South Carolina Budget and Control Board

ACCOUNTABILITY REPORT

Denmark Technical College

1126 Solomon Blatt Boulevard

Denmark, South Carolina, 29042

Accountability Report Transmittal Form

Organization Name: Denmark Technical College

Date of Submission: September 24, 2010

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Denmark Technical College

Denmark, South Carolina

2009-2010

Accountability Report

Section I – Executive Summary

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 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, postsecondary 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 lifelong 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

The College received five Federal Grants from the Departments of Education, Energy, and Commerce totaling $4,280,178.

Major IT equipment upgrades were implemented to include: a server virtualization system, a SAN (storage area network) system, a new Voice over IP (VoIP) telephone system and the replacement of all faculty and staff desktop / laptop computers.

Major network infrastructure upgrades were implemented to include: major cabling projects; installation of a Barracuda web filter and backup; Juniper firewall; Bluecoat Packeteer packet shaper reactivated for control of bandwidth usage; and installation of Faronics Deep Freeze to eliminate virus/spyware/malware problems and provide faculty/staff desktop integrity.

Spiceworks IT helpdesk ticket tracking system was installed to accelerate and ensure timely and effective responses to requests for IT assistance.

Instructional technology was advanced by the installation of two "smart" classrooms. In addition, teleconference equipment was upgraded in the Technology Center of the Carroll-Lebby Library.

In 2009, 100% of the Practical Nursing program's graduates passed the National Council Licensure Exam – Practical Nursing (NCLEX-PN) and all are employed as Licensed Practical Nurses. One graduate is currently taking courses toward the RN degree. The graduates of the 2010 Nurse Aide

Assistant Program had a 100% pass rate on the Certified Nursing Assistant written and skills exam, and are employed as Certified Nursing Assistants.

The College implemented the Summer Freshman Academy to expose high school students to postsecondary education. In collaboration with local high schools, the College-led Tri-County Education and Business Alliance (TCEBA) was created to form a partnership between the college and the service area secondary schools.

Two students attended a summer internship with the Department of Energy's National Nuclear Security Administration (NNSA); one student interned at the Lawrence Livermore Laboratory in Livermore, California, and one student interned at the Savannah River Site in Aiken, South Carolina.

The Engineering Department conducted the 2010 Robotics Summer Institute for middle and high school students. Each group completed three 2-week sessions.

The Early Childhood Department received $20,000 from the Department of Social Services to enhance the curriculum and provide professional development opportunities for faculty.

The Continuing Education (CE) Department provided over 70,000 contact hours of instruction, and generated more than $675,000 in revenue. CE received a Quickjobs grant to train the community for a quick return into the job market. In addition, CE was funded for two incumbent workers grants and received a Superfund Job Training Initiative grant. Employee Orientation and Safety training was provided for a new local company. A Quickjobs Career fair provided information on jobs and careers for over 300 people.

In an effort to enhance student academic success through support services outside of the classroom, the Academic Support Center (ASC) was established to support Denmark Technical College students. The ASC provides an effective and inviting learning environment where students can find qualified tutoring (peer and professional).

Perkins funding totaling $50,000 was provided for extensive professional development and 12 faculty members participated.

3. Key Strategic Goals for 2010-2015

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 and implement Student Learning Outcome based teaching and learning processes across all academic programs as well as developing and implementing processes for a seamless transition of students from high school through Denmark Technical College to a four year institution.

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 by developing partnerships with the stakeholders to promote economic development and enhance quality of life and by implementing training programs based on the needs of businesses and industries for workforce development.

Resources
Expand and upgrade the financial and infrastructure resources necessary to achieve the College's Mission by implementing sustainable practices to increase effectiveness, efficiency, and productivity.

Institutional Effectiveness
Ensure accountability and the effective and efficient performance of all aspects of the College by designing and implementing evaluation of programs and services with embedded continuous quality enhancement processes and ongoing professional development of the faculty, staff and administrators.

Student Development
Provide students with instructional support and cultural, recreational, and social experiences in a student-centered environment with respect for diversity and implement technologies to enhance student learning and support programs.

Marketing and Image
Provide quality customer service and develop a marketing strategy to enhance perception, through branding and continuously promoting culturally diverse experience, and globally competitive educational opportunities and promote the image of the College to facilitate the recruitment of students.

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

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

- **Educational** – To provide the opportunity for the South Carolina citizens served by the College to receive the education and training needed to transfer to a four-year institution or to go into the workforce. Significant educational resources are needed to provide this opportunity due to the fact that the College's students come from a rural, economically deprived area with inadequate preparation through the public schools.

- **Operational** – To manage a small college, which must perform all of the functions of a larger more resourceful institution, with fewer resources (human and financial), to the same standard.

- **Human Resource** – To attract the caliber of faculty and staff needed at a small, rural college to effectively meet both the academic and management goals effectively and efficiently.

- **Financial** – To maintain and update a physical plant with considerably fewer resources than the other technical colleges due to the fact that the 3 counties served by Denmark Technical College provide a total of less than $10,000 annually in comparison with the millions provided to the other colleges by their counties. Again the rural, economically deprived area creates extreme financial challenges as the state support for higher education consistently declines.

- **Community-Related** -To contribute to the economic development of the service area and the state by providing education and training needed to help attract and keep businesses and industries.

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. 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 will now become a part of that process as an avenue for sharing, planning and assessment of information with the state of South Carolina.

Section II – Organizational Profile (a fact-based description of the organization)

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 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. Associate degrees are the Associates in Arts and the Associates in Science. Academic programs offered by the College are:

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

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 2009		Count	Percentage
		Count	Percentage
Student Status	Full-Time	896	81.10%
	Part-Time	209	18.90%
Residency	South Carolina	1041	94.20%
	Non-SC Residents	64	5.80%
Housing	Undergraduates on	343	31.00%
Race	Black	1053	95.30%
	White	39	3.50%
	Other	6	0.50%
	Unknown	7	0.60%
Gender	Female	659	59.60%
	Male	449	40.60%
Average Age	<18	83	7.50%
	18-19	302	27.30%
	20-21	244	22.10%
	22-24	148	13.40%
	25-29	129	11.70%
	30-34	81	7.30%
	35-39	45	4.10%
	40-49	53	4.80%
	50-64	17	1.50%
	< 65	3	0.30%
	Unknown	0	0.00%
First -Time, Full Time Freshmen:		431	
Undergraduates	Full-Time	896	81.10%
	Part-Time	209	57.80%
Graduates 2009:		241	
All Students:		1105	

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. In addition, through testing, many of them are placed in transitional studies courses and subsequently work towards improving their reading, mathematics, and English skills to fully transition into their chosen program.

3. 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
DTC Barnwell Technology Training Center, 664 Joey Zorn Boulevard, Barnwell, South Carolina 29812

4. Number of Employees Segments by Faculty, Staff, and Others

During the 2009-2010 academic year, Denmark Technical College employed 33 full-time faculty; 16 adjunct faculty; 73 full-time staff; and 71 part-time staff as of November 1, 2009.

5. 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, 1866 Southern Lane, Decatur, Georgia 30033-4097 to award associate degrees, diplomas, and certificates.

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

The President of Denmark Technical College reports directly 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.

7. Key Suppliers and Partners

The key suppliers of students for Denmark Technical College are Bamberg, Barnwell, and Allendale counties. During 2009-2010, 56.4% of Denmark Technical College students came from the tri-county service area, 38.6% came from other South Carolina counties, and 5% 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 Pathways to Progress. The College also collaborates with business and industry providing instruction and training for potential and current employees at Grant Forest, Allied Enterprises, Dixie Narco, and other employers in the service area.

8. 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.

9. 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 and retention 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 decreases the funds available to cover the cost of education for students. Denmark Technical College has maintained a very low tuition rate compared to other technical colleges in the state; 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.

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, 1866 Southern Lane, Decatur, Georgia 30033-4097, 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 Association of Collegiate Business Schools and Programs; the Early Care and Education Associate Degree by the National Association for the Education 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 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 the faculty 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.

Accountability Report Appropriations/Expenditures Chart

Base Budget Expenditures and Appropriations

Major Budget Categories	FY 08-09 Actual Expenditures		FY 09-10 Actual Expenditures		FY 10-11 Appropriations Act	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	$ 6,202,974	$ 2,513,538	$ 6,283,935	$ 2,212,906	$ 4,105,805	$ 1,829,537
Other Operating	$ 6,073,732		$ 7,703,599		$ 8,649,783	
Special Items	$ 547,225	$ 506,738	$ 48,760	$ 48,760	$ 568,002	
Permanent Improvements						
Case Services						
Distributions to Subdivisions						
Fringe Benefits	$ 1,243,627	$ 706,000	$ 1,523,538	$ 663,990	$ 1,226,410	$ 546,485
Non-recurring	$ 292,825	$ 278,465	$ 292,825			
Total	$ 14,360,383	$ 4,004,741	$ 15,852,657	$ 2,925,656	$ 14,550,000	$ 2,376,022

Other Expenditures

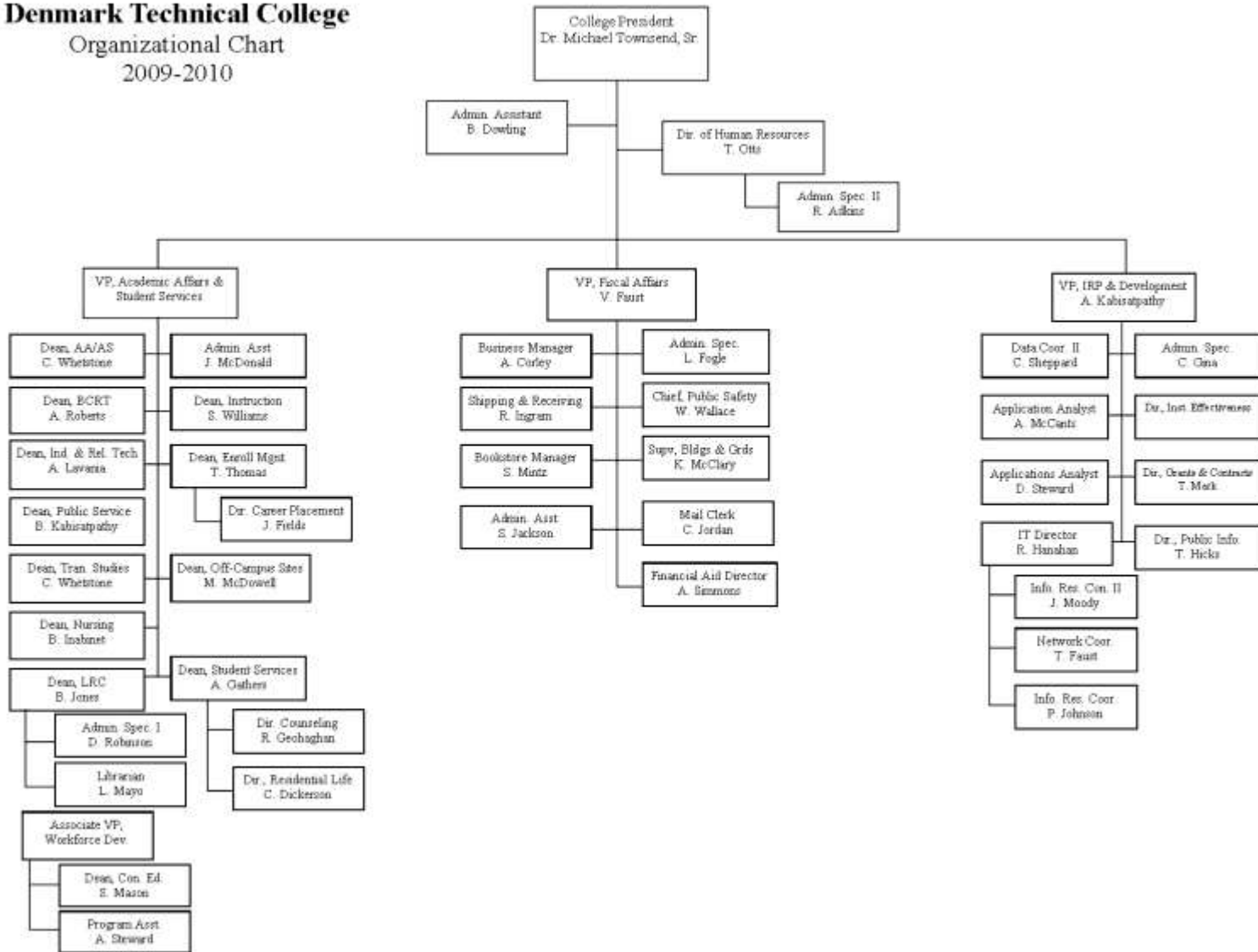| Sources of Funds	FY 08-09 Actual Expenditures	FY 09-10 Actual Expenditures
Supplemental Bills	0	0
Capital Reserve Funds	0	0
Bonds	0	0

Major Program Areas

Program Number and Title	Major Program Area Purpose (Brief)	FY 08-09 Budget Expenditures		FY 09-10 Budget Expenditures		Key Cross References for Financial Results*
		State:	4,053,465.00	State:	2,925,656.00	
		Federal:	7,318,149.00	Federal:	9,048,901.00	
		Other:	3,206,851.00	Other:	3,878,100.00	
		Total:	14,578,465.00	Total:	15,852,657.00	
		% of Total Budget:		% of Total Budget:		
		State:		State:		
		Federal:		Federal:		
		Other:		Other:		
		Total:		Total:		
		% of Total Budget:		% of Total Budget:		
		State:		State:		
		Federal:		Federal:		
		Other:		Other:		
		Total:		Total:		
		% of Total Budget:		% of Total Budget:		
		State:		State:		
		Federal:		Federal:		
		Other:		Other:		
		Total:		Total:		
		% 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.

Denmark Technical College
Organizational Chart
2009-2010

College President
Dr. Michael Townsend, Sr.

Admin. Assistant
B. Dowling

Dir. of Human Resources
T. Otts

Admin. Spec. II
R. Adkins

VP, Academic Affairs & Student Services

- Dean, AA/AS — C. Whetstone
- Admin. Asst — J. McDonald
- Dean, BCRT — A. Roberts
- Dean, Instruction — S. Williams
- Dean, Ind. & Rel. Tech — A. Lavania
- Dean, Enroll Mgmt — T. Thomas
- Dean, Public Service — B. Kabisatpathy
- Dir. Career Placement — J. Fields
- Dean, Tran. Studies — C. Whetstone
- Dean, Off-Campus Sites — M. McDowell
- Dean, Nursing — B. Inabinet
- Dean, LRC — B. Jones
- Dean, Student Services — A. Gathers
- Admin. Spec. I — D. Robinson
- Dir. Counseling — R. Geohaghan
- Librarian — L. Mayo
- Dir., Residential Life — C. Dickerson
- Associate VP, Workforce Dev.
- Dean, Con. Ed. — S. Mason
- Program Asst — A. Steward

VP, Fiscal Affairs
V. Faust

- Business Manager — A. Corley
- Admin. Spec. — L. Fogle
- Shipping & Receiving — R. Ingram
- Chief, Public Safety — W. Wallace
- Bookstore Manager — S. Mintz
- Supv, Bldgs & Grds — K. McClary
- Admin. Asst — S. Jackson
- Mail Clerk — C. Jordan
- Financial Aid Director — A. Simmons

VP, IRP & Development
A. Kabisatpathy

- Data Coor. II — C. Sheppard
- Admin. Spec. — C. Gina
- Application Analyst — A. McCants
- Dir., Inst. Effectiveness
- Applications Analyst — D. Steward
- Dir., Grants & Contracts — T. Mack
- IT Director — R. Hanahan
- Dir., Public Info — T. Hicks
- Info. Res. Coor. II — J. Moody
- Network Coor. — T. Faust
- Info. Res. Coor. — P. Johnson

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*Section III – Elements of Malcolm Baldrige Ward 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 the workforce, 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 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 Dean of Student Services and Academic Support, the Director of Human Resources, the Dean of Off-Campus Sites, the Dean of Enrollment Management, and the Information Technology Manager.

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.

2. How do senior leaders create a sustainable organization with a focus on action to accomplish the organization's strategic 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 Cabinet meets each week to discuss the issues and activities of the College. The Executive Cabinet 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 personally promote and support an organizational 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 its procurement processes.

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

In building the budget for Denmark Technical College, the College leadership is cognizant 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 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 faculty and staff members who are interested in advancement to pursue further education. Two full-time faculty members participated in the State Technical College System's Administrative Leadership Development Program during the 2009-2010 academic year.

6. How do senior leaders communicate with, 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?

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 Vice President of Academic Affairs and Student Services 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, 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.

7. How does your organization evaluate the performance of your senior leaders, including the head of the organization and the governance board/policy making body? How do senior leaders use these performances 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 term. The President of the institution is evaluated by the Area Commission. The senior leadership officers are reviewed annually. The senior leadership provides continuous feedback to staff on their effectiveness.

8. What performances measures do senior leaders regularly review to inform them on needed actions?

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.

9. 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 within the service area. The senior leadership also evaluate and facilitate, through articulation, the transfer of courses to senior institutions.

10. 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, workforce, and the organization's students contribute to improving these communities.

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. Recently, 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. 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 the funding of a new fire truck; improving the water distribution system in the city; and 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 organization's strengths, weaknesses, opportunities and threats

     b. Financial, regulatory and other potential risks

     c. Shifts in technology, student and community demographics, markets, students and stakeholders preferences, and competition

     d. Human Resources capabilities and needs

     e. Long-term organizational sustainability and 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.

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

Below are the challenges faced by Denmark Technical College and the strategic objectives addressing those challenges.

The Educational Challenge – To provide the opportunity for the South Carolina citizens served by the College to receive the education and training needed to transfer to a four-year institution or to go into the workforce. Significant educational resources are needed to provide this opportunity due to the

fact that the College's students come from a rural, economically deprived area with inadequate preparation through the public schools.

> **Goal 1 Marketable Graduates:** Prepares graduates with the skills and competencies to meet the demands of a technologically dynamic, competitive workplace and academically challenging senior college environments.

> **Goal 2 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.

> **Goal 3 Systematic Teaching and Retention (STAR):** To improve the retention of transitional studies students through systematic teaching, enhancing academic support and student services through the implementation of "Project STAR: Systematic Teaching and Retention."

The Operational Challenge – To manage a small college, which must perform all of the functions of a larger more resourceful institution, with fewer resources (human and financial), to the same standard.

> **Goal 5 Resources:** Expand and upgrade the financial and infrastructure resources necessary to achieve the College's Mission.

> **Goal 8 Marketing and Image:** Develop a marketing strategy to promote the image of the College and to facilitate the recruitment of students.

The Human Resource Challenge - To attract the caliber of faculty and staff needed at a small, rural college to effectively meet both the academic and management goals effectively and efficiently.

> **Goal 6 Institutional Effectiveness:** Ensure accountability and the effective and efficient performance of all aspects of the College through assessment and continual professional development of the faculty, staff, and administrators.

> **Goal 7 Student Development:** Provide students with instructional support and cultural, recreational, and social experiences in a student-centered environment with respect for diversity.

The Financial Challenge - To maintain and update a physical plant with considerably fewer resources than the other technical colleges due to the fact that the 3 counties served by Denmark Technical College provide a total of less than $10,000 annually in comparison with the millions provided to the other colleges by their counties. Again the rural, economically deprived area creates extreme financial challenges as the state support for higher education consistently declines

> **Goal 5 Resources:** Expand and upgrade the financial and infrastructure resources necessary to achieve the College's Mission.

Community-Related – To contribute to the economic development of the service area and the state by providing education and training needed to help attract and keep businesses and industries.

> **Goal 4 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.

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

   The effectiveness of the strategic planning process is reviewed periodically by the Executive Cabinet, 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'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.

6. **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.

7. **If the organization's strategic plan is available to the public through its internet homepage, please provide and 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 08-09 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. Install the new technology classroom in the Systematic Teaching and Retention (STAR) Center. 2. Increase the number of students successfully completing STAR. 3. Complete the implementation of the STAR initiatives. 4. Expand the STAR program for college wide implementation.	7.6
Instruction	Expand and upgrade the financial and infrastructure resources necessary to achieve the College's Mission.	1. Maintain operation despite decrease in state appropriations. 2. Maintain a loan default rate of less than 10% 3. 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 administration.	1. Provide for the professional development of faculty and staff. 2. Ensure that all faculty meet SCAS 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 –centers environment with respect for diversity.	1. Hire additional Academic Counselors to assist students with attendance and other academic related issues.	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 renewed emphasis on the economic development and service to Bamberg, Barnwell, and Allendale Counties through the Continuing Education Division and by increased involvement with local governmental bodies and area agencies. 2. Assist service area employers in providing education and training to their employees 3. Provide instruction to high schools in the services area through dual enrollment courses	7.6
Instruction	Develop a marketing strategy to promote the image of the College and to facilitate the recruitment of students.	1. Increase enrollment	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 section 7 of this document.

Category 3 – Student, Stakeholder, and Market Focus

The Student, Stakeholder, and Market Focus Category examine 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 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 Student Services 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 implementation of state or federal regulations, which create the demand for new academic programs, are also considered.

2. **How do you keep your listening 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 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.

3. **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?**

Information is collected using surveys and anecdotal 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 government 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 Vice President of Academic Affairs and Student Services, 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 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 is 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 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. 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 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.

6. **How does your student and stakeholder complaint management ensure that complaints are resolved promptly and effectively?**

    Note: "Educational programs, offerings, and service features" refers to key characteristics of programs, offerings, and services that are available throughout the period of time students attend your organization. This includes the period from the students' initial decision to enroll in your organization through the time of their departure.

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.

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, process 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 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 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 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 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. How do you keep current your key measures current with educational 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 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. 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 leader responsible for making the decision will determine the appropriate comparative data.

5. How do you make needed data and information available? How do you make them accessible to your workforce, students and stakeholders?

The College maintains an intranet site through which much of the information is provided. The College uses an Enterprise Resource Planning system (DATATEL) for information processing, and provides necessary data extracts for dissemination of information to the workforce, students, and stakeholders through its web portals.

6. 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 supervises the Information Technology infrastructure of the campus, which includes the Enterprise Resource Planning system (DATATEL).

7. 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.

8. 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, 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

This category examines how your organization engages, manages, and develops your workforce to utilize its full potential, aligned with the 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.

Note: The term "workforce" refers to all people actively involved in accomplishing work of your organization, including paid employees (e.g., permanent, part-time, temporary, telecommuting employees as well as contract employees supervised by the organization) and volunteers as appropriate The workforce includes administrators and supervisors at all levels. Contract employees supervised by a contractor performing support processes should be addressed in Category 6 – Process Management.

Note: The term "workforce capability" refers to your organization's ability to accomplish its work processes through the knowledge, skills, abilities, and competencies of its people. Capability may include the ability to build and sustain relationships with students and stakeholders; to innovate and transition to new technologies; to develop new educational programs, offerings, services, and work processes; and to meet changing organizational, market, and regulatory demands.

Note: The term "workforce capacity" refers to your organization's ability to ensure sufficient staffing levels to accomplish its work processes and successfully deliver your programs, offerings, and services to your students and stakeholders.

1. **How do you organize and manage work to enable your workforce 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 advise students. By policy, full-time faculty at Denmark Technical College teach between 15 and 18 credit hours a 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 seminar 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.

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

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 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.

Denmark Technical College has also implemented a campus portal which provides a calendar of events, allows departments to communicate to other groups on campus, and provides a forum for committees to collaborate.

3. **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.

4. **How do you accomplish effective succession planning? How do you manage effective career progression 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.

5. **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 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.

6. **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.

7. **How do you recruit, hire and retain new employees?**

Denmark Technical College recruits, hires, and retains employees in accord with South Carolina State Employment policies and the employment policies and procedures of the State Technical College System.

8. **How does your workforce education, training, and development address your key organizational needs? 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.

9. **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.

10. **What formal and informal assessment methods and measures do you use to obtain information on workforce well-being, satisfaction, and motivation?**

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.

11. **How do you use workforce satisfaction assessment finding to identify and determine priorities for improvement?**

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

12. **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.

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 student and stakeholder value and achieve organizational success and sustainability.

Note: The term "core competencies" refers to your organization's areas of greatest expertise. Your organization's core competencies are those strategically important capabilities that provide an advantage in your market and service environment. Core competencies may involve technology expertise or unique educational programs, offerings, or service that are responsive to the needs of your students, stakeholders, and markets.

Note: Your key work processes are the processes that involve the majority of your organization's workforce and produce student and stakeholder value. Your key work processes are those that are most important to maximizing student success.

1. **How do you determine and what are (list) your organizations core competencies, and how do they relate to your mission, competitive environment, 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, online courses, and distance learning 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 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. **What are your organization's key work processes?**

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. Support processes include plant management, fiscal management, employee management, and the management of student support services.

3. **How do you incorporate input from students, faculty, staff, stakeholders, suppliers, and partners for determining your key work 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 annual Advisory Committee meetings. Students are surveyed each semester and graduates as they exit the College regarding their satisfaction with the educational process. This information is presented to the Academic Deans and the Executive Cabinet for review and use in making adjustments and improvements to instructional programs and services.

4. **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 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 the upgrade 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 meets all of the procurement guidelines.

5. **How do you systematically evaluate and improve your 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 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.

Note: Support processes are those that support your organization's products/services. For many organizations, this might include information and knowledge management, finance and accounting, facilities management, research and development, administration, intergovernmental relations, legislative and public affairs and marketing. Please address those key support processes most important to your organization and how you operate.

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 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 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.
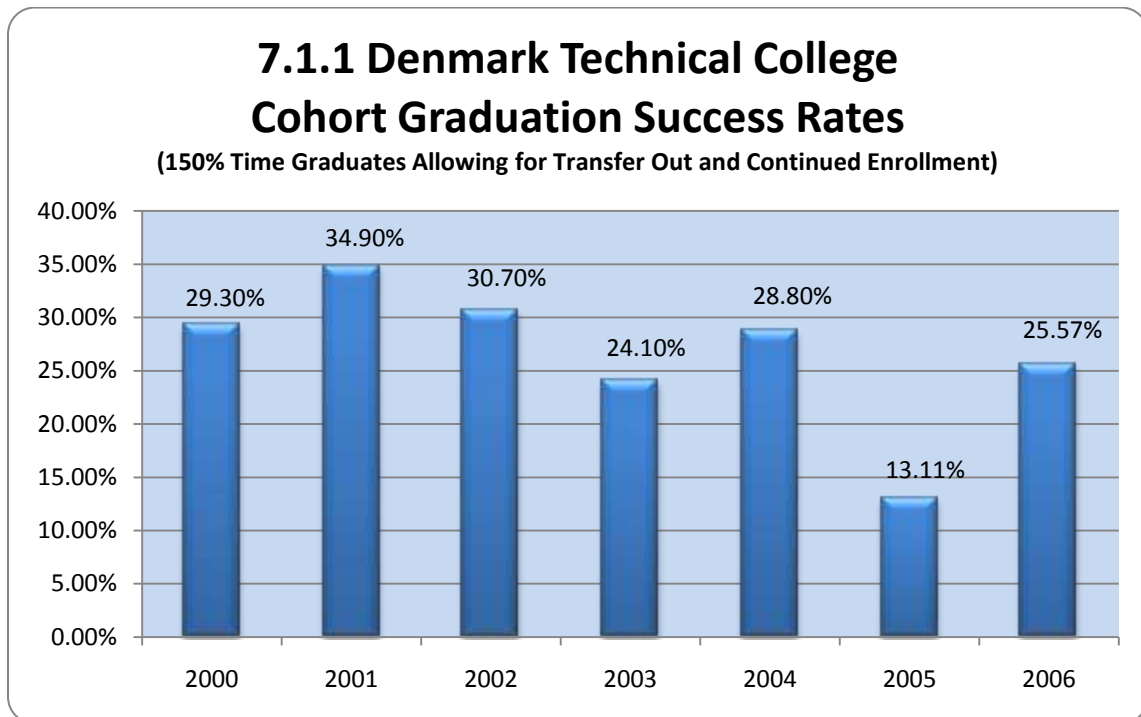
Category 7 – Organizational Performance Results

The Organizational Performance Results Category examines your organization's performance and improvement in all key areas: student learning outcomes; student-and stakeholder-focused outcomes; budgetary, financial, and market performance; workforce-focused outcomes; process effectiveness and leadership and social responsibility outcomes. Performance levels are examined relative to those of competitors and other organizations providing similar programs and services.

Quantitative measures may be supplemented by a discussion of qualitative measures where appropriate; however, every effort should be made to use appropriate quantitative measures that can be charted to show trends and comparisons to benchmarks.

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 is to meet a rate between 30% and 45%. For the 2006 Cohort the rate in 2009 was 25.57%. This is a 49% increase over the last cohort year. The College administration has implemented 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)

Year	Rate
2000	29.30%
2001	34.90%
2002	30.70%
2003	24.10%
2004	28.80%
2005	13.11%
2006	25.57%

7.1.2 Denmark Technical College
Graduates Placed on Jobs or Attending a Four Year Institution

Year	Percentage
2001-02	80%
2002-03	94%
2003-04	85%
2004-05	75%
2005-06	100%
2006-07	80%
2007-08	71%
2008-09	63%
2009-10	88%
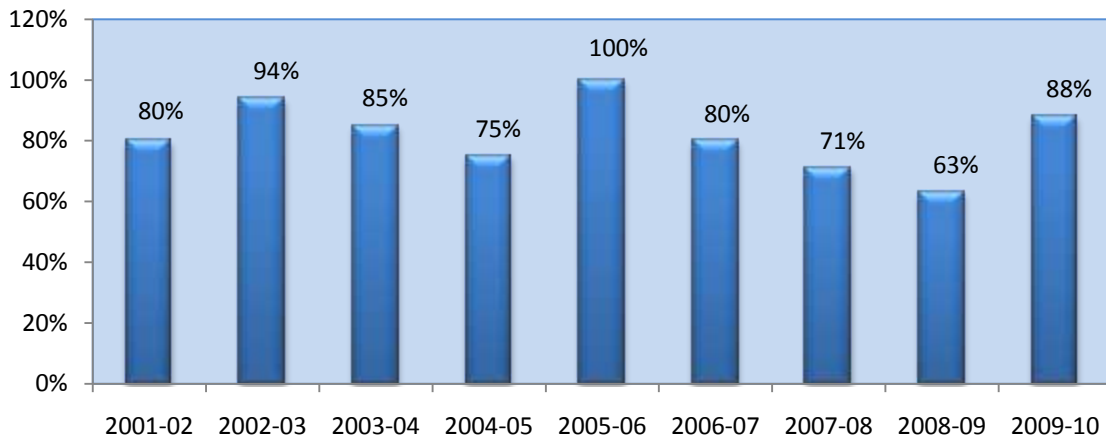
7.2 What are your performance levels and trends for your key measures on student and stakeholder satisfaction and dissatisfaction? How do your results compare with competitors and comparable organizations?

The chart below shows the enrollment trend since 1999.

7.2.1 DENMARK TECHNICAL COLLEGE
Head Count Fall Enrollment 1999 through 2009

Year	Head Count
1999	1212
2000	1240
2001	1401
2002	1404
2003	1464
2004	1423
2005	1408
2006	1377
2007	1571
2008	2277
2009	1105
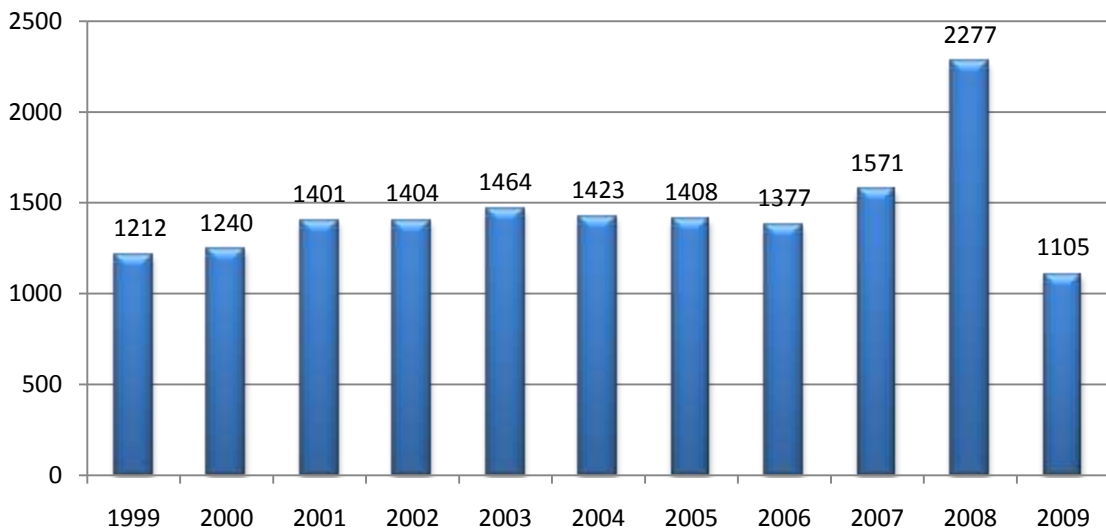
7.3 What are your performance levels for your key measures on budgetary and financial performance, including measures of cost containment, as appropriate?

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 1992-1993 to 2009-2010. The final column shows the percent in the dollars per student for each fiscal year compared to the base of 1992-1993.

Table 7.3.1 Percent Change in State Allocation Dollars per FTE Student from 1992-1993

| Fiscal Year	State Allocation	FTE	Dollars per Student	Percent Change
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	$2,966,665	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	3.85%
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	$3,3290	-19.5%
2003-2004	$3,522,996	1,232	$2,857	-13.1%
2004-2005	$6,641,124	1,095	$3,325	16.3%
2005-2006	$6,676,047	1,170	$3,142	-5.5%
2006-2007	$3,784,328	1,144	$3,308	5.3%
2007-2008	$4,187,209	1,084	$3,863	16.8%
2008-2009	$4,004,741	1,181	$3,391	-12.2%
2009-2010	$2,925,656	1,010	$2,896	-14.6%

Despite the steady decrease in state dollars since 1992-1993, 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 six years.

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

TECHNICAL COLLEGES	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-2010
Denmark	2,152	2,248	2,278	2,278	2,278	2,278	2,378	2,492
Williamsburg	2,112	2,112	2,692	2,692	2,830	2,830	2,942	3,042
Orangeburg-Calhoun	1,992	2,496	2,640	2,640	2,832	2,832	3,048	3,218
Central Carolina	2,092	2,500	2,500	2,700	2,900	2,920	3,020	3,308
Tri County	2,022	2,450	2,546	2,856	2,738	2,976	3,060	3,168
Northeastern TC	2,092	2,346	2,346	2,526	2,646	2,982	3,270	3,270
Piedmont	2,350	2,596	2,740	2,860	2,956	3,076	3,076	3,334
Horry -Georgetown	2,136	2,394	2,680	2,800	2,944	3,114	3,194	3,206
York	2,108	2,736	2,886	3,036	3,124	3,124	3,244	3,352
TC of Low country	2,142	2,600	2,900	3,050	3,050	3,150	3,270	3,382
Florence-Darlington	2,112	2,976	2,986	3,026	3,190	3,190	3,190	3,302
Spartanburg	2,132	2,660	2,806	2,902	3,094	3,194	3,314	3,434
Trident	2,092	2,446	2,688	2,950	3,114	3,220	3,330	3,450
Midlands	2,192	2,836	2,908	3,004	3,100	3,244	3,360	3,608
Greenville	2,142	2,600	2,900	300	3,190	3,290	3,396	3,492
Aiken	2,192	2,600	2,836	3,036	3,190	3,298	3,506	3,626

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, 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 2002 and 2009.

7.4.1 DENMARK TECHNICAL COLLEGE
AVERAGE FACULTY SALARIES 2002-2009

Years
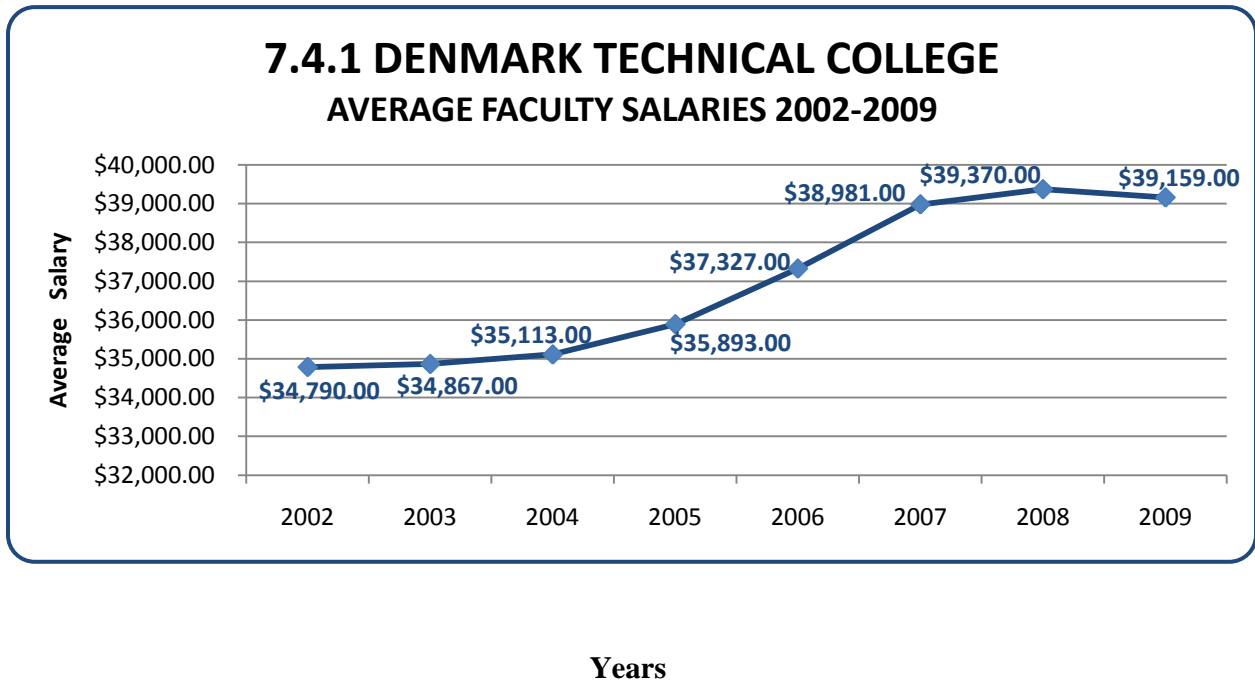
Approximately nine percent (8.8%) of the Denmark Technical College faculty held the doctorate in 2009-2010 and 58.9% had a master's degree.

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.

Table 7.4.2 shows the proportion of Denmark Technical College faculty for the last seven years who hold the doctorate, master's, bachelor, associate degrees and the diploma.

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

Year	Doctorate	Masters	Bachelors	Associate	Diploma
2002-2003	19.0	56.0	14.0	3.0	8.0
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

7.4.3 Denmark Technical College full-time employees' years of service for AY 2009-2010.
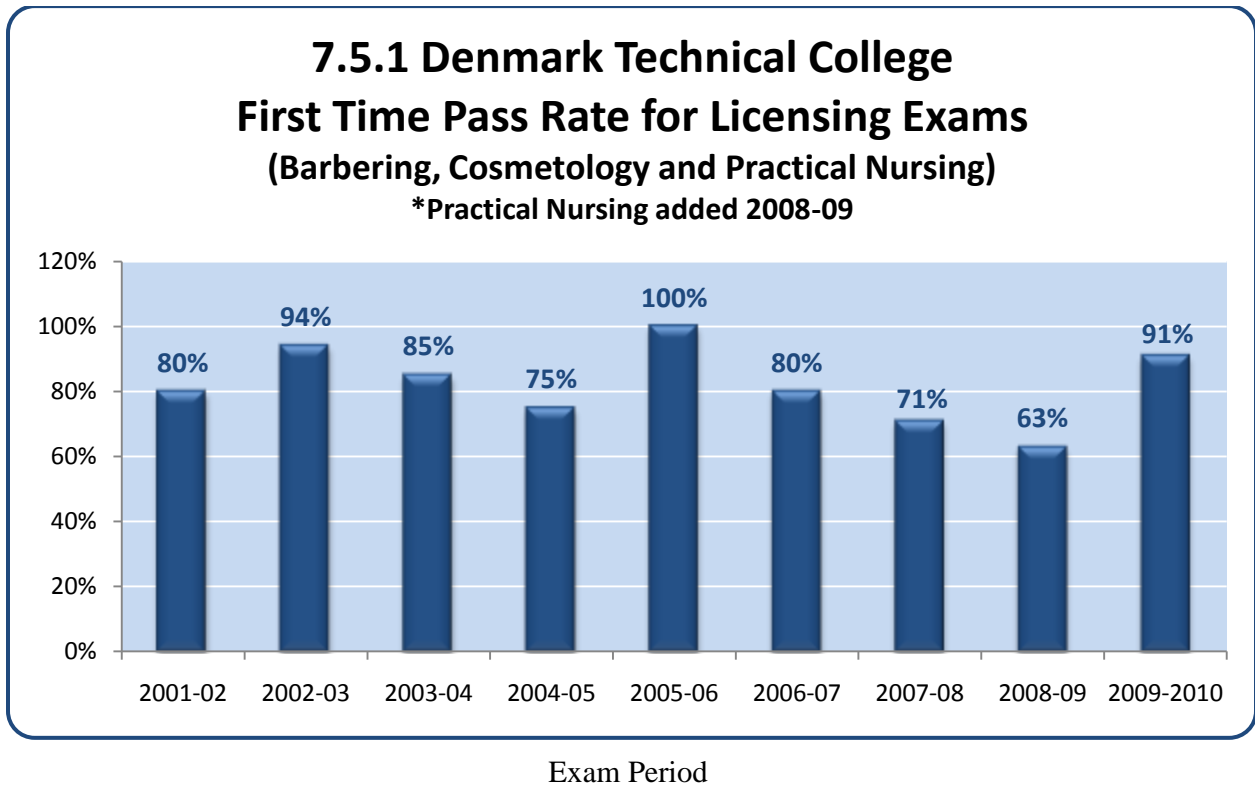

7.4.3 DENMARK TECHNICAL COLLEGE
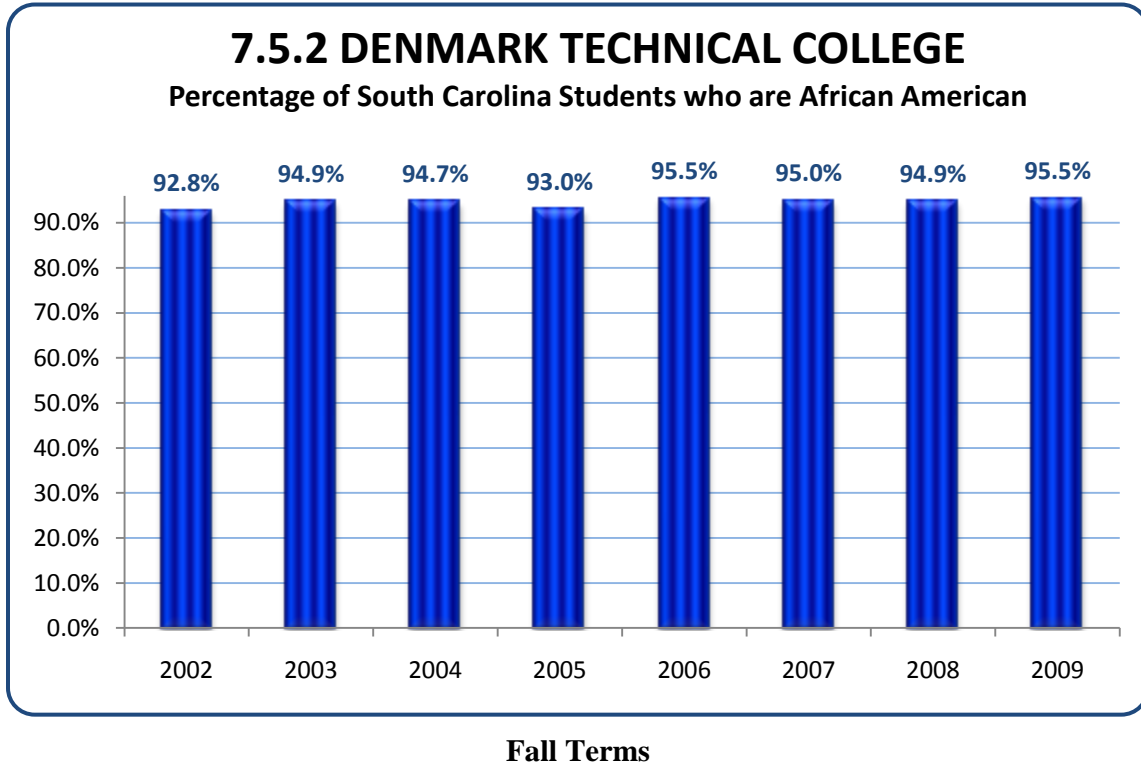Full-Time Employees' Years of Service for AY 2009-2010
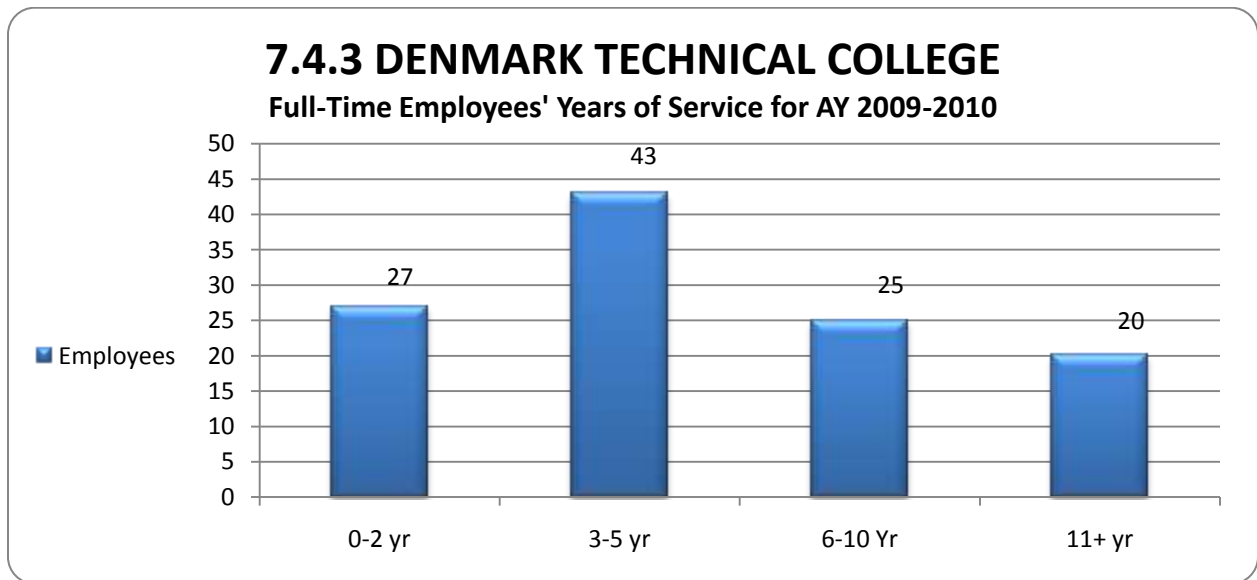
7.5 What are your performance levels and trends for your key measures of organization effectiveness/operational efficiency, work system performance (these could include measures related to the following: student performance and development: the education climate; responsiveness to student and stakeholder needs; supplier and partner performance; and cycle time).

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

Exam Period	Pass Rate
2001-02	80%
2002-03	94%
2003-04	85%
2004-05	75%
2005-06	100%
2006-07	80%
2007-08	71%
2008-09	63%
2009-2010	91%

Exam Period

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.

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

Year	Percentage
2002	92.8%
2003	94.9%
2004	94.7%
2005	93.0%
2006	95.5%
2007	95.0%
2008	94.9%
2009	95.5%

Fall Terms

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 2010 Evaluation of the 2009 graduates.

7.5.3 DENMARK TECHINCAL COLLEGE
A Summary of the 2010 Program Evaluation Results for the 2009 Graduates

Program	No. of 2009 Grads.	3-Year Average	Fall 2009 Head Count	Fall 2009 FTE	Placement Rate as of Spring 2010
Associate in Arts	19	13	56	61.20	72%
Associate in Science	15	11	78	82.00	73%
General Technology	0	0	0	0.00	0%
General Business	3	6	48	46.87	100%
Administrative Office	7	7	19	18.53	100%
Computer Technology	4	7	34	32.13	100%
Electromechanical Eng.	3	5	23	22.33	67%
Electronics Technology	3	4	18	17.73	100%
Human Services	21	17	66	60.93	76%
Criminal Justice	17	25	75	75.00	88%
Early Care and Education	12	19	70	60.33	92%
Total Associate Degrees	**104**	**114**	**487**	**477.05**	**83%**
Cosmetology	11	11	47	59.73	100%
Barbering	7	12	69	66.93	83%
Administrative Support	6	7	0	0.00	100%
Practical Nursing (new	3	1	20	19.93	100%
Total Diploma	**27**	**31**	**136**	**146.59**	**96%**
General Studies	30	15	144	79.20	83%
Word Processing	7	7	1	0.60	100%
Culinary Arts	10	11	79	71.20	70%
Accounting	2	4	2	1.87	100%
Multi-Media Graphics	2	1	0	0.00	100%
Industrial Process Tech	0	0	0	0.00	0%
Pre-medical	3	5	27	25.00	67%
Nurse Aide	1	0	14	16.00	100%
Welding	10	13	142	134.53	100%
Computer Servicing and	1	6	4	3.80	100%
Plumbing	8	10	10	8.53	100%
Building Construction	9	11	24	21.47	100%
Early Childhood	17	10	23	18.93	81%
Gerontology	10	6	4	2.47	100%
Criminal Justice	0	0	1	1.00	0%
Laptop	0	0	1	0.87	0%
Total Certificate	**110**	**99**	**476**	**385.47**	**85%**
Total All Awards	**241**	**244**	**1099**	**1009.11**	

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 2001 through 2009.

7.5.4 DENMARK TECHNICAL COLLEGE

Program Evaluation Status 2001 through 2009

Type of Award	Year	Good Standing	New-Not Subject to	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
	2007	11	0	0	0	11
	2008	10	0	1	0	11
	2009	9	0	2		11
Diplomas	2001	3	0			3
	2002	3	0			3
	2003	3	0			3
	2004	3	0			3
	2005	3	0			3
	2006	3	0			3
	2007	3	1			4
	2008	3	1			4
	2009	3	1			4
Certificate	2001	21	5			26
	2002	18	6			24
	2003	19	6			25
	2004	17	7			23
	2005	17	4			21
	2006	12	9*			21
	2007	13	1			14
	2008	12	2			14
	2009	14	0			14

*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;

The College received five Federal Grants from the Departments of Education, Energy, and Commerce totaling $4,280,178.

Major IT equipment upgrades were implemented to include: a server virtualization system, a SAN (storage area network) system, a new Voice over IP (VoIP) telephone system and the replacement of all faculty and staff desktop / laptop computers.

Major network infrastructure upgrades were implemented to include: major cabling projects; installation of a Barracuda web filter and backup; Juniper firewall; Bluecoat Packeteer packet shaper reactivated for control of bandwidth usage; and installation of Faronics Deep Freeze to eliminate virus/spyware/malware problems and provide faculty/staff desktop integrity.

Spiceworks IT helpdesk ticket tracking system was installed to accelerate and ensure timely and effective responses to requests for IT assistance.

Instructional technology was advanced by the installation of two "smart" classrooms. In addition, teleconference equipment was upgraded in the Technology Center of the Carroll-Lebby Library.

In 2009, 100% of the Practical Nursing program's graduates passed the National Council Licensure Exam – Practical Nursing (NCLEX-PN) and all are employed as Licensed Practical Nurses. One graduate is currently taking courses toward the RN degree. The graduates of the 2010 Nurse Aide Assistant Program had a 100% pass rate on the Certified Nursing Assistant written and skills exam, and are employed as Certified Nursing Assistants.

The College implemented the Summer Freshman Academy to expose high school students to postsecondary education. In collaboration with local high schools, the College-led Tri-County Education and Business Alliance (TCEBA) was created to form a partnership between the college and the service area secondary schools.

Two students attended a summer internship with the Department of Energy's National Nuclear Security Administration (NNSA); one student interned at the Lawrence Livermore Laboratory in Livermore, California, and one student interned at the Savannah River Site in Aiken, South Carolina.

The Engineering Department conducted the 2010 Robotics Summer Institute for middle and high school students. Each group completed three 2-week sessions.

The Early Childhood Department received $20,000 from the Department of Social Services to enhance the curriculum and provide professional development opportunities for faculty.

The Continuing Education (CE) Department provided over 70,000 contact hours of instruction, and generated more than $675,000 in revenue. CE received a Quickjobs grant to train the community for a quick return into the job market. In addition, CE was funded for two incumbent workers grants and received a Superfund Job Training Initiative grant. Employee Orientation and Safety training was provided for a new local company. A Quickjobs Career fair provided information on jobs and careers for over 300 people.

In an effort to enhance student academic success through support services outside of the classroom, the Academic Support Center (ASC) was established to support Denmark Technical College students. The ASC provides an effective and inviting learning environment where students can find qualified tutoring (peer and professional).

Perkins funding totaling $50,000 was provided for extensive professional development and 12 faculty members participated.

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 are 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 of 1965, as amended (HEA), 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. The VA Affairs Audit in 2009 and the State Scholarship Program audit in 2008 were without findings.

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. The annual audits of financial statements for 2007-2008 and 2008-2009 were unqualified.

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. Effective December 2009, through a policy revision, the Academic Affairs Council was replaced by the Curriculum Improvement Committee. As such, the current process to change curriculum requires additions, deletions, or changes be approved by the DTC Curriculum Improvement Committee and the Vice President for Academic Affairs and Student Services prior to implementation.

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
City of Denmark, SC	Mayor
Denmark-Olar School Board of Trustees	Board Member
Barnwell County First Steps Partnership	Board Member
Barnwell County Department of Social Services Advisory Board	Board Member
Voorhees College Board of Trustees	Faculty Representative
Bamberg Community Pride	Member
Lower Savannah Workforce Development Board	Secretary
Bamberg County Workforce Development Board	Chair
Bamberg African-American Genealogy Society	Founder/Chair
Rosenwald "Model School"- Non-Profit Organization	Member
City of Varnville, SC	Councilman
ACTIVE Association Cosmetic Teachers	Member
National Cosmetic Association	Member
Professional Business Women of America	Member
Alpha Chi Pi Omega	Member
Cope Advisory Committee	Member
The Beauty Industry Group for Educators and Instructors	Member
NTSA – Non Traditional Student Association	Member
Bamberg County Council	Councilwoman
The Low-Country Wee Wolverines Youth Group	Tutoring Coordinator/ Secretary
Colleton County TCTC Advisory Board	Member
Denmark-Olar High School	Volunteer
SC State Employees Association (SCSEA), Bamberg County	Board Member
Voorhees College Early Head Start	Policy Council Member/Treasurer
Mental Health America of Bamberg County	Member
Bamberg-Denmark Chapter of the International Association of Administrative Professionals (IAAP) Nomination Committee	Member
Southern Carolina Alliance Group	Advisory Board Member
Rotary International	Member
Bamberg Chamber of Commerce	Member
Barnwell Chamber of Commerce	Member
Lower Savannah Regional Education Center	Member
Bamberg Economic Development Council	Member
Barnwell Economic Development Council	Member
Allendale Economic Development Council	Member