HIWASSEE COLLEGE

ASSESSMENT PLAN

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MISSION STATEMENT

Hiwassee College, founded in 1849 and affiliated with The Holston Conference of The United Methodist Church, provides quality liberal arts instruction that promotes faith, personal responsibility, and scholarship. Our scholars will be equipped to excel as servant-leaders in the 21st century.

INTRODUCTION

Hiwassee College has been dedicated to excellence and committed to service since its foundation in 1849. Hiwassee strives for excellence in all aspects of the institution. The purpose of institutional effectiveness is to enable all departments to participate in continuous planning and assessment processes that promote institutional improvements that are based on sound data and research.

The objectives of the Assessment Plan (AP) are to document that assessment at Hiwassee College is a continuous, outcomes-based effort that is focused on the improvement of student learning and institutional effectiveness. A related objective is to continue to develop an institutional culture in which assessment is prioritized through all areas of the college. A major premise is that all departments and units of the college must integrate outcome standards into their assessment efforts and document the use of assessment results to make data driven decisions for changes in Academic and Administrative units. This document is also intended to help guide faculty and staff in the development and implementation of course/program goals and objectives, and curriculum mapping.

All departments and units of the college, academic and operational, will undertake annual assessment of their programs/outcomes. Plans for undertaking assessment and the results of assessment activities will be reviewed at the end of each fiscal year or end of each semester by the Vice President responsible for each unit and reported to the Office of Institutional Effectiveness at appropriate times during the year (See Appendix A).

RESPONSIBILITY FOR ASSESSMENT

DIRECTOR OF INSTITUTIONAL EFFECTIVENESS
The Office of Institutional Effectiveness (OIE) is in charge of the overseeing and implementation of all assessment at the institution. The OIE works in close cooperation with the Vice Presidents of Academic Affairs, Business Affairs, Institutional Advancement, and Enrollment Management, the Office of the President, as well as the Academic Division/Department/Program Chairpersons and Directors.

The Office of Institutional Effectiveness (OIE) is primarily responsible for facilitating the implementation and integration of planning, assessment, and budgeting implications by delegating projects to existing college groups such as the Executive Team, the President's Cabinet, and Standing College Committees. The OIE helps to (1) facilitate the college's strategic planning process, (2) ensure that the campus has a fully functioning planning system linked to assessment and budgeting, and (3) serves as the collection point of all assessment data accumulated by the various departments each academic year.

LEARNING OUTCOME ASSESSMENT

VICE PRESIDENT FOR ACADEMIC AFFAIRS

Responsibility for ensuring ongoing assessment of all areas in education is assumed by the Vice President for Academic Affairs. This involves support of all college efforts for assessing student learning outcomes (SLO's), curriculum development, curriculum mapping, institutional effectiveness, general education, specific outcomes in the major, and academic support programs.

Division/Department/Program Chairpersons and Directors are responsible for providing to the Vice President of Academic Affairs an annual report on the use of assessment results to improve teaching and learning, and for program improvement to achieve intended student and/or program outcomes.

OPERATIONAL OUTCOME ASSESSMENT

Responsibility for ensuring ongoing assessment of operational programs (Academic Affairs, Student Affairs, Business Affairs, Institutional Advancement, Admissions, Financial, Maintenance, etc.) is assumed by the appropriate Vice President as follows:

VICE PRESIDENT FOR ACADEMIC AFFAIRS

Oversees the operational outcomes for Registrar, Academic Support Services, and Office of Institutional Effectiveness.

VICE PRESIDENT FOR BUSINESS AFFAIRS

The Office of Business Affairs, which includes Finances, Security, Food Services, Maintenance and Housekeeping, Technology, and Facilities, places emphasis on assessment of operational outcomes of prior year departmental objectives. Departments describe the projects to be undertaken in the upcoming year, stipulate the intended outcomes, identify evidence-based criteria for success and indicate how results of the project assessment will be used to improve performance.

VICE PRESIDENT FOR INSTITUTIONAL ADVANCEMENT

The Office of Institutional Advancement develops measurable goals for improving the college's reputation and visibility, increasing alumni support for the college, increasing philanthropic investment, writing grants, and strengthening the college's donor base for restricted and unrestricted giving.

VICE PRESIDENT FOR ENROLLMENT MANAGEMENT

The Admissions and Financial Aid Offices sets measurable goals for a variety of assessment projects including increasing applications for admission, assisting the college in achieving enrollment management and retention goals, enlarging the scope of recruitment areas, developing marketing strategies, and increasing personal contacts with prospective students. The responsibility for assessment of students' personal and social development rests primarily with the Office of Student Affairs who reports to the Vice President of Enrollment Management, with participation from academic and support units throughout the college.

Student Affairs incorporates program-wide goals and assessment in such categories as student satisfaction analysis, assessment of student participation in service and other activities, sense of civic responsibility, leadership skills, needs analysis, and utilization of student resources.

THE OFFICE OF THE PRESIDENT

The Office of the President (1) ensures that the assessment of operational outcomes is cohesive and collaborative throughout all departments at the college and (2) oversees the operational outcomes for the President and Athletic Director. Additionally, the President is responsible for accurate reports related to finances and overall affairs of the college and submits the reports to the Board of Trustees at each regular meeting.

SERVICE OUTCOME ASSESSMENT

VICE PRESIDENT FOR ENROLLMENT MANAGEMENT

The responsibility for assessment of campus and community projects rests primarily with the Office of the Chaplain who reports to the Vice President of Enrollment Management. The Chaplain provides all recording and evaluating of service activities undertaken by the campus leadership and students.

ASSESSMENT PROCEDURES

The purpose of assessment is to engage in continuous improvement and strengthening of programs and services so as to achieve stated goals and objectives and to be responsive to expectations of students, faculty, and staff.

A. Learning outcomes assessment is to include the major (concentration), general education, basic skills, and personal and social development.
    1. Responsibility for assessment of academic programs rests with individual departments.
    2. Responsibility for assessment of general education and basic skills, which are part of the general education requirements, rests with the Academic Council.
    3. Responsibility for assessment of students' personal and social development rests primarily with the Office of Student Affairs, with participation from academic and support units throughout the campus.
B. Operational outcomes assessment is to include services and programs of the college designed for and provided to faculty, staff, and students.
    1. Responsibility for assessment of specific services and programs rests with the individual departments.
    2. Responsibility for overall assessment of a division/department rests with the Director/Vice President.
C. Service Outcomes assessment is to include campus and community projects designed for student engagement on campus and out in the community.
    1. Responsibility for assessment of service outcomes rests with the Office of the Chaplain.

D. The Office of Institutional Effectiveness compiles data, carries out campus-wide surveys, assists with other data collection, and makes the results of these studies and other data available to the college community for assessment, planning and budgeting purposes.

DIVISION/DEPARTMENT PLANS

A. Each department (academic and operational) develops a plan for assessing outcomes. The plans (which are reviewed and revised yearly) are to consist of the following:
    1. The outcome objectives of the department.
    2. The criteria to be used to determine whether the outcome objectives are being met.
    3. The methods the department proposes to use to gather the information. The methods should yield findings which are sufficient to assess progress in meeting the objectives.
    4. The person(s) or groups responsible for gathering the information.
    5. A description of how the findings will be used in planning for the improvement of the program and/or services.
    6. A calendar for implementing the plan.
    7. Any budgetary implications for implementing the plan.
    8. How the outcome is related to the overall college Strategic Plan.
B. The plans are submitted to the appropriate Vice President. The plans are evaluated by the Executive Team, in consultation with other responsible individuals as necessary (See Appendix B).
C. Once the plan is approved, each department will submit continuous updates of its assessment activities as part of its year-end report to the appropriate Vice President and to the OIE.
D. Educational and administrative support units also undertake periodic self-studies and/or external reviews or have been subject to audit by external agencies.

GUIDELINES ON THE COLLECTION AND USE OF ASSESSMENT DATA

A. The process of data collection is a critical part of the college's continuous improvement strategy.
B. Students may be required to participate in assessment activities as stated in the *College Catalog 2017-2018, p. 55.*
C. Only summary information regarding the nature of assessment activities and results will be reported or publicly disseminated.
D. Assessment results are used to guide programmatic improvement and institutional reform.

ASSESSMENT OF DEGREE PROGAM OUTCOMES

Program outcomes are designed for students to achieve higher order intellectual skills and abilities that are developed for each degree program. Assessment of these outcomes occurs at the midpoint and end of each semester (dependent on each program calendar).

The process involves the development of student learning outcomes at the program level, offering courses that provide students with the opportunity to achieve these outcomes, assessing student achievement, curriculum mapping, and making use of assessment results to improve academic programs and achieving intended educational objectives.

The development of specific degree program outcomes at Hiwassee College has been and shall continue to be based on Bloom's Revised Taxonomy (Anderson and Krathwohl, 2001) in order to ensure consistency with outcomes at other U.S. universities and colleges. Each current and any new degree program shall have outcomes covering the entire range of cognitive skills, with the general pattern of bachelor degree programs having a preponderance higher-order level skills – *create*, *evaluate*, *analyze* – and associate degree programs having a preponderance of lower-order skills – *apply*, *understand*, *remember* (Valrie, 2016). Faculty proposing any other conceptual basis for program outcomes must present a written justification, subject to approval by the Director of Institutional Effectiveness and the Vice President for Academic Affairs.
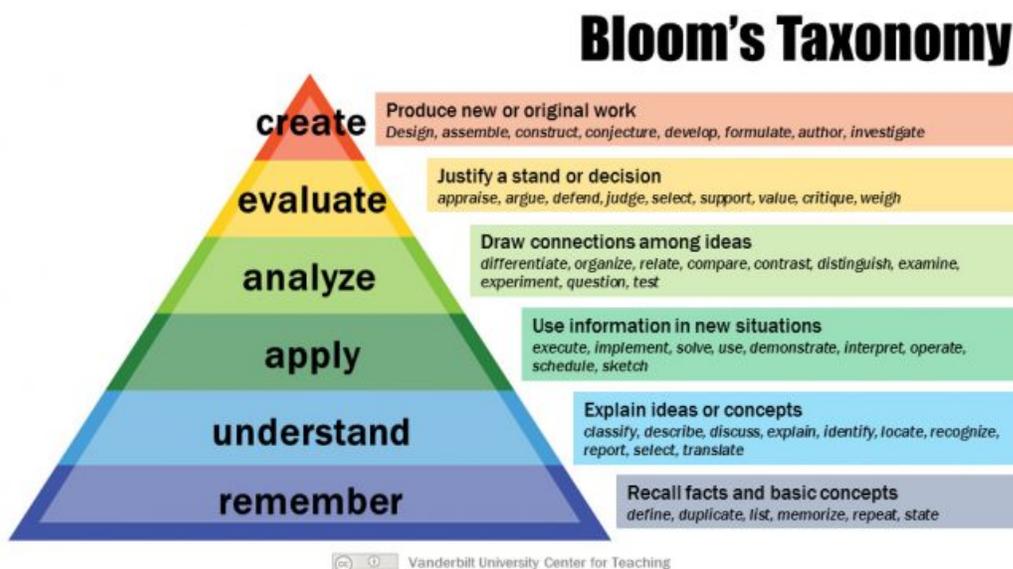
Faculty members are responsible for conducting assessment of student learning in their individual courses and using that data to improve the curriculum, teaching and evaluative procedures, and/or pedagogy of the course. All departments use two or more assessments of student learning and instructors employ various methods at the course level. Student learning outcomes are required for each course and are included in course syllabi. The college empowers all programs to design assessment tools in keeping with the standards and core practices of their disciplines, while reporting their processes and results to the appropriate Division Chair and to the Vice President for Academic Affairs.

At the program level, the Chairs of the Seven Centers of Excellence review the results of degree program assessment in their area for the year just completed and, starting 2018-2019, compile an *Annual Report of Degree Program Assessment* containing data summaries, suggested improvements, retention rates, graduation rates, and job placement rates. Each Chair submits the *Annual Report* to the Vice President of Academic

Affairs at the end of the school year. Over the summer, the Vice President of Academic Affairs and Director of Institutional Effectiveness will review the *Annual Reports* and confer with Chairs of the Seven Centers to determine if any suggested improvements require a revision to the curriculum and/or Assessment Plan. The VPAA / DIE will report on degree program assessment at a faculty meeting during the workshops prior to the beginning of the Fall semester and, if necessary, the VPAA will call for a faculty vote on improvements requiring a revision to the curriculum.

The college's assessment plan will document the use of such assessment efforts for each academic program within the divisions of Humanities and Fine Arts, English and Languages, Mathematics and Science, Business and Social Science, and Health/PE (See Appendix B).

ASSESSMENT OF GENERAL EDUCATION COMPETENCIES

Assessment of the College's general education core is an important part of the overall assessment plan and occurs at least once every semester.

The College has identified five general education competencies to be attained in reading, writing, oral communication, mathematics, and computer literacy *(College Catalog 2017-2018,* pp. 59-61). The General Education Core required hours vary from 37-43 semester credit hours for the associate degree programs, and 42-54 semester credit hours for the baccalaureate degree programs. The required subject areas include Basic Skills (Freshman Orientation, English 1010-1020, Communication 2120, Computer Information Science 1020); Mathematics/Science; Humanities or Fine Arts; Religion; Social or Behavioral Science; Physical Education; and Public Programs.

The College utilizes assessment tools such as the ETS Proficiency Profile Test for reading and mathematics, and internal tools to assess computer literacy, writing and oral communication. Courses designated to satisfy the general education requirements have been approved by the Academic Council and the Curriculum Committee. All faculty are required to include statements of general education learning outcomes on course syllabi. Annual review of course syllabi by the Instructional Improvement and Faculty Development Committee ensure that these general education student learning outcomes are being addressed.

CURRICULUM MAPPING

The institution conducts curriculum mapping as a means for all academic programs to insure that their course student learning outcomes and program student learning outcomes are aligned. The Vice President of Academic Affairs, partnered with the Division Chairs, Department Chairpersons and faculty, developed a matrix of SLO's and PSLO's for each program. (See Appendix C.) The use of curriculum mapping provides a coherent set of experiences leading to the development of desired knowledge and skills as students' progress through each program.

OPERATIONAL OUTCOMES ASSESSMENT

At the operational level, the college conducts periodic self-studies and external reviews of all departments, and administrative support departments also undertake self-studies and/or

external reviews or have been subject to audit by external agencies. Operational outcomes are objectives that influence the functioning of each department and are not directly related to student learning. These can include new procedures, efficiency in the workplace, monitoring, etc. The college's assessment plan will document the use of such assessment efforts for each department within the areas of Academic Affairs, Institutional Advancement, Enrollment and Management, Business Affairs and the Office of the President.

Operational outcomes are designed for each individual department to ensure the quality and continual improvement of duties/operations for these departments and are in support of the College Strategic Plan. Assessment of these outcomes occur on a quarterly basis (dependent on each department calendar). The process involves the development of operational outcomes by the positions stated in Appendix D. Additionally, each department assesses the level of achievement through benchmarking, surveys, internal/external audits, and making use of assessment results to improve administrative/academic areas and achieving intended operational objectives. The OIE offers training/workshops that provide staff with the opportunity to achieve these outcomes.

Each department is in charge of identifying/developing tools to assess operational outcomes, while reporting their processes and results to the appropriate Director and/or Vice President. Reports on operational outcomes are reviewed by the Vice President responsible for each department and recommendations are discussed at the President's Cabinet and Executive Team meetings. Changes to operational procedures are determined by the Executive Team as they relate to the College Strategic Plan. Modifications to operational procedures are documented and conveyed to the OIE for review and inclusion in revisions of the College Strategic Plan.

SERVICE OUTCOMES ASSESSMENT

In support of the institutional mission, the college conducts periodic self-studies and external reviews of all campus and community outreach projects. Service outcomes are objectives that influence the planning, organizing, and functioning of these campus and community projects and are not directly related to student learning and operational outcomes.

Service outcomes are developed to measure a project's impact on campus and community as well as the effect the project has on the individuals that participated. Assessment of these outcomes occur on a timely basis (dependent on the various campus entity's project schedule) with reports due at the end of the semester that the project took place. The process involves the development of service outcomes by the specific campus entities in coordination with the Chaplain and/or Office of Student Affairs. In addition, the Chaplain's duties include being the central point for recording and evaluating the service activities undertaken by the campus leadership and students. The Chaplain will generate and send a report to the appropriate campus entity for review. They will then use the report to make improvements for future campus or community projects. A summary of the report and improvements will be sent to the OIE for review and inclusion in revisions of the College Strategic Plan.

ASSESSMENT AND PLANNING AS LINKED TO BUDGETING

Assessment activities for measuring the effectiveness of the college resource allocation process begins with identifying which goals and objectives are prioritized for the coming fiscal year. This is a campus wide initiative as the various leadership groups of the college meet to evaluate the College Strategic Plan and determine future directions for the college. It may mean shifting faculty or staff workloads and responsibilities as new initiatives develop, determining the most significant facilities modifications needed, setting targets for energy saving initiatives, development of new academic programs, developing replacement plans for campus technology, and other initiatives having an impact on the budgeting process.

An important component of this integrated planning, assessment, and resource allocation process involves the implementation of action plans (strategies) to help facilitate the institutional goals of the College Strategic Plan. This involves broad representation across the college as the review and, if necessary, the revision of the college's goals and objectives occur. Action plans (strategies) are designed to facilitate each objective and reviewed for possible funding as part of the planning and budgeting cycle. Each action plan includes a budget implication and shows how it supports the goals of the College Strategic Plan.

EVALUATION OF POLICIES

Hiwassee College annually reviews all policies for consistency with federal and state laws and regulations as well as Board of Trustees Policies (see Appendix A – Assessment Calendar). The Office of the President calls for the review of the Policy Directive Manual by all departments. Any corrections, additions, or deletions are brought before their department's respective Vice President. Each Vice President will bring the proposed revisions to be reviewed before the Executive Team for approval. Once approved the Executive Team will send the approved revisions to the Board of Trustees for final approval and publication. (See Appendix E for more information)

EVALUATION OF PUBLICATIONS

Hiwassee College annually reviews all publications for accuracy, clarity, and integrity (see Appendix A – Assessment Calendar). At the department level, faculty/staff review their publication materials, and bring forward any information regarding corrections, additions, or deletions to their respective Vice President/Director. The Vice President/Director prepares the documents to be reviewed by the Executive Team. Major decisions on changes to the publications are noted in the Executive Team minutes. The President will have final approval of all major publications prior to printing and distribution. (See Appendix F and Appendix G for more information regarding the evaluation process.)
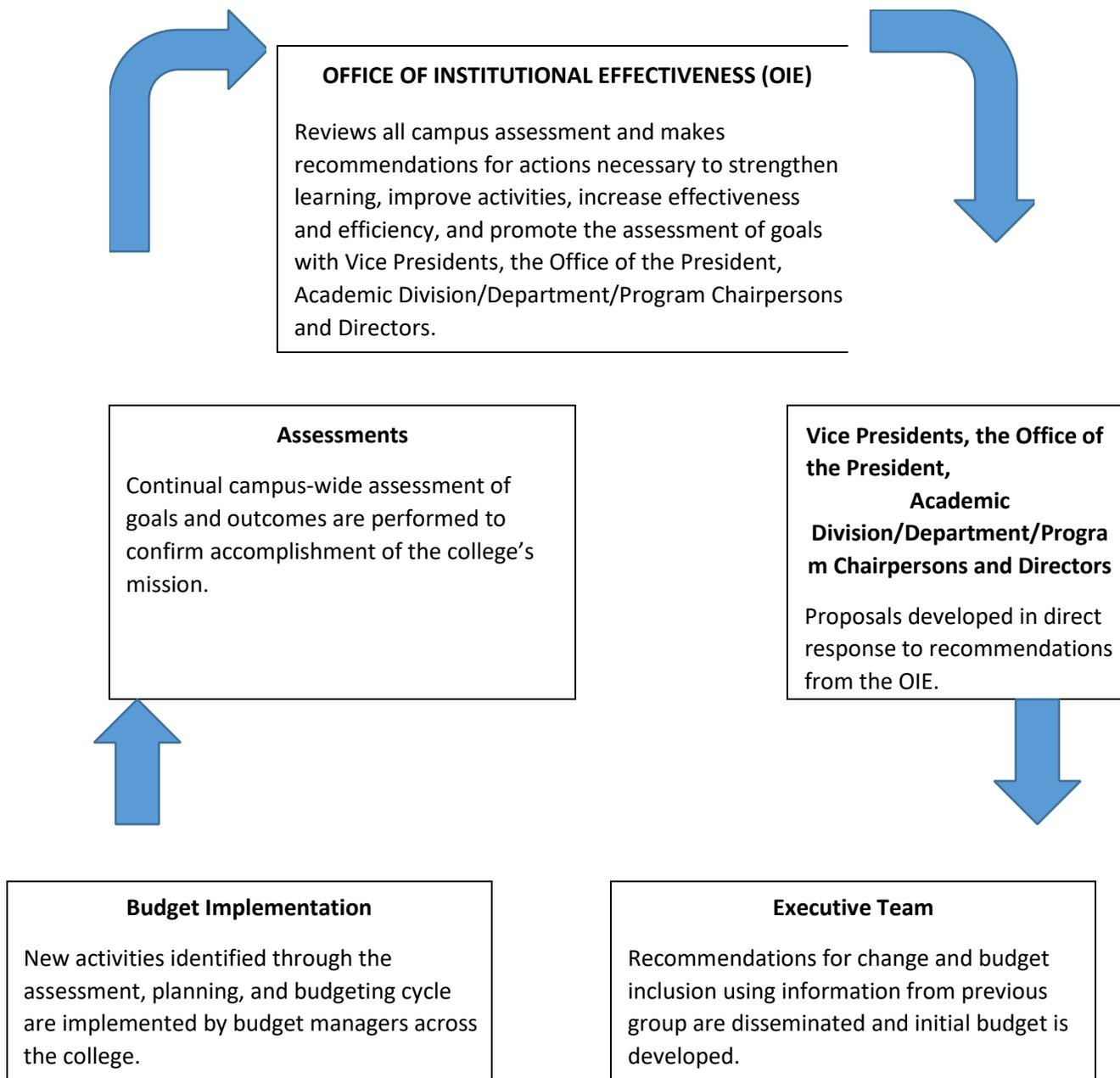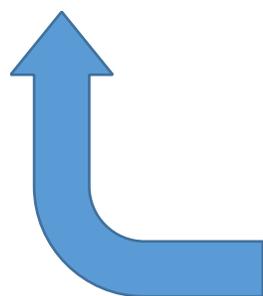
SUMMARY OF ASSESSMENT

Hiwassee College develops and implements an assessment process that evaluates overall effectiveness in: (1) achieving the mission and goals; (2) implementing planning; (3) providing services; and (4) demonstrating that institutional processes and resources support student-centered outcomes. The overview of assessment related activities that address these themes is

documented in the College Strategic Plan, the Academic Plan, the Planning and Assessment Calendar, and the Budget Planning Process.

APPENDIX A
PLANNING, ASSESSMENT, AND BUDGET PROCESS FLOW CHART AND CALENDAR

OFFICE OF INSTITUTIONAL EFFECTIVENESS (OIE)

Reviews all campus assessment and makes recommendations for actions necessary to strengthen learning, improve activities, increase effectiveness and efficiency, and promote the assessment of goals with Vice Presidents, the Office of the President, Academic Division/Department/Program Chairpersons and Directors.

Assessments

Continual campus-wide assessment of goals and outcomes are performed to confirm accomplishment of the college's mission.

Vice Presidents, the Office of the President, Academic Division/Department/Program Chairpersons and Directors

Proposals developed in direct response to recommendations from the OIE.

Budget Implementation

New activities identified through the assessment, planning, and budgeting cycle are implemented by budget managers across the college.

Executive Team

Recommendations for change and budget inclusion using information from previous group are disseminated and initial budget is developed.

Budget Review and Approval Process

Budget is communicated to all budget managers for review and feedback and then sent to the Finance Committee of the Board for approval.
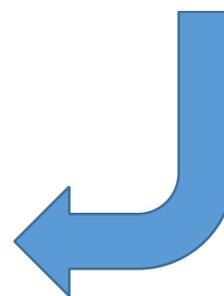
Month	College-Wide	Department	Assessments
July	*Strategic Planning Retreat *Revision/extension of HC Strategic Plan *Review past year fiscal outcomes *Progress reports for Strategic Goals *Review outcomes of functional unit services *Review of college publications	*Department/division summary reports due to appropriate vicepresidents *VP's prepare reports for Planning Retreat prior to 2nd week in July *Designated offices review *Student Handbook, Employee Handbook, Catalog,* Website, brochures and other marketing pieces.	
August	*Revision of the Strategic Plan *Faculty/Staff Workshop *Presentation of goals for the new academic year	*Planning, Budgeting and Assessment committees formed *Standing college committees appointed *Faculty and staff performance goals due.	
September	*Review revenue projections for current academic year based on fall enrollment (SeptemberNovember)	*Review and revise as necessary department plans (SeptemberNovember)	*Collect data from IR on faculty, enrollment, cost, majors, revenue stream, etc.
October	*External finance audit completed *Present information to Board of Trustees for approval including the Strategic Plan		*Assessment of Sophomores and Seniors using the ETS Proficiency Profile Test. *Conduct the Student Satisfaction Survey for all students.

November		*Conduct assessment of faculty and courses by students (November-December) *Division/department managers review reports as necessary. *Submit to OIE by December 15	*Student evaluation of courses and instructors
December	*Fiscal year comparisons of revenue and expenditures.	*Conclude collection of assessment data for fall semester. *Collect data on students completing degree requirements in December.	*Student evaluation of courses and instructors.
January	*Vice President for Business Affairs issues a budget call to all Executive Team members and provides the budget submission forms.	*Submit any revisions to department/division plans including adjusted budget proposals, changes in initiatives, etc. to appropriate Vice Presidents or department director and directly link to the Strategic Plan. (January – February) *Update facilities master plan – review fall term reports on maintenance, housekeeping, and grounds and report findings to Executive Team	
February	*After consultations, Executive Team members submit budget forms to the Vice President for Business Affairs.	*Vice President for Business Affairs assembles a college wide budget request.	*Alumni survey *Board of Trustees survey

March	*Copies of the budget request are distributed to all Executive Team members. *Executive Team meets with the President to develop a balanced budget which supports the Strategic Plan. *Budget is then submitted to the Board of Trustees for adjustments and/or approval. *Review of all institutional policies	*Departments and divisions review annual goals and strategies *Propose revisions and begin working on goals for next academic year *Conduct standardized and institutionally developed assessment of student learning outcomes, student engagement, etc. *Conduct assessment of faculty and staff engagement. *Executive Team reviews/updates institutional policies	*Student Satisfaction Survey *ETS Proficiency Profile Test *Faculty Adviser Evaluation *Faculty and Staff Satisfaction Surveys *Library and Technology survey
April	*Mission Statement and Biblical Foundations reviewed/approved by Board of Trustees *Present any new policies for review and approval *Institutional budget approved by BOT	*Analyze data from campus-wide assessment *Prepare reports for OIE	*Student evaluation of courses and instructors
May	*Begin data collection for external financial audit *Begin review of Strategic Plan – short and long-term plans *Executive Team members distributes to department heads the approved budget.	*Reports of outcomes assessment for academic programs provided to division chairs, program directors, etc. *Faculty evaluation conferences (May-June) *Administrative and staff evaluations (May-June)	*Graduating sophomore and senior survey *Faculty development portfolio *Self-evaluation rubric *Progress report on goals, etc. *Performance reviews

| June | *Fiscal year ends June 30

*Data collection for external financial audit | *Annual summary reports of all departments and divisions as related to individual and campuswide Strategic Plans prepared for submission to OIE for review (June-July)

*Program and departmental scans completed and presented to the appropriate Vice President and OIE (June-July)

*Updated facilities master plan – review reports and present information to the Executive Team

*Review athletic programs – number of participants, percent of total enrollment, cost per student, institutional aid, etc. and report to the OIE and Executive Team | *Facilities Master Plan

*Statistical report on athletic programs |

Annual Assessment Report

Degree Program: _____Academic Year:_____

OVERVIEW: *(Describe-Summarize progress on assessment over the academic year just completed)*

Program Outcomes	Assessment Measures/Results*	Improvement Suggestions*

If no assessment measure/results or improvement suggestions were developed for a program outcome during the academic year just finished, please indicate at what stage the program outcome is in the assessment cycle.
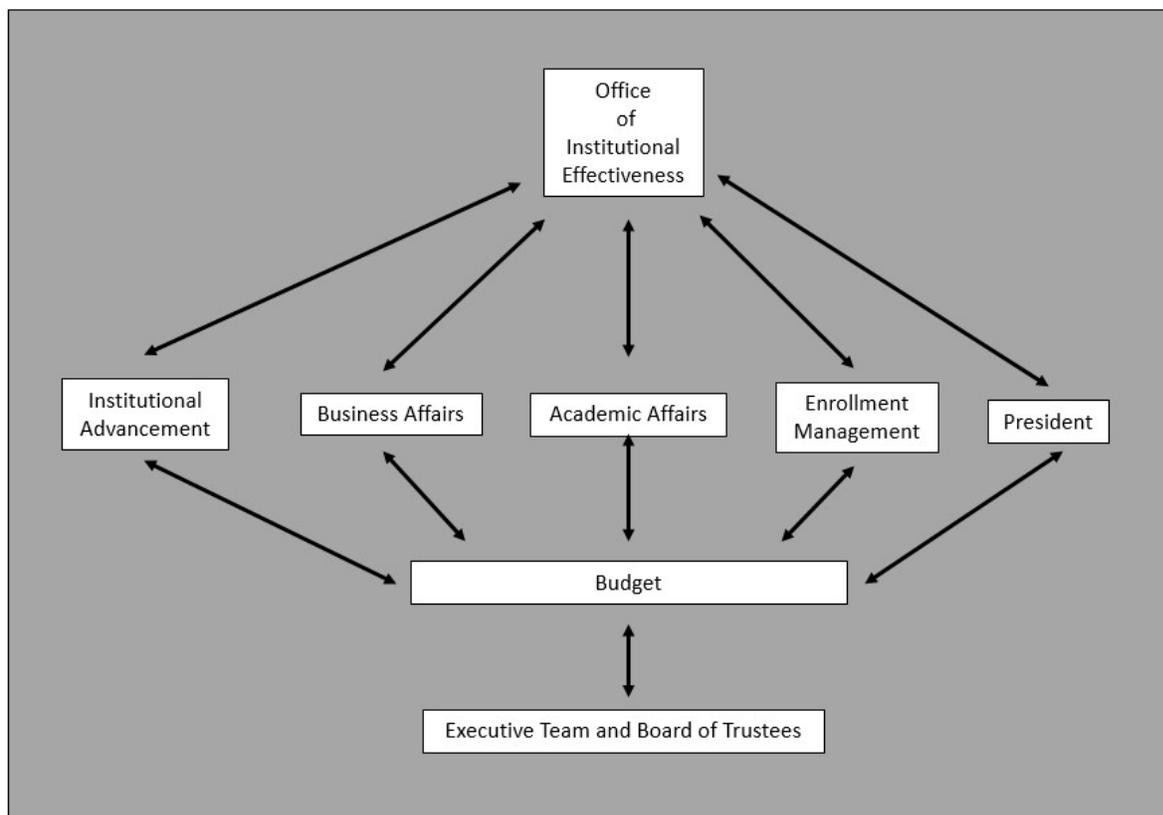
Academic Year	Number of students in program	Course completion rate	Retention rate	Number of graduates	Licensing pass/fail rate	Job placement rate

Attachments: *(e.g. Data Sets, Committee Agenda/Minutes, Email Communication)*

Submitted by: _____ Date: _____

APPENDIX C

CURRICULUM MAPPING

Curriculum mapping makes it possible to determine (1) where within the curriculum degree program outcomes are addressed, (2) whether or not courses support the curriculum designed in the major, and (3) whether the degree program outcomes are aligned with the curriculum, i.e., whether degree program outcomes are supported by course learning outcomes and by course.

Program:_____DEGREE_____

Program Level: Bachelor (BS/BA) or Associate (AS/AA/AAS)

Course ID (e.g. MATH 1130)	BS/BA Outcome 1	BS/BA Outcome 2	BS/BA Outcome 3	BS/BA Outcome 4	General Education Competencies

APPENDIX D
Department Flow Chart

All assessment efforts operate within the College Strategic Plan.

Academic Affairs	Business Affairs	Enrollment Management	Institutional Advancement	Office of the President
• Vice President for Academic Affairs • Registrar • Director of Institutional Effectiveness • Academic Programs Outcomes • General Education Competencies • Academic Support Services • Director of Dental Hygiene	• Vice President for Business Affairs • Director of Maintenance & Housekeeping • Director of Food Services • Director of Security	• Vice President for Enrollment Management • Director of Financial Aid • Director of Student Affairs • Chaplain	• Vice President for Institutional Advancement • Coordinator of Alumni Affairs	• President of Hiwassee College • Athletic Director

APPENDIX E

Policy Directive 1601

TITLE: Policy Directive System (PD 1601)

PURPOSE: To clarify the format and procedures for the establishment and maintenance of the Hiwassee College Policy Directives Systems.

POLICY: All policies, regulations and guidelines, insofar as possible, shall be clearly set forth in writing and shall be systematically codified in a Policy Directives Manual.

PROCEDURES:

1. Each issuance shall follow the format of this directive.
2. Any Hiwassee College faculty, staff, administrator, organization or student may propose a policy. The proposed draft will be routed through the appropriate vice president as determined by the organization's structure. Student organizations will route proposed policy directives through the Director of Housing and Student Life.
3. The vice president will submit the proposed policy statement to the Executive Assistant to the President for a preliminary check to prevent duplication and for the assignment of a PD number and log control code.
4. The Executive Team will review the policy, as appropriate and discuss the policy with appropriate persons on campus.
5. Revisions to the approved policy statements will be submitted using the same guidelines. Revisions can be made at any time, but the policy statement must be reviewed and updated by the originating office on the date specified in the policy statement.
6. Policy statements should be brief but sufficiently detailed to provide complete instructions.
7. All policy statements must be consistent will federal and state laws and regulations as well as Board of Trustee policies.
8. Executive Team members are responsible for ensuring all individuals in the division are aware of the policy statement requirements and that procedures are devised to ensure implementation.
9. The following elements must be included in each policy directive:
   a. <u>Title</u>: a brief, descriptive name which clearly identifies the subject.
   b. <u>Originating Office</u>: the academic division, staff office, or organization originating the directive.
   c. <u>Author</u>: person who wrote the directive and who can be contacted for information.
   d. <u>Effective</u>: date the proposed policy is to be placed in effect.
   e. <u>Purpose</u>: a brief statement, which explains what is to be accomplished by the policy statement.
   f. <u>Procedures</u>: the procedures to be followed.

12. A Directive System Manual will be maintained on Hiwassee College Website**.**

APPENDIX F

Policy Directive 7001

TITLE: College Publications (PD 7001)

PURPOSE: To establish criteria and procedures for evaluating, revising and approving college publications including the areas of admissions, advancement, academics, employee and student handbooks, and safety and disaster manuals.

POLICY: College publications will be reviewed for accuracy, clarity, and integrity. This review, revision, and approval process will be conducted through proper administrative channels, and will fall under the responsibility of the appropriate administrative officer.

PROCEDURES:
1. Admissions
   a. Hiwassee recognizes the importance of producing recruiting and admissions materials that honestly and accurately portray the college.
   b. Development of admissions publications is the responsibility of the Director of Admissions.
   c. Brochures, view books, and other materials are reviewed annually by the admissions staff, using information gathered during college fairs and input from various audiences for whom publications are prepared.
   d. The Director of Admissions prepares publications for review by members of the Executive Team, solicits bids for printing, and submits budget requests for publication.
   e. Students participate in the evaluation of publications as to accuracy and honesty in portraying the college by way of responding to related questions on the annual Student Satisfaction Survey.
   f. Major decisions regarding publications for admissions are noted as appropriate in the minutes of the Executive Team.

2. Advancement
   a. Institutional Advancement Office publications such as the newsletters, annual and major fund raising campaign materials, the Alumni Directory, etc. are the responsibility of the Vice President for Advancement.
   b. Institutional Advancement Office publications are reviewed annually by the Director of Institutional Advancement and the Administrative Assistant.
   c. The Hiwassee College seal is solely reserved for the use by the college and is the property of the college. Anyone using the Hiwassee College name, seal or brand must be approved by the Office of Institutional Advancement or have received prior approval from that office to do so.

    d.   The Director of Institutional Advancement prepares publications for review by members of the Executive Team as necessary, solicits bids for printing, and submits budget requests for publication.

3. College Catalog
   a. The College Catalog is published every two years in late spring/early summer.
   b. Development of the College Catalog is the responsibility of the Vice President for Academic Affairs.
   c. Prior to issuing a new catalog, members of the Executive Team are given sections of the catalog to review and update. All areas of the catalog are reviewed as to currency, accuracy, appropriateness, etc. Major revisions such as those related to mission and purpose, educational focus, and financial policies are reflected in the minutes of the Executive Team meetings.
   d. Division Chairs work with their faculty members to review curricula, educational goals, and other academic policies recorded in the catalog.
   e. Information regarding corrections, additions or deletions is turned in to the Vice President for Academic Affairs.
   f. An editor, selected by the Vice President for Academic Affairs prepares the catalog proof for review by each major department.
   g. The catalog is reviewed annually for updating financial information as an addendum or making other necessary alterations between publication cycles. Students are asked to respond on the Student Satisfaction Survey as to the accuracy of the College Catalog and other admissions publications.

4. Student Handbook
   a. Development of the Student Handbook is the responsibility of the Associate Vice President for Enrollment Management.
   b. The Student Handbook is reviewed and updated annually and given to all new students at the beginning of the fall semester – either in hard copy, as a CD, or online. Students registering as new students in the spring or summer terms are also given access to the Student Handbook.
   c. Any updates regarding policies related to student rights and responsibilities are reviewed by the appropriate administrators. Revisions of a substantial nature involving major changes in mission, rights and responsibilities are noted in the minutes of Executive Team meetings.
   d. The Student Handbook is developed and produced "in house" and is a part of the regular student affairs budget.

5. Safety/Disaster Manual
   a. Development of the Safety/Disaster Manual is the responsibility of the Vice President for Business Affairs with significant input from the Physical Facilities and Safety Committee.

b. The Manual is reviewed and updated bi-annually, making changes as necessary to implement current OSHA, EPA, and other governmental agencies' regulations and to ensure that accurate contact information regarding personnel and phone numbers is included.

c. The Safety/Disaster Manual is distributed in electronic version to campus personnel and is available in hard copy in administrative offices, residence halls, gymnasium, library, student center/dining hall, maintenance facility, and other sites on campus where appropriate.

d. The Safety/Disaster Manual is developed and produced "in house" and is a part of the regular general institutional budget.

e. The Executive Team reviews the Safety/Disaster Manual and any major changes in policy are noted in the minutes of the Executive Team meetings.

6. Employee Handbook
   a. Development of the Employee Handbook is the responsibility of the Office of the Vice President for Business Affairs with the assistance from the Vice President for Academic Affairs with respect to faculty policies.
   b. The Employee Handbook is reviewed annually soliciting input from various groups represented in the Handbook including: President's Office, Vice President for Academic Affair's Office, Business Office (Human Resources.
   c. Minor updates such as holidays and committee appointments are disseminated through e-mail updates, therefore eliminating the need to reprint the entire Handbook. The three-ring binder allows for easy insertion of updates.
   d. The Executive Team reviews the Employee Handbook and any major changes are noted in the minutes.

7. Approval process: It will be the responsibility of the appropriate administrative officer to ensure that the approval process for publications in his/her area is followed and that it is put on the Executive Team agenda for approval and documentation in the minutes. The President will have final approval of all major publications prior to printing and distribution.

8. College publications will be updated on a regular schedule. For changes that may occur between publication dates, administrators, faculty, staff, and students should refer to the college Website for the most current information.

APPENDIX G

Policy Directive 7003

TITLE: Review of Publications for Consistency (PD 7003)

PURPOSE: To provide a regular review of college publications to assure consistency.

POLICY: The Executive Team will review college publications as they are produced to assure consistency in description of the college, the explanation of its policies, and the ethical values and standards.

PROCEDURES:

1. The office preparing a publication shall submit to the Executive Team a draft of the copy to be included in the publication.
2. Each Executive Team member will review the copy, noting any concerns regarding consistency. The comments will be returned to the office preparing the copy for adjustment and final approval will be **made** by the Executive Team.