



## **REFERRAL REPORT**

### **RESPONSE TO SACSCOC FIFTH-YEAR INTERIM REPORT**

**Name of Institution:** Dalton State College

**Address of the Institution:** 650 College Drive, Dalton, GA 30720

**Name, title, contact numbers of person(s) preparing the report:**

Henry M. Codjoe, Ph.D.

Director of Institutional Research and Effectiveness

Accreditation Liaison

706-272-4406

**Signatures Attesting to Integrity**  
***(Applicable to all institutions)***

By signing below, we attest that **Dalton State College** has conducted an honest assessment of compliance and has provided complete and accurate disclosure of timely information regarding compliance with the identified Core Requirements, Comprehensive Standards, and Federal Requirements of the Commission on Colleges.

Date of Submission: **September 9, 2019**

**Accreditation Liaison**

**Name of Accreditation Liaison**

**Henry M. Codjoe, Ph.D.**  
**Director, Institutional Research and Effectiveness**



---

**Signature**

**Chief Executive Officer**

**Name of Chief Executive Officer**  
**Margaret Venable, Ph.D.**



---

**Signature**

## General Directions for the Referral Report

The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Committee on Fifth-Year Interim Reports reviewed the institution's compliance with select standards of the *Principles of Accreditation (Principles)* outlined in the SACSCOC Fifth-Year Interim Report. Based only on those reviewed standards, the institution is requested to submit a Referral Report due **September 9, 2019**, addressing the following referenced standards of the *Principles* identified below.

**Definition.** This report addresses continued concerns of compliance identified by the Committee on Fifth-Year Interim Reports and referred to the SACSCOC Board of Trustees.

**Audience.** The Referral Report is reviewed by SACSCOC Board of Trustees and is subject to the review procedures of the Commission's standing committees, including the initiation of a monitoring period, the imposition of a sanction, or a change of accreditation status.

**Report Presentation.** Structure the response so that it addresses the concerns described in the letter from the SACSCOC President in the order that they appeared. For each standard cited, (1) restate the number of the Core Requirement or Standard exactly as it appeared in the letter; (2) cite verbatim the current request of the Commission that is related to the standard cited (reference notification letter from the President of SACSCOC); and (3) prepare a response to the finding.

**Due Date.** The Referral Report is due on the date specified in the notification letter sent by the SACSCOC President. Requests for extensions to the date must be made to the President at least two weeks in advance of the original due date. (*See SACSCOC policy "Deadlines for Submitting Reports."*)

**Number of Copies.** See the letter from the President of SACSCOC requesting the Report.

Guidelines for the Referral Report are enclosed. Because it is essential that institutions follow these guidelines, **please make certain that those responsible for preparing the report receive the document. When submitting your report, please send five (5) copies to your SACSCOC staff representative.**

Reports requested by the Committee on Fifth-Year Interim Reports will be forwarded to the Committees on Compliance and Reports (C & R), standing committees of SACSCOC Board of Trustees, for action at the meeting immediately following the due date of the Referral Report. The review by C & R will begin a two-year monitoring period within which your institution must document compliance with all the above referenced standards.

# Response to Commission Request Addressing Referenced Standards

## Table of Contents

<b>Section 5: Administration and Organization</b>	
Standard 5.4 (Qualified Administrative/Academic Officers) .....	2
<b>Section 10: Educational Policies, Procedures, and Practices</b>	
Standard 10.3 (Archived Information) .....	17
Standard 10.9 (Cooperative Academic Arrangements) .....	18
<b>Section 13: Financial and Physical Resources</b>	
Standard 13.8 (Institutional Environment) .....	26
<b>Section 14: Transparency and Institutional Representation</b>	
Standard 14.1 (Publication of Accreditation Status) .....	35

## Section 5: Administration and Organization

- |   |
|---|
| 5.4 The institution employs and regularly evaluates administrative and academic officers with appropriate experience and qualifications to lead the institution.<br><i>(Qualified administrative/academic officers)</i> |
|---|

### **Commission Comments and Request:**

#### **Standard 5.4 (Qualified administrative/academic officers)**

*This standard expects an institution to employ administrative and academic officers with appropriate experience and qualifications to lead the institution. Further, this standard expects an institution to evaluate those administrative and academic officers regularly.*

No evidence was presented that demonstrated that the institution has followed its policy for evaluating officers. The institution should demonstrate that it regularly evaluates administrative and academic officers.

### **Dalton State Response:**

Following a reorganization of the College in 2007-2008, the eight academic divisions were restructured into five schools. The academic and administrative personnel of Dalton State College are comprised of the president, the chief of staff, the provost and vice president for academic affairs, the vice president for student affairs and enrollment management, the vice president for fiscal affairs, the assistant vice president for fiscal affairs, five deans, one associate dean, two assistant deans, one dean of students, 10 department chairs, 23 directors, 10 assistant directors, one executive director, two associate directors, one registrar, and four coordinators, all of whom are qualified officers with the education, experience, competence, and capacity to lead the institution [1].

Dalton State's administrative and academic officers are highly qualified for their positions, and each holds the educational background, experience, and competence necessary to fulfill his or her responsibilities. The institution is committed to attracting and retaining well qualified and diverse administrators to support the institutional mission and goals. The College thus conducts a thorough review of each officer's credentials and abilities before hiring, including a background check. The College's administrative officers are also evaluated annually by their respective supervisors. Personnel information for all employees, including administrative and academic officers, is available at the Human Resources Office. The administrative and academic officers are also listed in the College's [Catalog](#) [2].

The President functions as the chief executive officer and is responsible for ensuring that Dalton State College fulfills its mission successfully and efficiently. With more than 28 years of experience in higher education, President Margaret H. Venable serves as Dalton State College's 5th President and first female president, assuming her permanent position on September 15, 2015. Prior to accepting the appointment at Dalton State, she served as Provost and Vice President for Academic Affairs at Gordon State College (Barnesville, Georgia).

The senior administrative leadership team (the President's Executive Cabinet) advises the President and serves as the senior policy and decision-making body. The senior leadership team is made up of five members: the President, Chief of Staff, Provost and Vice President for Academic Affairs, Vice President for Student Affairs and Enrollment Management, and Vice President for Fiscal Affairs. The Provost and Vice President for Academic Affairs serves as the chief academic officer of the institution and has over 19 years of experience in higher education.

The duties and responsibilities of the President and senior administrative leadership team (President’s Executive Cabinet and President’s Administrative Cabinet) are outlined in [Article II and Article III in the Dalton State Statutes](#) [3]. Position descriptions and resumes for the President’s Executive Cabinet members as well as her Administrative Cabinet indicate all are qualified administrative and academic officers with the experience, competence, and capacity to lead the institution. Table 5.4.1 lists the individuals serving as the Executive Cabinet.

**Table 5.4-1  
Executive Cabinet**

<b>Name</b>	<b>Title</b>	<b>Responsibilities</b>	<b>Educational Qualifications</b>	<b>Experience</b>
<a href="#">Margaret Venable</a>	President	Job Description – President [4]	Ph.D., Science Education, Georgia State University	Provost and Vice President of Academic Affairs, Gordon State College  Vice President and CEO, Oconee Campus, Gainesville State College  Assistant Vice President for Early Colleges and Academic Initiatives, Office of Academic Affairs, Georgia Perimeter College
<a href="#">Jon Jaudon</a>	Interim Chief of Staff	Job Description – Chief of Staff [5]	M.S., Education, University of Florida	Athletic Director, Dalton State College  Associate Athletics Director for Administration, Virginia Tech  Assistant Athletics Director for Student Services/Academic Counselor, University of Texas – Austin
<a href="#">Patricia Chute</a>	Provost and Vice President for Academic Affairs	Job Description – Provost [6]	Ed.D., Audiology, Columbia University	Dean, School of Health Professions, New York Institute of Technology  Professor and Founding Dean, School of Health and Natural Sciences, Mercy College, New York

**Table 5.4-1  
Executive Cabinet**

<b>Name</b>	<b>Title</b>	<b>Responsibilities</b>	<b>Educational Qualifications</b>	<b>Experience</b>
<a href="#">Jodi Johnson</a>	Vice President for Student Affairs and Enrollment Management	Job Description - Vice President for Student Affairs and Enrollment Management [7]	Ed.D., Higher Education Administration, East Tennessee State University	Director of Admissions, Reinhardt College  Director of Admissions and Recruitment, Assistant Director of Financial Aid, Cleveland State Community College
<a href="#">Nicholas Henry</a>	Vice President for Fiscal Affairs	Job Description – Vice President for Fiscal Affairs [8]	M.S., Accounting, Kennesaw State University	Assistant Vice President for Fiscal Affairs, Dalton State College  Director of Accounting, Dalton State College  Internal Auditor, University System of Georgia

The following list provides a summary of all the individuals serving as administrative and academic officers, with their educational qualifications and years of experience in higher education. The resumes of these officers, which provide details of position descriptions/responsibilities and qualifications, are included as documentation in this report. The College’s [organizational chart](#) delineates the reporting relationships for the senior administrative and academic officers.

**Office of the President**

Executive Cabinet

***Margaret Venable, President*** [9]

Ph.D., Science Education, Georgia State University, 1996; 29 years of experience in higher education.

***Patricia Chute, Provost and Vice President for Academic Affairs*** [10]

Ed.D., Audiology, Columbia University, 1993; 19 years of experience in higher education.

***Nicholas Henry, Vice President for Fiscal Affairs*** [11]

M.S., Accounting, Kennesaw State University, 2014; 17 years of experience in higher education.

***Jon Jaudon, Interim Chief of Staff*** [12]

M.S., Education, University of Florida, 1985; 34 years of experience in Athletics Administration.

## **Office of the President** (Cont'd)

### Executive Cabinet

*Jodi Johnson, Vice President for Student Affairs and Enrollment Management* [13]  
Ed.D., Higher Education Administration, East Tennessee State University, 2011; 28 years of experience in higher education.

## **Office of the Chief of Staff**

*Jon Jaudon, Interim Chief of Staff* [12]  
M.S., Education, University of Florida, 1985; 34 years of experience in Athletics Administration.

*Saif Alsafer, Interim Intercollegiate Athletic Director and Director of Soccer* [14]  
M.S., Recreation and Sports Sciences, Ohio University (Athens, OH), 2018; 6 years of higher education experience in athletics coaching and administration.

*Henry Codjoe, Director of Institutional Research and Effectiveness* [15]  
Ph.D., Educational Policy Studies, University of Alberta, 1997; 22 years of experience in higher education.

*David Elrod, Director of Institutional Advancement* [16]  
B.A., History, Berry College, 1999; 14 years of experience in higher education.

*Valarie Pratt, Director of Government and External Relations* [17]  
B.A., History, Dalton State College, 2011; 1 year of experience in higher education.

*Philip Schlesinger, Director of Marketing* [18]  
M.B.A., International Management, Thunderbird School of Global Management, 1982; 10 years of experience in higher education.

## **Academic Affairs**

*Patricia Chute, Provost and Vice President for Academic Affairs* [10]  
Ed.D., Audiology, Columbia University, 1993; 19 years of experience in higher education.

*Kerri Allen, Chair of the Department of English* [19]  
Ph.D., English, Georgia State University, 2009; 17 years of experience in higher education.

*Tammy Byron, Chair of the Department of History* [20]  
Ph.D., History, University of Arkansas, 2008; 14 years of experience in higher education.

*Robin Cleeland, Chair of the Department of Social Work* [21]  
Ph.D., Social Work, Florida State University, 2006; 29 years of experience in higher education.

*Richard Collison, Chair of Department of Physical Sciences* [22]  
Ph.D., Organic Chemistry, The University of Alabama, Tuscaloosa, 1999; 26 years of experience in higher education.

*Jamie Connors, Assistant Dean of the C. Lamar and Ann Wright School of Business* [23]  
M.B.A., Accounting, University of Central Florida, 1988; 8 years of experience in higher education.

## **Academic Affairs** (Cont'd)

*Michael D'Itri, Associate Dean of the C. Lamar and Ann Wright School of Business [24]*  
Ph.D., Operations Management, Michigan State University, 1994; 29 years of experience in higher education.

*Sylvia Driver, Chair of the Nursing Department [25]*  
D.N.P., Nursing, South University, 2017; 11 years of experience in higher education.

*Randall Griffus, Dean of the School of Science, Technology and Mathematics [26]*  
Ph.D., Mathematics, Auburn University, 1996; 25 years of experience in higher education.

*Richard Hambrock, Chair of the Department of Technology and Mathematics [27]*  
Ph.D., Mathematics, The Ohio State University, 2007; 12 years of experience in higher education.

*Marilyn Helms, Dean of the C. Lamar and Ann Wright School of Business [28]*  
D.B.A., Management, University of Memphis, 1987; 31 years of experience in higher education.

*Sharon Hixon, Dean of the School of Education [29]*  
Ph.D., Theory and Practice of Education, ESOL, University of Tennessee, 2008; 25 years of experience in higher education.

*Elizabeth Hutchins, Director of Advising [30]*  
M.S., Engineering, The University of Texas at Austin, 1993; Academic Advising Graduate Certificate, Kansas State University, 2016; 21 years of experience in higher education.

*Gina Kertulis-Tartar, Dean of the School of Health Professions [31]*  
Ph.D., Soil and Water Science, University of Florida, 2005; 19 years of experience in higher education.

*Tracey May, Coordinator for Extended Campus – Gilmer Campus [32]*  
M.Ed., Higher Education Administration, Georgia Southern University, 2017; 10 years of experience in higher education.

*Mary Nielsen, Dean of the School of Liberal Arts [33]*  
Ph.D., Curriculum and Instruction, University of Florida, 1988; 42 years of experience in higher education.

*Lee Ann Nimmons, Assistant Dean, School of Science, Technology, and Mathematics [34]*  
Ph.D., Mathematics Education, Georgia State University, 1997; 27 years of experience in higher education.

*Vince Postell, Director of Learning Support [35]*  
Ph.D., Mathematics, Georgia Institute of Technology, 1990; 27 years of experience in higher education.

*Marina Smitherman, Chair of Department of Life Sciences [36]*  
DPhil (Ph.D.), Clinical Medicine, University of Oxford, 2005; 19 years of experience in higher education.

*Barbara Tucker, Chair of the Department of Communication [37]*  
Ed.D., Adult Learning and Organizational Leadership, University of Georgia, 2015; 39 years of experience in higher education.

## **Academic Affairs** (Cont'd)

*Adam Ware, Director of the Bandy Heritage Center* [38]

Ph.D., American Religious History, Florida State University, 2014; 12 years of experience in higher education.

*Susan West, Chair of the Department of Allied Health* [39]

Ed.D., Higher Education Leadership, Northcentral University, 2016; 35 years of experience in higher education.

*Melissa Whitesell, Director of Library Services* [40]

M.L.S., Library Science, Indiana University/Purdue University, 2002; 11 years of experience in higher education.

*James Wright, Chair of the Department of Social Sciences* [41]

Ph.D., Sociology/Criminal Justice, University of Tennessee, 2010; 18 years of experience in higher education.

## **Student Affairs and Enrollment Management**

***Jodi Johnson, Vice President for Student Affairs and Enrollment Management*** [13]

Ed.D., Higher Education Administration, East Tennessee State University, 2011; 28 years of experience in higher education.

*Garrett Burgner, Executive Director of Health and Wellness* [42]

M.S., Recreation Administration, Middle Tennessee State University, 2002; 21 years of experience in higher education.

*Jami Hall, Dean of Students* [43]

Ed.D., Educational Leadership, Georgia Southern University, 2016; 16 years of experience in higher education.

*Quincy Jenkins, Director of Hispanic/Latino Outreach* [44]

M.A., Education (Spanish/Linguistics), Illinois State University, 2009; 9 years of experience in higher education.

*Carol Jones, Director of Financial Aid and Veteran Services* [45]

M.P.A., Public Administration, Kennesaw State University, 2001; 23 years of experience in higher education.

*Katherine Logan, Director of Admissions* [46]

M.S., Higher Education Administration, Georgia Southern University, 2016; 11 years of experience in higher education.

*Brynn Munro, Director of Student Enrollment Communication* [47]

M.Ed., Higher Education Administration, Georgia Southern University, 2017; 8 years of experience in higher education.

*Timothy Reilly, Director of Residence Life* [48]

M.Ed., Higher Education Administration, University of Alabama, 2010; 12 years of experience in higher education.

*Robert Wingfield, Registrar* [49]

M.B.A., Business Administration, University of Phoenix, 2010; 13 years of experience in higher education.

## **Fiscal Affairs**

### ***Nicholas Henry, Vice President for Fiscal Affairs*** [11]

M.S., Accounting, Kennesaw State University, 2014; 17 years of experience in higher education.

### ***Terry Bailey, Director of the Office of Computing and Information Services*** [50]

M.B.A., Management Information Systems, University of Georgia, 1989; 27 years of experience in higher education.

### ***Ashley Baugh, Director of Revenue and Procurement Services*** [51]

B.S., Business Administration, Shorter College, 2006; 7 years of experience in higher education.

### ***George Brewer, Director of Plant Operations*** [52]

Course Work/Certification, Industrial Plant Management, Dalton State College, 1982; 11 years of experience in higher education.

### ***Michael Cole, Director of Budget and Payroll*** [53]

B.S., Finance, Auburn University, 1990; 15 years of experience in higher education.

### ***David Lesicko, Director of Campus Services*** [54]

B.S., Accounting, Youngstown State University, 2004; 8 years of experience in higher education.

### ***Michael Masters, Director of Public Safety*** [55]

A.S., Criminal Justice, Georgia Northwestern Technical College, 1975; 16 years of experience in higher education.

### ***Lori McCarty, Director of Human Resources*** [56]

M.B.A., Averett University, 2007; 15 years of experience in higher education.

### ***Jamie Petty, Assistant Vice President for Fiscal Affairs*** [57]

M.S., Accounting, Kennesaw State University, 2014; 17 years of experience in higher education.

### ***Paul Tate, Coordinator of Environmental Health, Occupational Safety and Risk Management*** [58]

M.S., Emergency Management, Jacksonville State University, 2007; 4 years of experience in higher education.

## **Evaluation of administrative/academic officers**

Dalton State has a published policy for the annual evaluation of faculty and senior academic administrators as required by the University System of Georgia Board of Regents ([Section 4.7 of the Academic and Student Affairs Handbook—Evaluation of Faculty](#)) [59]. Administrators at DSC are evaluated continuously by supervisors and are formally evaluated at least once each year as noted in the Dalton State [Policy and Procedures Manual](#) [60] and are evaluated by their subordinates at least every five years ([Section 8.3.5.3 of the Board of Regents' Policy Manual—Academic Administrative Officers](#)) [61].

Dalton State also has a published staff performance evaluation policy for other administrative positions as required by the [University System of Georgia](#) [62]. The policy states that “Each institution of the University System of Georgia shall establish a system of performance evaluation for all classified employees.” This policy is also reflected in the College’s [Policy and Procedures Manual](#) ([Section 2.7](#)), which states that “Classified employees are evaluated annually by the immediate supervisor(s)” [63]. The policy is consistent with [Board of Regents'](#)

policy that “all classified employees shall be evaluated by the supervisor in a systematic manner at specified time intervals, but in no case less than once a year. An employee in his or her provisional period should be evaluated at least once prior to the completion of the provisional period” [62]. In overseeing this policy, the Office of Human Resources sends all supervisors a link to a Dynamic Form, the new online *Annual Employee Performance Assessment* [64] (formerly the *Employee Performance Evaluation*) to evaluate staff annually. Personnel evaluations take place within the scope of an employee’s job description.

As detailed in Section 2.3.3 (Annual Evaluation of Deans and Chairs) of the Dalton State *Academic Affairs Policy and Procedures Manual*, all deans, associate deans, assistant deans, and department chairs, as members of the faculty, are evaluated annually by their immediate supervisors [65]. The essential focus of this process is the improvement of institutional effectiveness through enhanced administrative support of the mission of the institution. Associate deans, assistant deans, and department chairs are also evaluated annually by their subordinates, with deans evaluated by their subordinates every other year. Faculty are sent a link to the online evaluation component [66] for their department chairs and/or associate or assistant deans in early March and a link to the online evaluation component for their deans by middle March [66]. These evaluations are anonymous.

Dalton State College thus periodically and internally evaluates the effectiveness of its administrative/academic officers in compliance with Board of Regents’ policy on Performance Evaluation, published policies in the *Dalton State Policy and Procedures Manual (Section 2.4 – Evaluation)*, published policies in Section 2.3.3. of the *Academic Affairs Policy and Procedures Manual*, and faculty evaluation policies (Section 1.5) in the *Faculty Evaluation Manual*. Additionally, the College’s president is externally evaluated by the Chancellor of the University System of Georgia, as stipulated by Section 2.3 (Performance Assessment of Presidents) of the *Board of Regents’ Policy Manual* [67]. Senior leadership evaluations are performed annually by the President of the College. The members of the President’s Executive Cabinet (the President, the Chief of Staff, Provost and Vice President for Academic Affairs, the Vice President for Student Affairs and Enrollment Management, and the Vice President for Fiscal Affairs) are evaluated at least every five years by their subordinates and key stakeholders (e.g., students, faculty, staff, alumni, etc.) [68], [69], [70] to provide feedback to the institution and to the senior leadership. The results of these surveys are incorporated into the annual performance evaluations to ensure that senior leaders know what they are perceived to be doing well and what their opportunities for improvement are perceived to be. The President’s performance evaluation of each senior leader synthesizes and summarizes the survey responses to provide constructive feedback for performance improvement. For example, during the 2017-2018 academic year, one of the senior administrative vice presidents was evaluated by peers, direct reports, faculty, and cabinet members. Of the faculty, staff, students and administrators who responded to a survey regarding his/her office, 68% agreed that he/she usually or almost always communicates well and clearly defines and explains what is expected; 66% agreed that he/she responds in a timely and appropriate manner to student related concerns; 72% agreed that he/she supports the strategic goals of the College; 74% agreed that he/she supports the mission of the College [71].

Also, during the 2018-2019 academic year, as in previous years, evaluations of senior administrative/academic officers (directors, executive directors, coordinators) took place in the form of the *Annual Employee Performance Assessment (Dynamic Form)* [64]. In addition, an *Assistant/Associate Dean and Department Chair Annual Evaluation Form* is utilized to evaluate academic chairs and assistant/associate deans [72]. The Executive Cabinet is evaluated in a written *Narrative Form* by the President annually, and periodically through feedback from their subordinates and key stakeholders.

## **Internal/External Evaluation Procedures**

Dalton State College formally evaluates all administrative/academic officers on a yearly basis. The College divides administrative positions into three administrative areas: (1) Executive Cabinet made up of the President, the Chief of Staff (position created in January 2019), the Provost and Vice President for Academic Affairs, the Vice President for Student Affairs and Enrollment Management, and the Vice President for Fiscal Affairs; (2) Academic Officers comprised of the Deans, Assistant Deans, Associate Deans of Schools, and Chairs of Departments. Each area has its own process and cycle of evaluation; and (3) Senior Administrators consisting of the Assistant Vice Presidents, Directors, Executive Directors, Registrar, and Coordinators.

### **President**

In compliance with Section 2.3 (Performance Assessment of Presidents) of the Board of Regents' *Policy Manual* [67], the President of the College undergoes periodic evaluation by the President's direct supervisor, the Chancellor of the University System of Georgia:

*Evaluation of University System of Georgia institution presidents shall be an ongoing process, which consists of open communication between the Chancellor and the President on individual and institutional goals and objectives and methods and processes used to achieve them. Evaluations will be factored into the annual appointment renewal for each President.*

The process concludes with an annual letter of approval from the USG Chancellor to the president of Dalton State College. These letters, along with all written evaluations of the president, are available in the President's Office. The most recent evaluation of the President by the Board took place in 2019. A copy of the annual letter from the Chancellor confirming Dr. Venable's appointment upon her evaluation as president, along with copies of previous years' letters, is on file in the President's Office.

### **Executive Cabinet**

The members of the Executive Cabinet are evaluated once a year in spring or summer. The President provides written evaluations of the Chief of Staff, Provost and Vice President for Academic Affairs, the Vice President for Student Affairs and Enrollment Management, and the Vice President for Fiscal Affairs. In addition, the Chief of Staff, the Provost and Vice President for Academic Affairs, Vice President for Student Affairs and Enrollment Management, and Vice President for Fiscal Affairs are evaluated at least every five years by their direct reports and other employees who frequently interact with them using an anonymous online survey. To assure accurate and useful feedback, evaluation surveys are customized according to each administrator's function and responsibilities. The administrative assistant to the President produces reports from the results of the electronic evaluation survey and forwards copies to the President and the administrator under review, who uses the results to produce a plan for improvement. All results are private and confidential. Evaluations of the Presidents' direct reports are housed in the President's Office.

### **Academic Officers**

Since academic officers also hold faculty ranks in addition to their administrative duties, their evaluations fall under the purview of the normal faculty evaluation process, which is explained in detail in Section 1.0, "Annual Evaluation Process" of the *Faculty Evaluation Manual* [73]. Every other year, the Provost and Vice President for Academic Affairs requests that each faculty member provide a comparable appraisal for the dean of his or her school on or before April 1 through an electronic Faculty Evaluation of Chairs and Deans questionnaire [66]. The Provost

and Vice President for Academic Affairs then shares a summary of these evaluations with the dean as well as a formal written evaluation. The completed questionnaires are housed in the Office of Academic Affairs. The Provost and Vice President for Academic Affairs also evaluates the Director of the Bandy Heritage Center, the Director of Library Services, the Coordinator of Gilmer Campus, and the Director of Advising using the online *Annual Employee Performance Evaluation* Dynamic Form [64].

The associate dean and assistant dean of the Wright School of Business, and the School of Science, Technology, and Mathematics are formally evaluated by the respective deans in each school with feedback from faculty. Faculty in each of these schools are sent a link to the online evaluation questionnaire [66] for their associate or assistant deans in early March. These evaluations are anonymous. The dean shares a summary of these evaluations with the department chair or associate/assistant dean as part of the chair or associate/assistant respective dean's annual evaluation.

In schools with departments, each faculty member is also requested to provide the school dean with an appraisal of his or her department chair using the same online evaluation questionnaire as described above before March 15<sup>th</sup> each year. The chairs are formally evaluated by their respective deans typically using the *Assistant/Associate Dean and Department Chair Annual Evaluation Form* [72]. (The College is in the process of standardizing evaluation forms.) Specifically, the chairs of the departments of Communication, English, History, and Social Sciences are evaluated by the dean of the School of Liberal Arts; the chairs of the departments of Allied Health, Nursing, and Social Work are evaluated by the dean of the School of Health Professions; and the chairs of the departments of Life Science, Physical Science, and Technology and Mathematics are evaluated by the dean of the School of Science, Technology and Mathematics. The School of Education does not have departments or assistant and associate deans, while the Wright School of Business does not have department chairs. All evaluation reports for faculty, department chairs, associate dean, and assistant deans are housed in the offices of the deans, while reports for the deans are housed in the Office of Academic Affairs.

### **Senior Administrators**

Before a reorganization of reporting lines to President's Office, the Director of Institutional Research and Effectiveness, the Director of Institutional Advancement, the Director of Marketing, and the Director of Intercollegiate Athletics reported directly to the President, who provided annual written evaluations of the officers holding these positions. Beginning in 2019, these positions report to the Chief of Staff – who now uses the *Annual Employee Performance Assessment* (Dynamic Form) to evaluate these positions, as well as for the newly created Director of Government and External Relations position. The first evaluations by the Chief of Staff began in 2019.

Other administrative officers (assistant vice presidents, directors, executive directors, registrar, and coordinators) in the offices of the Provost and Vice President for Academic Affairs, the Vice President for Student Affairs and Enrollment Management, and the Vice President for Fiscal Affairs are evaluated annually by their respective supervisors using the *Annual Employee Performance Assessment* (Dynamic Form) [64] on or about April 1st of each year.

The Vice President for Student Affairs and Enrollment Management evaluates the following administrative officers under her jurisdiction: director of admissions, executive director of health and wellness, director of financial aid and veteran services, director of Hispanic/Latino outreach, registrar, director of residence life, Dean of Students, and director of student enrollment communication. The Vice President for Fiscal Affairs evaluates the following administrative officers: the assistant vice president for fiscal affairs, director of budget and payroll, director of the Office of Computing and Information Services, director of campus services, director of

revenue and procurement services, director of human resources, director of plant operations, director of public safety, and the coordinator of environmental health, occupational safety and risk management. All evaluation reports of these personnel are housed in the vice presidents' and assistant vice presidents' offices as well as the Human Resources Office.

**Administrative/Academic Officers Evaluation History**

Table 5.4-2 below documents the periodic nature of administrator evaluations. Included are a few examples of the most recent completed evaluations that took place:

- Vice President [74]
- Assistant Vice President [75]
- Dean [76]
- Associate/Assistant Dean [77]
- Chair (Academic Department) [78]
- Director [79]
- Executive Director [80]
- Coordinator [81]

Because of the sensitive nature of these evaluations, all completed evaluations, including the examples cited above are kept on file in the supervisors' offices. These evaluations are available upon request.

**Table 5.4-2  
DSC Administrative/Academic Officers Evaluations**

<b>Title</b>	<b>Name</b>	<b>Most Recent Evaluation</b>	<b>Previous Evaluation</b>
<b>President (Evaluated yearly by USG Board of Regents)</b>	<b>Margaret Venable</b>	<b>5/2019</b>	<b>5/2018</b>
<b>Interim Chief of Staff</b>	<b>Jon Jaudon</b>	<b>7/2019</b>	<b>n/a (newly created position)</b>
Interim Intercollegiate Athletic Director and Director of Soccer	Saif Alsafeer	n/a (newly hired)	n/a (not in position at this time)
Director of Institutional Research and Effectiveness	Henry Codjoe	4/25/2019	5/2018
Director of Institutional Advancement	David Elrod	5/2/2019	5/2018
Director of Government and External Relations	Valarie Pratt	n/a (newly created position and new hire)	n/a (not in position at this time)
Director of Marketing	Philip Schlesinger	n/a (newly hired)	n/a (not in position at this time)
<b>Provost and Vice President for Academic Affairs</b>	<b>Patricia Chute</b>	<b>7/2019</b>	<b>7/2018</b>
Chair, Department of English	Kerri Allen	4/2019	4/2018
Chair, Department of History	Tammy Byron	4/2019	n/a (not in position at this time)

**Table 5.4-2  
DSC Administrative/Academic Officers Evaluations**

<b>Title</b>	<b>Name</b>	<b>Most Recent Evaluation</b>	<b>Previous Evaluation</b>
Chair, Department Social Work	Robin Cleeland	4/2019	4/2018
Chair, Department of Physical Sciences	Richard Collison	4/2019	n/a (not in position at this time)
Assistant Dean, Wright School of Business	Jamie Connors	3/2019	n/a (not in position at this time)
Associate Dean, Wright School of Business	Michael D'Itri	3/2019	3/2018
Chair, Department of Nursing Department	Sylvia Driver	4/2019	4/2018
Dean, School of Science, Technology and Mathematics	Randall Griffus	5/3/2019	4/2018
Chair, Department of Technology and Mathematics	Richard Hambrock	4/2019	n/a (not in position at this time)
Dean, Wright School of Business	Marilyn Helms	5/3/2019	4/2018
Dean, School of Education	Sharon Hixon	5/3/2019	4/2018
Chair, Department of Social Sciences	Michael Hoff	4/2018 (retired in 2019; succeeded as chair by James Wright)	4/2017
Director of Academic Advising	Elizabeth Hutchins	4/2019	n/a (not in position at this time)
Dean, School of Health Professions	Gina Kertulis-Tartar	5/3/2019	4/2018
Coordinator, Gilmer Campus	Tracey May	4/2019	4/2018
Dean, School of Liberal Arts	Mary Nielsen	5/3/2019	4/2018
Assistant Dean, School of Science, Technology and Mathematics	Lee Ann Nimmons	5/1/2019	4/2018
Director of Learning Support	Vince Postell	4/2019	5/2/2018
Chair, Department of Life Sciences	Marina Smitherman	4/2019	n/a (not in position at this time)
Chair, Department of Communication	Barbara Tucker	4/2019	4/2018
Director of the Bandy Heritage Center	Adam Ware	4/2019	n/a (not in position at this time)
Chair, Department of Allied Health	Susan West	4/2019	4/2018

**Table 5.4-2  
DSC Administrative/Academic Officers Evaluations**

<b>Title</b>	<b>Name</b>	<b>Most Recent Evaluation</b>	<b>Previous Evaluation</b>
Director of Roberts Library	Melissa Whitesell	4/2019	4/2018
<b>Vice President for Student Affairs and Enrollment Management</b>	<b>Jodi Johnson</b>	<b>7/2019</b>	<b>8/2018</b>
Executive Director of Health and Wellness	Garrett Burgner	5/2019	5/15/2018
Dean of Students	Jami Hall	5/2019	5/15/2018
Director of Hispanic/Latino Outreach	Quincy Jenkins	5/2019	5/14/2018
Director of Financial Aid and Veteran Services	Carol Jones	5/2019	5/24/2018
Director of Admissions	Katherine Logan	5/2019	5/17/2018
Director of Student Enrollment Communication	Brynn Munro	5/2019	5/15/2018
Director of Residence Life	Timothy Reilly	5/2019	5/23/2018
Registrar	Robert Wingfield	5/2019	5/17/2018
<b>Vice President for Fiscal Affairs</b>	<b>Nicholas Henry</b>	<b>7/2019</b>	<b>7/2018</b>
Director of the Office of Computing and Information Services	Terry Bailey	5/2019	5/21/2018
Director of Revenue and Procurement Services	Ashley Baugh	4/28/2019	n/a (not in position at this time)
Director of Plant Operations	George Brewer	5/2019	5/21/2018
Director of Budget and Payroll	Michael Cole	5/2019	5/21/2018
Director of Campus Services	David Lesicko	4/28/2019	3/19/2018
Director of Public Safety	Michael Masters	5/2019	5/21/2018
Director of Human Resources	Lori McCarty	5/2019	5/21/2018
Assistant Vice President for Fiscal Affairs	Jamie Petty	5/2019	5/21/2018
Coordinator, Environmental Health, Occupational Safety and Risk Management	Paul Tate	5/2019	6/28/2018

*Sources: Office of Human Resources; Office of the President; Office of the Provost and Vice President for Academic Affairs; Office of the Vice President for Student Affairs and Enrollment Management; Office of the Vice President for Fiscal Affairs.*

## **Conclusion**

In compliance and consistent with Board and campus policies, Dalton State College periodically evaluates the effectiveness of its administrative/academic officers through a formal evaluation process. Dalton State's administrative and academic officers are highly qualified for their positions, and each holds the educational background, experience, and competence necessary to fulfill his or her responsibilities. The institution is committed to attracting and retaining well qualified and diverse administrators to support the institutional mission and goals.

## **Documentation**

- [1] Dalton State Organizational Chart, January 2019
- [2] 2018-2019 *Catalog* - Administrative Staff
- [3] Dalton State Statutes (Article II, Article III)
- [4] Job Description – President
- [5] Job Description – Chief of Staff
- [6] Job Description – Provost and Vice President for Academic Affairs
- [7] Job Description – Vice President for Student Affairs and Enrollment Management
- [8] Job Description – Vice President for Fiscal Affairs

### **Office of the President**

Executive Cabinet

#### **[9] Resume – Margaret Venable**

- [10] Resume – Patricia Chute
- [11] Resume – Nicholas Henry
- [12] Resume – Jon Jaudon
- [13] Resume – Jodi Johnson

### **Office of the Chief of Staff**

#### **[12] Resume – Jon Jaudon**

- [14] Resume – Saif Alsafer
- [15] Resume – Henry Codjoe
- [16] Resume – David Elrod
- [17] Resume – Valarie Pratt
- [18] Resume – Philip Schlesinger

### **Academic Affairs**

#### **[10] Resume – Patricia Chute**

- [19] Resume – Kerri Allen
- [20] Resume – Tammy Byron
- [21] Resume – Robin Cleeland
- [22] Resume – Richard Collison
- [23] Resume – Jamie Connors
- [24] Resume – Michael D'Itri
- [25] Resume – Sylvia Driver
- [26] Resume – Randall Griffus
- [27] Resume – Richard Hambrock
- [28] Resume – Marilyn Helms
- [29] Resume – Sharon Hixon
- [30] Resume – Elizabeth Hutchins
- [31] Resume – Gina Kertulia-Tartar
- [32] Resume – Tracey May
- [33] Resume – Mary Nielsen
- [34] Resume – Lee Ann Nimmons
- [35] Resume – Vince Postell

## Documentation

- [36] Resume – Marina Smitherman
- [37] Resume – Barbara Tucker
- [38] Resume – Adam Ware
- [39] Resume – Susan West
- [40] Resume – Melissa Whitesell
- [41] Resume – James Wright

## Student Affairs and Enrollment Management

- [13] Resume – Jodi Johnson**
- [42] Resume – Garrett Burgner
- [43] Resume – Jami Hall
- [44] Resume – Quincy Jenkins
- [45] Resume – Carol Jones
- [46] Resume – Katherine Logan
- [47] Resume – Brynn Munro
- [48] Resume – Timothy Reilly
- [49] Resume – Robert Wingfield

## Fiscal Affairs

- [11] Resume – Nicholas Henry**
- [50] Resume – Terry Bailey
- [51] Resume – Ashley Baugh
- [52] Resume – George Brewer
- [53] Resume – Michael Cole
- [54] Resume – David Lesicko
- [55] Resume – Michael Masters
- [56] Resume – Lori McCarty
- [57] Resume – Jamie Petty
- [58] Resume – Paul Tate

- [59] USG Academic and Student Affairs Handbook - 4.7 Evaluation of Faculty
- [60] Dalton State Policy and Procedures Manual
- [61] USG Policy Manual - 8.3.5.3, Academic Administrative Officers
- [62] USG Human Resources Administrative Practice Manual - Performance Evaluation
- [63] Dalton State Policy and Procedures Manual (2.7) re Evaluation
- [64] Dynamic Form re Annual Employee Performance Assessment (Blank)
- [65] Academic Affairs Policy and Procedures Manual - 2.3.3, Annual Evaluation of Deans and Chairs
- [66] Faculty Evaluation of Chairs and Deans Form - Redacted
- [67] USG Board of Regents Policy Manual - 2.3 (Performance Assessment of Presidents)
- [68] Evaluation Survey - Provost and VP for Academic Affairs
- [69] Evaluation Survey - VP for Student Affairs and Enrollment Management
- [70] Evaluation Survey - VP for Fiscal Affairs
- [71] Performance Evaluation for Senior Administrator (Vice President), 2018 Redacted
- [72] Assistant Dean, Associate Dean, and Chair Evaluation Form Generic 2018-2019
- [73] Faculty Evaluation Manual (Section 1.0 - Annual Evaluation Process)
- [74] Completed Performance Evaluation - Vice President, 2018 Redacted
- [75] Performance Evaluation - Assistant Vice President
- [76] Performance Evaluation - Academic Dean
- [77] Performance Evaluation - Assistant Dean
- [78] Performance Evaluation - Academic Chair
- [79] Performance Evaluation - Director
- [80] Performance Evaluation - Executive Director
- [81] Performance Evaluation - Coordinator

10.3 The institution ensures the availability of archived official catalogs (digital or print) with relevant information for course and degree requirements sufficient to serve former and returning students.  
(Archived information)

**Commission Comments and Request:**

**Standard 10.3 (Archived information)**

*This standard expects an institution to ensure the availability of archived official catalogs, digital or print, with relevant information for course and degree requirements sufficient to serve former and returning students.*

This standard was not addressed in the report. The institution should address this standard.

**Dalton State Response:**

Dalton State College maintains archived digital official catalogs. The digital versions are available online to all former and returning students by going to <http://catalog.daltonstate.edu/previous/> and clicking on Previous Catalogs. The most recent undergraduate digital catalog can be found online and is accessible to all former and returning students at the Dalton State website at <http://catalog.daltonstate.edu/>.

The College no longer produces print copies of the catalog but maintains a 10-year archived digital library on its [website](#). The institution expects students to graduate within 10 years of matriculation. All printed catalogs from the inception of the College in 1967 are bound and available in the College library up until digital versions were produced.

The [Office of the Registrar](#) is responsible for producing, maintaining, and archiving all digital College catalogs.

10.9 The institution ensures the quality and integrity of the work recorded when an institution transcripts courses or credits as its own when offered through a cooperative academic arrangement. The institution maintains formal agreements between the parties involved, and the institution regularly evaluates such agreements.  
(*Cooperative academic arrangements*)

**Commission Comments and Request:**

**Standard 10.9 (Cooperative academic arrangements)**

*This standard expects an institution to ensure the quality and integrity of the work recorded when it transcripts courses or credits as its own when offered through a cooperative academic arrangement. Further, this standard expects an institution to maintain formal agreements between the parties involved and regularly evaluate such agreements.*

This standard was not addressed in the report. The institution should address this standard.

**Dalton State Response:**

Dalton State College ensures the quality and integrity of its educational programs and courses offered through cooperative academic arrangements by recording when it transcripts courses or credits as its own. To accomplish this, the College maintains formal agreements between the parties involved and regularly evaluates such agreements. The following describes Dalton State's participation in cooperative academic arrangements.

**University System of Georgia Collaborative Efforts**

In order to maximize the availability of educational resources and opportunities to Georgia citizens, the Board of Regents of the University System of Georgia (USG) [policy](#) authorizes and supports distance education offerings or external degree programs, collaborative efforts between USG institutions, as well as between USG institutions and the Technical College System of Georgia [1]. Through this policy Dalton State entered into cooperative academic arrangements with selected USG institutions to offer distance education programs as a way to expand and enhance programs and services available to the residents of its 10-county service area in Northwest Georgia, as well as in Hamilton and Bradley counties of Southeast Tennessee.

**Cooperative Academic Arrangements in Distance and Correspondence Education**

**eCore** (*electronic core-curriculum*)

The College was approved by the University System of Georgia (USG) to provide one online program by itself and two in collaboration with other institutions in the University System [2]. In February 2011, [SACSCOC approved](#) the College as an affiliate institution to the [University System of Georgia's eCore program](#), beginning summer semester 2011 [3]. The [eCore program allows USG students](#) the opportunity to complete their first two years of college in an online environment, and almost every associate's transfer and bachelor's degree can potentially be delivered at least 50% online. Except for the occasional proctored exam, eCore courses are taught entirely online and are designed, developed, taught, and supported by faculty and staff from [USG affiliate institutions](#). The eCore program offers general education [courses](#) in English, mathematics, science, technology, foreign language, communication, history, and social sciences using asynchronous technology. These are mostly offered in the College's [School of Liberal Arts](#) and the [School of Science, Technology, and Mathematics](#). The latest statement of commitment (eCore Affiliate Letter of Intent and Commitment) by Dalton State College to

continue participation in the USG eCore program, together with SACSCOC accredited affiliate partners, is included in the documentation [4].

### eMajor

In addition to eCore, Dalton State also participates in the [University System of Georgia's eMajor—short for electronic major—consortium program](#) which provides undergraduate online degrees through traditional, public institutions in the University System of Georgia. Developed and maintained by dedicated instructional and web design professionals and committed faculty, each course is consistent in both design and accessibility standards and taught by University System of Georgia instructors. A cornerstone of eMajor is the inclusion of prior learning assessments, shortening time to degree. The first eMajor Dalton State was approved to offer is the [Bachelor of Science Degree in Organizational Leadership](#), with concentrations in public service administration, office administration and technology, and healthcare administration. The BS in Organizational Leadership was first offered at Dalton State during the 2014 – 2015 academic year through the auspices of the [USG Adult Learning Consortium](#) in which Dalton State became an affiliate partner in fall 2013. The College brought to the consortium the concentration of healthcare administration for the Organizational Leadership major. Currently, the Organizational Leadership collaborative consists of concentrations in healthcare administration, office administration and technology, and public service administration. The Organizational Leadership Consortium is currently comprised of the following USG member institutions:

Albany State University  
Atlanta Metropolitan State College  
Dalton State College  
Fort Valley University  
University of West Georgia

The eMajor collaborative programs are designed to accept transfer credits and use articulation agreements with other USG institutions and [Technical College System of Georgia](#) (TCSG) institutions. The Organizational Leadership program, includes an unarticulated Area F, allowing for potential streamlining of completion for students who are undecided or who have changed their majors. The College shares online delivery of the courses with the University of West Georgia, Albany State University, and Fort Valley State University. Dalton State faculty are responsible for the courses in the Health Care Administration concentration. SACSCOC accepted Dalton State's notification of the cooperative academic agreement with Valdosta State University to offer the B.S. in Organizational Leadership through the University System of Georgia's eMajor consortium [5]. The [eMajor B.S. degree in Organizational Leadership](#) at Dalton State is offered by the [Department of Allied Health](#) in the School of Health Professions.

Most recently, in August 2015, [SACSCOC accepted Dalton State's notification to offer the approved Bachelor of Science in Criminal Justice degree through the USG eMajor consortium](#), effective Fall 2015 [6]. The College collaborates and shares full online delivery of the courses with Georgia Southwestern State University [7] and Georgia Highlands College. The students' home institution awards a single degree. The College has offered the Bachelor of Science in Criminal Justice degree program since 2009, as an on-campus program. The eMajor B.S. degree in Criminal Justice at Dalton State is offered through the [Department of Social Sciences](#) in the School of Liberal Arts.

The regular evaluation of the above cooperative academic arrangements and agreements is the responsibility of the College's Office of Academic Affairs. For eCore, the USG Associate Director of Collaborative Programs sends an annual email to the provosts of affiliate institutions asking for a review of the equivalency table and to collect signatures on the eCore Service Level Agreement [8]. For example, in its most recent evaluation response (March 2019) regarding eCore, Dalton State noted to the USG that some of the course prerequisites have changed

since the last publication of the College's *Catalog*, especially in light of the USG eliminating ENGL 0098 effective Fall Semester 2018. Consequently, the College has instituted some changes. For example, for the course ARTS 1000, the pre- or co-requisite is ENGL 0999, unless exempt. The same is also true for COMM 1100 and ENGL 1101, except that with ENGL 1101, the student must also satisfy one of several criteria, such as a SAT Verbal score of 430 or better (institutional or national version). Additional changes included in Dalton State's evaluation of its eCore agreement are provided in the documentation [9].

Regarding the eMajor bachelor's programs in Organizational Development and Criminal Justice, the regular evaluation of the cooperative agreement is embodied in the assessment of academic programs as part of the College's institutional effectiveness program related to the SACSCOC Standard 8.2.a (Student outcomes: educational programs). An example is provided in the documentation with respect to the assessment results of the Criminal Justice program (the program and course objectives are the same for both the eMajor and the regular face-to-face program on campus). For example, in one of the program outcomes' evaluation metrics, "Students will express satisfaction with the quality of the criminal justice Program" (with a target that "at least 80% of graduating seniors will rate the quality of instruction as good or excellent and report that the program met or exceeded their expectations), the findings showed that Criminal Justice Program Exit Surveys were distributed to graduating criminal justice students in late fall 2016 and late spring 2017, and 25 out of 27 graduates returned them (93%). Of these, 100% reported that the program met (16%) or exceeded (84%) their expectations. On these same surveys, 100% of the graduates rated the quality of instruction by faculty as good (20%) or excellent (80%). On another program outcome metric, "Percentage of Graduates Who Have Found Employment or Have Gained Acceptance into Graduate or Professional Schools," 74% of the 2016-2017 criminal justice graduates had found employment or gained acceptance into graduate or professional schools [10].

### **Regents Engineering Pathway Program (REPP)**

Apart from the eCore and eMajor cooperative arrangements, Dalton State College is one of many institutions in the University System of Georgia approved to offer the [Regents' Engineering Pathway Program \(REPP\)](#), formerly the Regents' Engineering Transfer Program (RETP). This pathway program allows students interested in engineering careers to complete the first two years of an engineering degree at Dalton State [11]. Upon satisfactory completion of Dalton State's pre-engineering curriculum [12] and additional course requirements [13], students may transfer to one of the five REPP institutions (Georgia Institute of Technology, Kennesaw State University, University of Georgia, Georgia Southern University or Mercer University) to complete the remaining course and degree requirements towards a bachelor's degree in engineering. The Memorandum of Understanding (MOU) or agreements [14] governing this program are evaluated by the dean of the School of Science, Technology, and Mathematics and the [Dalton State REPP Coordinator](#) to ensure the highest quality of educational programs; compliance with all professional, academic, and institutional requirements; and consistency with the mission of Dalton State College. The majority of Dalton State REPP students transfer to Georgia Tech with the next highest number transferring to Kennesaw State University. Communication with the REPP institutions [15] and other evaluative tools, such as number of admits [16], student status report [17], graduation data [18], and student retention report [19] are used to regularly evaluate the effectiveness of Dalton State's REPP. In an example, during Fall 2017, all (15/15) Dalton State transfer students gained admission to Georgia Tech's engineering program, and 5/8 acceptance for Spring 2018. This makes Dalton State's acceptance rate to Georgia Tech 82% [16]. And of the 61 Dalton State students (2008 to 2012 cohorts) who transferred to the engineering program at Kennesaw State University, 79% graduated [18]. The formal agreements currently established allow for off-campus experiential learning opportunities in the School of Science, Technology, and Mathematics with major entities (See Table 10.9-1).

## **Dalton State and University of Tennessee at Chattanooga Engineering/Computer Science Articulation Agreement**

Following the success of the Regents' Engineering Pathway Program (REPP), Dalton State and the University of Tennessee at Chattanooga (UTC) recently signed an articulation agreement in March 2019 to engage in a cooperative academic arrangement so that students wanting to pursue engineering or computer science can do so without leaving the Northwest Georgia area. According to the articulation agreement [20], students can begin their education at Dalton State, taking the first two years of courses required for an engineering or computer science degree at Dalton State, then transfer to UTC to finish their bachelor's degree. The agreement streamlines the transfer process and ensures students are taking the right courses to complete a bachelor's degree at UTC. Dalton State students can be confident the courses in the agreement will transfer to UTC and apply toward an engineering or computer science degree. As long as the student maintains the required academic standards, he or she can be assured of acceptance into one of those programs.

As with the REPP program, Dalton State's School of Science, Technology, and Mathematics will be responsible for implementing and administering this new cooperative program, and the School's REPP coordinator will serve as Dalton State's representative. The coordinator will work with his/her counterpart from UTC to come up curriculum (course requirements), institutional requirements, and means to regularly evaluate the effectiveness of the cooperative agreement, especially with respect to how Dalton State students who transfer to UTC are achieving academic success in the engineering/computer science program. These evaluation reports will be maintained in the office of the Dean of Science, Technology, and Mathematics at Dalton State. Because this agreement is new, there are no evaluation results to report at this time.

### **The Georgia Film Academy**

Dalton State signed a memorandum of understanding with the [Georgia Film Academy](#) (GFA) in 2017 [21]. The GFA is a joint venture of the University System of Georgia and the Technical College System of Georgia (USG, TCSG) to offer credit-bearing coursework to prepare professionals for the film industry. Dalton State's Academic Programs Committee approved the B.A. in Communication with a film studies concentration based on courses to be taught at the GFA [22] and to be included in the College *Catalog*. In December 2017, Dalton State sent a letter of notification to SACSCOC about the College's agreement with the GFA [23] and received an acknowledgement response from SACSCOC with the reminder that the institution must document compliance with Standard 10.8 of the *Principles of Accreditation* [24].

As with eCore and eMajor, the College uses the GFA for students to finish coursework toward credentials the College offers. Specifically in the case of the GFA, students pursuing the B.A. in Communication may complete 18 hours as part of their total 121 at the GFA. They take three six-hour courses, which require the students to travel to the Fayetteville, Norcross, or Griffin facilities.

The USG and TCSG have hired and vetted the instructors as per SACSCOC standards and are in the process of developing a portal for institutions to access the credentials, transcripts, documents, teaching evaluations, and assessment of the GFA. Students register through a common portal, *Ingress*. The arrangement follows the eCore and eMajor model. Instructors must meet the master's/18-hour standard, and if not, the GFA has written professional justifications based on the individual instructor's extensive work in the film industry.

The program with the GFA is housed in the College's [Department of Communication](#) in the School of Liberal Arts. The chair of the department is the College's representative with the GFA joint venture and sits on the GFA Advisory Committee [25]. The cooperative program is still in its infancy at the time of this writing. Yet, on the issue of assessment for SACSCOC purposes, the

department chair provided a summary of an April 2019 meeting of the GFA Academic Advisory Council (GFA-AAC) where the topic was discussed [26]. A GFA-AAC Subcommittee on Assessment presented a draft on the means of regularly evaluating the cooperative program [27]. The assessment of the following outcomes is planned:

Upon completion of the Film Production certification program, the student will

1. identify film industry standard organizational structure, professional equipment, and on-set procedures/etiquette;
2. demonstrate an understanding of safety protocols and regulations appropriate to the specific production environment;
3. (identify/interpret) and (perform/practice/execute) tasks at a professionally proficient level specific to at least one film production craft; and
4. employ appropriate levels of collegial collaboration with peers, effective communication within diverse environments, and a reliable work ethic.

As well, the GFA Academic Advisory Council put in place a regular evaluation of faculty by students, the opportunity for a representative of the institution to observe the instructor, and an annual review process for faculty.

Table 10.9-1 summarizes all the cooperative academic arrangements at Dalton State College.

**Table 10.9-1  
Cooperative Academic Arrangements at Dalton State**

Name of Cooperative Academic Arrangement	Description	Dalton State College Faculty Representative	Number of Students 2017-2018
eCore	<p>eCore is the University System of Georgia’s cooperative program in which affiliate institutions collaborate to offer general education courses to their students in an online setting.</p> <p>General education courses offered through eCore are taught by faculty at Dalton State and other University System institutions that participate in the program. The most recent cooperative agreement was reviewed and signed in 2018. All faculty who teach in the program have a minimum of a master’s degree and 18 graduate semester credit hours in the discipline. Many have doctorates. Faculty who teach in the program have been vetted by their institutions, and their credentials are available for review on the eCore portal. Each semester, the Offices of Academic Affairs of the affiliated institutions review the credentials of faculty teaching in the program to ensure that faculty meet at least the minimum qualifications.</p>	Dr. Pat Chute	<p>Unduplicated enrollment by semester:</p> <p>Fall 2017: 298</p> <p>Spring 2018: 256</p> <p>Summer 2018: 160</p>

Name of Cooperative Academic Arrangement	Description	Dalton State College Faculty Representative	Number of Students 2017-2018
eMajor BS Organizational Leadership	The eMajor in Organizational Leadership is part of a consortium of USG institutions approved to offer the B.S. degree. First offered during the 2014-15 academic year, DSC was approved to offer the program with concentrations in public service administration, office administration and technology, and healthcare administration.	Dr. Gina Kertulis-Tartar	199 declared majors
eMajor Criminal Justice Program	Dalton State reviews and signs a yearly Memorandum of Understanding to participate in the University System's eMajor in Criminal Justice (the most recent agreement was signed in 2018). As a part of this collaborative arrangement, Dalton State students may complete the Bachelor of Science degree in criminal justice in an online environment. Courses in the eMajor are taught by faculty at Dalton State, Georgia Southwestern University, and Georgia Highlands College. All faculty who teach in the program have a minimum of a master's degree and 18 graduate semester credit hours in the discipline. Faculty who teach in the program have been vetted by their institutions, and their credentials are available for review on the eMajor portal. Each semester, the Offices of Academic Affairs of the affiliated institutions review the credentials of faculty teaching in the program to ensure that faculty meet at least the minimum qualifications.	Dr. James Wright	146 declared majors
Georgia Film Academy	Dalton State signed a memorandum of understanding with the Georgia Film Academy (GFA) in 2017. The GFA is a joint venture of the University System of Georgia and the Technical College System of Georgia (USG, TCSG) to offer credit-bearing coursework to prepare professionals for the film industry.	Dr. Barbara G. Tucker	5 TOTAL 3 - Fall 2017 1 - Spring 2018 2 - Summer 2018

Name of Cooperative Academic Arrangement	Description	Dalton State College Faculty Representative	Number of Students 2017-2018
Regents' Engineering Pathway Program (REPP)	Dalton State offers the REPP allowing students interested in engineering careers to complete the first two years of an engineering degree at Dalton State and then transfer to one of five REPP institutions to complete the remaining course and degree requirements towards a bachelor's degree in engineering.	Dr. Emma Cooley	Fall 2017: 15/15 applicants accepted to GA Tech.  2/4 applicants accepted to KSU.  Spring 2018: 5/8 applicants accepted to GA Tech.
UTC Engineering and Computer Science Program	In March 2019, Dalton State entered into a cooperative agreement with the University of Tennessee at Chattanooga (UTC) to engage in an academic arrangement in which students wanting to pursue a bachelor's degree in engineering or computer science can do so without leaving the Northwest Georgia area.	Dr. Emma Cooley	n/a

### **Conclusion**

As shown above, Dalton State College is engaged in various cooperative academic arrangements and evaluates all agreements to ensure ongoing compliance with comprehensive requirements and agreement with the institution's mission. The results of evaluative measures show that the College's cooperative relationships are satisfactory for all involved.

### **Documentation**

- [1] *Board of Regents' Policy Manual* - 3.3 Curriculum (3.3.3 & 3.3.5)
- [2] BOR eCore Notification, March 2011
- [3] SACSCOC Approval of eCore Program, February, 2011
- [4] DSC eCore Affiliate Letter of Intent and Commitment, Updated SLA FY2019
- [5] SACS - Notification of Letter of Intent re Valdosta State & Dalton State eMajor
- [6] Notification re SACSCOC Approval of DSC eMajor BS Criminal Justice, Aug. 2015
- [7] BSCJ SACSCOC Approval - Georgia Northwestern & DSC, August 2015
- [8] Correspondence re Review of eCore Program at Dalton State by USG
- [9] Review of eCore Programs at Dalton State
- [10] Bachelor of Science - Criminal Justice Program Assessment, 2016-2017
- [11] DSC Physics Pre-Engineering Pathway Program
- [12] REPP Requirements & Application (Dalton State)
- [13] REPP Requirements (Dalton State)
- [14] Dalton State - Georgia Southern University RETP MOU
- [15] REPP Institution Coordinators
- [16] REPP DSC Admits to Georgia Tech, Fall 2017
- [17] RETP Student Status Report
- [18] REPP Graduation Data - Kennesaw State University (2008-2012 Transfer Student Cohorts)
- [19] Transfer Student Retention Report (Georgia Tech), 2017-2018
- [20] MOU - DSC UTC Engineering and Computer Science
- [21] GFA and Dalton State MOU
- [22] Academic Program Committee Minutes Approving GFA Program, April 7, 2017

## **Documentation**

- [23] DSC SACSCOC Letter of Notification re Georgia Film Academy, Dec. 2017
- [24] SACSCOC Response to Accepting Georgia Film Academy Credits at DSC, April 11, 2018
- [25] GFA AAC Minutes, Oct. 2018
- [26] Dept. Chair report on Georgia Film Academy for SACS purposes, April 2019
- [27] GFA-AAC Subcommittee on Assessment Draft, April 2019

13.8 The institution takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community.  
(*Institutional environment*)

### **Commission Comments and Request:**

#### **Standard 13.8 (Institutional environment)**

*This standard expects an institution to take reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community.*

This standard was not addressed in the report. The institution should address this standard.

### **Dalton State Response:**

In pursuant of its mission to “provide a diverse student population with opportunities to acquire the knowledge and skills necessary to attain affordable baccalaureate degrees, associate degrees, and certificates and to reach their personal and professional goals,” Dalton State College is committed to providing a healthy, safe, and secure environment for all members of the campus community. The safety of its students, faculty, staff and visitors is of primary importance. Through various campus departments, practices, policies, and procedures, there is a coordinated effort to ensure a safe campus. The following describes how the institution ensures a secure environment for all members of the campus community.

#### **Policies and Procedures**

The College’s policies and procedures related to ensuring a healthy, safe, and secure environment are contained in various campus documents, such as the *Public Safety Policy and Procedures Manual* [1], the [Policy and Procedures Manual](#) [2], the [Registered Student Organization Manual](#) [3], [Residential Living Guide](#) [4], *Accident Prevention Policy* [5], *Control of Hazardous Energy [Lockout-Tagout] Safety Policy* [28], and *Safety and Emergency Action Plan* [6], most of which are available online. Some of the policies and procedures contained in these documents include the following:

- emergency notification system activation protocol
- use of emergency contact information
- crime victim procedures
- emergency procedures
- campus security authorities
- health and wellness
- drug-free, alcohol-free, and tobacco-free campus policies
- sexual assault and sexual harassment statements (anti-harassment)
- the Office of Public Safety’s responsibilities and 24-hour phone number
- the Student Code of Conduct
- residence hall security
- annual mandatory training modules (e.g., Georgia’s Right-to-Know Law, Hazardous Materials)
- drug and alcohol counseling, treatment, or rehabilitation programs available to students and employees.

Updated information is provided via email and announcements made in faculty/staff meetings. The College also maintains an up-to-date [Safety and Emergency Action Plan](#) [6], a comprehensive guide to handling campus emergencies.

## Environmental Health, Occupational Safety and Risk Management

To coordinate campus security issues and work with appropriate departments to provide necessary information (e.g., Chemical Hygiene Plan [7], Laboratory Safety Manual [8]) and enforce security and safety policies, the College created the Office of [Environmental Health, Occupational Safety and Risk Management](#) (EH&OS). Headed by a coordinator, the office promotes the College's overall safety and health programs by offering a variety of instruction on safety topics (e.g., Hazardous Communication Program [9]) and assisting departments in identifying specific tasks that could create a safety issue. Employees are encouraged to call Environmental Health and Occupational Safety (706-272-4463) for assistance on any safety and health matter or for additional training/risk management resources. In addition, EH&OS routinely performs hazard assessments using a Hazard Assessment Checklist [10] and other forms such as the Open Flame/Candle Request Form [11]. Employees are also encouraged to reference the link to the EH&OS [web site](#) that lists several of these training, forms, manuals, policies, general workplace instruction, along with access to all the institution's Safety Data sheets and general safety training information. To accomplish all these tasks and others, EH&OS consults with various departments and groups concerning compliance with laws, regulations, and policy regarding environmental health and safety. The office thus assists with developing compliance strategies in several common areas: hazardous waste management [9], fire and life safety [12], biological safety [8], industrial hygiene [7], recycling, environmental compliance, and other relevant areas.

### Dalton State Right-to-Know Mandatory Training

As part of ongoing steps to provide a healthy, safe, and secure environment for all members of the Dalton State campus, the College participates in the annual mandatory [Board of Regents' Right-to-Know online training course](#). The [director of Human Resources](#) serves as Dalton State's Right-to-Know coordinator. All newly employed persons receive their initial Right-to-Know Training, which informs employees how to recognize and safely work with hazardous materials, within two weeks of first reporting to work. All Dalton State College employees are also required to retake Right-to-Know training annually. For those employees who routinely encounter or handle hazardous chemicals, a Chemical Specific Training course must be completed. Thus, as practice, each employee at DSC, regardless of title, position, and hire date, is required to complete the mandatory online training modules on an annual basis. Each fall, the director of Human Resources sends out an email to all employees, with a completion date deadline [13], requesting employees to access a portion of the training by logging into [GeorgiaVIEW](#) under "My Courses," and selecting *Mandatory Training for All Employees*. At that point employees will select either "Newly Hired Employees" or "CURRENT Employees" and complete the following training courses:

- Ethics – New Employees Only
- Right to Know
- Liability Insurance
- Driving Do's and Don'ts
- Motor Vehicle Acknowledgement Form

The policy and requirements for the Right-to-Know program are stated in the *DSC Safety and Emergency Action Plan* [14].

In addition, employees are also educated on sexual harassment issues through the campus [Title IX Policy](#) (*Title IX Training - Bridges: Building a Supportive Community*). Title IX of the Education Amendments of 1972 is a federal law that prohibits sex discrimination in education. The College has a "[How To Report A Title IX Complaint](#)" web page with a link to an [Incident Reporting Form](#). Faculty, staff, and students can also report a Title IX complaint in person to the director of Human Resources, who also serves as the campus Title IX coordinator. The

Department of Public Safety also provides an online [link](#) to report a sexual assault complaint to a police agency. As well, the [Dalton State Counseling/Student Health Services](#) (Health Professions Building/706-272-4430/[counseling@daltonstate.edu/](mailto:counseling@daltonstate.edu/)) is available for students who want to talk with someone confidentially about sexual harassment and sexual assault issues.

Finally, information security is included as part of the mandatory training provided for campus security and safety related to information technology (IT). This online training is now provided through [EVERFI](#). Employees receive an email from Dalton State College <donotreply@lawroom.com> titled *Dalton State College Mandatory Online Training*. In the email there is a personalized link on the “Begin Training” box that will take employees to complete a training module on information security. This aspect of the training is supervised by the [Office of Computing and Information Services](#).

## **Promoting Awareness**

In addition to policies and procedures, the College also provides new students and employees with information about health, safety, and security policies and procedures during orientation sessions and/or meetings with their new supervisors [15]. Through the auspices of the Department of Enrollment Services, a session is offered for students at orientation that discusses campus safety, emergency towers and locations, public safety, CARE team reports, and the offices to find these resources [16]. A session for parents and guests that attend New Student Orientation covers the same information.

## **The Campus Assessment, Response, and Evaluation Team (CARE Team)**

The Campus Assessment, Response, and Evaluation Team ([CARE Team](#)) supports the mission of the college by reviewing and responding to incidents of aberrant, dangerous, or threatening behavior that involve members of the campus community. Under the auspices of the [Dean of Students Office](#), the CARE Team engages in proactive and collaborative approaches to identify, assess, and mitigate potential risks associated with students who exhibit concerning behaviors. By partnering with the campus community, the team strives to promote individual well-being and success while also prioritizing campus safety.

Reporting to the CARE Team plays a secondary role to all urgent circumstances, and campus employees understand to contact the CARE Team only after initial emergency notifications are made to Dalton State's Department of Public Safety. The Dean of Students Office provides an online [form](#) where concerns can be reported to the CARE Team. More complete information and reporting procedures can be found on the CARE Team web page: [https://www.daltonstate.edu/campus\\_life/care-team.cms](https://www.daltonstate.edu/campus_life/care-team.cms).

## **Plant Operations**

The [director of Plant Operations](#), the [director of Public Safety](#), and the [Vice President for Fiscal Affairs](#) have general supervisory responsibilities over most health, safety, and security issues. The director of Plant Operations maintains the college buildings and grounds with a concern for safety and security. The director inspects campus facilities regularly, promptly makes repairs affecting safety and security and responds immediately to reports of potential safety and security hazards, such as broken windows and locks. Residence halls are inspected and maintained by [Corvias](#) to check safety equipment and general conditions. (Corvias owns and operates the residence hall as part of a public-private partnership.) The campus is well lighted, with safety and security as a primary concern. The department is currently taking steps to install LED lighting throughout campus, including all interior and exterior lighting. Two buildings have been fully converted to LED lighting at this time. Four of the five campus Academic buildings are equipped with card access features. This permits the buildings to lock automatically at a prescribed time each day. The final building will receive this upgrade in Fiscal Year 2020.

Administrative buildings are opened again as they become necessary, but academic buildings remain locked until the beginning of classes the next day. Other duties of Plant Operations include garbage collection and recycling, custodial services, hazardous materials management, landscaping services, and vehicle and building maintenance. Plant Operations complies with the Board of Regents' health-related policies [17], along with policies and practices instituted by the [Environmental Protection Agency \(EPA\)](#), the [USG Administrative Division of Safety and Security](#), the [Occupational Safety and Health Administration \(OSHA\)](#) of the United States Department of Labor, and other state and local safety-related authorities. The most recent Environmental Audit performed by the Board of Regents shows that Dalton State is complying with Environmental Protection Agency (EPA) standards with respect to safety and security measures [18]. Other examples of the College's compliance with safety issues are included in the supporting documentation: elevator operating permits on campus buildings [19], [20], fire alarm annual system inspections [21], food inspection reports [22], Master Meter Gas System Leak Survey Engineering Report [23], liquid waste environmental report [24], boiler inspection reports [25], chiller inspection report [26], spill prevention, control and countermeasure plan update [27], and Control of Hazardous Energy [Lockout-Tagout] Safety Policy [28].

## Public Safety

In addition to the director of Plant Operations, the director of Public Safety also has supervisory responsibilities over most health, safety, and security issues on campus. [The Department of Public Safety](#) is charged with the protection and preservation of campus safety and security at Dalton State. [Public safety officers](#) are available to assist students and visitors to the campus, regulate and enforce traffic and parking regulations, enforce the College's policies/behavioral expectations, patrol the campus and buildings, and inspect the campus for safety/maintenance concerns. In addition, [one police officer is assigned to the Gilmer Campus](#) and monitors the safety and security of the off-campus center. The College's one residence hall (Mashburn Hall) is also patrolled 24/7 by public safety officers, and visitors to the residence halls are required to sign in at the Residence Office in the company of a housing resident before they are allowed to park nearby. Dalton State's public safety officers have law enforcement authority, can enforce institutional policies, and have close working relationships with the [Dalton Police Department](#) and all other first responding agencies such as the [Dalton Fire Department](#) and the [Whitfield County Sheriff's Office](#).

Students and other members of the campus community should be familiar with [campus safety and security procedures](#) [29]. In order to reach a public safety officer on the main campus in Dalton, anyone can call extension 4461 from an on-campus phone, or 706-272-4461 from any other phone or stop by suite 300 in the Health Professions Building. The Gilmer Campus public safety officer can be reached at 706-635-1260. Any student who would like to have a security escort across campus at any time, 24 hours a day, can contact Public Safety at 706-272-4461. If offenses violating the [College's Student Code of Conduct](#) are committed by a student, Public Safety will [refer](#) the individual to the conduct process overseen by the [Dean of Students](#). Through coordination with local law enforcement agencies, any criminal activity engaged in by students at off-campus locations is monitored and recorded. This information is provided to the office of the Dean of Students for any action or follow-up that may be required.

The [director of Public Safety](#) reports directly to the Vice President for Fiscal Affairs. The director is responsible for the achievement of the office's [mission](#). If a Dalton State College student is involved in an off-campus offense or an offense being investigated by off-campus authorities, the Department of Public Safety may assist with the investigation in cooperation with the Dalton Police Department (DPD). The DPD routinely works and communicates with the director on any serious incident that may pose a safety or security risk for the campus.

## Structure of the Public Safety Department

The Department of Public Safety is comprised of the director of Public Safety, or chief, and currently employs 12 full-time, state-certified officers, all of whom have completed formal training at the police academy for certification [30] by the [Georgia Peace Officers Standards and Training Council](#). The Gilmer Campus has a part-time state-certified Dalton State public safety officer who can contact the Ellijay Police Department for assistance. All officers receive many hours of in-service training annually [31], including but not limited to legal updates; crime prevention instruction; firearm training and re-qualification; defensive tactics; baton re-certification; safety, fire, and evacuation response; C.P.R.: AED; and first aid. Safety classes are also offered for faculty, staff, and students by the Department of Public Safety. For example, Public Safety hosts a Risk Reduction Techniques class [32], Active Shooter Awareness [33], and a Rape Aggression Defense class, among other programs yearly. Dalton State's public safety officers provide a 24-hour presence on campus using foot and motorized patrol. Each shift is closely supervised by either the director or lieutenant (weekdays, during office hours) or a sergeant (evenings and weekends) with the authority and responsibility to assure that the policies and procedures of the department [1] are followed. All public safety officers are certified in first aid and trained to utilize Automatic External Defibrillators (AED's). Recertification in these programs occurs bi-annually.

As a result of the tragic events at Virginia Tech in the spring of 2007, Dalton State conducted an analysis of its emergency procedures and implemented a variety of upgrades. Chief among these was the installation of emergency communication systems in all buildings, a mass notification system ([Roadrunner Alert](#)) via email and cell phones, and enhanced public safety officer presence on campus. Emergency communication phones are now located within each campus building and in various outdoor locations on campus. AED defibrillator units are available on campus in each building along with first aid kits (both campuses). Dalton State utilizes the [Rave system for its mass communication service](#) in order to communicate with faculty, staff, and students during emergency situations quickly and reliably [34].

In compliance with the University System of Georgia (USG) requirements, Dalton State has developed a [Safety and Emergency Action Plan](#), which contains guidance for response, management and recovery operations in the event of an emergency. The Department of Public Safety is responsible for maintaining the Emergency Plan which is reviewed yearly by the University System of Georgia. Public Safety also reviews the [Whitfield County Hazard Mitigation Plan](#) [35] for mitigation efforts and planning.

## Crime Prevention

Preventing crime and violations of institutional policies [1] requires the cooperation of the entire college community to identify conditions that may promote crime and policy violations. Public Safety is in close contact with administrators, faculty, staff, and students throughout the year to maintain and enhance campus safety. Issues of personal safety, residence security, office safety, active shooter response, and vehicle theft prevention are but a few of the topics presented to students and employees in various formats. Dalton State conforms to the mandates of state and federal law pertaining to victims' rights in the handling of all cases.

## Publication of Crime Statistics

In an effort to provide information on campus safety and security, Public Safety publishes the [Annual Security Report](#) (ASR) in compliance with the [Clery Act](#). In keeping with the Jeanne Clery Disclosure of Campus Security Policy and the Campus Crime Statistics Act of 1998, the College [publishes crime statistics annually](#). This law is tied to an institution's participation in federal student financial aid programs and applies to both public and private institutions. The Clery Act is enforced by the United States Department of Education. The Violence Against

Women Reauthorization Act (VAWA) amended the Jeanne Clery Act to afford additional rights to campus victims of sexual assault, domestic violence, dating violence, and stalking. The Annual Security Report is available on the Department of Public Safety's [website](#).

### Reporting and Response

Community members, students, faculty, staff, administrators, and guests are encouraged to report all crimes to the Dalton State College Department of Public Safety in a timely manner using a Crime Report Form [36]. Incidents, suspicious circumstances, and other related information can be reported to an officer on patrol or by calling 706-272-4461. The Department of Public Safety continually promotes the reporting of incidents in programs such as freshman orientation and through Resident Assistant crime prevention presentations [37] and whenever the opportunity arises.

It is the policy of the Department of Public Safety to respond to all requests for services [38], working to create a positive resolution. The Department of Public Safety conducts criminal investigations and may contact additional agencies if assistance is needed. Victims of crimes against persons, such as robbery or sexual misconduct, are encouraged to seek confidential counseling services from the [Counseling Center](#) at 706-272-4430.

### Uniformed Patrol

Uniformed public safety officers patrol on foot or in a motorized vehicle 24 hours a day, seven days a week on the main campus.

### Electronic Surveillance and Fire Protection

Video cameras are placed in various locations around campus [39]. Footage can be reviewed within a specific time period to aid in campus investigations and can be seen in real time in the main Public Safety office. A fire alarm system in each College building warns occupants of smoke or fire and notifies them to evacuate. The fire alarm system is monitored by the Department of Public Safety.

### **Residence Life**

In keeping with the mission of the College, the [Office of Residence Life](#) strives to support the growth and development of Dalton State students. Under the supervision of the [director of Residence Life](#), the Office of Residence Life is committed to providing a safe, secure, comfortable, and educational environment to ensure student success. The Office oversees and reviews violations of the [Student Code of Conduct](#) and Residence Life Policies and Procedures contained in the [Residential Living Guide](#) [4] and implements the College's [student conduct process](#), under the direction of the [Dean of Students](#).

### Resident Assistants

The Office of Residence Life employs 10 resident assistants (RAs) [40] to ensure that the institution meets a 1:28 ratio of resident assistants to residents in the College's one residence hall, Mashburn Hall. RAs are upper-division students who are selected and trained to assist fellow students in their development and adjustment to campus life. They are also responsible for educating their residents on the [Student Code of Conduct](#) [41] and documenting any violations that occur in the residence areas. RAs and public safety officers routinely conduct evening "rounds" together and separately throughout the residence hall to ensure the College is meeting a standard of excellence. Resident assistants submit [a duty-log](#) each evening that documents the time of each of their rounds and the status of the building. If they document any

violations of the student code of conduct, they are entered in [Maxient](#) [42], a software program that is specifically designed to keep accurate records of student behavior.

In addition to RAs, Mashburn Hall has a [live-in full-time master's-level professional](#). This individual provides an additional level of support for the RAs and Public Safety in case of any emergency situation that arises after hours. Residence hall staff members immediately notify [Public Safety](#) if there is a crime or incident that requires their attention or attention of the police. The Office of Residence Life, the Department of Public Safety, and the Dean of Students work together regarding situations in the residence hall that might require emergency intervention. All reports submitted by all of three offices are shared with each other, and professional staff members meet bi-weekly when classes are in session to review reports and ensure proper response. Daily collaboration among Residence Life, Public Safety, and the Dean of Students occurs throughout the year.

### Health and Safety Inspections

All residents of Mashburn Hall are accountable for the cleanliness as well as any deterioration or damage of their rooms or their contents beyond normal wear and tear and are charged for such damages [4]. Housekeeping regularly cleans and removes trash from public bathrooms and public areas of all residence facilities. On a monthly basis, Residence Life professional staff perform health and safety inspections of all residence hall rooms on campus including preventative pest control measures [43]. Residents who fail a health and safety inspection more than twice a semester are referred to the Dean of Students' Office. When moving out of a room, residents are responsible for cleaning and mopping their rooms as well as removing all personal belongings.

### Residence Halls Security and Access

[Mashburn Hall](#) is secured at all times and may be entered only with an electronic access card. All residents are responsible for ensuring that they do not allow non-residents and/or persons who are not their guests access to their residence hall; doing so is a violation of campus policy, and such students are subject to a conduct action. The entry door is staffed by student assistants who register outside visitors and ensure they comprehend the College's processes and procedures. A [quest log](#) is maintained using a Residence Hall Guest Registration Form [44] with each visitor's personal information, and all guests are signed in by the resident that they are visiting.

### Fire Safety

Mashburn Hall is equipped with a fire alarm system and sprinklers. Fire drills [45] are held at least once a semester. Policies on portable electrical devices, use of kitchens, and smoking inside the residence hall are found in the [Residential Living Guide](#) [4]. In the event a fire alarm sounds, College policy requires [46] all occupants to evacuate the building, closing doors as they leave. Once safely outside the building, residents should contact 911 and the Department of Public Safety at 706-272-4461. Dalton State is required to disclose statistical data on an annual basis on all fires that occur in on-campus housing facilities.

Mashburn Hall is also equipped with stand-alone fire alarm systems that are then connected to monitoring companies, which notify the Fire Department and Public Safety when an alarm sounds. These fire alarm systems are also backed up with battery power at each building and contain all monitoring of sprinkler, suppression, detection and relay devices. There are smoke detectors in nearly every room (with a minimum of one smoke detector per apartment) and 24/7 monitoring that meets, or in most cases exceeds, the National Fire Alarm Code requirements [47]. In the most recent Fire Marshall Rating Evaluation Report (Fall 2018), Mashburn Hall

received an overall rating of “Excellent” as observed by the chief fire inspector during a fire/evacuation drill [48].

## **Health and Wellness - Promoting a Healthy College Community**

The [Department of Health and Wellness](#) offers various [fitness classes](#), [intramural sports](#), physical fitness opportunities, [counseling services](#), and [health services](#) available to students, staff, and faculty. These opportunities are listed on the [Health and Wellness Website](#). In 2007, the College opened the [Fitness Center](#) for use by students and employees. Fitness programs and classes are offered each year [49] by [Campus Recreation](#), Counseling Services, and the [Ken White Student Health Center](#), including ones focused on stress management, healthy relationships, mindfulness, and general healthcare. For example, during the 2017-2018 academic year, the Fitness Center offered 10 fitness/wellness programs to the college community. The Ken White Student Health Center organized campus health fairs at both campuses attended by 262 students, staff, and faculty [50], [51]. More than 1,000 counseling sessions were scheduled for students over the 2017-2018 academic year [52].

## **Conclusion**

Dalton State College actively works to provide a healthy, safe, and secure environment for all members of the campus community. Campus satisfaction with the College’s environmental health and safety is demonstrated by various campus-wide survey results. For example, in a 2018 survey conducted by the Department of Plant Operations, 98% of faculty and staff were “very satisfied” or “satisfied” with the services provided related to campus environmental, safety, and security issues [53]. In a 2018-2019 campus fitness survey conducted by Campus Recreation, 42 out of 43 respondents/participants agreed that the fitness classes they attended had a positive impact on their overall health [54]. In a Fall 2018 satisfaction survey conducted by the Health Center, 95% of students were “very satisfied” or “satisfied” with the overall services they received at the center [55]. Other surveys also show high satisfaction levels with a healthy, safe, and environment issues. For instance, in one survey, roughly 94% of faculty respondents [56] and 95% of staff respondents [57] agreed either fully or partially that “Dalton State takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community.” And about 70% of graduating students rated their level of satisfaction with campus police and security as “satisfied” or “very satisfied” [58]. In addition, in 2019, Dalton State College received the first-ever University System of Georgia Well-Being Award for having a high participation rate in the system’s health initiative program. The system-wide participation goal was 30%, but Dalton State exceeded with a 55% participation rate [59]. All these survey results and developments show that Dalton State clearly demonstrates its effectiveness at providing a healthy, safe, and secure environment for all members of the campus community.

## **Documentation**

- [1] Public Safety Policy and Procedures Manual
- [2] Dalton State Policy and Procedures Manual (Part II - Personnel)
- [3] Registered Student Organizational Manual, 2018-2019 (Section 11)
- [4] Residential Living Guide, 2019-2020 (Safety and Security)
- [5] DSC Accident Prevention Policy
- [6] Safety and Emergency Action Plan
- [7] DSC Chemical Hygiene Plan
- [8] DSC Laboratory Safety Manual
- [9] Hazardous Communication Program
- [10] DSC Hazard Assessment Checklist
- [11] DSC Open Flame Candle Request Form
- [12] Dalton State College - Fire Evacuation Drill Evaluation

## Documentation

- [13] HR Email re Action Required\_ Mandatory Training - Deadline is October 31
- [14] Safety and Emergency Action Plan re Dalton State Right-to-Know Training
- [15] Online (Security) Training GUIDE, 2018-2019 re New employees
- [16] Student Orientation Guest Schedule, 2018
- [17] Board of Regents Policy Manual - 9.11.14 Management and Operations (Environmental and Occupational Safety)
- [18] Dalton State College - Draft Environmental Compliance Audit Report
- [19] Elevator Operating Permits, 2018-19
- [20] Elevator Operating Permit, Peeples Hall, 2018
- [21] DSC Fire Alarm Annual Inspections Report, 2018-19
- [22] Roadrunner Cafe & Rage Cafe Food Inspection Reports, 2019
- [23] DSC Gas Leak Survey Engineering Report, 2018
- [24] Liquid Waste Manifest, 2019
- [25] DSC Quarterly Boiler Inspection Reports, 2018
- [26] DSC Chiller Inspection Reports, 2019
- [27] DSC Spill Prevention Plan 2018-19
- [28] DSC Lockout-Tagout Safety Policy, March 2019
- [29] Public Safety Emergency Information and Instructions
- [30] Masters Certification Example
- [31] Example - Public Safety Officer Training Agenda, 2019
- [32] Public Safety Risk Reduction Techniques
- [33] Public Safety Active Shooter Awareness Training
- [34] Rave Roadrunner Alert
- [35] Whitfield County Hazard Mitigation Plan
- [36] Crime Report Form
- [37] Residence Life Safety Training
- [38] Response Requests Radio Log
- [39] Photo Example - Campus Video Camera
- [40] Resident Assistant (RA) Position Description
- [41] Dalton State College Student Code of Conduct, 2018
- [42] Resident Life Incident Reporting Form
- [43] Residence Life - Health and Safety Check Form
- [44] Residence Hall Guest Registration Form
- [45] Mashburn Hall Fire Drill Report Example, February 2019
- [46] Safety and Emergency Action Plan re Building Evacuation
- [47] Safety and Emergency Action Plan re Mashburn Hall
- [48] Fire Marshall High Rating for Mashburn Hall Fire Drills, Fall 2018
- [49] Fitness Classes, Spring 2019
- [50] Dalton State Campus Health Fair Flyer
- [51] Gilmer Campus Health Fair Flyer
- [52] Counseling Center Appointment Statistics
- [53] Plant Operations Campus Environment Survey, 2018
- [54] DSC Campus Recreation Fitness Survey Results, 2019
- [55] Health Center Satisfaction Survey, Fall 2018
- [56] Faculty Survey Results re Healthy, Safe and Secure Environment
- [57] Staff Survey Results re Healthy, Safe and Secure Environment
- [58] Graduating Students Survey Results re Police and Security
- [59] Dalton State Recognized for Health Initiatives - Dalton State College

## Section 14: Transparency and Institutional Representation

- 14.1 The institution (a) accurately represents its accreditation status and publishes the name, address, and telephone number of SACSCOC in accordance with SACSCOC's requirements and federal policy; and (b) ensures all its branch campuses include the name of that institution and make it clear that their accreditation depends on the continued accreditation of the parent campus.  
*(Publication of accreditation status)*

### **Commission Comments and Request:**

#### **Standard 14.1 (Publication of accreditation status)**

*This standard expects that an institution (a) accurately represents its accreditation status and publishes the name, address, and telephone number of SACSCOC in accordance with SACSCOC's requirements and federal policy and (b) ensures all its branch campuses include the name of that institution and make it clear that their accreditation is dependent on the continued accreditation of the parent campus.*

This standard was not addressed in the report. The institution should address this standard.

### **Dalton State Response:**

Dalton State College represents its accreditation status accurately and publishes the name, address, and telephone number of the Commission in accordance with requirements and federal policy in its undergraduate digital [Catalog](#) on page 1 [1], [Facts and Figures](#) on page 11 [2], the 2016-2019 [Strategic Plan](#) on page 2 [3], Representation of Accreditation Status [webpage](#) on the Office of Institutional Research and Effectiveness [website](#), and at the bottom of College's main [website](#) [4].

All these publications and locations contain the full name, address, and telephone number of the Commission. The statements read as follows:

Dalton State is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, GA 30033-4097: Telephone number 404-679-4501) to award the associate's and bachelor's degrees.

Since its off-campus site at the [Gilmer Campus](#) is not a stand-alone or branch campus, students who attend classes at the Gilmer Campus all use and have access to the same documents and information as the main campus. Thus, all documents disseminated on behalf of the institution at the Gilmer Campus accurately represent the SACSCOC's accreditation information as presented on the main campus website [4].

The College's external communication in the form of promotional brochures and recruitment materials also displays the institution's SACSCOC accredited status with appropriate information. Examples can be found in the Dalton State College Viewbook [5], produced by the [Office of Admissions](#), which provides information to current and prospective students about the admission process, majors and programs, financial aid, student life, and residence life. Although they do not distribute informational brochures to current and prospective students, the [Athletics Department](#) and the [Dalton State College Foundation](#) (scholarship information for enrolled students, study abroad, entering freshmen, and dual enrolled students) accurately represent the SACSCOC accreditation information on their respective websites [6], [7].

Dalton State College publishes its SACSCOC's accreditation information for online and distance education students (eLearning, eCore, and eMajor) on the [Academic Affairs website](#) [8].

**Documentation**

[1] 2018-2019 *Catalog and Student Handbook*

[2] *Facts and Figures, 2018-2019*

[3] 2016-2019 *Strategic Plan*

[4] Dalton State College Website

[5] Dalton State College ViewBook

[6] Athletics Website

[7] Dalton State Foundation Scholarships Website

[8] Academic Affairs Website re Online and Distance Education