

## **Chapter 1**

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### **Morningside College since the 1994 NCA Team Visit**

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#### **Overview of the Last Ten Years**

The North Central Association (NCA) conducted its last comprehensive evaluation of Morningside College in March 1994. Just prior to the March 1994 site visit, a number of changes in the leadership of the college had occurred. Jerry Israel had been selected as president of Morningside College in April 1993, and Tom Rice had just been promoted to Vice President for Development and College Relations. Bari Watkins began in the newly titled position of Vice President for Academic Affairs and Dean of the College in January 1994. The position of Vice President for Institutional Research and Planning was eliminated, and these responsibilities shifted to the Vice President for Academic Affairs.

In the ten years since March 1994, a number of other significant events have transpired at Morningside College. The Morningside nickname and mascot were changed from the Chiefs to the Mustangs. Changes in the academic governance structure were implemented. The number of academic divisions increased from five to six with the reassignment of some departments. The position of division chair became an elected position and the division chairs composed the newly formed curriculum committee, which worked with the Dean researching curricular topics in order to modify the existing general studies program. This committee proposed a new general studies curriculum to the faculty in Spring 1995. The proposal, however, failed to gain faculty support and was voted down.

The task of reforming the curriculum was then transferred from the division chairs to a faculty-led task force. Faculty were encouraged to think ambitiously about various program innovations and not to let the question of resources hamper their thinking. The task force led a number of broad discussions on curriculum but was initially unable to lead the faculty to a consensus. Three very different curricular models were developed and debated by the faculty. In Fall 1997, one model was approved and plans to implement this curriculum (labeled the CORE curriculum) for Fall 1998 were developed. A newly elected faculty committee (the Curriculum Policies Committee) was given the responsibility of implementing and overseeing the curriculum. Under this new curriculum, the size of the faculty grew from 64 positions in 1995-1996 to 79 positions in 1999-2000, while the number of students at Morningside was relatively stable over this same time period (*Fact Book 2002-2003*, p. 11).

With the exception of academic year 94-95, during which a large gift was applied to the operating budget, Morningside has ended each year since the last NCA visit with a budget deficit. The cumulative effect of these annual deficits is a current debt level of approximately \$7,700,000. In 1997 President Israel announced his resignation effective at the conclusion of the 1997-98 academic year. [Ron Jorgensen](#) was hired as Chief Financial Officer and became Vice President of Business and Finance in 1998. A Board Committee selected David Marker to serve as interim president in 1998-99, and a presidential search was begun. During his year as interim president, Marker announced a controversial Board approved plan to reduce faculty and staff TIAA/CREF benefits. He also dismissed Bari Watkins as VPAA, although she had earlier announced her

resignation effective at the end of the 1998-99 year. The Board, in response to the ensuing dispute, rescinded the plan to alter the TIAA/CREF benefits.

A national search selected [John Reynders](#) as the President of Morningside College. He began his presidency in June 1999. [Terri Curry](#) was officially named as the Vice President for Student Services and Enrollment in Spring 2000. [William Deeds](#) was selected as Vice President for Academic Affairs and Dean of the College and began in June 2000.

Reynders focused his first year as President on understanding the current state of the college and communicating his findings to all constituencies. The continuing budget deficits; increases in tuition discounting; rapid endowment-spending formula; increase in number of faculty, staff and administration over the past ten years; expense of running a National Collegiate Athletic Association (NCAA) Division II athletic program; and stalled campaign to raise funds for a new science building were of particular concern. In January 2000, the decision was made to abandon plans to construct a new science building. Rather, with the permission of the donors, the funds raised were used to renovate the current science facility. Planning for this renovation proceeded rapidly. In February 2000, President Reynders issued his *[Call to Action for Morningside College](#)*, initiating the development of a five-year plan for the college. The plan was to be driven by three interdependent goals:

1. to achieve fiscal stability, i.e., a balanced budget within five years;
2. to ensure challenging, rich academic and co-curricular experiences for students;
3. to create a satisfying place for faculty and staff to work.

The planning process called for six task forces, drawing on representatives from Morningside's faculty, staff, alumni, student body, and Board of Directors, to begin meeting in June and July 2000. Each task force was given one of the following charges:

1. to develop mission and vision statements for the institution;
2. to define the appropriate role for intercollegiate athletics at Morningside;
3. to identify the criteria for assessing strong academic programs and programs that are central to Morningside's mission;
4. to conduct a thorough review of all tuition revenue issues including undergraduate full and part-time opportunities, graduate programs, and niche programs;
5. to search out inefficiencies through an investigation of the non-personnel related expenditures of the institution;
6. to examine student life at Morningside with an eye toward developing a more fully integrated academic and co-curricular environment on campus that will help to retain greater numbers of students.

The task forces were required to deliver a report on their efforts and recommendations to the President by September 1, 2000. Based on the task force reports, the President wrote

*[“For Such a Time as This:” A Five-Year Plan for Morningside College.](#)*

In the *Five-Year Plan*, President Reynders made a number of recommendations designed to achieve the three overarching goals listed earlier. These recommendations include: adopting a new [mission and vision statement](#) for the institution; redefining the role of intercollegiate athletics at Morningside College; creating new niche opportunities, such as the program for students with learning disabilities; ending the current fundraising

campaign and designing a new campaign that would be consistent with the needs outlined in the *Five-Year Plan*; restructuring the workforce to reduce the number of faculty (from 79 to 63) and staff (from 144 to 129); reducing the budget for part-time and adjunct instructors by 50 percent; modifying the plan for TIAA/CREF contributions for all employees; exploring the feasibility of a number of new initiatives to improve Morningside's value to students; evaluating and modifying a number of personnel policies to create a better workplace; and establishing systems to maintain institutional planning as an ongoing enterprise. The *Five-Year Plan* was made available to the Morningside College community at the beginning of October 2000 and approved by the Board of Directors on October 10, 2000. Efforts to implement the recommendations in the *Five-Year Plan* began immediately upon its approval.

One of the most debated recommendations in the plan was to move the intercollegiate athletic programs out of Division II of the NCAA. A task force was formed to evaluate available options for a new athletic conference affiliation. Ultimately, the decision was made to move to the National Association of Intercollegiate Athletics (NAIA) and apply for admission to the [Great Plains Athletic Conference \(GPAC\)](#). Student athletes currently enrolled at the college kept their athletic scholarships if they remained as a full-time student and did not break enrollment, but no new athletic scholarships were awarded in 2001-02. Some student athletes opted to go to other institutions. During the 2001-02 academic year Morningside held dual affiliation as a member of the North Central Conference of NCAA Division II and as an independent in the NAIA. Football was played only as a club sport during 2001-02. Men's soccer and men's golf were added as new intercollegiate sports in 2001. In 2002-03, Morningside

College continued as an independent member of the NAIA and resumed intercollegiate football. Morningside was admitted to the GPAC beginning in Fall 2003. Men's and women's swimming and men's and women's tennis were added as new intercollegiate sports in 2003. Men's wrestling will be added as a new intercollegiate sport in 2004.

Restructuring the workforce was also a controversial recommendation.

Administrative and staff reductions had already been made when the *Five-Year Plan* was approved. Planning for reducing the size of the faculty from 79 to 63 and phasing out certain academic programs using the criteria listed in the *Five-Year Plan* was begun in Fall 2000. Upon the plan's approval, the announcement was made that the majors in the following programs would be phased out: Criminal Justice; Early Childhood Education; Economics; Environmental Science; French; Health, Physical Education, and Recreation; Indian Studies; and Sociology. All students currently in attendance at Morningside were assured that they could complete these majors if they stated their intention to do so by February 2001. In addition, faculty reductions in the following programs were announced: Biology, Chemistry, English, Mathematics/Computer Science, and Nursing. Plans to offer a program in Nursing Education in collaboration with Briar Cliff University were initiated, and other collaborative efforts were sought. In order to achieve the 16 position reductions, 2 open positions were eliminated, 2 individuals chose to retire and were not replaced, 1 faculty member was offered reassignment to an administrative staff position, 6 untenured faculty were not renewed, and 5 tenured faculty positions were eliminated. The six untenured faculty and five tenured faculty were offered severance packages of six months or one year, respectively. Three of the eliminated tenured faculty were continued on renewable annual contracts as programs were phased out. One

untentured faculty member in Nursing was also continued on a renewable annual contract as the collaborative planning in Nursing Education progressed.

As of Fall 2003, all five tenured faculty whose positions were eliminated were gone. Most of the students in the phased-out majors have graduated, and those few remaining are on plan to complete their course of studies. The effort to offer Nursing Education collaboratively with Briar Cliff University collapsed with a change in presidents at Briar Cliff. Efforts were then made to plan a collaborative program in Nursing Education with St. Luke's College, but a model that would meet the needs of both institutions could not be found. Consequently, Morningside will continue to offer Nursing on its own, and the number of full-time faculty lines will increase from 63 to 64 to allow the Nursing program to continue.

The reduction in the size of the faculty obviously had effects on the curriculum. The Curriculum Policies Committee (CPC) began work on curricular revisions in Spring 2001. The charge to CPC was to develop a curriculum (a Morningside College experience) that was of high quality, derived from the new mission and vision statements, and workable within current resource constraints. Thus, CPC worked not just on revising the program of general studies; rather they focused on the entire curriculum: majors, minors, electives, general education courses, even some co-curricular opportunities. Four faculty workgroups were impaneled to work during the summer of 2001 on the topics of curriculum, assessment, advising, and community connections. To launch the summer's effort, a curriculum revision workshop, led by an external consultant, was held for the faculty in May 2001. A set of eight outcomes for the Morningside College experience, developed by CPC that summer, were approved by the faculty in October 2001. The

outcomes were further clarified with supporting guidelines for knowledge, skills, and dispositions (KSD's) that were approved by the faculty in January 2002. CPC then translated the outcomes and KSDs into a new curriculum approved by the faculty in January 2003. This new curriculum is scheduled to be implemented in Fall 2004. CPC and the faculty are continuing to plan for this implementation. A major focus of their current efforts is to develop methods of assessment for the new curriculum. During the summer of 2003 a cadre of faculty developed an enhanced [First-Year Seminar](#), which was offered to students for the first time in Fall 2003. A similar effort will occur during the summer of 2004 to develop the enhanced Communication and Composition course.

The "[Investing for the Future](#)" fundraising campaign (1996-2000) allowed the college to increase the size of its endowment, provide additional scholarships for students, wire all residence halls for internet access, relocate the Computer Center and build a new multimedia classroom that is compatible with the Iowa Communications Network (ICN), and complete the first phase of the [Campus Design Plan](#). With the dedication of the newly renovated Walker Science Center in October 2001, the "Investing for the Future" campaign was brought to a close, and efforts to launch a new "[Sustaining the Commitment](#)" campaign are underway. This campaign is currently in the advanced gifts phase. [NOTE: Update after the October Board meeting.] Other recent improvements to the physical plant include significant renovations to Allee gymnasium, remodeled space for a new campus bookstore and snack bar, improvements to the entrance of Lewis Hall, and the construction of [new apartment-style residence units](#) on campus.



An Associate Dean for Siouxland Connections was appointed in January 2001 and the short-lived Gateway-on-Site program was launched. An individual was hired for the new position of educational technologist (now Director of Educational Technology) in July 2001. In November 2001, the Northwest Iowa Center for Teaching and Learning was established at Morningside, and a part-time director hired. Morningside College was awarded a \$400,000 National Science Foundation grant in September 2001 to provide scholarships for students in mathematics and computer science. The new position of Dean of Advising was established in June 2002. A new program for students with learning disabilities began in Fall 2002. Also in Fall 2002, a program was begun to equip all new full-time students with notebook computers and train them to use these machines effectively, and wireless access to the campus network was initiated.

During the ten years since the previous NCA visit, many significant events have occurred. The pace of change at Morningside College has accelerated rapidly to a rate that is likely to continue. The next section of this chapter will discuss the Morningside responses to specific recommendations made by the visiting team in March 1994. Following this section, two major ongoing issues, the financial health of the college and the need to develop a culture of assessment will be discussed. The chapter will close with a brief comment about the next ten years.

## Responses to Recommendations From the 1994 Comprehensive Visit

*“[T]he team encourages Board training and recommends the Association of Governing Boards as a competent source for materials and consultation.”* (Team Report, p. 3) The Board of Directors has recently undergone a reorganization resulting in a Board with fewer members that meets three times annually (see Chapter 3). The February meeting each year takes the form of a retreat at which the Board can focus on specific issues of importance. In February 2003 the Board retreat focused on Board education, and Board members completed an AGB sponsored self-study workshop.

*“The team encourages the faculty, staff and administration to work together to hold the line on new hires (and replacements) so that resources can be channeled into compensation increases. A plan for achieving compensation goals should be jointly developed.”* (Team Report, p. 6) Unfortunately, the line on new hires and replacements was not held, and the size of the faculty increased even further before it had to be reduced. A new, more appropriate group of [comparison institutions](#) was identified in 1999. However, relative compensation has probably not improved since the last NCA visit. The *Five-Year Plan* acknowledges that salaries need to be improved and suggests that salary considerations be placed at the beginning of the budget process. The plan calls for increases to be determined through two mechanisms: percentages that are awarded across the board and allocations from a bonus pool that results from meeting or exceeding enrollment and retention objectives. Across-the-board increases of 3% have occurred every year since the plan was approved. Bonuses based on exceeding enrollment and retention objectives were awarded in December 2002 and [\[some statement about the likelihood for December 2003\]](#). Gifts from friends of Morningside

College have established two additional award programs: one for faculty, The Sharon Walker Faculty Excellence Awards, and one for staff, the Thomas S. Thompson Endowment for Staff Excellence Awards. The first three recipients of the Sharon Walker Faculty Excellence awards, announced in December 2003, each received a \$10,000 honorarium and a \$3000 faculty development account for their use. The first five recipients of the Thomas S. Thompson Awards were also announced in December of 2003. Four Thompson awardees received an honorarium of \$4000, and the Thompson Employee of the Year received a \$5000 honorarium. Another component of the *Five-Year Plan* brings all employees under the same policy regarding TIAA/CREF contributions. The contribution for some employees will decrease while, for other employees, the contribution will increase (*Five-Year Plan*, pp. 21-22).

***“The team agrees with faculty and administrators that, as Morningside College reassesses its educational mission and focus, a close look at the general education program should be central to that effort.”*** (Team Report, p. 7) Since the last NCA visit the curriculum has been revised twice. The more recent revision followed the approval of a new mission and vision statement and is derived from these revised statements. The curriculum approved in January 2003 is comprehensive in its scope, and its success is dependent upon the development of techniques for assessing its effectiveness.

***“The College may need to consider the feasibility of continuing to offer the associate in arts in criminal justice . . . and the program may not be viable long term. The College may also wish to consider how associate level programs fit the overall mission of the college.”*** (Team Report, p. 13) Morningside no longer offers any

associate-level programs. The major in Criminal Justice was also phased out as part of the *Five-Year Plan*.

***“The team concurs with those who are concerned that the part intercollegiate athletics should play in the College’s life has not been given sufficient attention in the recent past.”*** (*Team Report*, p. 24) The role of intercollegiate athletics has been thoroughly analyzed and significantly changed since the last NCA visit. Morningside College is now a member of the Great Plains Conference of the NAIA instead of the North Central Conference of Division II of the NCAA. The college now competes with colleges similar in size and mission.

***“The administration feels comfortable that . . . future budgets will be brought into balance.”*** *This is an area of some concern, not only to the institution but to the visiting team.*” (*Team Report*, p. 30) This continues to be a concern to all. The current administration has a plan to get the annual budget to balance, and performance since the approval of the *Five-Year Plan* has been at least as good as forecast. Under the plan, a non-deficit budget will be achieved in academic year 2005-06. The current administration does not “feel comfortable” and believes that getting the budget to balance will require continued attention.

### **Other Concerns From the 1994 Visit**

Several specific areas of concern in addition to the team’s recommendations were mentioned in the report of the 1994 visiting team (*Team Report*, pp. 33-34).

***“Budget deficits and accumulated deficit limit the College’s opportunities to improve educational programs.”*** Morningside must eliminate budget deficits in order to

go forward. The *Five-Year Financial Forecast* calls for a balanced budget in 2005-06. Financial issues are discussed in more detail in Chapter 3.

***“Both administrative structures and faculty governance organization need rethinking and streamlining for more economic use of time, energy and financial resources.”*** This continues to be true. Issues of “turf” play too large a role in decision-making. Recent events show some promise for improving this situation. Student Affairs and Academic Affairs are consciously blurring the lines between their functions to the benefit of the student body. Staff from the academic and student affairs area meet weekly to discuss items of mutual interest. The faculty have reduced the number of faculty committees and are continuing to work on revising governance structures to produce a more efficient system.

***“Accountability issues need to be addressed more clearly: personnel policies need review, clarification, and putting into effect; clearer lines of reporting and clearer job descriptions are needed.”*** There has been great improvement in this area since the last NCA visit. Job descriptions have been rewritten for almost every position, and personnel policies have been improved and clarified. These issues are discussed in more detail in Chapter 3.

***“Evaluation of faculty for contract renewal and tenure needs to be more systematic; consistent application of policies is needed; procedures for reviewing evaluation data, guidelines for recommendations and rationales, lines of responsibility for decision-making would all be improved by better articulation.”*** These policies and procedures have been clarified since the 1994 visit. The pre-tenure evaluation process was modified. Both the pre-tenure evaluation and the tenure evaluation processes require

faculty to submit portfolios of their accomplishments. The Promotion and Tenure Committee of the faculty has improved communications about policies and is continuing to review its procedures. The VPAA has been made responsible for developing a post-tenure review process. The evaluation of advising could be improved and is currently being examined. Also, faculty need to be better evaluated on how they integrate assessment into their courses. [Perhaps some text based on the discussions of the criteria for the Walker awards?]

*“The College needs to articulate where athletics fits into its educational mission and shape the programs according to that mission. Two particular clusters of problems need to be addressed immediately: how to bring gender equity to athletics at the College [;] how to stop the drain on academic programs from athletic program commitments.”* The College has looked carefully at the role of athletics since the previous NCA visit and switched from the Division II of the NCAA to the NAIA. The number of student athletes on campus has increased from 195 in 2001-02 to 295 in 2002-03 and to approximately 350 in the Fall of 2003. Of the student athletes in Fall 2003, xxx were male and xxx were female. A survey of student interest in athletics was conducted in 1997 and again in 2002. The 1997 survey indicated a demand for women’s soccer, and this sport has been added. Based on the 2002 survey, the college believes that the athletic interests of female students are being fully and effectively accommodated. Efforts to improve the compensation for female coaches need to continue. Communications between the academic and athletic areas have improved, and scheduling conflicts are being resolved.

***“The academic program is in serious need of refocusing, testing curriculum and other educational activities against the College’s mission. Adding on is no solution.”*** The newest curriculum [as yet unnamed!] grows out of the revised mission and vision statements and takes resource constraints into consideration. The success of this curriculum will depend on developing good assessment techniques.

***“Some physical plant inadequacies, especially in the science building, must be addressed.”*** Morningside College is justifiably proud of its newly renovated Walker Science Center. Other physical plant improvements are built into the current fundraising campaign and are discussed further in Chapter 3.

***“Faculty salaries are too low.”*** This statement, unfortunately, continues to be true. Improvement in the area of faculty compensation, however, will depend on controlling costs and increasing revenues.

## **Two Major Issues That are Ongoing**

### **The Financial Health of Morningside College**

The financial health of Morningside College is a central theme in the *Five-Year Plan*. In order for Morningside to prevail, expenses must not exceed revenues. The *Five-Year Plan* specifies a number of initiatives designed to produce a balanced budget and reduce the cumulative debt of the institution. The college is currently adhering to its plan through 2003-04 to achieve a balanced budget for 2005-06, as specified in the *Five-Year Financial Forecast*. This forecast, however, also indicates that are in danger of deviating from the plan in 2004-05 unless adjustments are made.

The deviations in the plan are primarily the result of two factors: 1) the reduced value of the endowment due to poor market performance and 2) the rapidly increasing (and seemingly unpredictable) costs of health-care insurance. A 7.5% endowment-spending formula and a decrease in the endowment from \$31 million to \$25 million present a problem of approximately \$450,000. Projected costs for health care in 2004-05 present an additional problem of \$190,000. The college has taken initial steps to modify the health-care plan to control costs, but additional steps will be necessary. These problems put increasing pressure on the college to meet or exceed its enrollment and retention goals, look for additional sources of revenue, and continue to control costs.

In Summer 2003, the senior staff and a select group of faculty and staff held a retreat to revisit the *Five-Year Plan*. The senior staff is currently digesting the results of that retreat in order to recommend adjustments to keep the institution on track to meet its projections. These recommendations will be discussed widely throughout the college community. [Update this section after the retreat report is written.]

### **Developing a Culture of Assessment**

With the development of the revised mission and vision for Morningside College and the resulting modifications to its curriculum, the development of a “culture of assessment” is the next critical challenge for Morningside. The college must use its resources wisely and stay focused on accomplishing its mission. In order to do so, the college must effectively assess every aspect of its academic program. Indeed, Morningside must be able to assess the effectiveness of the Morningside College experience.



Beginning steps towards a “culture of assessment” are being taken. The revised curriculum, as derived from the mission and vision statements, specifies eight outcomes for Morningside College graduates. The Curriculum Policies Committee has identified which components of the Morningside College experience are linked with each outcome. As courses for the new curriculum are developed and proposed for approval, they must demonstrate how student learning will be assessed. In Summer 2003, a workgroup of faculty and staff focused on improving assessment. This committee has recommended hiring a Director of Institutional Assessment and Research, establishing an Institutional Assessment Committee, and charging the Curriculum Policies Committee to oversee academic assessment.

[Paragraph about the Title III proposal. Either funded or not (will know in September) – how we scored, etc. Include statement that a Director of Institutional Research is built into the 2004-05 budget with or without Title III funding. The search for this position will be underway in Fall 2003. The individual in this position will be the point person for developing a “culture of assessment.”]

### **The Next Ten Years**

The tumultuous previous ten years at Morningside College have brought much change. The next ten years are likely to be no less challenging. The following chapters will report how Morningside College has met the Criteria for Accreditation set by the Higher Learning Commission, specifically, how the college has clear and publicly stated purposes consistent with its mission and appropriate to an institution of higher education; has effectively organized the human, financial, and physical resources necessary to accomplish its purposes; is accomplishing its educational and other purposes; can

continue to accomplish its purposes and strengthen its educational effectiveness; and demonstrates integrity in its practices and relationships. These areas of endeavor will continue to set the agenda at Morningside for the coming decade. In Appendix 1-1, additional information shows that Morningside College has also met the General Institutional Requirements of the Higher Learning Commission.

## Chapter 2

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***Criterion 1: The institution has clear and publicly stated purposes consistent with its mission and appropriate to an institution of higher education.***

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This chapter will present Morningside College's purposes and focus on the relationships among mission, vision, purposes, and decision-making. For each purpose, evidence relating to how that purpose is communicated, whether it is appropriate for an institution of higher education, and how it informs decision-making will be outlined. In addition, an evaluation of each purpose, based upon the evidence, will be made.

Mission and vision give broad direction to the entire Morningside College experience. Purposes flow from the mission/vision. Five purposes have been articulated:

1. to meet the evolving higher educational needs of traditionally college-aged students in the greater Midwest region;
2. to provide an educational experience that results in the following student outcomes:
  - Morningside graduates demonstrate analytic, synthetic, creative, evaluative, and quantitative thinking;
  - Morningside graduates communicate effectively;
  - Morningside graduates behave ethically and responsibly;
  - Morningside graduates use knowledge of cultures to enhance their understanding of themselves and others;

- Morningside graduates apply knowledge and skills from multiple, diverse disciplines and practical experiences to understand complex issues and solve problems;
  - Morningside graduates exhibit a passion for life-long learning;
  - Morningside graduates effect positive change through leadership or active participation in their communities;
  - Morningside graduates articulate their own spirituality and personal values, while understanding those of others;
3. to blend/integrate traditional liberal arts and pre-professional programs in the curriculum;
  4. to provide a residential campus community with a wide range of educational experiences and diverse co-curricular opportunities;
  5. to promote service and the ecumenical spirit that Morningside derives from its affiliation with the United Methodist Church.

Data indicates that the mission is widely known and understood throughout the Morningside community ([Faculty, Alumni, Staff/Administrative Spring 2003 Survey Results](#)). Purposes can be more specific and will allow the opportunity to engage the community in further discussion as the college adapts to changing circumstances.

**Purpose 1: To meet the evolving higher educational needs of traditionally college-aged students in the greater Midwest region.**

**Objective**

With this purpose, Morningside has intentionally narrowed the scope of its mission statement in the hope of better serving “traditionally college-aged students,” those from 18 to 24 years of age. Additionally, Morningside has focused on being a regional institution rather than a national or local institution. Finally, and most importantly, Morningside has positioned itself as a “student-centered” institution that responds to the changing needs of its students.

This purpose anticipates that the student body will become increasingly diverse in this century and supports the belief that the Morningside experience must adapt to fulfill the needs of such a student body. Although this purpose refers to traditionally college-aged students in the greater Midwest region, these words should not be interpreted to mean that the needs of Morningside’s older students or of students from other regions of the United States and the world should be ignored. Our region is witnessing significant demographic change, and the college has a long-standing tradition of reaching out to under-served populations. This purpose maintains that commitment.

### **Evidence**

Admissions efforts, as well as general marketing efforts, center on the age group and region identified in this purpose (see [Admissions Web page and Marketing Plan 2001-2003](#)). Student demographics reflect the focus of this purpose: the student body is overwhelmingly “traditionally college-aged,” and the majority of our students come from the three-state area ([Fact Book 2002-2003, p. 16](#)). The data also indicate that there is a greater gender balance and increasing racial diversity on campus in recent years ([Fact Book 2002-2003, pp. 12-14](#)).

Morningside's faculty recently adopted a new curriculum based upon specific student outcomes. The reduction of available resources gave impetus to this process, but another motive was timely adjustment of the curriculum to meet student needs. Other student-focused decisions made over the last three years, most of which have roots in the *Five-Year Plan*, include providing each student with a notebook computer and technology training, establishing a program for students with learning disabilities, forming a Diversity Task Force, changing athletic philosophy as well as division and conference associations from NCAA Division II to NAIA Division II, adding sports, and more. Business, education, and nursing advisory boards, consisting of alumni and community members, help keep faculty informed about changing employer needs, so that Morningside graduates are well prepared for the contemporary work world.

The college has also reduced, eliminated, or chosen not to emphasize some programs peripheral to this purpose. For example, the number of night classes has been reduced substantially over the past several years, and the administration has decided not to market specifically to the adult learner at this time.

### **Evaluation**

This purpose, while narrowing the scope of the college's mission, remains consistent with the mission statement. At this time, considering available resources, focus on traditional age and Midwest region is appropriate and necessary for the health of the institution. This purpose is also appropriate to higher education.

Evidence shows that college constituencies understand this purpose and use it in decision-making. Admissions and marketing efforts have been focused primarily on "traditionally college-aged students in the greater Midwest region."

The most challenging word in this stated purpose may be “evolving.” While it speaks to the necessity of responding to the quickly changing needs of today’s college students, it could also be used to hurry decisions without sufficient consideration. The Morningside experience must not be mired in tradition to become stale and irrelevant; neither must the college too hastily abandon proven programs and methods in favor of the latest educational fads. In the coming years, whenever change is imminent, faculty, staff, and students must freely participate in the debate of benefits and drawbacks in a meaningful way.

Assessment is an important element of successfully meeting the evolving needs of our students. The college has made progress towards establishing a culture of assessment, but more work remains to be done. More intentional measures must be implemented to discover the response to decisions such as those based on this purpose.

**Purpose 2: To provide an educational experience that results in the following student outcomes:**

- **Morningside graduates demonstrate analytic, synthetic, creative, evaluative, and quantitative thinking;**
- **Morningside graduates communicate effectively;**
- **Morningside graduates behave ethically and responsibly;**
- **Morningside graduates use knowledge of cultures to enhance their understanding of themselves and others;**
- **Morningside graduates apply knowledge and skills from multiple, diverse disciplines and practical experiences to understand complex issues and solve problems;**

- **Morningside graduates exhibit a passion for life-long learning;**
- **Morningside graduates effect positive change through leadership or active participation in their communities;**
- **Morningside graduates articulate their own spirituality and personal values, while understanding those of others.**

## **Objective**

Morningside College has intentionally aligned the educational experience with the mission and vision statement and developed measurable student outcomes. This purpose reflects a radical change in Morningside's philosophy regarding the development of a college-educated person. The previous curriculum (CORE) consisted of a set of interdisciplinary courses required for all students, a second set of courses in specific disciplines, and a group of courses to build essential (foundational) skills. The newly adopted curriculum clearly reflects a commitment to meeting the needs of students in the 21<sup>st</sup> century as it focuses on student learning outcomes, not specific courses ([“Issues Pertaining to the Curriculum at Morningside College,” Dec. 2000](#)).

## **Evidence**

As detailed in Chapter 1, Morningside College is in the middle of a curricular change, which will be implemented in Fall 2004. The process of curricular change was inclusive. During Summer 2001, the Curriculum Policies Committee (CPC) in consultation with the Faculty Senate, appointed four work groups to begin the curriculum revision process. The work groups focused on the following areas: curriculum structure, assessment, advising, and community connections.



The Curriculum Work Groups (CWG) had four objectives: (a) analysis of the present curriculum regarding the new mission and vision and the need for clear outcomes and assessment; (b) consideration of ways in which the new curriculum could be integrated with assessment, advising, community connections, and the Morningside College experience; (c) articulation of fundamental questions regarding curriculum; and (d) provision of options/ideas for the curriculum change. The final report stated, “The Curriculum Work Group believes we should build a curricular structure and curriculum to meet student outcomes based on the resource limitation up-front. We should start with the mission and vision, develop student outcomes from the mission vision, and develop a curriculum structure with courses and programs that allow students to achieve the outcomes” (CWG final report, p. 2).

During Summer 2002, CPC developed a curriculum proposal that was submitted to the faculty for consideration in Fall 2002. This proposal was examined throughout the semester in faculty meetings, forums, division discussions, student town hall meetings, and open CPC meetings. Substantial revisions and amendments ensued. During this process, two additional curriculum proposals that served as valuable catalysts for discussion were submitted by individual faculty members. The faculty passed the final version of the new curriculum proposal on January 15, 2003. The evolution of this final draft can be clearly seen in its striking differences from CPC’s original proposal (see curriculum proposal, July 2002 and curriculum adopted, January 2003).

### **Evaluation**

This purpose, while not yet fully implemented, is consistent with the present mission and vision statements. The outcomes were intentionally developed directly from

the mission and vision statements in a process that welcomed wide-spread faculty debate and participation.

Various other constituencies - students, alumni, and community groups – were also involved in the development of the curriculum. Dissemination of information about the new curriculum can be found in many places, including faculty minutes, CPC minutes, and articles in the *Collegian Reporter* (the college newspaper).

The curricular outcomes adopted by the faculty in October 2001 have informed all subsequent curricular decisions made by faculty. For example, procedures adopted by CPC in Spring 2003 focus upon outcomes for all courses and programs ([see CPC forms and Academic Affairs Web page](#)).

**Purpose 3: To blend/integrate traditional liberal arts and pre-professional programs in the curriculum.**

**Objective**

With this purpose, Morningside recognizes the interdependence of the traditional liberal arts programs, which is fundamental to our mission, and the long-standing interest of regional students in practical, job-oriented education. The liberal arts are integrated into the pre-professional programs because they are fundamental to life-long learning and long-term career and personal success. A traditional liberal arts curriculum also benefits by being connected with pre-professional education, which provides a context within which to interpret the liberal arts. An exposure to pre-professional courses allows students to demonstrate the value of traditional liberal arts classes. Communication, critical thinking, and the importance of value systems are demonstrated through

application. The best pre-professional education is interdisciplinary and demonstrates that knowledge can not be compartmentalized.

### **Evidence**

The majority of Morningside students choose a major in one of the pre-professional programs (*Fact Book 2002-2003*, pp. 18-20), reflecting their concern with practical educational experiences and marketable skills. In addition, valuing liberal education has been critical to the identity of Morningside College. College restructuring reflected both of these values as program and faculty reductions were balanced between the pre-professional and liberal arts programs.

### **Evaluation**

This purpose has generated some controversy among faculty. As the faculty continues with the implementation of curricular changes, the development of outcomes for courses and majors will provide clearer indications of the relationships between the areas. The college community is likely to continue to discuss the appropriate balance between the pre-professional and the liberal arts programs.

**Purpose 4: To provide a residential campus community with a wide range of educational experiences and diverse co-curricular opportunities.**

### **Objective**

Morningside's programs and facilities focus on serving the higher educational needs of traditionally college-aged students. A comprehensive learning environment is conducive to a high level of student involvement in social, civic, and other diverse co-curricular experiences. The best way that the college can support such experiences is

through providing a residential campus community. Students are more likely to become involved in all aspects of the Morningside experience if they reside on campus.

### **Evidence**

One of the main goals of Morningside's *Five-Year Plan* is "To ensure challenging, rich academic and co-curricular experiences for students that will demonstrate the value of a Morningside education" (p. 4). Providing a quality residential community and a full-range of educational experiences has historically been integral to the mission of Morningside. The *Five-Year Plan*, especially Parts II and III, includes specific recommendations for developing new co-curricular experiences and improving the residential environment.

In 2002-2003, 68% of Morningside's student body lived on campus, up 3 % from the previous year. (*Board Book, May 2003*). One of the top four reasons that prospective students who had been accepted for admission for Fall 2001 did not matriculate was the condition of the residence halls, which confirms that residing on campus is important to students. (*Admissions surveys and stats*)

Morningside has recently opened a new \$3.4 million student-living facility, featuring apartment-style residences that should encourage students to remain on campus through their junior and senior years. The college is also seeking funding for improvements to its existing residence halls as part of its current capital campaign.

In addition, other student spaces (in Olsen Student Center and Allee Gymnasium) were improved in 2001. Morningside also offers many services and facilities designed to enhance student educational experience, including but not limited to the following: the Hickman-Johnson-Furrow Library Center, Achievement Center, Student Health Center,

Career Services Center, and Morningside Activities Council. New programs in 2002-2003 included the wireless Notebook Computer Program and a program for students with learning disabilities. Morningside has an active Student Government with representatives from all residence halls, classes, and commuter students. More than 40 student groups are registered with Student Government ([Student Government list](#)).

The Community Connections Task Force of Summer 2001 found many areas that provide co-curricular opportunities for students, e.g., internships and teaching practicums ([Community Connections Task Force report](#)). That same year, the Office of Public Relations compiled information in the following areas: “Events/groups supported by Morningside College”; “Morningside’s ‘own’ events/groups that involve community members”; and “Faculty/staff community service.” The resulting list revealed hundreds of annual co-curricular organizations or events in which students could be involved, both on and off campus ([Community Connections Public Relations report](#)).

A Summer 2001 survey of Morningside College alumni showed that the tradition of involvement in co-curricular activities is a long one. Sixty-eight percent of the alumni reported having had a leadership role in extra-curricular activities ([Alumni survey](#)).

First-year students are introduced to community service during Orientation Week ([Community Service Projects #2](#)). A survey of students conducted in November 2002 showed that 54 % of Morningside students were involved in volunteer activities and that most of them volunteered from one to five hours a month ([An Examination and Analysis of Volunteer Activities Among Morningside College Students](#)). The service-learning coordinator established an assessment plan for on-going and future service-learning activities.

The college provided room and board for an AmeriCorps VISTA volunteer to work as service-learning coordinator for 2002-2003. Records were centralized, and student service-learning and volunteer activities increased (*2002-2003 Service-Learning report*). Service-learning has been formally integrated into the new curriculum and it will be implemented for all students beginning in Fall 2004. Career Services records all internships reported to that office (*Internships reports*).

The college has three AmeriCorps VISTA volunteers that started in Fall 2003. One is continuing the work of the previous volunteer in service learning. The other two VISTA volunteers are supporting Project HOPE and outreach ministry.

Academic departments play an important role in providing diverse educational experiences through promotion of major-related clubs, honor societies, and professional affiliations. For example, campus media outlets (MC-TV, KMSC-FM Radio, *The Collegian Reporter* campus newspaper) are sponsored by Mass Communications; *The Kiosk*, Morningside's literary magazine, is sponsored by the English Department; the Creative Edge Advertising Club is sponsored by Business Administration; the Spanish Club is sponsored by Modern and Classical Languages; and dance courses, theatre productions, music performance, and art exhibits are sponsored by their respective programs. Field research opportunities are also available to biology students.

The college provides both varsity and intramural athletic opportunities for students. Morningside was admitted to the NAIA in 2001 and was formally accepted into the Great Plains Athletic Conference in October 2002. In the past three years, the number of varsity sports has increased from 11 to 18 with concurrent increases in the number of students participating.

The Diversity Task Force, which convened throughout 2002-2003, discussed a need for more culturally diverse activities on campus, and its chair helped to establish a diversity calendar as a reference for incorporating the celebration of cultural diversity into the Academic and Cultural Arts Series (ACAS) and other institutional programs ([Diversity Task Force minutes](#)). Two new positions in support of greater diversity were established in Fall 2003: Director of Diversity Affairs and Director of International Students. The Director of International Students has been filled and a search is on-going for the other position.

Public Relations news releases, Admissions brochures, the college web site, and the alumni magazine *The Morningsider* tell the external community about the Morningside experience (see samples). Students can learn about co-curricular activities through a variety of media, including class announcements, broadcast e-mails, the Web site, posters, literature sent through campus mail, and the annual Activities Fair.

### **Evaluation**

Building a residential community with a wide range of educational experiences and diverse co-curricular opportunities is consistent with the mission statement and Morningside's history. Such a community gives students the opportunity to practice ethical leadership and civic responsibility. Such learning opportunities and full immersion in a residential community for a majority of the college's students is entirely appropriate to higher education.

The *Five-Year Plan* confirms the value of a residential campus and rich extracurricular activities. The availability of and level of participation in co-curricular activities seem to indicate that Morningside's constituencies have a basic understanding

of and solid commitment to this purpose. The recent curriculum revision provides further opportunity for faculty to intentionally integrate more diverse educational experiences both within and in tandem with curricula. Departments may place more emphasis on experiential learning, including service-learning and internships. Institutionalizing service-learning within the Morningside experience, however, will require sustained administrative support. The presence of an AmeriCorps VISTA volunteer, while a positive step, it was only a temporary placement.

The evidence shows that the quality of residence life is vital to the recruitment and retention of students. The new apartment-style residence is an important asset in providing upper-level students additional choices for a residential Morningside experience. Additionally, keeping juniors and seniors on campus (an anticipated outcome of the new apartments) will help to retain on campus the experienced student leadership that they have developed. Future planning should include improvement to existing residence halls, especially those for first and second-year students. The diverse campus environments must be merged into one, more cohesive learning environment.

The decision to change athletic affiliations and conferences was also consistent with this purpose. Increasing varsity athletic opportunities has provided a richer co-curricular environment for students, as called for in the *Five-Year Plan*.

This purpose remains a valid one for Morningside that should be considered in the context of the other purposes. Faculty and administration need to continue to evaluate the diverse educational experiences and co-curricular opportunities within the Morningside experience for their relevance to traditionally college-aged students and to student outcomes.



**Purpose 5: To promote service and the ecumenical spirit that Morningside derives from its affiliation with the United Methodist Church.**

**Objective**

Morningside was founded by the Methodist Church to serve higher education in Northwestern Iowa, and it continues that mission today. The Wesleyan commitment to faith, service, and academics continues to be honored. Whether in the classroom or as part of extra-curricular events, students are encouraged to grow spiritually. Civic and faith-based service-learning initiatives facilitate this process. The Morningside experience offers an analytical lens through which all religions and personal beliefs may be viewed and provides an atmosphere that fosters openness to and respect for a diversity of religious perspectives and experiences. It does not actively recruit new Methodists nor force a particular belief structure upon students.

**Evidence**

*United Methodist Affiliation*

Morningside reflects its affiliation with the United Methodist Church in many different ways. Our governing board has included United Methodist ministers since the founding of the college (*Statement of Board Membership and History of Morningside*). Morningside has rented office space to the Iowa Conference of the United Methodist Church for the Sioux City District Superintendent (*2002 Iowa Conference Journal*). Morningside College employs a full-time United Methodist campus minister/director of church relations (*employment records/Iowa Conference Journal*). Since 1994, the Department of Religion has expanded from one and one-half to two faculty positions; one of these professors is an ordained United Methodist minister (*employment records*).

Morningside is a member of the University Senate of the United Methodist Church, an accrediting agency whose mission is to assure that the schools, colleges and universities related to the Church are “worthy of bearing the name of the Church.” In recent years the task has become less one of accreditation and more of a review of the ways in which an institution is related to the Church. Under University Senate rules, a church-related institution is expected to:

- identify itself as such in printed material, official listings and other statement of self-description;
- respect, honor and provide the teaching of religion, specifically appropriate scholarly theological teaching in the Christian tradition within the curriculum;
- respect and honor religious practice and, specifically, worship and service for students, staff and faculty who choose to participate in the Christian tradition within the total life of the school;
- willingly allow students, staff and faculty to explore the place of religious belief and practice, and specifically the intellectual dimensions of Christian faith, in all academic disciplines and co-curricular activities;
- encourage the exploration of the place of religious belief and practice in the larger society and advocate appropriate recognition of the contributions of religion to public life;
- recognize the Social Principles of the United Methodist Church and seek to create a community of scholarship and learning which facilitates social justice;
- include in its faculty, administrative officers and board of trustees persons who understand and respect the relationship with the United Methodist Church (*University Senate Records*).

The United Methodist Foundation Scholar Program apportions funds to Morningside for scholarships, all of which are awarded by the Morningside Office of Financial Aid. The Iowa Annual Conference funds several scholarships, and individual United Methodist churches also have established scholarships available to Morningside students. A brochure explaining the scholarships and a separate United Methodist scholarship application are distributed each year to prospective United Methodist students ([Financial Aid material](#)).

The Wesleyan Quadrilateral, which states that one makes religious choices by relying on four elements – Scripture, Tradition, Reason, and Experience—supports an ethos of freedom of inquiry and open-mindedness, which is congruent with the liberal arts education provided by Morningside.

Through the efforts of Dr. Michelle Venable-Ridley, Associate Professor of Religious Studies, Morningside was awarded a Rhodes Consultation Grant and an Institutional Renewal Grant, which supported the following activities in 2002-2003:

- a presentation by Dr. Bruce Forbes on what Methodism is and what it means to be Methodist, given at the first faculty meeting;
- a series of faculty dinner conversations to encourage roundtable discussions on what it means to be church affiliated;
- a half-day symposium on college-church relations with a presentation by Dr. Larry Burton, the Director of Church Relations at DePauw University.

The United Methodist affiliation encourages ecumenical and inter-faith relationships. Morningside is developing a Center for Ministries and has subsequently been selected to host The Iowa School of Lay Ministry, the Lay Missioner Academy, and the 2004 Youth Annual Conference. Through this center, mission trips, lecture series,

diversity and awareness programming, chapel services, Bible studies, touring ministries, peace initiatives, and justice ministries will be offered. This connection supports the formation of character, the ideas of social justice, and an ecumenical spirit.

### *Ecumenical Commitments*

The ecumenical spirit of the college is seen in the diversity of students' religious affiliations. The student body is approximately 25% Roman Catholic, 25% United Methodist and other Wesleyan traditions, 25% Lutheran traditions, and 25% other denominations, faith traditions, and non-specified ([2002-2003 Factbook, p.15](#)).

Another example of the ecumenical spirit is Morningside's recent association with Collegiate Ecumenical Student Christian Ministries (CESCM), a protestant student organization, and affiliation with the Catholic Student Organization (CSO). Additionally, the diversity of faith traditions at Morningside is celebrated through organizations, such as the Inter-faith Religious Life Council of Siouxland, which connect our students with many faith and multi-cultural communities.

There are many indicators of ecumenical commitment in the pedagogy and curriculum of the college. Outcome 8 of the new curriculum requires students to evaluate multiple religious traditions. Regular Academic and Cultural Arts Series (ACAS) events include the annual Wright and Goldstein Lectures, featuring speakers from the Christian and Jewish communities, respectively. In 2002, ACAS began a Diversity Education Program. ([IRG Update](#)).

Co-curricular activities for students include many religious opportunities, including various Campus Ministry groups, the Fellowship of Christian Athletes, and the baccalaureate service held at Grace United Methodist Church. Grace United Methodist

Church also offers various activities for our students, including Bible study, Sunday school, and opportunities to work with children at the City of Peace summer camp.

### **Evaluation**

At Morningside and other Protestant schools, the ties between the church and the college declined after the mid-1970s. In the ten years since the 1994 NCA evaluation, however, such ties have grown stronger at Morningside. Examples include the Rhodes Consultation, a religious component in the new curriculum, and student activities directed by the Campus Minister.

This purpose is entirely consistent with Morningside's mission and vision. The relationship of the college with the United Methodist Church supports accomplishment of this purpose. The college recognizes the current strengthening of the academic-ecclesiastical relationships as promoting the ideas of social justice, service, and inclusive spirituality.

### **Conclusion**

The purposes that have been outlined are derived from the college's mission, inform decision-making, are known to the Morningside community, and are appropriate for an institution of higher education. Significant challenges in this area include the relationship between the liberal arts and pre-professional programs, the development of a culture of assessment, and responding to an increasingly diverse student body. In addressing these and other relevant issues, however, the college has developed an ethos of inclusion and a participatory process that allows for genuine progress. Morningside College meets Criterion 1 as defined by the Higher Learning Commission.

## Chapter 3

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***Criterion 2: The institution has effectively organized the human, financial, and physical resources necessary to accomplish its purposes.***

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### ORGANIZATION AND GOVERNANCE

Morningside College is governed by a Board of Directors that selects the executive officer, the President. The College is organized into four divisions, as illustrated in the [organizational chart](#) which appears in Appendix 3-1. The Vice Presidents for Academic Affairs, Business and Finance, Institutional Advancement, and Student Services oversee each of these divisions.

#### Board of Directors

The Board of Directors was restructured in October 2001 to make board committee meetings more functional, and board meetings more engaging and more efficient for decision-making. *The Articles of Incorporation and By-Laws* were amended to accommodate the changes listed in the table below.

	<u>Former</u>	<u>Current</u>
Board Size	41	25-35
United Methodist Church	7	4
Number of Terms	3	2
Length of Terms	3 yrs	4 yrs
Board Meetings	2	3
Committee Assignments	3	1-2

The first board retreat took place in Minneapolis in February 2003. During the retreat, the board identified a number of strengths and challenges relevant to the Board itself and to senior management. Several significant ones are noted below (2003 Board retreat minutes).

### **Board Strengths**

- Strong commitment to Morningside College, as evidenced by Board members generosity of time, talent, and financial support - Board campaign goal of \$6 million; \$7.2 million currently raised
- Active recognition of the difficulties surrounding the culture of previous boards and a strong commitment to take the necessary steps to prevent those from happening again
- Thoughtful balance between proper involvement and micro-management

### **Challenges to the Board**

- The need to continue to develop new Board leadership, especially at the committee chair levels
- The need to continue to monitor the progress of the *Five-Year Plan* and hold the administration accountable for significant benchmarks
- The need to actively recognize the dynamic nature of the higher educational market, specifically in the Midwest, to and guide the change process in a timely fashion

### **Senior Management**

The management of the College is led by the President, who is appointed by the Board, and the four Vice Presidents, who report to the President. In addition to these four individuals, an administrative assistant, the Director of Public Relations, and the Athletic Director also report directly to the President.

**John C. Reynders, President** ([Reynders curriculum vita \[c.v.\]](#)). John Reynders became the 12<sup>th</sup> president of Morningside College in July 1999. Mr. Reynders serves on the Board of Directors for the Sioux City Symphony Orchestra, the Board of Directors for the Siouxland Community Foundation, and the Siouxland Chamber of Commerce.

**Dr. William C. Deeds, Vice President for Academic Affairs and Dean of the College** ([Deeds c.v.](#)). Dr. Deeds came to Morningside in June 2000 from Moravian College, Bethlehem, Pennsylvania, where he served as a faculty member, department chair, associate dean of the college, and dean for academic affairs and received the Lindback Award for Distinguished Teaching. He is a board member of the Lions Club in Sioux City.

**Ronald A. Jorgensen, Vice President for Business and Finance** ([Jorgensen c.v.](#)). Mr. Jorgensen assumed responsibilities as Vice President for Business and Finance in June 1998. He joined Morningside in 1997 as Chief Financial Officer. Mr. Jorgensen is a member of the Board of Directors for United Way of Siouxland and is currently serving as a Director for the Sioux City Community School District.

**Thomas M. Rice, Vice President for Institutional Advancement** ([Rice c.v.](#)). Mr. Rice joined Morningside College in 1985 as Vice President for Development, now known as Institutional Advancement. Mr. Rice is founder of Project HOPE at Morningside College and serves as a member of its Board of Directors. He is a member of the BSA Mid-America Council Board of Directors and the Council for the Advancement and Support of Education (CASE).

**Terri Curry, Vice President for Student Services** ([Curry c.v.](#)). Ms. Curry was appointed Vice President for Student Services in Spring 2000. She serves on the



executive board for the National Council on Youth Leadership and is a member of the Union County Relay for Life Committee.

### **Senior Management Strengths**

- Experience within their areas of responsibility
- Work well as a team
- Enjoy the respect of the Board, President, faculty, staff, and students
- Committed to the *Five-Year Plan* and the overall success of the college
- Deeply believe in the Mission and Vision statements

### **Challenges to Senior Management**

- Keeping a very strong team together
- Finding the time to evaluate the larger world of higher education
- Balancing day-to-day tasks with strategic planning
- Budget – Budget – Budget / Patience – Patience – Patience

### **Shared Governance**

The variety and complexity of tasks performed by the college require an interdependence among the Board, the President and other administrative officers, faculty, students, and staff, with constant and effective communication. Shared governance means that these groups participate in initiating actions and making decisions affecting their lives and work at the college, with differences of weight accorded to each voice, to the matter or action being decided.

One of the most significant changes in the past ten years is an open and on going communication between college constituencies. Faculty senate, administrative/staff council, and standing committees are three avenues for faculty and staff to participate in decision-making. The college also uses several effective communication channels to keep

employees informed of matters relating to the college, for example, small group meetings with the president, monthly staff/administration meetings, monthly faculty meetings, and email updates.

## **Faculty**

The faculty has primary responsibility for the curriculum and degree requirements and recommends candidates for degrees. The faculty senate, elected by divisions of the faculty, is the executive committee of the general faculty (*Faculty Handbook*, p.11). The senate president meets weekly with the President of the college and monthly with the senior staff. The senate serves in an advisory capacity to the President and the Dean of the college. For example, when the college met enrollment goals for Fall 2002, faculty and staff were eligible for a cash bonus. The senate, in its advisory capacity, recommended to the President how these funds should be allocated to the faculty. Minutes of faculty senate meetings are provided to faculty via email.

Faculty share in governance by serving on standing committees that deal with such key issues as curriculum policy, campus life, and academic standards. Some staff members serve as advisory members on faculty committees; some committees also have student members. Search committees for departmental and administrative openings include faculty, staff and students.

The faculty elects a member to be its representative to the Board of Directors for a four-year term. This faculty member attends Board meetings

and reports to the faculty in detail about the proceedings and their implications.

## **Staff**

Staff members participate in governance primarily through the administrative/staff council. In June 2001, this group was expanded from two co-chairs to four council members to give broader representation to staff (*Staff Handbook*). The council members meet monthly as a group with the President of the college and are a sounding board for the President. The administrative/staff council prepares an agenda for administrative/staff meetings which are held at least six times per year. Questions can be submitted to council members anonymously and are answered at the general meeting. Concerns about internal policies are often addressed in these sessions. Employees feel they have a safe forum for clarifying issues. Minutes of these meetings are available to staff via email.

## **Finance and Facilities Committee**

This committee was established to review the financial and facilities situation at the college and to report this information to the campus community. The committee consists of the Vice Presidents for Academic Affairs and for Business and Finance, three faculty members, two staff members, and two students appointed by student government. The faculty and staff members are elected by their respective constituencies.

During Fall 2001, the Finance and Facilities committee looked extensively at the health-care plan. They recommended that a new plan with significantly increased premiums and increased deductibles for employees be implemented. The President shared this plan with the faculty senate and the administrative/staff council, weighted their advice, and decided that the college would continue with the current plan until January 2003. During the next nine months, the Finance and Facilities committee worked with a consultant to bring an affordable plan to the president, but one that also involved significant increases for employees. The President decided the increases should be phased in over a two-year period rather than implemented in one year. Informational meetings explaining the rationale for the decisions were held for all employees. In this instance, concerns of all constituencies were taken into account during both the development and implementation of the new health-care plan.

## **HUMAN RESOURCES**

Morningside College, as of Fall 2003, has as employees 63 full-time faculty, 48 part-time adjunct faculty, and 114 full-time and 37 part-time administrative/staff personnel. Policies and procedures for employees can be found in the *Administrative/Staff* and *Faculty Handbooks*, both significantly revised in July 2001. The *Student Handbook* provides the policies and procedures for students. These handbooks are updated annually.

### **Human Resource Department**

The Human Resource Office is responsible for services to the college's employees. Under the guidance of the Director of Human Resources, with the assistance of the Payroll Administrator, the following improvements have been implemented since October 1999:

- the creation of a standardized job application form;
- the coordination by the HR office of staff hires;
- a new employee orientation program;
- the revision and standardization of all job descriptions and evaluation forms;
- implementation of an annual performance appraisal system for all administrative/staff employees;
- a staff training program;
- a uniform exit interview questionnaire.

Additionally, a Wellness Program is being developed for employees, and other training programs, such as those addressing diversity and sexual harassment, are being refined.

## **Faculty**

### Demographics

At the start of the 2003-2004 academic year, Morningside College had 64 full-time faculty positions. Two positions were vacant due to late resignations and are being covered by adjuncts; these with a full-time visiting associate professor for the Fall semester bring the full-time number currently employed to 63. During the previous ten years, the number of full-time faculty increased from 65 in 1992-1993 to 79 in 1999-2000 and was then reduced to the current number with the implementation of the *Five Year Plan*. Although there are currently 64 faculty lines, there are actually only 62.25 full-

time equivalent faculty. Two of the 64 positions include half-time administrative responsibilities (Dean for Advising and Associate Dean for Academic Affairs). One position combines with a three-quarters administrative position (Associate Dean for Siouxland Connections). There are also three full-time librarians who have faculty status but do not offer credit-bearing courses in load.

Of the 63 full-time faculty currently employed, 43 (68%) hold doctoral degrees, and 18 hold master's degrees, some with additional hours. One individual holds a J.D. degree, and one holds a B.A. degree coupled with extensive applied experience. A total of 53 individuals (84%) are considered to have terminal degrees. Curriculum vitas and transcripts for full-time faculty are on file in the Academic Affairs Office. Of the 63, 20 individuals (32%) are full professors, 25 (40%) are associate professors, 16 (25%) are assistant professors, and 2 (3%) hold the rank of instructor; 39 faculty (62%) have tenure, 16 (25%) are on the tenure track, 4 (6%) are in continuing non-tenure track positions, and 4 (6%) are in visiting positions. Based on 63 full-time faculty and 870 full-time undergraduate students for Fall 2003, the faculty to student ratio is 13.8:1, which is slightly less than the 14:1 ratio to which the college aspires.

### Diversity

Of the current full-time faculty, 37 (59%) are male and 26 (41%) are female. Only 17% of the faculty were female in 1992. Three members of the full-time faculty (5%) are from minority populations. The current full-time faculty median age is 49, with a 26 – 65 age range. Years of service to Morningside College range from 0 to 33, with the median years of service equal to 8.

### Organization

In August 2003, the faculty were organized into 16 departments (including the Library) within six academic divisions, which are listed in Appendix 3-2. This organization is overly cumbersome, and a revision is currently under discussion by the faculty.

### Workload

Faculty workload has included a 24 credit-hour per year teaching load, advising, and committee service. Beginning with the 2004-2005 academic year and the implementation of the new curriculum, some faculty time will be reallocated. The teaching load will change to 20 credit-hours per year, and faculty will be expected to devote more time to advising and assessment. In addition, in the new curriculum, most courses will change from the current standard of three-credit-hour courses to four-credit-hour courses. This change should decrease the number of course preparations for faculty each year.

### Compensation

Salary and compensation levels for faculty are a concern at Morningside. The average faculty salaries for the most recent year for which there is comparative data, 2002-2003, are \$48,500 for full professors, \$42,400 for associate professors, \$39,300 for assistant professors, and \$33,600 for instructors. Average compensation levels for these same categories are \$68,600, \$55,200, \$51,500, and \$44,000 respectively. Comparative data ([2003 AAUP Custom Data Report](#)) were available for 16 of the other 21 institutions in our comparison group. Based on these data, Morningside College ranked 13 out of 17 for salary and 11 out of 17 for total compensation.

The *Five Year Plan* acknowledges that faculty compensation needs to improve and calls for increases to be determined through two mechanisms: percentages that are awarded across the board and allocations from a bonus pool tied to meeting or exceeding enrollment and retention objectives. Across the board increases of 3% have been awarded each year since the plan was approved. Enrollment goals were exceeded in 2002-2003 and again in the 2003-2004 academic year, triggering bonus awards. Three faculty members received the first Sharon Walker Faculty Excellence Awards in December 2003, for each a \$10,000 honorarium and a \$3000 professional development account.

Continuing improvement in faculty compensation will depend on the ability of the college to control other costs and increase enrollments.

## **Staff**

Morningside College fulfills its mission of teaching and service with the support of a skilled and committed staff. The employees demonstrate an impressive loyalty to the college. The average length of service for full-time staff is 9 years. Many have served at the college for all or most of their professional lives.

Morningside College employees are active in the community. The college participates in the United Way's annual Day of Caring, holds an annual United Way campaign each fall, and participates in the Children's Miracle Network dance marathon. Employees also volunteer in many non-profit organizations. ([\*Community Connections Report\*](#)).



Any organization must attract and retain good employees. Toward this end, Morningside College holds an annual service banquet to recognize employees for their years of service to the college. Beginning in 2003, staff and non-senior administration employees became eligible for the Thomas S. Thompson Staff Excellence Awards, annual financial awards for exceptional contributions by staff. The college also provides life insurance and both a short-term and long-term disability plan to employees at no charge, and pays 70% of the health insurance premium for employees. Based on the employee's years of service, the college contributes 5%, 7%, or 9% of the employee's base salary to a TIAA/CREF retirement plan. Another benefit for employees is the tuition rebate and tuition exchange programs (*Administrative and Staff Employee Handbook*).

The college still has significant human resource issues that need to be addressed. Recent reductions in the size of the staff burden continuing employees with additional responsibilities. Maintaining competitive compensation levels for staff continues to be a challenge, as it was a decade ago.

## **FINANCIAL RESOURCES**

### **General Overview**

Morningside College is a corporate non-profit organization as described in Section 501 c (3) of the Internal Revenue Code. An overview of the college's financial status, along with comparable data for the last five years, is presented in the college's internal financial statements and audited balance sheet and statement of activities.

The internal financial reports focus on operating cash positions, since endowment gains or losses and fixed asset depreciation are not taken into consideration in the internal reports. As reflected in these documents, the college continues to operate with a cash deficit, as operating expenses exceed operating revenues. This situation was addressed by President John Reynders after he arrived in 1999. The *Five-Year Plan* set the goal of a balanced budget by the fiscal year 2005-2006. To accomplish this goal, the following courses of action outlined in the *Plan* have already taken place:

- reduced full-time faculty staffing positions from 79 to 64;
- reduced staff and administration FTE levels from 144.5 to 125.0;
- re-structured the Athletic department by
  - changing athletic affiliation from NCAA Division II to NAIA,
  - reducing staffing levels by 5.5 FTE (2000 to 2003 ),
  - reducing average individual athletic financial aid awards by \$5,000 (2000 to 2003),
  - reducing operating budgets by \$98,400;
- reduced the financial aid discount rate from 48.3% to 45.8% (2001 to 2003);
- increased freshman enrollment by 36% from Fall 2001 to Fall 2002;
- increased freshman enrollment by an additional 10% from Fall 2002 to Fall 2003;
- improved physical plant grounds and facilities.

These actions have allowed the college to re-allocate resources to make significant investments in academic programs, staff, infrastructure, and information technology.

To help fund the operating deficits, the college has developed a strong banking relationship with US Bank. The bank is supportive of the *Five-Year Plan* and the direction that the college is taking. Annually the President and Vice President for Business and Finance meet with representatives of US Bank to review operations. The college has also been an active participant in the Iowa Higher Education Loan Authorities

statewide RAN (Revenue Anticipation Note) program. This program allows private colleges in Iowa to borrow funds at tax-exempt rates to help finance annual working capital needs. The college is currently borrowing \$6.5 million dollars under this program at an interest rate of 2.0%. This action is guaranteed by a letter of credit provided by US Bank. In addition to the annual meeting with the bank, the Vice President for Business and Finance also meets quarterly with the president of the local US Bank to inform him about college news.

The college's endowment market value was \$24,953,647 as of May 31, 2003. Over the last ten years the market value has ranged from \$18,500,000 in 1992 to \$32,000,000 in 1998. As a result of an unfavorable market environment and a higher than normal spending rate, the endowment has declined from the high point in 1998 to the current value. A three-year moving-average spending policy at a current spending rate of 7.5% provides around \$2.2 million dollars for operating needs. To help the endowment grow in the future, the college must reduce this spending rate to a more normal 5-6% level. The college currently engages the services of an investment consultant (Hammond & Associates) to advise the Board Finance & Investment Committee on proper asset-allocation strategy, investment-policy review, investment-manager selection, and evaluation.

### **Planning / Financial Control**

Continuous long-range planning is a priority for the college. The *Five-Year Plan* provided a five-year financial projection for 2000-2005 that was based on the institution's long-range goals and objectives. Critical numeric benchmarks are reviewed with the Board on an annual basis. Each year the President and senior staff meet away from

campus to take a close look at institutional strengths, weaknesses, opportunities, and threats. A strategic direction with goals and objectives for the upcoming year is determined. The senior staff then set individual goals and objectives for their respective areas of responsibility. The President and senior staff review the major goals and objectives as the year progresses to determine if they are being met or if adjustments need to be made.

The financial oversight of the fiscal affairs of the college begins with the budgeting process. The President and senior staff create a list of critical assumptions that are applied to the financial model to generate a financial picture for next five years. The Vice President for Business and Finance also gathers input from the Finance and Facilities Committee. The final budget and five-year projection are presented to the Board for approval at the May Board meeting. Following approval of the budget, the President and senior staff hold small group meetings with all employees, reviewing the goals and objectives for the college. Communication of the financial picture of the college to all employees is a priority.

Throughout the year, the President, vice presidents, and department heads receive various reports that provide fiscal information needed to manage the operations of the college, for examples:

- monthly financial reports providing year-to-date comparisons of actual expenditures to budget and to the previous fiscal year, reviewed by the President, vice presidents, and the Finance and Facilities Committee;
- monthly budget-view reports available to department heads, detailing respective budgets and expenditures;

- year-end ratio-analysis report, reviewed by the President, vice presidents, and the Finance and Facilities Committee;
- year-end graphical report, of various graphs illustrating selected trend data, reviewed by the President, vice presidents, and the Finance and Facilities Committee;
- monthly cash-flow report, reviewed monthly by the Vice President for Business and Finance and the Controller;
- monthly accounts receivable report, reviewed monthly by the President, Vice President for Business and Finance and the Controller;
- semi-annual and annual reports, reviewed with the Board Finance and Investment Committee at their meetings in October and May;
- peer group reports of 21 other colleges similar to Morningside College on various topics, prepared throughout the year, reviewed by the Board, President, vice presidents, and Finance and Facilities Committee.

### **Business Office Division**

The Vice President for Business and Finance is responsible for the prudent and effective management of the college's fiscal affairs. This task is accomplished by using a decentralized organizational approach for financial management and a centralized policy-making process for planning and decision-making. The respective area vice presidents and department heads make decisions in accordance with the fiscal policies and procedures set forth by the president and Vice President for Business and Finance. Certain decisions, however, remain the responsibility of the President and Vice President

for Business and Finance, such as the assumption of debt, investments, and banking relationships.

Three senior administrators report directly to the Vice President for Business and Finance. The Associate Vice President and Controller is responsible for all accounting and accounts receivable management. The Controller oversees the accounts payable department, the cashiers, the security department, the mailroom and print shop, and the bookstore. The Director of Physical Plant is responsible for all campus maintenance, grounds, and custodial functions. The Director of Human Resources, mentioned earlier in the chapter, is responsible for services to the college's employees.

Morningside College's financial statements are audited by the local accounting firm of Henjes, Conner, Williams & Grimsley, L.L.P. The most recent audited financial statements for the fiscal year that ended on May 31, 2003, were issued on July 11, 2003. These financial statements and prior years' financial statements are available as reference documents.

The salient strengths of the Business Office and major challenges facing its personnel are listed below.

**Strengths**

- Reporting capabilities of the computer system
- Strong communication process that informs all employees about the financial affairs of the college through small group meetings and the Finance and Facilities Committee
- Reports generated and distributed in a timely manner
- Staffed by individuals who are experts in their respective fields

**Challenges**

- Expand operating efficiencies to enhance customer service for faculty, staff, and students
- Use technology for improved services
- Explore collaborative ventures
- Review departmental procedures and processes
- Encourage employees to evaluate their jobs and re-structure their activities to achieve institutional goals and objectives
- Improve employee training

## **INSTITUTIONAL ADVANCEMENT DIVISION**

The Institutional Advancement Division includes Alumni Relations and Development. The division employs twelve full-time staff and fifteen college work-study students.

### **Alumni Relations**

The purpose of the Office of Alumni Relations is to connect and reconnect alumni with the college by providing valuable alumni events and activities. The director works with a thirty-member alumni board that meets semi-annually and an executive committee that meets monthly. The alumni purpose of the board is to serve alumni and especially to involve them with the college's admissions program. Alumni events, activities, and groups include: homecoming, class reunions, the senior class gift, the Student Alumni Association, the Retirement Club, and regional alumni events. A Regional Alumni Committee has been organized to help the college with fundraising, admissions, and events. Alumni events typically attract 20-30 % of the alumni living in the targeted area. Morningside College has 14,070 addressable alumni, which includes undergraduate degree holders, graduate degree holders, and former Morningside students who have

completed a minimum of 24 credit hours. The Director of Alumni Relations reports to the Vice President for Institutional Advancement.

### **Strengths of Institutional Advancement**

- Experienced professional and support staff
- Alumni student-referral program
- The large number of alumni involved in admissions program
- Active alumni board
- Broad assortment of attractive alumni activities

### **Challenges facing Institutional Advancement**

- Inadequate number of alumni staff
- Keeping alumni data base current
- Connecting with young alumni
- Educating current students on their role as alumni

### **Development**

The purpose of the Office of Development is to increase financial support of the college through its alumni, friends, corporations, and foundations. Fundraising programs include annual giving, gift planning, reunion class giving, TeleTHON, and capital campaigns. The Board of Directors approved the current *Sustaining the Commitment* campaign to raise \$20 million between 2002 and 2006 to fund the college's *Five-Year Plan*. Since Morningside College giving reflects national trends away from corporate and foundation support, the focus of recent development activity is on individual donors. The Director of Annual Giving implements and directs the Annual Fund, which is included in the current capital campaign. The annual fund includes all unrestricted cash



contributions received by the college, with the exception of unrestricted estate income, which is board designated. The TeleTHON is also part of the annual giving program. Solicited alumni support for FY03 was 28% (Alumni donorship report; see Appendix 3-3). The Director of Gift Planning is responsible for major and deferred gifts and the 50<sup>th</sup> Class Reunion Gift, which includes current and deferred gifts from the members of the class. The W. S. Lewis Heritage Roll of Honor recognizes those who have included the college in their estates. The capital campaign, *Sustaining the Commitment*, is directed by the Vice President for Institutional Advancement (*Sustaining the Commitment* campaign report; see Appendix 3-4). The college has successfully completed two capital campaigns since 1990, raising a total of \$45 million in current and deferred gifts. Solicited alumni support for FY03 was 28% (Alumni Donorship). The directors of Annual Giving and Gift Planning report to the Vice President for Institutional Advancement.

### **Strengths of Development**

- Experienced professional and support staff
- Strong relationships with alumni and friends
- Knowledge and understanding of alumni data base
- Updated electronic screening of undergraduate data base
- Strong core of campaign leadership
- \$20 million in deferred gifts and growing membership in W. S. Lewis Society
- Compliance with Council for Advancement and Support of Education Management and Reporting Procedures
- Experienced fundraising consultant engaged during capital campaigns
- President actively engaged in fundraising activities
- Reached 75% of current 4-year campaign goal of \$20 million in 24 months

### **Challenges facing Development**

- Inadequate number of professional fundraising staff
- Current weak economy
- Funding the changing needs of the five-year plan
- Quantifying deferred gift values
- Increasing annual fund revenue
- Engaging campaign volunteer leadership

## **PUBLIC RELATIONS**

Since 1994, the Public Relations office has gone through significant change of focus and personnel, with four directors and four different names. The reporting line of this office has also changed many times, swinging responsibility to the Vice President for Institutional Advancement and the President of the college. This lack of stability was a new phenomenon for the office, which had retained the same director for eight years before 1994, during which period the college had only one president. There seems to be a correlation between the frequent reorganization of the Public Relations Office over the past ten years and the fact that the college had two presidents and one interim president in this timeframe.

The *Five-Year Plan* has provided the direction this office needed to get on with its work. The current Director of Public Relations, who now reports to the President, has been working in the Public Relations Office since Fall 1999 and was named director in June 2001, when the college's graphic artist and sports information director began reporting to the Director of Public Relations.

From 1994 to 2001, the office's primary responsibility had been the dissemination of news to the media. During these years, the level of responsibility for the alumni magazine *The Morningsider* and other publications varied. Since 2001, in order to help

fulfill the goals of the *Five-Year Plan*, the major duties of this office have increased substantially and now include news dissemination; media relations; overseeing college publications (see Public Relations External Communications & Publications); marketing of the college, including marketing research; and improving internal communications. The guiding philosophy of the office has changed from being task-oriented (i.e., getting news releases out) to being goal-oriented and is two-fold: to achieve consistency and accuracy of message and to increase name visibility and brand awareness for Morningside College among all its constituencies.

### **Strengths of Public Relations**

- Experienced professional staff
- Attractive and informative alumni and friends magazine published semi-annually
- Improved consistency of message

### **Challenges facing Public Relations**

- Inadequate number of public relations staff
- Lack of support staff

## **FINANCIAL SUMMARY**

The *Five-Year Plan* that was started in 2000 has remained on course in financial terms. The financial benchmarks have been consistently, if modestly, surpassed. The staffing plan has been followed, and the current capital campaign has raised \$15,355,463 of the original goal of \$20,000,000 (as of September 2003). The campus community remains committed to the plan, along with the financial institution that provides the working capital. Since the *Five-Year Plan* was implemented, however, two unforeseen problems have emerged: the downturn in the economy and stock market and the

explosion of health-care claims and costs. The declining stock market has eroded the college's Endowment Portfolio from \$32,000,000 to \$25,000,000. As a result, the amount available for operations will continue to decline and must be made up through additional cost cutbacks. The endowment spending directed to operations has decreased by \$340,000 since 2000-01. Due to increasing health-care rates and claims experience, the college's health-care costs have increased from \$418,000 in 2000-01 to \$900,000 in 2002-03. In the past, the college shared the premium costs with the employees equally. Because the college did not raise employee premiums over the last 5 years, however, the college's share of the premium cost has shifted to 70%. The college has begun to shift some of these costs back to employees through plan-design changes and premium-rate increases. Technology is a third area of financial concern. Adequate funding is necessary to remain competitive with the market. This concern is being addressed in the current capital campaign, which has allocated \$1.25 million for technology.

Our objective is to continue to perform better than the five-year financial forecast. To accomplish this ambitious goal, the college realizes that it must continue to meet enrollment projections and, at the same time, control the financial-aid discount rate and other operating expenses. The capital campaign must be successfully completed, and the college must continue to engage the commitment of the campus community and financial institutions.

## **PHYSICAL RESOURCES**

The Morningside College campus covers 41 acres in a residential section of southeastern Sioux City and is listed on the National Register of Historic Places.

Adjacent to a city park, swimming pool, tennis courts, eating establishments, and shopping center, Morningside is a short drive from a major regional shopping mall. Campus buildings are described briefly in the college catalog and in Appendix 3-5 (Campus Facility Detail Report). The gross book value of land, buildings, and equipment, exclusive of depreciation, was \$33,709,962 as of May 31, 2003. The facilities and contents are insured at replacement cost for \$83,800,000.

With few exceptions, the physical resources of the college are in good condition, adequate in size, well equipped, and well maintained. While deferred maintenance of these historic facilities has built up over the years, the problem is now being addressed systematically in the annual operating budget and especially through capital campaign contributions. On an annual basis, the Physical Plant Director and the Vice President for Business and Finance conduct a building-by-building maintenance review, which generates a Facility Conditions Report for management review, from which a list of current and long-term maintenance projects and budget/campaign needs is compiled.

A Facilities Evaluation Report, completed in 1999 by the firm of Baker and Associates, concluded that:

- the physical assets of the college appear to have been very well maintained on a lean budget;
- in general, there was an excess of space on campus for the 885 full-time students enrolled in Fall 1999;
- there is a lack of on-campus housing options deemed desirable by today's students;
- the campus image needs to be upgraded.

Since this report was issued, the college has recently completed a Residence Hall Space Utilization Study that supports the earlier evaluation.

To address the needs of the contemporary campus, many facility improvements either have been completed or are in process.

- A totally renovated science facility with all new equipment and furnishings was completed in 2001.
- A new college bookstore was completed in 2001.
- A totally renovated student snack lounge was completed in the lower level of the Olsen Student Center in 2001.
- A new weight room, renovated women's locker rooms, renovated football locker rooms, and a new equipment manager's room were completed at Allee Gymnasium in 2001.
- New offices for the college's computer center were completed in 2000.
- A new ICN smart classroom was completed in Roadman Hall in 2000.
- The main entry and lobby area of Lewis Hall was renovated in 2002.
- A campus boiler study was completed, and new boilers have been installed at Klinger-Neal Theatre, Charles City Hall, Lewis Hall, Hickman-Johnson-Furrow Library Center, and Eppley Fine Arts Building.
- Upgrades and refurbishments to Dimmitt Hall have occurred over the last five years to include new plumbing, new carpeting, and remodeled student rooms and stairwells.
- Improvements to the campus landscaping were achieved, which included a better schedule of mowing and weeding, more efficient campus irrigation, and additional shrubs and annual flowers throughout the campus.
- Construction of two new apartment-style student residence halls has added 72 alternative-style beds to the college's residence capacity.
- The wiring of all residence halls for high-speed internet access was completed in 2000.

- New wireless network access points were added at strategic locations throughout the campus.

The college is also currently involved in a \$35,000,000 capital campaign with the following objectives:

- \$8 million for increased scholarship support;
- \$17 million for capital projects;
- \$10 million for endowment;

There are several projects included in the current capital campaign.

- student housing – Roadman and Dimmitt residence halls must be brought up to today's expected student standards not only to attract students but to stimulate the blending of the intellectual and residential aspects of our students' lives, providing areas where students can practice their music, meet in seminar settings, and host study and discussion groups;
- campus master plan – To complete the campus master plan Morningside has committed to increasing campus green space, and moving parking to the perimeter;
- Allee Gymnasium – The remodeling of this facility will include rebuilding the heating, air conditioning, and ventilation system;
- Olsen Student Center – The renovation of the first floor of the Olsen Student Center will provide better space for students, faculty and staff to interact. Food service will be configured to allow for more choice and enhance campus programming;
- Robert's Stadium acquisition – Acquiring this stadium and its surrounding land would bring all of Morningside's athletic teams except baseball and golf on

campus and provide an additional 16 acres of green space. Renovating the stadium, and building game and practice fields will improve the overall appearance of the campus. In addition, it will give Morningside the opportunity to collaborate with the Sioux City Community school district in a way that will benefit the college, the public schools, and the community.

The Sioux City Chamber of Commerce recognized the improvements the college has made to the appearance of the campus grounds with the “Pride of Siouxland” award in August 2002. This award is given to selected businesses within the community that help improve the beauty of the city.

## **ACADEMIC RESOURCES**

### **The Hickman-Johnson-Furrow Library**

#### **Staff and Hours**

The Hickman-Johnson-Furrow Library staff consists of three professional librarians at the master’s level librarians (Director of Library Services, Reference and Instructional Services Librarian, Technical and Electronic Services Librarian) and three academic support staff holding bachelor’s degrees (Circulation Manager and InterLibrary Loan, Technical Services Assistant—Acquisitions and Serials, Media Services Supervisor). A cadre of student work-study assistants supports the library staff. Collectively this staff is responsible for providing quality information services 83 hours per week during the academic year and over 52 hours per week during the May and



summer sessions. Electronic access is always available to students and to the rest of the Morningside College community--on or off campus--via our interactive web page.

### **Collection/Resources**

The library collection includes 114,250 volumes with 571 print journal subscriptions. Faculty members and librarians are involved in the collection-development process. Since faculty requests for academic resources continue to exceed available funds, meeting the needs of academic departments on half the book budget of a decade ago is a challenge.

Access to full-text electronic resources continues to explode, on the otherhand, as the costs decrease dramatically. Currently the library provides access to 26 databases, 16 of which are partially full-text. EBSCOhost alone contains 16 databases, of which *Academic Search Premier* and *Business Source Premier* are the large, cornerstone databases. The entire collection provides electronic access to approximately 10,000 full-text titles. Grants and a statewide library consortium made purchasing an EBSCO subscription entirely free this year, and next year the costs will be minimal. Despite the apparent abundance of full-text access, online databases in the subject areas of history, music, and the natural sciences are under-represented.

In Fall 1999, an antiquated text-based online catalog was replaced by the current integrated web-based system, Sirsi's *Unicorn Academe* enhanced by two additional modules, serials and media booking. In the past three years, many improvements to the library have been made, but significant challenges remain before us.

### **Strengths**

- Internet access within the library through wireless connections

- Access from off campus to the library web-page
- Coin-operated printing network using vendacard
- Quick access to the library's entire print and online journal collection through "Serial Solutions" software
- Electronic updating of the catalog's subject headings
- Inventory of the library collection by means of hand-held scanner
- Online interlibrary loan through interactive library web-page
- Upgraded micro-fiche/film machines
- New security door gates
- *Envision* flat-screen monitors and Wyse *Winterm* terminals in computer lab

### **Challenges**

- Brace the 2<sup>nd</sup> and 3<sup>rd</sup> floor shelves and raise the 3<sup>rd</sup> floor guardrail
- Repair and upgrade ceilings, walls, carpets, and lighting
- Renovate space for student/faculty technology instruction and expand storage and archived space
- Maintain the library budget at a sufficient level to continue to meet the electronic and print resource needs of student and faculty research

### **Other Academic and Departmental Resources**

Departmental laboratories are generally adequate for their functions, although department-specific laboratories differ in size, function and funding. The number of computers has steadily increased, along with software and hardware upgrades, in most areas. As all incoming, full-time students receive a notebook computer, essentially every classroom is a computer classroom. This change in the conventional classroom contributes to an evolution of laboratory space on campus. With the growing dependency on technology, upgrades must be addressed in the planning process.

While departments welcome the investment in technology, other funding issues persist. Departmental budgets have seen little increase in the last few years. As a result, other equipment expenditures are delayed or dismissed.

In July 2001, an educational technologist was hired to maintain and oversee the ICN smart classroom, built in Spring 2001, oversee multi-media stations in nine classrooms, and maintain several laptops, computers, a small resource library, and a multi-media station with a scanner and network color printer. As the demand for educational technology services increases, additional student workers, space, and equipment will be needed. Equipment needs will include multi-media computers, scanners, digital cameras, intranet servers, and computer upgrades for existing computers.

## **STUDENT RESOURCES**

The Office of Student Services is central to our residential campus.

### **Staffing**

A cadre of strong, creative people work hard to create a healthy and supportive environment for our students. The richness of the services and programming offered through this office may be illustrated by the a list of student services personnel.

- Dean of Academic Support Services
- Director of Counseling
- Chaplain and Director of Church Relations
- Director of Residence Life
- Director of Campus Security
- Assistant Director of Residence Life and Director of Student Activities.
- Health Office Nurse
- Dean of Advising

- Director of International Students
- Director of Diversity Affairs

**Food Service**

Sodexo provides the campus food service on a contractual basis. The current agreement runs through June 30, 2010. Students are provided with a number of meal-plan choices. Comment cards are provided for students and reviewed by Sodexo and college management. The college continues to address student concerns in a both responsive and proactive manner.

**Athletics, Fitness and Recreation**

Morningside College is a member of the Great Plains Athletic Conference, NAIA Division II. Participation in athletics and fitness activities is an important part of the undergraduate experience for many students at Morningside College. For example, during the 2002-03 year, a total of 300 different students (200 males and 100 females) participated in at least one varsity sport and over 30% of the students participated in intramural events.

**Student Safety**

Morningside College's campus security department is staffed with a full-time security director and 16-20 part-time student assistants. The goal of campus security is to maintain a safe and secure environment for students, faculty, staff, and visitors. The security staff provides a high-profile security presence around the Morningside College campus to deter criminal activity and promote a safe environment. While on duty, security staff will patrol, observe, and report any college-policy violations, criminal activity, and safety concerns. Security personnel never engage in any physical

confrontation. They report security concerns to the security director and, if need be, to the Sioux City Police Department.

Services provided by the Security Department include:

- patrolling the campus for violations of parking policy and criminal activity;
- educating students, faculty, and staff about safety issues;
- providing escort services to students upon request;
- assure that all doors are properly locked;
- opening doors upon valid request;
- serving as the first contact point for any emergency situation on campus, except for 911-level emergencies;
- assuring proper campus lighting and emergency phone locations;
- assuring proper alarm functioning and placement;
- establish close relationships with the Sioux City Police Department ;
- assure proper functioning of all fire extinguishers.

The Security Department has implemented a number of improvements in recent years, including:

- created a comprehensive campus Emergency Disaster Plan;
- improving security employee professionalism and department visibility by enforcing a required dress code;
- improving department effectiveness through selective hiring and intensive training;
- purchasing an electric golf cart for quick campus coverage;
- requiring residence halls to be locked at all times;
- providing additional lighting on campus;
- adding five new emergency-information phones (three on residence halls and two free standing);
- improving the database of parking permits and tickets;
- creating a photo file of campus facilities;

- providing radios to all residence hall advisors to communicate with each other and campus security;
- changing perimeter door locks on many campus buildings;
- implementing a revised key-control process.

Campus security is responsible for keeping statistics on criminal activity on campus as dictated by the federal government under the Cleary Act and reports to the Department of Education each October. These statistics are made available to the public and to prospective students through printed brochures and on the college web site. The published statistics include criminal activities not reported to the federal government (criminal mischief, theft from motor vehicle, obscene phone calls) and are accompanied by information about other services provided by the security department to students, faculty, staff, and visitors (escorts, unlocking and jumpstarting vehicles, assisting faculty and staff with unlocking and locking rooms, assisting with alarms). A security report is produced monthly and reviewed with the Vice President for Business and Finance (Security Report). It should be noted that Morningside College has a very low crime rate and that very few criminal complaints are lodged by or against students.

The security director conducts an annual security audit. In the 2002-03 report, the following recommendations were made and are being reviewed:

- add lighting north and west of Eppley Auditorium;
- add lights at Roberts Stadium and Lewis Pool parking lots;
- improve and update lighting across campus;
- add emergency phones for the new residence halls and elsewhere around campus;
- replace current key lock system at residence halls with a card access system;
- link all fire alarms on campus to ring into campus security.

The college's security department provides a safe environment for the campus community. A strong emphasis is placed on setting safety policies, educating the campus community about safety issues, and monitoring compliance. The service provided by the department is generally well received by a cooperative and appreciative campus community.

## CHAPTER 4

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***Criterion Three: The institution is accomplishing its educational and other purposes.***

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### EDUCATIONAL PROGRAMS

Morningside College offers courses of study leading to five bachelor's degrees and one master's degree. They are the Bachelor of Arts (B.A.), Bachelor of Music (B.Mus.), Bachelor of Music Education (B. Mus.Ed.), Bachelor of Science (B.S.), Bachelor of Science in Nursing (B.S.N.), and the Master of Arts in Teaching (M.A.T.) degrees. Forty-two majors are available at the bachelor's level. The requirements for the degrees and majors may be found in the *2003-2004 College Catalog* along with course descriptions.

Two significant curricular revisions have occurred during the last ten years. The first curricular revision focused on the program of general education and resulted in the creation of the CORE curriculum, which is described in the current (2003-2004) catalog. As originally created, the CORE curriculum included interdisciplinary courses introducing fundamental issues in human experience, disciplinary courses in central areas of human knowledge, and skills courses in effective learning strategies. The CORE curriculum was implemented in Fall 1998.

The more recent effort to revise the curriculum was mission driven and more comprehensive in its scope. The faculty approved this new curricular revision in January 2003, and it is described more fully in Appendix 4-1. In addition to revised requirements for general education, the requirements for degrees and majors were also modified, minors became optional, and a requirement that students complete a cluster was added. Courses were changed from a three-credit-hour standard to a four-credit-hour standard.



Academic Departments worked on revising the requirements for every major during Fall 2003. (Update with the status of the departmental efforts before the final version of the self-study is sent to the evaluators.) This new curriculum will be fully implemented beginning in Fall 2004.

## **ASSESSMENT OF STUDENT ACADEMIC ACHIEVEMENT**

### **Introduction and History**

The CORE Assessment Plan was originally designed to measure the effectiveness of the general education program. The goal was set to complete an assessment plan for general education in Spring 1995. Following the 1994 NCA visit and preliminary discussion of departmental assessments, however, faculty undertook a massive re-examination of the existing general education in light of the previous mission statement that sought to develop students' abilities in communication; understanding of the universe; self-initiated learning; awareness of the intercultural, religious, and international nature of the world; and scholarly, social, and professional arenas. After a three-year process, the faculty approved a new program of general education, called the CORE curriculum, in September 1997. The CORE Curriculum consists of courses in three core areas:

- foundational skills, i.e. second language, college writing, argumentation and critical thinking, wellness, academic and cultural art series;
- interdisciplinary core, i.e., math in the physical world, reason, belief, and values, artistic experience, individual and the social world, twentieth-century world transformations;

- disciplinary core, i.e., courses in natural world, experiencing literature, cultural and historical world, democratic leadership and citizenship, science, technology, and society.

The CORE Assessment Plan, approved by the faculty in April 2001, contains content, skill, and pedagogy objectives, definition of student outcomes reflected in the objectives, and possible assessment measures for these outcomes ([CORE Assessment Plan](#)). There are four student outcomes:

- critical thinking: the process of clarifying, analyzing multiple views, understanding the implications of each view, making a decision, and giving support/evidence for the decision;
- global understanding: an understanding of the diversity of people and nations and their interconnectedness;
- value development: a process of understanding the role of values in life activities and making reflective and defensible value decisions;
- communication: a scholarly activity which involves accessing, evaluating, and organizing both qualitative and quantitative information for oral and written expression of ideas.

Assessment of student achievement of CORE objectives and outcomes has primarily been indirect in nature, i.e., it asks to what degree a particular course promotes achievement of the objectives and outcomes. The current Curriculum Policies Committee worked with faculty through their respective course proposals to design courses that promote active learning skills, creative expression, and self-initiated learning skills, while at the same time provide learning opportunities for development of critical

thinking, global understanding, value development, and communication. Assessment data included student and faculty perception of skills development. As originally conceived, each CORE course was to be reviewed every three years and re-submitted for approval. This part of the assessment process, however, was not completed, as faculty attention shifted to the need to revise the CORE curriculum based on the new mission and vision statements adopted in October 2000.

### **Assessment Efforts Since October 2000**

The CORE Assessment Plan included measuring student perceptions of skills development throughout the CORE Curriculum; discussions of the effectiveness of CORE courses by faculty work groups teaching the respective interdisciplinary courses; a comprehensive review of the Writing Across the Curriculum (WAC) program, including departmental endorsements; an evaluation of the Honors Program; development of departmental assessment plans; and program review of majors.

#### Student Perception of Skills Development

Student perceptions of skills development (i.e., critical thinking, information literacy, writing, and self-initiated learning) is collected in survey form for each CORE course. Since Fall 2001, this information, shared with the respective faculty, department chair, and the CORE Coordinator, has been used by faculty to refine future course offerings ([Assessment Data Collection](#)).

#### Faculty Work Groups

Faculty teaching the interdisciplinary CORE courses met to discuss strengths and necessary improvements. Several questions framed the assessment of respective interdisciplinary course rubrics.

- Are the objectives approved by the faculty for the course being met?
- Are all the objectives being met equally?
- Should the objectives be revised (expanded/reduced/refined)?
- Are the teaching strategies to achieve the objectives effective, or do the strategies need to be revised to improve the culture of learning?
- What conditions/requirements in the course either promote high levels of student engagement/learning or detract from a culture of learning? How can the culture of learning be improved?
- Is the delivery of the course faithful to its interdisciplinary design that all disciplines be represented adequately and equally? If not, how can the integration be achieved or improved? Should the course remain interdisciplinary?

Through this questioning process, the faculty work groups modified four interdisciplinary CORE courses.

Math in the Physical World: The faculty participating in the delivery of this course made changes based on student feedback as well as faculty expertise on the learning objectives. To improve student engagement and learning, open-ended student-designed projects, tutors working one-on-one with students, study sessions before exams, hands-on discovery-based cooperative learning, and oral reports were added to the course. To assist students in making consistent connections between theory and lab practice, physics and math faculty members significantly revised all handouts and labs. In addition, several labs were replaced with team activities incorporated into sessions on theory; the pre-quiz format was dropped; the course syllabus was redesigned for better student understanding; and weekly classroom time for homework review was expanded.

Reason, Belief, and Values: For several semesters, on the first day of class almost all sections of this course have completed a three-question survey of their impressions of religion and philosophy and their comfort with the critical examination of their religious beliefs. At the end of each semester, every student writes a three-page answer to the same three questions.

Artistic Experience: The faculty work group discovered that the original course objectives were too many, too diffuse, and too vague. These objectives were reduced to and refocused on three key activities – experiencing, understanding, and creating. Since most students come to the course with very little experience with the arts, they are first immersed in an artistic experience, and understanding is introduced more gradually. In addition, a standard textbook was adopted. While art, music, and drama are equally represented, the original plan of unifying these three perspectives has proved impractical. The faculty now concentrate on the broader issues of artistic integration, i.e., motivation for and the human response to the artistic process.

Individual and the Social World: While all the objectives were being equally met, guest lecturers from other disciplines were introduced to emphasize similarities among disciplines. The faculty developed a set of readings that elicited intense personal involvement from the students and better addressed the content-learning objectives. Additionally, to continue to promote a culture of learning, all sections were standardized in terms of required written coursework, and the faculty received a set of teaching resources from various disciplines, which helped them integrate material from other disciplines ([Results of Faculty Work Groups Discussions](#)).

#### Writing Across the Curriculum (WAC)

Writing Across the Curriculum (WAC), adopted in 1985, consists of four initiatives.

Entry-level students with English ACT scores of 19 and below are tested in reading and writing. Students placed on the basic writing and academic reading level must take support courses. College Writing is required of all students. Finally, departmental writing endorsements allow departments to structure writing instruction and writing-to-learn assignments within the context of each major.

In 1999, a comprehensive review of departmental writing programs revealed a number of encouraging attitudes and activities.

- All departments like the writing endorsement system.
- Departments across the curriculum require extensive writing in various genres.
- Departments report that they hold students accountable to a standard for form and content on formal papers.
- Expectations of strong critical thinking are part of nearly all formal writing.
- Departments are increasingly requiring students to use the writing process for at least one paper, from planning through proofreading, with peer response, conferences, and instructor response at appropriate stages.
- Some departments noted that the writing endorsement model facilitates assessment.
- Departments affirmed that first-year writing courses and the Achievement Center are valuable.

The comprehensive review also called for:

- coordination of collection of models of good writing;
- regular faculty development in teaching writing;

- networking with other departments regarding WAC
- more intentional help with writing for international students.

Changes in WAC resulting from ongoing assessment include adoption of a portfolio system for English majors, assessment of writing for art majors in two additional courses, assessment of writing for business majors in several additional courses, more specific and extensive requirements for History and Political Science assessment, and assessment of writing for math majors in senior seminar. Oral presentation of a major research paper to a panel of faculty and students in psychology is no longer required ([WAC assessment](#)).

### Interdisciplinary Honors Program

The Interdisciplinary Honors Program, established in 1965, seeks to enhance the educational experience through Oxford-style discussion. The program consists of the Honors Book Program, the Honors Film Series, and trips. The Honors Book Program and Honors Film Series follow a specific theme chosen for each semester. For example, during 2001-02, the themes for the Honors Book Program were Ancient World in the fall and Middle Ages in the spring. The themes for the Honors Film Series were “For Heaven’s Sake!” (films related to religion) in the fall and “Danger Will Robinson!” (films related to science fiction) in the spring. Students and faculty traveled to Minneapolis/St. Paul to attend a theatrical performance of *Of Mice and Men* and to tour the Minnesota History Center, Minnesota Art Museum, and Science Museum of Minnesota. In the spring, they traveled to the Badlands and Black Hills of South Dakota for a tour of Mount Rushmore, Wind Cave, Journey Museum, and Mammoth site and an evening with the Black Hills Symphony Orchestra.

The assessment program reflects the uniqueness of the Honors program as an intellectual endeavor with three particular objectives: to support the development of communication skills, to provide an interdisciplinary learning experience outside the regular curriculum, and to expose students to major ideas that have shaped humanity. Weekly and at the end of each semester, student perceptions of achieving these objectives are gathered and used to address students' concerns and changes in the program ([Interdisciplinary Honors Program Assessment Plan](#)).

A thorough review of the Honors program at the request of the Dean of the College was completed in Fall 2002 ([Honors Program Review](#)) and included an analysis of different levels of budgetary support for the program. The Honors Program budget was subsequently reduced, and the program has been redesigned by its newly appointed faculty directors.

#### Departmental Assessment Plans

Departmental assessment plans have progressed through three phases, i.e., original design in 1994, modifications in 1999, and the most recent development resulting from the new mission/vision 2000 statement. Table 4.1 shows a continuum of development among departmental assessment plans. While departments subject to external accrediting agencies (education, nursing, and music) have in place systematic plans of assessment, the majority of departments have indicated that they need assistance in designing and implementing systematic plans of assessment.

**Table 4.1 Status of Departmental Assessment Plans**

<u>Department</u>	<u>Modified Plan</u>	<u>Data Collected</u>	<u>Results</u>	<u>Plan Refined</u>
Art	yes	yes	yes	yes
Biology	yes	no	no	no
Business/Econ	yes	yes	no	pre-draft
Chemistry	yes	yes	yes	no
Education	yes	yes	yes	yes



English	yes	yes	yes	yes
HistoryPol.Sci	yes	no	no	yes
Mass Com	yes	no	no	no
Math Scien	yes	no	no	pre-draft
Music	yes	yes	yes	yes
Nursing	yes	yes	yes	yes
Philosophy	yes	no	no	yes
Physics	yes	yes	yes	no
Psychology	yes	yes	yes	yes
Relig Stud	yes	no	no	no
Theatre	yes	no	no	no
Spanish	yes	?	?	?

### Program Review of Majors

All departments are expected to undergo a systematic self-study using external reviewers at periodic intervals. Each review includes discussion of the department's goals/objectives, review of its curriculum, and visits with current students. Of the 18 departments, 16 have completed this review process since 1992. Three of the reviews involved accreditation agencies – the National Council for Accreditation of Teacher Education (NCATE), the National League for Nursing Accrediting Commission (NLNAC), and the National Association of Schools of Music (NASM). Copies of the self-study documents and reviewers' reports are available in the Academic Dean's office.

### **Creating a Culture of Assessment**

The college has enacted the following initiatives to create a culture of assessment as the new curriculum is implemented:

- established an Assessment Work Group in Summer 2001 that produced a working document for assessment ([Assessment Work Group Document](#));
- adopted a set of curricular Outcomes based on the new mission and vision in October 2001 ([Outcomes](#));

- approved in January 2002 the supporting Knowledge, Skills, and Dispositions document that further articulated the Outcomes ([Knowledge, Skills, and Dispositions](#));
- adopted a new, mission-driven and outcome-based curriculum model in January 2003;
- modified the faculty course load, effective Fall 2004, from 24 credit-hours to 20 credit-hours to reallocate more faculty time to assessment efforts;
- established the CPC Assessment Subcommittee in January 2003, charged with recommending an assessment plan;
- conducted a workshop for departmental chairs on assessment led by the CPC Assessment Subcommittee, Associate Dean for Academic Affairs, and Dean for Advising in March 2003;
- established a work group in Summer 2003 to advance the assessment process and to study and recommend a structure for institutional assessment ([Report of the Summer 2003 Assessment Work Group](#));
- administered the National Survey of Student Engagement (NSSE) for the first time in Spring 2003 and will regularly continue;
- will establish an office of Institutional Research in 2004.

Establishing assessment as an ongoing process will require resources of time, money, and people, particularly in the early stages of developing a culture of assessment. Efforts to collect and analyze assessment data need to be organized. Feedback mechanisms that will allow the institution to utilize the collected data need to be created

and maintained. Under the definitions in the *Handbook of Accreditation*, Morningside is probably at level one of the implementation of an assessment plan.

## GRADUATE PROGRAMS

Graduate work at Morningside College is, in general, limited to the teacher education program. The mission of the graduate program at Morningside College is the improvement of teaching in pre-kindergarten, elementary, and secondary classrooms. To carry out this mission, Morningside College offers a variety of graduate teaching endorsement programs, as well as the graduate degree program Master of Arts in Teaching. Beginning work in 1998 in response to initiatives at the state and national levels, the Education Department and its stakeholders developed a conceptual framework that describes the vision and purpose of the teacher education program, including the graduate teacher education program, at Morningside College. It is summarized in the teacher education theme statement: “An Effective Educator is a caring professional who creates interactive learning environments responsive to the diverse needs of students and society.” From the conceptual framework, goals at the undergraduate and graduate levels were developed, with the latter building on the former. The graduate program seeks to strengthen the teaching skills of persons already working with students by continuing to develop the knowledge, skills, and dispositions that are characteristic of the Effective Educator. In addition, it prepares teachers to be educational leaders and role models for other teachers and staff in their schools (2003 Graduate Bulletin).

Major fields of study in the Master of Arts in Teaching degree program include Elementary Education, Technology-Based Learning, and Special Education: Instructional

Strategist I and II. The special education programs have been designed in light of new teaching endorsements at the state level and were approved by the state in 2002. These programs, some of the first to be approved in the state of Iowa, replaced existing special education programs (Behavior Disorders, Learning Disabilities, Mental Disabilities, and Multicategorical Disabilities). The newest major field, developed over the past five years and announced in January 2003, is the Professional Educator. This major links research and best practice in education and is directly tied to the Iowa Teaching Standards, the state-mandated system by which all of Iowa's teachers are to be evaluated. The Reading Specialist major has been discontinued due to low enrollment. Graduate endorsement programs (not leading to degrees) include Reading, English as a Second Language, Talented and Gifted Education, Middle School Education, and Special Education Consultant, as well as Special Education: Instructional Strategist I and II. The graduate Early Childhood endorsement is being phased out due to departmental faculty cuts in early childhood as part of the *Five-Year Plan*. All graduate teaching endorsement programs are approved by the Iowa Department of Education through July 2004, with a state visit scheduled for April 2004 and the graduate teacher education program is fully accredited by the National Council for the Accreditation of Teacher Education (NCATE) through 2007 (1999 Iowa Department of Education approval letter, 2002 NCATE accreditation letter).

In Spring 2000, faculty at Morningside voted to separate the responsibilities for graduate and undergraduate curriculum oversight because the Curriculum Policies Committee was fully occupied with undergraduate curriculum responsibilities. The Graduate Committee was created and charged with the responsibility for evaluating and

improving the quality of the graduate teacher education curriculum and for ensuring that graduate students are given a fair and equitable opportunity to have a successful and satisfying academic experience. A major focus of the Graduate Committee is the design and evaluation of graduate teacher education programs that are responsive to the needs of individual teachers, local education associations (LEAs, that is, school districts), and Area Education Agencies (AEAs, that is, regional educational service providers in the state of Iowa). For example, the Master of Arts in Teaching: Professional Educator program was designed to assist individual teachers, LEAs, and AEAs in meeting professional development goals, both personal goals and those outlined in specific schools, Comprehensive School Improvement Plans. The Graduate Committee is composed of education faculty and administrators and representatives from the faculty at large, who provide a liberal arts perspective. The composition of the committee is described in the Graduate Bulletin and the specific members of the committee are listed in the faculty committees document ([1999-2000 faculty meeting minutes](#), [2003 Graduate Bulletin](#), [Graduate Committee minutes](#)).

In response to the continuing need for additional training for teachers in a predominantly rural state, Morningside College works collaboratively with a number of Area Educational Agencies in the state to offer selected endorsement and degree programs at off-campus locations. The first off-campus courses were offered in 1989 in two locations with a need for certified special education teachers. By Fall 2003, Morningside College had agreements with 8 of the 12 AEAs in the state of Iowa to provide graduate programming leading to endorsements in Special Education, Reading, Middle School Education, and Talented and Gifted Education, as well as degree

programs in Elementary Education, Technology, Special Education, and the Professional Educator. The Education Department has developed an innovative program called the Companion Teacher Model for maintaining quality control through supervision of adjunct instructors (referred to as companion teachers) by Education Department faculty (called facilitators). Graduate enrollment figures for the past five fall semesters are listed below in Table 4.2. The academic year 2000-2001 saw a dip in enrollments in response to state initiatives regarding teacher compensation and career ladders; teachers took far fewer classes or refrained from starting endorsement or master's degree programs because they did not know what would be required in the new law. As the legislation went into effect, teachers felt more confident about starting endorsement and master's degree programs. (Companion Teacher Model, Iowa/AEA map, enrollment data)

**Table 4.2 Graduate Enrollment Figures**

	On-Campus*		Off-Campus		Total	
	Registrations	Credit Hrs	Registrations	Credit Hrs	Registrations	Credit Hrs
<b>Fall 98</b>	130	409	147	381	277	790
<b>Fall 99</b>	79	264	231	693	310	957
<b>Fall 00</b>	76	238	202	606	278	844
<b>Fall 01</b>	105	336	207	621	312	957
<b>Fall 02</b>	145	487	191	564	336	1051

*\*On-campus registrations include all internships*

The graduate goals relate specifically to research, scholarship, and creativity. At the graduate level, the Effective Educator

- locates, analyzes, and synthesizes research to address classroom or curricular issues;

- plans, conducts, and reports research that addresses classroom or curricular issues;
- provides leadership and collaborates with others;
- uses technology to support learning;
- understands current trends, practices and issues in education (2003 Graduate Bulletin).

Each student is expected to engage in research through activities such as locating current research related to a given topic or problem, implementing a research design to assist students with behavior change, and designing and implementing classroom action research. Graduate students are expected to evaluate the soundness of reported research and synthesize the results. Students are encouraged to approach the research process creatively. They design research projects to answer their own class or school problems, and they use technology to design instruction as well as to conduct research. These goals are particularly addressed in the Professional Foundations Core of the master's degree program.

A new comprehensive graduate assessment system based on the conceptual framework and graduate goals has been designed in response to state and NCATE initiatives. Implementation of this new assessment system began in Fall 2002 and will be complete in May 2006. The system consists of both individual and program assessment. Courses have been designed to assist students in acquiring the knowledge, skills, and dispositions required of Effective Educators, and the components of the assessment system yield data regarding student progress in achieving the goals. A new emphasis in the assessment system is graduate student reflection on the teaching/learning process and on its impact on P-12 student learning. Assessment data obtained from students,

instructors, and school administrators at various checkpoints and support continued program development. The specific components of the graduate assessment system are described in the Graduate Assessment Plan file, and data from the initial implementation phase are located in the Graduate Assessment Data file. Data from the previous assessment system are also available. As a result of initial data, modifications in the required final portfolio and the comprehensive examinations have been made. Comprehensive external reviews of the entire teacher education program, including graduate offerings, are conducted by the Iowa Department of Education and NCATE every five years. The results of these reviews have led to major changes in graduate programming, particularly in assessment (Graduate Assessment Plan, Graduate Assessment Data, 1999 Iowa Department of Education Self-Study and Team Report, 2002 NCATE Self-Study and Team Report).

Courses offered on campus for graduate credit are taught by members of the faculty hired under policies set by the college. Education Department faculty members possess a wide range of expertise and experience. Each education faculty member, as well as any faculty member outside the Education Department who teaches an educational methods course, is required by state law to spend 40 hours each five years team-teaching in P-12 settings. An examination of faculty curricula vitae and teaching logs reveals the range of this teaching experience.

Adjunct faculty who teach courses off-campus are required to meet the same minimum educational requirements as those who teach on campus. In addition, they must possess the skills and expertise required by the courses that they teach. The implementation of the Companion Teacher Model allows for the sharing of theory and



practice among the on-campus full-time faculty and off-campus adjunct faculty who are primarily practitioners and consultants. This blending of information and ideas provides students with a balance of research and practice. Occasionally, an adjunct faculty who teaches a course off-campus is hired to teach the same course on campus during the summer. (Off-campus faculty curricula vitae)

The use of the Iowa Communications Network (ICN), a statewide two-way audio and two-way video distance-learning system, allows students at a distance from the college to take selected courses taught by full-time faculty. Each semester, at least one graduate course is offered to students at a distance via the ICN. Analysis of assessment data from master's degree students indicates no difference in the quality of on-campus and off-campus learning (Graduate assessment data—comprehensive examinations, analysis of graduate papers, program evaluations, course schedule books).

Courses that are open to graduate students only are numbered 500 or above. A limited number of on-campus courses are open to both graduate and undergraduate students. These courses are delineated with parallel numbers, e.g., 414 and 414G, and students register for the appropriate section depending on their level. Courses in education that are offered off-campus are open only to graduate students. The Graduate Bulletin lists courses that may be taken for graduate or undergraduate credit, and the semester course listing of specific courses offered each semester is available in print and on the college website. A course offered for both graduate and undergraduate credit sets additional expectations for the graduate students, e.g., a research project or a class presentation on a topic not assigned to the undergraduate students (2003 Graduate Bulletin, course schedule books).

A maximum of 9 semester-hours of graduate credit with grades not lower than B- earned at other accredited institutions may be transferred into a Morningside graduate degree program, subject to approval of the Director of Graduate Study. Credit received for correspondence courses at other institutions may be used to fulfill requirements for endorsements with approval by the Director of Graduate Studies. Correspondence work, however, including video courses, may not be used to fulfill degree requirements. An individual with significant experience in the workplace or in other than college-sponsored training programs may be eligible to convert the knowledge and skills obtained from that experience into academic credit through the Academic Credit for College Equivalent Learning (ACCEL) program, although graduate students seldom choose this option (2003 Graduate Bulletin, ACCEL documents).

In response to a growing need for teachers in Iowa to be certified to teach English Language Learners (ELL), Morningside College has entered into a cooperative agreement with William Penn University to provide graduate credit for state-approved ELL coursework sanctioned by the Graduate Committee and funded through a 5-year grant administered by William Penn University. Currently, approximately 100 teachers throughout the state of Iowa are taking this coursework via the ICN. When students have completed this endorsement program, they have the option of completing the master's degree program Professional Educator. The first student to exercise this option will graduate with the master's degree in May 2004. ([contract with William Penn University, ELL grant program materials](#))

Morningside also has a cooperative agreement with the University of South Dakota (USD) in which students in USD's Master of Arts programs in History and

English may take up to 15 hours of graduate coursework in history and English at Morningside for direct transfer to USD. The program is administered by the University of South Dakota with contact persons in the History and English Departments at Morningside. (USD/Morningside College promotional materials)

### **Strengths of the Graduate Programs**

- The conceptual framework provides a coherent, cohesive foundation for the programs, and assessment is included.
- The Companion Teacher Model ensures consistency between on-campus and off-campus courses and programs.
- Strong collaborative efforts between the college and AEAs and between the college and other institutions allow for the sharing of expertise and resources.
- The new assessment system is well designed and in the early stages of implementation.

### **Challenges to the Graduate Programs**

- A system of data management and analysis for individual student assessment/feedback and for continuous program evaluation/improvement is a critical need.
- Budget cuts at the state level and with our collaborative partners necessitate the development of new, more efficient delivery systems.
- The rapidly changing needs of Iowa's teachers requires on-going program review and revision.

### **FACULTY AWARD OF ACADEMIC CREDIT**

Morningside faculty are responsible for approving courses, majors, programs, and changes in the general or CORE curriculum and in curriculum and degree requirements. The *2003-2004 Faculty Handbook* describes powers and duties of the faculty (p.5). The Curriculum Policies Committee (CPC), a standing committee of faculty members elected by the faculty, is charged with reviewing undergraduate course proposals, as well as developing and implementing CORE course evaluations. The description of the duties of this committee is also found in the *Faculty Handbook*. Course proposals or other curricular changes reviewed by the Curriculum Policies Committee are sent to the Faculty Senate and then brought to a general faculty meeting for action. Previous and revised [course proposal forms illustrate](#) the types of information that must be provided to the Curriculum Policies Committee when a new course is proposed for faculty consideration. Faculty meeting minutes contain the records of all curricular changes that have been approved by the faculty (*Faculty Handbook*, faculty meeting minutes, course proposal forms).

(Note: we should provide the revised current form (Revised Current Course Proposal Form) and also the previous course proposal form (Previous Course Proposal Form) as evidence).

## **EFFECTIVE TEACHING**

Since 1993, the student evaluation process has evolved significantly. Formerly, each faculty member choose only two courses each semester for anonymous student evaluation. Now all courses taught each semester are evaluated anonymously by students ([student evaluation form](#)). These evaluations are tabulated, and copies of the tabulations are distributed to the instructor, the department chair, and the Academic Dean's office. CORE courses have an additional student evaluation instrument, which the CORE

Coordinator and department chair also receive. Each faculty member completes a self-evaluation form annually, which is submitted to the department chair and the Academic Dean's office ([Faculty Self Evaluation Form](#)). The chair of each department completes an annual written evaluation of each instructor ([Department Chair Written Evaluation](#)). In addition, some department chairs observe instructors in the classroom setting, and some departments conduct peer evaluation of classroom teaching ([Peer Evaluation](#)). An evaluation session between the department chair and each instructor completes the yearly evaluation process.

The pre-tenure evaluation process has evolved from no formal practice in 1993, to a two-year pre-tenure evaluation in 1995, and currently to a three-year pre-tenure evaluation ([Three-Year Pre-Tenure Evaluation](#)). In the fifth year of employment, instructors are notified about eligibility for consideration for tenure. By November 1 of the sixth year of employment, a letter is received by each faculty candidate for tenure informing him/her of the decision on tenure. *(Longitudinal data for each faculty member should be available)* The current Promotion, Tenure, and Development (PTD) Committee has developed guidelines for the promotion and tenure process, as well as guidelines for Tenure and Promotion portfolios ([Tenure and Promotion Folios](#)). Fulfillment of teaching responsibilities at a high level of achievement is the focus of most criteria for promotion and tenure. Student evaluations, self evaluations, chair evaluations, narratives about the development of courses, and an instructor's statement of teaching philosophy are evidence of such fulfillment. In addition, the committee is instituting personal interviews about the candidates with three students and three faculty members. The PDT committee recommends tenure or dismissal to the Academic Dean with the President making final

decision. *(Suggested to contact Bruce Forbes regarding recent changes and last ten year's tenure report)*

The Lucille and Charles Wert Faculty Excellence Award has been granted annually since 1989 ([Lucille and Charles Wert Faculty Excellence Award](#)). Nominees, who demonstrate excellence in teaching, must be nominated by their peers. The selection committee consists of the past three winners and the Academic Dean.

The Sharon Walker Faculty Excellence Award was established in 2003 to reward teaching excellence, effective advising, extraordinary service to the college in support of the strategic plan of the college, and scholarship. Full-time faculty members may apply. The Selection Committee consists of three faculty members from other institutions similar to Morningside in size and mission. Three cash awards of \$10,000 each are presented annually. In addition each recipient is awarded \$3,000 to use for the purpose of faculty development, with no time limit imposed for using the development funds ([Evidence 8: Walker Award brochure and website](#)).

## **PROFESSIONAL DEVELOPMENT**

Faculty/staff development at Morningside may include, as examples, coursework toward advanced degrees, participation in professional organizations, training both on- and off-campus, informal networking, sabbaticals, and release time. Every year before classes begin in the fall, a required faculty workshop is organized around a theme. The themes for 1999 to 2003 were, respectively, assessment, professionalism, learning outcomes, accreditation, and retention of students ([Fall Faculty Workshop Agenda 1999-2003](#)). Thirty-nine semester-long sabbaticals have been granted to faculty members in the last ten years ([Faculty Sabbaticals 1962 – 2004](#)). Most faculty and many of our staff

belong to professional organizations. In fiscal year 2002, Morningside paid for memberships in over 90 professional organizations ([memberships and dues account print-out, FY02](#)).

Administrative support for faculty development is provided by several offices. The Dean for Advising coordinates training for advisors and instructors of first year courses. The Office of Academic Affairs oversees all faculty development monies and provides technology training. The Promotion, Tenure, and Development Committee oversees workshops and other professional development. Individual departments also organize faculty and staff development. Table 4.3 below records a significant growth in college support of faculty development over the past five years.

**Table 4.3 Faculty Development Funds**

Academic Year	99/00	00/01	01/02	02/03	03/04
Regular	\$18,260	\$17,645	\$13,826	\$25,000	\$30,000
Other	\$4,822	\$14,431	\$20,715	\$23,500	\$46,000
Total	\$23,082	\$32,076	\$34,541	\$48,500	\$76,000

Funding for increased faculty development is one of the priorities of the current *Five-Year Plan*. The current capital campaign has raised \$270,000 in endowment funds for faculty development, a figure which is expected to grow.

## **STUDENT SERVICES**

### **Student Department Organizations and Student Honorary Societies**

Students at Morningside broaden their experiences by involvement in clubs and societies associated with the various departments. Examples of such organizations include Morningside Students Nursing Association (Nursing Department); Psi Chi (Psychology Department); Friday Is Writing Day and Spring Green trip (English

Department); Student Iowa State Education Association, The Council for Exceptional Children, and Kappa Delta Pi (Education Department); and Spanish Club (Modern and Classical Languages Department). Among the 16 student honorary societies, 9 are members of the Association of College Honor Societies.

The number of registered student organizations has increased in the last year from 39 to 45, and the activity level of students in department organizations and societies has increased. Organizations that chose to be registered with the Student Government are eligible for some funding.

### **Student Government**

Student Government at Morningside consists of an Executive Council elected at large by the student body, a Student Court, and a Senate of students elected to represent each class, each residence hall, and commuter students. Funds for Student Government come from student fees.

The Student Senate approves new student organizations, hires orientation and homecoming directors, appoints students to faculty committees, and administers a budget of approximately \$80,000 per year. This budget funds new-student orientation, student homecoming activities, and other allocations made in response to student requests.

The Morningside Activities Council (MAC) is funded by Student Government and is responsible for planning and carrying out student organized activities on campus, including films, dances, forums, and special events, such as Winterfest. MAC operates under the direction of the Dean of Students.



Students appointed by the Student Senate serve on a variety of ad hoc committees (e.g., the 1998-99 Presidential Search Committee) and are voting members of faculty committees. The student body president is a voting member of the Board of Directors.

### **Services for Students**

Based on the needs of the students, Morningside College has developed or improved support programs which provide a caring, personalized environment to enhance students' opportunities for success. (two – three sentence description of each of the following evaluating changes and why)

- Achievement Center
- Account Advising (Paul Treft has provided description)
- Advising Program
- Counseling – personal and career
- Intramurals (Beth Sibenaller will provide description)
- Learning Disabilities Program (evaluative)
- Ministry Programs (evaluative)
- Student Health Center
- Volunteer Program (?)

### **STAFF AND FACULTY SERVICE**

Staff and faculty often take responsibility beyond their job descriptions to help the college achieve its educational mission. Many advise student organizations and organize special events for students and the community.

Staff and faculty at Morningside have strong ties to other organizations in Siouxland. In addition to professional and academic associations, faculty and staff are

active in civic, religious, and recreational organizations. These employee relationships with the larger community foster a mutually rewarding exchange of ideas, resources and opportunities between Morningside College and its neighbors.

Participation in community service is not well documented, but an informal e-mail survey in April 2003 identified twenty-four employees who volunteer their time both on- and off-campus in a variety of community connections ([staff and faculty service inventory, April 2003, Community Connections Report](#)).

## CHAPTER 5

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***Criterion Four: The institution can continue to accomplish its purposes and strengthen its educational effectiveness.***

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The first requirement of *Criterion Four* is to demonstrate that Morningside can continue to accomplish the goals identified in the *Five-Year Plan*. Fulfillment of this requirement is based upon adequate financial, physical and human resources.

Morningside is addressing these fundamental issues.

### **FINANCIAL RESOURCES**

The financial health of Morningside College was a major concern at the last NCA visit and remains a central theme in current planning at the College. Since 1994, a number of steps have been taken to reduce expenditures and increase operational efficiency at Morningside. For example, staff and faculty numbers have been reduced, the financial-aid discount rate has been decreased, and benchmarks leading to a balanced budget by 2005-2006 have been set in place (see Chapter 3, *Five-Year Plan*). In addition, the *Five-Year Plan* set realistic goals for increased enrollment of full-time students as well as improved retention. The *Five-Year Financial Forecast*, however, indicates a deviation from the balanced budget plan in 2004-2005 unless modifications are made. In fiscal year 2002-2003, mid-year budget adjustments involving severe cuts in some areas were made so that the institution could meet its benchmarks. The college cannot repeat that action in the future and still make progress toward its long-term goals.

One of the recommendations of the Summer 2000 task-force groups was establishing an open, inclusive and effective budgetary process. Consequently, the Finance and Facilities Committee, composed of faculty, staff, students, and administrators, was formed. This group, which meets monthly, is still finding its way

through a number of issues. The group was side-tracked from its original mission in order to address rapidly escalating health-care costs. After an extensive study utilizing consultants, a report was made to the President that resulted in his recommendations to modify the health-care plan for college employees (REFERENCE?). This committee continues to establish interim financial benchmarks to ensure that the college will have a balanced budget by 2005-2006 and, with the senior staff, to monitor the five-year financial benchmarks (Finance and Facilities Committee Minutes).

The *Five-Year Plan* also mandated open and inclusive communication regarding budgetary issues, so a number of actions have been taken to disseminate financial information and decisions to college constituents. These include

- administrative staff team and regular meetings (6 times a year);
- monthly Finance and Facilities Committee meetings and reports;
- monthly meeting of the faculty senate president with senior staff;
- bimonthly meeting of the faculty senate president with the President;
- semi-annual small group discussions among employees and the President;
- monthly administrative/staff council meetings with the President.

## **INSTITUTIONAL ADVANCEMENT**

The efforts of the Vice President of Institutional Advancement and his staff are critical to the continued success of Morningside College. Within this division, the Office of Development takes the lead in generating financial support for the college through its alumni, friends, corporations and foundations. Contributions received for the Annual Fund bolster the resources obtained from tuition and fees. These funds allow the college to meet budget demands on a year-to-year basis (see Chapter 3).

Endowment funds - \$24,950,157 on May 31, 2003 - provide fiscal stability for the future. The Board of Directors continues to review and revise policies concerning the growth of the endowment, its investment, and the way its revenues are used. New contributions to the endowment are always included in major fund-raising campaigns.

Morningside's current capital campaign, "*Sustaining the Commitment*," with a goal of \$20 million, is in the advanced-gifts phase. Some gifts were made possible by previously established strong relationships with alumni and friends of the college. The development staff continues to successfully penetrate the alumni base but must also expand contacts with friends, foundations, and supporting corporations in order to meet the goal. Several strategies have been devised, and some have already been accomplished:

- put together a clear and concise case study,
- scan market of alumni and friends,
- hire additional employees to help complete the campaign.

When reports of early success in this campaign were made at the May Board meeting, the Board directed development staff to delay moving into the active phase of this campaign until the goal is reassessed. The Board asked for an updated feasibility study to be completed by their October 2003, meeting with the probable recommendation of raising the target amount for this campaign (May 2003 Board meeting minutes).

## **BUDGETING**

Successful budgeting at the college depends on recruiting and retaining students in adequate numbers, as well as holding the tuition discount rate to reasonable levels. Each year, the budget is set on an estimated number of full-time students. Reaching that

number of students is dependent upon meeting recruiting and retention targets. When all three of these targets are met – tuition discount rate, new students, retention rate – the college will meet its financial benchmarks. For the past 2 years (2002 and 2003), the number of new first-year students has exceeded the goal (*Factbook 2003-2004*). The number of full-time students in each of these years exceeded the numbers used to determine the annual budgets. The budgeting process, therefore, seems to be working well for the college.

## **PHYSICAL RESOURCES**

When the financial status of an institution is strained, it is tempting to defer improvements to the physical plant. As detailed earlier in this document, however, students are less likely to attend a college if physical spaces are not attractive to them. During the presidency of Jerry Israel, consultants developed a campus master plan. The first phase of the Campus Design plan, completed from donations gathered in the “*Investing in the Future*” fundraising campaign (1996-2000), includes an outdoor classroom area at the “M” near Charles City Hall, better campus lighting, and enhanced landscaping. Other recent improvements, funded in part by the campaign, are detailed in Chapter 3 of this report.

Some physical resources issues remain to be addressed. Several athletic teams (soccer and baseball, for example) practice off-campus, and most athletic teams play competitions at off-campus sites. The college would like to acquire additional land at the campus periphery so that all teams can practice and compete on-campus. As enrollment continues to rise, there will be a need for more housing spaces and improvements to

existing spaces. Finally, the campus design plan needs to be completed with landscaping improvements at the center of campus.

### **Technology**

Another major thrust of campus improvement is extending technological capabilities. Although Morningside has been wired for modern computing and each residential student has been provided with a desktop computer since 1991, significant technological improvements have been made in the past three years. All students – residential and commuters – entering in 2002-03 and 2003-04 were provided with notebook computers. Data ports are present in almost every classroom, and approximately 10 wireless hubs are installed around campus. All full-time faculty and most staff are provided with individual computers. The library has dramatically increased its electronic databases and its access to electronic resources. The campus shares high-speed fiber access through the local Area Education Agency located across Morningside Avenue.

Most recently, the college purchased and began to implement Academic Institution Management System (AIMS) Campus Web, a software interface that allows students, faculty, and staff to view many computer records in real time. Students can view class schedules, academic transcripts, current grades, billing and payment records, and financial aid awards, and they are able to share access to this information with their parents. On-line registration will be available in the near future. Faculty can view their advisees' transcripts, check class schedules and rosters, send group e-mail messages, and submit grades electronically. All students, faculty, and staff have access to webmail, an e-mail server that allows access from any internet connection.

## **HUMAN RESOURCES**

The painful work of down-sizing staff and faculty numbers has been done. Now as enrollment begins to grow, the college needs to consider whether the current number of staff and faculty can meet the needs of 1000 full-time students. The college must monitor this concern and begin to plan for optimal additions to staff and faculty.

One area critical to the success of the college is keeping pace with the constant upgrading of hardware and software systems. Continued training is needed so that members of the campus community use technology effectively in educational programs and administrative offices. The Educational Technologist, hired in Summer 2001, has provided mini-courses and workshops, helped staff brainstorm appropriate use of technology, and energized the campus to undertake the considerable effort required by technology.

Rapid turn-over is not a problem at Morningside College. Many experienced faculty and staff employees provide stability in their various departments. Among faculty ranks, 63% of full-time faculty hold doctoral degrees, a proportion that has remained relatively constant over the past five years, even during faculty reductions (*Factbook* 2003-04).

Faculty and staff development is a priority at the college. Some training opportunities are scheduled on campus, and funds are available for individuals to travel off-campus to conferences and other training events.

### **Partnerships**

Since the college is committed to experiential education, strengthening relationships with the Siouxland Community is a priority. Cultivating contacts with local



businesses and agencies has led to an increase in the number of internships and service learning opportunities available to our students. The *Five-Year Plan* called for this effort to be led by the Associate Dean for Community Connections. An Ameri-Corps volunteer (a recent Morningside graduate with an interrupted Peace Corps placement) was recruited to promote service-learning contacts. At the end of 2002-03, a request to expand the single Ameri-Corps position to three volunteers was granted, and the first individual (a 2003 alumnus) started work in September 2003.

Internships in the local community have been an important part of the college experience for Morningside students for some time. Prior to 1994, internships were arranged with the assistance of department chairs. While department chairs still play a pivotal role in supervising internships, the Associate Dean for Siouxland Affairs has made new contacts in the community that have led to internship placements. The complete list of internships is recorded by the Career Counseling office; recent internships are posted on the college website as a guide for students who want to schedule an internship as part of their major or minor plan of study.

Fall 2001 saw the creation of the Northwest Iowa Center for Teaching and Learning at Morningside College. The goal of this center is to provide opportunities for area educators to examine teaching and learning, to celebrate the education profession, and to support collaborative efforts among higher education and school districts. The director of this center has organized summer camps at Morningside for gifted students, promoted careers in math and science teaching, promoted teaching as a career for students of color, and facilitated an annual event recognizing the Teacher of the Year and

the Educator of the Year. These activities were developed after surveying school superintendents in the local region.

Morningside College also partners with St. Luke's College, supporting its programs to prepare registered nurses, radiology technologists, and respiratory therapists. Since St. Luke's made the transition from a nursing diploma program to a two-year associate of science in nursing degree program in 1996, Morningside College has provided general education courses to support the St. Luke's programs. Appropriate full-time faculty at Morningside travel to St. Luke's College to teach specific lectures; St. Luke's students travel to Morningside for appropriate science labs. Morningside finds and deploys adjunct faculty when necessary. This arrangement generates some income for Morningside, but it also serves the larger Siouxland community by helping produce qualified health care professionals for our region.

## **EFFECTIVE PLANNING AND DECISION MAKING**

Morningside College has established an effective planning and decision-making structure that has made a significant impact on the college over the past three years. As noted earlier in this report, Morningside College is an institution in transition. The college community is currently involved in more planning and assessment processes than at any point since the last accreditation review. Most of these processes were initiated in Summer 2000 with a campus-wide summer task-force project initiated by the current President.

The task-force members included students, staff, faculty, alumni, board members and administrators. Each task force was charged to study a specific area and deliver to the President a report with a recommendation to help move the institution forward in its

pursuit of excellence. One of these groups produced new mission and vision statements that have been used to guide all subsequent decisions.

In addition, the *Five-Year Plan*, developed from these reports, has served as a roadmap for the college (see Chapter 1 for a detailed discussion of this process). Soon after the *Five-Year Plan* was announced, the President formed a Point-Persons Group that met regularly to coordinate communication and implementation of the *Five-Year Plan*. The Point-Persons meetings were not so productive as anticipated; the group was disbanded after a year.

During Summer 2003, President Reynders called together a group of twenty faculty, staff, and students to participate in a two-day planning retreat. This group reviewed the progress that had been made toward the goals stated in the *Five-Year Plan* and created new initiatives and strategies to continue the forward movement of the college. President Reynders' *Five-Year Plan Update* will summarize accomplishments resulting from the *Five-Year Plan* and outline some changes and additions to the plan.

This early review process is one example of successful planning at the college. The environment of higher education is continually changing; a successful college is one that responds to both internal and external change in a timely manner. The *Five-Year Plan Update* represents a re-dedication of Morningside College to the purposes and characteristics on which it has based its past success, as well as an understanding of the challenges it faces. Its new strategic recommendations for the next few years at Morningside College reflect not only its heritage, mission, and accomplishments, but also its dreams. The appropriate decision-making processes are in place for the college to respond effectively to both anticipated and unanticipated challenges.

## **A MULTIFACTORAL APPROACH**

Clearly the college must increase net tuition in order to achieve fiscal stability and continue to provide quality programs for students. Increasing net tuition revenues will require, first of all, enrolling more full-time students.

### **Enrollment**

Admissions has focused on increasing the number of first-year full-time students, gradually stepping up toward a goal of 300 per year. This number, together with increasing numbers of transfers, will allow the college to reach a total enrollment of 1000 full-time students. Led by Admissions, the Morningside community has accepted the idea that recruiting is part of everyone's job description. Broader efforts by the campus community, especially coaches and faculty, and new strategies, including alumni referrals, have yielded freshmen classes in excess of recruiting goals for the past two years.

**Table 5.1 First-Year Student Recruitment**

	Goal	Actual Enrollment
2000	210	205
2001	210	182
2002	220	245
2003	230	270

Several approaches to improving and enlarging the prospective student pool are being initiated. Morningside's first full-time Campus Minister and Director of Church Relations, hired June 2002, is building upon the relationship with the United Methodist

Church to increase campus visits by church youth, lay persons, and clergy. Activities planned to attract students and to educate the greater community about Morningside College include

- summer Lay Missioner Program ministry program for non-majority members of that faith community (Summer 2003);
- Iowa School of Lay Ministry (Fall 2003);
- Youth Annual Conference for the Iowa Annual Conference (Summer 2004);
- confirmation mini-campus (Fall 2003).

In addition, a \$1,750,000 estate gift from a United Methodist donor has buoyed this work. These efforts are designed to steady and even reverse declining numbers of United Methodist students at Morningside (*Factbook* 2003-2004).

Another strategy to increase enrollment is to consider new niche markets that correspond with existing student needs and interests and could add value to academic programs at Morningside. Some recent initiatives launched or being considered include

- Learning Disabilities Program (Fall 2002);
- Undecided/Exploring Student Program (Fall 2002);
- recruiting Home-Schooled Students;
- horizontal integration of the curriculum;
- Women's Studies minor;
- Dance minor (approved by faculty Spring 2003);
- Cycling Program (discontinued when unsuccessful, Fall 2002).

Recruiting efforts are likely to be bolstered by the announcement that Morningside College was designated by *The Princeton Review* as one of the top 150 colleges in the

Midwest. Morningside was one of only 13 Iowa institutions to receive this designation (*Sioux City Journal*, August 29, 2003).

### **Discount Rate**

At the same time that more students are recruited, the overall discount rate must also be reduced to further increase net tuition. Like other small colleges, Morningside has seen a steep increase in the discount rate over the past ten years. This trend must be reversed. A financial planning group meets annually to adjust financial aid offerings, and as a result, the financial-aid discount rate has declined slightly to an average of 45% for all full-time students in Fall 2002 and Fall 2003 (*Factbook* 2003-2004).

### **Retention**

Equally important to increasing the number of new full-time students in reaching an overall enrollment of 1000 is an increase in retention and graduation rates.

Examination of data and designing steps to improve retention and graduation rates must be ongoing and of highest priority. In the past, freshman-to-sophomore retention has been disappointingly low. For example, the year in which the *Five-Year Plan* was announced, the freshman-to-second-year retention rate was 63% (*Factbook* 2003-2004).

Some retention efforts have been made in the past three years. Betsy Barefoot (Co-Director of the Policy Center on the First Year of College) was brought to campus in October 2001 to analyze current enrollment/retention efforts. As a result of her report to the President, a Retention Task Force was established and a Dean for Advising was hired in June 2002.

## Assessment

The college can derive many benefits from integrating a campus-wide assessment program. Academic departments have the opportunity to review their practices, reflect on departmental missions, and identify what graduates from specific programs will know, value, and do. Publishing the goals of a major, and understanding how each course in the program relates to those goals, will help and encourage students. Faculty can use the assessment results to determine if program goals are being met and design necessary changes. Academic support services, such as the Library, Student Services, Financial Aid, Achievement Center, and Residence Life contribute much to student learning and must also assess their efforts and consider changes.

While Morningside has participated in the CIRP survey for more than 20 years, participation in some new surveys was initiated in the past three years. During Spring 2002, freshmen were invited to participate on-line in the Your First College Year survey. Although only 42 students responded (a 28% response rate), a tentative comparison to other institutions nationally could be made. For many items, Morningside students responded similarly to those at other Protestant four-year colleges. Approximately twice as many (percentage of respondents) at Morningside, however, reported feeling depressed during their first year. In response, Student Services sponsored a faculty/staff development workshop on student depression in October 2003. Additional participation in surveys included both the National Survey of Student Engagement (NSSE) and the Faculty Survey of Student Engagement (FSSE) in Spring 2003. A cadre of Morningside staff also interviewed the majority of December 2002 and May 2003 graduates during the past year (local questionnaire).

The strategic recommendations in the *Five-Year Plan* identify factors that threaten the accomplishment of Morningside's mission. Although the college has dramatically attacked these threats, significant challenges remain. The new curriculum, adopted January 2003, must be fully implemented by Fall 2004. Assessment plans and practices must be improved. The financial health of the institution is still tenuous as the college moves toward a balanced budget for the academic year 2005-06. Outside economic developments may continue to threaten the college. Improvements in admissions, retention, and the six-year graduation rate must continue, as must efforts to stabilize the tuition discount rate.

### **Strengths**

Morningside has persisted through many changes in the past three years and now has the people and processes in place to be successful. One of the most hopeful developments is a planning process that is broadly inclusive of all campus constituents. The new curriculum now includes regular program review that incorporates findings from the assessment of student learning. In the *Five-Year Plan*, the college has a clear and explicit direction for improvement of its programs and continued achievement of its mission. Significantly, the college has clear and explicit plans for increasing its financial base.

### **Challenges**

Efforts to broaden the financial base of the institution, however, must be intensified, since our currently tight finances severely impact progress toward our goals. Development and application of assessment for all areas of the campus community are as important as the financial challenges. The college must increase retention rate of first-to-



second-year students and increase six-year graduation rates. The President and senior staff must develop objectives and action steps to continue to move the institution toward Tier I regional status in response to the Board recommendation (May 2003 Board meeting minutes). Finally, Morningside College must maintain and update its planning and budgeting processes.

## **CONCLUSION**

Morningside College has demonstrated its ability to identify its needs, to develop goals and programs to address those needs, and to make plans to apply its resources wisely and efficiently in the accomplishment of these goals. It has a clear understanding of the foundation needed to successfully accomplish its mission and has committed itself to the continuation of that mission while developing a vision for the future. That vision includes providing adequate financial support to accomplish the goals.

## CHAPTER 6

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**Criterion 5: The institution demonstrates integrity in its practices and relationships.**

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The Morningside College mission statement sets a high standard for the conduct of college business. The faculty, staff, and administration of the college demonstrate ethical leadership every day as a model for its students and as a bond of trust with its constituents. College personnel are guided by a commonly accepted code of professional ethics within the academic community.

### **FACULTY, STAFF, AND STUDENT RIGHTS AND RESPONSIBILITIES**

The college has developed and implemented policies and procedures regarding the rights and responsibilities of its faculty, staff, and students. These are printed in the *Faculty Handbook*, *Administrative/Staff Handbook*, and the *Student Handbook/Planner*. Policies such as those concerning academic freedom, academic honesty, affirmative action, non-discrimination, conflict of interest, non-harassment, grievance procedures, and code of ethics are included.

Policies regarding tenure, promotion, and grievance procedures are found in the *Faculty Handbook*. The Faculty Senate and the Promotion, Tenure, and Development Committee periodically review the policies. Also contained in the *Faculty Handbook* is the college statement on Academic Freedom. Ninety-five percent of the faculty say that academic freedom is evident to them at Morningside College ([faculty survey, Spring 2003](#)) The *Administrative/Staff Handbook* describes the due process and grievance

procedures for administration and staff. The *Student Handbook/Planner* details the policies and regulations affecting student behavior in and out of the classroom.

The college maintains student educational records in accordance with the Family Educational Rights and Privacy Act and applicable Iowa statutes.

## **DIVERSITY AND EQUITY**

The college adheres to its written policy of equal opportunity for all employment (*Faculty Handbook* and *Administrative/Staff Handbook*). The handbooks clearly state the college policy to provide equal opportunities without regard to age, sex, religion, race, sexual orientation, disability, or national origin. This policy applies not only to new employee searches, but also to the recruitment of students.

Sincere efforts to recruit and retain minorities and women, however, have met with mixed results. Table 6.1 shows the numbers and percentages of all minorities and women faculty, staff, and students for the past five years. While, in general, the percentage of minorities and women on the faculty and staff has remained constant, half the minority faculty have departed in the last two years. This particular trend is a result of the staffing plan outlined in the *Five-Year Plan*, but now renewed efforts must be focused on attracting and retaining minority faculty. The minority student population has fluctuated, but the most recent three years show a significant increase. Also positive is the near balance in gender among the students in 2002.

**Table 6.1**

<b>Faculty (full-time)</b>	<b>1998</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>
Minorities	6 7.8%	6 8.2%	6 8.0%	4 6.2%	3 4.5%
Women	32 41.6%	31 42.5%	31 41.3%	26 46.1%	28 41.8%
<b>Staff (full &amp; part-time)</b>	<b>1998</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>
Minorities	2 1.3%	3 2.0%	4 2.8%	1 0.7%	3 2.0%
Unknown	0 0.0%	1 0.7%	1 0.7%	0 0.0%	1 0.7%
<b>Students (full-time)</b>	<b>1998</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>
Minorities	69 7.4%	49 5.5%	52 6.2%	64 8.6%	71 8.8%
Unknown	71 7.6%	91 10.3%	76 9.0%	67 9.0%	80 9.9%
Women	559 60%	530 61%	530 64%	460 62%	425 54%

### **Diversity Relations**

The Multi-Cultural Advisory Council, currently facilitated by the Rev. Lanette Plambeck, Campus Minister, endeavors both to respond to the needs of our multi-cultural campus and to build relationships with Siouxland organizations with similar objectives and missions. The council purpose is fourfold:

- academic – to assess the academic life of our diverse student population;
- cultural – to identify ways to provide multi-cultural experiences for the campus;
- social – to develop a system of social supports, mentoring, and educational programming to teach others about the cultures represented within this group and to help students of color acclimate to the campus and Sioux City region;
- interpersonal growth – to develop a network of counseling-support services for members of our campus family.

### **Morningside College Partners with the Siouxland Diversity Coalition**

The mission of the Siouxland Diversity Coalition is to provide education and experiences that move the community in the direction of valuing racial, cultural, and religious diversity and harmony. Morningside College has assumed both a community and campus role with this coalition, exploring ways in which the community can work together to make Siouxland a place where people from all backgrounds can live in harmony. While much of this work is accomplished through common works in the community, the college has also engaged in a cooperative effort on campus with the Sioux City Human Rights Commission and the Siouxland Diversity Coalition. This project, called Study Circles, is a series of small group sessions at which students, staff, and faculty discuss race relations and racism.

### **Diversity Task Force**

During 2002-03, Morningside College re-committed itself to improving the college experience of students from culturally diverse backgrounds, both domestic and international. This re-commitment followed a thorough self-assessment, as The Diversity Task Force reviewed academic, residential, community, spiritual, and personal supports for all students. A detailed look at the recruitment and retention of a diverse student population was taken. In January 2003, community members gathered with staff, faculty, and students to begin a dialogue on diversity with the following questions.

- What are we doing right?
- What are our growing edges?

- What needs do our students have that can be addressed either by the college or by the community?

### **Diversity Programming**

During 2002-03, the Commission on Religion and Race of the Iowa Conference of the United Methodist Church offered an on-campus study entitled “Anti-Racism.” During 2003-04, the commission will offer a study by Eric Law, entitled “The Gift of Diversity.”

Also during 2002-03, Morningside College celebrated diversity with speakers, programs, music, performing arts, civic works toward peace and social justice, and a special worship series. Every month featured events for at least one area of diversity.

- September – European-American History Month
- October – Latino-History Month (traditionally runs September 15 – October 15), lectures, pinata party, movie night, dance, Dia de Les Muertas celebration
- November – Asian-American History Month
- December – Celebration of “Diversity in December”
- January – Human Relations Month, Martin Luther King Jr. Day celebration
- February – Black History Month, Inter-faith Relations Month
- March – Women’s History Month
- April – Native-American Heritage and Jewish Heritage Month
- May – May Interim Opportunities for Immersion

### **PUBLICATIONS AND PUBLIC RELATIONS**

In all its efforts to promote the college, the Public Relations Office adheres to the guidelines provided by the Public Relations Society of America's *Code of Ethics 2000*. This code centers on professional values, including advocacy, honesty, expertise, independence, loyalty, and fairness. The code requires public relations professionals to foster the free flow of information, healthy and fair competition, disclosure of information, and the safeguarding of confidences; to avoid conflicts of interest; and to enhance their profession through building respect and credibility with the public, professional development, and ethical decision-making.

The greatest challenge facing Morningside's Public Relations Office has been and continues to be educating the campus community on the need for consistent, fair, and accurate communications in all areas and on the importance of each individual's role in this process. For example, the Public Relations Office has worked hard over the past three years to correct inaccuracies in college publications. For years, college departments have produced their own publications spontaneously and independently. Such decentralization led to factual discrepancies, misuse of the college logos, and other sloppy practices. Even with the publication of an annual fact book, the factual discrepancies have persisted, due to differing interpretations of the data. In 2001, the Vice President for Institutional Advancement gave the Director of Public Relations the charge to oversee all publications and to improve the consistency and accuracy of the message. Although overall accuracy and quality has improved, the lack of any official policy for publications, publicity, and marketing has hampered the director's quest to achieve accuracy and consistency of message. Some departments have been cooperative, but others have resisted guidance from Public Relations. Thus, the President authorized

the Director to write official guidelines for implementation campus-wide during Fall 2003.

In general, the campus community is more aware than it was ten years ago of the need for accurate and consistent communications, including word-of-mouth information. Contributing, in part, to this awareness are annual external and internal surveys on its communications efforts, which the Public Relations Office has conducted each spring since 2001. (See the appendices to the Marketing Plan 2001-2003 for survey instruments and results.) Each year, more than half of the full-time faculty, nearly half of the staff, and approximately 15 percent of the student body have completed surveys. The survey questions require each respondent to think seriously about Morningside's communications and advertising efforts.

The creation of "Morningside in the News," a regular campus-wide e-mail report sent out by the Office of Public Relations, also played a role in increasing campus awareness of the importance of public relations and each individual's role in disseminating accurate information about the college. Begun in May 2000, these regular reports accomplished two purposes. The campus myth that Morningside was rarely in the news was dispelled. More importantly, the campus community began to understand the importance of third-party endorsement and its benefit to the college as a whole. (Due to increased workload, unfortunately, these reports decreased in number and were discontinued, at least temporarily, in April 2003.)

The Marketing Team, established in May 2001 and led by the Director of Public Relations, may have had the most important role to date in educating the campus community on the importance of an accurate, consistent message. The team, which



consists of the President, the vice presidents, three members of the faculty, and four members of the staff, developed an integrated marketing plan (Marketing Plan 2001-2003). While it was not the first marketing plan ever developed on campus, it was the first to be fully implemented. The external survey results show an increase in positive awareness of Morningside among its external and internal constituencies. This team remains active.

The Public Relations Office has taken many steps to ensure the fair and accurate presentation of the college, its operations, and its programs, including those steps discussed here and others, such as printing the mission statement in all publications and advertisements and practicing routine fact checking. The Public Relations Office has also accepted the challenge of representing the college's diverse populations in the college's literature and advertisements without portraying a campus more diverse than it is. The current stability of the public relations office and an increased awareness in the campus community of the importance of fair and accurate communications should foster even greater consistency and accuracy of message in the future.

## **RELATIONSHIPS WITH OTHER INSTITUTIONS**

Morningside College collaborates with other colleges and universities to support student learning and advance the aims of higher education. In addition to articulation agreements with Western Iowa Technical Community College, the college has entered into a contractual agreement with St. Luke's College of Nursing (SLCN). Through this agreement, the college provides general education courses for SLCN on their campus. The Morningside College faculty that teach at SLCN meet each semester with SLCN

faculty to share insights on the past and current semester and courses. Annual workshops are held for faculty from both institutions. Past topics include advising, critical thinking, and enhancing communication.

## **INTERCOLLEGIATE ATHLETICS**

As mentioned in chapter two, one of the most controversial decisions made by the current administration was the redirection of the athletic program. In October 2001, the president, with the support of the Board of Directors, decided to discontinue ties with NCAA Division II and search for a new conference and athletic affiliation.

Morningside College currently sponsors NAIA Division II intercollegiate athletics programs for student-athletes and is a full member of the Great Plains Athletic Conference. The college offers opportunities for intercollegiate competition in nine women's sports and nine men's sports this year. The number of men's sports will increase to ten next year with the addition of wrestling. The college completed the Institutional Self-Study Guide (ISSG) in 2001 for the NCAA Committee on Athletics Certification. The ISSG documents the institution's conformity with NCAA principles of academic integrity, fiscal integrity, and governance and commitment to NCAA rules concerning compliance, equity, welfare, and sportsmanship.

With respect to admission and graduation, the academic standards and achievements of student-athletes at the college are comparable to those of the general student body. In the Table 6.2, the grade-point averages (GPAs) for women athletes and non-athletes are virtually identical. For the men, student-athletes are consistently

performing lower than non-student-athletes. The college would like to see student-athletes perform academically at the same level as non-student athletes.

**Table 6.2: GPA Comparison of Student Athletes to Non-Student-Athletes**

Semester	Women		Men	
	Student-Athletes	Non Student-Athletes	Student-Athletes	Non Student-Athletes
Spring 2003	2.95	3.17	2.44	2.88
Fall 2002	2.96	3.19	2.40	2.84
Spring 2002	3.13	3.20	2.38	2.81
Fall 2001	3.13	3.15	2.37	2.75
Spring 2001	3.22	3.23	2.72	2.97
Fall 2000	3.16	3.16	2.58	2.93

## Appendix 1-1

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### **The General Institutional Requirements**

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The following information clearly demonstrates that Morningside College meets the General Institutional Requirements of the Higher Learning Commission.

#### **Mission**

- 1. It has a mission statement, formally adopted by the governing board and made public, declaring that it is an institution of higher education.**

The mission of the college and its accompanying vision statement were redesigned in 1999-2000 to express the basic character of the Morningside College experience, particularly its emphasis on life-long learning, ethics, and leadership. The current mission and vision of the college were formally adopted by the Board of Directors in October 2000. The mission of the college is articulated to the public in all of its promotional materials, in the college catalogs, and on the college website ([2003-2004 College Catalog, 2003 Graduate Bulletin, Morningside College website, various promotional materials](#))

- 2. It is a degree-granting institution.**

Morningside College confers five baccalaureate degrees: Bachelor of Arts, Bachelor of Science, Bachelor of Science in Nursing, Bachelor of Music, and Bachelor of Music Education. In addition, it confers one graduate degree: Master of Arts in Teaching ([2003-2004 College Catalog, 2003 Graduate Bulletin](#)).

#### **Authorization**

**3. It has legal authorization to grant its degrees, and it meets all the legal requirements to operate as an institution of higher education wherever it conducts its activities.**

Morningside College meets all the legal requirements to offer its academic programs as supported by Article III, Section 2 of the Restated Articles of Incorporation that were adopted by the Morningside College Board of Directors on May 3, 2003 ([Restated Articles of Incorporation](#)).

**4. It has legal documents to confirm its status: not-for-profit, for-profit, or public.**

Morningside College is organized as a not-for-profit corporation at Sioux City, Iowa, under the Non-Profit Corporation Act known as Chapter 504A of the 1989 Code of Iowa. This article was adopted by the Morningside College Board of Directors on October 10, 1989. In addition, Morningside College is organized as a corporate non-profit organization as described in section 501.c(3) of the Internal Revenue Code ([1989 Iowa Department of Revenue and Finance letter, 1997 Internal Revenue Service letter](#)).

### **Governance**

**5. It has a governing board that possesses and exercises necessary legal power to establish and review basic policies that govern the institution.**

Article I of the Bylaws, adopted by the Board of Directors in April 2002, outlines the authority and responsibility of the Board of Directors. In Section 1, The Board of Directors is given all those corporate powers prescribed by law, while Section 2 lists illustrations of the Board's functions. The full Board of Directors meets formally three times a year to conduct business. The Executive Committee meets an additional three

times each year (2002 Articles of Incorporation and Bylaws, Board of Directors yearly brochures).

**6. Its governing board includes public members and is sufficiently autonomous from the administration and ownership to assure the integrity of the institution.**

Article IV of the Restated Articles of Incorporation, adopted by the Board of Directors in May 2003, sets the number of directors. Article II of the Bylaws, adopted by the Board of Directors in April 2002, outlines the composition of the Board of Directors and their respective terms, while Article XVI describes conditions under which a director may be considered to have a conflict of interest in serving on the Board of Directors. The 2002-2003 Board of Directors consists of 37 members, including 29 public members and 8 ex-officio members (2002 Articles of Incorporation and Bylaws, 2003 Restated Articles of Incorporation, Board of Directors yearly brochures).

**7. It has an executive officer designated by the governing board to provide administrative leadership for the institution.**

Article VIII of the Bylaws, adopted by the Board of Directors in April 2002, outlines the authority and responsibilities of the president as the college's chief executive officer, who serves at the pleasure of the Board of Directors (2002 Articles of Incorporation and Bylaws). John C. Reynnders was appointed President of Morningside College on July 15, 1999.

**8. Its governing board authorizes the institution's affiliation with the Commission.**

Morningside College has been continuously affiliated with the North Central Association of Colleges and Schools, now the Higher Learning Commission (HLC), since 1913. The Board of Directors has representation on the Steering Committee for the

2004 Self-Study Report and has been regularly informed of the HLC process (1995 NCA Statement of Affiliation Status, Composition of the Steering Committee).

### **Faculty**

#### **9. It employs a faculty that has earned from accredited institutions the degrees appropriate to the level of instruction offered by the institution.**

At the beginning of the 2003-2004 academic year, 63 full-time faculty members were employed at Morningside College. Of those faculty, 43 (68%) hold doctoral degrees from accredited institutions. Of the remaining 20, 18 hold master's degrees or master's degrees plus additional hours, 1 holds a J.D. degree and 1 holds a B.A. degree. Two faculty members with master's degrees are currently enrolled in doctoral programs at accredited institutions. In addition to the full-time faculty, 41 part-time faculty were employed at the College at the beginning of the 2003-2004 academic year; most of these part-time faculty taught one class in a specific department (Faculty degree statistics; adjunct data document). All faculty members are qualified and experienced in the subject areas in which they teach. Additional information about the Morningside College faculty can be found in Chapter 3.

#### **10. A sufficient number of the faculty are full-time employees of the institution.**

Morningside College employed 63 faculty on a full-time basis at the beginning of the 2003-2004 academic year. In addition, searches for two positions that are open due to late resignations are underway. At least one full-time faculty member is responsible for each major offered by the college. Based on 63 faculty positions and a headcount of 850 full-

time undergraduate students, the faculty/undergraduate student ratio during Fall 2003 was approximately 13 ½:1 ([2003-04 Fact Book](#)).

**11. Its faculty has a significant role in developing and evaluating all of the institution's educational programs.**

Morningside College faculty exercise full control over the development, implementation, and evaluation of the educational program. Proposals for undergraduate curricular change originate in departments or faculty groups; are reviewed by the Curriculum Policies Committee, a standing committee of the faculty; and are approved or rejected by vote of the full faculty. Proposals for graduate curricular change must be approved by the Graduate Committee before being forwarded to the faculty for approval ([2003-2004 Faculty Handbook](#)).

Faculty served on summer task forces and work groups in 2000 and 2001 that examined practices and issues related to curriculum components, such as structure of the undergraduate curriculum, assessment, advising, athletics, and student life. These groups made recommendations that led to the current college outcomes (with their accompanying knowledge, skills, and dispositions) and the subsequent design of the Morningside College experience. Faculty designed and debated a number of curriculum proposals before adopting the current plan in January 2003. Faculty are also responsible for the design of both the departmental and general studies components of the assessment system. Faculty serve on college committees that govern the various aspects of the Morningside experience ([Summer 2000 task force reports](#), [Summer 2001 work groups reports](#), [minutes of faculty meetings](#), [Morningside College committee assignments](#)).



**12. It confers degrees.**

Morningside College awards degrees to students who satisfactorily complete the appropriate requirements. For the 2002-2003 academic year (August 2002, December 2002, and May 2003), the college awarded 172 bachelor's degrees and 63 master's degrees. Students who complete degree requirements during the academic year are recognized at a public commencement ceremony in May ([Registrar's Office data](#)).

**13. It has degree programs in operation, with students enrolled in them.**

Students are enrolled in each of the six degree programs that are in operation at Morningside College. The most current enrollment figures are located in the [2003-04 Fact Book](#).

**14. Its degree programs are compatible with the institution's mission and are based on recognized fields of study at the higher education level.**

All of the degree programs at Morningside College are compatible with the mission of the college—that is, to cultivate a passion for life-long learning and a dedication to ethical leadership and civic responsibility—and are based on recognized fields of study at the higher-education level. The degree programs allow graduates to seek admission to academic programs granting the next higher degree or to pursue careers in their chosen fields. Within the degree programs, students may select from approximately 50 majors and from pre-professional programs in engineering, law, health sciences, and ministry ([2003-2004 College Catalog](#), [2003 Graduate Bulletin](#)).

**15. Its degrees are appropriately named, following practices common to institutions of higher education in terms of both length and content of the programs.**

Following common practices of institutions of higher learning throughout the nation, the baccalaureate degrees are constructed as four-year degree programs. These degrees are awarded when a student has completed a minimum of 124 semester hours of credit, including required credits in the major and minor fields and in general education. The Master of Arts in Teaching degree requires a minimum of 36 semester hours of credit and is usually completed in 3-4 years, with students taking courses on a part-time basis during the fall and spring semesters and during the summer. Both undergraduate and graduate degree programs include content that reflects common educational practice ([2003-2004 College Catalog, 2003 Graduate Bulletin](#)).

**16. Its undergraduate degree programs include a coherent general education requirement consistent with the institution's mission and designed to ensure breadth of knowledge and to promote intellectual inquiry.**

Morningside College is dedicated to providing a coherent general education experience as a requirement for graduation. It is committed to the liberal arts as a foundation for every field of undergraduate study. The faculty adopted a new curriculum in January 2003, based on college outcomes previously approved on October 30, 2001 and related knowledge, skills, and dispositions (approved on January 30, 2002). This curriculum includes a new program of general education. ([Minutes of Faculty Meetings](#))

Individuals seeking admission to graduate degree programs must possess a baccalaureate degree from an accredited institution and are, for the most part, already licensed teachers in the state of Iowa. This means that graduate students would have been required to complete a comprehensive program in the liberal arts, if not for the degree, then most certainly for the initial teaching license. Graduate students seeking

initial teacher licensure must meet the liberal arts requirements set by the state of Iowa and by Morningside College ([2003 Graduate Bulletin](#)).

**17. It has admission policies and practices that are consistent with the institution's mission and appropriate to its educational programs**

Morningside College admits academically qualified students without regard to sex, race, age, color, creed, national or ethnic origin, sexual orientation, or handicap, to the rights, privileges, programs, and opportunities generally available to students at the college; does not discriminate on the basis of sex, race, color, creed, national or ethnic origin, sexual orientation, or handicap in administration of its educational policies or programs including admissions, financial aid, and athletics. The Admissions Office follows the Best Practices outlined by the National Association for College Admission Counseling. Admission policies and procedures for undergraduate students, including transfer students, are published in the College Catalog, while those for graduate students, including transfer credit, are published in the Graduate Bulletin ([2003-2004 College Catalog, 2003 Graduate Bulletin, admission materials](#)).

**18. It provides its students access to those learning resources and support services for its degree programs.**

Morningside College provides its students access to a wide range of learning resources and support services, including the Hickman-Johnson-Furrow library, classroom and laboratory facilities, computer availability, residence halls, food service, health services, career services, student organizations, performing arts activities, and recreation and athletics. The Achievement Center, located in Lewis Hall, is open to all Morningside students who seek assistance in writing, reading, study skills, and test

preparation. Both professional staff and student tutors are available for students who seek help in subject areas such as accounting, biology, chemistry, history, and math. To support technology access, each full-time undergraduate student matriculating at Morningside College beginning in Fall 2002 receives a notebook computer. All undergraduate students have computer access to the library and to faculty through the campus computer network. Graduate students, who live off-campus, have computer access to the library if they have access to a network service provider. Faculty and students communicate regularly through electronic means; in addition, Blackboard software provides a framework for Web-supported courses ([2003 Student Planner/ Handbook, Achievement Center brochure, website: www.blackboard.morningside.edu](#)).

Faculty serve as academic advisors for undergraduate students. Graduate advising is done by the Director of Graduate Studies, Associate Director of Graduate Studies, and faculty in the Education Department. Advising for off-campus students is carried out on a regular basis at scheduled advising sessions, at class meetings, and by telephone and e-mail ([advising materials](#)).

Morningside College is committed to providing all of its students with equal access to its programs, events, and facilities. In compliance with Section 504 of the Rehabilitation Act of 1973, modifications have been made to some of its buildings and grounds to insure access for all students. Students with cognitive, hearing, visual or other impairments are allowed auxiliary aids, modification in classroom schedules or locations, adjustment of classroom techniques and practices, or other accommodations so that they might have equal access to the regular program and degree objectives offered by Morningside College. In addition, Morningside College offers an optional comprehensive program for

admitted students who have learning disabilities and want additional support ([learning disabilities brochure](#)).

Approximately 70% of the full-time undergraduate student body lives on campus in residence halls. To provide another option for student living, apartment-style housing accommodating 72 students was opened in Fall 2003 ([facilities report](#)).

## **Finances**

### **19. It has an external financial audit by a certified public accountant or a public audit agency at least every two years.**

An independent accounting firm annually audits Morningside College's financial process in accordance with nationally accepted auditing standards. This audit takes place at the close of each fiscal year, that is, May 31 each year. The auditors' reports are kept on file in the college Business Office ([Audit Reports](#)).

### **20. Its financial documents demonstrate the appropriate allocation and use of resources to support its educational programs.**

The allocation of financial resources of the college is detailed in the Board-approved budget, the Performance Graphs 2003, and the audit report. Resources are appropriately allocated to support the educational programs.

### **21. Its financial practices, records, and reports demonstrate fiscal viability.**

Financial responsibility begins with the annual budget process. This process is described in the Planning/Financial Control section of Chapter 3. A number of monthly and annual reports that depict the college's operating results and financial condition are reviewed by senior management and department heads on a regular basis. These reports

are also listed in the Planning/Financial Control section of Chapter 3. The college has been operating in a cash deficit mode but has taken major steps to achieve a balanced budget. In October 2000, the Board of Directors approved the *Five-Year Plan* that projects a balanced budget by 2005-2006, and the college is on target for reaching that goal.

### **Public Information**

**22. Its catalog or other official documents include its mission statement along with accurate descriptions of its educational programs and degree requirements; its academic calendars; its learning resources; its admissions policies and practices; its academic and non-academic policies and procedures directly affecting students; its charge and refund policies; and the academic credentials of its faculty and administrators.**

The College Catalog, revised and published each academic year, begins with the mission statement and vision statement. The 2003-2004 College Catalog contains clear and accurate information regarding the following topics:

- educational programs and degree requirements (pp. 17-24, 36-145);
- admission policies and practices (pp. 8-11);
- academic and non-academic policies affecting students (pp. 15-17, 24-35, 155-161);
- charge and refund policies (pp. 12-14, 146-155);
- academic credentials of faculty and administrators (pp. 176-183).

The Student Handbook/Planner, revised yearly by the Student Services Office, is given to each student at the beginning of each academic year. Students starting at Morningside College at the beginning of the second semester are given the handbook at

that time. The Handbook/Planner, with the college mission statement printed on its cover, also contains information regarding the following topics:

- academic policies and regulations (pp. 3-7);
- campus policies and regulations (pp. 8-22);
- residential hall policies and regulations (pp. 23-35);
- services and facilities (pp. 35-39);
- rights, freedoms, and responsibilities of students at Morningside College (p. 40-50).

Detailed information regarding the college calendar is found in each semester's course book and on the college website.

The Graduate Bulletin is revised biannually and distributed to graduate students when they apply for admission to graduate study at Morningside College and to prospective students when they request it. The 2003 Graduate Bulletin contains the following information:

- mission and vision statements as well as the conceptual framework for the teacher education program (pp. 5-9);
- educational programs and degree requirements (pp. 8-9, 18-42);
- admission policies and practices (pp. 12-13);
- academic and non-academic policies affecting students (pp. 15-18 );
- charge and refund policies (pp. 13-15);
- services and facilities (pp.17-18);
- rights, freedoms, and responsibilities of graduate students (pp. 18, 43-47 );
- contact persons on campus (pp. 48).

(Specific page references above are to [2003-2004 College Catalog](#), [2003-2004 Student Handbook/Planner](#), [2003 Graduate Bulletin](#), and the college website—[www.morningside.edu/academic affairs](http://www.morningside.edu/academic%20affairs).)

**23. It accurately discloses its standing with accrediting bodies with which it is affiliated.**

Both the College Catalog and the Graduate Bulletin include a list of the accrediting bodies with which the institution is affiliated (2003-2004 College Catalog, 2003 Graduate Bulletin).

**24. It makes available upon request information that accurately describes its financial condition.**

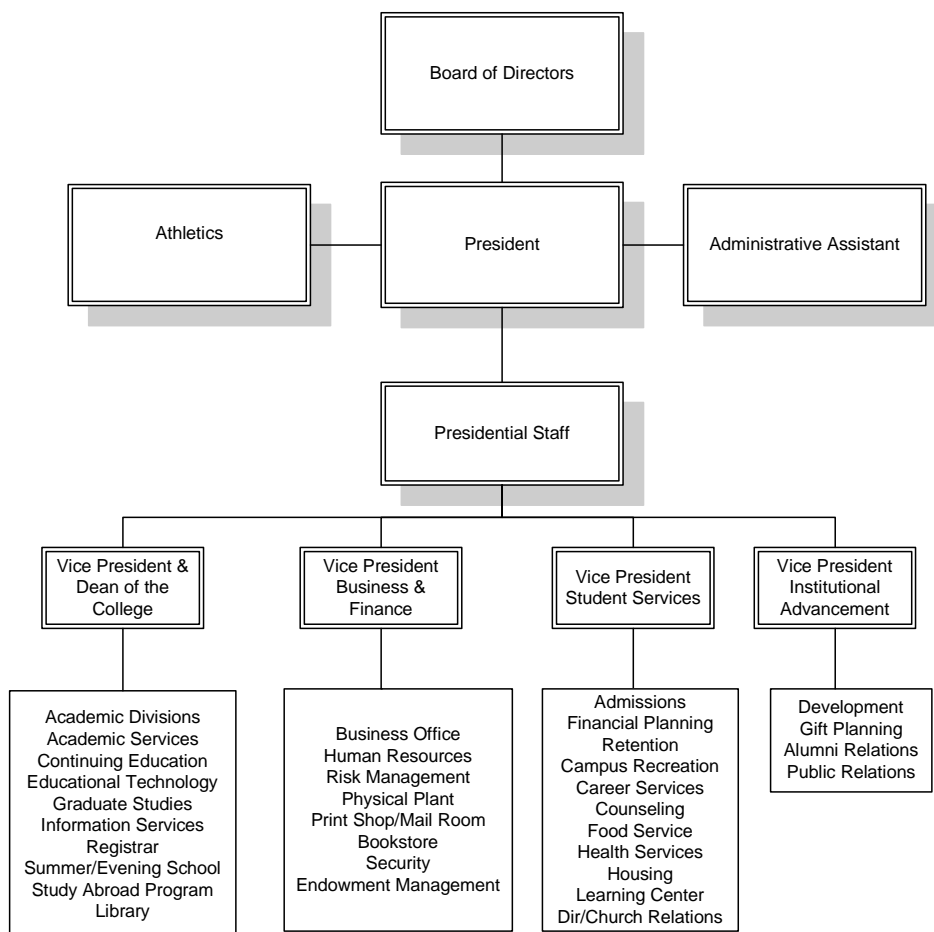
The college maintains its annual Audit Report and budget information reported in the October Board Book at the college library. Copies of the Audit Report are also available upon request from the Business Office. In addition, the annual tax form (990) is available in the Business Office (Audit Report, October 2003 Board Book).



## Appendix 3-1

# Morningside College

## Organizational Chart



**Appendix 3-2**  
**ACADEMIC DIVISIONS**  
**2003-2004**

**I. BUSINESS ADMINISTRATION  
AND ECONOMICS/COMMUNICATION--Douglas Livermore, Division Chair**

Business Administration and Economics

Professor Douglas Livermore, Chair  
Professor James Hopkins  
Professor Pamela Mickelson  
Professor Molly Williams  
Associate Professor D. Thomas Curry  
Associate Professor Deanna Daniels  
Visiting Associate Professor Mehdi Sabet

Mass Communication

Associate Professor Ross Fuglsang, Chair  
Assistant Professor Mark Heistad  
Visiting Assistant Professor Andrew Langager

**II. EDUCATION--Glenna Tevis, Division Chair**

Education

Associate Professor Marilyn Heilman, Chair  
Professor Glenna Tevis  
Associate Professor Susan Cutler  
Assistant Professor Scott Arnett  
Assistant Professor Joan Nielsen  
Assistant Professor Vicki Rueckert  
Open Position

Library Faculty

Assistant Professor Daria Bossman  
Assistant Professor James Fisk  
Instructor Joan Albenesius

**III. FINE ARTS—Esther D'Agrosa, Division Chair**

Art

Professor John Bowitz, Chair  
Professor Francis Breneisen  
Instructor John Kolbo

Music

Professor Gerald Bouma, Chair  
Professor James March  
Associate Professor Gail Dooley  
Associate Professor Joseph Shufro  
Assistant Professor Esther D'Agrosa  
Assistant Professor Timothy Watson  
Assistant Professor Peter Wood

Theatre

Associate Professor Bette Skewis, Chair  
Assistant Professor Arthur Moss

**IV. HUMANITIES—Gail Ament, Division Chair**

English

Professor Marty Knepper, Chair  
Professor Stephen Coyne  
Associate Professor Thomas Poston

History and Political Science

Professor Patrick Bass, Chair  
Associate Professor Lillian Lopez  
Associate Professor Patrick McKinlay  
\*Associate Professor Gregory Guelcher  
Instructor Kathleen Green

Modern Languages

Associate Professor Norma Pérez-Kahler, Chair  
Associate Professor Gail Ament

Religious Studies

Professor Bruce Forbes, Chair  
\*\*\*Associate Professor Michelle Venable-Ridley

Philosophy

Associate Professor Heather Reid, Chair  
Professor Thomas Gilbert

## **V. NATURAL SCIENCE/MATHEMATICS—Larry Martin, Division Chair**

### Biology & Chemistry

Professor Jane Hey, Chair  
 Professor Mary Leida  
 Visiting Associate Professor James Connor  
 Associate Professor Larry Martin  
 Associate Professor Roland Stout  
 Associate Professor James Stroh  
 Open Position

### Mathematical Sciences

Associate Professor Randolph Campbell, Chair  
 Professor Steven Nimmo  
 Assistant Professor Eric Canning  
 Assistant Professor Robert Forsythe  
 Assistant Professor David Slaven  
 Assistant Professor Dean Stevens  
 Assistant Professor Gary Turner

## **VI. BEHAVIORAL & HEALTH SCIENCES—Larry Sensenig, Division Chair**

### Nursing

Associate Professor Mary Kovarna, Chair  
 Professor Kathleen Buchheit  
 Assistant Professor Jacklyn Barber  
 Assistant Professor Sharlene Georgesen

### Psychology

\*\*Professor Larry Sensenig, Chair  
 Professor John Pinto  
 Associate Professor Jack Hill  
 Assistant Professor Susan Burns

\*Sabbatical Fall Semester

\*\*Sabbatical Spring Semester

\*\*\*Sabbatical Fall & Spring Semesters

### Appendix 3-3

#### ALUMNI DONORSHIP FOR FISCAL YEARS 2000 - 2003

	FISCAL 2000	FISCAL 2001	FISCAL 2002	FISCAL 2003
<b>Undergraduate with degree</b>				
# of Record	9,659	9,594	9,572	10,286
# Solicited	9,556	9,470	9,402	9,073
# Donors	2,972	2,710	2,426	2,427
% of Giving*	31%	29%	26%	27%
<b>Graduate with Degree</b>				
# of Record	680	676	745	788
# Solicited	675	667	738	192
# Donors	77	76	62	76
% of Giving*	11%	11%	8%	40%
<b>Non-Degree</b>				
# of Record	3,836	3,728	3,573	3,497
# Solicited	3,735	3,624	3,456	1,297
# Donors	525	484	416	405
% of Giving*	14%	13%	12%	31%
<b>Alumni Total</b>				
# of Record	14,175	13,998	13,890	14,571
# Solicited	13,966	13,761	13,596	10,562
# Donors	3,574	3,270	2,904	2,908
% of Giving*	26%	24%	21%	28%

\* based on # Solicited

## Appendix 3-4

### SUSTAINING THE COMMITMENT

#### *SCALE OF COMMITMENT TO SECURE \$20,000 IN CASH & DEFERRED GIFTS*

No. of Gifts	In the Range Of	Total	Gifts Received	Total
1	2,500,000	\$ 2,500,000	1	\$ 2,625,000
2	1,000,000	2,000,000	3	4,001,000
4	500,000	2000000	1	500,000
7	250,000	1,750,000	5	1,568,502
25	100,000	2,500,000	10	1,477,146
25	50,000	1,250,000	10	486,672
25	25,000	625,000	21	559,761
89 Gifts of \$25,000 to \$2,500,000		\$ 12,625,000	51	\$ 11,218,081
70	15,000	1,050,000	10	176,234
60	10,000	600,000	23	242,360
120	5,000	600,000	45	270,278
200	2,500	500,000	40	123,201
300	1,500	450,000	45	89,435
300	1,000	300,000	68	73,534
1,050 Gifts of \$1,000 to \$15,000		\$ 3,500,000	231	\$ 975,042
Gifts of Less Than \$1,000		\$ 1,275,000	3,384	\$ 407,825
TOTAL CASH GIFTS		\$ 17,400,000	3,666	\$ 12,600,948
TOTAL DEFERRED GIFTS		\$ 2,600,000	2	\$ 2,500,000
GRAND TOTAL		\$ 20,000,000	3,668	\$ 15,100,948

### Appendix 3-5

<b>Campus Facility Detail Report</b>				
Building	Primary Use	Square Feet	Year Built	Year Remodel
Charles City	Academic	11,448	1894	1988
Lewis Hall	Administration/Academic	54,690	1899	1986
Dimmitt Hall	Residence	109,196	1927	
Walker Science Center	Academic	37,393	1948	2001
Allee Gymnasium	Athletic	45,382	1949	2001
Roadman Hall	Residence	75,990	1953	
Hickman-Johnson-Furrow Library	Library	36,950	1913	1955 1984
Conference Center	Residence	6,755	1961	
Olsen Student Center	Student Services	41,017	1962	2001
Klinger-Neal Theatre	Academic	12,812	1964	
Eppley Fine Arts Building	Academic	81,575	1966	
Residence Complex	Residence	26,733	1966	
Lincoln Center	Academic	26,162	1974	
Hindman Hobbs Center	Athletic/Recreation	70,810	1989	
Dimmitt Alumni House	Administration	1,600	1982	
Maintenance Building	Administration	4,950	1960	
O'Donoghue Observatory	Academic	678	1950	



## Appendix 4-1

### CPC CURRICULUM DRAFT

#### OVERRIDING IDEAS:

- First-Year Seminar and Composition & Communication will be given priority staffing by departments.
- Classes will use a 4-hour standard.
- Graduation requirement will be 124 hours including one May Term. Forty hours must be upper level (300 level or above).
- Faculty load will be 20 hours per academic year\*.
- Majors will contribute to the delivery of Outcomes (1, 2, 3, & 6) at advanced levels.

#### DEFINITIONS:

- **First-Year Seminar** – Four-hour first semester class. Required.
- **Composition and Communication (C & C)** – Four-hour first year course. Can be taken Fall or Spring semester, although resource constraints will favor Spring semester. Topical course focused on writing and oral communication skills. C & C is a college-based course that may be accepted for elective credit within a major. Required.
- **Category** - A grouping of departments that have academic cohesion. Four categories are defined:
  - Fine Arts: Art, Music, Theater.

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\* In addition there would be a requirement to teach one May Term course over a three-year period. Actual load will then be 20 credit hours per year plus one May Term every three years. Faculty will be given the



- Humanities: English, History and Political Science, Modern Language, Philosophy, Religious Studies.
  - Sciences: Biology, Chemistry and Physics, Mathematical Sciences, Psychology.
  - Professional Service and Influence: Accounting, Business, Education, Mass Communication, Nursing.
- **Multiple, Diverse** - Students must complete a major and at least one cluster from a category different from the major.
  - **May Term** - Graduation requirement. Students must complete one May Term at any time during their tenure at Morningside. May Term will be a four-hour course. The focus will be on experiential learning. May Term is not designed for courses normally offered in academic programs. For example, travel and unusual courses/experiences would fit well. May Term will be graded (A, B, C, etc.) and grade will count toward GPA.
  - **Major Capstone** - A required integrative experience in the major or a related area. All capstones must provide students with opportunities for assessment of those outcomes majors help deliver (Outcomes 1, 2, 3, & 6). Note: Outcomes and assessment should be achieved throughout the major. Capstone is viewed as one additional assessment opportunity at the upper level.
  - **Prefix hours limit** - No more than 52 hours in a prefix will count toward the 124-hour graduation requirement.

- **Minors** - Optional. Minors will be at least sixteen hours and no more than 24 hours.
- **Clusters** - Developmental groupings of three courses, twelve credit hours, approved by faculty. At least one course should be 300 or above, or have a prerequisite which is included in the cluster. Clusters, like minors, must be approved by faculty and will be listed in the Catalog. Students must declare a cluster by their junior year.

**DISTRIBUTION REQUIREMENTS: (#s in parentheses refer to Outcomes)**

- 1) Quantitative Reasoning (1)
- 2) Ethics and Values (3,8)
- 3) Global Awareness (3,4,7,8)
- 4) American Experience (3,4,7,8)
- 5) Empirical Reasoning (1,5)
- 6) Creative Expression (1,2,5)

Courses taken for distribution requirements must be spread across at least five prefixes to ensure breadth. Each course may satisfy only one distribution requirement.

**FLAG REQUIREMENTS: (#s in parentheses refer to Outcomes)**

- 1) Service Learning (1,3,4,7)
- 2) Religious Traditions (2,4,8)

Flags may be satisfied in courses that fulfill other requirements.

**BACHELOR OF ARTS DEGREE REQUIREMENTS (BA):**

	Hours
Major: Forty hours maximum; no restrictions	40
One 12-hour cluster	12
Four-hour first-year seminar	4
Composition and Communication	4
Quantitative	4
Empirical Reasoning	4
American Experience	4
Creative Expression	4
Ethics and Personal Values	4
Global Awareness	4
May Term	<u>4</u>
<b>Total requirements</b>	<b>88 (+ Flags)</b>

**BACHELOR OF SCIENCE DEGREE REQUIREMENTS (BS):**

Major: 56 hours maximum:

36 hours max. in any prefix	
52 hours max. in any two prefixes	
must satisfy empirical requirement	
must satisfy quantitative requirement	56
One 12-hour cluster	12
Four-hour first-year seminar	4
Composition and Communication	4
American Experience	4
Creative Expression	4
Ethics and Personal Values	4
Global Awareness	4
May Term	<u>4</u>
<b>Total requirements</b>	<b>96 (+ Flags)</b>

- For every BS, a corresponding BA must be offered unless an exception is granted by faculty. Exceptions will be based upon external accreditation (e.g. Education).
- Double dipping and horizontal integration, unless otherwise noted, would be allowed.

**ADDITIONAL REQUIREMENTS:**

- ACAS - Required. Non-credit. Students must attend twenty events during their tenure at Morningside. ACAS events will be required in both First-Year Seminar and Composition and Communication to increase the opportunities for reflection.

- Writing Across the Curriculum, Technology Across the Curriculum, and Information Literacy Across the Curriculum will be integrated into the curriculum and competency testing will be required. The model proposed by CPC is comparable to our present WAC model.

### **RUBRICS FOR DISTRIBUTION REQUIREMENTS:**

#### **1. Quantitative:**

- a) Develop multi-step problem-solving strategies.
- b) Use sophisticated quantitative reasoning to interpret graphs and charts.
- c) Apply the skills in a & b above to solve complex, real world problems.

Math ACT of 24 or above also fulfills this requirement.

#### **2. Ethics and Personal Values:**

- a) Examine and begin to apply multiple ethical approaches to personal decision making at a foundational level.
- b) Encourage reflection upon beliefs and values of self and others and the role they play in daily life.
- c) Encompass theoretical perspectives.

#### **3. Global Awareness:**

- a) Focus on nations/international regions other than the U.S.
- b) Address the interdependence of nations.
- c) Address a number of cultural artifacts, traditions, values, customs, religions, beliefs, expectations, and history.

#### **4. American Experience:**

- a) Focus is on the United States.

- b) A major component is on diverse population groups, involving at least one racial minority.
- c) Address the relationship of the diverse population groups to the broader society.

5. Empirical Reasoning:

- a) Formulate empirically testable hypotheses.
- b) Collect appropriate data for testing hypotheses.
- c) Analyze and display data concisely.
- d) Use analyses to draw conclusions about hypotheses.
- e) Clearly communicate results in writing.
- f) Course includes laboratory experiences.

6. Creative Expression:

- a) Explore creativity through study of high quality works of the human imagination and through active participation in the process that generates such works.

**RUBRICS FOR FLAGS:**

1. Service Learning:

- a) Course objectives are integral to the service learning project.
- b) The project fills a community need.
- c) Student reflection (oral and written) is necessary.
- d) The project will account for at least 10 percent of the course grade.

2. Religious Traditions

- a) Address more than one religious tradition.
- b) Examine the relationship of religious beliefs to other human experiences.

### **FIRST-YEAR SEMINAR:**

CPC hopes that the Seminar, viewed as *an integral part of the larger Morningside College first year experience*, will achieve the following outcomes:

- a) Impart a solid, initial grounding in basic academic skills (written, verbal, reading, critical thinking) and beginning information literacy.
- b) Promote an understanding of the liberal arts tradition; its philosophical underpinnings as well as its practical value.
- c) Convey a basic knowledge of the institution's policies, procedures, and resources (e.g.- academic honesty, college etiquette, etc.).
- d) Initiate active involvement in the community (Morningside College or beyond).
- e) Assist in developing tentative academic and personal goals.
- f) Assist in acquiring basic college survival skills (e.g.- stress and time management).
- g) Insure that incoming students have gotten to know at least one professor.
- h) Lead to an enlarged group of friends and acquaintances.
- i) Explain the college's mission/vision statements and core curriculum.

### **COMPOSITION AND COMMUNICATION:**

As part of Morningside's first-year experience, and building on knowledge, skills, and dispositions introduced in First-Year Seminar, Composition and Communication (C & C) provides opportunities for students to develop writing and speaking skills. The course

will be topical (instructor discretion) and will be taught by faculty trained to teach a writing and speaking course.

- a) Write clearly and persuasively.
- b) Show competence in all stages of the writing process.
- c) Write essays and research papers that assert and support clear central ideas.
- d) Deliver effective oral presentations.
- f) Demonstrate competence in using electronic media to identify, gather, and communicate information.
- g) Write research papers that borrow information responsibly and acknowledge sources using a recognized documentation style.

#### **COURSE LEVEL REQUIREMENTS:**

- First-year students take mostly 100-level courses. Generally, only one 200-level course per term allowed. No 300 or 400-level courses allowed without appropriate permission.
- Sophomores may select any level if prerequisites are met.
- Juniors and seniors may not take 100-level courses without permission from the Chair of the department offering the course.



**KNOWLEDGE, SKILLS, AND DISPOSITIONS**  
**WITH OUTCOMES**

**Outcome 1**

**Morningside graduates demonstrate analytic, synthetic, creative, evaluative, and quantitative thinking.**

1. Outline the structure of arguments and evaluate their logical strengths and weaknesses.
2. Deduce patterns and relationships in primary evidence, and formulate and test hypotheses.
3. Use knowledge, materials, and media in enlightening or imaginative ways.
4. Effectively locate resources, and critically evaluate their quality and relevance.
5. Solve complex quantitative problems.

**Outcome 2**

**Morningside graduates communicate effectively.**

1. Communicate ideas clearly, concisely, creatively, and convincingly.
2. Value effective communication processes.

**3. Critically evaluate received communication.**

4. Understand the language conventions of their major fields.
5. Argue appropriately and reason well.

**Outcome 3**

**Morningside graduates behave ethically and responsibly.**

1. Make decisions based on examined and defensible ethical principles.
2. Promote social justice.

**Outcome 4**

**Morningside graduates use knowledge of cultures to enhance their understanding of themselves and others.**

1. Understand the growing interdependence of nations.
2. Take a considered stand on the relative strengths and weaknesses of their culture.
3. Articulate the significance of culturally specific artifacts, traditions and values.
4. Analyze from various perspectives, the implications of events past and present on diverse groups.
5. Comprehend and respect cultural pluralism.

**OUTCOME 5**

**Apply knowledge and skills from multiple, diverse disciplines and practical experiences to understand complex issues and to solve problems.**

**OUTCOME 6**

**Morningside graduates exhibit a passion for life-long learning.**

1. Identify their own preferred learning styles as well as their strengths and weaknesses as learners.
2. Demonstrate effective learning and information seeking behaviors.
3. Learn independently, both to satisfy one's own curiosity and to achieve worthwhile goals.
4. Self-assess the degree to which they have achieved learning goals.

**OUTCOME 7**

**Morningside graduates effect positive change through leadership or active participation in their communities.**

1. Analyze community issues and develop strategies for informed response.
2. Identify their strengths and weaknesses as a leader.
3. Demonstrate civic responsibility through to achieve positive change in the community.

**Outcome 8**

**Morningside graduates articulate their own spirituality and personal values, while understanding those of others.**

1. Are familiar with more than one religious tradition.
2. Understand ways in which spirituality influences human experience.
3. Discern meaning, purpose & direction in one's life.
4. Reflect upon and articulate their personal beliefs and values.