

Davis and Elkins College - WV

HLC ID 1662

STANDARD PATHWAY: Mid-Cycle Review

Visit Date: 9/19/2016

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Context and Nature of Review

Visit Date

9/19/2016

Mid-Cycle Reviews include:

- The Year 4 Review in the Open and Standard Pathways
- The Biennial Review for Applying institutions

Reaffirmation Reviews include:

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

Scope of Review

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

There are no forms assigned.

Institutional Context

Davis and Elkins College is small (fall 2015 enrollment 796) Presbyterian affiliated liberal arts college located in Elkins, West Virginia. Elkins (population around 7300) is a regional center in a scenic, although economically depressed, region of West Virginia. Davis and Elkins College offers a wide variety of Associates and Bachelors degree programs and aspires to add Masters level programs in the future.

The college was founded in 1904 and named in honor of two former US Senators from the early 20th century. The campus contains four beautiful heritage structures dating from the 19th century, one of which served as the summer White House for Presidents Cleveland and Harrison. Preservation of these historical structures remains important to the college and community.

Thanks to the exceptional benevolence of wealthy benefactors, including a 25 million dollar challenge grant received in 2015, the college has been able to free the institution of external debt and begin building their endowment for a more secure financial future.

Interactions with Constituencies

ADMINISTRATION, FACULTY AND STAFF MEMBERS FORMALLY MET WITH

Board of Trustees Chair

President

VP Academic Affairs

VP Business and Finance

VP Enrollment Management

VP Student Life & Co-curricular Director

Executive VP/Provost

Registrar

Director Financial Aid-Highland Scholars

Director Upward Bound-Diversity

Learning Center Director-Support

History Faculty - History Mission Statement

International Students Association

Campus Nurse

Director Career Services

Librarian-Research

Director Safety/Security

Title IX Coordinator

Math Faculty Member- Parliamentarian

Chemistry Faculty Member - Research

HR Director

Bio Faculty Member - Research

On-line Communications - Web Master

Title IX Deputy Coordinator

Nursing Chair & Faculty -Accreditation

Nursing Faculty Member-On-line program

IT Director-Infrastructure

Director Archives-Museum

Faculty-Community Relations

Art Faculty Member -Creative Work

Assistant Director IT-Technology

Nursing Faculty Member- Associates Degrees

IT Help Desk

Math Faculty Member-Advising

English Faculty Member PI Teagle Grant

Religion Faculty Member -Service

Tutoring-Mentor-Advising Coordinator

English Faculty Member -Dual Enrollment

Education Faculty Member-Accreditation

Institutional Research Officer-Alumni Assessment

English Faculty Member Learn Outcomes

Exercise Science Faculty Member.- Assessment

Naylor Center Director - Advising

Chemistry Faculty Member -Chair Curriculum Committee

Business Chair-Accreditation-Faculty Qualifications

Chaplain-NetVUE-Religious Life

Biology Faculty Member-Assess Committee Chair

Psychology Faculty Member-Learning Outcomes

Executive Administrative Assistant-IPEDS

Alumni Director-External Relations

Development Director - Funding

Jane Corey-HR Director-Staff Hiring-Benefits

Jamie Joss-Ath Dir-Athletic-Recruiting

MJ Braham –Ambassador/ Student President

Outgoing and Incoming Directors of Facilities Services

COMMUNITY MEMBERS FORMALLY MET WITH

Mayor of Elkins

Executive Director of Elkins Chamber of Commerce

Director of YMCA and Davis and Elkins graduate

Owner of local radio station

Two local area pastors

Retired faculty member

STUDENTS FORMALLY MET WITH

The team met over lunch with 9 students (1 team member and 3 students at separate tables). The group included the Student Assembly President and representatives from different student clubs/associations as well as upper and lower class levels.

Additionally, team members were guided on campus tours by students and had informal interactions with students across campus.

Additional Documents

None

1 - Mission

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

1.A - Core Component 1.A

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

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

Rating

Met

Evidence

Davis & Elkins current mission statement was developed through an inclusive process of multiple campus constituents and ultimate adoption by the Board of Trustees. The latest review was prompted by the preparation efforts for the 2010 HLC site visit. The process began with a committee established to focus on Criterion I but eventually extended to include the full Self-Study Steering Committee, the Faculty Assembly, members of the Administration, and ultimately the president and Board of Trustees. The current statement was intended to remain true to the original mission of the institution but was stated more succinctly and with a renewed commitment and energy. The process and intention were confirmed through a review of multiple documents and conversations with members of the Steering Committee and the Faculty Assembly.

D&E's academic programs and support services are consistent with the mission and intentionally designed to ensure its students are fulfilling its mission. This is evident through the recent comprehensive revision of the general education outcomes designed to prepare students for success, leadership and engagement in their communities. The plethora of support services provided for students – tutoring, mentoring program, advising, co-curricular activities, etc. - are all intentionally designed to ensure that students are successful. Further evidence exists through D&E's recent work funded by a grant provided by the Network for Vocation in Undergraduate Education (NetVUE) designed to help them develop a new advising model that will include a focus on helping students determine their calling and vocation in the world.

The somewhat traditional nature of D&E's student body is consistent with the college's mission. The enrollment profile includes the majority of students (57%) from West Virginia. More than a quarter (28%) of the student body are first generation and a little more than half (55%) are residential

students. The student body also includes 14% international students. The college anticipates growth in the non-traditional student population with the addition of the RN-BSN program. This change, however, would continue to be in alignment with the mission of the college.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.B - Core Component 1.B

The mission is articulated publicly.

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

Rating

Met

Evidence

Davis and Elkins College clearly articulates its mission in multiple publicly available documents and locations including the college's website, the college catalog, on the D&E business card template, and on a banner prominently displayed at the entrance to the campus.

The College's mission statement was most recently reviewed and revised and approved by the Board of Trustees in June 2009. Along with the vision and values statement, the mission accurately articulates the college's focus on students.

Mission documents clearly indicate that they serve all students who are "curious, engaged and freethinking". Spending time on campus and interacting with the student body confirms that D&E welcomes all students of diverse backgrounds.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.C - Core Component 1.C

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

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

Rating

Met

Evidence

Davis and Elkins clearly addresses its role in a multicultural society as well as embraces processes and activities that reflect attention to human diversity. The work of the college is exceptional in this area as they integrate their international students into both the college community as well as the Elkins community.

As mentioned in the assurance report, there are events on campus that highlight the mission of the college. Yet, fundamentally, the college recognizes the role it plays in serving the community of Elkins and Randolph County. The international student population, which has been as high as 16% of the overall student population, is an important part of Davis and Elkins. As noted in our campus visit, the college seeks to embrace international students by having them be as comfortable as possible upon arrival. They then take it one step further with outreach to the Elkins community. International students visit the middle schools and high schools and share with the students about their home culture and community. Individuals from the community and the college volunteer to serve as host families for the international students to help them feel welcomed and easily acclimate to a new community.

In recognition of the economic diversity within the college and the region it serves, Davis and Elkins offers the Highland Scholars program to Randolph County, the county in which the College is located, and its six contiguous counties, to allow those students to attend at a significantly reduced rate. This year the college enrolled 277 Highland Scholars, the highest enrollment since 2012. To help support the unique challenges many of these students face along with other first generation students, the college implemented a mentor-advisor program in fall 2013. Students who participated in the program were more successful than first generation students who didn't participate including a 10% higher retention rate from fall to fall and higher cumulative grade point averages in almost all categories. Davis and Elkins also provides two College Upward Bound programs which are focused on the postsecondary success of low-income and/or first-generation Appalachian high-schoolers.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.D - Core Component 1.D

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

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

Rating

Met

Evidence

As indicated in the assurance argument and confirmed during the review visit, Davis and Elkins College's actions and decisions reflect its understanding of its obligation to the public. The Highland Scholars program as described in Criterion 1C is but one example of its commitment to the educational role it plays within its community. Another is the many classes, concerts, dances, festivals, and other heritage arts events that are offered through the Augusta Heritage Center celebrating the many Appalachian traditions and culture. They also host a College Goal Sunday each year to support prospective students and parents in completing the FAFSA and have served from 40 to 140 during these events.

The College's commitment to the education of its students is clearly their first priority. This is evidenced from the commitment of time and resources to the needs and support of students. Between 50-55% of the annual operating budget is spent each year on instruction, academic support and student services. On average, an additional 38% is spent on scholarships and discounts provided directly to students.

According to community members who spoke with the reviewers, Davis and Elkins made a significant shift in their relationship with the community approximately 7 years ago. No longer is the conversation us and them, but we. The community of Elkins now considers Davis and Elkins "our college". The community and college seek to share resources as appropriate. For example, the community owns a bucket truck and parking lot paint sprayer which are borrowed by the college when needed rather than duplicating these resources unnecessarily. The local high school and YMCA uses the college pool and other athletic venues for its teams and events. College students and employees routinely volunteer time in the community doing storm cleanup, planting trees, supporting community events, and more. Local churches cook dinner to welcome back students. The reviewers noticed signs throughout businesses in the community welcoming back Davis and Elkins students for the year and offering discounts for their goods and services.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.S - Criterion 1 - Summary

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

Evidence

Davis & Elkins' mission statement - *To prepare and inspire students for success and for thoughtful engagement in the world* – is clear and articulated publicly as well as guides their daily operations and decisions. It is evidenced by the personal relationships, care and attention that is devoted to each student by faculty and staff. It is evidenced from the financial resources they commit to supporting the success of their students. It is evidenced by their constant seeking of new ways they can help support their students and the way they live out the mission statement each day.

2 - Integrity: Ethical and Responsible Conduct

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

2.A - Core Component 2.A

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

Rating

Met

Evidence

Multiple meetings attended by team members, with the Chair of the Board of Trustees in attendance, confirmed that the board relies on the President to oversee the day to day operation of the college, with faculty being largely responsible for decisions related to academic programs and curriculum. The board views their primary roles as stewards of the college's financial resources. Policies are in place regarding ethical board practices with protections in place to avoid conflicts of interest.

In an effort to initiate a new system of standardized policies and procedures, Davis and Elkins contracted the consulting firm, Stephens Strategy, to guide the college in this process. As stated in the Argument, and confirmed in meetings with administrators and faculty during the visit, it was determined that the work with Stephens Strategy was becoming counterproductive as the dedication of resources and faculty/staff time and energy to reviewing 800 pages of proposed policy was contributing to a loss of focus on recruitment/retention efforts and other initiatives, and may have contributed to a drop in enrollment. The decision was made in 2015 to temporarily suspend the new policy review process while continuing to operate under the current set of policies. The fact that enrollment has rebounded provides evidence that this "pause" may have been of positive benefit. The administration is currently reengaging with the policy review process at a more measured pace.

In terms of hiring personnel, human resources practices reflect fair and ethical practice as demonstrated by the use of search committees as well as the work of the seven-person Appointments, Tenure, and Promotion (ATP) committee for faculty hires. The ATP has a role of reviewing the qualifications of those in the final stages of faculty hiring and often interviews candidates. The work of this committee is a check and balance for the faculty hiring committee.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.B - Core Component 2.B

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

Rating

Met

Evidence

Davis & Elkins presents itself clearly to students, prospective students, and the public via its website. Program requirements are clearly outlined to students. Approximately 22% of students completing the 2016 graduate exit survey disagreed or strongly disagreed that costs to students were clearly presented by the college (with 52% agreeing or strongly agreeing and 26% neutral). The team reviewed the website sections on student, parent and public information, and found that tuition costs, fees, room and board costs and a financial calculator for students were all readily available. However, given the 22% disagreement rate, some review regarding clarity of information or ease of use of these tools might be in order.

Title IX policies are also clearly communicated to constituents through the website as well as through campus-wide training efforts.

Accreditation relationships for discipline-specific programs have been accurately noted on a program by program basis in the consumer information section of the College website.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.C - Core Component 2.C

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

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

Rating

Met

Evidence

At Davis & Elkins College, the governing board is referred to as the Board of Trustees. The board has acted in the best interest of the college, especially since the organization faced a state of financial crisis in 2007. Since then, for both its survival and in response to the HLC, the college was able to rebound from its dire financial situation. Following the retirement of the former president in 2007, the board took action by hiring an experienced president to lead the college. Then, a budget committee inclusive of the board of trustees, worked with college administration to address both external and internal debt. A generous gift from a benefactor, combined with responsible budget cuts, has enabled the College to eliminate all external debt. Now that the college is debt-free, it is clear that the board of trustees acted judiciously in securing a sound financial future for the university.

As evidenced by the board committee minutes and the packet of information sent to trustees prior to their board meetings, board members are able to consider the reasonable and relevant interests of Davis & Elkins internal and external constituents. The board committee structure appropriately includes staff, faculty, and students.

The board of trustees remains independent from undue influence of donors. A conflict of interest form is signed by all board members to ensure this independence exists. Furthermore, a meeting with community members highlighted the positive relationship with the college through its administration without noting any undue influence of the board.

Board of trustees are not involved in the day-to-day management of the institution nor does it intervene in academic matters. The current state of policy review combined with the financial situation of the institution created a difficult situation. As the board searched for a new president, as is clearly their designated responsibility (Article IV of the BOT Bylaws), it did involve the Administrative Team and three faculty members. Although there was limited additional campus or community involvement in the process, no policies were violated and the judgement of the team is

that the need to get a new president on board for the start of the fall term justified this expediency.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.D - Core Component 2.D

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

Rating

Met

Evidence

Davis & Elkins College demonstrates a commitment to freedom of expression and the pursuit of truth in teaching and learning. The faculty handbook notes the right of faculty to file a grievance should a member of the faculty find her/his academic freedom has been violated. The college, though, does more than document the freedom of expression. In a commitment to building the arts program, the college is inherently supporting the freedom of expression. Science faculty are often involved in original research and a Teagle grant allows the college to support the professional development of those teaching in the sciences. Furthermore, the NetVUE grant allows for the college's faculty to discuss vocation exploration within their pedagogy as a means of supporting students in their pursuit of deeper reflection on their life goals.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.E - Core Component 2.E

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

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

Rating

Met

Evidence

A review of Academic Policy, and commentary from faculty and department chairs during meetings with team members, highlighted the increase in both student and faculty research, and the important role that the IRB has played in maintaining both the quality and integrity of that research.

As outlined in the IRB documents, Davis & Elkins oversees the integrity of research. The chair of the IRB described the close oversight of the IRB on student research, noting various times approvals are needed to move ahead with research. The team feels that the level of institutional oversight and support to ensure integrity in research and scholarship is adequate to the needs of the college and has provided support for the college's increase in undergraduate research.

More specifically, the services of both Booth Library and Naylor Learning Center work closely with students to ensure the integrity of student learning through proper scholarly practice. Booth Library staff make their resources available online to traditional on campus students, off-campus students, and online learners. The specific resources on how to engage in scholarly research (highlighted on the library website) are well-crafted with the first-generation college students in mind. As such, students are clearly offered guidance in the ethical use of information resources.

Current policy incorporates policy on academic honesty and integrity. Davis & Elkins subscribes to TurnItIn.com and faculty utilize to detect incidents of plagiarism. Faculty noted the use of cell phones in classes as the only example where the enforcement of academic honesty policies is difficult to enforce. The academic honesty policies allow for significant discretion on the faculty's part for implementation. Should academic indiscretions occur, the vice president for academic affairs works in conjunction with the faculty member as a means to track instances of repeat offenses by individual students.

Another example of academic integrity is the commitment of the Naylor Learning Center staff to provide tutoring resources. Davis & Elkins students benefit from the welcoming nature of the Naylor Learning Center staff and are offered appropriate academic accommodations and support. The academic success of each student is evidenced and demonstrates the integrity of student support services.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.S - Criterion 2 - Summary

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

Evidence

Davis & Elkins College conducts the business of the college with integrity and there was no evidence collected by the team on this visit to suggest otherwise. The College has ample current and proposed policies in place to assure that all aspects of College operations are conducted with integrity.

3 - Teaching and Learning: Quality, Resources, and Support

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

3.A - Core Component 3.A

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

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

Rating

Met

Evidence

In addition to providing a quality liberal arts education, Davis and Elkins College has designed their programs in an effort to be responsive to the evolving needs of their region of West Virginia. For example, they continue to grow their program in Hospitality and Tourism housed in the Robert Byrd Center for Hospitality and Tourism. Additionally, they offer both a campus and field based associates degree and an online bachelors degree in nursing to assist in addressing a regional shortage of registered nurses.

Using the resources provided by their membership in the Council of Independent Colleges, and participating in the CIC's Degree Qualifications Profile Consortium, has provided them with the professional development and collaboration opportunities to develop learning goals specifically targeted to Associates level, and bachelors level degree programs. They are also participating in the second year of a 3 year Teagle grant with 3 other institutions (the C4 Consortium) to create a more "coherent and engaging liberal arts curriculum." A review of the 2016 interim report on this grant project highlighted the progress on this project to date.

Detailed degree plans for their Associates and Bachelors plans are articulated and course rotations are coordinated to allow regularly scheduled general education courses to be utilized by both degree levels. Associates degrees are designed to facilitate seamless transition to Bachelors degree plans for students who choose to move directly into a Bachelors program upon completion of their associates degree.

At this time, Davis and Elkins College offers coursework mainly on campus. Exceptions are their recently added dual credit courses, which are team taught by their full time regular faculty who travel

to the local High Schools to team teach classes with qualified High School faculty members, and courses taught at the area prison using a qualified adjunct instructor. The courses are identical, in design and rigor, with the same courses taught on campus to degree seeking students.

Another exception is their online RN-BSN program which is the college's only online and distant education program. Syllabi and interviews with the director and a nursing faculty member provided assurance that although the online platform, online course development support, and marketing support for this program is provided by a third party contractor, Capitol Education (<http://www.capitaleducation.com>) the curriculum content is entirely developed by the Davis and Elkins Nursing department. The curriculum is designed around the standards of the Accreditation Commission for Education in Nursing.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.B - Core Component 3.B

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

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

Rating

Met

Evidence

As articulated in the College catalogue, and supported by the campus wide involvement in the processes employed in making revisions in the general education requirements across all programs, the general education program is appropriate to the mission, educational offerings, and degree programs.

Since the College's 2010 comprehensive visit for reaffirmation of accreditation, an ongoing campus process of regular review of the general education courses existed. Needed reductions in the number of required general education credits from a historical maximum of 66 credits to the current catalogue requirement of 45 credits, were negotiated by a campus wide committee with representation from all major programs. A review of sample syllabi and course descriptions verifies that the College's general education learning outcomes are consistent across all programs.

In the highly specialized programs in Nursing, where licensure requires a large number of specific course requirements, general education learning outcomes are incorporated into nursing coursework when appropriate.

In the process of developing common learning goals and outcomes for the general education courses, surveys and committees were utilized to identify 5 over arching skill categories all students must achieve proficiency in: Writing, Oral Communication, Quantitative Reasoning, Critical Thinking, and Information Literacy. Work on assessments for Writing, Oral Communication and Quantitative

Literacy has largely been completed. Development of assessments for Critical Thinking and Information Literacy is ongoing. A review of committee minutes and interviews with relevant program directors substantiated the progress in this area.

A quote from the Davis and Elkins Values Statement, "We value the richness of place, the beauty of the natural world, and the importance of other countries, cultures, and regions. D&E challenges students to participate in a vibrant and diverse campus while cultivating the intellectual, creative, ethical, physical, and leadership skills the real world requires," is truly lived out on this campus. The large variety and diversity of global and cultural activities, lectures, art and music events, and global internet communication connections outlined in the College's Assurance Argument is augmented and enhanced by the large number of international students living on campus. The College's use of international recruitment services has resulted in students from around the world competing on their various athletic teams, and participating in campus and local community events.

The team's meeting with a variety of community members (including the Mayor of Elkins, director of the local YMCA, owner of a local radio station, director of the chamber of commerce, and two local church pastors) produced much testimony praising the College's symbiotic relationship with the local area communities.

The College's addition of senior capstone project requirements for its programs, as well as faculty research and scholarship endeavors, provide students with the opportunity to actively conduct and participate in traditional academic research. Additionally, art exhibits, writing competitions and music festivals provide opportunities for student to demonstrate their creative talents. Annually, students from a variety of disciplines are chosen to present, along with faculty and students from institutions throughout the southern Appalachian region, at the Blue Ridge Undergraduate Research Conference.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.C - Core Component 3.C

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

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

Rating

Met

Evidence

The fact that over half of their full time faculty have been employed at the College since before 2010 and a quarter of the faculty since before 2000, along with the fact that 86% of their course credits in spring 2016 were taught by full time faculty provide compelling evidence that the numbers and continuity of their faculty are sufficient.

With 60% of their faculty possessing doctoral degrees (with remaining 40% master's degrees with some of those being MFA's and MBA's), Davis and Elkins College's faculty appears to be highly qualified, especially for an associates and bachelors degree level college. It was confirmed to the team by the VPAA and other academic administrators and faculty who serve on the Appointment, Promotion and Tenure Committee that all candidates applying for full time probationary (tenure eligible) positions must have a terminal degree. Exceptions can be made for ABD doctoral candidates.

Faculty are required annually to submit a self evaluation and activity survey which are followed by an annual performance review interview with their division chair. Additionally, all courses are evaluated using the IDEA student opinion surveys.

A review of expenditure documents related to faculty and staff professional development activities reflect a strong commitment to keeping the College's faculty and staff current in their disciplines and administrative roles. Of note is that fact that relatively equivalent amount of funding is provided for faculty professional development and staff development. Subsequent to their receipt of a debt clearing

donation commitment, a portion of their institutional endowment is now committed to funding faculty development activities.

The Spring 2016 graduate exit survey (68% response rate) results indicate a high degree (over 90%) of satisfaction with the accessibility and willingness of faculty to respond to student inquiries. This satisfaction was also expressed to the team by students we interacted with on campus.

In addition to the Graduate Exit Survey, the Online Nursing RN-BSN program surveys new cohorts one month after the start of their program. This survey also reflects a high degree of satisfaction with services provided. The only exception was related to the HELP DESK (52%) which is found somewhat less useful to distance students than to campus students.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

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

Rating

Met

Evidence

Davis and Elkins College employs a wide range of student support services including: the Naylor Learning Center, the Writing Center, a Mentor Advising Program for first generation college students (which has been documented to increase persistence in this population), the Student Veterans Association, and International Student Study Group. These are in addition to the more traditional support entities which include Academic Support Services, the College Chaplain, Career Services & Student Employment, Counseling Services and a variety of campus clubs and organizations.

Student use and satisfaction with these services are surveyed annually and satisfaction ratings are high, generally above 90% when the off campus distance education nursing students' N/A responses are appropriately factored out of the computations.

Although student surveys indicate general satisfaction with advising service, the College received a NetVUE grant (described in detail in the Assurance Argument) to develop a new model of advising with an underlying occupational focus. It involves a combination of group advising and individual one to one advising. The aspiration is that in reducing faculty advising overload, it will allow for the advising relationship to go beyond program and registration advising and promote a more personal counselor/advisor role for faculty. This model was piloted in 2015 and is being expanded semester by semester with the goal of full campus implementation.

The College faces significant deferred maintenance challenges, not unusual for a campus with an abundance of heritage buildings dating from the 19th century. These historical structures, including their central administration building (a beautiful manor house that once served as the summer White House for Presidents Benjamin Harrison and Grover Cleveland) are expensive to maintain and require frequent renovation. In spite of these challenges, substantial funding has been allocated to upgrading

and renovating student housing, their center for the arts, and reconfiguring the library. Their large bookstore is attractively stocked with a wide variety of merchandise and college apparel.

Substantial budgetary funding allotments have been made to keep campus technology up to date and robust. Interviews with students, faculty and the IT director, as well as the teams own experience with their WiFi system, provided evidence that their technology is currently adequate. However, the IT director indicated that they are in negotiations with their provider to increase bandwidth to improve Internet capacity and speed. Campus tours by two team members confirmed that the College infrastructure and resources, including scientific laboratories, libraries, performance spaces, clinical practice sites, and museum collections, are appropriate to the institutions educational offerings.

Information Literacy is one of the five key learning outcomes/competencies for the College's general education program. The addition of the capstone degree requirement provided a natural program element to facilitate an increased emphasis on research skills and information literacy. In addition to the science faculty's success in getting grants to improve their research capacity and infrastructure, a review of course syllabi and program requirements in other campus departments (notably English, Education, Nursing and Business) provides evidence of increasing emphasis in this area. The quality of their effort is laudable for a strictly undergraduate institution.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.E - Core Component 3.E

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

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

Rating

Met

Evidence

Interviews with students, as well as the team's meeting with community members, provided evidence that at Davis and Elkins College the educational environment is greatly enriched by an exceptional number of co-curricular activities. Exit surveys document both the high rate of student involvement and high degree of satisfaction and valuing of the many opportunities to participate in clubs, organizations, art and music events, sport and recreational activities, and community events.

The team's meeting with community members highlighted many of the community engagements that involved both the college students and faculty engaged in community events and the community being involved in college events. The Mayor and other community members were particularly complementary of the number of students who volunteer to help in a wide range of community efforts.

Additionally, the program capstone requirement has resulted in many research and service learning opportunities for students.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.S - Criterion 3 - Summary

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

Evidence

In the 5 years since receiving a generous financial gift which enabled the institution to become debt free, Davis and Elkins College has moved from a period where the administrative effort was focused primarily on financial solvency and budgeting for survival to a period where the focus, although still emphasizing financial sustainability, is directing campus efforts and energy towards providing the best educational experience possible for their present and future students. While many of the innovative changes in their curriculum and program offerings are in their beginning stages, regular reporting and increased data collection document substantial progress and increased optimism for future success. The combination of the evidence provided in the Assurance Argument and the additional evidence acquired by the team through on campus interactions with administrators, staff, faculty and students, has assured the team that Davis and Elkins College has met the Higher Learning Commission's Criterion 3 requirements for accreditation.

4 - Teaching and Learning: Evaluation and Improvement

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

4.A - Core Component 4.A

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

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

Rating

Met With Concerns

Evidence

Davis & Elkins College now maintains a regular practice of program reviews demonstrated by the college-wide process which began in 2012-2013. Prior to that, the review process was handled by individual academic departments and was inconsistent at best. The college followed continuous quality improvement principles by assessing the new program review process after its initial implementation, making revisions and implementing a new and improved process beginning spring 2017. The newest process was developed by the Assessment Committee of the Faculty Assembly and appropriately focuses the work on data analysis, student learning, and program outcomes rather than data collection. A comparable review and evaluation process of the on-line RN-BSN program has also been developed and implemented and has since been approved by NLN-CNEA.

Davis & Elkins demonstrated the appropriate policies and processes in place to appropriately evaluate all transcribed credit - whether earned at Davis & Elkins, transferred in, or achieved and awarded for prior learning. Department faculty are utilized in the review and assessment process. All credit for prior learning and life learning experience is assessed and decided on a case by case basis by a subcommittee of the faculty assembly. Responsible third party evaluators are used for the assessment of credit obtained by international students outside of the U.S.

College faculty through department review as well as the Curriculum Committee of the Faculty Assembly maintain and exercise authority over all prerequisites, course rigor, expectations for learning, and faculty qualifications. These processes are overseen by the Office of Academic Affairs. The first entry into dual-credit programs at Elkins High School is utilizing Davis & Elkins faculty and curriculum for instruction in order to ensure equivalence in learning outcomes. The college has completed the review of all faculty to ensure they meet the HLC qualifications and are working with one faculty member in Culinary Arts to begin a graduate program.

Davis & Elkins maintains specialized accreditation for its theater and ADN nursing programs. The RN-BSN, teacher preparation program and business program are all in the accreditation process and have all received "candidacy" status through specialized accreditation agencies. The Business program's IACBE accreditation is currently probationary pending a favorable accreditor ruling on the department's recently submitted assessment plan/self study, and completion of the process by hosting a reaffirmation of accreditation site visit and review by the IACBE Board of Commissioners by December 2017. While the college's previous disclosure of the probationary status of the IACBE accreditation on the Davis and Elkins website did not accurately relate the time frame of the probation as stated in the IACBE Action Letter, the college has corrected all of their public information to accurately reflect the anticipated duration of the probation.

Davis & Elkins evaluates some success measures of its graduates, e.g., employment rates, participation in internships, and other measures of intentions, e.g., intention to pursue graduate study, and intention to pursue other educational or professional opportunities. Individual departments obtain more metrics of its graduates, e.g., graduate school acceptance rates, and the college is in the process of having their newly staffed Institutional Research office collect and provide this information on a college-wide basis.

Interim Monitoring (if applicable)

The team believes that a pending specialty accreditation issue (the Business department's IACBE accreditation is currently probational) warrants an Interim Monitoring Report regarding the resolution of this process to be submitted to the Commission. In order to allow time for IACBE to complete their site visit in 2017, and for the IACBE Board of Commissioners to issue an Action Letter, we are requiring that the Monitoring Report be due by February 1, 2018.

4.B - Core Component 4.B

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

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

Rating

Met

Evidence

Davis & Elkins College was one of 25 colleges in the country to be part of an initial DQP consortium. They utilized their participation in this consortium to help them refine and reduce the required institutional learning outcomes for all students. Today, the college has demonstrated eleven clearly stated institutional goals for student learning. Eight of the eleven are considered to be developed through the academic curriculum and the remaining three are developed through the co-curricular experience, i.e., community service; leadership; and teamwork. In addition to the institutional goals, each program has an additional four to six program learning outcomes identified.

From the eight academic institutional learning goals, five were identified by the faculty as being central to their programs, i.e., critical thinking, written and oral communication, information literacy, and quantitative reasoning. Five faculty work groups are organized around the five learning goals and are each in various stages of the work necessary to develop expectations of proficiency for each of the goals along with accompanying rubrics – three groups are complete and two are still in progress. The academic programs have the option of embedding these five learning goals into their program curriculum using the proficiency expectations and companion rubrics for assessment at their core level rather than requiring students to take a stand alone general education course to fulfill the requirement. A further assessment of each learning goal at the contextual level takes place at the end of the students' education through the Capstone Presentations.

The three learning outcomes assessed through the co-curricular experience are done so indirectly through a graduate exit survey. The college is also in the process of developing a co-curricular transcript which will document the activities and accomplishments of students that center on these three learning goals.

Faculty utilize the learnings gleaned from their assessment practices to make adjustments as needed to the instruction in order to improve the student learning experience. Examples demonstrated included the addition of certain elements or exercises to the curriculum, eliminating or reducing certain

elements from the curriculum, combining courses, and modifying the format of a required practicum.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.C - Core Component 4.C

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

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

Rating

Met

Evidence

Davis & Elkins College has ambitious but attainable goals for student persistence, retention and completion. Its goal for fall to spring persistence has been 85% or higher, spring to fall 80% or higher, and fall to fall 70% or higher.

Davis & Elkins' collection and analysis of its data on student persistence, retention and completion reflects good practice by utilizing the IPEDs definitions. While the college is certainly working to improve their rates, it is currently pleased with its 70% fall to fall retention rate and 43% 6-year graduation rate considering the high percentage of first generation and economically disadvantaged students that attend the college.

In order to focus on improving these metrics, the college established a retention team in 2009 and just recently created a Retention Coordinator position in January of 2016. It was clearly demonstrated that the Retention Coordinator has established systems and processes to monitor the retention of students and be able to intervene early before a student is lost. She operates effectively in establishing relationships at the college with both employees and students to be able to connect at risk students with appropriate support services as needed. As the College's Institutional Research office gets established, it will begin disaggregating the data to be able to understand which populations may need more interventions.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.S - Criterion 4 - Summary

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

Evidence

Davis & Elkins College has made an impressive amount of progress in focusing on the quality and assessment processes for its educational programs, learning environments, and support services. They still have work to complete and new plans to implement and assess as do all institutions focused on continuous quality improvement. It will be important for the college to ensure that all processes are appropriately documented and communicated in order to preserve consistency and continuity as the institution grows and new employees and positions are added.

5 - Resources, Planning, and Institutional Effectiveness

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

5.A - Core Component 5.A

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

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

Rating

Met

Evidence

The resource base for Davis & Elkins has been a challenge over the last decade, as it has been for most higher education institutions. Despite these challenges, the evidence presented in the argument, as well as in campus meetings with team members, demonstrate a commitment to move plans forward to support the educational mission of the university and offer a personalized experience of college education.

Interviews with members of the Financial Oversight Committee, the HR Director and the Facilities Director confirm that the institution has the human and physical resources necessary to support its operations. The college's freedom from external debt, and progress in repaying money borrowed from their endowment, are clearly steps in the right direction and afford more opportunity for a financially stable future.

Davis & Elkins is not at risk for sending resources to superordinate entity.

The mission, in its simplicity, is realistic. Davis and Elkins is also identifying how to live out their mission. During the campus visit, there was an excitement over a recent hire of a mental health counselor. This addition to the staff is evidence of the institution's commitment to student retention and success by providing professional help for students struggling with emotional and psychological

issues.

The practices of the human resources office ensure that staff are qualified and trained. A review of the qualifications of all individuals who met with team members during the campus visit provided evidence that they were competent in their respective areas. Davis & Elkins has done well by having a Title IX coordinator in place in order to address investigations but also to engage staff in appropriate training.

Budgeting and monitoring expenses has become an institutional priority. The college has no external debt, and has operated with a balanced budget since 2008. Additionally, it is on track to have fully repaid, by the end of 2016, money borrowed over the years from their endowment. The involvement of fiscally conservative board members is an asset in this process. The Financial Oversight Committee oversees the budget and has become an effective committee to ensure sound financial management. Administration also makes use of forecasting reports to effectively monitor departmental budgets and expenditures. The addition of an Institutional Research officer has also aided the budgeting process.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.B - Core Component 5.B

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

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

Rating

Met

Evidence

The Davis & Elkins College board of trustees is involved and knowledgeable about institution. This is exceptionally true in regard its provision of oversight of the college's fiduciary responsibilities. They are highly instrumental in making decisions regarding budgeting goals. In meetings with the board chair, the board indicated not just an understanding of its role but also its commitment to the success of Davis & Elkins as an institution of higher learning. In the team meeting with local community members, the organization was recognized for improving the lives of those in the surrounding community. Davis & Elkins is an important vehicle by which economic sustainability in the town is achieved.

While continuing this fall with the paused policy review of the proposed new policies generated through the Stephens Strategy led process, the college's current policies utilize the Management Team, the Faculty Assembly and Student Assembly as the key elements of shared governance. Discussion with the Student Assembly President confirmed that the students have a voice in decisions involving college programs and curriculum, faculty evaluation, student services, student housing and co-curricular activities.

In order to work towards a balanced budget, difficult decisions had to be made regarding staff and faculty reductions which were necessary in order to comply with budget reductions as required by the BOT. While the board does not decide how the budget cuts will be made, it does decide on how much needs to be cut in order to keep the budget in balance. Since the budget cuts included cuts in some non-tenured and term faculty positions, as well as some support staff positions, some campus discontent resulted. However, the team feels that the decisions were made in accordance with current board and college policies with the Financial Oversight Committee, the Administrative Team, and department chairs having a voice in how the cuts were made.

As stated in BOT policy, academic faculty and administration are charged with the primary

responsibility for setting academic requirements and policy. The discussions held during meetings that included department chairs and faculty from across campus, and in materials presented in the assurance argument, there is ample evidence that faculty, staff and students are actively involved in decisions regarding academic programs and policies. A campus wide committee with representation from all major departments was responsible for making course by course decisions in reducing the General Education required credits from a high of 66 to the current 45 credit requirement.

Additionally, faculty and student surveys and committees were employed to identify 5 over arching skill categories all students must achieve proficiency in as part of the common General Education required learning outcomes.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

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

Rating

Met

Evidence

To meet the criteria and this core component, it is important to note that Davis & Elkins has effectively fulfilled the Higher Learning Commission's requirement of submitting reports for both finances and strategic planning. During the campus visit, the team was updated on continuing progress in increasing the value of its endowments, substantial increase in donations motivated by their 25 million dollar challenge donation. Improvements in their financial situation have enabled them to begin hiring faculty appropriate to new and revised programs and to rehire some staff positions which were cut during their financial crisis.

Meetings with Strategic Planning Committee members, some of whom also serve on the Curriculum Committee, members confirmed progress on initiatives important to their current Strategic Planning efforts.

Davis & Elkins is keenly aware of its limited resources. As such, it has effectively invested in those items directly linked to serving students and advancing knowledge. Campus tours highlighted new and renovated student housing, improved science labs and performance facilities, new athletic facilities, a renovated museum, and improved in-house food services.

Team conversations with department chairs confirmed that, while they are still working on their two curriculum revision focused grants, an important part of that process involves establishing common assessments (across multiple sections of each course) to go with common course syllabi. While individual faculty still make the decision on how to teach to the mission tied common course learning outcomes, the assessment will be common to all sections of each course.

In relation to operations, planning, and budgeting, conversations with the Executive Vice President and the Facilities Director (at the Physical Plant shop and office) confirmed that all departments are in the midst of completing annual mission and strategic planning driven budget requests. This process is

tied to the goal of balancing annual operating expenses with annual income. Coming on the heels of getting their debt paid off, they are committed to not having to go into debt again for operating costs. Once each department has submitted their no frills requests, the administrative team will make the final allotments in the budget.

As recognized in other parts of the assurance report, the planning process encompasses many individuals on-campus with an external consultant. The new president has demonstrated early efforts to include more voices in the planning process by visiting with faculty and staff. Furthermore, a meeting with community members from Elkins, WV indicated how the college systemically works to be mindful of the community in its planning efforts. This meeting ensured the value of building and maintaining strong relationships with community partners.

Planning efforts recognize the current depressed economic context for Davis & Elkins local constituency, as well as the impact of fluctuations in the college's revenue. Demonstrating the college's response to this reality is the introduction of the Highland Scholars program as well as the advancement of an online nursing program. The new president of Davis & Elkins understands the reality of an unstable financial context. Since fund raising and donor seeking will always be crucial to the ability of a small private institution like Davis and Elkins, the new president's previous experience as a VP of Advancement should be of great value to the college.

The college's revived work on a comprehensive student recruitment strategy will continue to be of great importance in growing and maintaining their enrollment. The college's planning efforts are focused on anticipating emerging local economic and demographic factors that influence enrollment, especially those in West Virginia and Ohio. The newly hired Institutional Research officer is charged with assisting in the ongoing monitoring and analysis of these factors.

Additionally, the college continues their recruitment of student athletes using an international recruiting service. The college's vibrant international student population is of distinction for Davis & Elkins, and consistent with an institutional commitment to advancing globalization.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.D - Core Component 5.D

The institution works systematically to improve its performance.

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

Rating

Met

Evidence

Davis & Elkins effectively works to systematically improve its performance. Over the last eight years, performance improvement was essential as the institution faced harsh financial realities. After making the difficult decisions to decrease the size of the workforce, improving performance was necessary in order to be in compliance with HLC but also to sustain its rightful place as a college of great value to the Elkins community and the surrounding West Virginia counties.

The documents used as evidence for its operational effectiveness include data submitted for IPEDS and other examples of a growing amount of in-house created survey data, as well as internal and external reports and documents. With the recent hire of a new Institutional Research officer, an alum of Davis & Elkins, greater consistency regarding documented evidence of the state of operations will be achieved. In the assurance report, Davis & Elkins demonstrates providing the public with evidence of its performance via the consumer information section of its website.

Throughout the visit and in the assurance report, Davis & Elkins has offered candid explanations of its practices and performance. The administration at Davis & Elkins has to be able to learn from the operational experience in order to sustain the college. Faculty, through their work in assessing teaching and learning, have already demonstrated how they have learned from their work with students. Furthermore, the board's decision to hire a president with fundraising background supports the college's realization that fundraising is crucial to their continuing efforts to maintain financial stability. Making decisions about the overall college experience will continue to take vigilance in committing to assessment and long-range planning.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.S - Criterion 5 - Summary

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

Evidence

Davis and Elkins College, with the help of a generous donor and the oversight of a fiscally responsible board of trustees, has survived a period of financial crisis. The college has made tough budgetary decisions designed to ensure that their current external debt free status becomes permanent. Their focus has now shifted towards budgets that are student centered (consistent with their mission) in that goals are aimed at improving the quality and vocational relevance of their educational programs, the creation and renovation of student residential facilities, and the continuing enrichment of the intellectual, cultural, artistic, recreational and spiritual life of the college and local community.

Review Dashboard

Number	Title	Rating
1	Mission	
1.A	Core Component 1.A	Met
1.B	Core Component 1.B	Met
1.C	Core Component 1.C	Met
1.D	Core Component 1.D	Met
1.S	Criterion 1 - Summary	Met
2	Integrity: Ethical and Responsible Conduct	
2.A	Core Component 2.A	Met
2.B	Core Component 2.B	Met
2.C	Core Component 2.C	Met
2.D	Core Component 2.D	Met
2.E	Core Component 2.E	Met
2.S	Criterion 2 - Summary	Met
3	Teaching and Learning: Quality, Resources, and Support	
3.A	Core Component 3.A	Met
3.B	Core Component 3.B	Met
3.C	Core Component 3.C	Met
3.D	Core Component 3.D	Met
3.E	Core Component 3.E	Met
3.S	Criterion 3 - Summary	Met
4	Teaching and Learning: Evaluation and Improvement	
4.A	Core Component 4.A	Met With Concerns
4.B	Core Component 4.B	Met
4.C	Core Component 4.C	Met
4.S	Criterion 4 - Summary	Met With Concerns
5	Resources, Planning, and Institutional Effectiveness	
5.A	Core Component 5.A	Met
5.B	Core Component 5.B	Met
5.C	Core Component 5.C	Met
5.D	Core Component 5.D	Met
5.S	Criterion 5 - Summary	Met

Review Summary

Interim Report(s) Required

Due Date

2/1/2018

Report Focus

The team believes that two pending specialty accreditation issues (the ADN Nursing program's ACEN accreditation is currently conditional, and the Business department's IACBE accreditation is currently probational) warrant an Interim Monitoring Report regarding the resolution of these two processes to be submitted to the Commission. In order to allow time for IACBE to complete their site visit in 2017, and for the IACBE Board of Commissioners to issue an Action Letter, we are requiring that the Monitoring Report be due by February 1, 2018.

The Interim Report should contain an Action Letter and/or other documentation from IACBE that Davis and Elkins accreditation status is no longer probationary, and documentation that the ACEN accreditation of the ADN Nursing program is no longer conditional.

Conclusion

It is the consensus judgement of the review team that Davis and Elkins College continues to meet the Criteria for Accreditation.

Embedded Monitoring of Distance Education: It is the judgement of the team that the college's Internet delivered distance education Bachelor of Science in Nursing program (the institution's only distance education program) has progressed adequately and continues to grow enrollment, having graduated the first candidates in May of this year. An on campus examination of course syllabi, faculty qualifications, online library resources and the collaboratively developed online course learning environment confirm the quality and rigor of the program. The program has been accepted into candidacy for accreditation by the National League for Nursing Commission for Nursing Education Accreditation (NLN CNEA).

The final section of this assurance report accurately reflects the spirit of the entire document as well as the dominant ethos found on campus during the campus visit. There is a sense of hope on campus that offers a foundation for the necessary positive morale necessary to move the college into its next chapter. With a new president, the Highland Scholars program, early positive results in retention through a mentoring program involving faculty and staff, a commitment to both adherence and education regarding Title IX, a dedicated faculty, and a vibrant and diverse student population, there is evidence the college will be able to respond to future challenges. In addition to continued strong fundraising efforts, a focus on recruitment and retention of both students and faculty will be necessary. This will require an inclusive leadership and governance, where the expert voices of many are considered. Davis & Elkins, like so many small private institutions, will have great challenges ahead but the institution has demonstrated the capacity to address them with both the tenacity that has sustained the college and the family-like essence that was so clearly evoked during the visit.

Davis and Elkins College has had a long history of HLC accreditation and has demonstrated dependable performance and compliance with HLC policies and monitoring requests.

Overall Recommendations

Criteria For Accreditation

Met With Concerns

Pathways Recommendation

Not Applicable to This Review



Federal Compliance Worksheet for Evaluation Teams

Evaluation of Federal Compliance Components

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

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

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

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

Institution under review: Davis & Elkins College

Please indicate who completed this worksheet:

- Evaluation team
- Federal Compliance reviewer

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

Name: David Calhoon

I confirm that the Evaluation Team reviewed the findings provided in this worksheet.

Assignment of Credits, Program Length and Tuition

(See FCFI Questions 1–3 and Appendix A)

1. Complete the *Team Worksheet for Evaluating an Institution's Assignment of Credit Hours and Clock Hours*.
 - Identify the institution's principal degree levels and the number of credit hours for degrees at each level (see the institution's Appendix A if necessary). The following minimum number of credit hours should apply at a semester institution:
 - Associate's degrees = 60 hours
 - Bachelor's degrees = 120 hours
 - Master's or other degrees beyond the bachelor's = At least 30 hours beyond the bachelor's degree
 - Note that 1 quarter hour = 0.67 semester hour.
 - Any exceptions to this requirement must be explained and justified.
 - Review any differences in tuition reported for different programs and the rationale provided for such differences.
2. Check the response that reflects the evaluation team or Federal Compliance reviewer's conclusions after reviewing this component of Federal Compliance:
 - The institution meets HLC's requirements.
 - The institution meets HLC's requirements, but additional monitoring is recommended.
 - The institution does not meet HLC's requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

The institution has associate and bachelor degree programs. Candidates for bachelors degrees must complete 124 credit hours. Candidates for associate degrees must complete 62 credit hours (catalog, pages 15-16).

Additional monitoring, if any:

Institutional Records of Student Complaints

(See FCFI Questions 4–7 and Appendixes B and C)

1. Verify that the institution has documented a process for addressing student complaints and appears to be systematically processing such complaints, as evidenced by the data on student complaints since the last comprehensive evaluation.
 - Review the process that the institution uses to manage complaints, its complaints policy and procedure, and the history of complaints received and resolved since the last comprehensive evaluation by HLC.
 - Determine whether the institution has a process to review and resolve complaints in a timely manner.
 - Verify that the evidence shows that the institution can, and does, follow this process and that it is able to integrate any relevant findings from this process into improvements in services or in teaching and learning.
 - Advise the institution of any improvements that might be appropriate.
 - Consider whether the record of student complaints indicates any pattern of complaints or otherwise raises concerns about the institution's compliance with the Criteria for Accreditation or Assumed Practices.
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
 - The institution meets HLC's requirements.
 - The institution meets HLC's requirements, but additional monitoring is recommended.
 - The institution does not meet HLC's requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

Students are fully informed of the procedures for making complaints, that administration follows up on complaints made with the intention of resolving them to the satisfaction of all parties, that full records of complaints are kept, and that information regarding specifics of complaints are utilized to improve programmatic and operational protocols by the institution in the Student Handbook http://www.dewv.edu/sites/default/files/shared/15-16_student_handbook.pdf. A summary of complaints along with resolutions were reviewed in Appendix C. The reviewer found that the institution does follow its policies and has procedures in place to allow for timely review and resolutions. An example of improvement in service resulting from the complaint/resolution process is the establishment of a Retention Office in 2015.

Additional monitoring, if any:

Publication of Transfer Policies

(See FCFI Questions 8–10 and Appendixes D–F)

1. Verify that the institution has demonstrated it is appropriately disclosing its transfer policies to students and to the public. Policies should contain information about the criteria the institution uses to make transfer decisions.
 - Review the institution’s transfer policies.
 - Review any articulation agreements the institution has in place, including articulation agreements at the institution level and for specific programs.
 - Consider where the institution discloses these policies (e.g., in its catalog, on its website) and how easily current and prospective students can access that information.
 - Determine whether the disclosed information clearly explains any articulation arrangements the institution has with other institutions. The information the institution provides should include any program-specific articulation agreements in place and should clearly identify program-specific articulation agreements as such. Also, the information the institution provides should include whether the articulation agreement anticipates that the institution (1) accepts credits from the other institution(s) in the articulation agreement; (2) sends credits to the other institution(s) in the articulation agreements; (3) both offers and accepts credits with the institution(s) in the articulation agreement; and (4) what specific credits articulate through the agreement (e.g., general education only; pre-professional nursing courses only; etc.).
 - Verify that the institution has an appropriate process to align the disclosed transfer policies with the criteria and procedures used by the institution in making transfer decisions.
2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:
 - The institution meets HLC’s requirements.
 - The institution meets HLC’s requirements, but additional monitoring is recommended.
 - The institution does not meet HLC’s requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

The institution discloses transfer policy information to students in the College Catalog - page 151 (2015-2016), and via the website <http://www.dewv.edu/future-students/getting-started/transfer-students>, and <http://www.dewv.edu/consumer-information>. Policy information was also reviewed from the Academic Policies Manual - section 5.2.4.1(Appendix D).

The institution has one articulation agreement with Eastern West Virginia Community & Technical College. The agreement was initiated fall 2016. Information about the agreement and process is available to students at <http://www.dewv.edu/future-students/articulation-agreement>

Additional monitoring, if any:

Practices for Verification of Student Identity

(See FCFI Questions 11–16 and Appendix G)

1. Confirm that the institution verifies the identity of students who participate in courses or programs provided through distance or correspondence education. Confirm that it appropriately discloses additional fees related to verification to students, and that the method of verification makes reasonable efforts to protect students' privacy.
 - Determine how the institution verifies that the student who enrolls in a course is the same student who submits assignments, takes exams and earns a final grade. The team should ensure that the institution's approach respects student privacy.
 - Check that any costs related to verification (e.g., fees associated with test proctoring) and charged directly to students are explained to the students prior to enrollment in distance or correspondence courses.
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
 - The institution meets HLC's requirements.
 - The institution meets HLC's requirements, but additional monitoring is recommended.
 - The institution does not meet HLC's requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

Students taking online courses are provided a unique identification and password. No additional fees related to verification are charged to students in online courses.

Additional monitoring, if any:

Title IV Program Responsibilities

(See FCFI Questions 17–24 and Appendixes H–Q)

1. This requirement has several components the institution must address.
 - The team should verify that the following requirements are met:
 - **General Program Requirements.** The institution has provided HLC with information about the fulfillment of its Title IV program responsibilities, particularly findings from any review activities by the Department of Education. It has, as necessary, addressed any issues the Department has raised regarding the institution's fulfillment of its responsibilities.
 - **Financial Responsibility Requirements.** The institution has provided HLC with information about the Department's review of composite ratios and financial audits. It has, as necessary, addressed any issues the Department has raised regarding the institution's fulfillment of its responsibilities in this area. (Note that the team should also be commenting under Criterion 5 if an institution has significant issues with financial responsibility as demonstrated through ratios that are below acceptable levels or other financial responsibility findings by its auditor.)
 - **Default Rates.** The institution has provided HLC with information about its three-year default rate. It has a responsible program to work with students to minimize default rates. It has, as necessary, addressed any issues the Department has raised regarding the institution's fulfillment of its responsibilities in this area. Note that for 2012 and thereafter, institutions and teams should be using the three-year default rate based on revised default rate data published by the Department in September 2012; if the institution does not provide the default rate for three years leading up to the comprehensive evaluation visit, the team should contact the HLC staff.
 - **Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures.** The institution has provided HLC with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations.
 - **Student Right to Know/Equity in Athletics.** The institution has provided HLC with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations. The disclosures are accurate and provide appropriate information to students. (Note that the team should also be commenting under

Criterion 1 if the team determines that the disclosures are not accurate or appropriate.)

- **Satisfactory Academic Progress and Attendance Policies.** The institution has provided HLC with information about its policies and practices for ensuring compliance with these regulations. The institution has demonstrated that the policies and practices meet state or federal requirements and that the institution is appropriately applying these policies and practices to students. In most cases, teams should verify that these policies exist and are available to students, typically in the course catalog or student handbook and online. Note that HLC does not necessarily require that the institution take attendance unless required to do so by state or federal regulations but does anticipate that institutional attendance policies will provide information to students about attendance at the institution.
 - **Contractual Relationships.** The institution has presented a list of its contractual relationships related to its academic programs and evidence of its compliance with HLC policies requiring notification or approval for contractual relationships. (If the team learns that the institution has a contractual relationship that may require HLC approval and has not received HLC approval, the team must require that the institution complete and file the change request form as soon as possible. The team should direct the institution to review the Substantive Change Application for Programs Offered Through Contractual Arrangements on HLC's website for more information.)
 - **Consortial Relationships.** The institution has presented a list of its consortial relationships related to its academic programs and evidence of its compliance with HLC policies requiring notification or approval for consortial relationships. (If the team learns that the institution has a consortial relationship that may require HLC approval and has not received HLC approval, the team must require that the institution complete and file the form as soon as possible. The team should direct the institution to review the Substantive Change Application for Programs Offered Through Consortial Arrangements on HLC's website for more information.)
- Review all of the information that the institution discloses having to do with its Title IV program responsibilities.
 - Determine whether the Department has raised any issues related to the institution's compliance or whether the institution's auditor has raised any issues in the A-133 about the institution's compliance, and also look to see how carefully and effectively the institution handles its Title IV responsibilities.
 - If the institution has been cited or is not handling these responsibilities effectively, indicate that finding within the Federal Compliance portion of the team report and whether the institution appears to be moving forward with the corrective action that the Department has determined to be appropriate.
 - If issues have been raised concerning the institution's compliance, decide whether these issues relate to the institution's ability to satisfy the Criteria for Accreditation, particularly with regard to whether its disclosures to students are candid and complete and demonstrate appropriate integrity (*Core Components 2.A and 2.B*).

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

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

Rationale:

The institution has provided documentation regarding the Department of Education Review undergone July 2014 in the Appendices. The institution’s recent A-133 audits are available there as well. Student consumer information such as the policy regarding attendance in order to be eligible and maintain eligibility is located on the college’s website <http://www.dewv.edu/consumer-information>. Required information is also available in the Student Handbook and College Catalog: Student Handbook <http://www.dewv.edu/future-students/accepted-students>, College Catalog <http://www.dewv.edu/academics/college-catalog>. The institution’s CFIs for 2010 = 2.2, 2011= 1.9, and 2012= 1.4. Default rates for the institution are Year 1: 17.9%, Year 2: 14.8%, and Year 3: 8.6%.

Additional monitoring, if any:

Required Information for Students and the Public

(See FCFI Questions 25–27 and Appendixes R and S)

1. Verify that the institution publishes accurate, timely and appropriate information on institutional programs, fees, policies and related required information. Verify that the institution provides this required information in the course catalog and student handbook and on its website.
2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:
 - The institution meets HLC’s requirements.
 - The institution meets HLC’s requirements, but additional monitoring is recommended.
 - The institution does not meet HLC’s requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

Evidence that the institution publishes accurate, timely, and appropriate information concerning programs, fees, policies, and other pertinent information was found on the Consumer Information Page <http://www.dewv.edu/consumer-information>, Student Handbook <http://www.dewv.edu/future-students/accepted-students>, College Catalog <http://www.dewv.edu/academics/college-catalog>, and RN-BSN Catalog https://www.dewv.edu/sites/default/files/shared/catalog_online_14.pdf?ga=1.78219741.830231317.1469621611. The institution provided the process for ensuring that information is accurate, timely, and appropriate in Appendix S.

Additional monitoring, if any:

Advertising and Recruitment Materials and Other Public Information

(See FCFI Questions 28–31 and Appendixes T and U)

1. Verify that the institution has documented that it provides accurate, timely and appropriately detailed information to current and prospective students and the public about its accreditation status with HLC and other agencies as well as about its programs, locations and policies.
 - Review the institution’s disclosure about its accreditation status with HLC to determine whether the information it provides is accurate, complete and appropriately formatted and contains HLC’s web address.
 - Review the institution’s disclosures about its relationship with other accrediting agencies for accuracy and for appropriate consumer information, particularly regarding the link between specialized/professional accreditation and the licensure necessary for employment in many professional or specialized areas.
 - Review the institution’s catalog, brochures, recruiting materials, website and information provided by the institution’s advisors or counselors to determine whether the institution provides accurate, timely and appropriate information to current and prospective students about its programs, locations and policies.
 - Verify that the institution correctly displays the Mark of Affiliation on its website.
2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:
 - The institution meets HLC’s requirements.
 - The institution meets HLC’s requirements, but additional monitoring is recommended.
 - The institution does not meet HLC’s requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

On the website, the institution identifies its relationship with HLC by linking from the consumer information page under “accreditation” to HLCs home page where HLC’s address is clearly displayed. Relationships with other accrediting agencies are available through links provided on the Consumer Information page <http://www.dewv.edu/consumer-information> as well. The Mark of Affiliation was found at <http://www.dewv.edu/> and properly takes the consumer to HLC’s verification page. As reported by the institution, advertising and recruiting information was found at the Consumer Information Page <http://www.dewv.edu/consumer-information>, Academics Page <http://www.dewv.edu/academics/de-education/office-academic-affairs/accreditationassessment>, Future Students Page <http://www.dewv.edu/future-students/getting-started>, and Future Students Page <http://www.dewv.edu/future-students/accepted-students>. Appendix U provides the process the institution uses to ensure accuracy in their publications.

Additional monitoring, if any:

Review of Student Outcome Data

(See FCFI Questions 32–35 and Appendix V)

1. Review the student outcome data the institution collects to determine whether they are appropriate and sufficient based on the kinds of academic programs the institution offers and the students it serves.
 - Determine whether the institution uses this information effectively to make decisions about planning, academic program review, assessment of student learning, consideration of institutional effectiveness and other topics.
 - Review the institution’s explanation of its use of information from the College Scorecard, including the loan repayment rate.
2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:
 - The institution meets HLC’s requirements.
 - The institution meets HLC’s requirements, but additional monitoring is recommended.
 - The institution does not meet HLC’s requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

Graduation rates, retention rates, licensure pass rates for nursing program and program completion rate for education program (Praxis) and intention to attend graduate school represent good attention to student outcomes. This information is used to guide assessment and planning at the institution. The institution states that it uses data from the College Scorecard as an additional data for its program assessment and planning processes.

Additional monitoring, if any:

Publication of Student Outcome Data

(See FCFI Questions 36–38)

1. Verify that the institution makes student outcome data available and easily accessible to the public. Data may be provided at the institutional or departmental level or both, but the institution must disclose student outcome data that address the broad variety of its programs.
 - Verify that student outcome data are made available to the public on the institution's website—for instance, linked to from the institution's home page, included within the top three levels of the website or easily found through a search of related terms on the website—and are clearly labeled as such.
 - Determine whether the publication of these data accurately reflects the range of programs at the institution.
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
 - The institution meets HLC's requirements.
 - The institution meets HLC's requirements, but additional monitoring is recommended.
 - The institution does not meet HLC's requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

The institutions student outcome data is easily accessible at the Consumer Information page of the website <http://www.dewv.edu/consumer-information>.

Additional monitoring, if any:

Standing With State and Other Accrediting Agencies

(See FCFI Questions 39–40 and Appendixes W and X)

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

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

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

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

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

Rationale:

Accreditation information, including current status, is accurately communicated in the Consumer Information section of the Davis and Elkins College website <https://www.dewv.edu/consumer-information>.

Additional monitoring, if any:

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

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

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

- Review information about the public disclosure of the upcoming visit, including copies of the institution’s notices, to determine whether the institution made an appropriate and timely effort to notify the public and seek comments.
 - Evaluate the comments to determine whether the team needs to follow up on any issues through its interviews and review of documentation during the visit process.
2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:
 - The institution meets HLC’s requirements.
 - The institution meets HLC’s requirements, but additional monitoring is recommended.
 - The institution does not meet HLC’s requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

Examples of appropriately stated requests for third party comment were reviewed in Appendix Y. No third party comments were available for review, however.

Additional monitoring, if any:

Competency-Based Programs Including Direct Assessment Programs/Faculty-Student Engagement

(See FCFI Questions 44–47)

1. Verify that students and faculty in any direct assessment or competency-based programs offered by the institution communicate on some regular basis that is at least equivalent to contact in a traditional classroom, and that in the tasks mastered to assure competency, faculty and students interact about critical thinking, analytical skills, and written and oral communication abilities, as well as about core ideas, important theories, current knowledge, etc.
 - Review the list of direct assessment or competency-based programs offered by the institution.
 - Determine whether the institution has effective methods for ensuring that faculty in these programs regularly communicate and interact with students.
 - Determine whether the institution has effective methods for ensuring that faculty and students in these programs interact about key skills and ideas in the students' mastery of tasks to assure competency.
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
 - The institution meets HLC's requirements.
 - The institution meets HLC's requirements, but additional monitoring is recommended.
 - The institution does not meet HLC's requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

N/A. The institution does not offer any direct assessment or competency based programs.

Additional monitoring, if any:

Institutional Materials Related to Federal Compliance Reviewed by the Team

Provide a list of materials reviewed here:

Institutional website

Catalog

Student Handbook

Institution's Completed Federal Compliance Form and Appendices



Team Worksheet for Evaluating an Institution's Assignment of Credit Hours and Clock Hours

Institution Under Review: Davis and Elkins College

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

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

Instructions

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

Responses

A. Answer the Following Question

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

Yes No

Comments:

Review of documents demonstrate that degree program requirements are within the range of good practice in higher education and contribute to an academic environment that contributes to a rigorous and thorough education.

B. Recommend HLC Follow-Up, If Appropriate

Is any HLC follow-up required related to the institution's calendar and term length practices?

Yes No

Rationale:

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

Part 2. Policy and Practices on Assignment of Credit Hours

Instructions

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

1. **Format of Courses and Number of Credits Awarded.** Review the *Form for Reporting an Overview of Credit Hour Allocations and Instructional Time for Courses* (Supplement A1 to the *Worksheet for Institutions*) completed by the institution, which provides an overview of credit hour assignments across institutional offerings and delivery formats.
2. Scan the course descriptions in the catalog and the number of credit hours assigned for courses in different departments at the institution (see Supplements B1 and B2 to *Worksheet for Institutions*, as applicable).
 - At semester-based institutions courses will be typically be from two to four credit hours (or approximately five quarter hours) and extend approximately 14–16 weeks (or approximately 10 weeks for a quarter). The descriptions in the catalog should reflect courses that are appropriately rigorous and have collegiate expectations for objectives and workload. Identify courses/disciplines that seem to depart markedly from these expectations.
 - Institutions may have courses that are in compressed format, self-paced, or otherwise alternatively structured. Credit assignments should be reasonable. (For example, as a full-time load for a traditional semester is typically 15 credits, it might be expected that the norm for a full-time load in a five-week term is 5 credits; therefore, a single five-week course awarding 10 credits would be subject to inquiry and justification.)
 - Teams should be sure to scan across disciplines, delivery mode and types of academic activities.
 - Federal regulations allow for an institution to have two credit-hour awards: one award for Title IV purposes and following the federal definition and one for the purpose of defining progression in and completion of an academic program at that institution. HLC procedure also permits this approach.

3. Scan course schedules to determine how frequently courses meet each week and what other scheduled activities are required for each course (see Supplement B3 to *Worksheet for Institutions*). Pay particular attention to alternatively structured or other courses completed in a short period of time or with less frequently scheduled interaction between student and instructor that have particularly high credit hour assignments.
4. Sampling. Teams will need to sample some number of degree programs based on the headcount at the institution and the range of programs it offers.
 - For the programs sampled, the team should review syllabi and intended learning outcomes for several courses, identify the contact hours for each course, and review expectations for homework or work outside of instructional time.
 - At a minimum, teams should anticipate sampling at least a few programs at each degree level.
 - For institutions with several different academic calendars or terms or with a wide range of academic programs, the team should expand the sample size appropriately to ensure that it is paying careful attention to alternative format and compressed and accelerated courses.
 - Where the institution offers the same course in more than one format, the team is advised to sample across the various formats to test for consistency.
5. **Direct Assessment or Competency-Based Programs.** Review the information provided by the institution regarding any direct assessment or competency-based programs that it offers, with regard to the learning objectives, policies and procedures for credit allocation, and processes for review and improvement in these programs.
6. **Policy on Credit Hours and Total Credit Hour Generation.** With reference to the institutional policies on the assignment of credit provided in Supplement A2 to *Worksheet for Institutions*, consider the following questions:
 - Does the institution's policy for awarding credit address all the delivery formats employed by the institution?
 - Does that policy address the amount of instructional or contact time assigned and homework typically expected of a student with regard to credit hours earned?
 - For institutions with courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy also equate credit hours with intended learning outcomes and student achievement that could be reasonably achieved by a student in the time frame allotted for the course?
 - Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that HLC will expect that credit hour policies at public

institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

- If so, is the institution's assignment of credit to courses reflective of its policy on the award of credit?
 - Do the number of credits taken by typical undergraduate and graduate students, as well as the number of students earning more than the typical number of credits, fall within the range of good practice in higher education?
7. If the answers to the above questions lead the team to conclude that there may be a problem with the credit hours awarded the team should recommend the following:
- If the problem involves a poor or insufficiently detailed institutional policy, the team should call for a revised policy as soon as possible by requiring a monitoring report within no more than one year that demonstrates the institution has a revised policy and provides evidence of implementation.
 - If the team identifies an application problem and that problem is isolated to a few courses or a single department, division or learning format, the team should call for follow-up activities (a monitoring report or focused evaluation) to ensure that the problems are corrected within no more than one year.
 - If the team identifies systematic noncompliance across the institution with regard to the award of credit, the team should notify the HLC staff immediately and work with staff members to design appropriate follow-up activities. HLC shall understand systematic noncompliance to mean that the institution lacks any policies to determine the award of academic credit or that there is an inappropriate award of institutional credit not in conformity with the policies established by the institution or with commonly accepted practices in higher education across multiple programs or divisions or affecting significant numbers of students.

Worksheet on Assignment of Credit Hours

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

B. Answer the Following Questions

1. Institutional Policies on Credit Hours

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

Yes No

Comments:

The Academic Policies Manual 5.7.9. Credit Hour Approval Policy details the institution's policy for awarding credit. The policy addresses all delivery formats employed by the institution. Additionally, course syllabi contain information relevant to expectations regarding both online and traditional face to face credit requirements.

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

Yes No

Comments:

The Academic Policies Manual 5.7.9. Credit Hour Approval Policy is institution wide. This policy relates the amount of instructional or contact time provided as well as homework typically expected of a student to the credit hours awarded for classes offered in the various delivery formats offered by the institution.

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

Yes No

Comments:

The policy adequately equates credit hours with learning outcomes and student achievement that could reasonably be achieved by a student in the allotted time frame.

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

Yes No

Comments:

The policy is reasonable within the federal definition and is within the range of good practice in higher education.

2. Application of Policies

- a. Are the course descriptions and syllabi in the sample academic programs reviewed by the team appropriate and reflective of the institution's policy on the award of credit? (Note that

HLC will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

Yes No

Comments:

N/A Davis and Elkins is a privately funded institution.

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

Yes No

Comments:

Team reviewed learning outcomes were in keeping with the institutions policy on the award of credit.

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

Yes No

Comments:

N/A No alternative –delivery or compressed-format courses or programs are offered.

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

Yes No

Comments:

N/A

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

Yes No

Comments:

The institution's policies are reasonable and appropriate and incorporate commonly accepted practices.

C. Recommend HLC Follow-up, If Appropriate

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

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

Yes No

Rationale:

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

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

Did the team find systematic noncompliance in one or more education programs with HLC policies regarding the credit hour?

Yes No

Identify the findings:

Rationale:

Part 3. Clock Hours

Instructions

Review Section 5 of *Worksheet for Institutions*, including Supplements A3–A6. Before completing the worksheet below, answer the following question:

Does the institution offer any degree or certificate programs in clock hours or programs that must be reported to the Department of Education in clock hours for Title IV purposes even though students may earn credit hours for graduation from these programs?

Yes No

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

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

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

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

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

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

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

Worksheet on Clock Hours
A. Answer the Following Questions

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

Yes No

Comments:

N/A

2. If the credit-to-clock-hour conversion numbers are less than the federal formula, indicate what specific requirements there are, if any, for student work outside of class.

N/A

3. Did the team determine that the institution’s credit hour policies are reasonable within the federal definition as well as within the range of good practice in higher education? (Note that if

the team answers “No” to this question, it should recommend follow-up monitoring in section C below.)

Yes No

Comments:

N/A

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

Yes No

Comments:

N/A

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

Yes No

C. Recommend HLC Follow-up, If Appropriate

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

Yes No

Rationale:

N/A

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



STATEMENT OF AFFILIATION STATUS WORKSHEET

INSTITUTION and STATE: Davis and Elkins College WV

TYPE OF REVIEW: Comprehensive Evaluation

DESCRIPTION OF REVIEW: Year 4 Comprehensive Evaluation will include an embedded interim report focused on distance education. Comprehensive evaluation includes a federal compliance panel.

DATES OF REVIEW: 09/19/2016 - 09/20/2016

No Change in Statement of Affiliation Status

Nature of Organization

CONTROL: Private NFP

RECOMMENDATION: nc

DEGREES AWARDED: Associates, Bachelors

RECOMMENDATION: nc

Conditions of Affiliation

STIPULATIONS ON AFFILIATION STATUS:

Prior Commission approval is required for substantive change as stated in Commission policy.

RECOMMENDATION: nc

APPROVAL OF NEW ADDITIONAL LOCATIONS:

Prior Commission approval required.

RECOMMENDATION: nc

APPROVAL OF DISTANCE EDUCATION DEGREES:

*Recommendations for the
STATEMENT OF AFFILIATION STATUS*

Approval for distance education is limited to courses and one program. This institution has not been approved for correspondence education.

RECOMMENDATION: nc

ACCREDITATION ACTIVITIES:

Standard Pathway, Comprehensive Evaluation: 09/19/2016
Year 4 Comprehensive Evaluation will include an embedded interim report focused on distance education. Comprehensive evaluation includes a federal compliance panel.

RECOMMENDATION:

Interim report due by February 1, 2018 on status of specialized accreditation.

Summary of Commission Review

YEAR OF LAST REAFFIRMATION OF ACCREDITATION: 2010 - 2011

YEAR FOR NEXT REAFFIRMATION OF ACCREDITATION: 2020 - 2021

RECOMMENDATION: nc



ORGANIZATIONAL PROFILE WORKSHEET

INSTITUTION and STATE: 1662 Davis and Elkins College WV

TYPE OF REVIEW: Standard Pathway: Comprehensive Evaluation

DESCRIPTION OF REVIEW: Year 4 Comprehensive Evaluation will include an embedded interim report focused on distance education. Comprehensive evaluation includes a federal compliance panel.

No change to Organization Profile

Educational Programs

Programs leading to Undergraduate	<u>Program Distribution</u>
Associates	6
Bachelors	33
Programs leading to Graduate	
Doctors	0
Masters	0
Specialist	0
Certificate programs	
Certificate	0

Recommended Change:

Off-Campus Activities:

In State - Present Activity
Campuses: None.

Additional Locations: None.

Recommended Change:

Out Of State - Present Activity
Campuses: None.

Additional Locations: None.

ORGANIZATIONAL PROFILE WORKSHEET

Recommended Change:

Out of USA - Present Activity
Campuses: None.

Additional Locations: None.

Recommended Change:

Distance Education Programs:

Present Offerings:

Bachelor 51.3899 Registered Nursing, Nursing Administration, Nursing Research and Clinical Nursing, Other RN-BSN Internet

Recommended Change:

Correspondence Education Programs:

Present Offerings:

None.

Recommended Change:

Contractual Relationships:

Present Offerings:

Bachelor 51.3899 Registered Nursing, Nursing Administration, Nursing Research and Clinical Nursing, Other RN-BSN

Recommended Change:

Consortial Relationships:

Present Offerings:

None.

Recommended Change:
