. Evidence for on-the-air freedom of expression can be found in the KMSC radio station DJ Handbook, which states that the KMSC airwaves are open to voices representing a wide variety of opinions and states that no one should feel the need to restrict his or her voice.
- As mentioned in the report for Criterion 1, the vision for the Colonel Bud Day Center for Civic Engagement is for the “center to become known nationally for its nonpartisan efforts to encourage civic involvement and interest in the political process.” The college campus events calendar shows the schedule for several interesting speakers to lecture at the college. The assurance argument reports and administrators confirmed that eleven presidential candidates from both major political parties were hosted on campus and that a wide variety of speakers with diverse views come to campus each year. The only restriction on the presidential candidates' invitations was that the events be open to the public without undue restrictions.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.
2.E - Core Component 2.E

The institution’s policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

Rating

Met

Evidence

- Morningside College provides appropriate oversight for research with human participants. The assurance argument reports that all faculty, students and staff engaged in such research are required to complete the NIH online course on Protecting Human Research Participants. Proposals and informed consent forms must be submitted to the IRRB for approval. The Morningside College IRRB has been registered with OHRP since 2012-2013. The college website provides training to assist researchers with the IRRB process. The Faculty Handbook states that the IRRB is responsible for human subject and animal research. The undergraduate and graduate catalogs contain appropriate information on academic integrity and university policies. The team was unable to locate other policies governing research integrity and/or research misconduct for faculty, although the college has an appropriate whistleblower policy for employees to report misconduct.

- All students at the college are provided with training on the ethical use of resources. For undergraduates, this is ensured through the general studies Ethical Reasoning and Application requirement. Student Learning Outcome 4 is that "Students learn to apply principles of ethical reasoning to concrete situations." In the first year students take the Critical Inquiry and Communication in which students learn to report information responsibly. The MAT and MSN programs include required courses on research methods as do several undergraduate majors.

- The college has and enforces appropriate policies on academic honesty and integrity. The Student Handbook and Graduate Catalog contains appropriate policies and procedures on academic honesty. The Provost is responsible for maintaining records of academic honesty violations. Morningside College uses turnitin.com to help ensure that student papers do not contain plagiarism. The assurance argument reports that second violations of the academic honesty are infrequent, demonstrating the effectiveness of the college's enforcement of academic integrity expectations. The handbook also contains the college's policy on the appropriate use of copyright materials.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.
2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Evidence

The assurance documents and interviews with staff, faculty, and students of Morningside College provide clear, compelling evidence that the institution operates with integrity and conducts itself ethically and responsibly. The team agreed that shared governance at Morningside is exemplary and speaks to the ethical leadership component of Morningside's mission, which the college authentically and intentionally pursues and cultivates in its curriculum and daily operations. Finally, the two-year process that resulted in the Prioritization Project provides clear evidence of how an institution facing significant challenges conducts itself ethically, responsibly, and with integrity.
3 - Teaching and Learning: Quality, Resources, and Support

The institution provides high quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The institution’s degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution’s program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Rating

Met

Evidence

In response to the monitoring report on planning:

- Morningside College has adapted a means, specifically Quality Matters, for assuring quality in the development of online courses. The "Quality Matters Implementation Plan" indicates institutional support for and commitment to the use of established expectations for online courses. The monitoring report on planning indicates progress towards meeting the plan’s 2017–18 benchmarks. Interviews with deans, chairs, and the educational technologist indicate that the Quality Matters rubrics have been useful and a benefit to student learning. A review of the Moodle pages for a small sample of fall 2017 MSN courses confirm that they are designed with the Quality Matters rubrics in mind.

- There is substantial evidence that the institution has developed student learning assessment processes for the online programs. All three online degree programs (MAT, MSN, and BS in organizational management) have assessment plans. A review of both the 2015–16 and 2017–18 graduate catalogs confirms that extensive changes were made to the coursework that prepares MAT students for research projects, which the monitoring report describes as a response to assessment data. The 2017 assessment report indicates further refinements to be made to these courses, based on data following the revision.

- Morningside College has provided ample evidence that it has a means for improving faculty qualifications in its graduate programs, including a "Qualified Faculty Plan" for each program. Data indicate that progress has been made, with the institution reporting that it has hired four full-time faculty for the Graduate Program in Education. According to the argument, only one
of the MSN faculty does not have a terminal degree and the nursing program's "Qualified Faculty Plan" indicates that non-qualified faculty complete at least one course per year as part of a program of study. Also, since 2013, the percentage of graduate education faculty with terminal degrees has risen from 10% to 58%; however, 27% of the adjunct faculty still hold only a master’s degree. The "Morningside College Education Graduate Program: Systematic Program Evaluation Plan," which appears current based on dates appearing in the document, has no action items under Guidelines 6-A and 6-B, which deal with faculty credentials and qualifications, although the deans and chairs of the graduate departments indicated in an interview that the "Qualified Faculty Plans" undergo periodic revision to respond to changing requirements by various accrediting bodies. The "Evidence of Professional Growth" spreadsheet in the Addendum effectively documents the professional activities of adjunct faculty teaching graduate courses and directly responds to a recommendation made by the 2014 HLC Peer Review Team. The “Morningside College Sharon Walker School of Education Graduate Program in Education: Faculty Qualification Plan” delineates responsibilities and expectations by rank and differentiates between faculty with and without terminal degrees. The document titled “Revised and Final Table Adjunct Hiring” is more explicit regarding the experiential preparation that is allowed to substitute for degrees beyond the master’s. The descriptions of types of experience in this document appear appropriate for the majority of the courses and a conversation with a full-time faculty member and a review of credentials (available through Moodle) of the faculty teaching the Foundations Core indicates that most, if not all, of the faculty teaching those courses have some research experience. Additionally, the dean of the nursing program reported in an interview that part-time faculty credentials are annually reevaluated and confirmed. Also, to its credit, the education department's "Criteria for Evaluating Partner (Outsourced) Graduate Courses" (revised 18 Oct) includes appropriate credentials of the instructor as an element of the rubric. However, the team was concerned that Morningside College was unable to provide documentation of tested experience. The team recommends that, in order to prepare for the 10-year Comprehensive Review, the institution develop more explicit documentation to demonstrate that faculty meet the HLC expectations for qualifications, as described in Assumed Practice B.2 and the associated "Guidelines for Institutions and Peer Reviewers."

- Assurance documents and team meetings with staff provide evidence that Morningside College is improving its technological support for faculty and students in the online program. According to the monitoring report on planning, the institution has acquired software licenses and subscriptions (including Zoom, SoftChalk, ilos, Medtrax, DxR, Cisco Webex, Turnitin, and eClass4learning) to better enable communication and collaboration with distance students. The team interviewed graduate students using WebEx from a state-of-the-art conference room and found the technology worked smoothly both on campus and for the students participating. The monitoring report also indicates that Morningside College has appointed a full-time faculty member to serve part-time as the institution’s educational technologist to support faculty use of technology. The Educational Technology website provides evidence of several workshops held during the 2016–17 academic year, and an interview with the educational technologist confirms ongoing faculty development, including training for all new faculty. The monitoring report and interview with IT personnel indicates that the Technology Services Center supports students, faculty, and staff during working hours, and invoices demonstrate that students have made use of eClass4learning since 2015 to obtain additional Moodle support. Based on discussions with the executive director of information services and other IT staff and online faculty, technology support for the graduate programs is highly effective and admirably efficient. This was confirmed by an interview with graduate students, who reported having very few technology difficulties in their classes and being able to receive assistance when it was needed.
In response to Core Component 3A:

- Specialized accreditation for appropriate programs, the requirements described in the undergraduate and graduate catalogs, and a review of selected syllabi provide substantial evidence that the courses and programs offered by Morningside College are current and require appropriate levels of performance by students. The Master of Science in Nursing, the Teacher Intern Program, and the undergraduate programs in nursing and education hold appropriate accreditation. The required number of credit hours is 124 for each of the undergraduate degrees (BA, BS, BSN, BM, and BME), and most majors require between 32 and 60 credit hours, except for the undergraduate teacher preparation programs, which occasionally specify over 100 credits. Graduate programs (MAT and MSN) require between 36 and 47 credit hours, depending on specialty. Other academic policies, such as Satisfactory Academic Progress, minimum GPA, and the requirement that undergraduate students complete at least 40 credits at the 300- or 400-level, are clearly listed in the catalogs. Based on a review of selected syllabi, at both the undergraduate and graduate level, individual courses include relevant topics based on current instructional materials and generally require levels of student performance appropriate to the degree program. Additionally, the high-impact practices report from the 2015 NSSE survey indicates that the institution has outperformed its peer institutions in engaging students in these practices, particularly service-learning and culminating senior experience activities.

- A review of assurance documents and catalogs provide evidence that Morningside College clearly articulate learning goals for its degree programs and differentiates between the goals for undergraduate and graduate programs. The institution’s Vision Statement, found in both undergraduate and graduate catalogs, expands on the mission and establishes a common thread that links the undergraduate and graduate outcomes. The “five educational outcomes” for undergraduate programs are listed in the undergraduate catalog and are the first element in program assessment plans. The graduate programs have separate sets of outcomes appropriate to their discipline and degree program, while still echoing the institution’s commitment to lifelong learning and ethical leadership (MAT program’s vision statement and the MSN program goals). The School of Education does not appear to differentiate learning outcomes between the Master of Arts in Teaching degree program and its non-degree add-on endorsement programs. Learning goals for the Teacher Intern Program are not apparent from the website, nor were they found in the catalogs. However, Morningside College took steps to differentiate the curriculum of the Teacher Intern Program from its traditional undergraduate program in response to a concern by the Iowa Board of Education’s initial review of the program in 2015 (Morningside College Intern Program using IAC 281 Chapter 77 Standards Team Report, presented to the board on January 19, 2017 and obtained from the Iowa Board of Education website by the team).

- Morningside College offers face-to-face courses, courses through distance delivery, and courses through HLC-approved arrangements with educational partnerships. The institution's argument and included documentation provide substantial evidence that the institution has begun implementation of a plan to ensure that program quality is consistent across these modalities. The "Institutional Update 2016–2017" and program website indicate that the institution has partnerships to provide courses not offered by Morningside College to students in the Graduate Program in Education. According to the graduate catalog, no more than eight credits from these partners may be applied to the degree, and the argument explains that these courses are reviewed by a graduate coordinator. Based on discussions with the education department chair and a review of the "Criteria for Evaluating Partner (Outsourced) Graduate Courses" (revised 18 Oct), these appear sufficient to ensure the course has clear learning outcomes and
appropriate requirements for student performance. To address concerns regarding the quality of its online programs, Morningside College subscribed to Quality Matters in fall 2015. Based on minutes of the Nylen School of Nursing Graduate Faculty Council, the Quality Matters rubrics have been used consistently by the full-time faculty in the MSN program. The "Morningside College QM Implementation Plan" indicates that the institution recently committed to gradually implement a system by which online courses in all programs will undergo review by faculty trained in the Quality Matters approach. Data from 2015–16 provided by the School of Nursing is indicative of initial success using the Quality Matters rubrics to design and update courses. That program’s success, together with the importance of the master’s programs to the institution’s operations, suggests a more ambitious implementation plan is called for.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution’s mission.

Rating

Met

Evidence

- The Morningside College undergraduate catalog and documents developed in connection with the 2015 curriculum revision provide ample evidence that the general education program currently in effect is appropriate to the mission and directly connected to the university’s Vision Statement. The "Revised Curriculum Proposal" and the "Report of the Curriculum Review Task Force" indicate that the design of the general education program was based on best practices, including the LEAP outcomes, and on institutional experience and data, including performance on CLA tests, external evaluations, and internal assessment data. The Ethical Reasoning and Religious Traditions requirements connected directly to the mission and history of the university, while the American Experience and Global Awareness requirements supported the institutional commitment to inclusivity. Alongside the general education distribution and flag requirements, the "Revised Curriculum Proposal" also describes how Morningside College requires that each program reinforce five “essential skills” within the coursework required for a major.

- The "Interim Curriculum 2017" document and interviews with faculty and administrators, provides some evidence that the Interim Curriculum, or "patch" curriculum, is appropriate to the university's Vision Statement and degree levels. The Interim Curriculum was developed by the Curriculum Policies and Assessment Committee in consultation with other faculty and administrators and was adopted by the faculty on Tuesday, November 28, 2017 by a vote of 53 to 7, according to a faculty member. Based on an interview with faculty, this Interim
Curriculum was made as a result of the prioritization project. The ALO reports that the new curriculum requires approximately 52 credits in general education, meeting the HLC expectations. However, the Interim Curriculum removes from the general education requirements several of the elements highlighted in the assurance argument, specifically: First Year Seminar; the distribution requirements of American Experience, Creative Expression, Empirical Reasoning, and Global Awareness; and the Service Learning and Religious Traditions flag requirements. The Interim Curriculum preserves the Ethical Reasoning and Application requirement, which addresses a vital and vibrant element of the university's mission. The Integrative Experience and May Term courses, which provide students unique learning opportunities, are also retained, as are the epistemological area requirements, now labeled distribution requirements, which provide the breadth of experience characteristic of a liberal arts curriculum. Faculty and administrators emphasized that the university's learning outcomes remain unchanged and were a key factor in the decision-making process. As discussed below, the learning outcomes are closely aligned to the university's Vision Statement. In several interviews, faculty and administrators expressed confidence that the general education objectives previously located in the removed requirements, particularly the development of student writing, student success skills, and other objectives, would be achieved by intentional inclusion of those objectives throughout the 100-level courses. Undergraduate students, in an interview, while generally supportive of the administration and confident in the faculty, expressed the view that the Interim Curriculum was rushed and indicated a lessening of the institution's commitment to the humanities. Students also expressed disappointment that the new curriculum removed the service learning requirement from coursework and instead depended entirely on co-curricular activities to develop students' civic responsibility.

- On the one hand, to an outsider, it would seem that the institution, in adopting this Interim Curriculum, is drifting away from its mission, particularly the mission-central commitment to service and ethical leadership and to students' spiritual development via its historical connection to the Methodist Church. On the other hand, the institution is responsibly responding to challenges and looking to its future, including re-imagining its mission. The team discussed the Interim Curriculum at length and concluded, because on the faculty's support of the president's vision, the strong academic leadership of the provost, and the remarkably transparent and open system of shared governance, that Morningside College has the capacity and expertise to develop a rich and robust general education curriculum to replace the Interim Curriculum. However, the team strongly recommends that the institution accelerate the four-year timeframe established by the curriculum document, both to reduce the number of cohorts whose education is governed by this "patch curriculum," as the faculty call it, and to ensure that the institution is able to complete robust assessment of the replacement curriculum before the ten-year Comprehensive Evaluation.

- Morningside College expresses its general education philosophy in its Vision Statement. The college catalog describes the purposes, content, and intended outcomes of the current general education requirements as a whole and of certain specific requirements, such as the May Term courses. These are more deeply elucidated in the "Report of the Curriculum Review Task Force" and the "Revised Curriculum Proposal." The Curriculum Review Task Force report makes clear that the LEAP outcomes grounded the 2015 revision of the current general education program and of the learning outcomes that form the core of the Interim Curriculum. A review of the general education requirements reveals them to be designed to impart both the broad knowledge and skills valued by the liberal arts tradition and the attitudes and dispositions rooted in the university’s mission of promoting ethical leadership and civic responsibility.

- Ample evidence from the assessment documents, a review of syllabi, and catalogs illustrate that
the university’s degree programs engage students in developing skills related to the use of information and modes of inquiry. These goals are embedded in Morningside College’s five undergraduate educational outcomes, and each major’s assessment plan includes a curriculum map to ensure students have sufficient opportunities to develop their skills. Also, each undergraduate major includes a capstone course, designed to help students complete their mastery of the modes of inquiry specific to their program. A review of a selection of syllabi and other course materials in Moodle indicates that these courses incorporate a significant research project appropriate to the discipline and require written and oral reports. The Palmer Undergraduate Research Symposium supplements the capstone by providing an opportunity for students to share their scholarly and artistic accomplishments with students across the university. The graduate catalog details research methods and data analysis coursework and research project requirements for the two graduate programs.

- Morningside College, through its co-curricular offerings, demonstrates a commitment to diversity, as documented by its catalog, course offerings, and enrollment of international students. The university, according to its argument and the "Enhancing the Morningside Journey" strategic plan, has made study abroad a priority, and the data provided on participation in study abroad suggests a positive trend, even though the number of students is still low. The web page for May Term courses indicates that many involve domestic or international travel, and the course topics suggest that they help expose students to cultural diversity while appealing to students. The travel-focused May term courses directly impact more students, 60–100 according to the argument. Morningside College has also sought to intentionally expand the number of international students it welcomes to campus, with the Fact Book indicating that the number has approximately tripled since 2014. An interview with students revealed a genuine concern for promoting diversity on campus and Morningside College is to be commended for instilling that value, even though the Fact Book demographic information suggests the institution struggles to achieve a diverse student body and faculty.

- Based on a review of faculty CVs and evaluations, documentation summarizing faculty and student work, and conversations with faculty, ample evidence indicates that faculty and students of Morningside College contribute to scholarship and creative work. The "Faculty Achievement Newsletter (April 2017)" indicates that faculty not only remain professionally active but also value such activity. The selection of full-time faculty evaluations and merit pay documentation, a review of selected faculty CVs for a few full-time and part-time faculty, and the "Evidence of Professional Growth" spreadsheet for part-time MAT faculty indicate appropriate levels of scholarly and professional activity by the faculty. Student contributions to scholarship and creative work are also appropriate. Several of the faculty CVs mentioned direction of undergraduate research projects and the 2017 Summer Undergraduate Research Program request for proposals indicates that the institution makes support for undergraduate research available. The Palmer Student Research Symposium provides an annual opportunity for students to share and celebrate their scholarship and creative work and the 2017 schedule reveals that the event has high participation from a wide variety of disciplines. Team members also had the opportunity to speak with some faculty members about their scholarly work and observed scientific posters documenting research by faculty and students in the science building. Finally, Morningside College recently launched and published the first issue of the Journal of Applied and Educational Research, a journal that showcases the work of graduate students.

Interim Monitoring (if applicable)
No Interim Monitoring Recommended.
3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Rating

Met

Evidence

- The Fact Book, Faculty Handbook, and interviews provide evidence that Morningside College has sufficient full-time undergraduate faculty to carry out the classroom and essential non-classroom roles of faculty. According to the Fact Book, for academic year 2017–18, the institution employs 70 full-time and 69 part-time undergraduate faculty and has a FTE faculty to student ratio of 14:1, although this represents a slight increase over what had been a fairly consistent 13:1 ratio. Full-time faculty serve on a number of committees, including the Curriculum Policies and Assessment Committee and the Graduate Committee, which oversee the curricula, and the Institutional Student Learning Committee, which has direct oversight of assessment of student learning. An interview with the associate dean confirms that there are sufficient full-time faculty to service the general education program.

- According to the graduate catalog and the Fact Book, the MSN program graduated 18 students in academic year 2016–17 and employed 3 full-time faculty and 7 part-time instructors, offers 3 specialties and 4 certificates. The 2017 FTE graduate student to FTE graduate faculty ratio was 14.09, substantially less than the recent high of 16.11 in 2010, as per the Fact Book. However, the "Prioritization Project Final Report" calls for an increase in class size in the Graduate Program in Education to 20 students. The team reviewed documents that this program is staffed by 4 full-time and 83 part-time faculty members, which, in combination with a larger class size, may negatively impact student outcomes in this program. Documents provided in the assurance argument indicate that part-time faculty teaching in graduate education are overseen by full-
time faculty serving as lead academic coordinators. Interviews with graduate faculty and administrators revealed that the program has recently created the position of assistant academic coordinator. These are part-time faculty who work with the lead coordinator to oversee the work of course facilitators. Careful planning is needed to ensure that program growth does not damage the full-time graduate faculty's ability to carry out their varied duties. The team admonishes the Graduate Program in Education to monitor the ratio of full-time to part-time faculty and ensure that there are sufficient full-time faculty to fulfill their obligation to preserve quality.

- Based on the *Fact Book* and a review of selected CVs, there is sufficient evidence that the full-time faculty of Morningside College are appropriately qualified. According to the *Fact Book*, in 2017–18, 69 of the 70 full-time undergraduate faculty hold at least a master’s or equivalent degree and all of the full-time graduate faculty hold a doctorate. Conversations with faculty and a review of CVs confirms that full-time faculty are qualified for the courses they teach.

- Of the institution’s part-time faculty, 65% of the undergraduate faculty hold at least a master’s or equivalent, and 57% of the part-time graduate faculty have a terminal degree. The historical trend in the percentage of faculty holding a degree at least one level above the degree program for which they are teaching is upward. Yet, there remain 18 undergraduate faculty with a bachelor’s degree and 6 without even a bachelor’s. The team also discussed part-time faculty qualifications in response to the monitoring report at the beginning of Criterion 3.

- There is ample evidence, based on handbooks and other written policies, samples of completed evaluations, and an interview with deans and chairs, that Morningside College regularly evaluates faculty using established procedures. The *Faculty Handbook* describes in clear detail the process and criteria for evaluating full-time faculty for tenure and promotion. Additionally, full-time faculty are evaluated on an annual basis as part of the institution’s merit-based pay system. Review of a sample of completed faculty self-evaluations, chairs' evaluations, and the provost’s decisions indicates that the process is clear and valued. According to the *Adjunct Handbook*, and confirmed by administrators, part-time undergraduate faculty are evaluated by the chair on the basis of end-of-semester student evaluations of teaching and in-class observation by the department chair at least every third term. The argument indicates that the Graduate Program in Education has begun a new procedure for evaluation of part-time faculty, and evaluations from the summer 2017 pilot were provided. Based on interviews with administrators and faculty, the part-time faculty member completes a written self-evaluation and has a conference with a full-time faculty member who evaluates the adjunct on the basis of the self-evaluation, student feedback, and direct observations of the instructor's course site. The sample evaluations indicate that, for the pilot, there was not a single established form or rubric, but it is clear that the graduate education approach is a richer and more reflective approach to evaluation of part-time faculty than what is described in the *Adjunct Handbook* and could be a model for other departments.

- Morningside College supports faculty in their professional development and helps assure that instructors are adept in their teaching role, as documented in the argument and included documentation. As described in the argument, the institution provides full-time faculty with an annual stipend to support their professional activities. The Faculty Development Committee, as described in the *Faculty Handbook* and the supplied application form, distributes funds to support conference travel, reviews Ver Steeg grant proposals for purchasing equipment, and reviews sabbatical applications. Documentation provided on the Gleeson fund and the Yockey Assessment Awards show that the institution uses professional development support to promote institutional priorities. Both monitoring reports describe initiatives to improve faculty
orientation, including a New Faculty Orientation led by the provost as well as orientation and training for faculty teaching online created by the educational technologist. In an interview, the provost and technologist further described these and other professional development opportunities. The website maintained by the educational technologist demonstrates that the institution has begun offering workshops for online faculty regularly. A review of the Moodle course for new online faculty and the manual for online courses reveals that the institution provides up-to-date instructions and policy information as well as links to additional resources.

- There is ample evidence in the Faculty Handbook, HLC student survey, and NSSE results that Morningside College faculty are generally accessible to undergraduates. The Faculty Handbook makes clear that the college expects faculty to be present and available for students, and the Adjunct Handbook encourages part-time faculty to meet with students during the semester. According to the argument, the institution makes Cisco WebEx and Spark software available to all faculty to enable communication with students. The HLC student survey indicates that students are generally satisfied with faculty availability (86% agree or strongly agree). Additionally, the 2015 NSSE results indicate that Morningside College’s student-faculty interactions are significantly and strikingly higher than peer institutions’ at both the freshman and senior level.

- There is evidence that staff members who provide student support services are appropriately qualified and supported. The Staff Handbook expresses the institution’s acknowledgement of its responsibility to provide training and development and describes educational benefits, including tuition reimbursement and in-service training policies. The directory of the Learning Center provides biographical information which indicates that all staff tutors have appropriate academic credentials. A review of a small number of resumes, conversations with undergraduate and graduate students about their experiences with academic support staff, and conversations with staff members, including IT staff, academic, career advising staff, and residence life staff, reinforces the conclusion that staff are qualified and committed to serving Morningside students.

**Interim Monitoring (if applicable)**

No Interim Monitoring Recommended.
3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution’s offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

Rating

Met

Evidence

- Evidence in the argument and public web sites indicates that Morningside College provides suitable student support services. The argument describes the services and co-curricular opportunities provided by Residence Life, Campus Ministries, and both face-to-face personal counseling and referrals for off-campus and distance counseling. The institution's website confirms these claims and also describes services provided by the Student Health Center and Career Services. For the institution’s growing international student population, Morningside College provides an "International Student Handbook" with both general information about attending college in the United States and specific information about local resources, policies relating to international students and travel, information about the student health and counseling services, the part-time International Student Adviser, and other campus resources for international students.

- The institution’s argument, undergraduate course book, website, and Moodle site provide evidence that Morningside College directs entering undergraduate students to courses for which they are prepared and provides support and preparatory instruction. The argument explains that placement in developmental courses is based on national standardized test scores and high school transcripts and a reading and writing assessment. This was confirmed by an interview with the faculty member responsible for placing students in writing and reading. The Moodle course sites, and syllabi found there, indicate that the courses include appropriate content. The argument also mentions the institution's Student Success Program for high-risk students. According to the website, students identified as at risk are accepted to Morningside College contingent on their agreeing to participate in the Student Success Program, which includes attending weekly meetings with a mentor and four hours per week in the Academic Support Center.
Ample evidence indicates that Morningside College provides learning support services to address its students’ academic needs. The website for the Academic Support Center provides schedules for both faculty and student tutors in typical subjects and the ability to make an appointment with a Writing Center consultant. The institution's 2015 NSSE results pertaining to the institution's emphasis on learning support are similar to or slightly stronger than the comparison groups. Undergraduate students, in an interview, were emphatic in their affirmation that academic support was plentiful and effective. The Technology Services Help Center is staffed by a full-time staff member and part-time student assistants and provides hardware and software support during the day. These on-campus services are supplemented by an institutional subscription to eClass4learning, which provides email and telephone support. The link to eClass4learning support is available near the top of every page in Moodle, and the provided billing documentation reveals that students make consistent use of the service during the academic year. Interviews with technology staff, online instructors, and graduate students confirms that these resources are available and effective. The argument mentions that several of the graduate faculty in education staff a Data Analysis Lab to support the graduate students in education as they complete their research project. This is confirmed by the Moodle page for the Graduate Education research course, the provided appointment data, and interviews with graduate students and faculty.

Evidence from the institution's website, internal surveys, and NSSE results indicate that undergraduate advising has, in recent years, met the needs of students. According to the catalog, the Krone Advising Center was built in 2014 and employed four professional advisors serving first-year students. After the first year, students with declared majors are advised by faculty in the major. The report on "Assessment of First-Year Advising" and results from the "2015 NSSE Academic Advising Module" reveal that Morningside College’s advising model was achieving its own goals and compared favorably with peer institutions. According to the argument and the "Prioritization Project Final Report," the institution is reducing the number of professional advisors from four to two. The "Fall 2018—Advising of First-Year Students at Morningside College" plan outlines the new process, in which professional advisors in the Krone Advising Center will continue to provide first-year advising for students without a declared major and those majoring in Business, Elementary Education, and Nursing. All other students will be advised by faculty in their major. The Krone Advising Center will also be responsible for providing support and training for faculty to effectively advise and mentor students. The new advising plan also gives the Krone Advising Center, in conjunction with the Committee on Advising, responsibility for assessing the new process. The team urges the institution to conduct this assessment carefully and thoughtfully to ensure that this reduction in student services does not result in a deterioration of the institution's heretofore successful undergraduate advising model. In particular, the institution should monitor achievement of advising goals and the possible effect on freshman to sophomore retention.

Advising for the graduate education program, according to internal survey results and the argument, has not been as effective, but the institution is aware of the issue and is taking steps to respond to this challenge. The "Graduate Education Advising Survey Results 2016" indicates a significant level of dissatisfaction, with 22.2% reporting they disagree or strongly disagree with the statement that they are satisfied with the quality of advising. The results of the HLC student survey also appear to indicate dissatisfaction with advising at the graduate level. While not disaggregated by program, there were several negative comments about advising in which context made the students' programs clear. This was confirmed with interviews with graduate students during the site visit, whose comments echoed those in the survey. On the other hand, those students also reported favorably that the institution was responsive to their complaints.
The argument reports that the graduate education program has recently revised its approach to advising, having tasked two dedicated staff members to perform advising duties, developed online resources, and acquired additional software. Review of one of the Moodle advising centers for graduate education students indicates that this resource clearly communicates expectations for student responsibility, while also establishing a system of milestones to ensure periodic contact between student and advisor. In an interview, the director of education expressed confidence in the new model and emphasized the clarity provided by each student's plan of study, which is developed with students at the start of their program and specifies the sequence of courses students should complete. Some of the interviewed graduate students had experience with the new model and reported on it tepidly, but confirmed that the plan of study provided significant guidance. The team applauds the Graduate Program in Education for making the data-driven decision to improve advising. There are indications, however, that more improvements may be needed. The graduate education program should carefully monitor both student satisfaction with advising as well as indicators, such as completion rates, that may be impacted by advising.

- Morningside College has the physical and technological infrastructure and resources to support teaching and learning, as evidenced by documentation and the team's site visit. The campus Learning Center houses much of these support services, including the library, Writing Center, and Academic Support Center. The library provides access to interlibrary loan via membership in the Online Computer Library Center. The library Database List provides access to 93 databases, including typical academic databases and specialized databases supporting the institution’s particular programs, including resources for the new Agricultural and Food Studies program. According to the catalog, the Science Center was renovated in 2001, a new classroom building and the Krone Advising Center were constructed in 2014, and the campus features a dedicated art gallery, indoor and outdoor performance spaces, and several sports facilities. Team members were favorably impressed by the facilities, having toured several buildings, including the Learning Center, science laboratories, classrooms, cafeterias, a dormitory, athletic buildings, and administrative offices. In interviews, undergraduates were generally positive about the state of facilities, and graduate and undergraduate students alike reported very positive experiences with the institution's technological infrastructure. An interview with the executive director of information services, other IT staff, and faculty who teach online reveal that the institution is efficient in its use of its technology resources and takes advantage of its partnership with the Sioux City community to provide an impressively resilient and reliable network.

- Morningside College’s argument, library website, catalogs, and course pages in Moodle provide evidence that the institution provides guidance to students in conducting research. The institution’s argument describes growth in the instruction and reference assistance provided by the library, and the library’s website includes several static and interactive resources, including subject-specific research guides, an FAQ, online LibChat, in-person consultations, and a set of pages developed specifically to provide guidance for online graduate students. Both undergraduate and graduate catalogs and the student handbook provide clear definitions of and consequences for academic dishonesty. A review of selected sections of the first-year courses confirms the argument’s assertion that students in these courses are provided information and guidance in the use of information resources. However, the team notes that the elimination of the MORN 101 course in the recently adopted "Interim Curriculum 2017" could result in an erosion of the gains described in the assurance argument and should be closely monitored with assessment data. Finally, all of the master’s degree programs require students to complete coursework in conducting research, and syllabi and Moodle pages indicate that these courses
provide instruction in the use of information resources and the conduct of research appropriate to the degree.

**Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*
3.E - Core Component 3.E

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution’s mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students’ educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Rating

Met With Concerns

Evidence

• Morningside College’s argument and website provide ample evidence that it supports co-curricular activities suited to its mission. The argument lists several student organizations related to academic subjects, including biology, education, mathematics, and agricultural studies, which support student learning and engagement with their disciplines outside the classroom and develop habits of lifelong learning. With about half of full-time undergraduates participating in sports, athletics helps a significant number of students develop leadership skills. The Morningside Student-Athlete Handbook begins with the NAIA Champions of Character Pledge, which includes expectations of leadership. The athletics department has implemented a Champions of Character program, which includes character education for student-athletes and training for coaches. According to the athletics webpages and the NAIA website, although falling to bronze in 2016–17, Morningside College achieved the five-star gold designation for 2015–16 and 2013–14. Additionally, two coaches have been the conference's nominee for the Coach of Character award, and a student athlete was the recipient of the 2016 national Champions of Character Award. The webpages on campus organizations list a number of campus groups devoted to civic engagement and service, including Morningside College Companions, SERVE (Serve Everyone Effectively Through Volunteer Efforts), and TOES ( Totally on Earth's Side), in addition to service opportunities through Campus Ministries and Residence Life. An interview with students confirmed that these activities supplemented the service learning flag requirement of the general education program adopted in 2015.

• "Expanding the Morningside Vision: Pressing on toward 2025" states that “involvement with activities such as student government, athletics, volunteering and/or the performing arts contribute to the attainment of student learning outcomes.” The strategic plan also indicates that, during Phase II, which was to begin June 2016, the college would begin to formally assess such activities’ contributions to student learning outcomes. There is evidence that Morningside College does collect information to demonstrate the impact of its co-curricular activities on the student experience. The Connie Wimer Women’s Leadership Program, called for by the strategic plan and described in the task force’s program proposal, is an intentional effort to develop leadership skills among female students. The program was piloted during the 2016–17 year, and the initial report on the pilot provides selected comments indicative of positive
results. An interview with faculty and staff involved in the project confirmed the impression of the results and that the program was being continued for 2017–18. The institution’s 2015–16 Campus Compact report, which also served as the institution’s application for the President’s Higher Education Community Service Honor Roll, provides data on the extent to which students participate in community service activities. According to that report, Morningside College offered more than 20 courses with service learning components, which enrolled over 500 students who collaborated with more than forty different non-profit organizations. The institution also reported that over 800 students participate in the campus-wide Into the Streets day of service, volunteering at over 60 different locations to serve meals, make blankets, tutor, and assist the elderly. The team recommends that Morningside College integrate information about the widespread impact of its co-curricular activities into the Assessment Almanac.

- However, while it is clear that Morningside collects limited data regarding the participation in and satisfaction with some of its co-curricular activities, these data are not centrally housed, nor do they demonstrate that the co-curricular activities contribute to the attainment of learning outcomes. A review of the materials submitted with the assurance argument and a thorough search of the publicly accessible websites reveals substantial data regarding curricular effectiveness, but information that supports the claim that Morningside's co-curricular activities contribute to the specific missional educational goals is not highlighted and is difficult to find. This is particularly concerning in light of the fact that "Interim Curriculum 2017" eliminates courses, such as the American Experience and Global Awareness distribution requirements and the Service Learning flag requirement, which had been specifically designed to address leadership and civic responsibility—important elements of the mission. Interviews with faculty, administrators, and students make clear that the institution's perspective is that these goals will be achieved through the co-curricular activities. Morningside College has a rich and varied selection of such activities, and interviews with students, faculty, administrators, and board members make clear their importance to the campus and surrounding community. However, as indicated in the recommended monitoring report, the institution should develop an outcome-driven co-curricular assessment program.

**Interim Monitoring (if applicable)**

The team applauds Morningside College for engaging in the difficult but necessary short-term and long-term planning outlined in the Prioritization Plan. The team recognizes that administration, staff, and faculty firmly believe that this planning has resulted in greater fiscal stability and, at the same time, has maintained its commitment to quality academic programming and student learning. However, after conducting interviews with faculty and staff; after a thorough review of assurance documents and additional documents provided during the visit; and after thorough deliberations, the team has concerns related to Criterion 3E: how the institution fulfills its claims for an enriched educational environment and assessment of co-curricular programs. Specifically, the team has concerns about the recently revised Interim general education program (revised December 2017) and co-curricular assessment. The monitoring report should be submitted on or before August 2020 and should include the following:

1) Evidence that the implementation of the Interim Curriculum 2017 produces results comparable to the previous iteration of the general education. The team is concerned about the degree to which the elimination of certain requirements may compromise student learning and, in the case of service learning and world religions, may compromise the general education’s ties to the mission.
2) Evidence that co-curricular programs contribute to the educational experience of students. The team refers the institution to Criteria 3.E and 4.B.2. The report should provide evidence that the institution has planned and implemented the initial stages of a comprehensive co-curricular assessment program. Additionally, the report should provide baseline results.
3.S - Criterion 3 - Summary

The institution provides high quality education, wherever and however its offerings are delivered.

Evidence

In response to the 2014 Comprehensive Evaluation, Morningside College submitted a monitoring report on planning addressing four elements of its graduate education and online delivery. First, the institution has adopted Quality Matters, a nationally recognized and respected program of rubrics and professional development opportunities, to help ensure quality control in course development and revision. Second, the institution, as described in the team's report on Criterion 4, has made significant strides in assessing student learning throughout the curriculum. And the graduate and online programs follow the institution-wide expectations for assessment. Third, the institution has made progress in ensuring that faculty teaching and facilitating its courses are appropriately qualified and has provided data that indicate an increase in the portion of graduate faculty with terminal degrees. However, the team does recommend that for the ten-year comprehensive visit the institution prepare to be able to more clearly demonstrate faculty qualifications and tested experience arguments. And fourth, the institution has developed and improved support services for online students, including online support for writing and data analysis and contracting with eClass4Learning for 24–7 learning management system support.

Morningside College currently offers five undergraduate degrees: the Bachelor of Science, Bachelor of Arts, Bachelor of Science in Nursing, Bachelor of Music Education, and the Bachelor of Music Performance. These include a recently developed program in Agricultural and Food Science and a degree completion program in Organizational Management, while the music performance degree is being phased out as a result of the institution's prioritization project. The institution also offers two master's programs, the Master of Science in Nursing and the Master of Arts in Teaching. The Sharon Walker School of Education also offers ten endorsement programs and a Teacher Intern Program, and the Nylen School of Nursing offers both a post-bachelor's and a post-master's certificate program. Morningside College's degree programs at all levels are appropriate to higher education and the institution has made admirable progress in ensuring program quality across all modes of delivery. While the institution's general education program is in flux, the faculty have expressed consistent support for the five educational outcomes that follow from the institution's Vision Statement. And while the team has recommended that the institution diligently pursue a replacement for the Interim Curriculum, their commitment to the outcomes will serve the faculty well in that important task. The institution's full-time faculty are remarkably dedicated to their institution and tireless in their service of students. The institution should, through careful planning and monitoring, ensure that there are sufficient full-time faculty in all programs and ensure that it can provide clear evidence of both full- and part-time faculty qualifications. Morningside College has student support services that serve its students well, and its efficient and well-managed technological infrastructure represents a significant accomplishment. The institution is in the midst of making adjustments to its advising processes, at all levels, and the team has recommended that careful attention be paid to the effects of these changes, particularly on retention. The institution community, from faculty and administrators to board members and students, is to be commended for the rich array of co-curricular programs that support and reflect the institutional commitment to lifelong learning, ethical leadership, and civic responsibility. That said, the lack of evidence supporting the claim that these activities contribute to an enriched educational experience, particularly in light of the Interim Curriculum, should be
addressed, a process the team is recommending in the monitoring report.
4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Rating

Met

Evidence

In response to the monitoring report on assessment:

- The monitoring report on assessment and student learning shows a serious effort to develop comprehensive assessment and program review processes aimed at improving student learning. The report responds clearly to each of the three concerns of the previous peer review team.
- The monitoring report provides clear evidence for improvements in assessment of the general education curriculum. The new curriculum plan was approved by the faculty in 2015 following the 2014 HLC team report. With the new curriculum design, all general education student learning outcomes are assessed on a three year rotating basis. The assessment process is
conducted by the faculty using rubrics for each learning outcome ending with the creation of a final report. Faculty also approved programmatic assessment plans for each program on a rotating basis. A formal assessment subcommittee of CPAC provides annual reports of programmatic outcomes. Similar processes and procedures are used in the MAT and MSN programs.

- The monitoring report provides multiple examples of institution assessment leading to change and improvement. Examples include the development of a recommendation to improve student financial literacy, creation of the Krone Advising Center to improve advising for undergraduates and to improve retention and student persistence, and improved athletic training access to out of season student athletes.
- The final section of the monitoring report specifically addresses graduate education issues. The report shows that the college has made significant progress in the development of a graduate culture. Morningside College has implemented Quality Matters, which has been recognized by Quality Matters as a model program for small colleges. Quality Matters helps ensure the quality and effectiveness of online programs. The college has also created a center for online learning. The report notes that the number of full-time faculty in the MAT program has increased from zero in 2014 to four. A Graduate Committee was established, and curriculum changes, after being approved by the department faculty, must also be approved by the Graduate Committee before submission to the entire college faculty for approval. In addition to analyzing assessment data, the Graduate Committee approves graduate policies and approves significant programmatic changes.

In response to Core Component 4A:

- Morningside College has an appropriate program review process. The college instituted a revised process for program reviews in 2013 with a proposed five-year cycle. Since that time eight of fifteen departments have submitted program reviews, and four more are schedule for completion in Fall 2017. Department chairs are responsible for creating the department program review that is then shared with department faculty and administration. The assurance argument reports that all program reviews are scheduled to be completed by Fall 2019. Reviews of the program reviews of English and Modern Languages, Psychology and Art provide evidence of program reviews that are thoughtful and reflective using a variety of data sources including annual reports and institutional and assessment data.
- Morningside College accepts the transfer of credit from regionally accredited institutions. In addition, the college accepts AP, IB, CLEP and military credits and has appropriate policies in the bulletin for applying these credits towards degrees. The college also accepts equivalent learning credits for general elective under the ACCEL program. A maximum of 32 credits from the non-traditional credits listed here may be applied to the degree. It is reported in the assurance documents that credits are applied by the Registrar in consultation with the Provost and department chairs as needed. Credits earned at unaccredited institutions may be considered for transfer on a case-by-case basis. For example credits in the MAT Partner Program that was approved by the HLC are transferred only after staff have verified that faculty teaching the course have appropriate qualifications and other course requirements are met. Appropriate policies for the transfer of credit are found in the graduate and undergraduate bulletins. Policies include requirements for minimum grades and the maximum number of credits that may be applied to degree. Detailed transfer guides for fifteen Iowa and three Nebraska community colleges are available on the college website.
- Discussions with faculty and faculty committees demonstrate that the faculty are deeply involved in and maintain control over the curriculum and that they enjoy an unusual degree of shared governance. It is reported in the assurance argument and confirmed in discussions with
faculty that all recommendations for undergraduate course prerequisites and student learning expectations are made by the Curriculum Policy and Assessment Committee (CPAC) before being approved by the faculty as a whole. The Revised Curriculum was approved by a vote of the faculty as a whole in 2015. The Interim Curriculum 2017 proposal was approved in December of 2017. Changes to graduate programs are approved by faculty within individual departments and then approved by the Graduate Committee. Major changes to degree programs along with new graduate degree programs also require the approval of the faculty as a whole.

- Review of accreditation documents show that all externally accredited degree programs are in good standing with their accreditors. Both the MSN and APRN programs were recently awarded accreditation for five years, without any noted deficiencies. The BSN in nursing is accredited through 2024, and the program satisfies all four accreditation standards. The MSN program has been recommended for accreditation by the Iowa Board of nursing by the visiting accrediting team. The college website could be improved by specifying clearly which degree programs have received external accreditation.

- Morningside College tracks student placement information. Reported placement rates are generally in the 98-99% range. This includes 17% of the 2015-16 graduating classes that are reported to be attending graduate school within six months of graduation. Discussions with faculty confirm that MAT students are generally already employed and current MAT students along with a recent MAT alumni reported that the coursework was useful in their current positions. Tracking of the first class of MSN graduates in 2017 has just begun.

**Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution’s processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Rating

Met

Evidence

- Morningside College has established a culture of academic assessment and has made significant changes to academic assessment and program review processes since the last visit. Many of these processes are reported and discussed in the monitoring report. College faculty have developed and approved clearly stated goals and learning outcomes. The curriculum proposal that established these goals and learning outcomes was approved by the faculty in 2015 and modified by a vote of the faculty in 2017 to create an interim curriculum. The team reviewed these documents, and the 2015 document is publicly available on the website. Morningside College goals are also listed in the undergraduate catalog.
- The team reviewed the assessment plan for the five learning outcomes, and the team discussed the assessment plan with members of CPAC and other faculty in the Open Forum on Criteria 3 and 4. These conversations confirm that faculty and administrators and members of the committee are committed to assessment and knowledgeable about the assessment processes and how rubrics are being used for assessment of learning outcomes. Faculty and members of CPAC confirm the report in the assurance document that the general curriculum learning outcomes are assessed by the faculty during the summer term by ad hoc committees. The college supports faculty assessment by compensating faculty not on 12 month contracts for summer assessment work. This work is then reviewed by CPAC. The assurance argument also reports and it was confirmed with conversations with CPAC and other faculty that NSSE and CLA+ data are also reviewed and evaluated. All programs at the college, including the MAT and MSN programs have appropriate assessment plans that were reviewed by the team. Additionally, Morningside College assesses academic achievements through periodic programmatic assessments, annual student learning outcome assessment for programs and summer faculty assessments of the learning outcomes for the general curriculum.
- The assessment of the general education process conforms to best practices in that subgroups of faculty norm the appropriate rubrics and assess the artifacts. The groups come together at the
end of the week to write a summary report. The data and the report are reviewed in the fall by CPAC, and plans for the next year’s assessment are made in the January meeting. General assessment data is further supplemented by the CLA+ and NSSE data. The college has created a systematic process that periodically reviews all aspects of its general education program and discussions with faculty and members of relevant committees show a rapidly evolving culture of assessment with serious efforts to improve student learning.

- All departments assess their degree programs, including the MAT and MSN programs, within their departments on a rotating basis. Review of the last three program reviews (degrees offered by the departments of English and Spanish, Psychology, and Art) show a serious and comprehensive review that includes the roles of the department in the college, student placement, enrollment trends and assessment. Assessment plans have been created for each degree program to assess how general education outcomes are met through department coursework. The assurance document reports that the college is on schedule to finish a complete round of program reviews by Fall 2019.

- All graduate programs are reviewed on a regular basis. Discussions with the Graduate Committee demonstrate significant improvements in student research skills in the MAT program due to curriculum changes developed on the basis of assessment activities. The MSN program is new and has not had an opportunity to fully assess its curriculum, but the recent accreditation visit resulted in a recommendation for accreditation by the Iowa Board of Nursing, providing strong evidence of the appropriateness of all aspects of MSN assessment processes. That final decision is expected in January 2018. Morningside College created the Yockey Assessment award to promote the assessment of student learning.

- Morningside college has a rich co-curriculum life, but the college has yet to develop an outcome-driven co-curriculum assessment program. The assurance argument indicates the beginnings of a co-curriculum assessment program. For example, it includes assessment findings on advising and comments on the KAC. In addition, assessment of student athlete access to off-season athletic training support resulted in the decision to provide year round access. These efforts should be expanded, however, and result in a comprehensive co-curricular program of assessment. Rich opportunities for measuring how co-curricular offices enrich students' educational experience exists in the offices of Campus Ministry, Residence Life, Athletics, Financial Aid, and the like. (This may process be cross-referenced with Criterion 3E.)

- Morningside College effectively uses assessment to improve student learning. The curriculum revision task force in 2010 identified multiple learning outcome concerns. The CRTF specifically noted the need for seven improvements, including more intentional work with writing, improved quantitative reasoning and increased experiential learning. A review of program assessment plans clearly shows that writing is now assessed within each of the majors. The assurance argument reports that writing artifacts are now identified for "capstone general education assessment". Other examples of curriculum changes designed to improve student learning include the use of CLA and CLA+ data to identify needs for improvements in critical thinking. A rubric for assessment of critical thinking was developed in 2017 to establish baseline data and a detailed useful report of the group's work was included in the assurance document.

- The 2017 Assessment Report on Student Learning Outcome 2 (Research) in the MAT program provides meaningful assessment of student learning outcomes. The report provides statistical data from rubric analysis along with reviewer feedback concerning the strengths and weaknesses of student performance in the program. In the report, recommendations for improvement of student learning are made for three specific courses, demonstrating effective use of assessment data. A clear rubric was provided with the report.

- The college has made excellent progress in the development of a comprehensive set of academic assessment processes with very intentional goals to improve student learning as
evidenced by the assurance argument, the monitoring report, review of assessment reports and rubrics and discussion with faculty. Morningside College has a small full time faculty. Discussions with faculty and assessment committees show broad participation in assessment activities. Online programs are designed using Quality Matters to help ensure that the online environment is conducive and supportive of student learning and graduate students stated that navigation in the online system was easy and that the system was very reliable. That reliability was confirmed in the team meeting with the Director of IT and his staff. The creation of the Yockey award clearly shows to faculty, staff and administrators the importance of assessment at the college. The investment in an electronic e-portfolio system (Taskstream) clearly represents a best practice approach to the collection of artifacts and represents a strategic allocation of resources to support assessment.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.
4.C - Core Component 4.C

The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution’s processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Rating

Met

Evidence

- The *Morningside College Fact Book* outlines reasonable goals for graduation, which are also available on the college website. Additionally, the assurance report indicates that the institution uses college dashboard for presentation of data to the Board, including goals for retention and four, six and eight year graduation rates. The assurance report also presents entering Fall 2017 and Fall 2018 goals for retention as 72% and 73% respectively. Four, six and eight year graduation rate goals are reported in the assurance argument. The MAT program has a goal of 80% completion within five years of program acceptance. Goals for the MSN program are reported to be 70% completion within six years. The first graduating class (18) was in June of 2017.
- Morningside College collects and analyzes retention and graduation data. Conversation with senior administrators clearly show the college's commitment to retention and the assurance argument reports that this is an ongoing concern. Morningside College has a committee on retention and the assurance argument reports that they spend considerable time on these issues. The *Predicting Fall to Spring Retention Report* for the 2016-2017 cohort is an analytical attempt to predict retention outcomes based on ACT, gender and high school GPA along with other variables. This sort of analysis for the MAT or MSN programs were not found in the assurance argument. The assurance argument reports that progress with graduation rates has been made in comparison to the Fall 2000 entering cohort. The dashboard data shows little to no recent progress in spite of college's efforts to improve both retention and graduation rates.
- The college pays close attention to retention and graduation rates and makes appropriate changes to improve outcomes. For example, in 2012, in response to a task force on advising, the college created the Krone Advising Center that opened in 2014 and NSSE data shows
significant improvements in advising statistics. The task force recommended review of F/D/W grades and recommended that supplemental instruction be attached to those courses. First year course enrollment was modified to better support individual student needs, although one Freshman introductory course, MORN 101, is no longer required since the approval of the *Interim Curriculum 2017*.

- The assurance argument reports that the institution reports IPEDS methodology. This and other valuable data are presented in the Fact Book following best practices. However, the presentation of graduation data in the dashboard is not consistent with the Fact Book and the team recommends that all data be presented in a consistent matter.

### Interim Monitoring (if applicable)

*No Interim Monitoring Recommended.*
4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Evidence

- In response to the 2014 HLC team report and the required embedded monitoring report on assessment, Morningside College developed and approved a comprehensive academic assessment process that includes approved goals and learning objectives for general education, annual assessment of subsets of program learning goals for every program, and a process for regular periodic review of all degree programs. Faculty and committee structures were established to process assessment data and to further refine assessment rubrics and processes. The report provides evidence that these processes are effective and that the college now has a wide-spread culture of academic assessment. Examples illustrate how assessment processes improve student outcomes in undergraduate and graduate degree programs. Evidence shows that the college has goals for student retention and graduation and that it analyzes this data in an attempt to improve student success through graduation.

- Morningside College has many co-curricular programs that enrich students' educational experience. However, administration and faculty confirm that the institution has yet to develop a formal co-curricular program of assessment. The team addresses this matter in its recommendation for a monitoring report.
5 - Resources, Planning, and Institutional Effectiveness

The institution’s resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

5.A - Core Component 5.A

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

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution’s resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution’s organization, resources, and opportunities.
4. The institution’s staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Rating

Met

Evidence

- As described in its assurance argument, in financial reports, in Expanding the Morningside Vision: Pressing on to 2025, and as verified in meetings with the President, board members, the VP for Finance, faculty, administrators and staff, Morningside College has a resource base to support its current programs and has developed quality enhancement plans for the future. The institution's mission-aligned goals are realistic in light of its organization, resources, and opportunities.

- The "Budget Protocol" and "Budget Calendar" describe the methods by which Morningside College collects inputs for budget development each fiscal year. Annual evaluations of operations and monthly budget reports that compare budgeted to YTD actual revenues and expenses against previous year actuals for the same period also inform short-term budget planning. Throughout the year the president and senior leadership review revenue and expenses, and in January of each fiscal year adjustments are made to address unforeseen circumstances. Its ability to draw on a flexible line of credit enables Morningside College to respond to cash flow disruptions. Through a process of careful analysis of revenue and expenses and draws on the line of credit Morningside College has been able to achieve a balanced budget for the past 13 years.
Morningside College's discount rate for freshmen was 61% in Fall 2017 and 56% overall, which the institution states is comparable to the average of its identified aspirational peers. The institution is trying to stabilize these rates and to remain competitive in the market. Although Morningside is rightly mindful of its market position relative to its competitors, the team encourages the institution to continue to balance comparison to peers with careful attention to what its financial systems will bear and to right-size its discount rate to maximize net tuition revenue.

Morningside College's fund raising successes help solidify its financial position. Between 2004 and 2017, the institution experienced a 51% growth in the market value of its endowment. The Vision 2020 campaign now underway has already exceeded its $50M goal. Alumni support between FY14 and FY17 ranged from 19% to 25%, which exceeds its peer benchmark. This pattern of donor support is very encouraging and will assist the institution in moving forward with its quality initiatives.

Morningside College manages its long- and short-term debt effectively. Long-term debt has increased from $16.1M in FY13 to $39.3M in FY17. An unrestricted fund of approximately $25M is available for annual debt reductions. The institution's strong relationship with its creditors has resulted in very favorable interest rates, and although the institution could have used its assets to become debt free, the favorable interest environment allows the institution to be strategic each year as it seeks to reduce its long-term debt. The institution reported that accumulated operating deficits in the past led to its current practice of drawing on a line of credit to achieve a balanced budget in each of the past 13 years. Favorable short-term interest rates have allowed the institution to use its line of credit to manage short-term debt strategically, rather than to borrow from a quasi-endowment. The institution borrows occasionally from its endowment for special projects and with board approval. In the most recent case that was discussed, the board noted that those funds were later returned to the endowment.

Morningside College has made several upgrades to its physical facilities, including the renovation of Dimmitt Hall and the Eppley Auditorium, and has reduced its deferred maintenance from $7M to $6M. A new academic village was complete in 2013. The team was impressed with the overall appearance, appointments, and condition of the grounds and buildings. Various stakeholders noted that the facilities for the Nursing programs are at capacity, that the Roadman North residence hall is in disrepair, that the Lincoln Center needs attention, and that there is a need for more intramural and athletic practice space. The team understands the institution is developing the need for more inter-mural and athletic space for the new campaign.

Morningside College's budget allocations for technology have been stable, ranging from 3.48 – 3.76% of the annual budget between FY14 and FY17. It was reported that this level of funding is at the median of 13 peer institutions within the state of Iowa. The Director of Information Technology described several recent technology enhancements including improved admissions data handling, updated systems hardware, better WiFi connectivity in buildings, system redundancy, and the roll-out of a software-based advising/degree audit tool. The institution describes itself as "doing a lot with a little." As the institution builds its position as a regional resource and implements strategic plan objectives that rely on technology, it may wish to modify its benchmarking to include aspirational and/or strategic peers to ensure that its resource allocations in this area are congruent with its proposed growth and reputation trajectory.

Morningside College is chartered by the State of Iowa as a 501c (3) organization and, thus, does
not disburse revenue to a superordinate entity.

- As detailed in Criterion 1A and in Criterion 5C, the team observed ample evidence from mission and values statements, budget projections, planning processes, and conversations with campus groups that the institutions goals are realistic in light of its organization, resources, and opportunities. The institution has positioned itself well to move forward with its strategic objectives and to make modifications to its mission and plan initiatives in response to changing environmental factors.

- Morningside College describes its staff as "sufficient in number to support our operations at the undergraduate and graduate levels." As noted in Criterion 3C, the team found evidence that the that student support and IT staff are qualified. However, the institution did not provide sufficient evidence that administrative staff members are qualified. The documentation also states, "New staff positions are added in order to help (1) enhance revenue generation or (2) enhance the quality of the student experience (Comprehensive Plan for Growth, 2010, 8). In this way, the college maintains staffing levels sufficient to achieve the goals of our strategic plan." The current job posting for the VP of Marketing supports this claim. The team recommends that in preparation for the 10-year Comprehensive Visit, Morningside College provide specific evidence to demonstrate that administrative staff are qualified for their respective positions.

- The team noted that the institution recently reduced staff members in areas directly and indirectly related to the student experience: two advisors, an associate dean of students, a counselor, an admissions counselor, and a graduate program coordinator. The team recognizes that cost containment was necessary to avoid future financial strain. However, the institution will need to carefully track the impact of reductions in advising and student support staff on student success indicators such as engagement, retention, persistence, and satisfaction to ensure that the quality of the student experience is not compromised long-term.

**Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*
5.B - Core Component 5.B

The institution’s governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution’s financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution’s governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Rating

Met

Evidence

- Assurance documents and conversations with various constituent groups provide evidence that Morningside College's leadership and decision-making structures are designed to collaboratively engage multiple constituencies in fulfilling the institution’s mission. The team reviewed several documents, including the Morningside Student Government Constitution (MSG) 2016-17 and the Faculty Handbook, that describe policies and procedures that enable and support shared governance. For example, the Student Senate, which is the legislative body of MSG, has a leadership and committee structure that provides for student representation on faculty governance committees and voting membership on the board. The Board of Directors Bylaws and Restated Articles of Incorporation (p. 4) confirms the relationship between the board and MSG. The Faculty Handbook outlines the rights and responsibilities of the Faculty Senate and its committees in academic matters. A faculty representative sits on the board with voting rights, and the board regularly meets in closed session with members of the Faculty Senate. The Staff Handbook describes the role of the Administrative/Staff Council in facilitating communication, but it is not clear how staff members’ formal voice is incorporated in institutional governance. This is an area for further discussion at the institution.

- The Board of Directors at Morningside College is sufficiently knowledgeable about the institution to allow it to fulfill its fiduciary responsibilities. A review of board meeting minutes from the previous two years provides clear evidence of an informed board. Minutes indicate various discussions of presentations on topics such as the AACU Employer Survey, co-curricular programs, and millennial students, enrollment, marketing, the work of the Faculty Senate, and progress on institutional goals. This degree of communication enables the board to keep abreast of current trends in higher education, to dive deeply into the institution’s financial position, and to oversee academic policies and curricular changes in an informed manner. These communications, as described by board members with whom the team met, are effective in helping them fulfill their legal and fiduciary responsibilities. The team observed that board
members are highly engaged, well-informed about trends in higher education, and active participants in strategic planning.

- Assurance documents and meetings with faculty, staff, and students indicate that representative bodies meet regularly. These bodies are responsible for specific areas delegated to them via extant policies. For example, the Faculty Handbook contains descriptions of roles and responsibilities for any committee on which a faculty member serves. The following elected committees fall within faculty governance: Academic Standards, Advising, Curriculum Policy/Assessment, and Faculty Development. The Faculty Senate also nominates candidates for the Finance and Facilities Committee, and appoints members of the following committees: Graduate, Grievance, Institutional Research Review Board, and Environmental Sustainability. The Institutional Student Learning Committee is comprised of a group of individuals, including faculty members, who serve by virtue of their administrative/leadership position or are appointed by the leadership in their respective administrative unit. In addition, task forces, such as the 2016 Financial Literacy Task Force; special-purpose groups, such as department chairs; and institution-wide efforts, such as strategic planning are other opportunities for broad communication and collaboration across campus. Conversations with board members, faculty, students, administrators, and staff confirmed that institutional governance and committee structures are effective means of inclusive decision-making at the institution. Furthermore, the minutes of the Board of Directors, Faculty Senate (and its committees), and MSG meetings verify that widespread and meaningful engagement takes place regularly at Morningside College to support and sustain its mission, values, and intended outcomes.

**Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*
5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution’s sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Rating

Met

Evidence

- *Expanding the Morningside Vision: Pressing on toward 2025* is an example of a planning process that engaged a wide range of stakeholders, included an environmental scan, and thus demonstrates that the institution has a sound understanding of its current and future capacity. The plan is future-focused and includes a multi-phase implementation timeline for three key initiatives: enhancing the student experience, improving the college’s stature by nurturing a culture of innovation and excellence, and strengthening ongoing financial stability. Specific action steps within these areas, such as expanding international experiences for students and enhancing educational and administrative technology demonstrate that Morningside College anticipates emerging factors.

- The Morningside College assurance argument, supporting documents, and meetings with faculty, staff, students, and administrators confirm that the institution’s planning processes are clearly aligned with its mission and priorities and that the institution engages in regular planning activity that includes the perspectives of multiple internal stakeholders. Faculty and staff report that some initiatives that the president identifies are rooted in the work of task forces, such as the Krone Advising Center and the Summer Undergraduate Research Program. In other cases, the president issues a white paper that campus divisions use to set unit goals. Goal vetting takes place at planning retreats prior to their incorporation into the budget. Morningside College uses data to drive planning and budgeting requests, although it acknowledges that its assessments are evolving and are just beginning to inform programmatic allocations in the annual budget and long-term priority setting. As mentioned in the team's remarks for Criterion 3E and 4B, assessment of co-curricular programs is an area in need of attention.

- In 2015-16, Morningside College systematically evaluated its long-term financial position in
light of the resources needed to achieve is macro goals, which demonstrates that the institution anticipates the possible impact of fluctuations in its sources of revenue. The institution developed a financial forecast based on its historical data and emerging trends in higher education and saw the need to take proactive steps to fully achieve its aspirations, avoid deficit spending, and thrive in an increasingly competitive environment. The "2016 Call to Action" statement from the president outlines the process that the campus used to identify ways to strengthen its financial base and continue to enhance the student experience. The "August 2017 Prioritization Project Final Report" describes implementation of the "Call to Action." Savings of $2.2M in FY18 are available for reinvestment in strategic priorities. The team observed that multiple campus stakeholder groups are supportive of the plan and see it as necessary for the viability and vitality of the institution as a whole, despite general agreement that it was difficult and at times, painful.

- To complete the loop of systematic and integrated planning, and in preparation for the 10-year Comprehensive Visit, Morningside College needs to develop and articulate links among its many budget/financial targets, its key performance indicators, and its many plan elements. It would be of benefit to consider using internal targets and to track progress against external benchmarks, as appropriate.

**Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*
5.D - Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Rating

Met

Evidence

- The Morningside College assurance argument, associated artifacts, and conversations with faculty, staff, students, and administrators revealed many points of pride that enhance the institution's ability to systematically improve its performance. Members of the campus community noted their high regard for Morningside's commitment to students, collaboration across units, transparency among senior leadership in decision making and planning, engagement between faculty and board members, and celebration of one another's accomplishments. These habits are authentic indicators of a culture that inspires a high level of trust needed to be flexible and responsive to needs for improvement as they emerge.

- The team saw ample evidence in the documentation and from conversations with various groups that Morningside College works systematically to improve its performance. The institution's monthly budget tracking and mid-year budget adjustments, which have resulted in its impressive 13-year history of balanced budgets, demonstrate short-term improvement efforts. As noted in Criterion 4, the institution has made significant gains in its academic assessment processes. The ongoing effort to apply Quality Matters standards demonstrates a systematic plan to improve performance in online course delivery. The entire campus participated in the development of Expanding the Morningside Vision: Pressing on toward 2025 that resulted in over two dozen initiatives, approximately half of which are focused on the quality of the student experience (such as the Honors Program, the Summer Undergraduate Research Experience, and the Connie Wimer Women's Leadership Program).

- Morningside College documented several instances in which data are used effectively to inform decisions that are improvement focused. At the student level, the institution uses placement test data to provide developmental instruction and to assess the need for tutoring support. Assessment of student learning outcomes resulted in a writing course in each major program of study and additional opportunities for experiential learning. The institution's dashboard is used to track key performance variables such as enrollment, the academic profile of the incoming class, retention, and post-graduation placement. The "Weekly Report" provides a detailed picture of the enrollment "funnel" by tracking demographics of applicants at various stages in the application process. Morningside recently dis-aggregated its data in an effort to discern which sub-groups of students are greater retention risks and in need of additional supports. The institution's efforts to track student learning outcomes is maturing, and these data are beginning
to be used in the annual budget development process. The team also saw evidence that Morningside College applies what it learns from its operational experience to improve, as can be seen by its development of the Krone Advising Center and its pilot project focused on the second year experience. Finally, the *Expanding the Morningside Vision: Pressing on toward 2025* document is a robust example of an institution-wide plan for the institution's growth and intent to remain relevant and competitive. This document presents a rich opportunity for Morningside to further develop its data gathering at the department/unit, VP area, and institutional levels and to apply what is learned to future improvements.

**Interim Monitoring (if applicable)**

_No Interim Monitoring Recommended._
5.S - Criterion 5 - Summary

The institution’s resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

Evidence

Morningside College has sufficient financial, physical, technological, and human resources to fulfill its mission. The institution's Board of Directors is highly engaged, provides effective oversight, and takes its fiduciary responsibilities seriously. Under the guidance of a transparent, forward-looking, effective president and his senior leadership team, and in concert with faculty and student governance structures, the institution has developed a roadmap for improving the quality of the student experience at Morningside, a roadmap that effectively identifies future challenges and opportunities. The team commends the president, board, faculty, and staff on this exemplary planning. There is opportunity for the institution to enhance its planning processes by further integration of assessment data in decision making and by a strategic plan "scorecard" that tracks progress of unit/department action steps that further the objectives of the overarching institutional plan.
# Review Dashboard

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Review Summary

Interim Report(s) Required

Due Date
8/31/2020

Report Focus
The team applauds Morningside College for engaging in the difficult but necessary short-term and long-term planning outlined in the Prioritization Plan. The team recognizes that administration, staff, and faculty firmly believe that this planning has resulted in greater fiscal stability and, at the same time, has maintained its commitment to quality academic programming and student learning. However, after conducting interviews with faculty and staff; after a thorough review of assurance documents and additional documents provided during the visit; and after thorough deliberations, the team has concerns related to Criterion 3E: how the institution fulfills its claims for an enriched educational environment and assessment of co-curricular programs. Specifically, the team has concerns about the recently revised Interim general education program (revised December 2017) and co-curricular assessment. The monitoring report should be submitted on or before August 2020 and should include the following:

1) Evidence that the implementation of the Interim Curriculum 2017 produces results comparable to the previous iteration of the general education. The team is concerned about the degree to which the elimination of certain requirements may compromise student learning and, in the case of service learning and world religions, may compromise the general education’s ties to the mission.

2) Evidence that co-curricular programs contribute to the educational experience of students. The team refers the institution to Criteria 3.E and 4.B.2. The report should provide evidence that the institution has planned and implemented the initial stages of a comprehensive co-curricular assessment program. Additionally, the report should provide baseline results.

Conclusion

Amid exceptionally challenging times for small, independent institutions of higher education in the Upper Midwest, Morningside College's work remains aligned to its mission. The institution has acknowledged the severity of these conditions and has planned assertively for the short term and long term. This planning--or Prioritization Project--has been transparent, has included a wide spectrum of constituents--students, faculty, staff, and the board--and has been informed by collaboration. Additionally, although the Prioritization Project has necessarily entailed difficult decisions, the process has also been informed by careful analysis of its historical financial position and projections of its financial future. This planning aspires to: hew to the mission; bolster financial health; identify new academic programs; and enhance the university's prominent presence in the Siouxland community. As a result, Morningside continues to make significant strides in ensuring its operational integrity and fiscal stability.

That said, the team is recommending a monitoring report to document the institution's co-curricular programs and to document that the revised/interim general education achieves its identified student learning outcomes.

As Morningside now looks toward its ten-year comprehensive visit, the team also recommends that it pursue the following enterprises:
1) Provide professional development funding for those involved in the assurance review process. For example: funding for attending the annual HLC conference; for receiving training on documenting the assurance argument; and for developing sustainable processes that result in ongoing development for the ten-year assurance review and beyond.

2) Develop a more standardized process of analyzing and presenting data for the assurance argument. For instance, data were sometimes presented in non-standard ways, and data were often difficult to interpret because of inconsistent presentation (for instance, ambiguity over final enrollment figures and aggregating different subgroups).

3) Ensure that all data are consistent with the Fact Book report and include definitions of how those data were derived.

4) Ensure that the assurance report accurately reflects major changes in programming and/or policy before the team's visit, or, if those changes occur after the assurance report has been locked in, to duly inform the team of these changes.

**Overall Recommendations**

**Criteria For Accreditation**
Met With Concerns

**Sanctions Recommendation**
No Sanction

**Pathways Recommendation**
Limited to Standard
Evaluation of Federal Compliance Components

The team reviews each item identified in the Federal Compliance Filing by Institutions (FCFI) and documents its findings in the appropriate spaces below. Teams should expect institutions to address these requirements with brief narrative responses and provide supporting documentation where necessary. Generally, if the team finds in the course of this review that there are substantive issues related to the institution’s ability to fulfill the Criteria for Accreditation, such issues should be raised in the appropriate parts of the Assurance Review or Comprehensive Quality Review.

This worksheet is to be completed by the peer review team or a Federal Compliance reviewer in relation to the federal requirements. The team should refer to the Federal Compliance Overview for information about applicable HLC policies and explanations of each requirement.

Peer reviewers are expected to supply a rationale for each section of the Federal Compliance Evaluation.

The worksheet becomes an appendix in the team report. If the team recommends monitoring on a Federal Compliance Requirement in the form of a report or focused visit, the recommendation should be included in the Federal Compliance monitoring sections below and added to the appropriate section of the Assurance Review or Comprehensive Quality Review.

Institution under review: Morningside College

Please indicate who completed this worksheet:

☑ Evaluation team
☐ Federal Compliance reviewer

To be completed by the Evaluation Team Chair if a Federal Compliance reviewer conducted this part of the evaluation:

Name: Kevin L. Cole

☑ I confirm that the Evaluation Team reviewed the findings provided in this worksheet.
Assignment of Credits, Program Length and Tuition
(See FCFI Questions 1–3 and Appendix A)

1. Complete the Team Worksheet for Evaluating an Institution’s Assignment of Credit Hours and Clock Hours. Submit the completed worksheet with this form.
   - Identify the institution’s principal degree levels and the number of credit hours for degrees at each level (see the institution’s Appendix A if necessary). The following minimum number of credit hours should apply at a semester institution:
     - Associate’s degrees = 60 hours
     - Bachelor’s degrees = 120 hours
     - Master’s or other degrees beyond the bachelor’s = At least 30 hours beyond the bachelor’s degree
   - Note that 1 quarter hour = 0.67 semester hour.
   - Any exceptions to this requirement must be explained and justified.
   - Review any differences in tuition reported for different programs and the rationale provided for such differences.

2. Check the response that reflects the evaluation team or Federal Compliance reviewer’s conclusions after reviewing this component of Federal Compliance:
   - The institution meets HLC’s requirements.
   - The institution meets HLC’s requirements, but additional monitoring is recommended.
   - The institution does not meet HLC’s requirements and additional monitoring is recommended.
   - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

The team addressed the reviewer’s following concerns: “Morningside’s ISR indicates that the college delivers one certificate; however, the website indicates that students may earn four certificates in Nursing (see above). One of the letters from the HLC indicates approval of the additional certificates and notes that they will be listed on the Status document. The team might check with the college and the HLC on resolving this discrepancy.”

The team addressed this matter with Dr. John Pinto, Associate VP for Graduate Programs and Institutional Assessment, who indicates the following: “We offer two nursing certificates. A post-bachelors which was approved as a lead-in to the MSN and a post-masters which was approved when the MSN was. I have attached the HLC letter. The post-masters has 3 tracks.” An October 30th, 2015 letter from the HLC confirms this. “Action. IAC concurred with the evaluation findings and approved the institution’s request to offer the Master of Science in Nursing and Post-master’s certificate with track options: Clinical Nurse Leader, Family Nurse Practitioner, and Adult Gerontology Primary Care Nurse Practitioner.”
Additional monitoring, if any:

Institutional Records of Student Complaints
(See FCFI Questions 4–7 and Appendixes B and C)

1. Verify that the institution has documented a process for addressing student complaints and appears to by systematically processing such complaints, as evidenced by the data on student complaints since the last comprehensive evaluation.
   - Review the process that the institution uses to manage complaints, its complaints policy and procedure, and the history of complaints received and resolved since the last comprehensive evaluation by HLC.
   - Determine whether the institution has a process to review and resolve complaints in a timely manner.
   - Verify that the evidence shows that the institution can, and does, follow this process and that it is able to integrate any relevant findings from this process into improvements in services or in teaching and learning.
   - Advise the institution of any improvements that might be appropriate.
   - Consider whether the record of student complaints indicates any pattern of complaints or otherwise raises concerns about the institution’s compliance with the Criteria for Accreditation or Assumed Practices.

2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:

   ☑ The institution meets HLC’s requirements.
   ☐ The institution meets HLC’s requirements, but additional monitoring is recommended.
   ☐ The institution does not meet HLC’s requirements and additional monitoring is recommended.
   ☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

The team addressed the reviewer’s following concerns: “Overall, evidence indicates that Morningside has detailed complaint policies and procedures that identify how and where the complaint should be filed and spell out a timeline for action and reporting of resolution. In some cases, the policies also spell out where data are collected and maintained. What is lacking is consistency in collection and demonstrated analysis of data for improvement strategies.”
The team addressed this matter with Dr. John Pinto, Associate VP for Graduate Programs and Institutional Assessment, who indicates the following: “There have been no grievances/complaints in the grad nursing program during its brief existence, only appeals.” Thus, with respect to the reviewer’s concerns about collection of data and analysis in the nursing program, there is no data as of yet to analyze.

Additional monitoring, if any:

**Publication of Transfer Policies**
(See FCFI Questions 8–10 and Appendixes D–F)

1. Verify that the institution has demonstrated it is appropriately disclosing its transfer policies to students and to the public. Policies should contain information about the criteria the institution uses to make transfer decisions.
   - Review the institution’s transfer policies.
   - Review any articulation agreements the institution has in place, including articulation agreements at the institution level and for specific programs and how the institution publicly discloses information about those articulation agreements.
   - Consider where the institution discloses these policies (e.g., in its catalog, on its website) and how easily current and prospective students can access that information.
   - Determine whether the disclosed information clearly explains any articulation arrangements the institution has with other institutions. The information the institution provides to students should explain any program-specific articulation agreements in place and should clearly identify program-specific articulation agreements as such. Also, the information the institution provides should include whether the articulation agreement anticipates that the institution (1) accepts credits from the other institution(s) in the articulation agreement; (2) sends credits to the other institution(s) in the articulation agreements; (3) both offers and accepts credits with the institution(s) in the articulation agreement; and (4) what specific credits articulate through the agreement (e.g., general education only; pre-professional nursing courses only; etc.). Note that the institution need not make public the entire articulation agreement, but it needs to make public to students relevant information about these agreements so that they can better plan their education.
   - Verify that the institution has an appropriate process to align the disclosed transfer policies with the criteria and procedures used by the institution in making transfer decisions.

2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:
   - ☑️ The institution meets HLC’s requirements.
   - □ The institution meets HLC’s requirements, but additional monitoring is recommended.
☐ The institution does not meet HLC’s requirements and additional monitoring is recommended.

☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

Additional monitoring, if any:

Practices for Verification of Student Identity
(See FCFI Questions 11–16 and Appendix G)

1. Confirm that the institution verifies the identity of students who participate in courses or programs provided through distance or correspondence education. Confirm that it appropriately discloses additional fees related to verification to students, and that the method of verification makes reasonable efforts to protect students’ privacy.
   - Determine how the institution verifies that the student who enrolls in a course is the same student who submits assignments, takes exams and earns a final grade. The team should ensure that the institution’s approach respects student privacy.
   - Check that any costs related to verification (e.g., fees associated with test proctoring) and charged directly to students are explained to the students prior to enrollment in distance or correspondence courses.

2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:
   ☑ The institution meets HLC’s requirements.
   ☐ The institution meets HLC’s requirements, but additional monitoring is recommended.
   ☐ The institution does not meet HLC’s requirements and additional monitoring is recommended.
   ☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

Additional monitoring, if any:
Title IV Program Responsibilities
(See FCFI Questions 17–24 and Appendixes H–Q)

1. This requirement has several components the institution must address.
   • The team should verify that the following requirements are met:
     o **General Program Requirements.** The institution has provided HLC with information about the fulfillment of its Title IV program responsibilities, particularly findings from any review activities by the Department of Education. It has, as necessary, addressed any issues the Department has raised regarding the institution’s fulfillment of its responsibilities.
     o **Financial Responsibility Requirements.** The institution has provided HLC with information about the Department’s review of composite ratios and financial audits. It has, as necessary, addressed any issues the Department has raised regarding the institution’s fulfillment of its responsibilities in this area. (Note that the team should also be commenting under Criterion 5 if an institution has significant issues with financial responsibility as demonstrated through ratios that are below acceptable levels or other financial responsibility findings by its auditor.)
     o **Default Rates.** The institution has provided HLC with information about its three-year default rate. It has a responsible program to work with students to minimize default rates. It has, as necessary, addressed any issues the Department has raised regarding the institution’s fulfillment of its responsibilities in this area. Note that for 2012 and thereafter, institutions and teams should be using the three-year default rate based on revised default rate data published by the Department in September 2012; if the institution does not provide the default rate for three years leading up to the comprehensive evaluation visit, the team should contact the HLC staff.
     o **Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures.** The institution has provided HLC with information about its disclosures. It has demonstrated, and the team has reviewed, the institution’s policies and practices for ensuring compliance with these regulations.
     o **Student Right to Know/Equity in Athletics.** The institution has provided HLC with information about its disclosures. It has demonstrated, and the team has reviewed, the institution’s policies and practices for ensuring compliance with these regulations. The disclosures are accurate and provide appropriate information to students. (Note that the team should also be commenting under Criterion 2, Core Component 2.A if the team determines that the disclosures are not accurate or appropriate.)
     o **Satisfactory Academic Progress and Attendance Policies.** The institution has provided HLC with information about its policies and practices for ensuring compliance with these regulations. The institution has demonstrated that the policies and practices meet state or federal requirements and that the institution is appropriately applying these policies and practices to students. In most cases, teams should verify that these policies exist and are available to students, typically
in the course catalog or student handbook and online. Note that HLC does not necessarily require that the institution take attendance unless required to do so by state or federal regulations but does anticipate that institutional attendance policies will provide information to students about attendance at the institution.

- **Contractual Relationships.** The institution has presented a list of its contractual relationships related to its academic programs and evidence of its compliance with HLC policies requiring notification or approval for contractual relationships. (If the team learns that the institution has a contractual relationship that may require HLC approval and has not received HLC approval, the team must require that the institution complete and file the change request form as soon as possible. The team should direct the institution to review the Substantive Change Application for Programs Offered Through Contractual Arrangements on HLC’s website for more information.)

- **Consortial Relationships.** The institution has presented a list of its consortial relationships related to its academic programs and evidence of its compliance with HLC policies requiring notification or approval for consortial relationships. (If the team learns that the institution has a consortial relationship that may require HLC approval and has not received HLC approval, the team must require that the institution complete and file the form as soon as possible. The team should direct the institution to review the Substantive Change Application for Programs Offered Through Consortial Arrangements on HLC’s website for more information.)

- Review all of the information that the institution discloses having to do with its Title IV program responsibilities.

- Determine whether the Department has raised any issues related to the institution’s compliance or whether the institution’s auditor has raised any issues in the A-133 about the institution’s compliance, and also look to see how carefully and effectively the institution handles its Title IV responsibilities.

- If the institution has been cited or is not handling these responsibilities effectively, indicate that finding within the Federal Compliance portion of the team report and whether the institution appears to be moving forward with the corrective action that the Department has determined to be appropriate.

- If issues have been raised concerning the institution’s compliance, decide whether these issues relate to the institution’s ability to satisfy the Criteria for Accreditation, particularly with regard to whether its disclosures to students are candid and complete and demonstrate appropriate integrity (*Core Components 2.A and 2.B*).

2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:

- The institution meets HLC’s requirements.
- The institution meets HLC’s requirements, but additional monitoring is recommended.
- The institution does not meet HLC’s requirements and additional monitoring is recommended.
The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

The team addressed the reviewer’s following concerns: “The team might inquire if Morningside has received acknowledgement of their response to General Program Responsibilities findings in the time since their Federal Compliance Report was written. The team might suggest that the college make the undergraduate Satisfactory Academic Progress policy more clearly accessible, perhaps on the Financial Aid website and by listing it in the index of the Undergraduate Catalog.”

The team addressed this matter with Dr. John Pinto, Associate VP for Graduate Programs and Institutional Assessment and Associate VP for IR and Director of Financial Aid. The Associate VP for IR and Director of Financial Aid indicated that they have received a response to the General Program Responsibilities and are currently responding to that.

Additional monitoring, if any:

Required Information for Students and the Public
(See FCFI Questions 25–27 and Appendixes R and S)

1. Verify that the institution publishes accurate, timely and appropriate information on institutional programs, fees, policies and related required information. Verify that the institution provides this required information in the course catalog and student handbook and on its website.

2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:
   - The institution meets HLC’s requirements.
   - The institution meets HLC’s requirements, but additional monitoring is recommended.
   - The institution does not meet HLC’s requirements and additional monitoring is recommended.
   - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

The team addressed the reviewer’s following concerns: “Several of the URLs in the Federal Compliance Report led to this message: “We’re sorry, the page you requested could not be found. If you are unable to find what you are looking for, please contact us.” Nor could the
some of the Offices referenced be found through the “search” function. While these sites are not publicly accessible, the information that is available seems to address adequately the required disclosure information.”

The team addressed this matter with Dr. John Pinto, Associate VP for Graduate Programs and Institutional Assessment, who indicates the following: “We have fixed the URLs. [The federal compliance reviewer] was correct; some did not work but all have been fixed and checked.” A review of these websites confirms Dr. Pinto’s remarks.

Additional monitoring, if any:

Adressing and Recruitment Materials and Other Public Information
(See FCFI Questions 28–31 and Appendixes T and U)

1. Verify that the institution has documented that it provides accurate, timely and appropriately detailed information to current and prospective students and the public about its accreditation status with HLC and other agencies as well as about its programs, locations and policies.
   - Review the institution’s disclosure about its accreditation status with HLC to determine whether the information it provides is accurate, complete and appropriately formatted and contains HLC’s web address.
   - Review the institution’s disclosures about its relationship with other accrediting agencies for accuracy and for appropriate consumer information, particularly regarding the link between specialized/professional accreditation and the licensure necessary for employment in many professional or specialized areas.
   - Review the institution’s catalog, brochures, recruiting materials, website and information provided by the institution’s advisors or counselors to determine whether the institution provides accurate, timely and appropriate information to current and prospective students about its programs, locations and policies.
   - Verify that the institution correctly displays the Mark of Affiliation on its website.

2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:
   - The institution meets HLC’s requirements.
   - The institution meets HLC’s requirements, but additional monitoring is recommended.
   - The institution does not meet HLC’s requirements and additional monitoring is recommended.
   - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:
The team addressed the reviewer’s following concern: “The team might request seeing some of the current hard-copy recruitment materials.”

The team requested, received, and reviewed a packet of hard-copy materials. The team’s review indicates the hard copies are current and consistent with information on the website.

Additional monitoring, if any:

**Review of Student Outcome Data**
(See FCFI Questions 32–35 and Appendix V)

1. Review the student outcome data the institution collects to determine whether they are appropriate and sufficient based on the kinds of academic programs the institution offers and the students it serves.
   - Determine whether the institution uses this information effectively to make decisions about planning, academic program review, assessment of student learning, consideration of institutional effectiveness and other topics.
   - Review the institution’s explanation of its use of information from the College Scorecard, including student retention and completion and the loan repayment rate.

2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:
   - [ ] The institution meets HLC’s requirements.
   - [ ] The institution meets HLC’s requirements, but additional monitoring is recommended.
   - [ ] The institution does not meet HLC’s requirements and additional monitoring is recommended.
   - [ ] The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

**Rationale:**

The team addressed the reviewer’s following concerns: “The visit team might check how/if Morningside analyzes the data it collects and applies what they learn for correction and improvement. They might follow-up on the Licensure Past Rate materials that were sent the reviewer and are copied at the end of this report.”

The team has addressed this matter, in part, in the “Conclusion” section of the assurance report. The team found that, overall, the institution would do well to do a better job standardizing its analysis and presentation of data. Additionally, the team addressed the matter with Dr. John Pinto, Associate VP for Graduate Programs and Institutional Assessment, who responded by providing evidence that the institution had responded to the
federal compliance reviewer’s recommendations. Please go to Morningside.edu then follow these links: “About Morningside,” “Consumer Information,” and “Enrollment Information.” There the viewer will find four links: “Student Outcome Data,” “Licensure/Pass Rates/Outcome Measures Reports,” “National Student Assessment Results,” and Internal Student Assessment Results.”

Additional monitoring, if any:

**Publication of Student Outcome Data**  
(See FCFI Questions 36–38)

1. Verify that the institution makes student outcome data available and easily accessible to the public. Data may be provided at the institutional or departmental level or both, but the institution must disclose student outcome data that address the broad variety of its programs.
   - Verify that student outcome data are made available to the public on the institution’s website—for instance, linked to from the institution’s home page, included within the top three levels of the website or easily found through a search of related terms on the website—and are clearly labeled as such.
   - Determine whether the publication of these data accurately reflects the range of programs at the institution.

2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:
   - [x] The institution meets HLC’s requirements.
   - [ ] The institution meets HLC’s requirements, but additional monitoring is recommended.
   - [ ] The institution does not meet HLC’s requirements and additional monitoring is recommended.
   - [ ] The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

**Rationale:**

The team addressed the reviewer’s following concerns: “The following terms were searched: retention, graduation rates, licensure exam pass rates, licensure, learning outcomes/objectives, program outcomes/objectives, completion rates, student profile with no results. As noted above, licensure exam pass rates are not available on the public website and some data are located on the intranet and so not available to the general public. Overall, Morningside College appears to strive to be transparent about its data. The institution might better serve all its constituents by linking common assessment search terms to appropriate
documents. This might solve the possible problems that the general public could have with knowing how to look in the About Morningside/Consumer Information/Resource Documents and the About Morningside/Consumer Information/Enrollment Information for key student outcome data.”

The team addressed this matter with Dr. John Pinto, Associate VP for Graduate Programs and Institutional Assessment. Please see the previous “Rational” section. The institution has addressed the matter.

Additional monitoring, if any:

**Standing With State and Other Accrediting Agencies**
(See FCFI Questions 39–40 and Appendixes W and X)

1. Verify that the institution discloses accurately to the public and HLC its relationship with any other specialized, professional or institutional accreditors and with all governing or coordinating bodies in states in which the institution may have a presence.

   The team should consider any potential implications for accreditation by HLC of a sanction or loss of status by the institution with any other accrediting agency or of loss of authorization in any state.

   **Note:** If the team is recommending initial or continued status, and the institution is now or has been in the past five years under sanction or show-cause with, or has received an adverse action (i.e., withdrawal, suspension, denial or termination) from, any other federally recognized specialized or institutional accreditor or a state entity, then the team must explain the sanction or adverse action of the other agency in the body of the assurance section of the team report and provide its rationale for recommending HLC status in light of this action.

   - Review the list of relationships the institution has with all other accreditors and state governing or coordinating bodies, along with the evaluation reports, action letters and interim monitoring plans issued by each accrediting agency.
   - Verify that the institution’s standing with state agencies and accrediting bodies is appropriately disclosed to students.
   - Determine whether this information provides any indication about the institution’s capacity to meet HLC’s Criteria for Accreditation. Should the team learn that the institution is at risk of losing, or has lost, its degree or program authorization in any state in which it meets state presence requirements, it should contact the HLC staff liaison immediately.

2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:

   ☑ The institution meets HLC’s requirements.
The institution meets HLC’s requirements, but additional monitoring is recommended.

The institution does not meet HLC’s requirements and additional monitoring is recommended.

The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

Public Notification of Opportunity to Comment
(FCFI Questions 41–43 and Appendix Y)

1. Verify that the institution has made an appropriate and timely effort to solicit third-party comments. The team should evaluate any comments received and complete any necessary follow-up on issues raised in these comments.

   Note: If the team has determined that any issues raised by third-party comments relate to the team’s review of the institution’s compliance with the Criteria for Accreditation, it must discuss this information and its analysis in the body of the assurance section of the team report.

   • Review information about the public disclosure of the upcoming visit, including copies of the institution’s notices, to determine whether the institution made an appropriate and timely effort to notify the public and seek comments.

   • Evaluate the comments to determine whether the team needs to follow up on any issues through its interviews and review of documentation during the visit process.

2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:

   ☑ The institution meets HLC’s requirements.

   ☐ The institution meets HLC’s requirements, but additional monitoring is recommended.

   ☐ The institution does not meet HLC’s requirements and additional monitoring is recommended.

   ☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:
Competency-Based Programs Including Direct Assessment Programs/Faculty-Student Engagement  
(See FCFI Questions 44–47)

1. Verify that students and faculty in any direct assessment or competency-based programs offered by the institution have regular and substantive interactions: the faculty and students communicate on some regular basis that is at least equivalent to contact in a traditional classroom, and that in the tasks mastered to assure competency, faculty and students interact about critical thinking, analytical skills, and written and oral communication abilities, as well as about core ideas, important theories, current knowledge, etc. (Also, confirm that the institution has explained the credit hour equivalencies for these programs in the credit hour sections of the Federal Compliance Filing.)

- Review the list of direct assessment or competency-based programs offered by the institution.
- Determine whether the institution has effective methods for ensuring that faculty in these programs regularly communicate and interact with students about the subject matter of the course.
- Determine whether the institution has effective methods for ensuring that faculty and students in these programs interact about key skills and ideas in the students’ mastery of tasks to assure competency.

2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:

☐ The institution meets HLC’s requirements.
☐ The institution meets HLC’s requirements, but additional monitoring is recommended.
☐ The institution does not meet HLC’s requirements and additional monitoring is recommended.
☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

Additional monitoring, if any:
Institutional Materials Related to Federal Compliance Reviewed by the Team

Provide a list of materials reviewed here:
Team Worksheet for Evaluating an Institution’s Assignment of Credit Hours and Clock Hours

Institution Under Review: Morningside College

Review the Worksheet for Institutions on the Assignment of Credit Hours and Clock Hours, including all supplemental materials. Applicable sections and supplements are referenced in the corresponding sections and questions below.

Part 1. Institutional Calendar, Term Length and Type of Credit

Instructions
Review Section 1 of Appendix A. Verify that the institution has calendar and term lengths within the range of good practice in higher education.

Responses
A. Answer the Following Question

1. Are the institution’s calendar and term lengths, including non-standard terms, within the range of good practice in higher education? Do they contribute to an academic environment in which students receive a rigorous and thorough education?

☐ Yes  ☐ No

Comments:
Morningside offers undergraduate courses during the year in a standard 16-week format as well as in 7- and 8-week compressed format. There is also a 15-week Teaching Intern term. During the summer, courses are offered in 4-, 6-, and 8-week format. There is also a 3-week May term.

Graduate courses during the year are offered in 15- and 16-week format as well as in an 8-week compressed format. During the summer, courses are offered in 5-week and 10-week formats.

Academic year, summer, and teaching intern term lengths seem to fall within the range of good practice in higher education. Morningside policy does limit the number of credits.
undergraduates can take during the 6-week summer term. However, while the term-length grid includes a 4-week summer undergraduate term, there are no restrictions placed on credit loads for this term length in the policy. The 8-credit limit for the 6-week term seems too high to be applied to a 4-week term (360 hours of work).

The three-week May term with four-credit courses might cause some concern since 180 hours of work is required per Morningside credit policy (a credit is based on a standard Carnegie unit “3 hours of work, per credit offered, per week, for 15 weeks”). However, review of several May term courses made clear that May term courses are composed of immersion in a travel experience to achieve learning objectives. Further two of the three syllabi that were examined indicated that students were required to attend preparatory class sessions before the term started.

The team followed up the reviewer’s concern in the previous paragraph. Dr. John Pinto, Associate VP for Graduate Programs and Institutional Assessment, indicates the following: “May Term classes are immersion. Students enrolled in a May Term are not enrolled in any other courses at the same time. Classes meet for variable in class hours (depending upon the course) and considerable out of class work is required. For those travel experiences, the course is literally 24/7 for the 10-12 days of the experience and there are preparatory class sessions.”

B. **Recommend HLC Follow-Up, If Appropriate**

<table>
<thead>
<tr>
<th>Is any HLC follow-up required related to the institution’s calendar and term length practices?</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Yes</td>
</tr>
</tbody>
</table>

Rationale:
The calendar and term lengths were found to be within the range of good practice. They are reasonable for students to experience a rigorous education.

Identify the type of HLC monitoring required and the due date:
The team followed up with the reviewer's recommendation that “the team might determine if the college in fact offers 4-week summer sessions for undergraduates since none is identified in the term-length grids. If a 4-week session is in fact offered, the team might determine if the college enforces any kind of credit load limit.” It does. The provost indicates the following: “The only courses that we offer in a 4 week session are CHEM 121 followed by CHEM 122. Both of these 4 week courses overlap with our normal six week summer session. Students cannot enroll in more than 8 credits of summer classes (including CHEM 121 & 122) without permission from my office.”

---

**Part 2. Policy and Practices on Assignment of Credit Hours**

**Instructions**
Review Sections 2–4 of the *Worksheet for Institutions on the Assignment of Credit Hours and Clock Hours*, including supplemental materials as noted below. In assessing the appropriateness of the credit allocations provided by the institution the team should complete the following steps. The outcomes of the team’s review should be reflected in its responses below.

1. **Format of Courses and Number of Credits Awarded.** Review the Form for Reporting an Overview of Credit Hour Allocations and Instructional Time for Courses (Supplement A1 to the *Worksheet for Institutions*) completed by the institution, which provides an overview of credit hour assignments across institutional offerings and delivery formats.

2. Scan the course descriptions in the catalog and the number of credit hours assigned for courses in different departments at the institution (see Supplements B1 and B2 to *Worksheet for Institutions*, as applicable).
   - At semester-based institutions courses will be typically be from two to four credit hours (or approximately five quarter hours) and extend approximately 14–16 weeks (or approximately 10 weeks for a quarter). The descriptions in the catalog should reflect courses that are appropriately rigorous and have collegiate expectations for objectives and workload. Identify courses/disciplines that seem to depart markedly from these expectations.
   - Institutions may have courses that are in compressed format, self-paced, or otherwise alternatively structured. Credit assignments should be reasonable. (For example, as a full-time load for a traditional semester is typically 15 credits, it might be expected that the norm for a full-time load in a five-week term is 5 credits; therefore, a single five-week course awarding 10 credits would be subject to inquiry and justification.)
   - Teams should be sure to scan across disciplines, delivery mode and types of academic activities.
   - Federal regulations allow for an institution to have two credit-hour awards: one award for Title IV purposes and following the federal definition and one for the purpose of defining progression in and completion of an academic program at that institution. HLC procedure also permits this approach.

3. Scan course schedules to determine how frequently courses meet each week and what other scheduled activities are required for each course (see Supplement B3 to *Worksheet for Institutions*). Pay particular attention to alternatively structured or other courses completed in a short period of time or with less frequently scheduled interaction between student and instructor that have particularly high credit hour assignments.

4. Sampling. Teams will need to sample some number of degree programs based on the headcount at the institution and the range of programs it offers.
   - For the programs sampled, the team should review syllabi and intended learning outcomes for several courses, identify the contact hours for each course, and review expectations for homework or work outside of instructional time.
• At a minimum, teams should anticipate sampling at least a few programs at each degree level.

• For institutions with several different academic calendars or terms or with a wide range of academic programs, the team should expand the sample size appropriately to ensure that it is paying careful attention to alternative format and compressed and accelerated courses.

• Where the institution offers the same course in more than one format, the team is advised to sample across the various formats to test for consistency.

5. **Direct Assessment or Competency-Based Programs.** Review the information provided by the institution regarding any direct assessment or competency-based programs that it offers, with regard to the learning objectives, policies and procedures for credit allocation, and processes for review and improvement in these programs.

6. **Policy on Credit Hours and Total Credit Hour Generation.** With reference to the institutional policies on the assignment of credit provided in Supplement A2 to *Worksheet for Institutions*, consider the following questions:

   • Does the institution’s policy for awarding credit address all the delivery formats employed by the institution?

   • Does that policy address the amount of instructional or contact time assigned and homework typically expected of a student with regard to credit hours earned?

   • For institutions with courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy also equate credit hours with intended learning outcomes and student achievement that could be reasonably achieved by a student in the time frame allotted for the course?

   • Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that HLC will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

   • If so, is the institution’s assignment of credit to courses reflective of its policy on the award of credit?

   • Do the number of credits taken by typical undergraduate and graduate students, as well as the number of students earning more than the typical number of credits, fall within the range of good practice in higher education?

7. If the answers to the above questions lead the team to conclude that there may be a problem with the credit hours awarded the team should recommend the following:
• If the problem involves a poor or insufficiently detailed institutional policy, the team should call for a revised policy as soon as possible by requiring a monitoring report within no more than one year that demonstrates the institution has a revised policy and provides evidence of implementation.

• If the team identifies an application problem and that problem is isolated to a few courses or a single department, division or learning format, the team should call for follow-up activities (a monitoring report or focused evaluation) to ensure that the problems are corrected within no more than one year.

• If the team identifies systematic noncompliance across the institution with regard to the award of credit, the team should notify the HLC staff immediately and work with staff members to design appropriate follow-up activities. HLC shall understand systematic noncompliance to mean that the institution lacks any policies to determine the award of academic credit or that there is an inappropriate award of institutional credit not in conformity with the policies established by the institution or with commonly accepted practices in higher education across multiple programs or divisions or affecting significant numbers of students.

**Worksheet on Assignment of Credit Hours**

**A. Identify the Sample Courses and Programs Reviewed by the Team**

**Undergraduate Programs Reviewed:**

- Agricultural and Food Studies
- Business Administration
- English
- Mathematics
- Psychology
- May Term

<table>
<thead>
<tr>
<th>Course #</th>
<th>Sec</th>
<th>Cr</th>
<th>Title</th>
<th>Instructor</th>
<th>Term</th>
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<tr>
<td>AGRI 207</td>
<td>001</td>
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<td>Principles of Agriculture I</td>
<td>Crow</td>
<td>Fall 17</td>
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<td>Crow</td>
<td>Spr 17</td>
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<td>Future Markets</td>
<td>Benson</td>
<td>Spr 17</td>
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<td>AGRI 322</td>
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<td>4</td>
<td>Environment</td>
<td>McKinley</td>
<td>Fall 17</td>
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<tr>
<td>AGRI 350</td>
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<td>2</td>
<td>Drone Operation</td>
<td>Crow</td>
<td>Fall 17</td>
</tr>
<tr>
<td>AGRI 351</td>
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<td>2</td>
<td>Drone Operation &amp; Maintenance</td>
<td>Crow</td>
<td>Spr 17</td>
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<tr>
<td>AGRI 480</td>
<td>001</td>
<td>2</td>
<td>Capstone</td>
<td>Benson</td>
<td>Spr 17</td>
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<tr>
<td>BUS 130</td>
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<td>4</td>
<td>Intro to Business Leader</td>
<td>Zink</td>
<td>Spr 17</td>
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<tr>
<td>BUS 231</td>
<td>002</td>
<td>4</td>
<td>Principles of Management</td>
<td>Zink</td>
<td>Spr 17</td>
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<tr>
<td>BUS 231</td>
<td>003</td>
<td>4</td>
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<td>Power</td>
<td>Spr 17</td>
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<td>Keime</td>
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<tr>
<td>BUS 426</td>
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<td>Securities and Investments</td>
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<td>Fall 17</td>
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<tr>
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<td>001</td>
<td>4</td>
<td>Business Policy</td>
<td>Power</td>
<td>Sum17</td>
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</tbody>
</table>
### Graduate Programs Reviewed:
- Master of Arts in Teaching—Professional Educator track
- Master of Science in Nursing

### Certificate Programs Reviewed:
- Clinical Outcomes Post Baccalaureate Certificate
- Clinical Nurse Leader Post-Master’s Certificate

### Courses Reviewed:

<table>
<thead>
<tr>
<th>Course 3</th>
<th>Cr</th>
<th>Title</th>
<th>Instructor</th>
<th>Term</th>
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</thead>
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<td>NURS 510</td>
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<td>Graham</td>
<td>Spr 17</td>
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<tr>
<td>NURS 517</td>
<td>3</td>
<td>Advanced Pathophysiology</td>
<td>Dutler</td>
<td>Sum 17</td>
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<tr>
<td>NURS 517</td>
<td>3</td>
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<td>Dutler</td>
<td>Fall 17</td>
</tr>
<tr>
<td>NURS 533</td>
<td>3</td>
<td>Evidence-based Research</td>
<td>Sorenson</td>
<td>Fall 17</td>
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<tr>
<td>NURS 615</td>
<td>3</td>
<td>Management of Clinical Outcomes</td>
<td>Barber</td>
<td>Fall 17</td>
</tr>
<tr>
<td>NURS 651</td>
<td>3</td>
<td>Advanced Role Dev</td>
<td>Varner</td>
<td>Fall 17</td>
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<td>Dutler</td>
<td>Sum 17</td>
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<td>2</td>
<td>Evidence-based Capstone</td>
<td>Sorenson</td>
<td>Spr 17</td>
</tr>
</tbody>
</table>
B. Answer the Following Questions

1. Institutional Policies on Credit Hours

a. Does the institution’s policy for awarding credit address all the delivery formats employed by the institution? (Note that for this question and the questions that follow an institution may have a single comprehensive policy or multiple policies.)

☐ Yes ☐ No

Comments:
Morningside has several policies governing credit hour. The policies combined do address Morningside’s multiple delivery formats.

b. Does that policy relate the amount of instructional or contact time provided and homework typically expected of a student to the credit hours awarded for the classes offered in the delivery formats offered by the institution? (Note that an institution’s policy must go beyond simply stating that it awards credit solely based on assessment of student learning and should also reference instructional time.)

☐ Yes ☐ No

Comments:
Morningside presents a detailed explanation of the amount of instructional or contact time provided and homework typically expected. Morningside expects a minimum of one hour of course contact time and two hours of homework per credit, per week, for 15 weeks. The undergraduate Credit Hour Policy is generalized, focusing on assessment of learning: “credit hours are determined by the defined outcomes of the course and are verified by the quantitative and qualitative assessment of student learning.” However, more detailed explanations are offered in the “Explanation and Notes of Credit Allocation” for 6-credit and 10-credit student teaching and for tutorials and in the “Internship Guidelines and Documentation.”

Graduate credit hours are explained in the Graduate Programs’ “Definition of Credit Hour [for online courses]” statement and the “Distance Education Credit Meeting Length” statement accompanied by a “Meeting Length Guidelines” grid. Graduate credit expectations are a minimum of 40 hours of work for each credit awarded.

c. For institutions with non-traditional courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy equate credit hours
with intended learning outcomes and student achievement that could be reasonably achieved by a student in the time frame and utilizing the activities allotted for the course?

☑ Yes    ☐ No

Comments:

As noted above, a detailed description of required time and activities is given for student teaching, tutorials, and internships.

d. Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that HLC will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

☑ Yes    ☐ No

Comments:

In traditional classroom format, 1 hour of class plus 2 hours of work/activities is the norm. In non-traditional formats and in distance learning, required work and contact time is clearly described that meet the standard of good practice.

As noted above graduate credit expectations are a minimum of 40 hours of work for each credit awarded.

There might be concern with the number of undergraduate students who exceed the typical term load as described by Morningside as 15 credits. In Fall 2016, 1295 full-time students and, in Spring 2017, 1160 students exceeded this “typical” load. However, this might be explained by the normal course credit award is four credits and there are few courses which are offered with only 1, 2, or 3 credit awards. As a result, 16 credits might well become a “norm.”

The team followed up with the reviewer’s concern in the previous paragraph. Dr. John Pinto, via the Registrar, provided the following response: “We interpreted this chart wrong. Reiterated the number of full-time students instead full-time students taking more than the average load. For Fall 2016 the number of undergraduate students taking more than 15 hours is 859. For Spring 2017 the number is 730. The Grad students number is wrong also but not by much. Fall 2016 should be 12 instead of 34. For spring it should be 26 instead of 40. (know these were not a concern.)”

2. Application of Policies

a. Are the course descriptions and syllabi in the sample academic programs reviewed by the team appropriate and reflective of the institution’s policy on the award of credit? (Note that HLC will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

☑ Yes    ☐ No

Comments:
The course descriptions and the syllabi are reflective of the policy on the award of credit. The descriptions, by and large, indicate the breadth and depth of learning that represents the expected work defined by the credit.

The syllabi typically contain most or all of the following details: course description, course learning outcomes, course outlines/schedules, textbook requirements, assignment and related grading percentages, and attendance policy. The assignments and the specificity of course outlines/schedules in the syllabi indicate an amount of work in line with the number of credits.

b. Are the learning outcomes in the sample reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution’s policy on the award of credit?

☐ Yes   ☐ No

Comments:

The course learning outcomes in the syllabi reviewed were highly appropriate to the number of credits and to the undergraduate course level designation. Upper division courses consistently had active verbs that designate a more developed level of thinking and product expectation. Typical verbs in upper level outcomes/objectives include apply, interpret, compare, evaluate, analyze, integrate, implement, and develop strategic processes. In addition, the pedagogy also aligned with these higher expectations, including seminar style, case study methodology, and collaborated production.

In addition, program/department learning outcomes/objectives, core learning objectives (for example, Ethical Reasoning Appreciation and Global Awareness), and Writing Proficiency requirements were clearly defined in courses where these objectives were being assessed.

Only one undergraduate syllabus of those reviewed lacked any mention of learning objectives/outcomes (ENGL 211).

The Graduate Courses also demonstrated high-level course objectives, such as the ability to analyze, differentiate, design a comprehensive program, demonstrate capabilities and decision-making in a largely independent (preceptor supervised) clinical practicum, and critically analyze data for high level decision-making.

In many of the syllabi at both levels, learning outcomes were linked to course activities and assignments. This was particularly true in the graduate courses. This mapping made it even more evident that the number of credits was appropriate to the subject matter, activities, assignments, and expectations of the courses.

There was only one instance when two courses delivered in the same format during the same term length but by different instructors were not aligned and raised some concern of consistency. The instructors used the same online text, but the course objectives on the syllabi were different (PSYC 101-001 Spring 17 and PSYC 101-003 Fall 17).

c. If the institution offers any alternative-delivery or compressed-format courses or programs, are the course descriptions and syllabi for those courses appropriate and reflective of the institution’s policy on the award of academic credit?

☐ Yes   ☐ No
Comments:

Most of the courses reviewed that are offered in a compressed format are also offered in a traditional term. In every instance when on-ground and online courses and when traditional term and compressed courses were compared, the course descriptions were the same and the course syllabi were reflective of the award-of-credit policy. The activities of the course were adapted to the compressed format and to online delivery, but maintained an appropriate level of rigor and time commitment.

The May Term courses, while compressed, are immersion experiences that demand complete commitment to the work of the course. The learning outcomes were found to be at a level appropriate for the level and credit award of the course.

Internships are offered in a range of credits and the credits applied to the internship by the faculty member reflect the type of work and the amount of time required to complete the work demanded by the policy.

d. If the institution offers alternative-delivery or compressed-format courses or programs, are the learning outcomes reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution’s policy on the award of credit? Are the learning outcomes reasonable for students to fulfill in the time allocated, such that the allocation of credit is justified?

☐ Yes ☐ No

Comments:

The learning outcomes in compressed-format and online delivery courses were found to be the same as those in their traditional format and delivery equivalent. The length of time allotted in the compressed-format is reasonable and within federal compliance guidelines.

The learning outcomes in May Term courses were found to be at a level appropriate for the level and credit award of the course. Because these are immersion courses with some of the courses actually providing additional instruction outside the term, the 3 weeks of the term is a reasonable time for students to fulfill the learning outcomes.

The Internships credit awards are customized to the students’ work plans and identified outcomes. This ensures that the instructor designate a credit amount and work expectations that are appropriate to the identified time allotment.

e. Is the institution’s actual assignment of credit to courses and programs across the institution reflective of its policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

☐ Yes ☐ No

Comments:

Morningside appears very meticulous in designing courses so that learning outcomes, expected course attendance time, and identified out-of-class work assignments and expectations are reasonable and appropriate to the number and level of credits awarded.
The program requirements, courses descriptions, learning outcomes (institutional, program, and course), and syllabi reviewed provide evidence that the assignment of credit to courses and programs at both the graduate and undergraduate level are reasonable and appropriate for a rigorous educational experience within commonly accepted practice in higher education.

C. **Recommend HLC Follow-up, If Appropriate**

Review the responses provided in this worksheet. If the team has responded “no” to any of the questions above, the team will need to assign HLC follow-up to assure that the institution comes into compliance with expectations regarding the assignment of credit hours.

<table>
<thead>
<tr>
<th>Is any HLC follow-up required related to the institution’s credit hour policies and practices?</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Yes</td>
</tr>
<tr>
<td>☒ No</td>
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</tbody>
</table>

Rationale:

Identify the type of HLC monitoring required and the due date:

D. **Systematic Noncompliance in One or More Educational Programs With HLC Policies Regarding the Credit Hour**

<table>
<thead>
<tr>
<th>Did the team find systematic noncompliance in one or more education programs with HLC policies regarding the credit hour?</th>
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<tbody>
<tr>
<td>☐ Yes</td>
</tr>
<tr>
<td>☒ No</td>
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</table>

Identify the findings:

Rationale:

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**Part 3. Clock Hours**

**Instructions**

Review Section 5 of *Worksheet for Institutions*, including Supplements A3–A6. Before completing the worksheet below, answer the following question:
Does the institution offer any degree or certificate programs in clock hours or programs that must be reported to the Department of Education in clock hours for Title IV purposes even though students may earn credit hours for graduation from these programs?

☐ Yes  ☒ No

If the answer is “Yes,” complete the “Worksheet on Clock Hours.”

Note: This worksheet is not intended for teams to evaluate whether an institution has assigned credit hours relative to contact hours in accordance with the Carnegie definition of the credit hour. This worksheet solely addresses those programs reported to the Department of Education in clock hours for Title IV purposes.

Non-degree programs subject to clock hour requirements (for which an institution is required to measure student progress in clock hours for federal or state purposes or for graduates to apply for licensure) are not subject to the credit hour definitions per se but will need to provide conversions to semester or quarter hours for Title IV purposes. Clock hour programs might include teacher education, nursing or other programs in licensed fields.

Federal regulations require that these programs follow the federal formula listed below. If there are no deficiencies identified by the accrediting agency in the institution’s overall policy for awarding semester or quarter credit, the accrediting agency may provide permission for the institution to provide less instruction so long as the student’s work outside class in addition to direct instruction meets the applicable quantitative clock hour requirements noted below.

Federal Formula for Minimum Number of Clock Hours of Instruction (34 CFR §668.8):

1 semester or trimester hour must include at least 37.5 clock hours of instruction
1 quarter hour must include at least 25 clock hours of instruction

Note that the institution may have a lower rate if the institution's requirement for student work outside of class combined with the actual clock hours of instruction equals the above formula provided that a semester/trimester hour includes at least 30 clock hours of actual instruction and a quarter hour includes at least 20 semester hours.

Worksheet on Clock Hours

A. Answer the Following Questions

1. Does the institution’s credit-to-clock-hour formula match the federal formula?

☐ Yes  ☐ No

Comments:

2. If the credit-to-clock-hour conversion numbers are less than the federal formula, indicate what specific requirements there are, if any, for student work outside of class.
3. Did the team determine that the institution’s credit hour policies are reasonable within the federal definition as well as within the range of good practice in higher education? (Note that if the team answers “No” to this question, it should recommend follow-up monitoring in section C below.)

☐ Yes ☐ No

Comments:

4. Did the team determine in reviewing the assignment of credit to courses and programs across the institution that it was reflective of the institution’s policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

☐ Yes ☐ No

Comments:

B. Does the team approve variations, if any, from the federal formula in the institution’s credit-to-clock-hour conversion?

☐ Yes ☐ No

C. Recommend HLC Follow-up, If Appropriate

Is any HLC follow-up required related to the institution’s clock hour policies and practices?

☐ Yes ☐ No

Rationale:

Identify the type of HLC monitoring required and the due date:
**INSTITUTION and STATE:** Morningside College, IA  
**TYPE OF REVIEW:** Standard Pathway Comprehensive Evaluation  
**DESCRIPTION OF REVIEW:** Year 4 Comprehensive Evaluation will include an embedded interim report focused on assessment of student learning and on planning, with attention to graduate education and online delivery. Comprehensive Evaluation includes a Federal Compliance Reviewer.  
**DATES OF REVIEW:** 12/4/2017 - 12/5/2017

<table>
<thead>
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<td><strong>Nature of Institution</strong></td>
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<td>Control:</td>
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<td><strong>Degrees Awarded:</strong></td>
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<td><strong>Year of Last Reaffirmation of Accreditation:</strong> 2013 - 2014</td>
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<tr>
<td><strong>Year of Next Reaffirmation of Accreditation:</strong> 2023 - 2024</td>
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<td><strong>Recommended Change:</strong> No change</td>
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**Accreditation Stipulations**

**General:**  
Accreditation at the Master’s level is limited to the M.A.T. and the M.S.N.  
**Recommended Change:** No change
Institutional Status and Requirements Worksheet

Additional Location:
Prior HLC approval required.

**Recommended Change: No change**

Distance and Correspondence Courses and Programs:
Approved for distance education courses and programs. The institution has not been approved for correspondence education.

**Recommended Change: No change**

**Accreditation Events**

**Recommended Change: No change**

**Upcoming Events**

Comprehensive Evaluation: 2023 - 2024

**Recommended Change: No change**

**Monitoring**

Upcoming Events
None

**Recommended Change: Interim Report Due 8/31/2020 that includes (1) an update on any negative impact as a result of the implementation of Interim Curriculum 2017 and (2) evidence that the institution has a developed a co-curricular program and corresponding assessments.**

**Institutional Data**

<table>
<thead>
<tr>
<th>Educational Programs</th>
<th>Recommended Change:</th>
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<td><strong>Graduate</strong></td>
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<tr>
<td>Master's Degrees</td>
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</tbody>
</table>
Institutional Status and Requirements Worksheet

**Specialist Degrees** 0

**Doctoral Degrees** 0

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**Extended Operations**

**Branch Campuses**

None

**Recommended Change: No change**

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**Additional Locations**

None

**Recommended Change: No change**

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**Correspondence Education**

None

**Recommended Change: No change**

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**Distance Delivery**

13. - EDUCATION, Master, Master of Arts in Teaching
51.3801 - Registered Nursing/Registered Nurse, Post-Baccalaureate Certificate, Clinical Outcomes Certificate

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**Contractual Arrangements**

13.9999 Education, Other - Master - Professional Educator - AEA PD Online Courses

13.9999 Education, Other - Master - Professional Educator - Educational Resources of MN

13.9999 Education, Other - Master - Professional Educator - IT4Educators

13.9999 Education, Other - Master - Professional Educator - Learning Disabilities Association of Iowa (LDA-IA)

13.9999 Education, Other - Master - Professional Educator - PBS Teacherline Online Courses

13.9999 Education, Other - Master - Professional Educator - Seela Science
Institutional Status and Requirements Worksheet

13.9999 Education, Other - Master - Professional Educator - Teacher Sandbox Online Courses

13.9999 Education, Other - Master - Professional Educator - The Art of Education

13.9999 Education, Other - Master - Professional Educator - Virtual Education Software, inc (VESi)

13.9999 Education, Other - Master - Professional Educator - Keystone - Elkader/Dubuque

13.9999 Education, Other - Master - Professional Educator - AEA 267 - Clear Lake/Cedar Falls

13.9999 Education, Other - Master - Professional Educator - Northwest AEA - Sioux City/Sioux Center

13.9999 Education, Other - Master - Professional Educator - Prairie Lakes AEA - Fort Dodge/Emmetsburg

13.9999 Education, Other - Master - Professional Educator - Grant Wood AEA - Cedar Rapids

13.9999 Education, Other - Master - Professional Educator - Green Hills AEA - Council Bluffs/Creston

13.9999 Education, Other - Master - Professional Educator - Great prairie AEA - Ottumwa/Burlington

None

Recommended Change: No change

Consortial Arrangements

None

Recommended Change: No change