Accountability Report Transmittal Form

Organization Name	**DENMARK TECHNICAL COLLEGE**
Date of Submission	September 14, 2007
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DENMARK TECHNICAL COLLEGE
Denmark, South Carolina

2006-2007
ACCOUNTABILITY REPORT

Section I - Executive Summary

1. Denmark Technical College Mission Statement

Denmark Technical College is a public, comprehensive, Historically Black, two-year technical college located in rural Bamberg County. The College annually serves approximately 2,000 credit 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. As a member of the South Carolina Technical College System, Denmark Technical College's mission is related to the educational mission of the State of South Carolina and the Technical College System. 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, post-secondary education culminating in associate degrees, diplomas, or certificates, to citizens from diverse educational and socioeconomic backgrounds.

The mission of Denmark Technical College is fourfold: 1) To provide students the knowledge and skills necessary for employment and maintenance of employment as technical, semi-professional, and skilled workers in engineering and industrial technologies, business, computer technologies, and public service; 2) To prepare students for transfer to senior institutions; 3) To provide graduates with competency in written and oral communication, computer literacy, information processing, mathematics, problem-solving and interpersonal skills necessary for life-long learning; and 4) To enhance the economic development and growth of the service area and the state.

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

- Welcomed Dr. John K. Waddell as the ninth president of Denmark Technical College. Dr. Waddell holds a doctorate from Florida State University, Tallahassee, Florida, and is a University of South Carolina graduate with a Master of Education in Student Personnel Administration and a Bachelor of Arts in Secondary Education. He has served as the president of three private colleges during the last 10 years: Allen University, Columbia, South Carolina, St. Paul's College, Lawrenceville, Virginia, and Paul Quinn College, Dallas, Texas.
- Honored retiring president Dr. Joann R. B. Boyd-Scotland after 14 successful years as president. Dr. Boyd-Scotland provided outstanding leadership during which time the college experienced significant enrollment growth, the development of state-of-the-art technology, and an expansion of the physical plant with the purchase of the Barnwell Site and the construction of the Essie Moore Carroll and Clarence V. Lebby, Sr. Learning Resources and Technology Center.

- Developed and received approval to implement a Practical Nursing Diploma Program on the Denmark Campus. Renovated the second floor of Building 028, developed a state-of-the-art nursing lab, and hired a Dean of Nursing and two full-time instructors.
- Received re-accreditation for the Electromechanical Engineering Technology Associate Degree Program from the Accrediting Board for Engineering Technologies (ABET) in July, 2007 following a self-study and site visit in October, 2006.
- Renovated the old Automotive Repair Building 400 creating the Engineering Technology Center housing the Electromechanical Engineering Technology program, the Electronics Associate Degree Program, classrooms, a robotics lab, and a robotics welding lab.
- Denmark Technical College awarded 107 associate degrees, 30 diplomas, and 90 certificates in 2006—2007.
- Developed and received approval for a Gerontology Certificate to train individuals to assist in the care of elderly citizens.

3. Key Strategic Goals for 2006-2010

Marketable Graduates
Prepare graduates with the skills and competencies to meet the demands of a technologically dynamic, competitive workplace and academically challenging senior college environments.

Academic Programs
Provide comprehensive instructional programs using flexible access to education, training, and retraining using distance learning, evening and weekend scheduling, and variable length courses in addition to traditional instruction.

Systematic Teaching and Retention (STAR)
To improve the retention of transitional studies students through systematic teaching, enhanced academic support and student services through the implementation of "Project STAR: Systematic Teaching and Retention."

Resources
Expand and upgrade the financial and infrastructure resources necessary to achieve the College's Mission.

Institutional Effectiveness
Ensure accountability and the effective and efficient performance of all aspects of the College through assessment and the continual professional development of the faculty, staff and administrators.

Economic Development
Contribute to the economic and community development of the service area and the state through cooperative and collaborative programs with business and industry, community agencies and organizations, local schools and other colleges and universities.

Student Development
Provide students with instructional support and cultural, recreational, and social experiences in a student-centered environment with respect for diversity.

Marketing and Image
Develop a marketing strategy to promote the image of the College and to facilitate the recruitment of students.

4. Opportunities and Barriers To Success

The major opportunity available to Denmark Technical College is to meet the extraordinary need in the Bamberg, Barnwell, and Allendale service area for the knowledge and skills necessary to enter the market place or to go on to additional education, need that is related to the economic conditions of the area. The U.S. Bureau of the Census reported that in 1999 the per capita income was $15,870 in Barnwell County; $12,584 in Bamberg County; and $11,293 in Allendale County compared with $18,795 in South Carolina. Of the population 25 and over, 67% in Barnwell County were high school graduates; 64.7% in Bamberg County; and 60.0% in Allendale County compared with 76.3% in South Carolina. In 2003, 17.2% of the citizens of Barnwell County were living below the poverty line; with 21.2% in Bamberg County; and 28.4% in Allendale County compared with 13.8% in South Carolina overall.

The barriers to success include the same characteristics of the service area that make it an opportunity to serve. In addition the under funding of K-12 and higher education by both the local and state governments continues to be a barrier to success. Serving students who are under prepared is a difficult task and requires unique strategies and resources in order to be successful with them. A college serving students in a rural, economically deprived area must help them to meet needs such as child care and transportation, as well as their educational needs in order to succeed. Denmark Technical College has an old physical plant with the majority of its buildings built in the mid-1970's or earlier. The College receives minimal support from the counties and unlike the other 15 technical colleges, must rely on state funds for maintenance of its physical plant.

5. Use of Accountability Report

The Denmark Technical College Planning and Assessment Process is 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. These processes are focused on efforts to continually improve the services provided by Denmark Technical College to the citizens of the State. The Accountability Report will now become a part of that process as an avenue for sharing planning and assessment information with the State of South Carolina.

Section II – Organizational Profile

1. Main Educational Programs, Offerings, and Services and the Primary Methods by Which They Are Delivered

The College seeks to fulfill its mission by offering the following programs using multiple instructional methods, including traditional lecture and lab and distance education through interactive video and satellite technology for both on-campus and off-campus instruction:

Senior College/University Transfer Program: Completion of courses directly equivalent to the first two years of traditional college study as offered at senior colleges and major universities which may be transferred to senior colleges. Program associate degrees are the Associate in Arts and the Associate in Science.

Technical Education: Curriculums designed to provide the knowledge and skills needed for employment in industry, business, and government. The following are the technical education majors that are available to Denmark Technical College students.

Associate Degrees	Certificate Programs (continued)
Computer Technology	Computer Servicing & Repair
Criminal Justice	Criminal Justice
Early Care and Education	Culinary Arts
Electromechanical Engineering Technology	Customer Service
Electronics Technology	Early Childhood Development
General Business	General Studies
Human Services	Gerontology
Office Systems Technology	Industrial Process Technology
	Legal Research Assistant
Diploma Programs	Machine Tool
Automated Office	Medical Record Coder*
Barbering	Multimedia WEB Graphics Design
Cosmetology	Multi-Skilled Maintenance Technician
Pharmacy Technician*	Plumbing
Practical Nursing	Pre-Medical
	Welding
Certificate Programs	Word Processing
Accounting	
Building Construction Fundamentals	
Computer Networking	

2. Key Student Segments, Stakeholder Groups, and Market Segments 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 student segments are found in the table below.

Denmark Technical College Student Characteristics in Fall 2006

		Count	Percentage
Student Status	Full-Time	1035	75.2%
	Part-Time	342	24.%
Residency	South Carolina	1302	94.6%
	Non-SC Residents	75	5.4%
Housing	On-campus	436	31.7%
Race	Black	1314	95.4%
	White	49	3.6%
	Other races	4	0.3%
	Unknown	10	0.7%
Gender	Female	780	56.6%
	Male	597	43.4%
Age Ranges	<18	179	13.0%
	18-21	685	49.7%
	22-29	299	21.7%
	30-49	184	13.4%
	>49	30	2.2%
First –Time Freshmen: 555		40.3%	
Undergraduates: FT: 1035 PT: 342		2007 Awards: 227	
All Students: 1377			

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 either an associate degree, diploma, or certificate. In addition, many of them need to spend time in transitional studies courses to improve their reading, mathematics and English skills to transition into regular college courses.

3. Operating Locations

Main Campus
Denmark Technical College, 1121 Solomon Blatt Boulevard, Denmark, South Carolina 29042

Classroom Building
Barnwell Site, Ellenton Road, Barnwell, South Carolina 29812

4. Regulatory Environment

Denmark Technical College is a state-supported two-year technical college and operates under the auspices of its local area commission and the State Board for Technical and Comprehensive Education. As an institution that receives Title IV funding from the Federal Government, the College also must adhere 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, 1866 Southern Lane, Decatur, Georgia 30033-4097 to award associate degrees, diplomas, and certificates.

5. Governance System(The relationships between the governance board/policy making body and the senior leaders, as appropriate.)

The President of Denmark Technical College reports directly to and is accountable to the Denmark Technical College Area Commission. The Denmark Technical College Area Commission has fiduciary responsibility for the College. In addition, they must approve all academic programs and policies of the College. The State Board for Technical and Comprehensive Education has jurisdiction and authority over the sixteen state-supported technical institutions and their programs in the South Carolina Technical College System.

6. Key Suppliers and Partners

The key suppliers of students for Denmark Technical College are Bamberg, Barnwell, and Allendale Counties. During 2006-2007, 50.5% of the Denmark Technical College students came from the Tri-County service area, 44.1% came from other South Carolina counties, and 5.4% were out-of-state residents.

Denmark Technical College works closely with the five high schools in the Tri-County Service Area providing dual credit courses and other collaborative programs such as HEAP, GEAR-UP, and Pathways to Progress. The College also collaborates with business and industry providing instruction and training for potential and current employees at Grant Forest, EXCEL Comfort Systems (now Allied Enterprises), Dixie Narco, and other employers in the service area.

7. Key Competitors (other educational systems that directly compete for the same type of studies, research grants, etc.)

Denmark Technical College's key competitors are other public and private colleges and universities in the state that compete for high school graduates interested in furthering their education.

8. **Principal Factors That Determine Competitive Success The key changes that are taking place that significantly impact your competitive situation.**

The principal factors that determine Denmark Technical College's competitive success in recruiting students are the number of students completing their high school programs, the placement rate of graduates, and the availability of financial aid support for students. Other factors which are important are the image of the college as a place where students can succeed and the effectiveness of recruitment strategies.

The key change in the educational environment that impacts the competitive situation are the changes in financial aid availability and guidelines for both state and federal aid that decrease the funds available to cover the cost of education for our students. Denmark Technical College has maintained its tuition at the same level since 2002. Yet the cost of books and the cost of living have increased sufficiently to cause students to struggle to pay for the cost of their education.

9. **Key Strategic Challenges**
    1. To successfully recruit, educate and graduate individuals who frequently are under-prepared due to attendance at small, under-funded, rural high schools in the state of South Carolina.
    2. To assist business and industry in the service area by preparing a workforce that has the knowledge and skills needed to contribute to the success of the companies in the area.
    3. To attract, hire, and maintain qualified instructors, staff, and administrators to deliver instruction and successfully manage and maintain a small technical college in a rural area.
    4. To maintain an adequate physical plant and technological infrastructure necessary to deliver instruction and house students, faculty, staff, and administrators at a time of stable and/or decreasing state funds.
    5. To secure federal and foundation grant funds to combine with state dollars and meet the educational needs of the citizens of South Carolina.

10. **Performance Improvement Systems**
    Denmark Technical College strives for continuous improvement in all operations of the institution utilizing both external and internal processes to manage performance improvement.

    The **External Processes** include institutional accreditation by the Southern Association of Colleges and Schools and national program accreditation for four academic programs: the Electromechanical Engineering Technology Associate Degree by the Accrediting Body for Engineering Technologies; the General Business Associate Degree by the Associate of Collegiate Business Schools and Programs; the Early Care and Education Associate Degree by the National Association for the Care of Young Children, and the Cosmetology Diploma accredited by the National Accrediting Commission of Cosmetology Arts and Sciences. Both the institutional and the program accrediting agencies require a performance self-analysis by the College an 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.** Each year the institution submits an **Institutional Effectiveness Report to the South Commission on Higher Education** and a report to CHE via the **South Carolina's Performance Funding System for Higher Education.** This year the College is participating for the first time in the **State Budget and Control Board's Higher Education Accountability Report** process**.**

Accountability Report Appropriations/Expenditures Chart

Base Budget Expenditures and Appropriations

Major Budget Categories	FY 05-06 Appropriations Act		FY 06-07 Appropriations Act		FY 07-08 Appropriations Act	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	$4,888,979	$2,797,063	$5280391	$3,078,934	4880535	3375135
Other Operating	$5,246,200		$5291610		3110888	
Special Items	$1211	$1211	$188286	$188,286	419525	419525
Permanent Improvements						
Case Services						
Distributions to Subdivisions						
Fringe Benefits	$1,165,831	$723,585	$1,274,046	$705394	1217419	708778
Non-recurring			$110,787	110787	110787	110787
TOTAL	$11,413,008	$3,632,646	$12,145,120	$4083401	9739154	4614223

Other Expenditures

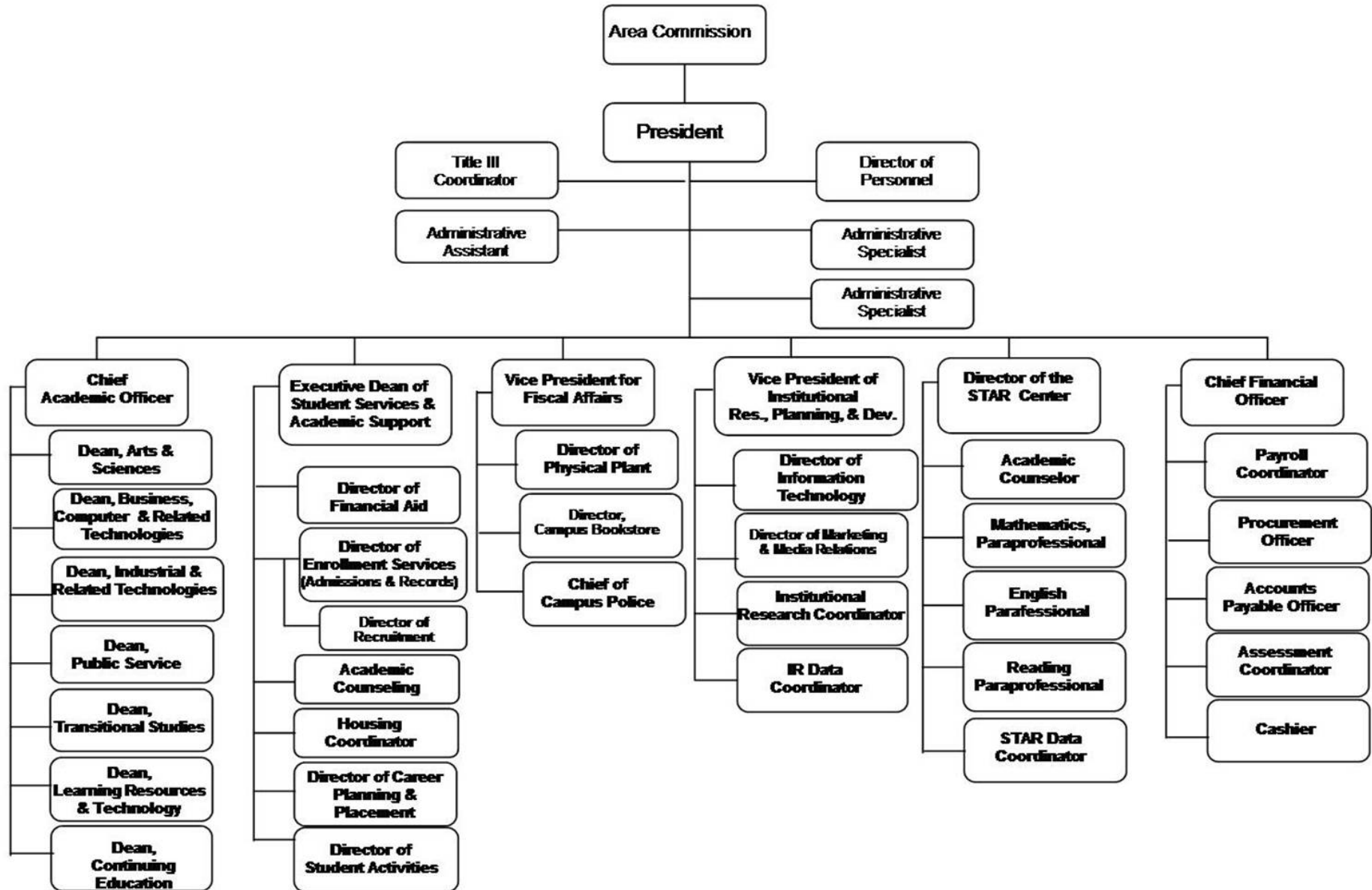| Sources of Funds	FY 05-06 Actual Expenditures	FY 06-07 Actual Expenditures
Supplemental Bills		
Capital Reserve Funds		
Bonds	$46,346	$1,067,406

Major Program Areas

Program Number and Title	Major Program Area Purpose (Brief)	FY 05-06 Budget Expenditures	FY 06-07 Budget Expenditures	Key Cross References for Financial Results*
Instruction	Instruction-the major purpose of Denmark Technical College is to provide instruction to impart the knowledge and skills to enter the work place or transfer to a four-year institution.	State: $3,632,646 Federal: $3,740,111 Other: $4,040,111 Total: $11,413,008 100% of Total Budget	State: $4,083,401 Federal: $4,556,419 Other: $3,505,300 Total: $12,145,120 100% of Total Budget	
		State: Federal: Other: Total: % of Total Budget	State: Federal: Other: Total: % of Total Budget	
		State: Federal: Other: Total: % of Total Budget	State: Federal: Other: Total: % of Total Budget	
		State: Federal: Other: Total: % of Total Budget	State: Federal: Other: Total: % of Total Budget	
		State: Federal: Other: Total: % of Total Budget	State: Federal: Other: Total: % of Total Budget	

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

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

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

DENMARK TECHNICAL COLLEGE
ORGANIZATIONAL CHART 2006-2007

Area Commission

President

Title III Coordinator

Director of Personnel

Administrative Assistant

Administrative Specialist

Administrative Specialist

Chief Academic Officer

- Dean, Arts & Sciences
- Dean, Business, Computer & Related Technologies
- Dean, Industrial & Related Technologies
- Dean, Public Service
- Dean, Transitional Studies
- Dean, Learning Resources & Technology
- Dean, Continuing Education

Executive Dean of Student Services & Academic Support

- Director of Financial Aid
- Director of Enrollment Services (Admissions & Records)
- Director of Recruitment
- Academic Counseling
- Housing Coordinator
- Director of Career Planning & Placement
- Director of Student Activities

Vice President for Fiscal Affairs

- Director of Physical Plant
- Director, Campus Bookstore
- Chief of Campus Police

Vice President of Institutional Res., Planning, & Dev.

- Director of Information Technology
- Director of Marketing & Media Relations
- Institutional Research Coordinator
- IR Data Coordinator

Director of the STAR Center

- Academic Counselor
- Mathematics, Paraprofessional
- English Parafessional
- Reading Paraprofessional
- STAR Data Coordinator

Chief Financial Officer

- Payroll Coordinator
- Procurement Officer
- Accounts Payable Officer
- Assessment Coordinator
- Cashier

Section III – Elements of Malcolm Baldrige Award Criteria

Category 1 – Senior Leadership, Governance, and Social Responsibility

1. How do senior leaders develop and deploy their organization's vision and values throughout the leadership system, to all faculty and staff, to key suppliers and partners, and to students and stakeholders, as appropriate? How do their personal actions reflect a commitment to the organizational values?

   The senior leadership of Denmark Technical College is the President and the Executive Council which consists of the Chief Academic Officer, the Vice President for Fiscal Affairs, the Vice President of Institutional Research, Planning, and Development, the Executive Dean of Student Services and Academic Affairs, the Chief Financial Officer, the Title III Coordinator, the Director of Personnel, and the Director of the STAR Center.

   The vision and values of Denmark Technical College are deployed to all faculty and staff, key suppliers, and partners through the Mission Statement and the Institutional Strategic Goals which are developed through the college-wide strategic planning process. Each planning unit is asked to develop unit goals which support the institution's strategic goals. Annually the units report on their assessment of their progress toward the goals and their plans for the coming year. The vision and values are also conveyed to the community at large through the college's media campaign and its major publications which are designed to carry the strong message that Denmark Technical College is a student-centered environment.

   Denmark Technical College leaders communicate their commitment to the values of the college through their support for services to students to assist them in furthering their education, such as daily transportation in the tri-county area, child care assistance, food services for commuters, residence halls, meal service and special student programs.

2. How do senior leaders create a focus on action to accomplish the organization's objectives, improve performance, and attain your vision?

   At the beginning of each semester the President meets with the faculty and staff and discusses the goals for the semester. The Executive Council meets each week to discuss the issues and activities of the college. The Executive Council 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 must be met according to the policies and procedures.

3. How do senior leaders promote and support an environment that fosters and requires: legal and ethical behavior; and, fiscal, legal, and regulatory accountability? How are these monitored?

   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. The senior leadership strives to be vigilant and consistent in the management of the organization.   The college undergoes a financial audit and an inventory audit on an annual basis. Every five years the State Technical College System Office conducts a management audit of the institution. The State of South Carolina also audits procurement processes.

4. How do senior leaders create an environment for organizational, faculty, and staff learning?

In building the budget for Denmark Technical College, the college leadership is cognizant of the need for organizational, faculty, and staff learning. Travel 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 has provided for faculty and staff development through the use of grant funds to support education, training, and travel.

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

The senior leaders encourage staff members who are interested in advancement to pursue further education. The President has recommended five professional employees who hold master's degrees to participate in the State Technical College System's Administrative Leadership Development Program.   One individual was still enrolled in the program during 2006-2006.

6. How do senior leaders communicate with, empower, and motivate all faculty and staff throughout the organization? How do senior leaders take an active role in faculty and staff reward and recognition processes to reinforce high performance throughout the organization?

The senior leaders meet as a group and with individuals and small groups as necessary to conduct the business of the college. The President and Chief Academic Officer meet on a regular basis with the entire faculty. The President and other senior leaders meet with the student body as necessary to convey information. In addition there is a college calendar that is published annually with the schedule of events and the major academic dates. The calendar is distributed to all students, faculty, staff, and administrators. The College now uses email as a major communication link among the individuals in the institution. Individual and institutional accomplishments are acknowledged in meetings and in the media when appropriate.

7. How does your organization evaluate the performance of your senior leaders, and the governance board/policy making body? How do senior leaders use these performance reviews to improve their own leadership effectiveness and that of the board and leadership system, as appropriate?

The performance reviews of the Area Commissioners and the State Board for Technical and Comprehensive Education are the responsibility of the legislative delegation which determines whether or not they are reappointed at the end of their terms. The President of the institution is evaluated by the Area Commission. The other senior leadership officers are

reviewed annually. The senior leadership strives to provide continuous feedback to staff on their effectiveness.

8. How does your organization address and anticipate any adverse impacts of its programs, offerings, services, and operations? What are the key compliance related processes, goals, and measures? (Actual results should be reported in Category 7).

    Prior to implementation of any academic program, Denmark Technical College conducts an assessment of need in the community, including the availability of jobs with in the service area. The senior leadership also evaluates whether or not the courses in the associate degree programs will transfer to a four-year institution in order to ensure that students will be able to use their Denmark Technical College work in the future.

9. 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, faculty and staff, and the organization's students contribute to improving these communities.

    The senior leadership is constantly seeking ways to contribute to the tri-county area. Under the guidance of the senior leadership Denmark Technical College participates in the Tri-County Development Board which works to bring new business and industry into the area and the Tri-County Educational Business Alliance comprised of Denmark Technical College, USC-Salkehatchie, area businesses, and the school districts in Allendale, Bamberg, and Barnwell Counties have formed the Tri-County Educational Business Alliance. The Alliance programs build bridges between secondary education and post-secondary 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 the funding of a new fire truck, improving the water distribution system in the city, and on city planning, recreation, and tourism projects such as the Dogwood Festival.

Category 2 – Strategic Planning

1. What is your Strategic Planning process, including key participants, and how does it address:
   a. Your organizations' strengths, weaknesses, opportunities and threats
   b. Financial, regulatory, and other potential risks
   c. Shifts in technology, student and community demographics, markets, and competition
   d. Human Resources capabilities and needs
   e. The opportunities and barriers you described in the Executive Summary (question4).
   f. Long-term organizational sustainability and organizational continuity in emergencies
   g. Your ability to execute the strategic plan

All Denmark Technical College faculty, staff, and administrators play a role at various stages in the Strategic Planning process. Strategic Planning is conducted at an institutional level using an institution-wide Central Planning Committee led by the Executive Dean of Institutional Research and Planning and the Chief Academic Officer. 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 strategic plan. These planning assumptions are arrived at after an analysis of a myriad of factors including the opportunities and barriers identified during the SWOT analysis, the human resources capabilities and needs of the college and the availability of these same resources to the college. Long term sustainability by the college and organizational continuity in emergencies is addressed by 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 to identify the characteristics that Denmark Technical College would need to exhibit in order to function successfully given the Planning Assumptions.

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 toward 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 for developing an action plan for achieving their objectives.

Long-term organizational sustainability and organizational continuity in emergencies and the college's ability to execute the strategic plan are the responsibility of the senior leadership.

2. How do your strategic objectives address the strategic challenges you identified in your Organizational Profile? (Section II, question 9).

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

   The effectiveness of the Strategic Planning Process is reviewed periodically by the Executive Council and any changes or modifications are determined by that body and implemented in the next cycle.

4. How do you develop and track action plans that address your key strategic objectives? Include how 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 is to maintain a base-line operational budget for each program area to function. The second is to allocate specific equipment allocations and federal, state, or private foundation grant funds to support strategic initiatives.

5. 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 Catalog* and the *Student Handbook*. They are also disseminated in the planning documents distributed to the planning units which encompass all areas of the college.

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

   Denmark Technical College assesses progress on its action plans on annual basis. Each planning unit must assess and report on the progress in meeting its action plans. This information is compiled and presented in a document entitled "An Assessment of Progress Toward Strategic Goals" this report is presented to the Denmark Technical College Area Commission.

7. If the organization's strategic plan is available to the public through its internet homepage, please provide an address for that plan on the website.

   The College's strategic plan is not posted on the internet.

Strategic Planning

Program Number and Title	Supported Organization Strategic Planning Goal/Objective	Related FY 06-07 Key Action Plan/Initiative(s)	Key Cross References for Performance Measures*
Instruction	Prepare graduates with the skills and competencies to meet the demands of a technologically dynamic, competitive workplace and academically challenging senior college environments.	1. To place at least 80% of graduates in their chosen field or at a 4-year institution. 2. To meet the Cohort Graduation Success Rate of 30.0-45%	7.1.1; 7.1.2
Instruction	Provide comprehensive instructional programs using flexible access to education, training, and retraining using distance learning, evening and weekend scheduling, and variable length courses in addition to traditional instruction.	1. To have accredited all programs with national accrediting bodies on the CHE list of accrediting agencies 2. Maintain all degree, diploma, and certificate programs in "Good Standing" based on the criteria in the Program Evaluation System	7.6
Instruction	To improve the retention of transitional studies students through systematic teaching, enhanced academic support and student services through the implementation of "Project STAR: Systematic Teaching and Retention."	1. Develop the Systematic Teaching and Retention Project.(STAR) 2. Establish the STAR Center. 3. Successfully implement the 8 STAR initiatives.	7.6
Instruction	Expand and upgrade the financial and infrastructure resources necessary to achieve the College's Mission.	1. Maintain operations despite enrollment increases and less in state appropriations. 2. Maintain a loan cohort default rate of less than 10% 3. Remodel the old Automotive Building 400 into the Engineering Technology Center 4. Encourage monetary support for students from the National Alumni Association	7.2.2; 7.3.1; 7.3.4
Instruction	Ensure accountability and the effective and efficient performance of all aspects of the College through assessment and the continual professional development of the faculty, staff and administrators.	1. Provide for the professional development of faculty and staff. 2. Ensure that all faculty meet SACS criteria 3. Provide for faculty salaries to meet the CHE Performance Criteria Standards.	7.4.2; 7.4.1
Instruction	Provide students with instructional support and cultural, recreational, and social experiences in a student-centered environment with respect for diversity.	1. Hire additional Academic Counselors to assist students with attendance and other academic related issues 2. Open the new Carroll Lebby Learning Resources and Technology Center	7.6

Instruction	Contribute to the economic and community development of the service area and the state through cooperative and collaborative programs with business and industry, community agencies and organizations, local schools and other colleges and universities.	1. Provide instruction to high schools in the service area through dual enrollment courses 2. Assist service area employers in providing education and training to their employees 3. Collaborate with other colleges to provide opportunities for Denmark Technical College graduates.	7.6
	Develop a marketing strategy to promote the image of the College and to facilitate the recruitment of students.	1. Maintain enrollment at 1,400 as a minimum.	7.2.1

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

Category 3 – Student, Stakeholder, and Market Focus
The Student, Stakeholder, and Market Focus Category examines how your organization determines the requirements, expectations, and preferences of students, stakeholders, and markets. It also examines how your organization builds relationships with students and stakeholders, and the key factors that attract students, and lead to student and stakeholder satisfaction, loyalty, increased educational services and programs, and organizational sustainability.

1. How do you identify the student and market segments your educational programs will address? How do you determine which student and market segments to pursue for current and future educational programs, offerings, and services?

   The Executive Council provides the leadership in identifying student market segments. In this forum the current situation regarding the availability of high school graduates, the needs of the area high schools, the opportunities to recruit in the local community, and the needs of business and industry in the service area are brought to the table. Following analysis and discussion, the Executive Council identifies the student markets and sets enrollment targets. The Executive Dean for Student Services and Academic Support and her recruitment staff develop strategies for recruiting for the coming year. The Chief Academic Officer works with the faculty to meet any new or unmet program needs.

   To determine which student market segments to pursue for the future, the senior leadership keeps abreast of developments in the community such as new companies moving into the area or the development of a new agency, or the implementation of state or federal regulations which will create the demand for a new academic program.

2. How do you keep your listening and learning methods current with changing student and stakeholder needs and expectations (including educational programs, offerings, and service features)? How do you determine the relative importance of the expectations to these groups' decisions related to enrollment?

   The senior leadership keeps abreast of developments in teaching and learning methods and techniques through professional meetings, professional journals and magazines, and through contact with vendors of technology and software. The major impact on listening and learning methods in recent years has been the use of technology. Denmark Technical College has made a concerted effort to update technology in the classroom and to have instructors integrate the use of technology in the teaching and learning process.

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

   Information is collected both formally using surveys and informally through reports from students and stakeholders. The College administers assessment surveys to current students, graduates, and stakeholders requesting information regarding their satisfaction with programs and services. Each academic program area also works with an Advisory Committee composed of individuals from business and industry and from state and local agencies who have an interest in that academic area. These individuals meet on campus

with the program faculty to review the curriculum and discuss issues and events which may affect the academic program. The results of Advisory Committee meetings are documented in a report to the Chief Academic Officer and taken into account in curriculum discussions.

4. How do you determine student and 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. 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 Council and then disseminated to the appropriate areas for consideration in their planning process.

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

5. How do you build positive relationships to attract and retain students and stakeholders, to enhance student performance, and to meet and exceed their expectations for learning? Indicate any key distinctions between different student and stakeholder groups.

Denmark Technical College is a student-centered environment. Under the leadership of President Emeritus, Dr. Joann R. G. Boyd-Scotland the college has developed a number of unique ways to assist students as they pursue their education. These procedures have continued to function under the leadership of the new President Dr. John K. Waddell. 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 who have not learned how to navigate the financial aid bureaucracy by helping them to submit the federal financial aid application. The College also provides transportation assistance to students in the service area. A bus transports students from home to the campus in the morning and returns them at night. Using grant funds the College also provides child care assistance funds to students who qualify. In the academic program area the faculty 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 assist students with attendance problems.

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-center features along with its academic program to promote the college in the 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 Review of Organizational Performance

The Measurement, Analysis, and Review of Organizational Performance Category examines how your organization selects, aggregates, analyzes, manages, and improves its data, information, and knowledge assets. It also examines how your organization reviews its performance.

Note: The terms "information" and "analysis" refer to the key measurements used by your organization to analyze performance. Because of the key nature of the data and information, they should be linked to the organization's operations, systems and processes described in your Business Overview and Category 6 – Process Management.

The term "knowledge assets" refers to the accumulated intellectual resources of your organization. It is the knowledge possessed by your organization and its faculty and staff in the form of information, ideas, learning, understanding, memory, insights, cognitive and technical skills, and capabilities.

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

The operations, process and systems selected to measure student learning are identified by external organizations and by the 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, 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, and 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 use data/information analysis to provide effective support for decision making 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 student and stakeholder 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 is used support decision making throughout the organization:

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

b. Management data/information such as new student projections, trend data, 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 to send to the State Technical System Office or the Commission on Higher Education to be used in evaluating organizational performance. This includes program evaluation data, performance funding data, and data for the IPEDS federal data system.

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

   Denmark Technical College's key measures that are used to evaluate organizational performance are as follows:

   Student enrollment
   Graduation success rates
   Academic Program Standing
   Results of Licensing Examinations
   Job Placement Rates
   Financial Stability
   Academic Credentials of Faculty
   Accreditation of Academic Programs

   These are standard best practice measures used by many colleges and universities. They are reviewed periodically by the senior leadership to ensure that the college is measuring performance effectively.

4. How do you select and use key comparative data and information from within and outside the academic community to support operational and strategic decision making?

   Key comparative data is selected based on the type of decision to be made and the content area. fiscal, enrollment, programmatic, etc. and the arena from which the comparison would be drawn, whether national, regional, statewide, or local. The senior leader responsible for making the decision will determine the appropriate comparison group.

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

   In order to ensure the data integrity, timeliness, accuracy, security and availability for decision-making, the President has designated one office, the Office of Institutional

Research, Planning, and Development as the source of all data used for reporting and decision-making. That senior officer also supervises the Information Technology function of the campus which includes the administrative data base. This organizational structure greatly facilitates the generation of data for decision-making.

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. Organizational performance review findings at an 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.

7. How do you collect, transfer, and maintain organizational and employee knowledge? How do you identify and share best practices?

   Organizational and employee knowledge are collected and maintained in the State Technical College System Policy Manual, the Denmark Technical College Policy Manual, the Academic Catalog, and the Student Handbook. Student records are maintained by the Office of Admissions and Records along with the forms and procedures for the processes by they are collected. Employee records and personnel procedures are maintained in the Personnel Office. Denmark Technical College personnel participate in the State Technical College System Peer Groups, which meet regularly to discuss common policies, procedures and practices. In addition professional employees attend 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 – Faculty and Staff Focus

This Category examines how your organization enables faculty and staff to develop and utilize their full potential, aligned with the organization's objectives, strategies, and action plans. It also describes how work environment and organizational climate improvement efforts are conducive to performance excellence and to personal and organizational growth.

Note: The term faculty and staff refers to your organization's permanent, temporary, and part-time personnel, as well as any contract employees supervised by your organization. Faculty and Staff include managers and supervisors at all levels. Contract employees supervised by a contractor performing support processes should be addressed in Category 6 – Process Management.

1. How do you organize and manage work to enable faculty and staff to develop and utilize their full potential, aligned with the organization's objectives, strategies, and action plans? How do you evaluate and improve your organization and HR processes?

   The primary responsibility of faculty is to teach and to advise students. By policy full-time faculty at Denmark Technical College teach between 18 and 24 credit hours a semester. In addition they must keep at least 8 office hours a week during which they must be available to advise students. Faculty teaching day classes are expected to be at work from 8:30 a.m. to

5:00 p.m.   Those who teach in the evening or on Saturday have their daily schedules adjusted accordingly. Institutional support is available for faculty to attend conferences, meetings, and seminar to further their professional development. Three Denmark Technical College faculty members participated in the State Technical College System Leadership Development program.

Administrators and staff member has an official position description form 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.

2. How do you organize and manage work to promote cooperation, initiative, empowerment, innovation, and your organizational culture?

College wide committees are the primary mechanism for bringing together various entities to work on major projects and events. These committees have administrators, faculty and staff from all divisions involved in the work. Examples of these committees include the Registration Committee, the Datatel Users Committee, the Default Committee, the Homecoming Committee, the Coronation Committee, and the Graduation Committee.

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

Denmark Technical College senior leaders encourage the sharing of knowledge and information across the campus. The President meets regularly with the Executive Council. The Chief Academic Officer meets with the Deans Council, and each of the other senior leaders meet with their respective staffs. 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.

4. How does your faculty and staff performance management system, including feedback to faculty and staff, 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 which are related to the goals of the college. The Employee Performance Management System also is related to the specific responsibilities of the employee.

5. How do you accomplish effective succession planning? How do you manage effective career progression for all faculty and staff throughout the organization?

As a small college with a relatively flat organization, 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.

6. How do your faculty and staff education, training, and development address your key organizational needs? How do you evaluate the effectiveness of this education and training? How do you encourage on the job use of new knowledge and skills?

   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 evaluated by the senior leadership. 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.

7. How do you motivate faculty and staff to develop and utilize their full potential?

   Faculty and staff are motivated to develop and utilize their full potential through the performance evaluation system. Professional development opportunities are available and individuals are encouraged to pursue those opportunities when appropriate.

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

   Denmark Technical College maintains a safe, secure, and healthy work environment by staffing a 24-hour campus police force, providing health care services to students with provision for 24-hour emergency access, and maintaining a clean and safe physical plant. The institution has an Environmental Safety Plan which includes emergency and disaster preparedness.

9. What assessment methods and measures do you use to obtain information on faculty and staff well-being, satisfaction, and motivation?

   As a small campus, Denmark Technical College senior leadership maintain an open door policy for faculty and staff. The President and Chief Academic Officer meet regularly with the faculty and staff. The employee performance management system provides opportunity for feedback from faculty and staff as well. The Office of Personnel is also readily available to faculty and staff for input on well-being, satisfaction, and motivation.

10. How do you use faculty and staff satisfaction assessment findings to identify and determine priorities for improvement?

    The information that is presented to the individuals listed above is brought to the Executive Council for review and discussion. Any recommendations for improvement are made to the administrator in charge of the area for implementation.

Category 6 – Process Management

This Category examines key aspects of your organization's process management, including key learning-centered processes for your educational programs, offerings, and services that create student, stakeholder, and organizational value. It also examines key support processes.

<u>Note:</u> Your key learning-centered processes are those most important to maximizing student success. They are the processes that involve the majority of your organization's faculty and staff and produce value for students and stakeholders. They also include the learning-centered processes most critical to adding value to the organization itself, resulting in student success and educational growth. For example, your responses could include: how programs, offerings, and services are designed and delivered; the application of technology; the use of computer-assisted, distance, and Web-based learning, the importance or research and development, and the availability of offerings at different times and locations.

1. How do you determine, and what are (list) your key learning-centered processes that deliver your educational programs, offerings, and student services?

    Denmark Technical College's key learning-centered process that deliver the educational programs, offerings, and student services are 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, to prepare students for transfer to senior institutions, and to provide graduates with competency in written and oral communication, computer literacy, information processing, mathematics, and the problem-solving and interpersonal skills necessary for life-long learning. The College seeks to fulfill its mission by using multiple instructional methods, including traditional lecture and lab, online courses, and distance education via interactive video and satellite technology 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 of 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 incorporate input from students, faculty, staff, stakeholders, suppliers, and partners for determining your key learning-centered process requirements?

    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 all 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 the annual Advisory Committee meetings. Students are surveyed each semester and graduates as they exit the college as to their satisfaction with their educational process. This information is presented to the Academic Deans' Council and the Executive Council for review and use in making adjustments and improvements to instructional programs.

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 controls, 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 for the last 12 years. 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 upgrading of laboratories. Frequently grant funds are pursued to facilitate new developments. The college received a NASA Curriculum Improvement Program Award (CIPA) to introduce robotics in its Electromechanical Engineering Technology Program. Cost controls are inherent in the procurement process where senior leadership and administrators are required to monitor spending and ensure that the college meet all of the procurement guidelines.

4. What are your key performance measures or indicators used for the control and improvement of your learning-centered processes? How do you ensure these processes are used? How does your day-to-day operation of these processes ensure meeting key performance requirements?

The key performance measures are enrollment, graduation, and placement rates. An intermediary indicator is student satisfaction. The learning-centered processes must be functioning effectively in order to ensure that students are enrolled in classes, that they graduate in sufficient numbers, and that the graduates are either placed in jobs or attending another institution of higher education. These performance measures are monitored on an annual basis by the senior leadership and reported to the State Technical College System Office.

5. How do you systematically evaluate and improve your learning-centered processes?

The learning-centered processes are evaluated in a number of different ways. The Program Evaluation System annually evaluates all degree, diploma, and certificate programs as either in good standing, on probation, or on suspension. The teaching-learning process is evaluated by students using the New Freshman Survey, the Student Evaluation of Instruction, the Graduate Exit Survey, and the Alumni Survey. The results of these surveys are presented to the Executive Council to consider. Any problems raised by these evaluations are addressed by the Executive Council and recommendations for improvement are made to the appropriate senior leader for implementation.

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 and planning, marketing, and information technology management. These processes are evaluated annually using the Annual Assessment and Planning Process. 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 ensure that adequate budgetary and financial resources are available to support your operations? How do you determine the resources needed to meet current budgetary and financial obligations, as well as new education related initiatives?

   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 appropriates 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 or the project, identifies staffing needs, operational costs, and equipment costs, and prepares a budget.

Category 7 – Organizational Performance Results

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?

- The objective for Denmark Technical College in regard to Cohort Graduation Success Rates as calculated for Performance Funding is to meet the standard of a rate between 30% and 45%. For the 2003 Cohort the rate in 2006 was 24.1% which did not meet the standard. The college administration is implementing an online system of monitoring attendance and follow-up by academic counselors to provide early intervention to help improve the cohort graduation rate.

7.1.1 DENMARK TECHNICAL COLLEGE
Cohort Graduation Success Rates
(150% Time Graduates Allowing for Transfer Out and Continued Enrollment)
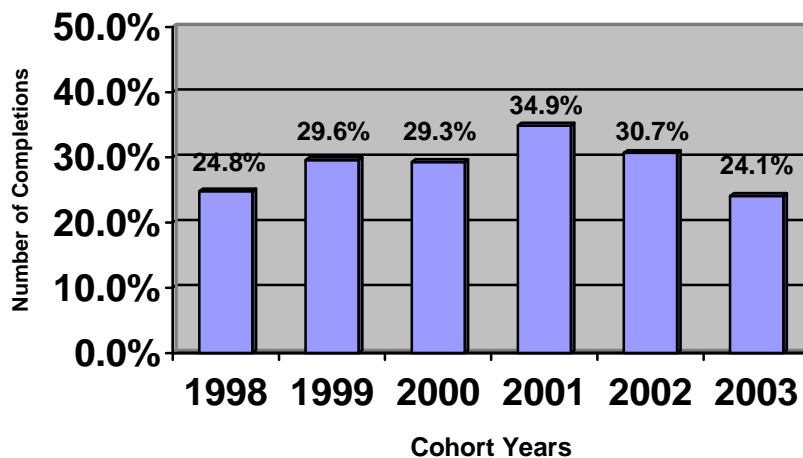
7.1.2 DENMARK TECHNICAL COLLEGE
**Graduates Placed In Jobs or Attending a Four-Year Institution**
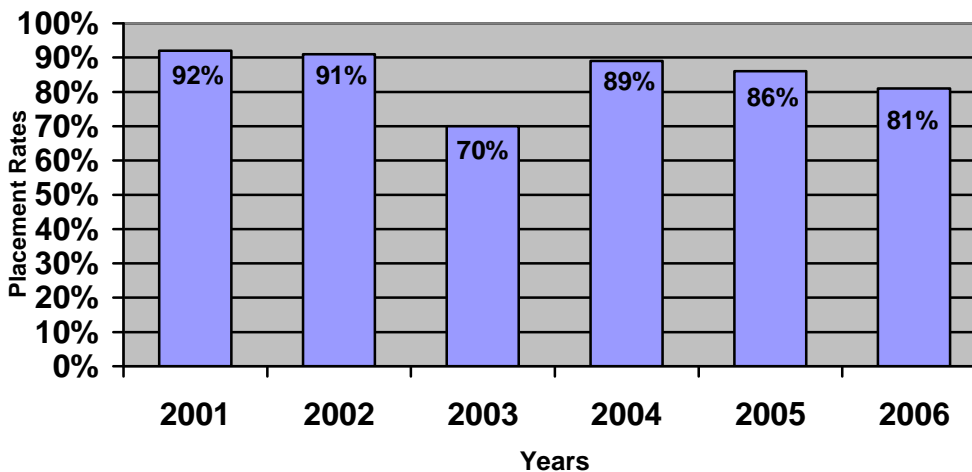
- In 2006 of the graduates who were reported as "Placed", 58.1 % of them were working in their field and 30.2% were attending a four-year institution.

7.2 What are your performance levels and trends for your key measures on student and stakeholder satisfaction and dissatisfaction? How do your results compare with competitors and comparable organizations?

- Enrollment increased by 131% from Fall 1992 to Fall 2006
- In 2005-2006 the Denmark Technical College National Alumni Association donated $12,500 to the President's Scholarship Fund.

7.2.1 DENMARK TECHNICAL COLLEGE
Head Count Fall Enrollment 1992 through 2006
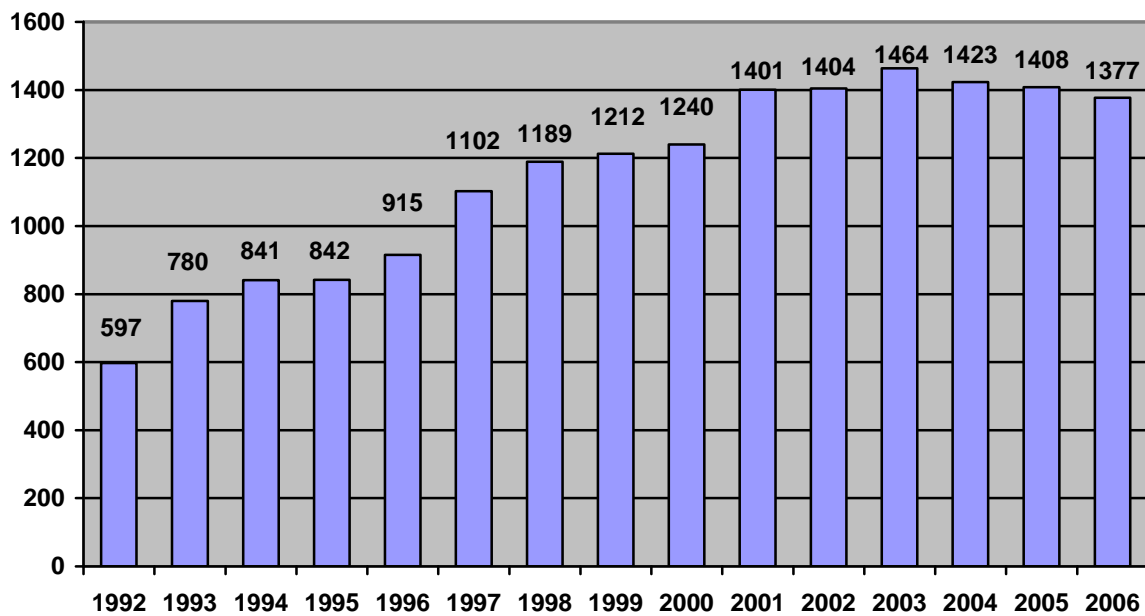
FTE enrollment has increased by 37.5% in the South Carolina State Technical College System since 1996. The table below (7.2.2) shows the percent of increase for each institution in the system. Denmark Technical College has had the second highest enrollment increase with a 64.8% increase in enrollment in the last eleven years.

7.2.2 ELEVEN YEAR ANALYSIS OF
FULL-TIME EQUIVALENT(FTE) ENROLLMENT

TECHNICAL COLLEGES	FALL 1996	FALL 1997	FALL 1998	FALL 1999	FALL 2000	FALL 2001	FALL 2002	FALL 2003	FALL 2004	FALL 2005	FALL 2006	% CHANGE 2006 OVER 2005	2006 OVER 1997	2006 OVER 1996
Spartanburg	1,728	1,803	2,007	2,009	2,054	2,201	2,613	2,781	2,827	3,109	2,925	-5.92%	62.2%	69.3%
Denmark	**694**	**784**	**829**	**879**	**995**	**1,065**	**1,233**	**1,232**	**1,095**	**1,170**	**1,144**	**-2.22%**	**45.9%**	**64.8%**
Horry-Georgetown	2,186	2,248	2,341	2,385	2,306	2,594	2,930	3,366	3,334	3,502	3,435	-1.91%	52.8%	57.1%
Greenville	5,367	5,566	5,700	6,023	6,126	6,712	7,058	7,534	8,283	8,040	8,349	3.84%	50.0%	55.6%
Tri-County	2,120	2,158	2,417	2,363	2,346	2,429	2,766	3,048	3,175	3,147	3,293	4.64%	52.6%	55.3%
Piedmont	1,954	2,041	2,194	2,130	2,437	2,782	3,094	3,132	2,877	2,882	2,948	2.29%	44.4%	50.9%
T.C. of the Lowcountry	770	938	906	895	937	909	1,017	1,117	1,066	1,033	1,128	9.20%	20.3%	46.5%
Florence-Darlington	1,953	2,173	2,400	2,499	2,542	2,471	2,683	2,727	2,836	2,891	2,687	-7.06%	23.7%	37.6%
Orangeburg-Calhoun	1,242	1,319	1,303	1,233	1,295	1,416	1,627	1,780	1,782	1,729	1,627	-5.90%	23.4%	31.0%
Trident	5,597	5,335	5,329	5,797	5,968	6,086	7,054	7,436	7,427	7,112	7,300	2.64%	36.8%	30.4%
York	2,229	2,188	2,073	2,185	2,203	2,273	2,526	2,688	2,593	2,731	2,763	1.17%	26.3%	24.0%
Central Carolina	1,383	1,433	1,398	1,240	1,494	1,650	1,890	1,803	1,829	1,770	1,658	-6.33%	15.7%	19.9%
Aiken	1,310	1,439	1,350	1,459	1,388	1,487	1,585	1,619	1,634	1,576	1,568	-0.51%	9.0%	19.7%
Midlands	5,989	5,863	5,975	6,114	5,979	6,157	6,527	6,922	6,846	6,816	6,930	1.67%	18.2%	15.7%
Northeastern	581	604	657	607	581	598	672	748	726	703	636	-9.53%	5.3%	9.5%
Williamsburg	352	360	343	373	384	321	321	370	342	362	363	0.28%	0.8%	3.1%
TOTALS	35,455	36,252	37,222	38,191	39,035	41,151	45,596	48,303	48,672	48,573	48,755	0.40%	34.5%	37.5%

Source: South Carolina Higher Education Statistical Abstract 2007

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. The table below (7.3.1) compares the state allocation dollars per FTE student for each year from 1991-92 to 2005-2006. The final column shows the percent change in the dollars per student each fiscal year compared to the base year of 1991-92. Denmark Technical College enrollment has increased and the state dollars per student each year has been less that the state dollars per student in 1991-92.

Table 7.3.1 Percent Change in State Allocation Dollars Per FTE Student From 1991-92

Fiscal Year	State Allocation	FTE	Dollars per Student	Percent Change
1991-92	$3,095,068	679	$4,558	--
1992-93	$3,082,869	606	$5,087	11.6%
1993-94	$2,949,002	667	$4,421	-13.1%
1994-95	$2,914,496	705	$4,134	-6.5%
1995-96	$2,966,650	680	$4,363	-5.5%
1996-97	$3,188,588	692	$4,608	-5.6%
1997-98	$3,446,603	784	$4,396	-4.6%
1998-99	$3,559,468	828	$4,299	-2.2%
1999-2000	$3,959,821	887	$4,464	3.8%
2000-2001	$4,379,827	994	$4,406	-1.3%
2001-2002	$4,486,257	1,098	$4,086	-7.3%
2002-2003	$4,056,126	1,233	$3,290	-19.5%
2003-2004	$3,522,996	1,232	$2,857	-13.2%
2004-2005	$3,641,124	1,095	$3,325	-27.1%
2005-2006	$3,676,047	1,170	$3,142	-31.1%
2006-2007	$3,784,328	1,144	$3,308	-27.4%

Despite the steady decrease in state dollars since 1991-1992, Denmark Technical College has maintained one of the lowest required tuition and fees in the system. In 2006-2007 Denmark Technical College had the lowest required tuition and fees in the system. The table below (7.3.2) gives figures for the last six years.

7.3.2 SIX-YEARS OF REQUIRED TUITION AND FEES
FOR FULL-TIME IN-STATE UNDERGRADUATES-STATE TECHNICAL COLLEGES

TECHNICAL COLLEGES	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
Denmark	1,700	2,152	2,248	2,278	2,278	2,278
Northwestern TC	1,705	2,092	2,346	2,346	2,526	2,646
Williamsburg	1,700	2,112	2,112	2,692	2,692	2,830
Orangeburg-Calhoun	1,700	1,992	2,496	2,640	2,640	2,832
Tri County	1,800	2,022	2,450	2,546	2,738	2,856
Central Carolina	1,700	2,092	2,500	2,500	2,700	2,900
Horry-Georgetown	1,744	2,136	2,394	2,680	2,800	2,944
Piedmont	1,760	2,350	2,596	2,740	2,860	2,956
TC of the Lowcountry	1,700	2,142	2,600	2,900	3,050	3,050
Spartanburg	1,740	2,132	2,660	2,806	2,902	3,094
Midlands	1,800	2,192	2,836	2,908	3,004	3,100
Trident	1,700	2,092	2,446	2,688	2,950	3,114
York	1,712	2,108	2,736	2,886	3,036	3,124
Aiken	1,800	2,192	2,600	2,836	3,036	3,190
Florence-Darlington	1,720	2,112	2,976	2,986	3,026	3,190
Greenville	1,750	2,142	2,600	2,900	3,000	3,190

7.4 What are your performance levels and trends for your key measures on work system performance, faculty and staff learning and development, and faculty and staff well-being, satisfaction, and dissatisfaction?

- Faculty salaries are a measure of the College's ability to provide for the well-being of the faculty. During the past six years, the average faculty salary at Denmark Technical College has met the standard of $34,188 to $43,260 set out by the Performance Funding process.
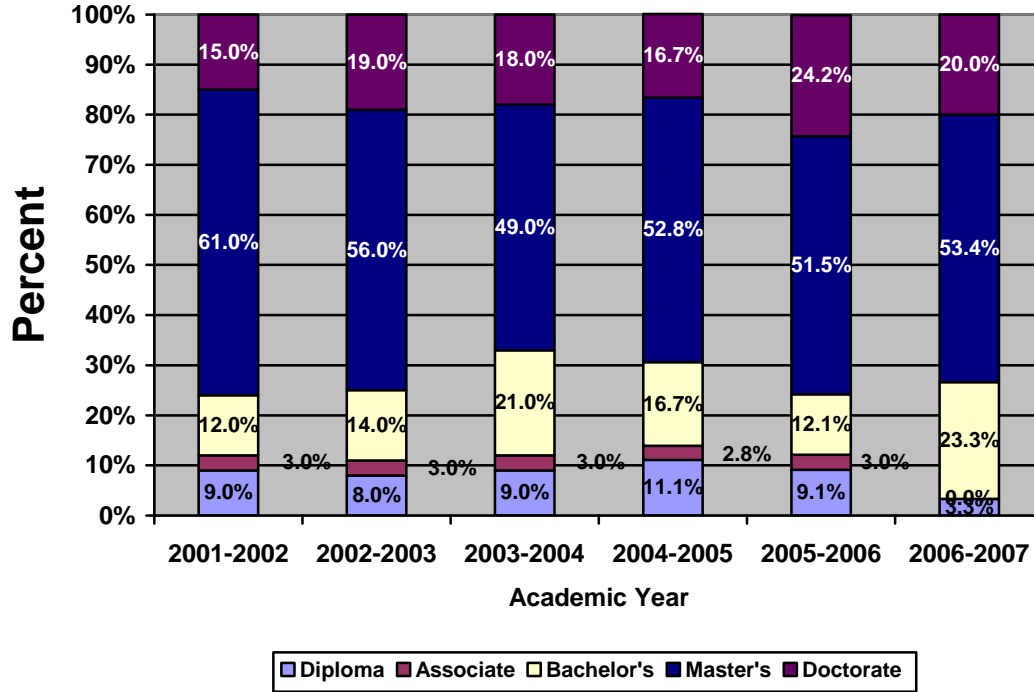
**7.4.1 DENMARK TECHNICAL COLLEGE
AVERAGE FACULTY SALARIES 2001-2006**
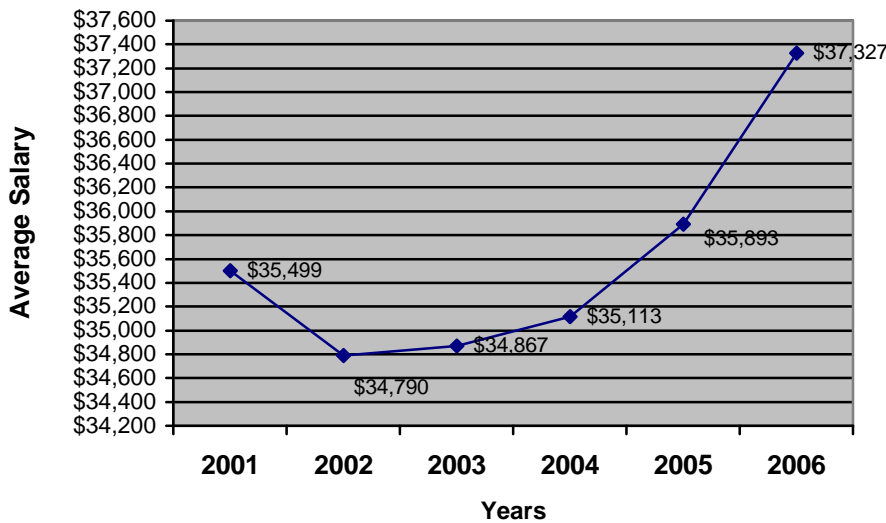
- Twenty percent of the Denmark Technical College faculty held the doctorate in 2006-2007 and 54.4% had a master's degree.
- Professional development funds are available to faculty, staff and administrators. One staff members was enrolled in the State Technical College System's Leadership Certificate Program with the University of South Carolina.
- Prior to the beginning of each semester the College holds a professional development workshop for all faculty and staff.
- In the spring of 2007, all Denmark Technical College participated in a professional development seminar on Customer Service.

Chart 7.4.2 shows the proportion of Denmark Technical College faculty for the last six years who hold the doctorate, master's, bachelors, associate degrees and the diploma. In order to meet the SACS Criteria faculty must hold a degree higher than the level of the courses that they are teaching. Faculty teaching in the associate degree programs and any courses that apply to an associate degree program must have a master's degree and 18 hours in the discipline. Faculty teaching developmental courses must have a bachelor's degree in the area, and those teaching in the certificate and diploma programs must have a diploma. Table 7.4.3 shows that all Denmark Technical College faculty meet the SACS Criteria.

7.4.2 DENMARK TECHNICAL COLLEGE
Highest Degree Earned by Full-Time Faculty

7.4.3 DENMARK TECHNICAL COLLEGE
Percent of Faculty Who Meet the SACS Criteria

	2001	**2002**	**2003**	**2004**	**2005**	**2006**
Percent of faculty who meet the SACS Criteria	100%	100%	100%	100%	100%	!00%

7.5 What are your performance levels and trends for your key measures of organizational effectiveness/operational efficiency, learning-centered and support process performance (these could include measures related to the following: student performance and development; the education climate; responsiveness to student and stakeholder needs; supplier and partner performance; and cycle time).
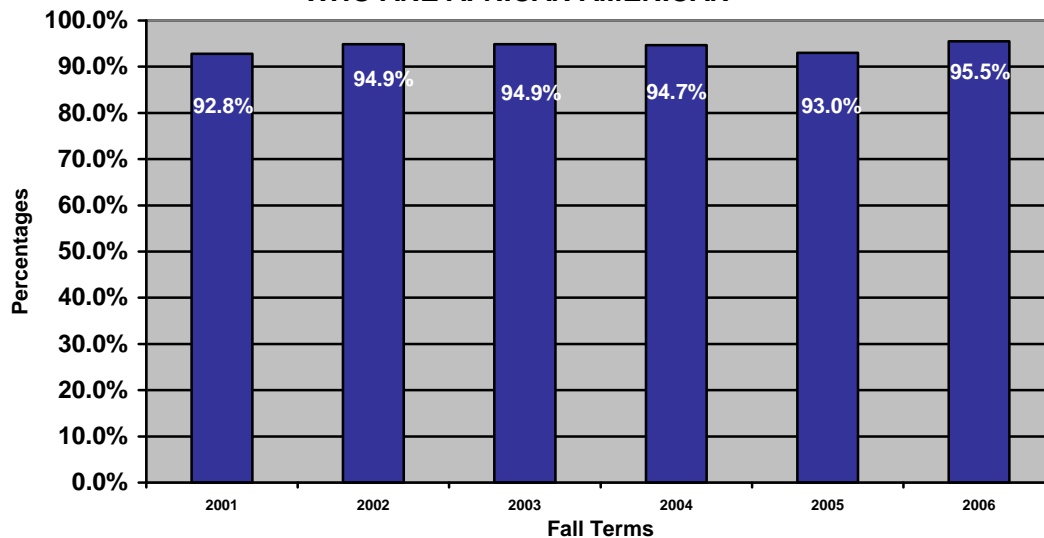
The only Denmark Technical College programs which requiring licensing or certification exams are Barbering and Cosmetology. The table below shows the first-time pass rates for graduates of those programs.

7.5.1 DENMARK TECHNICAL COLLEGE
First Time Pass Rate for Licensing Exams
(Barbering and Cosmetology)
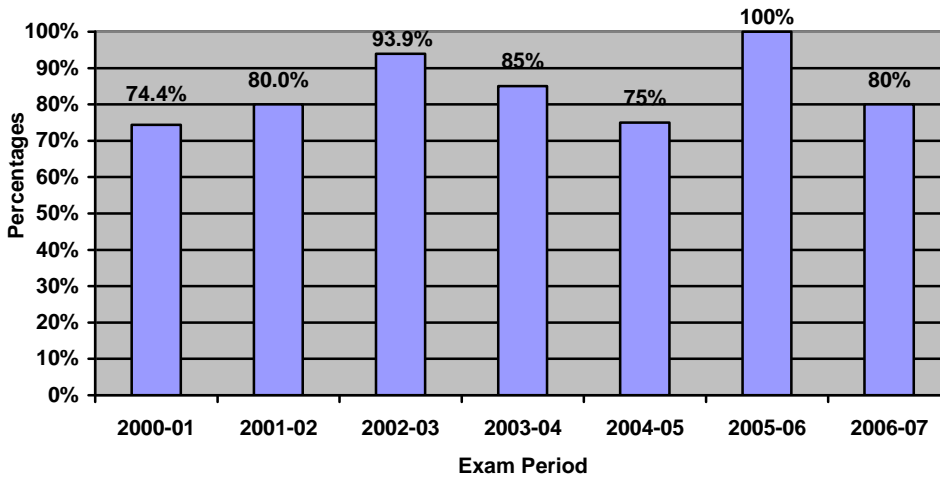
Denmark Technical College is an Historically Black College and since 1947 has been charged to serve the State of South Carolina's African American citizens; on the average over the last six years 6.2% of the student body has been composed of other races, primarily Caucasian.

7.5.2 DENMARK TECHNICAL COLLEGE
PERCENTAGE OF SOUTH CAROLINA STUDENTS
WHO ARE AFRICAN AMERICAN

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 (16 for an FTE of 12 for associate degrees, and 12 for an FTE of 9 for diplomas), and job placement rate (50% or more). Certificate programs with graduates must place 50% of their graduates. Table 7.5.3 summarizes the 2007 Evaluation of the 2006 graduates.

7.5.3 DENMARK TECHNICAL COLLEGE
A Summary of the 2007 Program Evaluation Results
For the 2006 Graduates

Program	No. of 2006 Grads.	3-Year Average	Fall 2006 Head Count	Fall 2006 FTE	Job Placement Rate as of Spring 2007
Associate in Arts	10	9	65	65	90%
Associate in Science	17	19	69	69	88%
General Business	6	8	57	57	83%
Office Systems Technology	6	6	39	36	100%
Computer Technology	13	10	65	61	77%
Electromechanical Eng. Technology	10	5	34	36	100%
Electronics Technology	3	4	23	23	100%
Human Services	15	21	43	42	86%
Criminal Justice Technology	35	32	114	93	91%
Early Care and Education	26	38	88	81	92%
Total Associate Degrees	141	152			90%
Cosmetology	18	13	42	46	82%
Barbering	6	6	51	48	50%
Automated Office*	6	7	2	2	100%
Total Diploma Programs	30	26			79%
General Studies	1		142	82	100%
Word Processing	7	6	0	0	100%
Culinary Arts	3	8	152	142	67%
Accounting	5	9	8	7	80%
Laptop Computer/Presentation	1	0	2	1	100%
Pre-medical	7	4	39	35	71%
Welding	13	12	113	106	77%
Computer Servicing and Repair	3	3	5	4	100%
Plumbing	6	4	12	11	100%
Building Construction Fundamentals	7	5	61	55	100%
Early Childhood Development	13	19	30	26	100%
Total Certificate Programs	66	70			89%
Total All Awards	237	248			88%

Each program is assigned an evaluation status based on the results of the assessment. The table below summarizes the Program Evaluation Status for Denmark Technical College programs from 2001 through 2006.

7.5.4 DENMARK TECHNICAL COLLEGE
Program Evaluation Status   2001 Through 2005

Type of Award	Year	Good Standing	New- Not Subject to Evaluation	Probation	Suspension	Totals
Degrees	2001	10	1			11
	2002	10	1			11
	2003	9	1	1		11
	2004	8	1	2		11
	2005	9	1	1		11
	2006	10	0	1		11
Diplomas	2001	3				3
	2002	3				3
	2003	3				3
	2004	3				3
	2005	3				3
	2006	3				3
Certificates	2001	21	5			26
	2002	18	6			24
	2003	19	6			25
	2004	17	7			24
	2005	17	4			21
	2006	12	9*			21

*Inactive certificate programs de-activated by the College.

7.6 What are your performance levels for your key measures related to leadership and social responsibility:
a.)   accomplishment of your organizational strategy and action plans
b.)   stakeholder trust in your senior leaders and the governance of your organization
c.)   fiscal accountability; and, regulatory, safety, accreditation, and legal compliance

Note: Please address only top-level results showing aggregate measures of organizational performance that are reflective of the value added to students, faculty and staff, and stakeholders. Please include comparative data as applicable. These results are typically captured in performance goals and planning documents.

- Developed and received approval to implement a Practical Nursing Diploma Program on the Denmark Campus. Renovated the second floor of Building 028, developed a state-of-the-art nursing lab, and hired a Dean of Nursing and two full-time instructors.
- Received re-accreditation for the Electromechanical Engineering Technology Associate Degree Program from the Accrediting Board for Engineering Technologies (ABET) in July, 2007 following a self-study and site visit in October, 2006.
- Renovated the old Automotive Repair Building 400 creating the Engineering Technology Center housing the Electromechanical Engineering Technology program, the Electronics Associate Degree Program, classrooms, a robotics lab, and a robotics welding lab.
- Denmark Technical College awarded 107 associate degrees, 30 diplomas, and 90 certificates in 2006—2007.
- Developed and received approval for a Gerontology Certificate to train individuals to assist in the care of elderly citizens