South Carolina Budget and Control Board

ACCOUNTABILITY REPORT

Denmark Technical College

1126 Solomon Blatt Boulevard

Denmark, South Carolina, 29042

Accountability Report Transmittal Form

Agency Name Denmark Technical College

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Denmark Technical College

Denmark, South Carolina

2012-2013

Accountability Report

1. Denmark Technical College Mission and Value Statements

Mission

Denmark Technical College is a public, comprehensive, historically black, two-year technical college located in rural Bamberg County. The College annually serves over 2,000 credit hours and continuing education students, a mix of traditional, nontraditional, full-time and part-time. Denmark Technical College is the only technical college in the State of South Carolina with on-campus housing. Denmark Technical College is a member of the South Carolina Technical College System. As such its mission is related to the educational mission of the Technical College System and the State of South Carolina. The College's primary service area is comprised of Bamberg, Barnwell, and Allendale counties with a legislated mandate to serve students throughout the state. As an open-door institution, the College provides affordable, postsecondary education culminating in associate degrees, diplomas, or certificates, to citizens from diverse educational and socioeconomic backgrounds and reaches out to its service area high schools with opportunities for said students. The College provides training needed by business and industry through collaborative partnerships and resource allocations.

Denmark Technical College:

1. Provides student learning outcome based educational opportunities for its students with an embedded continuous improvement plan that will afford the necessary skills and knowledge for the emerging job market.
2. Develops and implements processes for seamless transition of students from high school through Denmark Technical College to four-year institutions.
3. Provides the graduates with the intellectual and practical skills to include but not limited to inquiry and analysis, critical and creative thinking, written and oral communications, quantitative literacy, information literacy, teamwork and problem solving.[1]
4. Provides the graduates with the personal and social responsibility skills to include but not limited to civic knowledge and engagement-local and global, intercultural knowledge and competence, ethical reasoning and action, foundations and skills for lifelong learning.[1]
5. Engages in efforts to form extensive partnerships/consortia leading to branding the college as a leader in training for the business and industry that will enhance the economic development and growth of the service area and the state.
6. Provides a competency based program for the students to attain and maintain certifications for the job market.

[1] Essential Learning Outcome, Association of American Colleges and Universities

Vision Statement

Denmark Technical College will become one of the leading technical colleges in the region and nation, recognized for superior educational training, as a student oriented institution, and as a training provider for business and industry, with flexible, relevant, and inclusive academic programs delivered on multiple platforms using cutting edge technology to prepare learners for the global marketplace and changing workforce needs.

Values

Denmark Technical College pursues its mission within a student-centered environment based on the fundamental values of a commitment to excellence; fostering a positive learning process, well-balanced cultural and social experiences; in an atmosphere of mutual respect, an understanding of and the ability to function in a technologically advanced world; and with a realization of the need for a strong work ethic.

2. Major Achievements from Past Year

- The persistent recruitment plan from the previous year yielded an increase both in the headcount (6.8%) as well as the FTE numbers (7.8%) for the college.
- Compared to the previous year, there was a 29% increase in number of degrees offered by the college, which was an all time record.
- The college obtained reaccreditation of the Early Care and Education program from the National Association for Education of Young Children (NAEYC), the General Business program from the Accreditation Council for Business Schools and Programs (ACBSP), and the Electromechanical Engineering program from the Accreditation Board for Engineering and Technology (ABET).
- The College secured two external grants.
- The College offered three institutes during summer 2013: STEM Education Math Summer Institute, STEM Education Science Summer Institute, and Robotics Summer Institute for students from the local service area school for Science, Technology, Engineering, and Mathematics (STEM) initiatives.
- The College significantly increased the efficiency of funds drawn down from federal and state agencies.
- Deferred maintenance funds of approximately $275,000 were secured from State Funding.
- The Information Technology infrastructure was enhanced by installing Document Imaging Systems in three key areas; upgrading Internet Bandwidth, improving network connectivity between all campuses, upgrading communication network (SSIT); implementing Bookstore Management System; integrating the Financial Aid and Business Office functions; enhancing the online registration, recruitment, financial aid, degree audit and reporting functionalities.
- The academic computing infrastructure was also enhanced by upgrading five classrooms with audio/visual equipment such as smart boards and projection systems and installing power backup in data center to support core network switches and server during power interruptions.
- The College extended support to reduce barriers faced by students in the areas of transportation and childcare in the tri-county service area.
- The Department of Practical Nursing purchased commercial software and made it available to the graduates to facilitate their success rate in the national licensure examination.
- Equipment and software to enhance teaching and learning were added in four out of five program areas in the Industrial and Related Technology Division through external funding and donations.
- The Department of Early Childhood Development, Barnwell County First Steps and Vocational Career Center hosted "The Week of the Young Child" event where students participated in several experimental learning events.
- The Department of Human Services engaged students through several events related to Domestic Violence Awareness, Service Learning Projects.
- The Culinary Arts department organized "Annual Community Breakfast" activity for promoting diversity as an experiential learning for students and staff.
- The Department of Continuing Education completed 3rd year of Department of Energy grant; designed a control room training simulator to use for training with Mechatronics and Certified Production Technician; established a bridge program for Continuing Education students taking classes in the Mechatronics program to receive 6 credit hours in the Electromechanical Engineering program to feed students from the CE program into the Engineering program; and strategically identified the need of the service area & identified the need for mechatronics & Industrial Production certificates.

3. Key Strategic Goals for 2010-2015

Goal 1: Provide quality customer service.

- Implement processes that will result in a sound understanding of the programs and services offered by the college.
- Develop materials and processes to clearly articulate/communicate programs and services.
- Provide customer service training.
- Establish customer friendly processes for services relating to Recruitment, Admissions, Registration, Financial Aid, Transcripts & Records, Career Planning and Placement, Counseling, Academic Support, IT Support/Help Desk, Academic Advising, Information Dissemination, Quality of Life Enhancement.

Goal 2: Implement Student Learning Outcome based teaching and learning processes across all academic programs.

- Enhance quality of academic programs and services.
- Identify and implement research based and innovative (out of the box) practices/processes to enhance student centered teaching, learning, and services at the college.
- Implement outcome based programs from conceptualization and self-training opportunities by the student. (Student will see a process, research & develop the learning process, learn, and demonstrate proficiency).
- Identify, Innovate, and Implement (I^3) initiatives to hire and retain quality faculty and staff.

Goal 3: Develop and implement processes for seamless transition of students from high school through Denmark Technical College to four year institutions.

- Implement initiatives to collaborate with the service area school districts.
- Implement initiatives to collaborate with the senior/higher education/four year institutions.

Goal 4: Develop partnerships with the stakeholders to promote economic development and enhance quality of life.

- Provide stakeholders access to opportunities at the college.
- Collaborate with the economic development organizations.
- Implement processes to enhance the role, scope and contribution of the Academic Advisory Committees.
- Implement learning opportunities to promote and enhance civic responsibilities.
- Seek and implement partnership to leverage resources and promote the "Total Resource Utilization for Efficiency" (TRUE) opportunities.

Goal 5: Implement training programs based on the needs of business and industry/workforce development.

- Develop professional, technical and soft skills of the students in all programs for enhancing employability.

- Implement strategies to promote adaptability in the emerging and shifting career opportunities.
- Develop processes to meet the just-in-time demands of business and industry.
- Continuously assess the needs of business and industry.

Goal 6: Design and implement evaluation of programs and services with embedded continuous quality enhancement processes.

- Develop and implement data collection and dissemination processes towards strategic and operational decision-making at the college.
- Design and implement embedded continuous improvement plans to increase institutional effectiveness.

Goal 7: Implement sustainable practices to increase effectiveness, efficiency, and productivity.

- Enhance Student Retention, Program Completion, Placement, and Student Satisfaction.
- Seek and submit proposals to public and private sources for funding.
- Develop steps to optimize resource utilization and increase income.
- Identify and implement practices to manage operational and predictive risks.

Goal 8: Implement faculty and staff development programs.

- Design and implement a Faculty and Staff Development Program.

Goal 9: Implement technologies to enhance student learning and support programs.

- Integrate meaningful integration of technology in the teaching and learning processes.
- Integrate technology to enhance support services.

Goal 10: Enhance perception, through branding and continuously promoting culturally diverse experiences, and globally competitive educational opportunities.

- Promote internationalization.
- Integrate diversity into the programs and services.
- Enhance multiculturalism.
- Promote the College's Core Capabilities (C^3).
- Streamline the flow of information, increase transparency, and enhance clear communication.

4. Key Strategic Challenges (i.e. mission, operational, human resource, financial, and community-related strategic challenges).

The key strategic challenges for Denmark Technical College are as follows:

- **Educational**
  - ➢ The institution becoming a state assisted rather than a state supported entity is exerting significant financial pressure on its educational programs to adequately serve the rural population.
  - ➢ The non-credit programs are challenged with limited external funding to support the inability of the potential students to pay for non-credit course offerings.
- **Operational**
  - ➢ Seeking and maintaining appropriate technology infrastructure that continues to

be scalable and reliable in the changing market place.
  - ➤ Meeting the demands of expanding regulatory and compliance requirements.
- *Human Resource*
  - ➤ Attracting and retaining quality faculty and staff.
  - ➤ Small workforce in the service area to meet the institution's need.
  - ➤ Inadequate local infrastructure to attract employees with special skill set for new program development.
  - ➤ Inadequate opportunities to provide cost-effective continuing education for existing faculty and staff.
- *Financial*
  - ➤ Significantly low level funding from local or state level for continuous need for deferred maintenance.
  - ➤ Service area counties with extremely low tax base with little or no ability to provide financial support.
  - ➤ Insufficient state funding to adequately serve the workforce need of the rural population in the service area with limited employment opportunities.
  - ➤ Limited funding for non-credit course offerings.
  - ➤ Unsustainable tuition and fees options for the college when the students have limited ability to pay.
- *Community-Related*
  - ➤ Low graduation rate from the local service area schools.
  - ➤ Lower tax base of the community directly served.
  - ➤ Sustainable stakeholders' engagement due to barrier in any rural settings.

5. How the accountability report is used to improve organizational performance (describe the process and improvements achieved through the accountability report preparation and self-assessment process).

The Denmark Technical College Planning and Assessment Processes are used to identify and then assess progress towards the achievement of the strategic goals and objectives during a five-year cycle. In addition, each year the College assesses progress and identifies annual goals and objectives. This process is focused on efforts to continually improve the services provided by Denmark Technical College to the citizens of the state. The Accountability Report has become a part of that process as an avenue for sharing, planning and assessment of information with the state of South Carolina.

The Accountability reporting process also facilitates the aggregation of data pertaining to the key performance indicators and overall institutional progress. In addition, there is a refreshing review of the institutional staff involvement in developing a comprehensive report of engagement and achievements.

Section II – Organizational Profile

1. Main products and services and the primary methods by which these are delivered

The College seeks to fulfill its mission by offering the following programs using multiple instructional methods, including traditional lecture and lab for both on-campus and off-campus instruction. The primary method by which all the programs are delivered are face-to-face platform.

Academic programs offered by the College are:

Degrees, Diplomas, and Certificates Offered by Denmark Technical College
Associate Degrees
Associate in Arts
Associate in Science
Associate of Applied Science in Administrative Office Technology
Associate of Applied Science in Computer Technology
Associate of Applied Science in Criminal Justice Technology
Associate of Applied Science in Early Care and Education
Associate of Applied Science in Electromechanical Engineering Technology
Associate of Applied Science in General Business
Associate of Applied Science in General Technology
Associate of Applied Science in Human Services
Diploma Programs
Diploma in Administrative Support
Diploma in Barbering
Diploma in Cosmetology
Diploma in Practical Nursing
Certificate Programs
Certificate in Accounting
Certificate in Building Construction Fundamentals
Certificate in Computer Servicing & Repair
Certificate in Criminal Justice
Certificate in Culinary Arts
Certificate in Early Childhood Development
Certificate in General Studies
Certificate in Gerontology
Certificate in Multimedia WEB Graphics Design
Certificate in Nursing Aide Assistant
Certificate in Plumbing
Certificate in Pre-Medical
Certificate in Welding
Certificate in Word Processing

2. Key customer groups and their key requirements/ expectations:

The College's primary service area is comprised of Bamberg, Barnwell, and Allendale counties with a legislated mandate to serve students throughout the state. As an open-door institution, the College provides instruction culminating in associate degrees, diplomas, or certificates, to citizens from diverse educational and socioeconomic backgrounds. The characteristics of our key customer groups are found in the tables below.

Denmark Technical College Student Characteristics in Fall 2012

		N	Percentage
Student Status	Credit Full-Time	1690	90.5%
	Credit Part-Time	177	9.5%
	Non-Credit	32	

Denmark Technical College Degree Seeking Student Characteristics in Fall 2012
N=1867

		N	Percentage
Student Status	Full-Time	1690	90.5%
	Part-Time	177	9.5%
Residency	South Carolina	1808	96.8%
	Non-SC Residents	59	3.2%
Housing	Undergraduates on Campus	396	21.2%
Race	American Indian or Alaskan Native	1	0.1%
	Black	1794	96.1%
	Hispanic	4	0.2%
	White	67	3.6%
	Unknown	1	0.1%
	Female	990	53.0%
Gender	Male	877	47.0%
	<18	64	3.4%
Average Age	18-19	293	15.7%
	20-21	414	22.2%
	22-24	345	18.5%
	25-29	280	15.0%
	30-34	162	8.7%
	35-39	101	5.4%
	40-49	132	7.1%
	50-64	66	3.5%
	< 65	8	0.4%
	Unknown	2	0.1%
First -Time, Full Time Freshmen:		635	
Graduates 2011:		351	
All Students:		1867	

Students attending Denmark Technical College are seeking either to earn a two-year associate degree and transfer to a four-year institution or to gain the knowledge and skills to go into the workplace with an associate degree, diploma, or certificate.

3. Key Stakeholder Groups:

Key stakeholder groups include: advisory councils, alumni, donors/prospective donors, chamber of commerce members, economic development organizations, area companies, area school districts, and community members.

4. Key Suppliers and Partners:

The key suppliers of students for Denmark Technical College are Bamberg, Barnwell, and Allendale counties. During 2012-2013, 55.8% of Denmark Technical College students came from the tri-county service area, 40.9% came from other South Carolina counties, and 3.2% were out-of-state residents.

Denmark Technical College works closely with the seven high schools in the Tri-County Service Area providing dual credit courses and other collaborative programs such as HEAP, EEDA, and Project Lead The Way (PLTW). The College also collaborates with local businesses and industries to provide instruction and training for potential and current employees.

5. Operating Locations:

Main Campus

Denmark Technical College, 1126 Solomon Blatt Boulevard, Denmark, South Carolina 29042

Classroom Buildings

DTC Barnwell Educational Center, 10370 Ellenton Road, Barnwell, South Carolina 29812

6. The Number of Employees, Segmented by Employee Category:

During the 2012-2013 academic years, as of November 1, 2013 (IPEDS reporting), Denmark Technical College employed 34 full-time faculty; 15 adjunct faculty; 97 full-time staff; and 94 part-time staff.

7. Regulatory Environment

Denmark Technical College is a state-supported two-year technical college which operates under the auspices of its local Area Commission and the State Board for Technical College and Comprehensive Education. As an institution that receives Title IV funding from the Federal Government, the College adheres to federal regulations regarding the management of those funds. The College also abides by all federal and state regulations regarding the operation of the institution. Denmark Technical College is accredited by the Southern Association of Colleges and Schools Commission on Colleges, 1866 Southern Lane, Decatur, Georgia 30033-4097 to award associate degrees, diplomas, and certificates and is required to remain in compliance with the accreditation standards. Additionally, the college maintains its compliance with the requirements set forth by the SC Commission on Higher Education (CHE), the State Budget and Control Board, the Office of Human Resources, and the US Department of Education.

With secondary accreditations in the areas of Early Childhood Education, General Business and Electromechanical Engineering Technology the college is in compliance with the accreditation criteria established by the National Association for the Education of Young Children; Association of Collegiate Business Schools and Programs; and Engineering Technology Accreditation Commission of the Accreditation Board for Engineering and Technology.
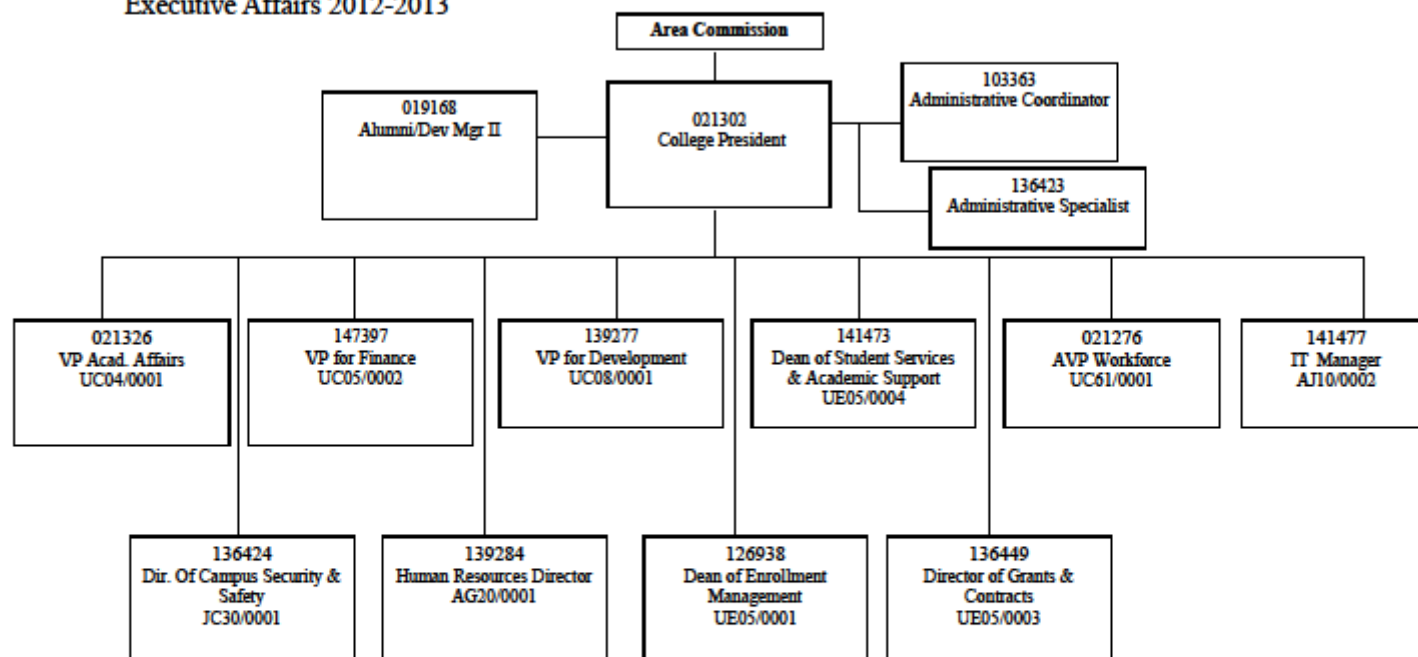
8. Performance Improvement Systems

As a public entity, Denmark Technical College has an obligation to demonstrate the efficient utilization of people's resources through compliance and accountability, which in turn lead to a series of performance improvement systems. As such, the College strives for continuous improvement in all operations of the institution, utilizing both external and internal processes to manage performance improvements through formative and summative mechanisms.

The external processes include maintaining institutional accreditation by the Southern Association of Colleges and Schools, 1866 Southern Lane, Decatur, Georgia 30033-4097, and continue with the national program accreditation for three academic programs: the Electromechanical Engineering Technology Associate Degree by the Accrediting Body for Engineering Technologies; the General Business Associate Degree by the Association of Collegiate Business Schools and Programs; and the Early Care and Education Associate Degree by the National Association for the Education of Young Children. Both the institutional and the program accrediting agencies require a performance self-analysis by the College and external review team visit, and follow-up to improve operations. All academic programs are evaluated annually by the State Board for Technical and Comprehensive Education. All associate degree programs are evaluated annually by the South Carolina Commission on Higher Education. The College is required to maintain performance levels set by these agencies.

The internal planning and assessment process of the College includes the development of a five-year strategic plan, annual assessment of progress, and an annual operational plan from all planning units of the College. In addition, the students evaluate their classroom instruction using the Student Evaluation of Instruction form which is administered to every class, every term. The employees of the institution are evaluated annually using the South Carolina Employee Performance Management System and faculty members are evaluated through the South Carolina Faculty Performance Management System. Each year the institution submits an Institutional Effectiveness Report to the South Carolina Commission on Higher Education.

9. Organizational Structure: Organizational Chart Follows:

Denmark Technical College
Organizational Chart
Executive Affairs 2012-2013

Area Commission

019168
Alumni/Dev Mgr II

021302
College President

103363
Administrative Coordinator

136423
Administrative Specialist

| 021326 VP Acad. Affairs UC04/0001 | 147397 VP for Finance UC05/0002 | 139277 VP for Development UC08/0001 | 141473 Dean of Student Services & Academic Support UE05/0004 | 021276 AVP Workforce UC61/0001 | 141477 IT Manager AJ10/0002 |

136424
Dir. Of Campus Security & Safety
JC30/0001

139284
Human Resources Director
AG20/0001

126938
Dean of Enrollment Management
UE05/0001

136449
Director of Grants & Contracts
UE05/0003

*Positions are filled unless noted
08/28/2012

Accountability Report Appropriations/Expenditures Chart

Base Budget Expenditures and Appropriations

Major Budget Categories	FY 11-12 Actual Expenditures		FY 12-13 Actual Expenditures		FY 13-14 Appropriations Act	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	$ 6,195,356	$ 1,703,776	$ 6,255,506	$ 2,155,348	$ 6,312,677	$ 2,089,514
Other Operating	$ 15,920,904		$ 20,686,893		$ 21,307,450	
Special Items				$ 250,000		$ 435,750
Permanent Improvements	$ 246,285			$ 154,403		
Case Services						
Distributions to Subdivisions						
Fringe Benefits	$ 1,684,693	$ 511,113	$ 1,171,195		$ 1,206,331	
Non-recurring				$ 95,295		$ 93,108
Total	$ 24,047,238	$ 2,214,889	$ 28,113,594	$ 2,655,046	$ 28,826,458	$ 2,618,372

Other Expenditures

Sources of Funds	FY 10-11 Actual Expenditures	FY 11-12 Actual Expenditures
Supplemental Bills	$ -	$ -
Capital Reserve Funds	$ -	$ -
Bonds	$ -	$ -

11. Major Program Areas

Program Number and Title	Major Program Area Purpose (Brief)	FY 11-12 Budget Expenditures		FY 12-13 Budget Expenditures		Key Cross References for Financial Results*
		State: 3,929,768.00	16%	**State:** 3,897,118.00	14%	
		Federal: 2,265,588.00	9%	**Federal:** 2,358,388.00	8%	
		Other: 17,851,882.00	74%	**Other:** 21,858,088.00	78%	
		Total: 24,047,238.00	100%	**Total:** 28,113,594.00	100%	
		% of Total Budget:		**% of Total Budget:**		
		State:		**State:**		
		Federal:		**Federal:**		
		Other:		**Other:**		
		Total:		**Total:**		
		% of Total Budget:		**% of Total Budget:**		

Below: List any programs not included above and show the remainder of expenditures by source of funds.

Remainder of Expenditures:	**State:**	**State:**
	Federal:	**Federal:**
	Other:	**Other:**
	Total:	**Total:**
	% of Total Budget:	**% of Total Budget:**

* Key Cross-References are a link to the Category 7 - Business Results. These References provide a Chart number that is included in the 7th section of this document.

Section III – Elements of Malcolm Baldrige Ward Criteria as follows:

Category 1 – Senior Leadership, Governance, and Social Responsibility

The Leadership Category examines how your organization's senior leaders guide and sustain your organization. It also examines your organizations governance and how your organization addresses its ethical, legal, and community responsibilities.

1. How do senior leaders set, deploy, and ensure two-way communication throughout the organization and with customers and stakeholders, as appropriate for: a) short and long term organizational direction and organizational priorities, b) performance expectations, c) organizational values, and d) ethical behavior.

The vision and values of Denmark Technical College are communicated to all faculty, staff, and key stakeholders through the Mission Statement and the Institutional Strategic Goals which are developed through the College-wide strategic planning process. Each planning unit develops unit goals which support the institution's strategic goals. Annually, the units report on their progress towards achieving the goals and their plans for the coming year. Through media campaigns and major publications, the vision and values of the College are emphasized to its community at large, and its existence as a student-centered academic establishment is especially promoted.

In concert with the institutional short term and long term goals, each of the employees in consultation with their supervisors set their performance expectations through the annual employee performance evaluation process. Through these two-way communication processes the institution allows each employee to formulate his or her responsibilities and the supervisors to articulate his or her evaluation methods for accountability. Such transparency allows the institution to move forward with a focus on the organizational values. In addition, the process facilitates each employee to remain mindful of the necessity to behave in an ethical manner.

The senior leadership of Denmark Technical College consists of the President and the Executive Cabinet, composed of the Vice President of Academic Affairs and Student Services, the Vice President for Fiscal Affairs, the Vice President for Institutional Research, Planning and Development, the Executive Dean of Student Services and Academic Support, the Director of Human Resources, the Director of Grants and Contracts and the Director of Information Technology. This senior leadership ensures that the processes are reviewed regularly and necessary changes in the policies and procedures are made so that an effective and efficient two-way communications throughout the institution can be practiced.

2. How do senior leaders establish and promote a focus on customers and other stakeholders?

As an educational institution, Denmark Technical College's senior leadership team is always guided by the needs of its customers, its students. All of its plans and actions are designed and developed to ensure that these customers are optimally served. To establish and promote focus on customers and other stakeholders, at the beginning of each semester the President meets with the faculty and staff and discusses the goals for the semester. The senior leadership team meets to discuss the issues and activities of the College and the team members in turn share this information with their staff in regularly scheduled meetings. The College maintains a college-wide calendar with important administrative and academic dates that are critical to accomplish the organization's mission, strategic objectives, improve performance and attain its vision. The sustainability of the organization results from established processes that are efficient and

effective and clear to execute.

3. How does the organization address the current and potential impact on the public of its programs, services, facilities and operations, including associated risks?

Through monitoring of key performance measures Denmark Technical College addresses the current and potential impact on the public of its programs, services, facilities, and operations. Ongoing analysis of the data provides the means to address associated and emerging risks. The college has been working on and slowly achieving a process that is occurring on a continuum. This is beginning to provide pathways for the employees to develop continuous improvement plans which will allow anticipation of adverse impacts of the programs and services offered by the college. As such the senior leaders can adjust activities to remain in compliance with compliance and regulatory requirements.

The performance measures that are reviewed by senior leaders on a regular basis are head count and FTE enrollment, number of graduates, graduation rate, placement rates, program evaluation status for academic programs, cost center expenditure vs. budget, dorm residency rates, student success rates, and the results of student evaluation of instruction.

4. How do senior leaders maintain fiscal, legal, and regulatory accountability?

Senior leaders promote and support an environment that fosters and requires legal and ethical behavior and fiscal, legal, and regulatory accountability by ensuring the dissemination and enforcement of all policies, procedures, and regulations that affect the operation of the College. In addition, a myriad of compliance and regulatory reporting under the supervision of the senior leaders allows each of them to personally promote and support an organizational environment of accountability with adequate monitoring. With internal controls in place, the senior leadership strives to be vigilant and consistent in the management of the organization.

Some of the accountability processes and reporting requirements are annual fiscal audit, academic program evaluation reports, reporting to primary and secondary accreditation agencies, annual financial aid reports, and reports by the Office of Grants and Contracts to the funding agencies.

5. What performance measures do senior leaders regularly review to inform them on needed actions?

The senior leaders at the institution review several key performance indicators on a continuous basis. Some of these indicators are enrollment (headcount and full time equivalent), graduation information, student retention, job placement, student satisfaction, faculty performance (classroom evaluation and grade distribution), continuing education enrollment, and licensure examination pass rate. Additionally, the academic programs provide Student Learning Outcome based reports and the Business Division continually assesses and reports on functional area needs. A balance between revenue and expenses are continuously monitored.

6. How do senior leaders use organizational performance review findings and employee feedback to improve their own leadership effectiveness, the effectiveness of management throughout the organization including the head of the organization, and the governance board/policy making body? How do their personal actions reflect a commitment to organizational values?

On an annual basis consistent with the provisions of the Agency Head Performance Evaluation document, the college's President is evaluated annually by the college's Area Commission. Performance of each member of the senior leadership is assessed by the President through the guidelines established by Employee Performance Management System (EPMS). The evaluation processes specifically look into the performance as a function of attainment of institutional priorities and strategic goals.

As part of the institutional planning and operation processes the senior leaders are responsible for the coordination of activities for successful outcomes of their divisions and units. As such, they are expected to monitor and manage various ongoing processes and facilitate successful outcomes. There are several internal and external reporting processes that demonstrate the commitment of the President and Area Commission for the organizational values.

7. How do senior leaders promote and personally participate in succession planning and the development of future organizational leaders?

The senior leaders encourage faculty and staff members who are interested in advancement to pursue further education. The President of the college provides financial and logistical support from various funding sources to facilitate knowledge acquisition and career advancements for the selected candidates. The college also identifies employees to participate in the South Carolina Technical College System (SCTCS) Leadership Academy.

8. How do senior leaders create an environment for performance improvement and the accomplishment of strategic objectives?

As noted above, the vision and values of College are communicated to all faculty, staff, and key stakeholders through the Mission Statement and the Institutional Strategic Goals which are developed through the College-wide strategic planning process. This remains to be the basis for the senior leaders to create an environment for performance improvement and accomplishment of strategic objectives.

Each planning unit develops unit goals which support the institution's strategic goals. Annually, the units report on their progress towards achieving the goals and their plans for the coming year. The progress reports have built-in options for continuous improvement plans. Through these reflective processes, the institution ensures that there are opportunities for performance improvement. In addition, through existing accountability processes, such as the faculty and staff performance evaluation system and internal and external reporting requirements, the strategic objectives are accomplished.

9. How do senior leaders create an environment for organizational and workforce learning?

Professional development is one of the institutional strategic goals. All planning and operational units in the College use the budget planning process for organizational and workforce learning. In building the budget for Denmark Technical College, the College leadership is also aware of the need for organizational, faculty, and staff learning. Funds are provided for conferences,

seminars, and meetings. All administrators have system-wide peer group meetings on a regular basis which are attended by Denmark Technical College personnel. In addition, the President continues to emphasize and provide opportunities for faculty and staff development through the use of grant funds to support education, training, and travel.

10. How do senior leaders engage, empower, and motivate the entire workforce throughout the organization? How do senior leaders take an active role in reward and recognition processes to reinforce high performance throughout the organization?

Communication is the primary process for the engagement, empowerment, and motivation of its workforce. To play an active role, the senior leaders meet as a group, with individuals, and in small groups, as necessary to conduct the business of the College. The President and the senior leaders meet on a regular basis with the faculty and staff to disseminate and with the student body as necessary to convey relevant information. In addition, a college calendar is published annually with the schedule of events and the major academic dates. The calendar is distributed to all students, faculty, staff, and administrators. Individual and institutional accomplishments are acknowledged in meetings and in the media, when appropriate. The senior leaders practice transparent communication strategies to actively engage the campus personnel, empower them with information, and motivate everyone by articulating an open-door policy.

There are several mechanisms by which employees are rewarded for improved performance and innovative approaches to solve emerging barriers. These rewards can be tangible or intangible in nature.

11. How do senior leaders actively support and strengthen the communities in which your organization operates? Include how senior leaders determine areas of emphasis for organizational involvement and support, and how senior leaders, the workforce, and the organization's students contribute to improving these communities.

The institution operates in a rural setting and one of the poorest regions of the state. While this setting has its share of challenges, it also ensures that the institution is selective in its approaches to be efficient and effective.

The senior leadership is constantly seeking ways to contribute to the tri-county area. Denmark Technical College participates in the Tri-County Development Board which works to bring new business and industry into the area.

Alliance programs build bridges between secondary education and postsecondary education to prepare students for careers in technology. Alliance articulation agreements provide an option through which high school students may receive advanced standing in college vocational and technical programs.

Denmark Technical College works in collaboration with the City of Denmark on projects of mutual benefit including planning recreation and tourism projects, such as the Dogwood Festival. The college continues to collaborate with the city of Allendale to operate a QuickJob Center and expand offering of non-credit courses.

Category 2 – Strategic Planning

1. What is your Strategic Planning process, including key participants, and how does it address:
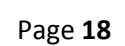 a. **Your organization's strengths, weaknesses, opportunities and threats;**
  b. **Financial, regulatory, societal and other potential risks;**
  c. **Shifts in technology and customer preferences;**
  d. **Workforce capabilities and needs;**
  e. **Organizational continuity in emergencies;**
  f. **Your ability to execute the strategic plan.**

All Denmark Technical College faculty, staff, and administrators play a role in the strategic planning process. Strategic planning is conducted at an institutional level using an institution-wide Central Planning Committee led by the Vice President for Institutional Research, Planning and Development. The Central Planning Committee reviews environmental factors, trend data, and the assessment of progress toward the completion of the goals and objectives of the previous planning cycle. Environmental factors include student markets and community demographics. The Central Planning Committee, whose members represent all academic programs and all non-academic constituencies of the campus conducts a SWOT analysis identifying internal strengths and weaknesses and external opportunities and threats including any financial, regulatory, and other potential risks. Included in this analysis are shifts in technology, markets and competitors.

The Central Planning Committee prepares a list of planning assumptions which guide the process. These planning assumptions are derived from a review of several factors, including the SWOT analysis; the human resources capabilities and needs; and the space requirements for the College. Long term sustainability of the College and organizational continuity in case of emergencies is addressed by the planning committee as a whole, and by the individual areas within the scope of the state of South Carolina guidelines.

College-wide input is then sought to prioritize the planning assumptions and identify necessary actions for successful operations. All information is synthesized by the Central Planning Committee and the Strategic Goals for Denmark Technical College are finalized. Specific performance criteria are then identified to measure progress towards achieving the goals. The Strategic Goals are disseminated and each planning unit is responsible for identifying their objectives and performance criteria within the goals of the College, and developing an action plan for achieving those objectives.

Long-term organizational sustainability and continuity in case of emergencies and the College's ability to execute the Strategic Plan are the responsibility of the senior leadership.

Strategic Analysis

Strategic Directions

Strategic Indicators

Strategic Plan

Strategic Milestones

Strategic Outcomes

Disseminate Report

Develop Plan

Formulate Improvement

Operational Plan

Implement Plan

Analyze Data

Collect Data

2. How do your strategic objectives address the strategic challenges you identified in your Executive Summary? (Section I, Question 4)

The college identified the following challenges. Relevant strategic goals and objectives are aligned in the following table.

Category	Challenges	Related Strategic Goal/Objective
Educational	The institution becoming a state assisted rather than a state supported entity is exerting significant financial pressure on its educational programs to adequately serve the rural population.	Goal 7: Implement sustainable practices to increase effectiveness, efficiency, and productivity. • Develop steps to optimize resource utilization and increase income.
	The non-credit programs are challenged with limited external funding to support the inability of the potential students to pay for non-credit course offerings.	Goal 7: Implement sustainable practices to increase effectiveness, efficiency, and productivity. • Seek and submit proposals to public and private sources for funding.
Operational	Seeking and maintaining appropriate technology infrastructure that continues to be scalable and reliable in the changing market place.	Goal 9: Implement technologies to enhance student learning and support programs. • Integrate meaningful integration of technology in the teaching and learning processes. • Integrate technology to enhance support services.
	Meeting the demands of expanding regulatory and compliance requirements.	Goal 6: Design and implement evaluation of programs and services with embedded continuous quality enhancement processes. • Design and implement embedded continuous improvement plans to increase institutional effectiveness. Goal 7: Implement sustainable practices to increase effectiveness, efficiency, and productivity. • Identify and implement practices to manage operational and predictive risks.
Human Resource	Attracting and retaining quality faculty and staff.	Goal 10: Enhance perception, through branding and continuously promoting culturally diverse experiences, and globally competitive educational opportunities. • Promote the College's Core Capabilities.
	Small workforce in the area to meet the institution's need.	
	Inadequate local infrastructure to attract employees with special skill set for new program development.	
	Inadequate opportunities to provide cost-effective continuing education for existing faculty and staff.	
Financial	Significantly low level funding for deferred maintenance.	Goal 7: Implement sustainable practices to increase effectiveness, efficiency, and productivity. • Enhance Student Retention, Program Completion, Placement, and Student Satisfaction.
	Service area counties with extremely low tax base with little or no ability to provide financial support.	
	Insufficient state funding to adequately	

Category	Challenges	Related Strategic Goal/Objective
	serve the workforce need of the rural population in the service area with limited employment opportunities.	• Seek and submit proposals to public and private sources for funding.
	Limited funding for non-credit course offerings.	• Develop steps to optimize resource utilization and increase income.
	Unsustainable tuition and fees options for the college when the students have limited ability to pay.	• Identify and implement practices to manage operational and predictive risks.
Community-Related	Low graduation rate from the local service area schools.	Goal 3: Develop and implement processes for seamless transition of students from high school through Denmark Technical College to four-year institutions.
	Lower tax base of the community directly served.	• Implement initiatives to collaborate with the service area school districts.
	Sustainable stakeholders' engagement due to barrier in any rural settings.	• Implement initiatives to collaborate with the senior/higher education/four year institutions.

3. How do you develop and track action plans that address your key strategic objectives and how do you allocate resources to ensure the accomplishment of your action plans.

Action plans are developed as a part of the annual operational planning process. The operational plans of the units are developed to support the achievement of specific strategic goals. The allocation of resources is a two-step process. The first step is to maintain a base-line operational budget for each program area to function. The second step is to allocate specific equipment allocations and federal, state, or private foundation grant funds to support strategic initiatives.

Student Learning Outcome based actions are monitored each semester and the strategic initiatives are part of the annual report and subsequent operational planning processes.

4. How do you communicate and deploy your strategic objectives, action plans and related performance measures?

Denmark Technical College's Mission Statement and Strategic Goals are communicated in the College's Academic Catalog and Student Handbook. They are disseminated in the planning documents distributed to the planning units, which encompass all areas of the College.

5. How do you measure progress on your action plans?

Denmark Technical College assesses its progress towards meeting action plans on an annual basis. Each planning unit completes this assessment and reports on its progress. This information is compiled and presented in a document to the Denmark Technical College Area Commission.

6. How do you evaluate and improve your strategic planning process?

The college follows the following strategic planning processes and as described, the evaluation and improvement steps are built into the process.

Student Learning Outcome Assessment Process

1. Develop <u>Program Level Student Learning Outcomes</u> in concert with the Institution Level Student Learning Outcomes.
2. Cross referenced to these program level student learning outcomes, a set of <u>Course Level Student Learning Outcomes</u> are developed for each of the courses in the program.
3. For each course, <u>major assignments with rubric items</u> are designed and/or revised to evaluate appropriate program outcomes.
4. Each <u>semester</u>, these assignments (item 3) are administered and student work is collected and evaluated and at the end of the semester <u>results for each course</u> are compiled and analyzed.
5. Based on the analysis of student performance, <u>Continuous Improvement Plan (CIP)</u> for the assignment and the course are formulated.
6. At the end of <u>academic year</u> <u>Continuous Improvement Plan</u> for the Program is developed.
7. A summary report is generated to show <u>the extent to which Program Level Student Learning Outcomes</u> have been satisfied.
8. On a continuous basis, the <u>Learning Opportunity Map</u> is revisited; and if necessary updated.
9. The <u>Course Syllabus</u> is developed for subsequent implementation.
10. The <u>Universal Rubric Pool</u> is revisited and, if necessary updated.

Strategic Planning Process

1. The program coordinator, faculty, and the Dean carry out planning sessions with a <u>SWOT</u> analysis and finalize annual program specific outcomes, necessary action plans, timeline, and success criteria.
2. The Job placement data, graduation information, enrollment data, classroom survey analysis, course success rate, student learning outcome data, and other pertinent information from the Office of Institutional Research as deemed necessary, are brought to divisional, program level and academic affairs meetings by the Dean for formative assessment of progress.
3. The final assessment in the form of Continuous Improvement Plan is developed and formulated by the Dean at the end of the academic year.
4. A final report is prepared to document the strategic planning process and necessary outcomes on a yearly basis and is used in the subsequent year for further engagement of the stakeholders.
5. The program budget is developed to include requests for funds to achieve strategic recommendations.

7. **If the agency's strategic plan is available to the public through the organization's internet homepage, please provide a website address for that plan.**

The College's Strategic Plan is posted on the Internet at

http://www.denmarktech.edu/mission.html#

Strategic Planning

Program Number and Title	Supported Organization Strategic Planning Goal/Objective	Related FY 10-11 Key Action Plan/Initiative(s)	Key Cross References for Performance Measures*
Instruction	Provide quality customer service.	1. Implement processes that will result in a sound understanding of the programs and services offered by the College. 2. Develop materials and processes to clearly articulate/communicate programs and services. 3. Provide customer service training. 4. Establish customer friendly processes for services relating to recruitment, admissions, registration, financial aid, transcripts & records, career planning and placement, counseling, academic support, IT support/help desk, academic advising, information dissemination, quality of life enhancement.	7.2.1
Instruction	Implement Student Learning Outcome based teaching and learning processes across all academic programs.	1. Enhance quality of academic programs and services. 2. Identify and implement research based and innovative (out of the box) practices/processes to enhance student centered teaching, learning, and services at the college. 3. Implement outcome based programs from conceptualization and self-training opportunities by the student. (Student will see a process, research & develop the learning process, learn, and demonstrate proficiency). 4. Identify, Innovate, and Implement (I^3) initiatives to hire and retain quality faculty and staff.	7.1.A, 7.5.3
Instruction	Develop and implement processes for seamless transition of students from high school through Denmark Technical College to four-year institutions.	1. Implement initiatives to collaborate with the service area school districts. 2. Implement initiatives to collaborate with the senior/higher education/four year institutions.	7.1.2
Instruction	Develop partnerships with the stakeholders to promote economic development and enhance quality of life.	1. Provide stakeholders access to opportunities at the college. 2. Collaborate with the economic development organizations. 3. Implement processes to enhance the role, scope and contribution of the Academic Advisory Committees. 4. Implement learning opportunities to promote and enhance civic responsibilities. 5. Seek and implement partnership to leverage resources and promote the "Total Resource Utilization for Efficiency" (TRUE) opportunities.	7.5.2
Instruction	Implement training programs based on the needs of business and industry/workforce development.	1. Develop professional, technical and soft skills of the students in all programs for enhancing employability. 2. Implement strategies to promote adaptability in the emerging and shifting career opportunities. 3. Develop processes to meet the just-in-time demands of business and industry. 4. Continuously assess the needs of business and industry.	7.5.1
Instruction	Design and implement evaluation of programs and services with embedded continuous quality enhancement processes.	1. Develop and implement data collection and dissemination processes towards strategic and operational decision making at the College. 2. Design and implement embedded continuous improvement plans to increase institutional effectiveness.	7.1.B
Instruction	Implement sustainable practices to increase effectiveness, efficiency, and productivity.	1. Enhance Student Retention, Program Completion, Placement, and Student Satisfaction. 2. Seek and submit proposals to public and private sources for funding. 3. Develop steps to optimize resource utilization and increase income. 4. Identify and implement practices to manage operational and predictive risks.	7.3.1, 7.3.2
Instruction	Implement faculty and staff development programs.	1. Design and implement a Faculty and Staff Development Program.	7.4.1, 7.4.2
Instruction	Implement technologies to enhance student learning and support programs.	1. Integrate meaningful integration of technology in the teaching and learning processes. 2. Integrate technology to enhance support services.	7.5.4
Instruction	Enhance perception, through branding and continuously promoting culturally diverse experiences, and globally competitive educational opportunities.	1. Promote internationalization. 2. Integrate diversity into the programs and services. 3. Enhance multiculturalism. 4. Promote the College's Core Capabilities (C^3). 5. Streamline the flow of information, increase transparency, and enhance clear communication.	7.6

Category 3 – Customer Focus

The Customer Focus Category examines how your organization identifies its customers, their requirements and the continued relevance of these requirements. It also examines how your organization builds relationships with customers and determines the key factors that lead to their satisfaction.

1. How do you determine who your customers are and what their key requirements are?

The Executive Cabinet provides the leadership in identifying student market segments. In this forum, the current situation regarding the availability of high school graduates, needs of the area high schools, opportunities to recruit in the local community, and needs of business and industry in the service area are discussed. Following analysis, the Executive Cabinet identifies the student markets and sets enrollment targets. The Vice President of Academic Affairs and the Enrollment Management staff develop recruitment strategies for the coming year. The Vice President also works with the faculty to meet any new or unmet program needs.

In determining the student market segments to pursue, senior leadership keeps abreast of developments in the community as new companies move into the service area or agencies are developed. The implementations of state or federal regulations, which create the demand for new academic programs, are also considered.

2. How do you keep your listening and learning methods current with changing student and stakeholder needs and expectations?

The senior leadership keeps abreast of developments in teaching and learning strategies by attending professional meetings, reviewing journals and magazines, and evaluating emerging technology and software. The traditional face-to-face lecture strategy is significantly impacted by the use of technology and the teaching and learning environment continues to change. The programs benefit from the annual advisory council meetings where stakeholders engage in establishing expectations for the programs.

3. What are your key customer access mechanisms, and how do these access mechanisms enable customers to seek information, conduct business, and make complaints?

To address student complaints, Denmark Technical College has implemented a Student Code and Grievance Procedure which is outlined in the Academic Catalog and Handbook. These procedures are based on the State Board of Technical and Comprehensive Education (SBTCE) Student Grievance Procedure. As of April 2010, the Vice President for Academic Affairs and Student Services and the President are responsible for ensuring that the process is followed when addressing student complaints.

The Denmark Technical College Student Grievance Procedure provides a clear channel for students to file complaints of sexual harassment, racial discrimination or academic matters, except for final grades. This procedure is very detailed and includes definitions, procedures, the rights of those involved, the make-up, purpose and function of the grievance committee, and a timeline for the completion of each step.

4. How do you measure customer/stakeholder satisfaction and dissatisfaction, and use this information to improve?

Student and stakeholder satisfaction and dissatisfaction are conveyed to the senior leadership in two ways: formally and informally through a variety of methods. The College surveys students and stakeholders on a regular basis to determine their satisfaction or dissatisfaction with

classroom instruction and their experiences at Denmark Technical College. This information is analyzed and reported to the Executive Cabinet and then disseminated to the appropriate areas for consideration in their planning process.

As a small campus in a rural community, students and stakeholders have easy access to senior leaders on the campus. The senior leadership, including the President, maintains an open-door policy for all constituencies of the College. Student and stakeholder satisfaction and/or dissatisfaction are communicated to senior leaders on a daily basis, and recurring situations and issues are brought to the Executive Cabinet for action.

5. How do you use information and feedback from current, former, and future students and stakeholders to keep services and programs relevant, and provide for continuous improvement?

All feedback from all constituents become a part of the program evaluation processes. The key performance indicators, student satisfaction surveys, classroom evaluation survey, graduate satisfaction survey, student learning outcome result analysis and recommendations are some of these indicators and data pool. During the periodic program evaluation process this longitudinal data provides the framework to keep the programs relevant and current with continuous improvement.

6. How do you build positive relationships with customers and stakeholders to meet and exceed their expectations? Indicate any key distinctions between different customer and stakeholder groups.

Denmark Technical College is a student-centered environment. Denmark Technical College has developed a number of unique ways to assist students as they pursue their education. The College provides financial aid, on-campus housing, child care assistance funds, and transportation in the service area. In addition to providing financial aid to students, Denmark Technical College financial aid counselors also assist students in completing the federal financial aid application. The College provides transportation assistance to students in the service area. A bus transports students from home to the campus in the morning and returns them in the evening. Using grant funds, the College provides child care assistance funds to students who qualify. In the academic program area, the faculty members provide students with academic progress reports every two weeks to help them stay on track academically. The College tracks attendance and provides academic counselors who monitor student attendance and counsel students to improve attendance.

These practices help foster student success which is key not only to retention of students, but also important in recruiting students. Denmark Technical College's advertising emphasizes these student-centered features along with its academic program to promote the College in newspapers, on billboards, and the radio. Creating a positive, caring image and documenting Denmark Technical College's contributions to the community and business and industry is important in attracting community stakeholders to support the College and its activities.

Category 4 – Measurement, Analysis, and Knowledge Management

The Measurement, Analysis, and Knowledge Management Category describes your organization's performance measurement system and how your organization selects, aggregates, analyzes, and reviews performance data and information, and how it manages its information technology. It examines how your organization reviews and uses reviews to improve its performance. It also describes how the organization manages, transfers, and maintains the accumulated knowledge possessed by its workforce in the form of information, ideas, learning and understanding, memory, insights, work skills, and capabilities.

1. How do you select which operations, processes and systems to measure to determine student learning, and for tracking daily operations and overall organizational performance, including progress relative to strategic objectives and action plans?

The operations, processes, and systems selected to measure student learning are identified by external organizations and by the internal planning unit, faculty, and administrators using best practices developed by various academic and nonacademic professional organizations. External organizations such as accrediting agencies (the Southern Association of Colleges and Schools, 1866 Southern Lane, Decatur, Georgia 30033-4097, the Accrediting Board for Engineering Technology, the National Association for the Education of Young Children, the Association of Collegiate Business Schools and Programs, and the National Accrediting Commission of Cosmetology Arts and Sciences), the South Carolina Commission on Higher Education, the State Board for Technical and Comprehensive Education, and the State Legislature have identified not only the operations, processes and systems that need to be measured, but also have created standards and criteria which the College must meet. Internally Denmark Technical College examines its organizational performance on an annual basis through its Institutional Planning and Assessment process.

2. How do you select, collect, align, and integrate data/information for analysis to provide effective support for decision making and innovation throughout your organization?

Note: Analysis includes trends, projections, comparisons, and cause-effect correlation intended to support performance reviews and the setting of priorities for resource use. Analysis draws upon many types of data including customer related requirements, operational, competitive, and others. (Results are reported in Category 7.)

Data/information to support decision making is generated through the Office of Institutional Research, Planning, and Development. The office staff prepares the following types of data/information which are used to support decision making throughout the organization:

a. Operational data such as enrollment statistics, course enrollments, faculty load, and classroom utilization, are produced on an ongoing basis for the individuals and offices responsible for managing those areas of the College. The information is used to guide College operations daily.

b. Management of data/information such as new student projection, trend, cost analysis, and comparison data by years or with competitors or peers is used by senior leadership to monitor progress and make strategic decisions.

c. Assessment or evaluation data is generated for internal use and submission to the State Technical System Office or the Commission on Higher Education to be used in evaluating organizational performance. This includes data for program evaluation and IPEDS.

3. What are your key measures, how do you review them, and how do you keep them current with organizational service needs and directions?

Key measures are reviewed periodically by the senior leadership. These measures are kept current through the use of "best practices" in higher education as acquired from internal and external professional development activities.

4. How do you select and use key comparative data and information to support operational and strategic decision making and innovation?

Key comparative data is selected based on the type of decision to be made. In addition, factors such as the content area, fiscal resources, enrollment, programmatic specifics, and the arena from which the comparison would be drawn (national, regional, statewide, or local) are considered. The senior leaders responsible for making decisions determine the appropriate comparative data.

5. How do you ensure data integrity, timeliness, accuracy, security and availability for decision making?

In order to ensure the integrity, timeliness, accuracy, security and availability of data for decision-making, the Office of Institutional Research, Planning, and Development serves as the source of all data. In addition, the Vice President for Institutional Research, Planning, and Development coordinates with the Information Technology department for scalability and dependability of the campus technology infrastructure, which includes the Enterprise Resource Planning system (ELLUCIAN).

Several reports and electronic media are used to make the needed data available to and accessible by the workforce, stakeholders, and students. Some of these are: annual reports, operational plans, academic calendars, course schedules, non-credit course offerings, IPEDS reports, reports based on data submitted to the system office, program evaluation reports, student catalogs, student handbooks, college's intranet, the learning management system, and the web site.

6. How do you translate organizational performance review findings into priorities for continuous improvement?

The results of performance review findings are incorporated into action plans developed by the planning units for the coming year. For instance, an academic program which has been put on probation due to lack of graduates, must include a strategy for increasing graduates to meet the standard within the shortest time frame possible. Performance review findings at the organizational level are addressed within the strategic objectives of the institution for the coming year. Progress toward achieving the objectives is then assessed at the end of the year. In addition, there are specific steps in the strategic planning processes that allow opportunities for continuous improvements.

7. How do you collect, transfer, and maintain organizational and employee knowledge (knowledge assets)? How do you identify, share and implement best practices, as appropriate?

Organizational and employee knowledge are collected and maintained in the State Technical College System Policy Manual, the Denmark Technical College Policy Manual, and the DTC Academic Catalog and Student Handbook. Employee records and personnel procedures are maintained in the Personnel Office. College personnel participate in the System Peer Groups, professional meetings and workshops to stay abreast of the best practices in their fields. Best practices are shared by supervisors and employees in individual offices and by the senior leadership with their respective staff.

Category 5 – Workforce Focus

The Workforce Focus Category describes how your organization engages, manages, and develops your workforce to utilize its full potential in alignment with your organization's mission, objectives, strategies, and action plans. It also examines your ability to assess workforce capability and capacity needs to build a workforce environment conducive to high performance.

1. How do you organize and manage work to motivate and enable your workforce to: 1) develop and utilize their full potential, aligned with the organization's objectives, strategies, and action plans and 2) promote cooperation, initiative, empowerment, innovation, and your organizational culture?

The primary responsibility of faculty is to teach and advise students. By policy, full-time faculty members at Denmark Technical College teach between 15 and 18 credit hours per semester. In addition, they must hold at least 8 office hours a week to be available to advise students. Institutional support is available for faculty to attend conferences, meetings, and seminars to further their professional development.

Administrators and staff members have an official position description which outlines their responsibilities. Specific job duties are assigned by the individual's supervisor. Funds are also available to administrators and staff for professional development and training.

The College President has an "open door" policy and encourages all employees to share concerns, ideas, and questions. With shared responsibilities to educate the students and to support the educators as well as the learners, the faculty and staff provide the necessary framework which allows the administrators to organize and manage the work. Collectively this allows the institution to use the full potential of the workforce aligned with the strategic goals and objectives.

2. How do you achieve effective communication and knowledge/skill/best practice sharing across departments, jobs, and locations? Give Examples

Denmark Technical College's senior leaders encourage the sharing of knowledge and information across the campus. The President meets regularly with the Executive Cabinet. Each of the senior leaders, in turn, meets with their respective staff. In addition, individuals are encouraged to share information during their daily operations. Denmark Technical College is a small college where administrators have frequent interaction during the course of a day in the management of the College.

Denmark Technical College has also implemented a campus portal which provides a calendar of events, allows departments to communicate with other groups on campus, and provides a forum for committees to collaborate. The EPMS is a mechanism used by supervisors and employees to communicate feedback regarding expectations and to identify strengths that can be used in other areas. With a hands-on approach the senior leadership remains engaged in the sharing of information to better serve the students who choose the institution.

The College uses the intranet technology to achieve effective communication among its employees and stakeholders. This process has eliminated many redundant forms of communication methods such as flyers, brochures, and handouts. In addition, email communication has become an integral part of operation and decision making at the institution. This allows better utilization of the limited resources due to diminishing support from the state and local governments.

3. How does management recruit, hire, place, and retain new employees? Describe any barriers that you may encounter.

Denmark Technical College recruits, hires, and retains employees in accordance with South Carolina State Employment policies and the employment policies and procedures of the State Technical College System. Our barriers are due to continuous drastic budget cuts over the last several years that limit the College's ability to offer competitive salaries or any retention incentives.

4. How do you assess your workforce capability and capacity needs, including skills, competencies, and staffing levels?

Workforce capability and needs are assessed through the review of institutional effectiveness in light of current staff commitments and the availability of new financial resources to add or train staff. Workforce capability is assessed using performance measures and the annual evaluation of employee performance. Enrollment drives the instructional staff needs.

5. How does your workforce performance management system, including feedback to and from individual members of the workforce, support high performance work and contribute to the achievement of your action plans?

Denmark Technical College uses the Faculty Performance Management System which includes performance standards related to the goals of the College. The Employee Performance Management System is also related to the specific responsibilities of the non-academic staff. These evaluation systems are annual and provide an excellent opportunity for feedback among the employees and supervisors to support and promote high performance work.

6. How does your development and learning system for leaders address the following:
   a. development of personal leadership attributes;
   b. development of organizational knowledge;
   c. ethical practices;
   d. your core competencies, strategic challenges, and accomplishment of action plans?

Denmark Technical College hires individuals with the credentials and experience that meet the needs of the position which they are hired. Once hired, the individual is provided orientation which includes the policies and procedures of the College. Funds are provided for individuals to attend professional development workshops, seminars, and conferences. At the time of hire, and on an annual basis, all employees are given copies of the state and institutional policies regarding ethical practices in employment, procurement, hiring, conduct, and budget management. The institutional leaders are continuously engaged in the operation and planning of the institutional activities, the strategic plan, annual progress, and operational plans. During such engagements they gain access to the core competencies, strategic challenges, and accomplishment of action plans. It is expected that the leaders apply their knowledge from the development and learning systems to enhance core competencies, address strategic challenges, and make progress towards accomplishing action plans.

7. How do you identify and address key developmental training needs for your workforce, including job skills training, performance excellence training, diversity training, management/leadership development, new employee orientation, and safety training?

All needs for training related to job skills, performance excellence, diversity, leadership, new employee orientation and safety training are managed by the senior leaders. However, many regulatory requirements drive the need to identify specialized training opportunities. Through such workshops, webinars, and hands-on sessions the skills and understanding of pertinent employees are enhanced to meet the demands of the current compliance requirements.

8. How do you encourage on the job use of new knowledge and skills?

Compliance and regulatory requirements drive some of the on-the-job use of new knowledge and skills. However, the teaching and learning process uses new knowledge and skills simply due to the intrinsic motivation of the faculty. Each conference, workshop, and webinar encourages individual faculty to adapt and use emerging skills and techniques to enhance student learning. By simply supporting individual efforts to try out new strategies faculty continue to improve the overall quality of teaching and learning. In addition, at the institutional level, by implementing an institution-wide upgrade of infrastructure and process, faculty and staff are encouraged to use the new skills required for efficiency.

9. How does employee training contribute to the achievement of your action plans?

By integrating employee training into the institutional mission, vision, and strategic goals, the College ensures achievement of action plans. Organizational needs are outlined in the position description prior to advertising the position. Individuals are hired with the required education, training and experience to function effectively in the position. The required education, training, and experience assigned to a position are guided by the State Technical College personnel guidelines and the State of South Carolina guidelines. The effectiveness of this education and training is surveyed and results are evaluated by the senior leadership and used to develop or enhance current professional development opportunities. The senior leadership encourages the use of new knowledge and skills on the job by advocating such with college employees, and incorporating the use of new knowledge in the employee and faculty evaluation systems.

Denmark Technical College uses the Faculty Performance Management System which includes performance standards related to the goals of the College. The Employee Performance Management System is also related to the specific responsibilities of the non-academic staff.

10. How do you evaluate the effectiveness of your workforce and leader training and development systems?

The effectiveness of the workforce and leader training development system is evaluated through the assessment of the accomplishments of the institution as effected by the leadership.

The institution strongly believes in diligence and transparency. This has allowed the flow of information up and down the organizational structure, which in turn has helped the employees at the institution to remain motivated. In addition, such environment has promoted the workforce to seek self-development opportunities and seek ways to utilize their full potential.

The professional development support provided through grant funds and the employee recognition awards do contribute towards leader training and development system.

11. How do you motivate your workforce to develop and utilize their full potential?

The workforce is motivated by a cohesive and comprehensive message from the senior leadership. Said message emphasizes that the sustainability of the college depend on the individual ability; the quality of academic programs depends on the advancement in faculty potential; the services to the customers depend on the skillful articulation of the staff to many who are first-generation students seeking educational opportunities. Transparency in communication is the motivation for the workforce to develop and utilize their full potential. Having policies, procedures, and operational guidelines provides the impetus for such intrinsic motivations. The senior leadership operates in a clear policy and procedure driven environment with minimum ambiguity to allow a comfortable environment to work.

12. What formal and/or informal assessment methods and measures do you use to obtain information on workforce well-being, satisfaction, and motivation? How do you use other measures such as employee retention and grievances?

As a small campus, Denmark Technical College's senior leadership maintains an open-door policy for faculty and staff. The President and the Executive Cabinet meet regularly with the faculty and staff. The employee performance management system also provides opportunity for feedback from faculty and staff. The Office of Personnel is also readily available to faculty and staff for input on well-being, satisfaction, and motivation. With a workforce around one hundred and fifty, the college can and does provide individual attentions to employee well-being, satisfaction, and motivation. The same open door process as well as formal and informal grievance data is used to see that the college uses uniform and unbiased strategies to ensure welfare of its workforce.

The institutional leadership continuously monitors the state of the workforce satisfaction findings and acts accordingly. These findings are obtained through surveys and focus group. In addition, the information often results from face-to-face discourses. As a small institution with a small workforce (around 150), the college is in constant contact with its employees. With an open door policy, with active engagement of the employees to serve its constituents, and with almost flat organizational operational philosophy, the workforce satisfaction assessment is always in a continuum. This allows the leadership team to identify and determine priorities for improvement on an ongoing basis.

13. How do you manage effective career progression and effective succession planning for your entire workforce throughout the organization?

As a small college with its basic organizational structure, opportunities for promotion to a higher level position within the same area are minimal. Qualified individuals are encouraged to apply for positions which enable them to advance. In a state institution, succession planning is restricted by state law and personnel policies. However as described above at the system level, there has been some recognition to initiate and support leadership development, which has the potential for succession candidates at a system level.

As was described in a previous section (Section III, Category 1 Question 7):
The senior leaders encourage faculty and staff members who are interested in advancement to pursue further education. The President of the college provides financial and logistical supports from various funding sources to facilitate selected candidates. The college also identifies employees to participate in the South Carolina Technical College System (SCTCS) Leadership Academy.

14. How do you maintain a safe, secure, and healthy work environment? (Include your workplace preparedness for emergencies and disasters.)

Denmark Technical College is committed to maintaining a safe, secure, and healthy work environment. Twenty-four hour services are provided by campus security, health care staff, and physical plant personnel. The institution has an Environmental Safety Plan which includes emergency and disaster preparedness. With the availability of low-cost, high-efficiency technology, in the last year the college has made significant improvements in its security infrastructures to ensure the safety of its employees.

Category 6 – Process Management

The Process Management Category examines how your organization determines its core competencies and work systems, and how it designs, manages, and improves its key processes for implementing those work systems to deliver customer value and achieve organizational success and sustainability.

1. How do you determine, and what are your organization's core competencies, and how do they relate to your mission, competitive environment, and action plans?

Denmark Technical College's key learning-centered process that delivers the educational programs, offerings, and student services is determined primarily by the mission of the College and the needs of the students. The mission of Denmark Technical College is to provide students the knowledge and skills necessary for employment and maintenance of employment as technical, semi-professional, and skilled workers; prepare students for transfer to senior institutions; and provide graduates with competency in written and oral communication, computer literacy, information processing, mathematics, and problem-solving and the interpersonal skills necessary for life-long learning. The College seeks to fulfill its mission by using multiple instructional methods, including traditional lecture and lab, and technology facilitated courses for both on-campus and off-campus instruction. The major programs of the College are developed from the employment needs of the service area and the state. Each associate degree has a strong general education component in addition to the major courses. Each diploma program also requires general education courses.

Denmark Technical College has designed its academic support processes to assist a student body comprised of many first-generation college students, who attended rural high schools, and are frequently under prepared. The College requires and monitors attendance using a computerized attendance system. Students receive an academic progress report every two weeks during the semester. Student services include health services, academic counseling, career planning and placement, student activities, financial aid, transportation for those in the service area, and child care funds for those who qualify.

2. How do you determine and what are your key work processes that produce, create or add value for your customers and your organization and how do they relate to your core competencies? How do you ensure these processes are used?

The College's key work processes are those surrounding the recruitment, admission, awarding of financial aid, registration, instruction, and graduation of students. All other processes support this sequence of activities. As such the primary process is the education of the learners who choose the institution for their future. Support processes include plant management, fiscal management, employee management, and the management of student support services. All of these processes relate directly to the institution's core competencies leading to the development of an educated workforce. By having appropriate internal controls and periodic review sessions the college ensures that the processes remain current, compliant, and effective.

All academic programs must go through a formal approval process which includes the Denmark Technical College Area Commission, the State Board for Technical and Comprehensive Education, and the Commission on Higher Education. The State Board and the Commission on Higher Education have proposal guidelines which ask for needs assessment, documentation of student pools, and a description of the individuals who will benefit from the programs. Stakeholders, suppliers, and partners are surveyed in this process. Continued input from stakeholders is received through annual Advisory Committee meetings. Students are surveyed each semester and graduates are surveyed as they exit the College, regarding their satisfaction with the educational process. Students also provide information on classroom instruction. This information is presented to the Academic Deans and the Executive Cabinet for review and used in making adjustments and improvements to instructional

programs and services.

3. How do you incorporate organizational knowledge, new technology, cost controls, and other efficiency and effectiveness factors, such as cycle time, into process design and delivery?

Organizational knowledge, new technology, cost control, and other efficiency and effectiveness factors are addressed in the planning process. For example, the introduction of new technology has been a part of Denmark Technical College's planning process. The overall direction of the College in regard to technology has been and continues to be driven by institutional level plans and controls for implementing new systems and pursuing continuous improvement. Individual unit plans include the development of new technologies and the upgrade of laboratories. Frequently grant funds are pursued to facilitate new developments. The College received several grants to upgrade its STEM teaching and learning spaces. Cost controls are inherent in the procurement process where senior leadership and administrators are required to monitor spending and ensure that the College meets all of the procurement guidelines.

4. How does your day-to-day operation of these processes ensure meeting key performance requirements?

The Office of Enrollment Management handles the recruitment and admission processes on a daily basis.

The Financial Aid Office ensures that potential students who are eligible for financial aid are assisted.

The Office of Admission and Records provides the service for the students to register and manage their records until graduation from the college.

The Office of Academic Affairs ensures that a group of qualified faculty provide an excellent teaching and learning environment where the students acquire knowledge and skills for the emerging workforce.

The Office of Student Services and the Office of Information Technology ensure quality student life and academic support on campus.

The Office of Institutional Research and Planning carries out institutional research, implements a robust planning process, and generates reports for compliance and institutional effectiveness.

The Office of Fiscal Affairs and the Office of Grants and Contracts manages the institutional resources and its optimal utilization.

Under the guidance of the President, the division of labor outlined above ensures that the institution meets the key performance requirements.

5. How do you systematically evaluate and improve your key product and service related work processes?

The work processes are evaluated in a number of different ways. The Program Evaluation System annually evaluates all degrees, diplomas, and certificate programs as either in good standing, on probation, or on suspension. The teaching-learning process is evaluated by students using surveys such as the New Freshmen Survey, the Student Classroom Evaluation Instruction survey, and the Graduate Exit Survey. The results of these surveys are presented to the Executive Cabinet for consideration. Any recommendations identified are referred to the appropriate senior leader for action.

6. What are your key support processes, and how do you evaluate, improve and update these processes to achieve better performance?

The key support processes at Denmark Technical College are finance and accounting, physical plant management, institutional research, planning, marketing, and information technology management. These processes are evaluated through the annual assessment and planning procedures. The planning unit responsible for each of the processes conducts a self-assessment and indicates recommendations for improvement which are then incorporated into the next year's operational plan. In addition, various aspects of the processes are reviewed in the annual financial audit which is presented to the Area Commission. The audit includes recommendations for improvement and the institution's plan for dealing with the recommendations.

7. How does your organization determine the resources needed to meet current and projected budget and financial obligations?

Denmark Technical College has three sources of funds: regular state appropriations, student fees or local funds and grant funds. With the steady decrease in state support and the steady increase in enrollment, the budgeting process of the College has used state appropriations to cover the personnel costs of the campus and local funds to sustain operations. Any new initiatives are funded either with one-time state support or grant funds. The President of the College works with the State Technical College System Presidents to secure the System's legislative request for funds from the State Legislature. The amount of the state appropriations request is determined by the Chief Financial Officer through the budgeting process and submitted to the State Technical College System Office. Resources for new educational initiatives are determined through the proposal preparation process where the institution defines the need for the project, identifies staffing needs, operational costs, and equipment costs, and prepares a budget.

The new initiatives are proposed as part of the strategic planning process. Each unit has the opportunity to plan and submit new initiatives as part of their annual planning processes with necessary funding requests. All new requests are expected to be linked to the strategic goals and objectives to ensure achievement of the institutional mission.

Category 7 – Results

The Results Category examines your organization's performance and improvement in all key areas: product and service results, customer focused results, financial and market results; workforce-focused results; process effectiveness and leadership and social responsibility results. Performance levels are examined relative to those of competitors and other organizations providing similar programs and services. Information is typically displayed by the use of performance measures.

7.1   What are your performance levels and trends for your key measures on student learning, and improvements in student learning? How do your results compare to those of your competitors and comparable organizations?

Students who choose Denmark Technical College and graduate with necessary skills for the current workforce, transfer to a four-year college, or continue enrollment in a two-year college are perceived to be on their way to being gainfully employed. For the 2009 Cohort the rate in 2012 was 21.9%. Despite of this decrease, table 7.1.B shows that DTC was at par in comparison to the other technical colleges. The College administration has implemented a system of monitoring attendance and follow-up by academic counselors to provide early intervention to help improve the cohort success rate. In addition the career counseling service assists with transfer to four-year institutions.

7.1.A DTC Cohort Status
(Graduation, Transfer Out, Continued Enrollment in 150% Time)

Year	Percentage
2003	24.1%
2004	28.8%
2005	13.1%
2006	25.6%
2007	23.2%
2008	22.7%
2009	21.9%
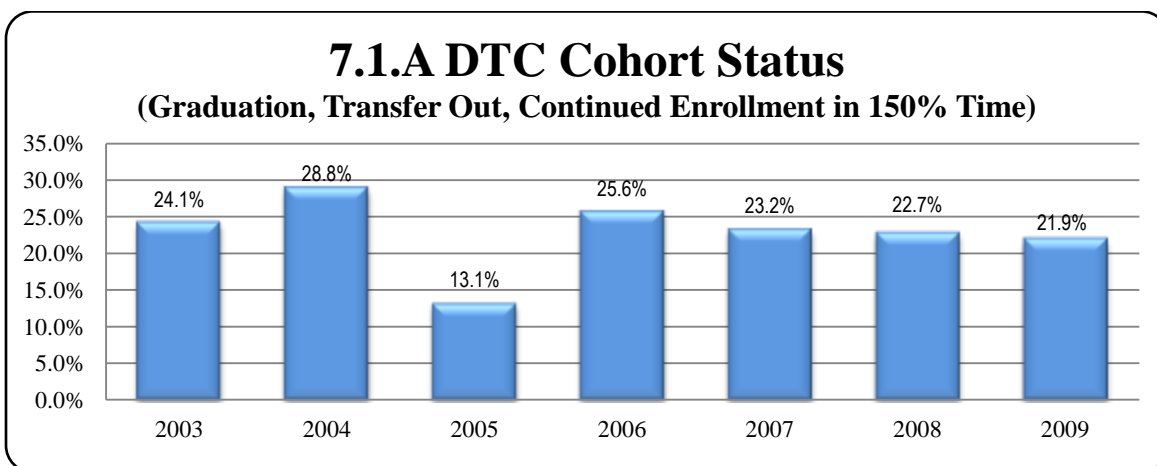
7.1.A DTC Cohort Status Comparsion

(Graduation, Transfer Out, Continued Enrollment in 150% Time)

Aiken 32.0%
Central Carolina 26.3%
Denmark 21.9%
Florence-Darlington 25.6%
Greenville 32.7%
Horry-Georgetown 34.8%
Midlands 34.0%
Northeastern 27.3%
Orangeburg 23.4%
Piedmont 29.8%
Spartanburg 28.1%
TC of Lowercountry 31.6%
Tri-County 48.7%
Trident 30.8%
Williamsburg 18.1%
York 32.5%
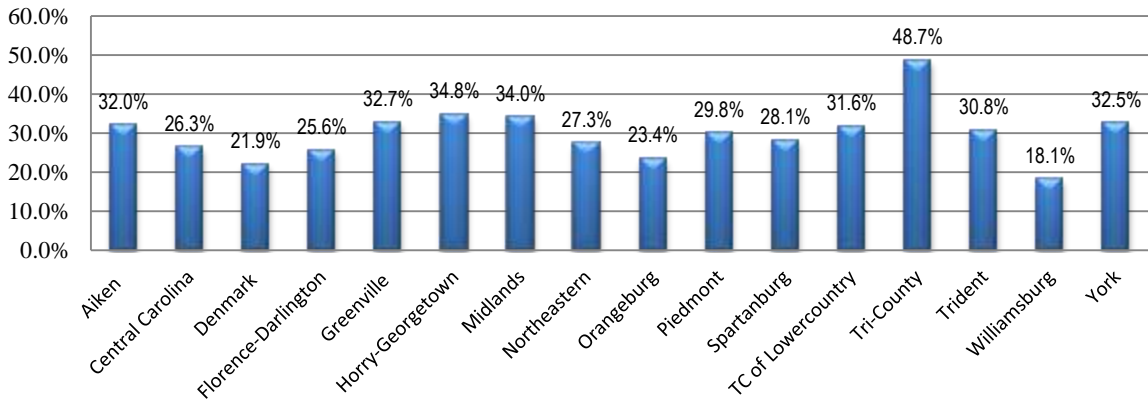
7.1.B DTC Cohort Graduation Rates

(Graduation in 150% of Time)

2003 13%
2004 15%
2005 13%
2006 14%
2007 13%
2008 11%
2009 12%
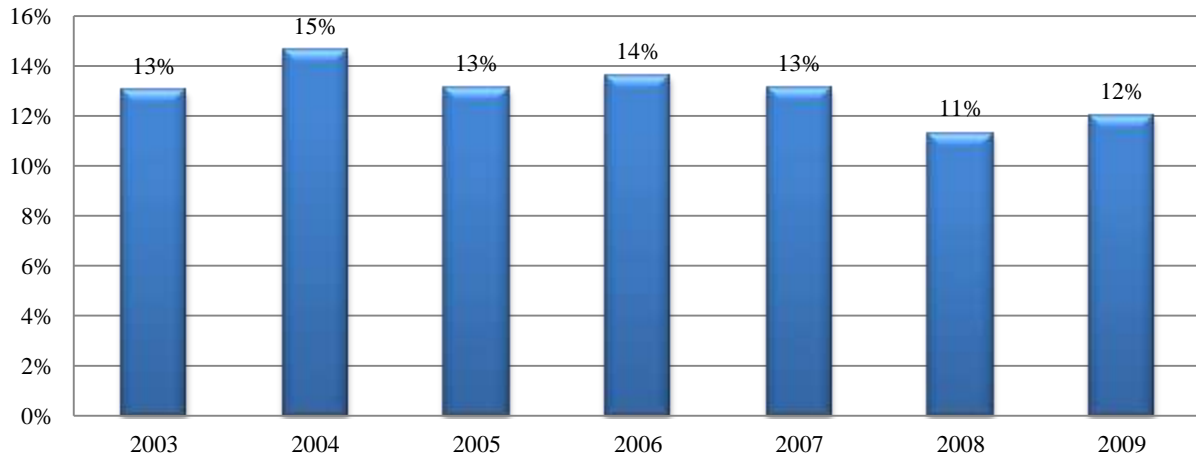
7.1.B DTC Cohort Graduation Rates Comparison
(Graduation in 150% of Time)

Aiken: 14%
Central Carolina: 18%
Denmark: 12%
Florence-Darlington: 16%
Greenville: 8%
Horry-Georgetown: 14%
Midlands: 10%
Northeastern: 19%
Orangeburg: 13%
Piedmont: 17%
Spartanburg: 13%
TC of Lowercountry: 10%
Tri-County: 8%
Trident: 8%
Williamsburg: 8%
York: 15%
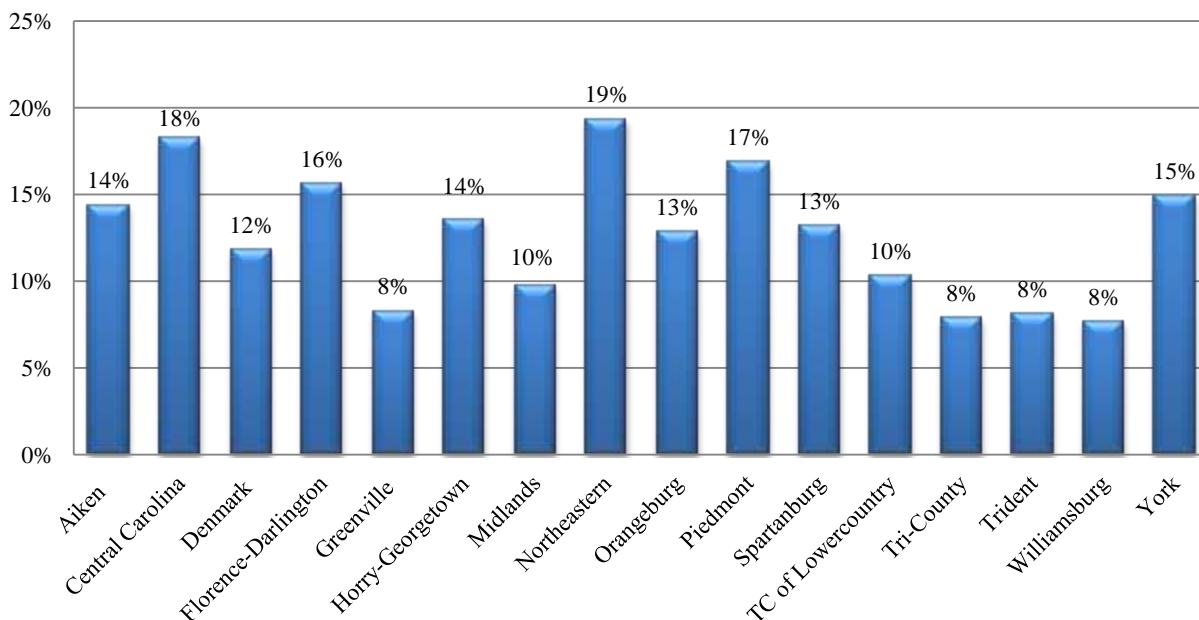
7.1.2 Denmark Technical College
Graduates Placed on Jobs or Attending a Four Year Institution

2003-04: 85%
2004-05: 75%
2005-06: 100%
2006-07: 80%
2007-08: 71%
2008-09: 63%
2009-10: 88%
2010-11: 82%
2011-12: 76%
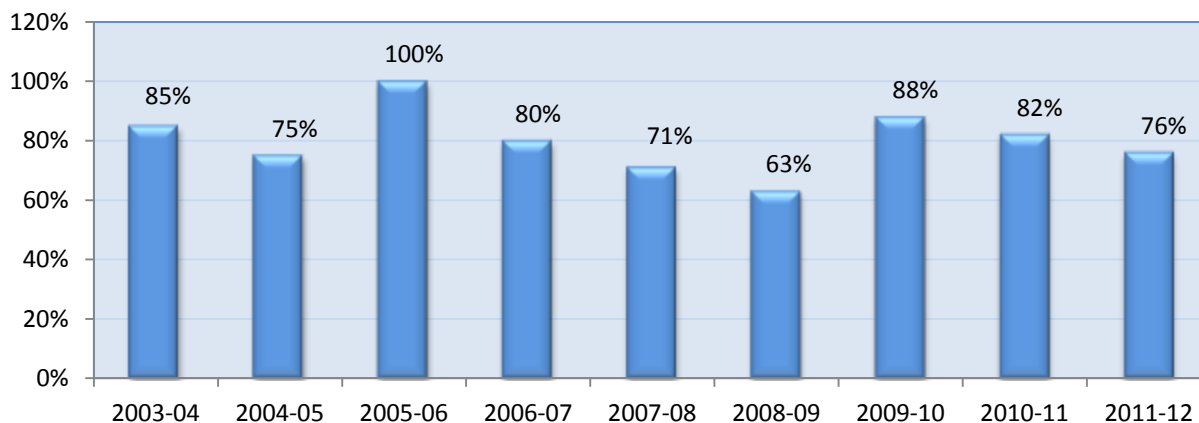
7.2 **What are your performance levels and trends for your key measures on student and stakeholder satisfaction and dissatisfaction (a customer is defined as an actual or potential user of your organization's products or services)? How do your results compare with competitors and comparable organizations?**

The chart below shows the enrollment trend since 2002. After implementing an aggressive recruitment process the college has managed to increase its enrollment headcount two years in a row.

7.2.1 DENMARK TECHNICAL COLLEGE
Head Count Fall Enrollment 2002 through 2012

Year	Head Count
2002	1404
2003	1464
2004	1423
2005	1408
2006	1377
2007	1571
2008	2277
2009	1105
2010	1033
2011	1606
2012	1867
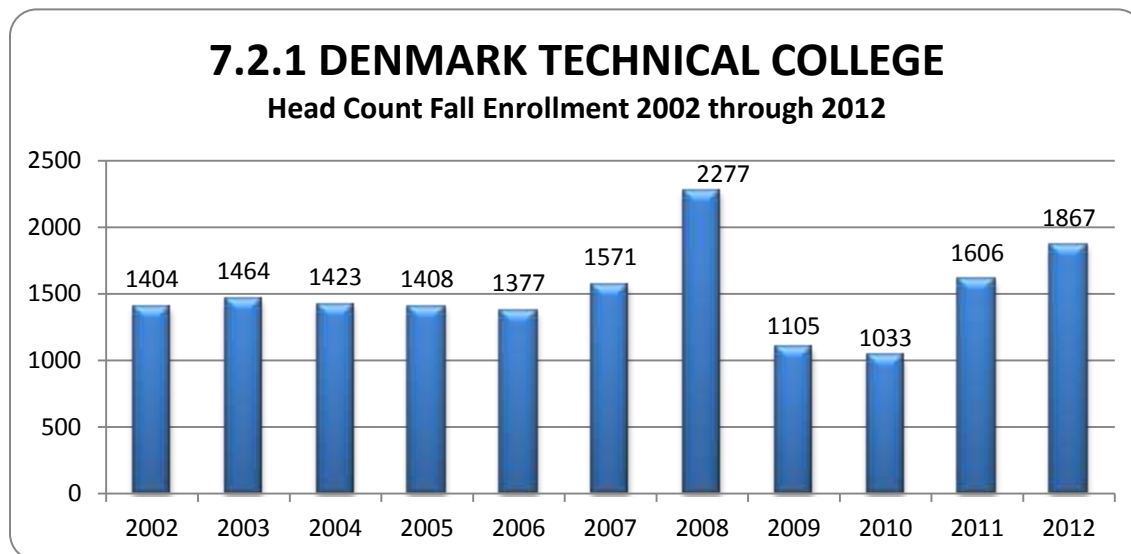
7.3 What are your performance levels for your key measures on budgetary and financial performance, including measures of cost containment, as appropriate?

Despite a consistent decrease in state allocations, Denmark Technical College has managed to maintain the lowest required tuition and fees in the State Technical College System. Table 7.3.1 compares the state allocation dollars per FTE student for each year from 1994-1995 to 2012-2013. The final column shows the percent in the dollars per student for each fiscal year compared to the previous year.

Table 7.3.1 Percent Change in State Allocation Dollars per FTE Student from 1994-1995

| Fiscal Year	State Allocation	FTE	Dollars per Student	Percent Change
1994-1995	$2,914,496	705	$4,134	-6.50%
1995-1996	$2,966,665	680	$4,363	5.50%
1996-1997	$3,188,588	692	$4,608	5.60%
1997-1998	$3,446,603	784	$4,396	-4.60%
1998-1999	$3,559,468	828	$4,299	-2.20%
1999-2000	$3,959,821	887	$4,464	3.85%
2000-2001	$4,379,827	994	$4,406	-1.30%
2001-2002	$4,486,257	1,098	$4,086	-7.27%
2002-2003	$4,056,126	1,233	$3,290	-19.50%
2003-2004	$3,522,996	1,232	$2,857	-13.10%
2004-2005	$6,641,124	1,095	$3,325	16.30%
2005-2006	$6,676,047	1,170	$3,142	-5.50%
2006-2007	$3,784,328	1,144	$3,308	5.30%
2007-2008	$4,187,209	1,084	$3,863	16.80%
2008-2009	$4,004,741	1,181	$3,391	-12.20%
2009-2010	$2,925,656	1,010	$2,896	-14.60%
2010-2011	$2,376,022	841	$2,825	-2.50%
2011-2012	$2,214,889	1,430	$1,549	-45.17%
2012-2013	$2,692,830	1,689	$1,595	2.97%

Despite the steady decrease in state dollars since 1994-1995, Denmark Technical College has maintained one of the lowest required tuition and fees in the system. Table 7.3.2 shows figures for the last eight years.

Table 7.3.2 Fees for Full-Time In-State Undergraduates – State Technical Colleges

TECHNICAL COLLEGES	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-2013
Denmark	**2,278**	**2,278**	**2,278**	**2,378**	**2,492**	**2,590**	**2,590**	**2,662**
Aiken	3,036	3,190	3,298	3,506	3,626	3,706	3,722	3,972
Central Carolina	2,700	2,900	2,920	3,020	3,308	3,308	3,476	3,584
Florence-Darlington	3,026	3,190	3,190	3,190	3,302	3,422	3,526	3,766
Greenville	3,000	3,190	3,290	3,396	3,492	3,616	3,748	3,866
Horry -Georgetown	2,800	2,944	3,114	3,194	3,206	3,446	3,530	3,590
Midlands	3,004	3,100	3,244	3,360	3,608	3,800	3,706	3,788
Northwestern TC	2,526	2,646	2,982	3,270	3,270	3,342	3,438	3,534
Orangeburg-Calhoun	2,640	2,832	2,832	3,048	3,218	3,454	3,554	3,650
Piedmont	2,860	2,956	3,076	3,076	3,334	3,556	3,572	3,714
Spartanburg	2,902	3,094	3,194	3,314	3,434	3,576	3,740	3,820
TC of Low country	3,050	3,050	3,150	3,270	3,382	3,556	3,604	3,940
Tri County	2,856	2,738	2,976	3,060	3,168	3,570	3,570	3,648
Trident	2,950	3,114	3,220	3,330	3,450	3,530	3,600	3,712
Williamsburg	2,692	2,830	2,830	2,942	3,042	3,264	3,438	3,438
York	3,036	3,124	3,124	3,244	3,352	3,496	3,628	3,712

7.4 What are your performance levels and trends for your key measures of workforce engagement, workforce satisfaction, the development of your workforce, including leaders, workforce retention, and workforce climate including workplace health, safety, and security?

Faculty salaries are a measure of the College's ability to provide for the well-being of the faculty. Table 7.4.1 shows the average faculty salary at Denmark Technical College between 2005 and 2012.

7.4.1 DENMARK TECHNICAL COLLEGE AVERAGE FACULTY SALARIES 2005-2012
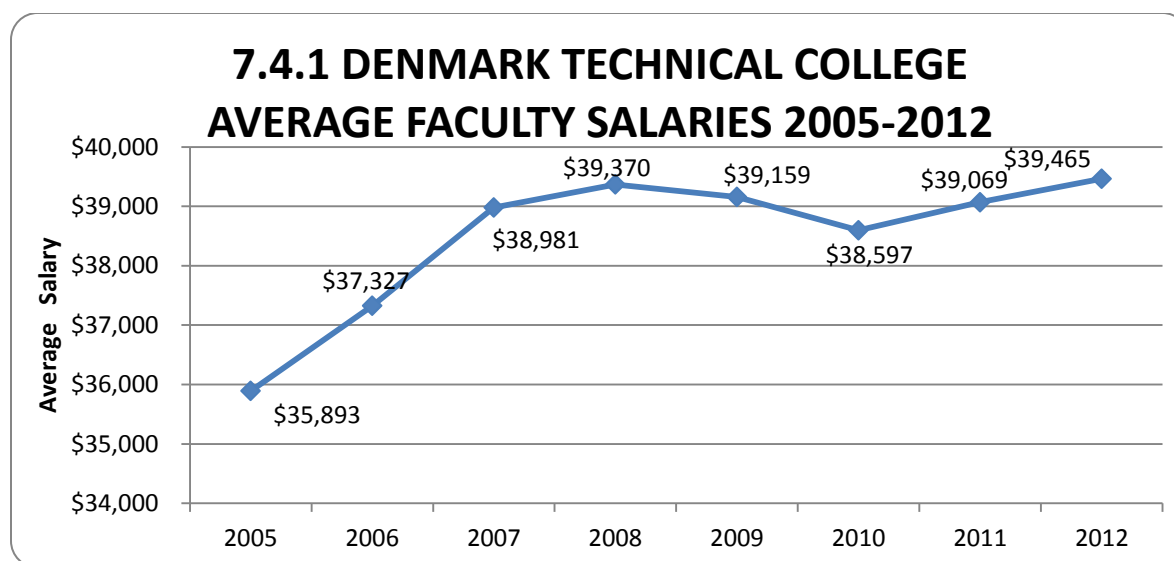
Approximately nine percent (8.8%) of the Denmark Technical College faculty held the doctorate in 2012-2013 and 58.8% had a master's degree.

Professional development funds are available to faculty, staff and administrators. Two faculty members were enrolled in the State Technical College System's Leadership Certificate Program with the University of South Carolina.

7.4.2 Highest Degree (%) Earned by Full-Time Faculty

Year	Doctorate	Masters	Bachelors	Associate	Diploma
2003-2004	18.0	49.0	21.0	3.0	9.0
2004-2005	16.7	52.8	16.7	2.8	11.1
2005-2006	24.2	51.5	12.1	3.0	9.1
2006-2007	20.0	53.4	23.3	0.0	3.3
2007-2008	15.4	51.2	23.1	7.7	2.6
2008-2009	5.6	66.7	13.8	2.8	11.1
2009-2010	8.8	58.9	23.5	0.0	8.8
2010-2011	8.6	57.1	22.9	2.8	8.6
2011-2012	11.4	54.3	22.9	2.8	8.6
2012-2013	8.8	58.8	20.6	3.0	8.8

7.4.3 Denmark Technical College full-time employees' years of service.

7.4.3 Denmark Technical College
Full-Time Employees' Years of Service for AY 2012-2013

	0-2 yr	3-5 yr	6-10 yr	11+ yr
Count	9	19	42	27
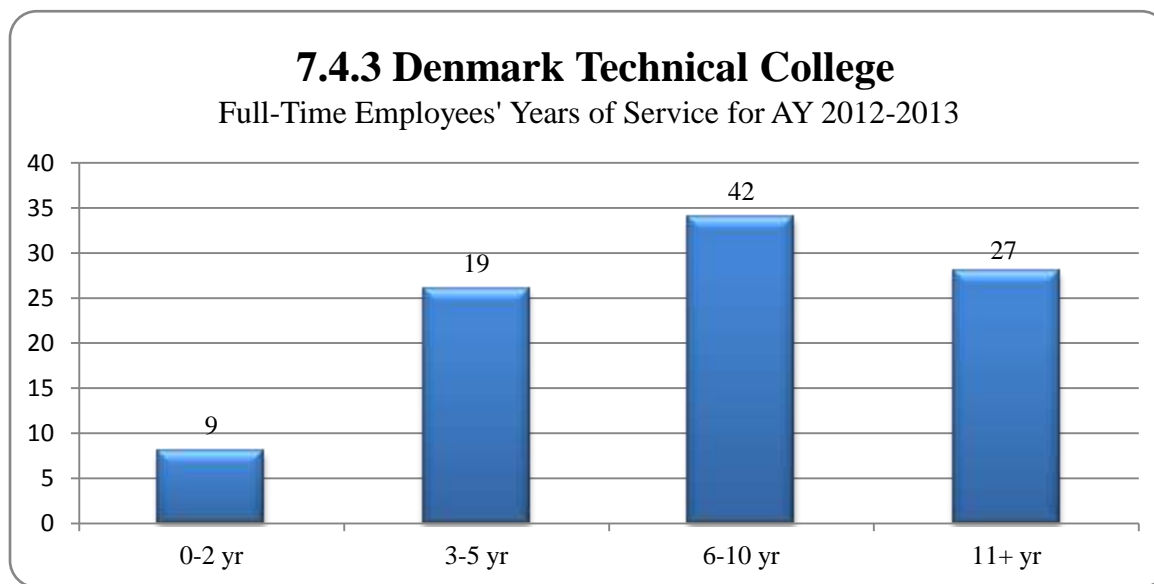
7.5   What are your performance levels and trends for your key measures of organizational effectiveness/operational efficiency and work system performance (these could include measures related to the following: product, service, and work system innovation rates and improvement results; improvements to cycle time; supplier and partner performance; and results related to emergency drills or exercises)?

Barbering, Cosmetology and Practical Nursing are the three programs at the College that require licensing or certificate exams.

Table 7.5.1 shows the first-time pass rates for graduates of those programs.

7.5.1 Denmark Technical College
First Time Pass Rate for Licensing Exams
(Barbering, Cosmetology and Practical Nursing)
*Practical Nursing added 2008-09

Chart showing first-time pass rates by year:
- 2003-04: 85%
- 2004-05: 75%
- 2005-06: 100%
- 2006-07: 80%
- 2007-08: 71%
- 2008-09: 63%
- 2009-10: 91%
- 2010-11: 95%
- 2011-12: 96%
- 2012-13: 85%
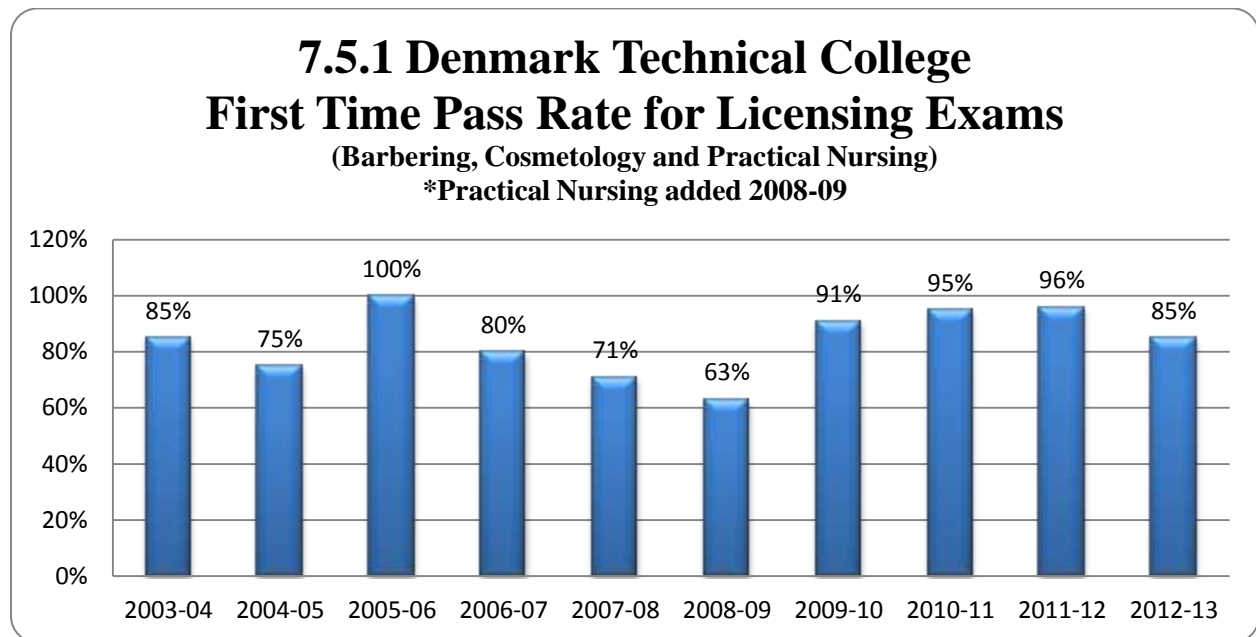
Denmark Technical College is a Historically Black College, and since 1947 has been charged to serve the State of South Carolina's African-American citizens.

Fall Terms

7.5.2 DENMARK TECHNICAL COLLEGE
Percentage of South Carolina Students who are African American

Chart showing percentage by year:
- 2005: 93.0%
- 2006: 95.5%
- 2007: 95.0%
- 2008: 94.9%
- 2009: 95.5%
- 2010: 96.1%
- 2011: 94.9%
- 2012: 96.1%
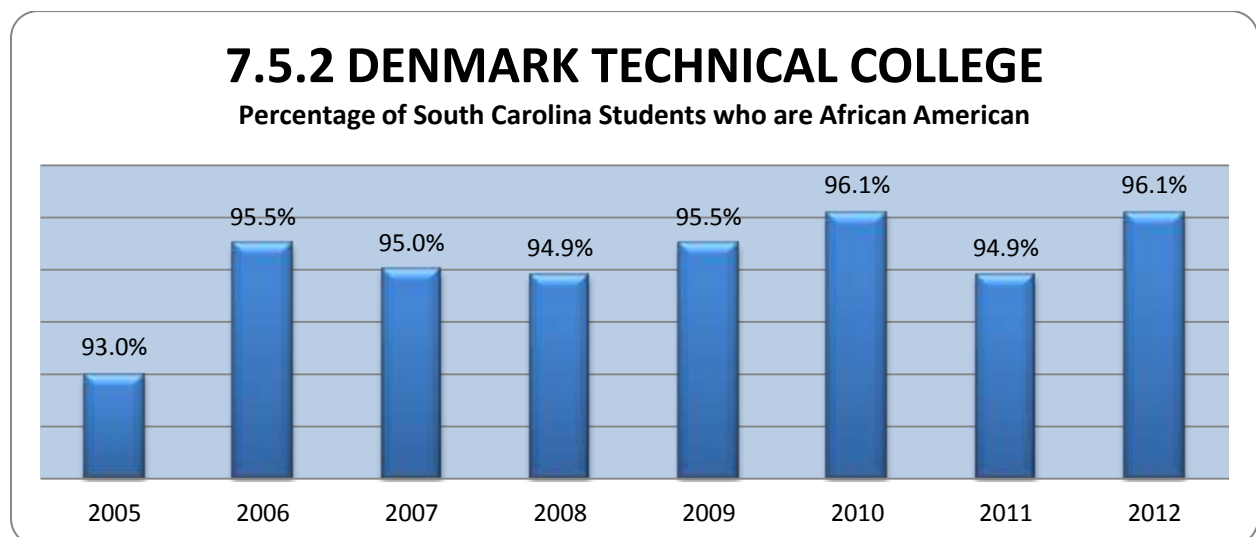
Denmark Technical College evaluates its academic programs on an annual basis. The evaluation process for associate degree and diploma programs is based on the number of graduates (a three-year average of 6 or 6 in the recent graduation year), fall enrollment, and job placement rate (50% or more). Certificate programs with graduates must place 50% of their graduates.

Table 7.5.3 summarizes the 2013 Evaluation of the 2012 graduates.

7.5.3 DENMARK TECHINCAL COLLEGE
A Summary of the 2013 Program Evaluation Results for the 2012 Graduates

Program	No. of 2012 Grads.	3-Year Average	Fall 2012 Head Count	Fall 2012 FTE	Placement Rate as of Spring 2013
Associate In Arts	4	0	47	46.47	0%
Associate In Science	23	0	135	126.47	0%
Administrative Office Technology	8	5	33	30.67	88%
Computer Technology	5	3	42	42.20	60%
Criminal Justice Technology	18	11	91	89.00	78%
Early Care And Education	12	11	103	92.73	83%
Electro-mechanical Engineering Technology	10	6	42	42.53	100%
Electronics Technology	3	2	4	3.87	100%
General Business	9	6	75	72.00	100%
General Technology	0	0	57	51.80	0%
Human Services	15	17	54	52.07	80%
Total Associate Degrees	**107**	**61**	**683**	**649.81**	**86%**
Administrative Support	8	4	1	0.80	88%
Barbering	8	6	53	53.93	50%
Cosmetology	3	5	35	40.40	33%
Nursing (PN) New 2007	16	13	40	30.67	75%
Total Diploma Programs	**35**	**28**	**129**	**125.80**	**62%**
Accounting	5	3	3	2.80	100%
Building Construction Fundamentals	19	13	120	107.53	74%
Computer Servicing And Repair	2	2	6	4.67	100%
Criminal Justice	10	7	1	0.40	100%
Culinary Arts	33	17	376	333.47	82%
Early Childhood Development	15	12	21	17.40	67%
General Studies	42	0	159	113.60	0%
Gerontology	5	5	3	2.27	100%
Multimedia-Web Graphics Design	0	0	0	0.00	0%
Nurse Aide Assistant	5	0	13	12.20	0%
Plumbing	18	13	28	25.93	67%
Pre-medical	9	7	13	12.40	67%
Welding	38	25	310	278.93	58%
Word Processing	8	5	1	0.86	88%
Total Certificate Programs	**209**	**109**	**1054**	**912.46**	**82%**
Undetermined			**1**	**0.80**	
Total All Awards	**351**	**198**	**1867**	**1688.87**	

Each program is assigned an evaluation status based on the results of the assessment. Table 7.5.4 summarizes the Program Evaluation Status for Denmark Technical College programs from 2004 through 2012.

7.5.4 DENMARK TECHNICAL COLLEGE

Program Evaluation Status

*Inactive certificate programs de-activated by the College.

Type of Award	Year	Good Standing	New-Not Subject to Evaluation	Probation	Suspension	Totals
Degrees	2004	8	1	2	0	11
	2005	9	1	1	0	11
	2006	10	0	1	0	11
	2007	11	0	0	0	11
	2008	10	0	1	0	11
	2009	9	0	2	0	11
	2010	7	0	4	0	11
	2011	7	0	2	2	11
	2012	8	0	1	2	11
Diplomas	2004	3	0	0	0	3
	2005	3	0	0	0	3
	2006	3	0	0	0	3
	2007	3	1	0	0	4
	2008	3	1	0	0	4
	2009	3	1	0	0	4
	2010	3	1	0	0	4
	2011	4	0	0	0	4
	2012	3	1	0	0	4
Certificates	2004	17	7	0	0	23
	2005	17	4	0	0	21
	2006	12	9*	0	0	21
	2007	13	1	0	0	14
	2008	12	2	0	0	14
	2009	14	0	0	0	14
	2010	14	0	0	0	14
	2011	14	0	0	0	13
	2012	13	0	0	0	13

7.6 What are your performance levels and trends for the key measures of regulatory/legal compliance and community support?

a. Accomplishment of your organizational strategy and action plans;

- The persistent recruitment plan from the previous year yielded an increase both in the headcount (6.8%) as well as the FTE numbers (7.8%) for the college.

- Compared to the previous year, there was a 29% increase in number of degrees offered by the college, which was an all time record.
- The college obtained reaccreditation of the Early Care and Education program from the National Association for Education of Young Children (NAEYC), the General Business program from the Accreditation Council for Business Schools and Programs (ACBSP), and the Electromechanical Engineering program from the Accreditation Board for Engineering and Technology (ABET).
- The College secured two external grants.
- The College offered three institutes during summer 2013: STEM Education Math Summer Institute, STEM Education Science Summer Institute, and Robotics Summer Institute for students from the local service area school for Science, Technology, Engineering, and Mathematics (STEM) initiatives.
- The College significantly increased the efficiency of funds drawn down from federal and state agencies.
- Deferred maintenance funds of approximately $275,000 were secured from State Funding.
- The Information Technology infrastructure was enhanced by installing Document Imaging Systems in three key areas; upgrading Internet Bandwidth, improving network connectivity between all campuses, upgrading communication network (SSIT); implementing Bookstore Management System; integrating the Financial Aid and Business Office functions; enhancing the online registration, recruitment, financial aid, degree audit and reporting functionalities.
- The academic computing infrastructure was also enhanced by upgrading five classrooms with audio/visual equipment such as smart boards and projection systems and installing power backup in data center to support core network switches and server during power interruptions.
- The College extended support to reduce barriers faced by students in the areas of transportation and childcare in the tri-county service area.
- The Department of Practical Nursing purchased commercial software and made it available to the graduates to facilitate their success rate in the national licensure examination
- Equipment and software to enhance teaching and learning were added in four out of five program areas in the Industrial and Related Technology Division through external funding and donations.
- The Department of Early Childhood Development, Barnwell County First Steps and Vocational Career Center hosted "The Week of the Young Child" event where students participated in several experimental learning events.
- The Department of Human Services engaged students through several events related to Domestic Violence Awareness, Service Learning Projects.
- The Culinary Arts department organized "Annual Community Breakfast" activity for promoting diversity as an experiential learning for students and staff.
- The Department of Continuing Education completed 3rd year of Department of Energy grant; designed a control room training simulator to use for training with Mechatronics and Certified Production Technician; established a bridge program for Continuing Education students taking classes in the Mechatronics program to receive 6 credit hours in the Electromechanical Engineering program to feed students from the CE program into the

Engineering program; and strategically identified the need of the service area & identified the need for mechatronics & Industrial Production certificates.

b. Stakeholder trust in your senior leaders and the governance of your organization;

Denmark Technical College has administrative and academic officers who are highly qualified by training and experience to serve in the particular leadership capacity to which they are appointed. Administrative and academic officers are selected though a transparent and competitive process that involves peer administrators, faculty, and staff participation. Administrative officers include the President and Vice Presidents; academic and student services officers, which includes all academic and support program Deans.

All hiring by the College is consistent with the SBTCE policy and procedure. The compensation practices for the President and the Vice Presidents are in accordance with the provisions of the SBTCE and respective Technical/Community College Area Commission. These provisions assure the hiring of qualified administrative and academic officers with the experience, competence, and capacity to lead the institution.

The President structures the Executive Affairs Organization of the administration of the College. All staff holds earned degrees that meet, or exceed, the educational requirements for their positions. All Vice President positions report directly to the President and have primary management responsibility for one or more of the major functional areas of the College. The operational groupings and number of Vice Presidents is a function of the size and organizational structure of the College. With the approval of the Area Commission and concurrence of the South Carolina Technical College System (SCTCS), Vice President positions are established. The Vice Presidents have authority to make decisions necessary to fulfill the assigned responsibilities and are, in fact, the chief officers for the major functional areas. The Vice Presidents provide direct management, leadership and support to the overall educational endeavors of the college. Current structure includes Vice President for Academic Affairs and Student Services, Vice President for Institutional Research, Planning and Development, and Vice President for Fiscal Affairs.

DTC's Human Resource Management office administers the employment, classification, compensation, and coordinates performance evaluation for administrative and academic officers in keeping with SBTCE administrative officer policy and procedures and academic officer policy and procedures.

c. Fiscal accountability; and, regulatory, safety, accreditation, and legal compliance;

Denmark Technical College administers student aid from federal, state, institutional, and private funding sources. The majority of financial aid awards are federal Title IV funds. The Financial Aid Office is a department under the Division of Academic Affairs and Student Services. The Director, Assistant Director, two Financial Aid Administrators, and an Administrative Assistant, administer Title IV funding in accordance with regulations of the Higher Education Act of 1965, as amended.

The Eligibility and Certification Approval Report (ECAR) and the Program Participation Agreement (PPA), signed on behalf of the Secretary of Education, acknowledge that Denmark Technical College is qualified to participate in programs under the Higher Education Act (HEA)

of 1965 (HEA), as amended, and the federal student financial assistance programs (Title IV, HEA programs).

The Financial Aid operation at Denmark Technical College is intermittently audited by The SC Commission on Higher Education, Veteran's Affairs (VA) Office, and the State Scholarship Programs.

DTC audits financial aid programs each year as part of the annual audit required by federal and state regulations. The audit is conducted in accordance with government auditing standards, the Single Audit Act (Public Law 104-106), and OMB Circular 133. These annual audits include tests of compliance with applicable federal laws and regulations and review of internal controls used in administering federal financial assistance programs.

All associate degree, diploma, and credit certificate programs offered by Denmark Technical College (DTC) conform to the structure mandated by the South Carolina State Board for Technical and Comprehensive Education (SBTCE) through its policy (3-1-101) and procedures (3-1-101.1). According to the procedure, the ranges of semester credit hours are standardized as:

- Certificate Programs: 6 to 40 semester credit hours,
- Diploma programs: 40 to 52 semester hours, and
- Associate Degree programs: 60 to 84 semester credit hours.

Information related to program length is disseminated through the DTC Academic Catalog and Student Handbook. DTC follows the guidelines established in its Curriculum Development and the Approval of Academic Program and Organization policies to ensure that all program lengths are appropriate and in compliance with the SBTCE policy and procedure. As such, additions, deletions, or changes to any College curriculum must be approved by the DTC Academic Affairs Council and the Vice President for Academic Affairs prior to implementation. Certain curriculum changes also require approval of the DTC Area Commission, State Board for Technical and Comprehensive Education, and/or South Carolina Commission on Higher Education.

All changes to new and existing programs are initiated at the departmental level. Recommendations are forwarded to the Academic Division for consideration. Following Divisional approval, the Division Dean presents the recommendation to the Academic Affairs Council for review. If necessary, the approved recommendation from the Academic Affairs Council is forwarded to the Area Commission, and any other entities, as required.

d. Organizational citizenship in support of your key communities?

The faculty and staff participate in several community organizations in various capacities for continued support and collaboration. Some of these organizations are as follows:

Organization	Position
Accreditation Council for Business Schools and Programs	Evaluator
Advisory Committee Head Start	Member
Aiken, Bamberg, Barnwell and Edgefield Regional Library System	Board Member
ALA- American Library Association	Member
Allendale Elementary PTO	Vice President
American Chemical Society	Member

Organization	Position
American Choral Directors Association	Member
American Nurses Association	Member
American Society of Composers, Authors and Publishers	Member
ASME: American Society of Mechanical Engineers	Member
Associate Degree Early Childhood Teachers Educators	Member
Bamberg #2 District Board	Board Member
Bamberg County Ministerial Alliance	President
International Association for Administrative Specialist - Bamberg-Denmark Chapter	Secretary
Barnwell City Fire Department – Lieutenant	Member
Barnwell County Library Board	Member
Barnwell County Museum	Board Member
Barnwell County Technology Committee	Member
Barnwell County Work Ready Communities Committee	Member
Barnwell Economic Development Council	Member
Blackville Crime Watch Coordinator	Member
Blackville Hilda Hawk Athletic Booster Club	Vice President
Carolina Entertainment Network	Member
City of Denmark, SC	Mayor
Denmark Dogwood Festival	Volunteer
Denmark-Olar High School	Volunteer
DTC National Alumni Association	Secretary
Ehrhardt Lions Club	Member
Federal Bureau of Prisons	Volunteer
Feed the Hungry Aiken Association	Member
First Refuge Church-Women's Council	President
First Responder-CPR	Member
First Steps Board member	Member
GCF(Global Counselors Facilitators)	Member
Golden Harvest Food Bank	Member
IAAP - International Association of Administrative Professionals	Member
IFLA- International Federation of Library Associations	Member
Independent Schools Officials Association	Member
Information Systems Audit and Control Association	Member
Institute of Electrical and Electronics Engineers	Member
Interdenominational Community Alliance	Member
Jackson Volunteer Fire Department (Rehab) Disaster	Member
Kappa Alpha Psi Fraternity Inc.	Member
Look Good Feel Better American Cancer Association	Member
Lower Savannah Council of Government Partnership team	Member
Lower Savannah Workforce Development Board	Board Member, Chair
Lower State Firefighters Association, Secretary	Member
Mt. Calvary Baptist Association and Women's Auxiliary	Member
Music and Entertainment Industry Educators Association	Member

Organization	Position
National Association Community Colleges Teacher Educators Program	Member
National Association for the Education of Young Children	Member
National Association of Biology Teachers	Member
National Association of Black Female Executives in Music and Entertainment	Member
New Brookland Community Organization	Member
Palmetto Teachers	Member
Publications Committee for Women's Department St. Phillip COGIC	Chair
Recording Industry Association of America	Member
Relay for Life (Barnwell County)	Member
Richard Carroll Elementary Parent Teacher Organization	Member
Richard Carroll Elementary School Improvement Council	Member
Salkehatchie Neighborhood Association	President
SC Information Technology Director Association	Member
SC Landscape & Turf Association	Member
SC Nurses Association	Member
SC State Employees Association	Board Member
School Improvement Council (Denmark-Olar High School)	Member
SCLA- South Carolina Library Association	Member
Shrub Branch Baptist Church	Trustee Board Chairman
Shrub Branch Baptist Church Adult Sunday School Teacher	Member/Secretary
Sigma Theta tau - International Nursing Sorority	Member
South Carolina Basketball Officials Association	Member
South Carolina Nurses Association	Member
South Carolina State Firefighters Association	Member
South Central District & St. Phillip COGIC Purity Auxiliary	President & Advisor of District & Local Unit
South Central District COGIC Business & Professional Women	President
Southern Association of Colleges and Schools Commission on Colleges	Evaluator
St. Mark Baptist Youth Ministry	Advisor
St. Phillip COGIC Youth Department	President
Sunday School Teacher for Young Adults at St. Phillips COGIC	Member
Thunderbolt Career and Technical High School Advisory Board	Member
Woodberry Community Organization	Secretary