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 15, 2011**

Organization Director: **Dr. Joann R.G. Boyd-Scotland**

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Denmark Technical College

Denmark, South Carolina

2010-2011

Accountability Report

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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 c redit 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 and reaches out to its service area high schools with opportunities for the students. The College provides training needed by business and industry through collaborative partnerships and resource allocation.

Denmark Technical College:

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

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

Vision Statement

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

Values

Denmark Technical College pursues its mission within a student-centered environment based on the fundamental values of a commitment to excellence; fostering a positive learning process, well-

balanced cultural and social experiences; in an atmosphere of mutual respect, an understanding of and the ability to function in a technologically advanced world; and with a realization of the need for a strong work ethic.

2. Major Achievements from Past Year

- In-house software was developed and implemented to assist with monitoring Institutional Effectiveness, Student Learning Outcomes, and Strategic Planning Process.
- A college-wide surveillance system was installed to increase the presence of Public Safety and provided added security for students and personnel.
- Instructional technology was advanced by the installation of four "smart" classrooms.
- In 2010, 93.3% of the Practical Nursing program's graduates passed the National Council Licensure Exam – Practical Nursing (NCLEX-PN), which is above the national pass rate of 87.4%. All graduates are employed as Licensed Practical Nurses and three (3) are also 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.
- The College placed nineteen students in internships to include local and out state businesses.
- The Engineering Department conducted the 2011 Robotics Summer Institute for ninety middle and high school students providing them the opportunity to learn problem solving and teamwork skills.
- The ECD/ECE club held a Youth Fun Day on with a total number of 417 registered children from 9 area daycare and head start centers.
- The Academic Support Center (ASC) was established to support Denmark Technical College students and uses the Smarthinking software that provides tutoring services and the Learning Library Express software that is an internet based computer-assisted software that provides remediation and additional instruction in the basic content areas of reading, mathematics, and English.
- An open-lab was created to provide extended hours of computer usage to the students.
- A wellness center was created to promote healthy living and to provide the students with a safe environment for exercising.
- The College submitted its Fifth-Year Interim Report to SACS, its primary accrediting agency.

3. Key Strategic Goals for 2010-2015

Goal 1: Provide quality customer service.

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

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

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

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

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

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

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

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

- Develop professional, technical and soft skills of the students in all programs for enhancing employability.
- Implement strategies to promote adaptability in the emerging and shifting career opportunities.
- Develop processes to meet the just-in-time demands of the business and industries.
- Continuously assess the needs of the business and industry.

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

- Develop and implement data collection and dissemination processes towards strategic and operational decision making at the college.

- Design and implement embedded continuous improvement plans to increase institutional effectiveness.

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

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

Goal 8: Implement faculty and staff development programs.

- Design and implement a Faculty and Staff Development Program.

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

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

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

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

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

The key strategic challenges 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 $5,000 annually in comparison with the substantial amount provided to the other colleges by their service area 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 e fforts to continually improve the services provided by Denmark Technical College to the citizens of the state. The Accountability Report has become a part of that process as an avenue for sharing, planning and assessment of information with the state of South Carolina.

Section II – Organizational Profile

1. Main Products 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 online courses for both on-campus and off-campus instruction. Denmark Technical College provides campus housing for approximately 365 students and offers student life activities including student clubs and groups.

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
Associate in Arts
Associate in Science
Associate of Applied Science in Administrative Office Technology
Associate of Applied Science in Computer Technology
Associate of Applied Science in Criminal Justice Technology
Associate of Applied Science in Early Care and Education
Associate of Applied Science in Electromechanical Engineering Technology
Associate of Applied Science in Electronics Technology
Associate of Applied Science in General Business
Associate of Applied Science in General Technology
Associate of Applied Science in Human Services
Diploma Programs
Diploma in Administrative Support
Diploma in Barbering

Diploma in Cosmetology
Diploma in Practical Nursing
Certificate Programs
Certificate in Accounting
Certificate in Building Construction Fundamentals
Certificate in Computer Servicing & Repair
Certificate in Criminal Justice
Certificate in Culinary Arts
Certificate in Early Childhood Development
Certificate in General Studies
Certificate in Gerontology
Certificate in Multimedia WEB Graphics Design
Certificate in Nursing Aide Assistant
Certificate in Plumbing
Certificate in Pre-Medical
Certificate in Welding
Certificate in Word Processing

2. Key Customer Groups and Their Key Requirements/Expectations:

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

Denmark Technical College Student Characteristics in Fall 2010			
		N	Percentage
Student Status	Credit Full-Time	767	74.0%
	Credit Part-Time	266	26.0%
	Non-Credit	133	

Denmark Technical College Degree Seeking Student Characteristics in Fall 2010			
		N	Percentage
Student Status	Full-Time	767	74.0%
	Part-Time	266	26.0%
Residency	South Carolina	983	95.0%
	Non-SC Residents	50	5.0%
Housing	Undergraduates on	316	31.0%
Race	Black	995	96.3%
	White	31	3.0%
	Other	5	0.5%
	Unknown	2	0.2%
Gender	Female	581	56.0%
	Male	452	43.8%
Average Age	<18	123	11.9%
	18-19	228	22.1%
	20-21	223	21.6%
	22-24	168	16.3%
	25-29	93	9.0%
	30-34	68	6.6%
	35-39	42	4.1%
	40-49	47	4.5%
	50-64	37	3.5%
	< 65	4	0.4%
	Unknown	0	0.0%
First -Time, Full Time Freshmen:		386	
Graduates 2010:		223	
All Students:		1033	

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. Key Stakeholder Groups (other than customers): Key stakeholder groups other than customers includes: advisory councils, alumni, donors/prospective donors, chamber of commerce members, economic development organizations, area companies, area school districts, and community members.

4. Key Suppliers and Partners:

The key suppliers of students for Denmark Technical College are Bamberg, Barnwell, and Allendale counties. During 2010-2011, 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 Horsehead, Masonite, and other employers in the service area.

5. Your Operating Locations:

Main Campus

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

Classroom Buildings

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

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

During the 2010-2011 academic year, Denmark Technical College employed 35 full-time faculty; 11 adjunct faculty; 81 full-time staff; and 43 part-time staff as of November 1, 2010.

7. Regulatory Environment

Denmark Technical College is a state-supported two-year technical college which operates under the auspices of its local Area Commission and the State Board for Technical College and Comprehensive Education. As an institution that receives Title IV funding from the Federal Government, the College adheres to federal regulations regarding the management of those funds. The College also abides by all federal and state regulations regarding the operation of the institution. Denmark Technical College is accredited by the Southern Association of Colleges and Schools, 1866 Southern Lane, Decatur, Georgia 30033-4097 to award associate degrees, diplomas, and certificates.

8. 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.
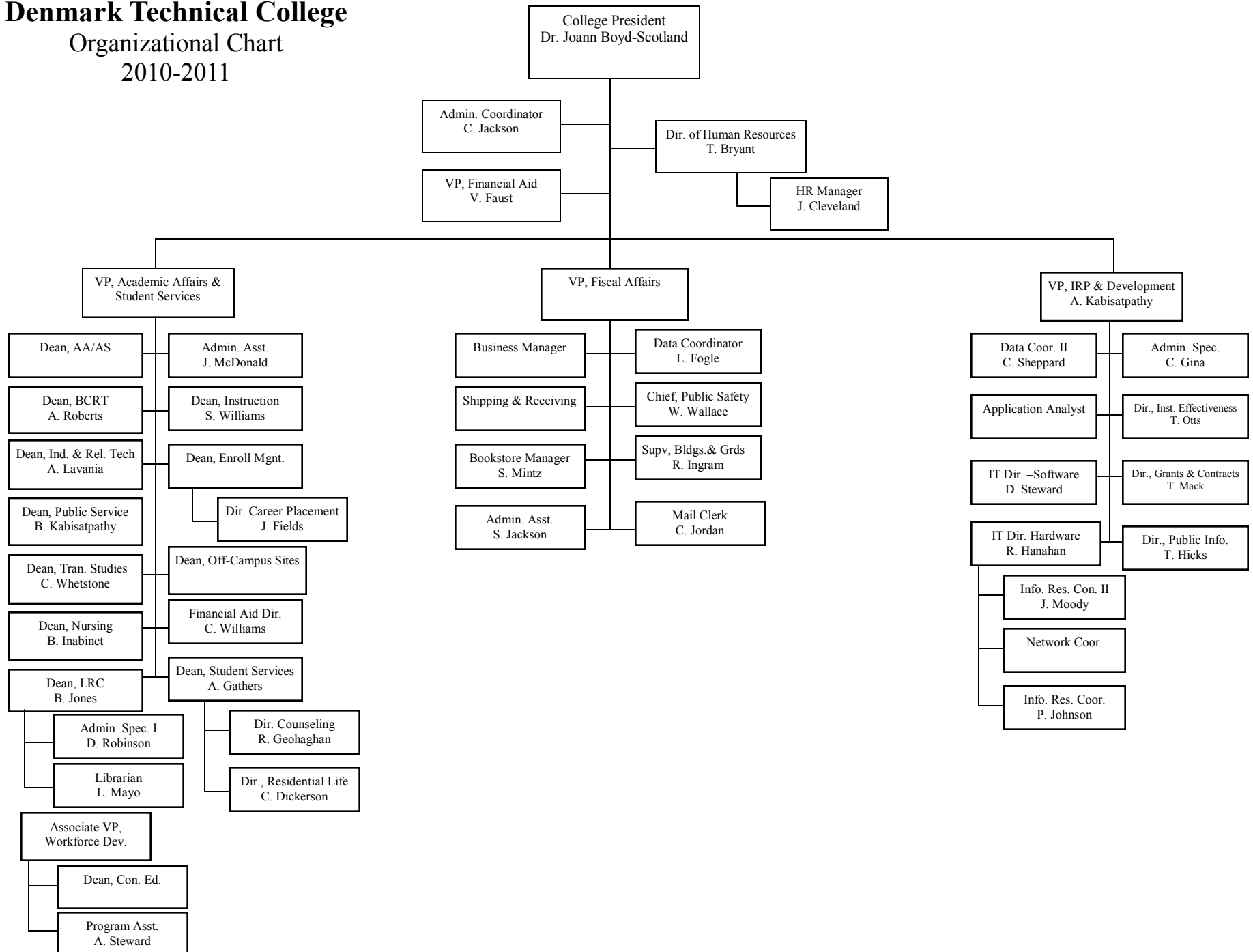
The internal planning and assessment process of the College includes the development of a five-year strategic plan, annual assessment of progress, and an annual operational plan from all planning units of the College. In addition, the students evaluate their classroom instruction using the Student Evaluation 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 faculty members are evaluated through the South Carolina Faculty Performance Management System. Each year the institution submits an Institutional Effectiveness Report to the South Carolina Commission on Higher Education.

9. Organizational Structure: Organizational Chart Follows:

Denmark Technical College
Organizational Chart
2010-2011

College President
Dr. Joann Boyd-Scotland

Admin. Coordinator
C. Jackson

Dir. of Human Resources
T. Bryant

VP, Financial Aid
V. Faust

HR Manager
J. Cleveland

VP, Academic Affairs & Student Services

Dean, AA/AS

Admin. Asst.
J. McDonald

Dean, BCRT
A. Roberts

Dean, Instruction
S. Williams

Dean, Ind. & Rel. Tech
A. Lavania

Dean, Enroll Mgnt.

Dean, Public Service
B. Kabisatpathy

Dir. Career Placement
J. Fields

Dean, Tran. Studies
C. Whetstone

Dean, Off-Campus Sites

Dean, Nursing
B. Inabinet

Financial Aid Dir.
C. Williams

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.

Program Asst.
A. Steward

VP, Fiscal Affairs

Business Manager

Data Coordinator
L. Fogle

Shipping & Receiving

Chief, Public Safety
W. Wallace

Bookstore Manager
S. Mintz

Supv, Bldgs.& Grds
R. Ingram

Admin. Asst.
S. Jackson

Mail Clerk
C. Jordan

VP, IRP & Development
A. Kabisatpathy

Data Coor. II
C. Sheppard

Admin. Spec.
C. Gina

Application Analyst

Dir., Inst. Effectiveness
T. Otts

IT Dir. –Software
D. Steward

Dir., Grants & Contracts
T. Mack

IT Dir. Hardware
R. Hanahan

Dir., Public Info.
T. Hicks

Info. Res. Con. II
J. Moody

Network Coor.

Info. Res. Coor.
P. Johnson

Accountability Report Appropriations/Expenditures Chart

Base Budget Expenditures and Appropriations

Major Budget Categories	FY 09-10 Actual Expenditures		FY 10-11 Actual Expenditures		FY 11-12 Appropriations Act	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	$ 6,283,935	$ 2,212,906	$ 4,105,805	$ 1,829,537	$7,062,076	$1,737,846
Other Operating	$ 7,703,599		$ 8,649,783		$7,012,527	
Special Items	$ 48,760	$ 48,760	$ 568,002			
Permanent Improvements						
Case Services						
Distributions to Subdivisions						
Fringe Benefits	$ 1,523,538	$ 663,990	$ 1,226,410	$ 546,485	$2,169,200	$573,488
Non-recurring	$ 292,825					
Total	$15,852,657	$ 2,925,656	$ 14,550,000	$ 2,376,022	$16,243,803	$2,311,334

Other Expenditures

Sources of Funds	FY 09-10 Actual Expenditures	FY 10-11 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 09-10 Budget Expenditures	FY 10-11 Budget Expenditures	Key Cross References for Financial Results*
Instruction	Instruction- the major purpose of Denmark Technical College is to provide instruction to impart the knowledge and skills to enter the workplace or transfer to a four-year institution.	State: 2,925,656.00 Federal: 9,048,901.00 Other: 3,878,100.00 Total: 15,852,657.00 % of Total Budget:	State: 2,852,950.00 Federal: 8,205,033.00 Other: 3,492,017.00 Total: 14,550,000.00 % of Total Budget:	
		State: Federal: Other: Total: % of Total Budget:	State: Federal: Other: Total: % of Total Budget:	
		State: Federal: Other: Total: % of Total Budget:	State: Federal: Other: Total: % of Total Budget:	
		State: Federal: Other: Total: % of Total Budget:	State: Federal: Other: Total: % of Total Budget:	
		State: Federal: Other: Total: % of Total Budget:	State: Federal: Other: Total: % of Total Budget:	

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

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

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

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

Category 1 – Senior Leadership, Governance, and Social Responsibility

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

The 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, Associate Vice President of Workforce and Economic 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 Director.

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 establish and promote a focus on customers and other stakeholders?

At the beginning of each semester the President meets with the faculty and staff and discusses the goals for the semester. The 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 does the organization address the current and potential impact on the public of its programs, services, facilities and operations, including associated risks?

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.

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

Senior leaders promote and support an environment that fosters and requires legal and ethical behavior and fiscal, legal, and regulatory accountability by ensuring the dissemination and enforcement of all policies, procedures, and regulations that affect the operation of the College. 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.

5. What performance measures do senior leaders regularly review to inform them on needed actions? (Actual results are to be reported in Category 7).

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.

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.

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

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

The senior leaders encourage faculty and staff members who are interested in advancement to pursue further education. All faculty and staff participated in a Six Sigma initial workshop where the philosophy of Six Sigma was introduced and processes presented to increase efficiency.

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

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.

9. 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.

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

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.

11. How do senior leaders actively support and strengthen the communities in which your organization operates? Include how senior leaders determine areas of emphasis for organizational involvement and support, and how senior leaders, the workforce, and the organization 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.   During the academic year 2010-11, the Tri-County Educational Business Alliance (TCEBA) made of representatives from Denmark Technical College, USC-Salkehatchie, area businesses, and the school districts in Allendale, Bamberg, and Barnwell counties have met several times to assess the area needs and formulate possible actions.

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, societal and other potential risks;**

    c. **Shifts in technology and customer preferences;**

    d. **Workforce capabilities and needs;**

    e. **Organizational continuity in emergencies;**

    f. **Your ability to execute the strategic plan.**

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

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

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

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

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

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

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

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

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

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

Goal 8: Implement faculty and staff development programs.

- Design and implement a Faculty and Staff Development Program.

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

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

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 $5,000 annually in comparison with the substantial amount provided to the other colleges by their service area counties. Again the rural, economically

deprived area creates extreme financial challenges as the state support for higher education consistently declines.

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

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

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

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

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

Action plans are developed as a part of the annual operational planning process. The operational plans of the units are developed to support the achievement of specific strategic goals. The allocation of resources is a two-step process. The first 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.

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

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

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

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

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

The 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.

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

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

Strategic Planning

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

Category 3 – Customer Focus

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

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

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

In determining the student market segments to pursue, senior leadership keeps abreast of developments in the community as new companies move into the service area or agencies are developed. The 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 customer/business needs and expectations?**

The senior leadership keeps abreast of developments in teaching and learning strategies by attending professional meetings, reviewing journals and magazines, and evaluating emerging technology and software. The traditional face-to-face lecture strategy is significantly impacted by the use of technology.

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

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 measure customer/stakeholder satisfaction and dissatisfaction, and use this information to improve?**

Student and stakeholder satisfaction and dissatisfaction are conveyed to the senior leadership in two ways: formally and informally through a variety of methods. The College surveys students and stakeholders on a regular basis to determine their satisfaction or dissatisfaction with classroom instruction and their experiences at Denmark Technical College. This information is analyzed and reported to the Executive Cabinet and then disseminated to the appropriate areas for consideration in their planning process.

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

5. How do you use information and feedback from customers/stakeholders to keep services and programs relevant and provide for continuous improvement?

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

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

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Category 4 – Measurement, Analysis, and Knowledge Management

The Measurement, Analysis, and Knowledge Management Category describes your organization's performance measurement system and how your organization selects, aggregates, analyzes, and reviews performance data and information, and how it manages its information technology. I t examines how your organization reviews and uses reviews to improve its performance. I t also describes how the organization manages, transfers, and maintains the accumulated knowledge possessed by its workforce in the form of information, ideas, learning and understanding, memory, insights, work skills, and capabilities.

1. **How do you decide which operations, processes and systems to measure for tracking financial and operational 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 for analysis to p rovide effective support for decision making and innovation throughout your organization?**

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

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

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

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

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

organizational performance. This includes data for program evaluation and IPEDS.

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

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

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

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

5. **How do you ensure data integrity, reliability, 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).

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

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

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

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

Category 5 – Workforce Focus

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

1. **How does management organize and measure work to enable your workforce to: 1) develop to their full potential, aligned with the organization's objectives, strategies, and action plans; and 2) p romote cooperation, initiative, empowerment, teamwork innovation, and your organizational culture?**

The primary responsibility of faculty is to teach and advise students. By policy, full-time faculty members at Denmark Technical College teach between 15 and 18 credit hours 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. The College President has an "open door" policy and encourages all employees to share concerns, ideas, and questions.

Administrators and staff members have an official position description which outlines their responsibilities. Specific job duties are assigned by the individual's supervisor. Funds are also available to administrators and staff for professional development and training. The College President has an "open door" policy and encourages all employees to share concerns, ideas, and questions.

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

Denmark Technical College's senior leaders encourage the sharing of knowledge and information across the campus. The President meets regularly with the Executive Cabinet. Each of the senior leaders, in turn, meets with their respective 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. The EPMS is a mechanism used by supervisors and employees to communicate feedback regarding expectations and to identify strengths that can be used in other areas.

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

Denmark Technical College recruits, hires, and retains employees in accord with South Carolina State Employment policies and the employment policies and procedures of the State Technical College System. Our barriers would be due to continuous drastic budget cuts over the last three years have limited the College's ability to offer competitive salaries or any retention incentives.

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

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

5. How do you assess 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.

6. How does your development and learning system for leaders address the following:

        a. development of personal leadership attributes
        b. development of organizational knowledge
        c. ethical practices
        d. your core competencies, strategic challenges, and accomplishment of action plans?

Denmark Technical College hires individuals with the credentials and experience that meet the needs of the position which they are hired. Once hired, the individual is provided orientation which includes the policies and procedures of the College. Funds are provided for individuals to 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.

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

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

8. 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 does employee training 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.

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

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

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

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

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

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

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

As a small college with its basic organizational structure, opportunities for promotion to a higher level position within the same area are minimal. Qualified individuals are encouraged to apply for positions which enable them to advance. In a state institution, succession planning is restricted by state law and personnel policies.

14. **How do you maintain a s afe, 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 customer value and achieve organizational success and sustainability.

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

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

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

Organizational knowledge, new technology, cost control, and other efficiency and effectiveness factors are addressed in the planning process. For example, the introduction of new technology has been a part of Denmark Technical College's planning process 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.

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

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

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

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

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

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

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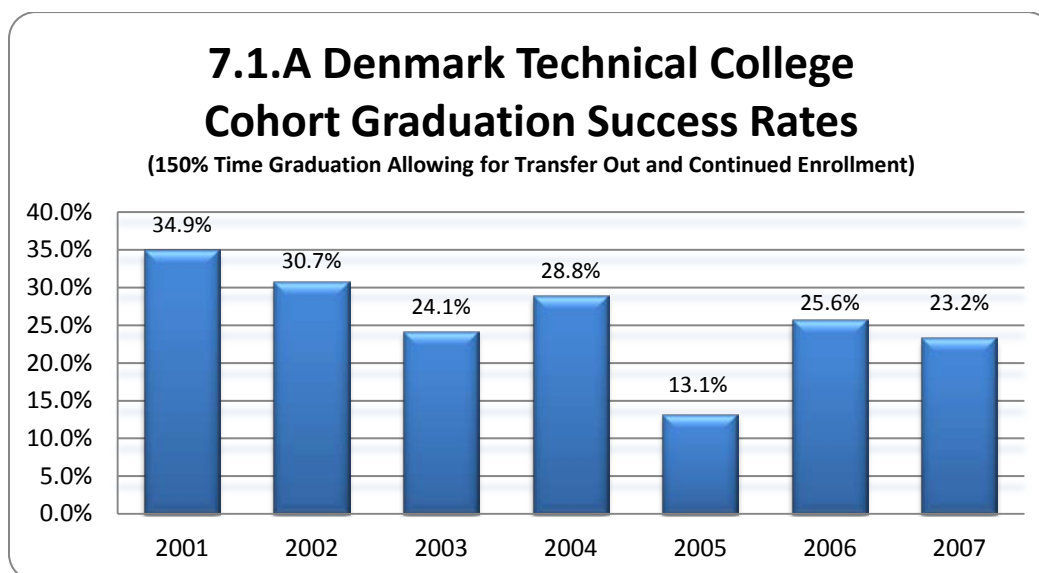
Legislature. The amount of the state appropriations request is determined by the Chief Financial Officer through the budgeting process and submitted to the State Technical College System Office. Resources for new educational initiatives are determined through the proposal preparation process where the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

Category 7 –Results

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

7.1 What are your performance levels and trends for your key measures of mission accomplishment/product and service performance that are important to your customers? How do your results compare to those of 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 2007 Cohort the rate in 2010 was 13.0%. Despite of this decrease, table 7.1.B shows that we are average in comparison to the other technical colleges. 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.A Denmark Technical College Cohort Graduation Success Rates
(150% Time Graduation Allowing for Transfer Out and Continued Enrollment)

Year	Rate
2001	34.9%
2002	30.7%
2003	24.1%
2004	28.8%
2005	13.1%
2006	25.6%
2007	23.2%

7.1.B South Carolina Technical Colleges
Cohort Graduation Rates Comparison

(150% Time Graduates Allowing for Transfer Out and Continued Enrollment)

College	Rate
Aiken	14%
Central Carolina	10%
Denmark	13%
Florence-Darlington	13%
Greenville	11%
Horry-Georgetown	12%
Midlands	7%
Northeastern TC	14%
Orangeburg-Calhoun	13%
Piedmont	19%
Spartanburg	9%
TC of Low country	14%
Tri County	10%
Trident	7%
Williamsburg	23%
York	16%
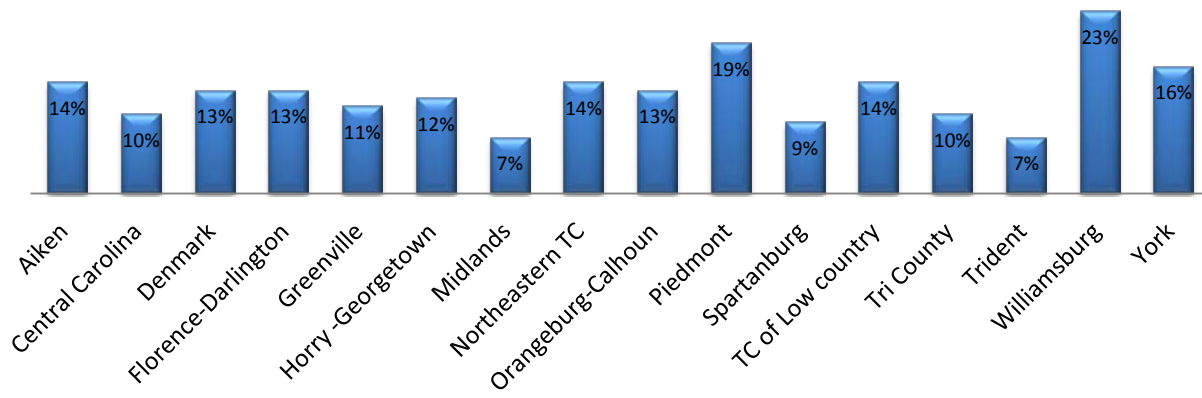
7.1.2 Denmark Technical College

Graduates Placed on Jobs or Attending a Four Year Institution
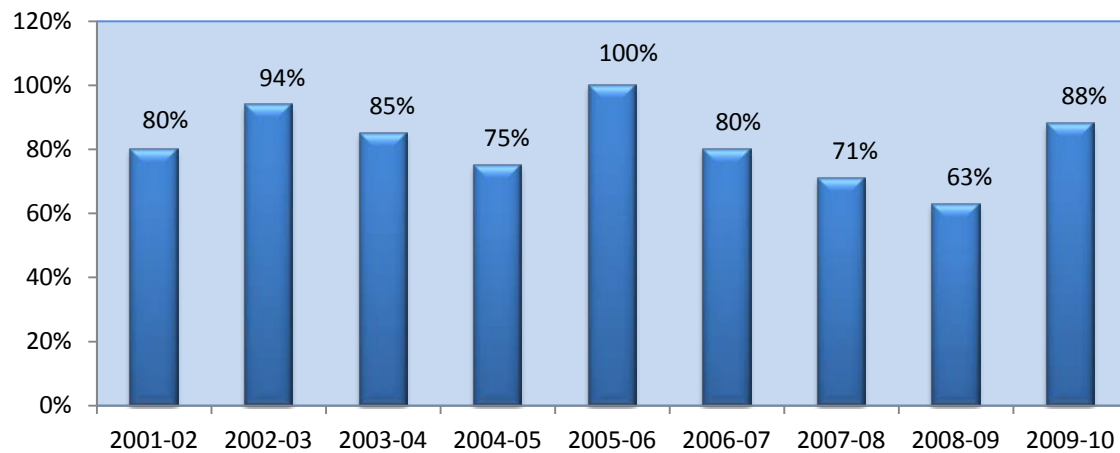
7.2 What are your performance levels and trends for your key measures on customer satisfaction and dissatisfaction (a customer is defined as an actual or potential user of your organization's products or services)? How do your results compare to those of comparable organizations?

The chart below shows the enrollment trend since 2000.

7.2.1 DENMARK TECHNICAL COLLEGE

Head Count Fall Enrollment 2000 through 2010

7.3 What are your performance levels for your key measures on 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 1993-1994 to 2010-2011. The final column shows the percent in the dollars per student for each fiscal year compared to the base of 1993-1994.
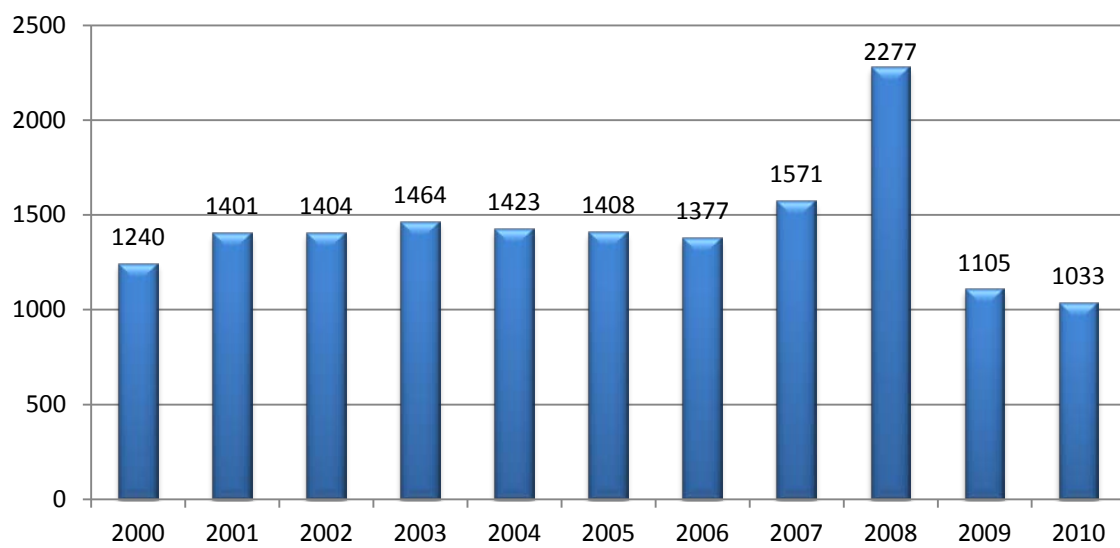
Table 7.3.1 Percent Change in State Allocation Dollars per FTE Student from 1993-1994

| Fiscal Year	State Allocation	FTE	Dollars per Student	Percent Change
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	$3,290	-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%
2010-2011	$2,376,022	841	$2,825	-2.5%

Despite the steady decrease in state dollars since 1993-1994, 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	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-2010	2010-2011
Denmark	2,248	2,278	2,278	2,278	2,278	2,378	2,492	2,590
Aiken	2,600	2,836	3,036	3,190	3,298	3,506	3,626	3,706
Central Carolina	2,500	2,500	2,700	2,900	2,920	3,020	3,308	3,308
Florence-Darlington	2,976	2,986	3,026	3,190	3,190	3,190	3,302	3,422
Greenville	2,600	2,900	3,000	3,190	3,290	3,396	3,492	3,616
Horry -Georgetown	2,394	2,680	2,800	2,944	3,114	3,194	3,206	3,446
Midlands	2,836	2,908	3,004	3,100	3,244	3,360	3,608	3,800
Northeastern TC	2,346	2,346	2,526	2,646	2,982	3,270	3,270	3,342
Orangeburg-Calhoun	2,496	2,640	2,640	2,832	2,832	3,048	3,218	3,454
Piedmont	2,596	2,740	2,860	2,956	3,076	3,076	3,334	3,556
Spartanburg	2,660	2,806	2,902	3,094	3,194	3,314	3,434	3,576
TC of Low country	2,600	2,900	3,050	3,050	3,150	3,270	3,382	3,556
Tri County	2,450	2,546	2,856	2,738	2,976	3,060	3,168	3,570
Trident	2,446	2,688	2,950	3,114	3,220	3,330	3,450	3,530
Williamsburg	2,112	2,692	2,692	2,830	2,830	2,942	3,042	3,264
York	2,736	2,886	3,036	3,124	3,124	3,244	3,352	3,496

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 2003 and 2010.

Years

7.4.1 DENMARK TECHNICAL COLLEGE AVERAGE FACULTY SALARIES 2003-2010
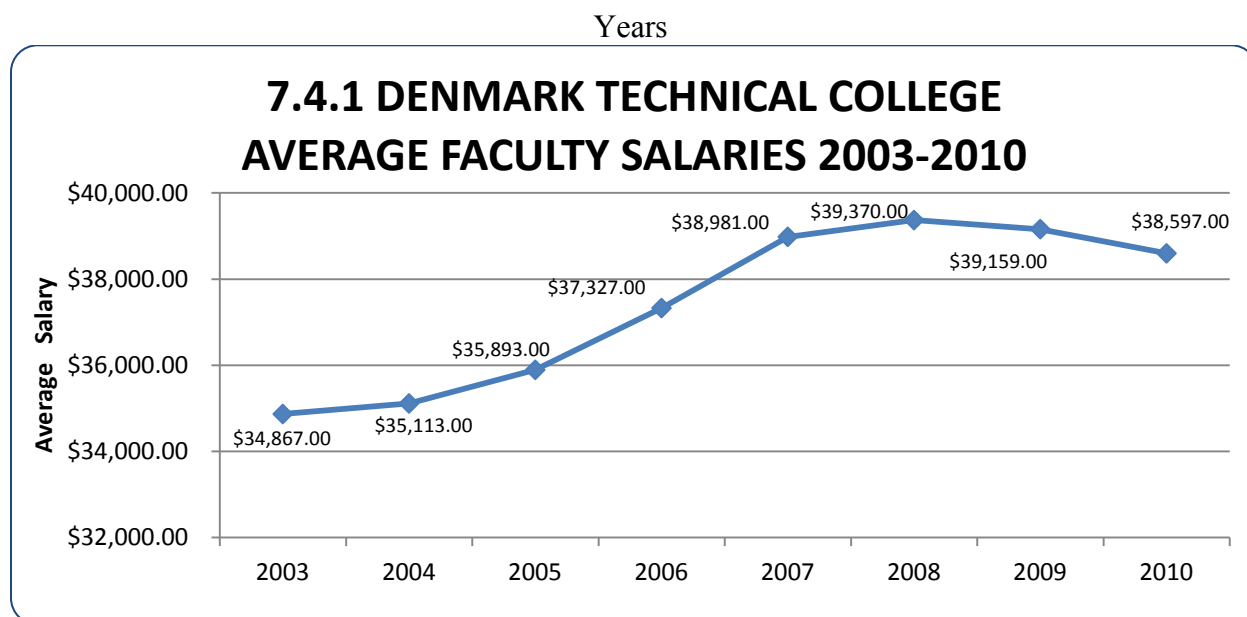
Approximately nine percent (8.6%) of the Denmark Technical College faculty held the doctorate in 2010-2011 and 57.1% had a master's degree.

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
2003-2004	18.0	49.0	21.0	3.0	9.0
2004-2005	16.7	52.8	16.7	2.8	11.1
2005-2006	24.2	51.5	12.1	3.0	9.1
2006-2007	20.0	53.4	23.3	0.0	3.3
2007-2008	15.4	51.2	23.1	7.7	2.6
2008-2009	5.6	66.7	13.8	2.8	11.1
2009-2010	8.8	58.9	23.5	0.0	8.8
2010-2011	8.6	57.1	22.9	2.8	8.6

7.4.3 Denmark Technical College full-time employees' years of service for AY 2010-2011.

7.4.3 Denmark Technical College
Full-Time Employees' Years of Service for AY 2009-2010

Category	Employees
0-2 yr	25
3-5 yr	37
6-10 yr	30
11 + yr	24

■ Employees
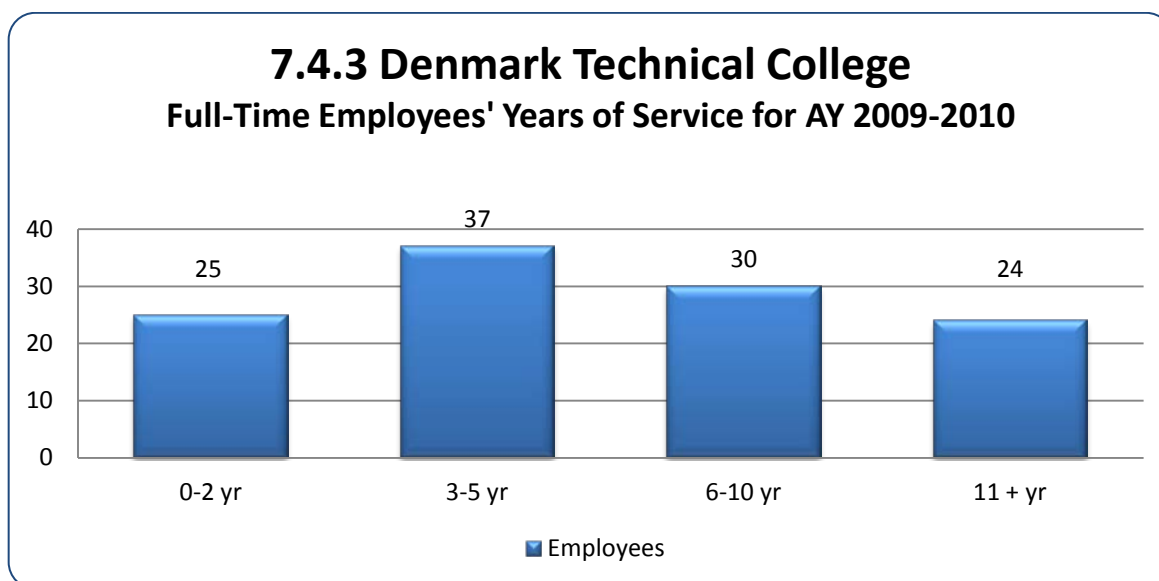
7.5 What are your performance levels and trends for your key measures of organizational effectiveness/operational efficiency, work system performance (these could include measures related to the following: product, service, and work system innovation rates and improvement results; improvements to cycle time; supplier and partner performance; and results related to emergency drills or exercises)?

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

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

Exam Period

7.5.1 Denmark Technical College
First Time Pass Rate for Licensing Exams
(Barbering, Cosmetology and Practical Nursing)
*Practical Nursing added 2008-09
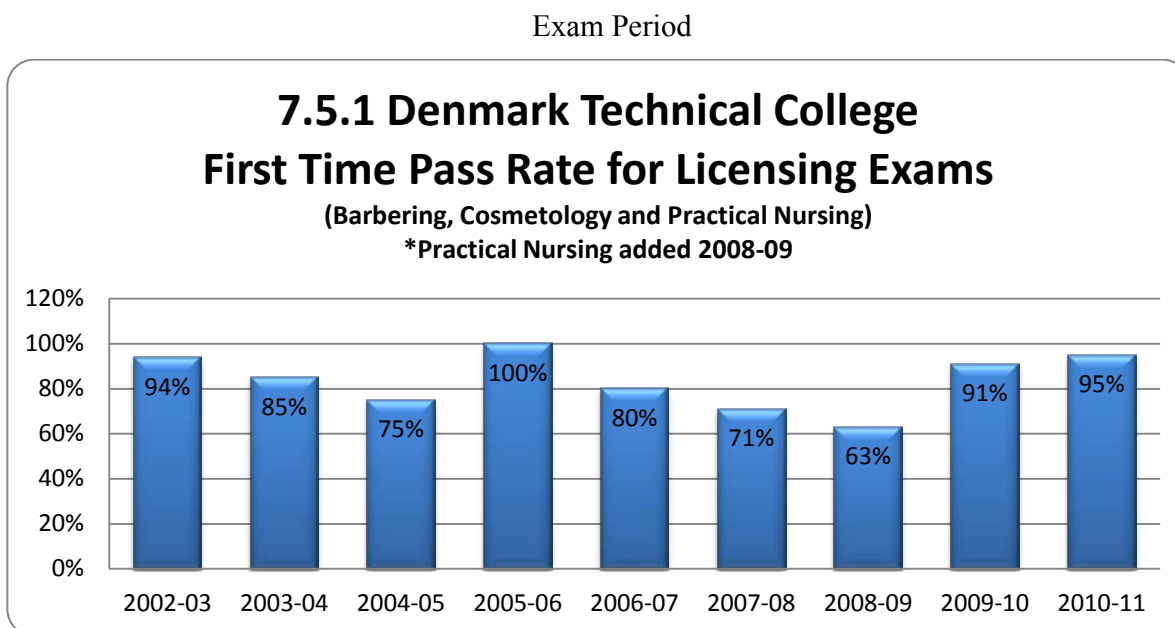
Denmark Technical College is a Historically Black College, and since 1947 has been charged to serve the State of South Carolina's African-American citizens.

Fall Terms

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

Year	Percentage
2003	94.9%
2004	94.7%
2005	93.0%
2006	95.5%
2007	95.0%
2008	94.9%
2009	95.5%
2010	96.1%
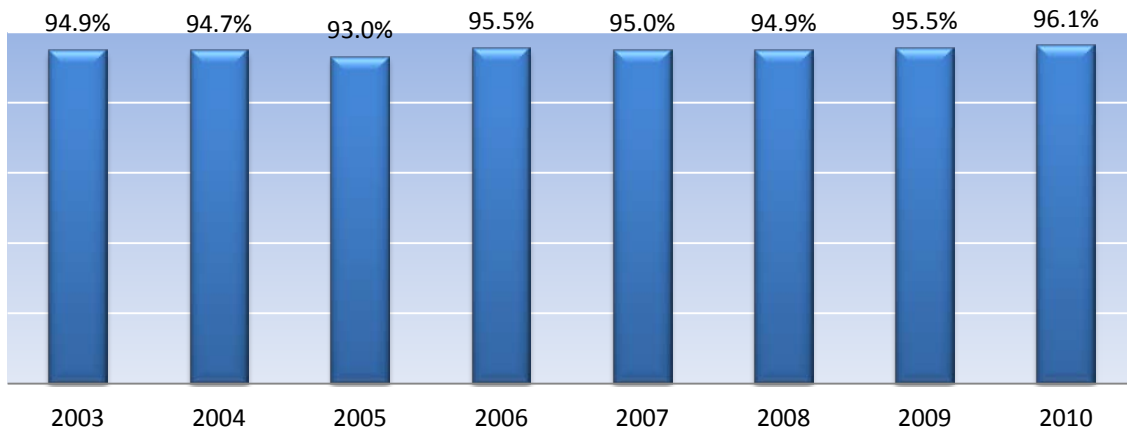
Denmark Technical College evaluates its academic programs on an annual basis. The evaluation process for associate degree and diploma programs is based on the number of graduates (a three-year average of 6 or 6 in the recent graduation year), fall enrollment, and job placement rate (50% or more). Certificate programs with graduates must place 50% of their graduates.

Table 7.5.3 summarizes the 2011 Evaluation of the 2010 graduates.

7.5.3 DENMARK TECHINCAL COLLEGE
A Summary of the 2011 Program Evaluation Results for the 2010 Graduates

Program	No. of 2010 Grads.	3-Year Average	Fall 2010 Head Count	Fall 2010 FTE	Placement Rate as of Spring 2011
Associate in Arts	6	13	35	33.93	83 %
Associate in Science	16	15	81	74.67	81%
General Technology	0	1	1	1.07	0%
General Business	2	5	51	47.60	100%
Administrative Office	4	5	25	23.53	100%
Computer Technology	3	6	43	39.80	67%
Electromechanical Eng.	5	4	47	41.53	100%
Electronics Technology	2	3	12	10.93	100%
Human Services	18	18	57	52.93	76%
Criminal Justice	9	20	75	66.73	100%
Early Care and	9	15	47	43.53	100%
Total Associate Degrees	**74**	**104**	**474**	**463.27**	**82 %**
Cosmetology	11	12	24	22.0	100%
Barbering	7	11	43	40.13	86%
Administrative Support	4	5	5	3.53	100%
Practical Nursing (new)	9	4	20	17.47	78%
Total Diploma	**31**	**32**	**92**	**83.13**	**87%**
General Studies	31	24	150	78.47	80%
Word Processing	4	6	0	0.00	100%
Culinary Arts	11	12	94	67.93	90%
Accounting	0	0	5	3.73	0%
Multi-Media Graphics	1	1	0	0.00	100%
Pre-medical	4	6	19	16.20	75%
Nurse Aide	2	1	18	16.47	100%
Welding	19	15	101	79.53	79%
Computer Servicing and	1	3	5	3.87	100%
Plumbing	9	8	9	8.87	67%
Building Construction	9	8	21	19.60	67 %
Early Childhood	11	11	19	15.47	100%
Gerontology	9	9	3	2.73	75%
Criminal Justice	7	3	1	1.27	100%
Total Certificate	**118**	**110**	**445**	**314.13**	**81%**
Undetermined			21	7.67	
Total All Awards	**223**	**246**	**1032**	**841.20**	

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 2002 through 2010.

7.5.4 DENMARK TECHNICAL COLLEGE

Program Evaluation Status 2002 through 2010

*Inactive certificate programs de-activated by the College.

Type of Award	Year	Good Standing	New-Not Subject to	Probation	Suspension	Totals
Degrees	2002	10	1	0	0	11
	2003	9	1	1	0	11
	2004	8	1	2	0	11
	2005	9	1	1	0	11
	2006	10	0	1	0	11
	2007	11	0	0	0	11
	2008	10	0	1	0	11
	2009	9	0	2	0	11
	2010	7	0	4	0	11
Diplomas	2002	3	0	0	0	3
	2003	3	0	0	0	3
	2004	3	0	0	0	3
	2005	3	0	0	0	3
	2006	3	0	0	0	3
	2007	3	1	0	0	4
	2008	3	1	0	0	4
	2009	3	1	0	0	4
	2010	3	1	0	0	4
Certificates	2002	18	6	0	0	24
	2003	19	6	0	0	25
	2004	17	7	0	0	23
	2005	17	4	0	0	21
	2006	12	9*	0	0	21
	2007	13	1	0	0	14
	2008	12	2	0	0	14
	2009	14	0	0	0	14
	2010	14	0	0	0	14

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

a. Accomplishment of your organizational strategy and action plans;

- In-house software was developed and implemented to assist with monitoring Institutional Effectiveness, Student Learning Outcomes, and Strategic Planning Process.
- A college-wide surveillance system was installed to increase the presence of Public Safety and provided added security for students and personnel.
- Instructional technology was advanced by the installation of four "smart" classrooms.
- In 2010, 93.3% of the Practical Nursing program's graduates passed the National Council Licensure Exam – Practical Nursing (NCLEX-PN), which is above the national pass rate of 87.4%. All graduates are employed as Licensed Practical Nurses and three (3) are also 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.
- The College placed nineteen students in internships to include local and out state businesses.
- The Engineering Department conducted the 2011 Robotics Summer Institute for ninety middle and high school students providing them the opportunity to learn problem solving and teamwork skills.
- The ECD/ECE club held a Youth Fun Day on with a total number of 417 registered children from 9 area daycare and head start centers.
- The Academic Support Center (ASC) was established to support Denmark Technical College students and uses the Smarthinking software that provides tutoring services and the Learning Library Express software that is an internet based computer-assisted software that provides remediation and additional instruction in the basic content areas of reading, mathematics, and English.
- An open-lab was created to provide extended hours of computer usage to the students.
- A wellness center was created to promote healthy living and to provide the students with a safe environment for exercising.
- The College submitted its Fifth-Year Interim Report to SACS, its primary accrediting agency.

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.

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

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

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

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

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

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	Chair
Bamberg County Workforce Development Board	Chair
Bamberg African-American Genealogy Society	Founder/Chair
Rosenwald "Model School"- Non-Profit Organization	Member
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 City/County Library Board	Member
Barbering Association	Member
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
SC Nurses Association	Member
National League of Nursing	Member
SC Practical Nurse Educator	Member
Allendale –Fairfax High School Health Careers Advisory Committee	Member