



**2004/2005 ACCOUNTABILITY DOCUMENT**

**The South Carolina Technical College System**  
The State Board for Technical and Comprehensive Education  
111 Executive Center Drive  
Columbia, SC 29210

## **Table of Contents**

<b>Title</b>	<b>Page Number</b>
Section One: Executive Summary	3
Section Two: Business Overview	9
Section Three: Elements of Baldrige	
Category 1 – Leadership	14
Category 2 – Strategic Planning	17
Category 3 – Customer Focus	21
Category 4 – Information & Analysis	23
Category 5 – Human Resource Focus	26
Category 6 – Process Management	30
Category 7 – Business Results	32

## *Section 1 – Executive Summary*

### **SC Technical College System, System Office Vision, Mission and Values:**

The System Office's Vision Statement is the guiding principle behind the support and collaboration of the System Office and its partners. The Mission Statement ensures that our actions are in harmony with the System's original enabling legislation.

#### **Vision**

The System Office of the State Board for Technical and Comprehensive Education is to be a cohesive and innovative organization that helps the South Carolina Technical College System to lead the nation in technical education and training.

#### **Mission**

The System Office of the State Board for Technical and Comprehensive Education provides leadership, services, accountability and coordination of resources in support of the education and training goals of the South Carolina Technical College System essential for the human resources development and the ultimate economic development of South Carolina.

#### **Values**

The System Office values include: Integrity, Teamwork, Diversity, Commitment to Excellence, and Service.

#### **Key Strategic Goals:**

The South Carolina Technical College System's continual trend of success substantiates the premise that the educational and training opportunities provided by the System's sixteen colleges have contributed greatly to supporting South Carolina's economy. Each and every technical college has become a central partner within their community by supporting new industries and providing top quality educational opportunities to local residents. There are six goals that guide the System in the achievement of its mission:

- Ensure excellence and value by providing high quality, relevant programs and services to all customers.
- Achieve greater efficiency and effectiveness in fulfilling the System's mission through coordinated college and state-level leadership.
- Develop a world-class workforce to fulfill the demands of an evolving and diversified state economy.
- Provide responsible and flexible access to education, training and retraining through distance learning technology.
- Acquire the financial and infrastructure resources necessary to achieve the Technical College System's mission.
- Demonstrate accountability for achieving the System mission.

## **Key Technical College System Office achievements during the past year:**

- System Partnership with Clemson University Supported by Private Grant. To address workforce development challenges, the South Carolina Technical College System and Clemson University have received grant funds to study the joint development of advanced technology associate degrees to support both direct employment into advanced processing industries and full articulation into new “completion” (junior and senior year) Bachelor of Science degrees in Applied Technologies. This partnership will produce clearly defined and closely articulated educational and career ladders in advanced technology areas.
- SC Tech System Implementing Work Keys. The South Carolina Technical College System is coordinating its efforts to offer Work Keys assessment services to business and industry across the state. The SC Technical College System currently provides the Career Readiness Certificate (CRC) for those who meet certain criteria based on their Work Keys assessments. Work Keys is a process for matching employee skills to job requirements. This is done by “profiling” the job and determining the level of reading, math, observation, and other skills that are needed for that specific job. The employees are then tested to show their current skills in the same areas and offered upgrade training if their skills fall short. In addition, the System is working with the state Department of Commerce to coordinate a statewide Work Keys plan.
- Reorganizing the System’s Workforce Training Efforts. The System’s Center for Accelerated Technology Training, a key partner of the Department of Commerce, has embarked on a reorganization effort in order to better and more efficiently meet its customers’ needs. The new organization is based on a team-driven approach which de-emphasizes county and community boundaries and emphasizes a state-wide perspective on training and economic development. Project management principles are an integral part of this approach and have helped to streamline training development processes while also facilitating accountability so that it is easier to track when the agency has successfully met its commitments to a specific project.
- The System’s Center for Accelerated Technology Training forged an innovative partnership with Trident Technical College in order to meet the training needs of the Dreamliner aeronautics project. The two entities are working together as equal partners in the establishment of this training project with hopes that this will signify the beginnings of a new aeronautics cluster in SC.
- Enterprise Data System for Decision Support. The SC Technical College System is completing work on a new Enterprise Decision Support System for which we have: Re-engineered the acquisition, validation and storage of enterprise data from college business systems; Established an enterprise decision support database that reorganizes and consolidates fragmented data stores; Makes enterprise data available to System Office and college users for review and research, via on-line reports, and queries. This system is developed with newer Microsoft .NET and Microsoft SQL Server technologies which provide data integrity, timeliness, accuracy, security and availability for decision making.
- Improving Technical College Program Development Support. The System Office has replaced an inefficient paper process with a web based interactive system for course and certificate requests which includes request tracking and email notification, produced web based inventories

for programs and courses and redesigned program evaluation to as a web-based process. The new course/certificate request and program evaluation provides better access to information, reduces errors and reduces the amount of time required to perform these functions for both college and system office staff.

## **Key Strategic Goals: 2004-05**

1. Facilitate the technical colleges in launching the Alliance for Enterprise Development through a structured legislative proposal which secures the requisite funding needed to create and sustain an Alliance to support an increase of knowledge-based jobs in South Carolina.

Consensus was reached by the technical colleges that a legislative proposal to implement the Alliance for Enterprise Development initiative would need to be tabled so that the System could focus on higher priority legislative items, including Lottery Tuition Assistance. This effort was re-focused into expanding partnerships with the research institutions. The System and Clemson University are currently assessing the potential for a joint technology degree.

2. Develop an action plan for the deployment of \$1 million in Pathways funds. The Technical College System (SCTCS) has worked with the State Department of Education (SDE) and the Education Committee of the South Carolina Council on Competitiveness to develop a joint action plan that leverages the SCTCS \$1 million and SDE \$2 million for maximum implementation of the Pathways principles at both the secondary and postsecondary levels.
3. Lead the System in the development of a response to the Rosenfeld Report per the direction received from the System's annual statewide meeting of Board members, technical college area commissioners and presidents. The efforts to achieve this objective are closely linked with the objective above. The grant partnership between the technical colleges and Clemson University is one example of the System's response to Rosenfeld. Work groups were established to address other issues that pertain to Rosenfeld including: dual enrollment for high school students; joint technical college development of a biotechnology curriculum to support the growth of biotechnology as an industry cluster in SC; work with the Department of Commerce as it assumes management of the state's Workforce Investment Board; and to provide input and leadership with various cluster organizations including the SC Council on Competitiveness and the Workforce Innovation Network.
4. Guide System Office staff to address and resolve barriers to innovative initiatives of the System colleges. Facilitate the development of a new strategy for System planning and action in response to the demands of the new economy. In this second year of a new project management model for strategic planning, leadership groups within the Technical College System (SCTCS) identified both internal and external barriers that impede innovation. A thorough review, at the State Board level, of regulatory, statutory, and administrative constraints and the development of resolutions/remedies of such barriers will allow the System colleges to implement relevant and innovative initiatives that will enhance their ability to serve our students and business and industry clients.
5. Secure an amendment to the lottery legislation that will establish the minimum Lottery Tuition Assistance as 75% of the average semester tuition. While the legislature has recognized the importance of this program, the System was not successful in securing an amendment that would assure the continued funding of the LTA program. This effort will continue, especially since North Carolina's new lottery is expected to impact lottery revenues available for scholarships in our state.
6. Continue the transformation of the State Board's economic development arm (Center for Accelerated Technology Training) through the research and development of new curriculum and training delivery methods to prepare South Carolina's workforce for the diversified skills necessary to thrive in the innovation economy and beyond. The System's Center for Accelerated Technology Training has reorganized to become more innovative and efficient in its delivery of services to companies. CATT has also worked more closely with the technical colleges and the Department of Commerce to ensure alignment of company expectations and delivery of services.

## Objectives for 2005-06

1. Secure an amendment to the State Code to assure that Lottery Tuition Assistance will be funded at a baseline award level per term. Unlike LIFE scholarships, LTA awards to students may fluctuate based on the number of students that qualify and the dollars appropriated for the program.
2. Partner with the SC Department of Education, and the other sectors of higher education to ensure successful implementation of the Education and Economic Development Act. Critical to the success of this effort will be streamlined access to all levels of education for students and establishing the most efficient roles for the technical colleges, high schools and One Stop centers in planning for the regional development centers specified in the law.
3. Continue working with the Department of Commerce to support the recruitment of new jobs to our state.
4. Work with the Department of Commerce, the SC Manufacturer's Alliance and the South Carolina Economic Development Association to ensure a plan for maintaining the quality of our state's existing workforce.
5. Facilitate collaboration between the sixteen technical colleges and other training and education partners to prevent unnecessary duplication of services.

## Opportunities and Barriers

*The South Carolina Technical College System recognizes that state resources are an investment and must produce a return that improves the economic position of the state. Our technical colleges will do this by focusing on educational programs and workforce training that supports the creation or retention of jobs and allows our citizens to earn higher income levels. While there have been funding challenges for a number of years, our System has continued to emphasize and provide accessible, quality education at an affordable price. This funding request will allow us to strategically focus on areas critical to the state's economic health. Our request is prioritized in two categories, General Funding and Lottery Funding.*

### **General Funding Priorities**

#### **Priority 1: Allied Health Care – A statewide initiative \$15 million recurring**

South Carolina is experiencing a critical shortage in allied health workers, including nurses, radiological technicians and others. The technical colleges are committed to a coordinated approach that responds to the critical need for more qualified health care workers required to fill jobs created by industry growth and retirement. This request will allow the System to enhance its educational pipeline for allied health workers. This resource will help relieve enrollment bottlenecks created by lack of teaching faculty and instructional infrastructure. Funding will allow the technical colleges to enhance programs that respond to health care provider's demands for allied health care workers in career fields where we have students waiting to enter our programs. This resource will allow for enrollment of additional students and represents half of the projected \$30 million cost. The balance will be provided through collaboration with health care providers, tuition, local funds, economies of scale, and continuing administrative efficiencies.

**Priority 2: Center for Accelerated Technology Training \$4.5 million (\$1.5 million recurring; \$3 million one-time)**

The SC Technical College System, in its collaborative effort with the SC Department of Commerce, is experiencing an increase in economic development activity that will require job training. The System's Center for Accelerated Technology Training will require funding to meet the commitment our state has made to employers that are creating new jobs. In addition, there is an increase in the number of existing companies that are seeking to expand. A modest training investment will help us keep those jobs in South Carolina.

**Priority 3: Full time employee positions**

The SC Technical College system needs additional slots for full time employees. The system is requesting a total of 360 slots for the sixteen colleges and System office. Of those, 200 are necessary to achieve results in our Allied Health initiative above. The remaining 160 are necessary to address increasing instruction and student services demands brought on by increased student enrolment. Further, we request that 100 of these slots be state funded with the remaining 260 funded through local funds.

**Lottery Funding Priorities**

**Priority 1: Lottery Funded Student Tuition Assistance \$47.6 million, an increase of \$4.6 million**

The System requests an increase in LTA to address growth in student enrollment and normal inflationary increases expected in costs of attendance. Our goal is to provide our students with a guaranteed amount each term of approximately \$1,000.

It is important to establish a baseline award for students to allow for proper planning. With the potential of declining Lottery revenues, The SC Technical College System seeks Legislative action to provide student awards of not less than \$972 per term (a 4% increase over the current year award). In addition, the System seeks approval of a general law to establish eligibility requirements for general fund appropriations should lottery funds fall short of providing resources at the intended amount. In recognition of this commitment, and barring any funding reductions, the System commits to no more than a 4% increase in the Board imposed tuition and fee cap.

**Priority 2: Technology Equipment Funding \$16 million**

The Technical College System supports an increase in technology equipment funding for higher education.



## **Section 2, Business Overview**

The State Board for Technical and Comprehensive Education acts as the policy making body that guides the state's 16 technical colleges. The Technical College System Office functions as a support center to assist the technical colleges. The System office, through its Center for Accelerated Technology Training, develops and coordinates workforce development training programs that support the creation of new jobs in the state's communities.

### **System Office Function and Responsibility:**

#### **Scope of System**

- Nearly 8,500 System-wide employees (System office and sixteen colleges) (4,415 permanent full and part-time; approximately 3,977 temporary)
- At the sixteen technical colleges; Faculty = 1,835, Staff = 2,580
- 91 System Office employees

#### **System Office General Role**

- Leadership
- Advocacy
- Accountability
- Service

#### **System Office Specific Role**

- Workforce Training for Economic Development

#### **System Locations:**

- System Office- 111 Executive Center Drive, Columbia SC
- CATT Support Unit – West Columbia, SC
- CATT Training Center – West Columbia, SC
- Ongoing temporary locations of The Center for Accelerated Technology Training projects
- 16 Technical Colleges

#### **Technical College System General Enrollment info:**

- 16 colleges
- 3rd, 5th and 6th largest colleges in SC
- 107,087 annual unduplicated Head Count
- 132,299 continuing education
- Nearly 44% of SC students enroll at a technical college
- 52% of all public first time freshmen enroll at a technical college
- 50% of all public undergraduate students are enrolled at a technical college

**Accountability Report Appropriations/Expenditures Chart**

**Base Budget Expenditures and Appropriations: SC Technical College System**

<b>Major Budget Categories</b>	<b>03-04 Actual Expenditures</b>		<b>04-05 Actual Expenditures</b>		<b>05-06 Appropriations Act</b>	
	<b>Total Funds</b>	<b>General Funds</b>	<b>Total Funds</b>	<b>General Funds</b>	<b>Total Funds</b>	<b>General Funds</b>
Personal Service	\$232,297,854	\$115,000,150	\$238,398,313	\$114,986,084	\$249,214,586	\$110,325,695
Other Operating	\$86,268,707	\$2,195,388	\$127,070,828	\$1,755,802	\$94,057,430	\$2,649,934
Special Items	\$103,475,270	\$2,802,684	\$17,388,276	\$4,732,318	\$54,344,095	\$3,978,172
Permanent Improvements	\$6,638,634	\$	\$2,639,746	\$	\$	\$
Case Services	\$	\$	\$	\$	\$	\$
Distributions to Subdivisions	\$	\$	\$	\$	\$	\$
Fringe Benefits	\$57,504,161	\$22,831,448	\$57,627,072	\$27,195,540	\$64,725,788	\$29,927,991
Non-recurring	\$41,923,972	\$	\$44,422,162	\$	\$	\$
<b>Total</b>	<b>\$528,108,598</b>	<b>\$142,829,670</b>	<b>\$487,546,397</b>	<b>\$148,669,744</b>	<b>\$462,341,899</b>	<b>\$146,881,792</b>

**Note:** FY 04-05 Federal and Other expenditures for Technical College funds are estimated.

***Other Expenditures***

<b>Sources of Funds</b>	<b>03-04 Actual Expenditures</b>	<b>04-05 Actual Expenditures</b>
Supplemental Bills	\$0	\$0
Capital Reserve Funds	\$0	\$0
Bonds	\$10,277,625	\$2,639,746

## Accountability Report Major Program Areas Chart: SC Technical College System

Program Number and Title	Major Program Area Purpose (Brief)	Major Program Areas		Key Cross References for Financial Results*
		FY 03-04 Budget Expenditures	FY 04-05 Budget Expenditures	
II. A., B., & E. Instructional Programs	The technical colleges provide opportunities for individuals to acquire the knowledge and skills necessary for employment transfer to senior colleges and universities, or graduate with an Associate Degree, Diploma, or Certificate.	State: 130,086,784.00 Federal: 31,389,003.00 Other: 352,892,296.00 Total: 514,368,083.00    97%  % of Total Budget:	State: 136,047,423.00 Federal: 27,985,116.00 Other: 310,622,211.00 Total: 474,654,750.00    97%  % of Total Budget:	
III. Economic Development	The Center for Accelerated Technology Training coordinates the training for the contracted industries with fully equipped sites, well-qualified instructors with the applicable training skills, and the necessary operational support.	State: 6,647,625.00 Federal: Other: 508,303.00 Total: 7,155,928.00    2%  % of Total Budget:	State: 7,039,042.00 Federal: Other: 39,237.00 Total: 7,078,279.00    2%  % 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.**

I. Administration, II. C. Data Processing, II. D. Innovative Technical Training, and IV. Employee Benefits

<b>Remainder of Expenditures:</b>	State: 6,095,261.00 Federal: 489,326.00 Other: Total: 6,584,587.00    1% % of Total Budget:	State: 5,583,279.00 Federal: : 230,089.00 Other: Total: 5,813,368.00    1% % of Total Budget:
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\* 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.

**Key Customers and Suppliers:**

The SC Technical College System Office has one primary division responsible for delivering services to the public – The Center for Accelerated Technology Training (formerly Special Schools). This economic development division of the System Office provides direct services to: participants in pre-employment training programs, new or expanding industries that are creating jobs, the Department of Commerce and other local economic development organizations and the sixteen technical colleges.

The State Board for Technical and Comprehensive Education acts as the policy making body that guides the state's 16 technical colleges. The Technical College System Office functions as a support center to assist the sixteen technical colleges. Key customers include: businesses and industries creating new jobs in SC, South Carolina Department of Commerce, the sixteen technical colleges, Department of Education, Economic Development allies in SC, Lawmakers, the citizens of SC. Key stakeholders include: SC State Government, the Department of Education and all K-12 schools, all other higher education institutions in our state.

**Major Program Area 1- The Center for Accelerated Technology Training:**

CATT provides a variety of services for employers creating new jobs in the state. They include project management, process analysis, project scheduling, applicant recruiting (with the Employment Security Commission), training curriculum development, training delivery, training site preparation and instructors. CATT is a key partner, supporting the industrial recruiting efforts of the Department of Commerce and local economic development organizations.

**Major Program Area 2- South Carolina's Technical Colleges:**

The technical colleges are accredited by the Commission on Colleges of the Southern Association for Colleges and Schools and continue to achieve reaffirmation on a regular cycle. The state's sixteen technical colleges are the System's primary delivery points for services to the people of South Carolina through:

- *College Credit Programs* – The Technical College System's 16 colleges provide cost-effective access to post-secondary education for a wide diversity of students across the state.
- *Continuing Education Programs* – In accordance with the System's enabling legislation (59-53-20), the System's 16 technical colleges provide continuing education and other training opportunities designed to keep South Carolina's existing workforce up-to-date with changing technology.
- *Developmental Education Programs* – The Technical College System's 16 colleges provide programs to assist students who are not yet prepared to enter college-level programs.
- *Student Development Programs and Services* - The Technical College System's 16 colleges provide a variety of programs and services including skills, ability and interest assessment, academic counseling, leadership development, student activity programs and job placement services.

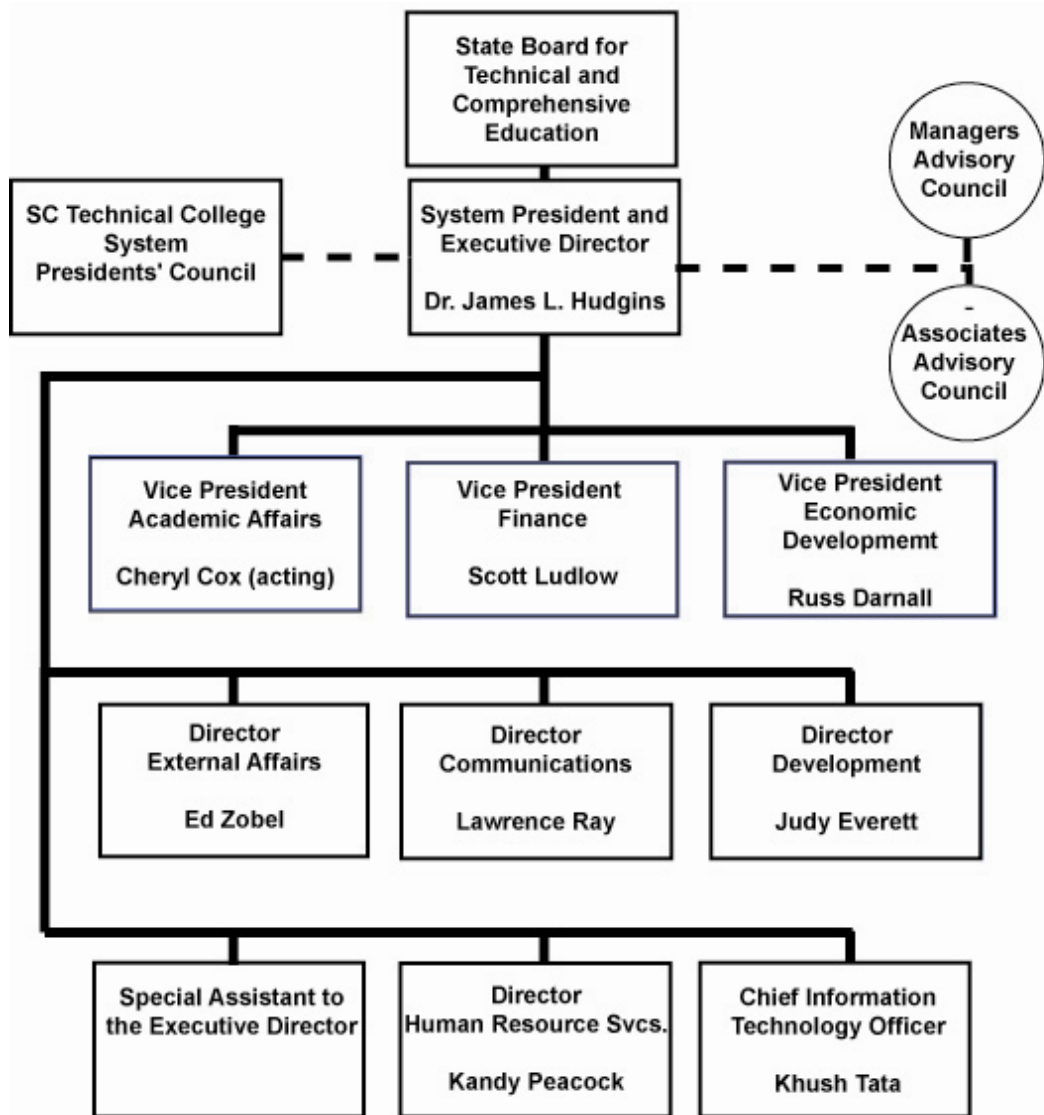
In accordance with Act 359 of 1996, the System's colleges operate under the state's performance funding legislation. The System continues to work in cooperation with the Commission on Higher Education to ensure that the performance funding indicator definitions do not conflict with the unique mission of the System. In the effort to offer relevant, effective educational opportunities for students, the System's sixteen colleges offer approximately 300 degree programs in 68 majors, over 100 diplomas and over 600 certificate programs across a broad spectrum of career disciplines in

addition to the customized pre-employment training of the System's Center for Accelerated Technology Training program.

Key Suppliers:

The Technical College System works with suppliers such as: Bellsouth, B&C Bd, New Horizon, Hewlett Packard, ASAP Software, The State Newspaper, Another Printer, Kinko's, Lorick, Spartanburg Herald, TIBA, G&K Services, USC-Columbia, Greenville News, Zurich North America, Coastal Training, Modis, National Welders, Fisher Scientific, Tool & Gage, Training Concepts, Stratasys, Carolina Machine & Tool, Alphanumeric Systems, & Barloworld.

Agency Organizational Structure:



### **Section 3, Category 1 – Leadership**

1.1 How do senior leaders set, deploy and ensure two-way communication for: a) short and long term direction, b) performance expectations, c) organizational values, d) empowerment and innovation, e) organizational and employee learning, f) ethical behavior?

a) Each year, the State Board for Technical and Comprehensive Education and the presidents of the 16 South Carolina Technical Colleges collaborate with college trustees and state office staff to adopt priorities that support the System's strategic goals. This process is verified each year in a Joint Summit that provides an opportunity for technical college employees and stakeholders to provide input and feedback on System-wide initiatives. The agenda and materials for the Joint Summit are developed by the college presidents along with the System's Executive Director. They conduct an annual planning session where objectives are established and areas for priority action are identified.

b) The State Board's Executive Director utilizes an executive council comprised of his direct reports. It is this group who develops the basis for System Office business plans that support the long-range strategic goals of the system along with the presidents' priorities. The plan's performance objectives are incorporated into employee EPMS documents.

c) The technical college presidents along with State Board members and System office staff have worked to establish a cohesive System vision, mission and values statement that guides the System in the achievement of its mission. This is communicated through printed materials, on the System's web site and during employee meetings. It is also posted at several prominent locations throughout the System office. These methods are also used to communicate long and short term direction for the System.

d) The Executive Director utilizes a Manager's Advisory Council (MAC) comprised of senior managers that leverages this group's experience and knowledge in order to identify internal areas for improvement and development of plans to act. The MAC is organized to operate as a "think tank" to propose innovative initiatives to position the System Office and the System to be more proactive to the challenges/opportunities on the horizon in education, technology, and economic development. The MAC facilitates and coordinates action plans of the System Office Annual Business Plan and the System Operational Plan in support of the overall System Strategic Plan.

e) System leadership has implemented a strategy to incorporate employee development opportunities into each associate's personal development plan/EPMS. These opportunities for professional development and all business plans are communicated to System Office employees through personal contact, regularly scheduled employee meetings, departmental meetings and email messages. The System office vision, mission and values statement encourages responsibility and ethics and has been printed on small posters for employees and it is posted in numerous locations throughout the office space. The System's mission is also printed on each employee's business card.

f) System office employees are encouraged to offer suggestions for improvement and to submit new ideas to support the System's goals and office efficiency. Ethical behavior is reinforced through procedures.

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

The Executive Director along with the executive council and the manager's advisory council actively work to encourage and support a working environment that focuses on the organizations' internal and external customers. The System Office operates primarily as a support organization to the state's sixteen technical colleges. In order to support the colleges and meet the strategic objectives of the technical college presidents' priorities that are supported by the System office, each functional area of the System office coordinates activities with functional peer groups. Peer groups are comprised of representatives from each of the sixteen colleges and work together to achieve the presidents' priorities and the System's strategic objectives. System office personnel share information and coordinate work activities to ensure that peer groups work on issues using the same information.

The Vice President for Economic Development utilizes quality-focused teams to formally identify economic development customers and institute action plans and alignment to best meet customer needs. Additionally, the System has focused on encouraging senior leader participation in customer groups at partner agencies or private training clients to ensure that the System office understands the critical needs of customers. For example, the System Office has developed a staff partnership with the Department of Commerce (customer focus and positioning) and the CHE. In the case of the Commerce partnership, a staff member from CATT has an office at the Department of Commerce and divides his time between the two organizations.

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

The Executive Director and his executive team continually focus on accountability. The recent trend of budget reductions and lower state revenues has put an increased emphasis on accountability to ensure that all funds are expended in the most efficient, goal-oriented manner. The System Office executive team and the State Board provide regular updates of our progress in meeting budgetary directives from lawmakers and the Governor's office. In addition, at each scheduled meeting of the State Board, members review all CATT training projects to ensure they meet established criteria and must approve all projects with budgets over \$50,000. Senior leadership has in place a strong system of processes that ensure that fiscal accountability is emphasized.

1.4 What key performance measures are regularly reviewed by your senior leaders?

Senior leaders review performance of objectives that support the Executive Director's strategic goals. These performance objectives are tied to the Executive Director's agency head review as well as senior leaders' EPMS reviews. Additionally, the Executive Director as well as his direct reports communicates with the State Board on a regular basis to review progress on priority issues. System office staff members also provide the Technical College Presidents' Council with quarterly and annual reporting on progress of priority issues. In addition, CATT staff measure operations with a process of surveys of customers to ensure performance.

1.5 How do senior leaders use organizational performance review findings and employee feedback to improve their own leadership effectiveness and the effectiveness of management throughout the organization?

Internally, each organizational office within the System Office incorporates performance reviews into the next year's action plans. The System Office also uses external reviews when available. Senior leaders also utilize employee suggestions to develop new ways to improve

employee communications and performance.

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

The State Board has an oversight and policy making function that guides the state's 16 technical colleges in providing services to their local communities. Regular review of policies and procedures establish a defined methodology for making changes if necessary. The System Office regularly conducts audits of college operations to ensure service delivery. In addition, the Center for Accelerated Technology has done extensive research on how it communicates its services to potential employers and is in the process of working with the Department of Commerce to coordinate marketing support for the recruitment of new industries. Further, the System is responding to a coalition of business leaders from the Council on Competitiveness and the SC Department of Education to review delivery of programs in compliance with implementation of the Education and Economic Development Act.

1.7 How does senior leadership set and communicate key organizational priorities for improvement?

Ultimately, organizational priorities flow from the System's long-term strategic plan. On an annual basis, organizational priorities are set and communicated using several planning tools including the agency head evaluation document, employee EPMS forms and the System Operating Plan. Additionally, the manager's advisory council focuses its efforts on the strategic needs of the system in order to better support the agency's strategic plan. The executive director, his direct reports and senior managers conduct communication of these priorities directly to System office personnel through email, face to face meetings and newsletters. All communications are intended to reinforce the agency's mission and inform employees of our progress.

1.8 How does senior leadership actively support and strengthen the community? Include how you identify and determine areas of emphasis.

Agency employees participate in numerous charity activities including the United Way, and conduct annual charity drives, such as clothing and toy drives for women's shelters. Also, each of the state's sixteen technical colleges makes a tremendous contribution to the communities they serve. Areas of emphasis are identified by coordinated participation with various professional and civic organizations. The System then works to coordinate, where possible, to meet community needs and develop actions to address critical workforce or technical skills need areas. One such example is the executive director's involvement with the state's Council on Competitiveness as well as working with the SC Chamber of Commerce, the SC Manufacturer's Alliance and other groups to ensure the System is responsive to citizen and business needs.



### **Section 3, Category 2 - Strategic Planning**

2.1 What is your Strategic Planning process, including key participants, and how does it account for: a) Customer needs and expectations? b) Financial, regulatory, societal and other potential risks? c) Human resource capabilities and needs? d) Operational capabilities and needs? e) Supplier/contractor/partner capabilities and needs?

The SC Technical College System utilizes an integrated, linear strategic planning process. First, the presidents of the System's sixteen colleges provide guidance on common operating and regulatory issues. Based on input from the presidents, the System's peer groups propose initiatives that address functional areas. In addition, the State Board also reviews strategic issues and offers input and review of all strategies at its annual Joint Summit. The Summit is attended by State Board members, Area Commission members, College presidents, partner agencies and System Office personnel. This yearly event continues to be a vital part of the System's strategic planning process.

The Technical College Presidents' Council has developed a strategic planning process to address common operating issues that follows a project management model and is used for planning and implementing System priorities. The model allows for incorporating best practices for strategic planning and provides for alignment of strategy development with the fluid nature of the internal and external environment of the Technical College System. The strategic planning/project management model also includes a filtering process based on principles focused on advancing our System of colleges as opposed to the individual college. The following key questions ensure that each project is aligned with System core principles and mission:

- Is it something that advances the core values, vision and the mission of the System?
- Is it something that protects mission integrity?
- Is it something the System can positively impact?
- Is it something that can be addressed collectively, by the System, better than through the individual colleges?
- Is it a public policy, legislative or other significant issue that impact the Technical College System?
- Is it an issue that can significantly impact the resources available to the System?
- Does it help us anticipate and be proactive in creating a positive future?

The project management model provides for an on-going focus on strategic planning. It establishes a process by which issues are seen as "pushed" or "pulled" to the table. Pushed issues are identified as those issues which arise as a result of political, legislative or regulatory actions while pulled items would be individual initiatives, results of brainstorming/planning sessions, and peer group issues (with a policy breadth.) The Presidents' Council then develops a charter, scope and desired deliverables and appoints a Project Manager to facilitate the development of a Project Team and implementation of an approved Execution Plan.

a) Legislation governs the State Board for Technical and Comprehensive Education and identifies the System's primary customers. They include, among others, the technical colleges as well as all residents of the state who desire an affordable, quality higher education. Additionally, the System's customers include industrial prospects and other manufacturers who create new

jobs in the state. The System’s strategic planning process is designed to align with System mission and customer expectations. However, as part of the planning process, the System incorporates statewide strategies and goals, such as increasing the per capita income of state residents, into its strategic planning process. These strategies and goals are accepted as significant by the SC Department of Commerce and other state agencies and organizations involved in workforce and economic development.

b) The strategic planning process utilizes the key questions (identified above) to establish the fiscal impact, financial needs, and other risk factors for each strategic initiative. The needs and expectations of the colleges are addressed by close coordination of strategic actions and development of coordinated priorities with college leadership. An example of this would include development of strategies to assist the colleges’ compliance with Act 359 of 1996.

Societal expectations are accounted for in the strategic planning process by providing the framework for leadership that allows the technical colleges to support access to a college-level higher education for all state residents. The System’s Center for Accelerated Technology Training works directly with businesses and industries to develop training programs for employers that are creating new jobs as well as with individuals who are seeking to access training for those new jobs.

c) All System office support functions and action plans are supported through the agency’s human resource function and the annual agency-manning plan. The System has recognized the need for focused attention in this area due to the projected large number of retirements across the technical colleges.

d) The strategic planning process is actively tied to resources and where possible, actions are implemented in process to conserve resources. Where possible, collaboration between colleges is emphasized in order to prevent unnecessary duplication of services. Strong fiscal management supports the agency’s operational capabilities and strategic supplier partnerships.

e) In developing strategic initiatives, the System Office considers what capabilities are required of suppliers/vendors in the establishment projects initiatives and deliverables. Before and during implementation, common practice dictates that vendor concerns and requirements are understood and addressed.

2.2 What are your key strategic objectives?

*Key objectives for FY 2005-06: see chart below*

2.3 What are your key action plans/initiatives?

**Strategic Planning - SC Technical College System**

<b>Program Number and Title</b>	<b>Supported Agency Strategic Planning Goal/Objective</b>	<b>Related FY 05-06 Key Agency Action Plan/Initiative(s)</b>	<b>Key Cross References for Performance Measures*</b>
Objective 1	Secure an amendment to the	Work with technical colleges, the Commission on Higher	No chart

	State Code to assure that Lottery Tuition Assistance will be funded at a baseline award level per term.	Education and lawmakers to communicate the strategic necessity of securing LTA for the future.	
Objective 2	Partner with the SC Department of Education, and the other sectors of higher education to ensure successful implementation of the Education and Economic Development Act.	1) Facilitate technical college local actions to support partnerships between higher education sectors and K-12. 2) Develop and promote strategies that coordinate efficient operations of the regional service centers as established by the Act. 3) Work with all workforce partners, including the lead agency, the Department of Commerce, to define new opportunities for the Workforce Investment Board. Include focus on Work Keys deployment in SC.	No chart
Objective 3	Continue working with the Department of Commerce to support the recruitment of new jobs to our state.	1) Work with Department of Commerce to fully integrate CATT communications with DoC recruitment efforts. 2) Continue shift toward Project Management principles in working with CATT customers. 3) Work with the Department of Commerce, the SC Manufacturer's Alliance and the South Carolina Economic Development Association to ensure a plan for maintaining the quality of our state's existing workforce.	Chart 7.1-1 Charts 7.2-7 and 7.2-8
Objective 4	Facilitate collaboration between the sixteen technical colleges and other training and education partners to prevent unnecessary duplication of services.	1) Identify opportunities for joint projects between technical colleges and other sectors. 2) Work with workforce development partners to establish clear guidelines for the efficient delivery of services to individuals and companies in SC.	Charts 7.2-1 through 7.2-6

\* 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.

**2.4 *How do you develop and track action plans that address your key strategic objectives?***

Each functional department of the System office develops action plans by using the technical college president's input, System Presidents' Agency Head Objectives and the System's strategic plan as guides. The directors of each office then coordinate all plans. Manpower resources are allocated based upon objectives. Additionally, the budgeting process is directly linked to completion of strategic priorities that support the agency's mission and its strategic plan. Priority for funding is recommended by the executive team and established by the Executive Director.

The most significant step in the development and tracking of action plans is the coordination of plans between System departments and college peer groups to ensure that diverse groups do not

waste time and financial resources in working to achieve objectives. Results of actions are reported to the technical college presidents on a quarterly basis and specific strategic initiatives are reported and coordinated with the executive director on a regular basis by all direct reports.

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

Strategic objectives are communicated and deployed through a variety of methods. Initially, they are developed through focused planning sessions with the System Office executive council and the manager's advisory council. Plans are then communicated by face to face communications between peer groups and individuals throughout the system; posting of meeting minutes along with the agency's strategic plan on the System's intranet site; review and communication of measures in the development of employee EPMS evaluation documents. Additionally, System Office employees are informed of strategic objectives and action plans through emails from the executive director, regular departmental meetings and bi-annual all-employee meetings.

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

<http://www.sctechsystem.com/resources/resources.htm>

### **Section 3, Category 3 – Customer Focus**

The State Board for Technical and Comprehensive Education acts as a policy-making board in its relationship with the state's sixteen technical colleges. The technical colleges are the primary deliverers of services to the citizens of South Carolina. The State Board's support staff is known as the South Carolina Technical College System office staff. Customers for the System office staff include the sixteen technical college presidents and the support staff and functional departments at each of the technical colleges.

The System office also considers the SC Department of Commerce as one of its key customers due to the fact that our mission supports Commerce's recruitment of new business and industry into the state. Additionally, key customers include businesses and manufacturers for which the System's Center for Accelerated Technology Training conducts training programs and the trainees served by the Center each year.

In addition to SC employers who hire technical college graduates, the SCTCS also is responsible for meeting the needs of other "customers" or "partners" involved in numerous SC workforce and economic development projects. The SCTCS works with state agencies, organizations, and educational institutions, including the Commission on Higher Education, the State Chamber of Commerce, the State Department of Education, and the state's four-year colleges and universities in an effort to provide SC with a continuum of educational and training opportunities geared to both current and future workforce development needs.

The SCTCS assesses customer/partner needs through active participation and cross membership on committees or work groups responsible for planning and carrying out statewide workforce development projects. Customer requirements and priorities are then meshed with the System's annual planning process to produce System work issues and priorities on an annual basis.

#### **3.1 How do you determine who your customers are and what their key requirements are?**

The System office's customers are determined by the agency's enabling legislation. Our legislated mission determines general customer requirements; however, constant contact with our customers provides System office staff with information on changes. For example, we deliver training, but through constant customer feedback, we identify changes in content and methods of delivery. We do this by building positive working relationships across agencies and organizations through active participation and collaboration projects. Studying partner/customer's websites, published surveys and "issue" papers also allow us to gain insight into customer needs and changing philosophies.

#### **3.2 How do you keep your listening and learning methods current with changing customer/business needs?**

Information from external customers is shared with internal system wide peer groups of chief academic officers, chief student services officers, etc., to encourage group discussion and identification of ways to improve services or programs. In addition, our economic development division, CATT, constantly monitors each training program for customer feedback. CATT also keeps in constant touch with the Department of Commerce and local economic development organizations.

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

Information gained from services allows the System to identify where changes or innovation in services must occur. The System Office, through its strategic planning efforts uses feedback from customers to determine areas for emphasis. For example, CATT is currently utilizing information gained from regular surveys of performance along with information gained from studying best practices in training is establishing innovative methods to utilize computer simulation in its training programs.

3.4 How do you measure customer/stakeholder satisfaction?

Across the System Office, most measurement is taken through informal conversations, discussions, and practicing active listening techniques. However, during the past year in preparation for the technical college presidents' annual planning meeting, System Office staff gained input from each associated peer group to determine areas of focus and need for improvement. The Executive Director also regularly communicates with technical college presidents to determine satisfaction. CATT has assigned one of its staff members on a part time basis to act as a liaison and to gain first hand knowledge of issues that need to be addressed in CATT's services.

3.5 How do you build positive relationships with customers and stakeholders? Indicate any key distinctions between different customer groups.

Positive relationships with all customers are based upon personal interaction and face-to-face meetings. These include campus visits from System office personnel to various technical colleges, visits with lawmakers and staffs, presentations and interaction with service organizations and board memberships. We build positive relationships through several steps: (1) maintain active and positive working relationships with colleagues in other organizations that allow informal dialog and honest feedback; (2) identify common issues and/or problems and work collaboratively to develop win/win situations; (3) communicate clearly and clarify agreed upon roles and responsibilities in all joint projects; (4) practice active listening skills at every point of contact; (5) deliver more than is expected.

### **Section 3, Category 4 – Information and Analysis**

#### **4.1 How do you decide which operations, processes and systems to measure?**

The agency's strategic management plan identifies the key measurements used by the organization to analyze performance. Key priorities are identified by the Executive Council, Presidents Council, and the Functional Peer Groups, and progress is monitored quarterly. All measures are tied to the System's mission of providing learning opportunities that promote the economic and human resource development of the state. The individual technical colleges report to lawmakers on critical success factors and performance indicators as required by Act 359 of 1996. The technical colleges are measured on their performance on eight indicators within five critical success factors, including the following: mission focus, quality of faculty, classroom quality, institutional cooperation and collaboration, and graduates' achievements.

Additionally, the Center for Accelerated Technology Training utilizes teams to identify and develop specific areas for performance analysis in the delivery of workforce development training programs. This process enhances the Center's collection of statistical trainee data. The following are currently measured: trainees who successfully complete the program, trainees placed, trainees hired, job retention, and cost per trainee.

#### **4.2 What are your key measures?**

The technical college System Office utilizes internal review of performance verses objectives as established in the System Office Business Plan. For overall System performance, the System Office tracks trend data on students and student performance. In addition, the System tracks student trends in relation to the Lottery Tuition Assistance Program to ensure accurate projections of student access and to project future program needs.

#### **4.3 How do you ensure data quality, reliability, completeness and availability for decision-making?**

The System collects data from the technical colleges relating to student enrollment, student completions, facilities, courses, and faculty consistent with data reported to the Commission on Higher Education and collected by the Southern Regional Education Board (SREB) and the National Center for Education Statistics (NCES).

The SC Technical College System is completing work on a new Enterprise Decision Support System for which we have: Re-engineered the acquisition, validation and storage of enterprise data from college business systems; Established an enterprise decision support database that reorganizes and consolidates fragmented data stores; Makes enterprise data available to System Office and college users for review and research, via on-line reports, and queries. This system is developed with newer Microsoft .NET and Microsoft SQL Server technologies which provide data integrity, timeliness, accuracy, security and availability for decision making. The System Office CIO works with other System Office divisions to ensure data is maintained and available. The System Office Finance division is responsible for tracking budgetary data and providing oversight for all fiscal operations of the agency. The Finance division maintains strict guidelines for fiscal accountability. The agency's Academic Affairs division maintains data for reporting to the CHE and other federal agencies.

#### 4.4 How do you use data/information analysis to provide effective support for decision-making?

Data collected from the technical colleges is used in staff analyses of institutional and technical college system programs and services. While each technical college determines delivery of local services, the System Office, through information analysis provides guidance and support for the development of new programs or changes in current ones. Information is shared through different channels including directly with technical college presidents by the Executive Director and through peer groups by associated System Office divisions.

As part of the Enterprise Decision Support System, an enterprise database has been established for improved reporting, research and decision support for System Office as well as colleges, available for use with additional applications in the future. The consistency and reliability of the overall reporting as well as research process will be increased. Both System Office and college staff time required for reporting operations will be reduced. Outdated and limited technologies will be eliminated from reporting operations. The overall reporting cycle time will be reduced, thus mitigating the risk of missing reporting deadlines. Ensure an accurate and optimum representation of the college data used to justify proposed programs and budgets. We also use well documented business rules and data dictionaries. Services offered by the Information Technology staff are driven to achieve end-user satisfaction. Staff directs their efforts toward desired output reflecting both accuracy and efficiency. Accomplishment of these measures assures us that staff and consumer needs related to the agency mission were met.

Information collected and analyzed by the System Office provides the basis for determination of funding needs of the technical colleges. The ongoing monitoring by the Center for Accelerated Technology Training assists in evaluation of services to industry. Also, in an effort to assist the colleges in the course approval process, the Academic Affairs division has replaced an inefficient paper process with a web based interactive system for course and certificate requests which includes request tracking and email notification, produced web based inventories for programs and courses and redesigned program evaluation to as a web-based process. The new course/certificate request and program evaluation provides better access to information, reduces errors and reduces the amount of time required to perform these functions for both college and system office staff.

#### 4.5 How do you select and use comparative data and information?

As initiatives and priorities are identified, the System Office leads collection of comparative data for the purposes of planning and evaluation. The agency uses SREB and NCES data in analyses for comparability to other two-year public higher education institutions in the southern region and the nation. Information gathered in analyzing performance is useful in spotlighting strengths and weaknesses and is used to update the strategic plan. The agency is designing and implementing a comprehensive data collection and reporting system for decision support on an enterprise level. The system will incorporate business processes identified by key stakeholders and indicators to track each of process identified. Data will feed queries to track indicators for users on a local level.

#### 4.6 How do you manage organizational knowledge to accomplish the collection and transfer and maintenance of accumulated employee knowledge, and identification and sharing of best practices?



The System places emphasis on the collection, transfer and maintenance of accumulated employee knowledge on a priority order based on projected retirements or division re-organizations. Because of the large number of retirements looming over the next five years, the SC Technical College System has recognized the wealth of knowledge possessed by employees and has begun documenting processes. Employees in critical functional areas such as finance have documented work processes and have conducted cross-training to ensure that process knowledge is maintained. Second, the System has begun a program to identify managers who possess leadership qualities. Specifically, the System has partnered with the University of South Carolina to offer a graduate certificate in Community College Leadership. Students who complete this program can apply credits earned toward a Masters or Doctorate at the University. Additionally, selected individuals participate in leadership sessions where System leaders including presidents and vice presidents teach specific skills in areas such as finance and budget preparation, legal issues, regulatory issues and human resource planning. The purpose is to prepare a ready pool of individuals with institutional knowledge so that they are prepared to advance into higher management.

### **Section 3, Category 5 – Human Resources**

The mission of Human Resource Services is, in partnership with our customers, to provide the highest quality consultative, facilitative and innovative leadership to the human resources functions of the SC Technical College System. Human Resource Services is responsible for the overall direction of human resource management programs through the development, implementation and coordination of State Board policies and procedures. HR provides guidance and counsel to managers at the technical colleges and the System Office to assure compliance with all applicable state and federal guidelines and adherence to sound human resource management principles. The office also develops and coordinates programs designed to facilitate improved quality services and processes at the System Office, to encourage employee involvement in decision-making, and to inject quality principles into the System's human resource management policies and procedures.

System-wide legal services have been added as a component of Human Resource Services. A staff attorney serving in a dual function as legal counsel and as a human resources professional responsible for managing the employee relations component (grievance issues, policy development, etc.) at the System Office level will have provided a more intimate and timely level of service for the sixteen colleges which comprise the South Carolina Technical College System. With an employee base of over 6,000 employees, the System is annually faced with complex employee and student grievance cases, law suits and multiple other issues which require the evaluation, interpretation and counsel of a licensed attorney. A centralized staff attorney knowledgeable of the uniqueness of the environment of an academic institution has greatly enhanced the agency's ability to respond to the numerous legal issues which arise during the year at each institution.

#### **5.1 How do you and your managers/supervisors encourage and motivate employees (formally and/or informally) to develop and utilize their full potential?**

Managers/Supervisors employ a variety of options to encourage and motivate employees to achieve their full potential. These include:

- Providing tuition assistance to employees seeking job related educational/training/career development opportunities;
- Affording employees the opportunity to exercise flexible work schedules;
- Placing value on employee performance by maximizing available dollars to award performance increases;
- Awarding bonuses, based on available funding, to recognize significant employee contributions/efforts;
- Using the Employee Performance Management System to recognize employee performance and to identify areas for improvement to assist the employees in maximizing their value to the organization;
- System Office social and planning group meetings to enhance morale, motivation and communication;
- Promoting from within where possible;
- Encouraging professional development of employees through the establishment of annual individual professional development plans;
- Awarding an Associate of the Year Award for an outstanding associate who has established a reputation of doing an outstanding job (unselfishly helping others and making a difference) when performing routine day-to-day work activities; and

- Recognition of all System Office associate birthdays by a personal card from the System President and the Human Resource Services Division. Additionally, the System President sends e-mail communications wishing associates a happy birthday and monthly listings of birthdays are posted on System Office bulletin boards. A drawing is held each month for a Chick-Fil-A gift certificate to be awarded to an employee who had a birthday in that month. Additionally, HRS sends get well and sympathy cards upon awareness of employees who are on extended medical leave or who has a death in the family.

5.2 How do you identify and address key developmental and training needs, including job skills training, performance excellence training, diversity training, management/leadership development, new orientation and safety training?

The System Office recognizes the need for training and development of its employees and the value employees add to organizational growth, development and productivity. Training needs are continually identified through supervisory recognition, employee requests, and informal needs assessments. The assessment of information gathered serves as the basis for the development of a System Office training calendar.

An Employee Development Plan has been developed to provide the foundation for continuous training and development and addresses the organizational as well as the personal needs of employees. The purpose of the Employee Development Plan is designed to serve as a management tool for promoting, developing, managing, and enhancing employee performance by empowering employees to reach their full potential. It further serves as the foundation for implementing the Human Resource Focus of the Baldrige Criteria by aligning training and development initiatives with agency objectives in an effort to build and maintain a work environment and an employee support climate conducive to performance excellence in organizational practices. The employee development plan introduces the concept of individual development plans for all associates. The individual development plan serves as a management tool in individual career development. The purpose of the individual development plan is to assist in plotting a path to improve knowledge and skill competencies and build experience that will be used to benefit the individual as well as the organization.

The South Carolina Technical College System currently has two Leadership Development Programs in place as a mechanism for grooming leaders for the future. One is the USC graduate certificate in Higher Education Leadership. This program is being done in conjunction with USC. It is an 18 month program by which one graduate course per semester is taken by participants. It is a cohort group that will take all eighteen graduate hours together and individuals must commit to the entire program of study. Upon completion, the individual will receive 18 graduate hours which can be applied toward a Masters degree in Higher Education or a doctoral degree in Higher Education Leadership. The third cohort group began its course of study in January 2005. It is anticipated that a fourth cohort will begin in January 2006. The second is the SC Technical College System Leadership Academy. This program is being facilitated by an outside consultant, Desna Wallin who is an instructor at the University of Georgia and a former President in the North Carolina Community College System. This is a 9 month program that begins with a didactic portion in September, followed by a two day meeting in November, a one day session in February and a two day graduation celebration in May. It is necessary that participants select and internal and an external mentor. Additionally, participants

have a project of choice that has to be completed by May. The System Office encourages employee involvement in such Leadership Development activities as the Graduate Certificate in Higher Education Leadership, the SC Technical College System Leadership Academy, as well as other statewide leadership programs.

The System Office utilizes a tuition assistance program by which employees receive 75% reimbursement for satisfactory completion of up to six (6) semester credit hours. Eligibility for participation is limited to employees who meet the following basic criteria: assigned to a permanent position; have at least twelve (12) months of continuous service with the System; and scheduled to work at least 37.50 hours per week. Employees are continually encouraged to seek educational opportunities that seek to enhance their personal and professional development. The System Office expended over \$25,000 for the administration of the program for the 2004 - 2005 fiscal year.

*5.3 How does your employee performance management system, including feedback to and from employees, support high performance?*

Managers/Supervisors are encouraged to use the Employee Performance Management System as a tool in establishing clear performance expectations for employees. This system allows managers and supervisors to agree upon meaningful objectives that directly benefit the employee and the organization. Employees are encouraged during the planning stage, as well as in EPMS conferences, to identify and seek higher levels of performance. The EPMS is effectively managed by the agency as evidenced by minimal “meets by default” ratings being reported annually.

All System Office associates are encouraged to link at least one objective on the EPMS planning stage to the goals and objectives of the Annual Business plan. This not only encourages participation, but more clearly defines how each employee, in the scope of his or her responsibilities contribute to the achievement of the agency mission. Additionally, increased knowledge and productivity is supported through the establishment of individual training plans completed at the time of developing the employee’s EPMS planning stage.

Additionally, training sessions on “Understanding the Employee Performance Management System” are periodically offered for System Office associates. The training sessions are designed to define the supervisor’s and the employee’s role and responsibilities in the performance management process, teach critical skills needed in the preparation and completion of the planning stage and the EPMS document, as well as identify the three stages of the performance management process.

*5.4 What formal and/or informal assessment methods and measures do you use to determine employee well being, satisfaction and motivation?*

The System Office uses both formal and informal methods to determine employee well being, satisfaction and motivation. An Associates Advisory Committee, representative of a diverse group of employees, facilitates and encourages communication of employee needs, concerns, and suggestions for System Office improvements to the System President and the Executive Council. The Associates Advisory Committee sponsors semi-annual “All Associates Retreats” which are held off site. The retreats are designed to promote employee well being and satisfaction

The System Office also encourages an active employee suggestion program. The Associates Advisory Committee reviews all suggestions at its meetings, and responds in conjunction with the System President to each employee's suggestion.

In recognition of Public Service Recognition week and the value that employees add to the organization, the System Office celebrated with a cookout at Saluda Shoals with team building activities. Other mechanisms held throughout the year aimed at enhancing employee well-being and satisfaction included an event, System Office On Display: Piecing it all together, a Service Awards celebration, a Halloween Costume Contest, and a Holiday luncheon.

*5.5 How do you maintain a safe and healthy work environment?*

Employee participation in State sponsored wellness activities is encouraged. The State Health Plan "Prevention Partners" promotes healthier lifestyles by providing health screenings and workshops, a Spring Fitness Walk, and Poster Board Educational Health Updates which are made available to employees. Human Resource Services has implemented a Wellness Program designed to target many health awareness and fitness activities for System Office associates. Activities associated with this program include fitness and health updates, blood drives, and lunch time learning for life sessions which included sessions on the importance of physical activity and exercise, basic finances, and effective parenting. The System Office has also partnered with the SC Department of Labor, Licensing, and Regulation in providing additional health related programs.

The agency contracts with an EAP provider, REACH Employee Assistance Program, to assist the agency and the employees with a broad scope of professional and confidential counseling services aimed at prevention, early detection, and skillful early intervention with problems that could adversely impact employees' job performance.

Human Resource Services is nearing the implementation of a comprehensive Safety Program for the System Office to include OSHA compliance and regulation, an evacuation plan and an emergency response plan.

As mentioned in section 5.1, employees may choose to arrange flexible work schedules with their supervisors.

*5.6 What is the extent of your involvement in the community?*

Many of the agency's leaders and employees serve on various boards and commissions and donate time to community service organizations. The agency encourages participation in annual community focused activities such as Good Health Appeal and the United Way.

### *Section 3, Category 6 – Process Management*

**6.1 What are your key processes that produce, create or add value for your customers and your organization, and how do they contribute to success?**

The key areas for products/services include human resource services, academic affairs services and information technology services to the colleges that are coordinated within these respective divisions at the State Office. HR processes and academic process are driven by state requirements for reporting and delivery of service. Information technology services support required reporting of the System and the colleges and establishes design and delivery processes that coordinate data from all sixteen colleges and the state office.

The System's Center for Accelerated Technology Training (formerly Special Schools) is the State primary provider of services to external customers. CATT incorporates reviews of each pre-employment training project and reviews compiled data to determine process improvement activities will help the group to improve delivery of workforce training.

Each of the above functional areas conduct ongoing reviews and receives input from the technical colleges and external partners (when necessary) to determine if changes in processes should be made to support achievement of the agency's mission.

**6.2 How do you incorporate organizational knowledge, new technology, changing customer and mission-related requirements, cost controls, and other efficiency and effectiveness factors process design and delivery?**

To determine how new technologies are incorporated into service delivery, all System Office departments identify how customers are utilizing technology, as well as best practices within the state or nationwide, in order to harness technology in process design and service delivery. For example, CATT researches best practices from industries around the world to incorporate that knowledge into its training development and delivery models. With its reorganization, CATT has implemented project management principles that establish clear targets for each new training project it undertakes. In addition, CATT has researched and developed ways to harness computer simulation technology to create virtual training modules that will replace equipment when possible. CATT has also created an on-line application process to support recruitment of trainees for businesses creating new jobs in the state. Academic Affairs incorporates best practices in developing strategies to deliver instruction on-line and Information Technology has changed its work processes to harness computing platforms designed for consistency and stability.

The System Office also utilizes peer groups, who are front line providers at the colleges, to identify necessary process changes. When necessary, peer groups identify areas for improvement and develop new policies or procedures to guide consistent college operations. These procedures are then reviewed by the Technical College Presidents' Council and the State Board provides final approval.

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

As mentioned in Section 1 and again in Section 6.2, the System Office works within a

framework of functional peer groups. The System Office manages the peer group work activities and provides leadership in accomplishing the work plans of the functional peer groups in order to align work product with the System's strategic plan and the technical college presidents' priority initiatives. Ultimately, these plans incorporate goals and objectives derived directly from the colleges and direct much of the day-to-day operations of the System Office.

A strong fiscal arm within the agency follows strict processes to ensure that all agency divisions conduct business in compliance with state regulations. Regular budgetary review by the finance department and communication of budget status ensures that all employees are aware of current budget status and activities necessary to ensure that the agency is a responsible agent of the public sector. Regular review and meetings of the System Office executive team are established to communicate agency status and to discuss issues that impact operations. During these meetings, direct reports to the Executive Director provide an update of department projects for the purposes of accountability and performance review.

As the agency's primary public service provider, day-to-day operations of the Center for Accelerated Technology Training organization is designed to maximize flexibility at the point of delivery while assuring a high level of consistent quality across the state. CATT has undertaken a process to redefine the corporate culture of its field directors to ensure that they utilize their knowledge of local development, best practices in training and project management skills to identify new opportunities for CATT to support economic development in local communities. The ultimate result is a structure that better meets customer performance requirements

**6.4** *What are your key support processes, and how do you improve and update these processes to achieve better performance?*

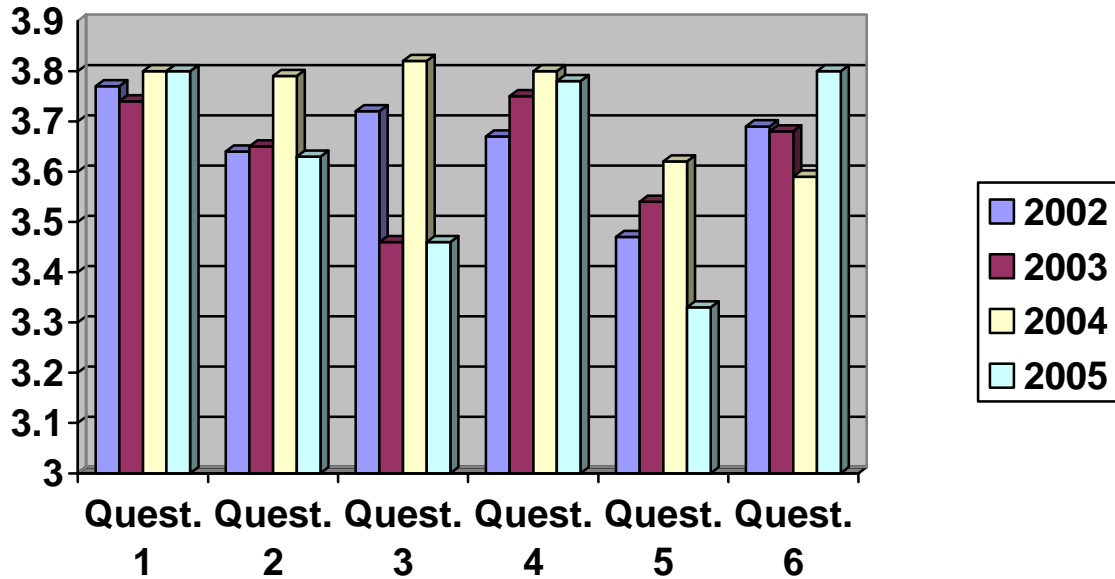
Key support processes for the technical colleges include human resources processes, as described in Category 5, procurement processes that include funding management services to the technical colleges and reporting functions with the Commission on Higher Education. IT processes include information management and data retrieval services that support technical college and System reporting for Act 359 and other data management functions. Each of these areas follows required guidelines. However, internal review of processes allow for improvement based on new technologies that enhance ease of use and accuracy.

The System's IT department provides a relevant example of this process review in action. IT developed a computerized Asset Inventory Management System (AIMS) for system-wide fixed asset as well as CATT inventory management using PDA devices for bar code scanning and is currently working on enhancements for added functionality. In addition, the IT team has designed and developed an Enterprise Reporting and Decision Support Project. This is intended to improve system-wide reporting and research. The development process included conducting workshops with various System departments and colleges to gain a detailed understanding of requirements and needs. One key workshop was a business continuity workshop that focused on planning for natural disasters to ensure data and business operations are not interrupted. Another component has been documenting process improvement workshops with a group of presidents and Institutional Officer Peer Group members that have focused on evaluating each key research and reporting of business processes.

**Section 3, Category 7 – Results**

**7.1 What are your performance levels and trends for the key measures of customer satisfaction?**

**Chart 7.1-1: Workforce Development Training Programs – The Center for Accelerated Technology Training**



Number returned from 7/1/04 to 06/30/05 43  
 Number of returned not completed by company 14

**Average response to questions 1-6\***

How effective were we at providing clear and accurate information about the CATT training Programs that were available to your company?	3.86
How effective were we at customizing a curriculum that was appropriate to your company's training need?	3.63
How effective were we at producing/providing instructional materials that were appropriate to your company's training needs?	3.46
How effective were we at assuring the availability of appropriately equipped facilities in which to conduct your company's training program?	3.78
How effective was the recruiting process at meeting your company's needs?	3.33
How effective were we at facilitating/conducting the instruction component in your company's CATT training program?	3.80

\*On a scale of 0-4

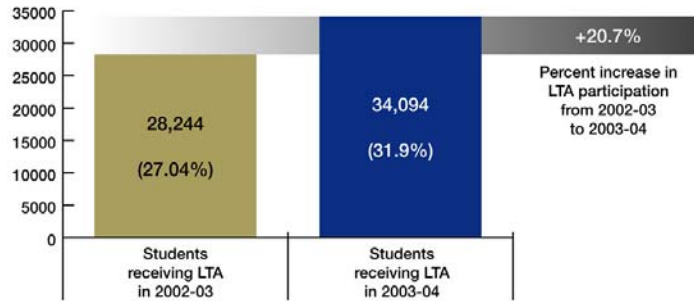


**7.2 What are your performance levels and trends for the key measures of mission accomplishment and organizational effectiveness?**

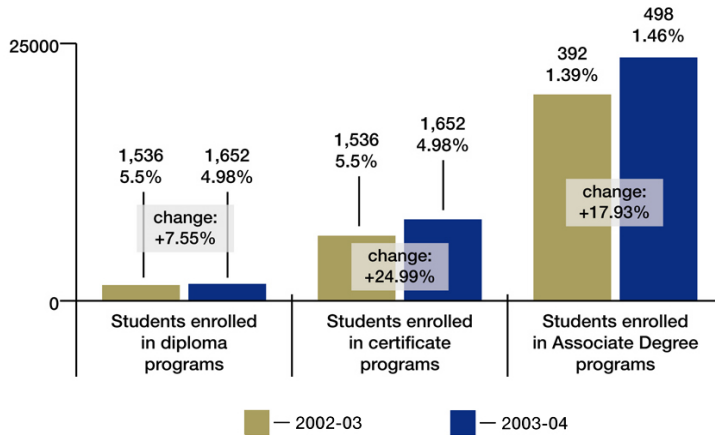
**Student Trends – Lottery Tuition Assistance**

LTA Students at Technical Colleges (Fall term)	FY 02-03	FY 03-04	FY 04-05
Enrollment (unduplicated headcount)	71,895	75,424	75,628
LTA recipients	14,261	21,097	24,699
% of students	17.45 %	27.97 %	32.66 %

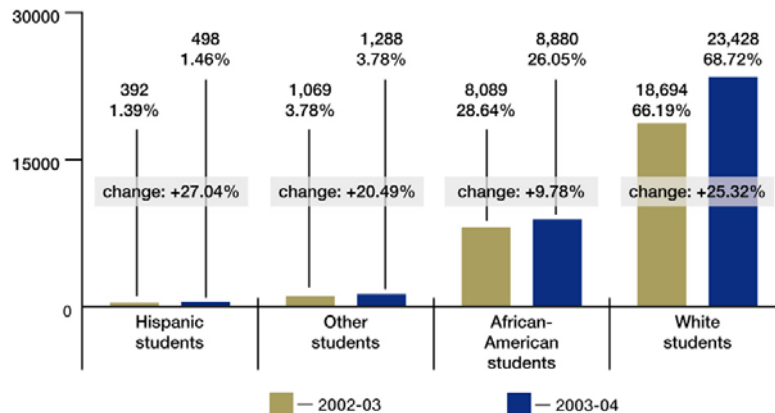
**Chart 7.2-1: Student Increase, 02/03 to 03/04**



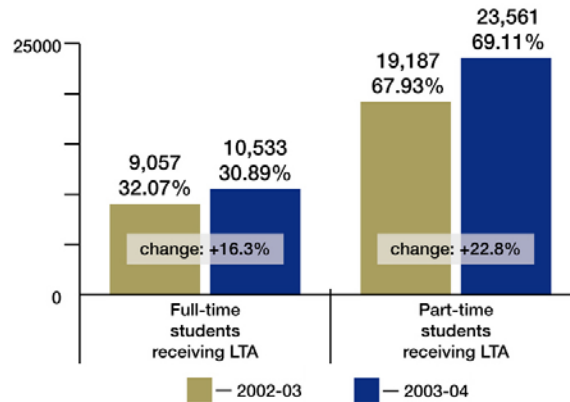
**Chart 7.2-2: Students by Program Type**



**Chart 7.2-3: Students by Race**



**Chart 7.2-4: Full time / Part-time students**



## Student Trends – Technical Colleges

### *High Quality Education*

*Corresponds with Technical College System Goal #1:*

*Ensure excellence and value by providing high quality, relevant programs and services to all customers*

- All higher education institutions in South Carolina, including technical colleges, are required to meet the accreditation standards of the Southern Association of Colleges and Schools (SACS).
- Many programs at two-year and four-year institutions are also accredited by regional or national professional organizations. 94% of all technical college programs that are eligible achieve this additional professional accreditation. Example: Nursing, Computer Science, etc...
- Technical college students who take national licensure exams achieve professional accreditations at similar levels as senior institutions...
  - LPN: System graduates performed at 94.2% passing rate compared to national average of 85%.
  - ADN: System graduates performed at 90.2% passing rate compared to national average of 85%
- Success of transfer students:
  - Technical College students who transferred to senior institutions perform at essentially the same levels as first-time native students at senior institutions (total: 2.51 GPA Vs. 2.73 GPA). Source: Internal report in collaboration with CHE.
- Graduation/retention/placement: (SREB data uses federal standards of 150% of time (3 yrs) to complete programs. (Typical two-year college students take seven years to complete a degree.)
  - Many students do not have graduation as a primary goal.
  - Technical college graduation rates are slightly higher than SREB average 15% Vs. 14%.

- CHE study reports that most technical college students balance employment and other responsibilities with education and do not matriculate on a full-time basis to completion. However, the rate for full-time graduation in a three year period was 63%.
- Most recent analysis of Tech students shows that 63% of students enrolled in AA/AS programs are retained (43% still enrolled at Tech, 8% graduated, 11% transferred).
- 87% of students enrolled in career education programs during the 2003-04 academic year are either still enrolled or employed.

### ***Affordable Education***

#### **Pell Students**

- The percent of students receiving Pell has increased since the beginning of the Lottery Tuition Assistance Program from 35.3% (32,964 students) in 2001-02 to approximately 40% (42,925 students) in 2004-05.

**Affordability:** Technical College tuition is more affordable today compared to other sectors of higher education in SC.

<b>Sector</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>
Research Sector	\$4,577	5,409	6,356	7,128	8,065
4-Yr Sector	\$4,014	4,622	5,467	6,142	6,778
2-Yr Regionals	\$2,410	3,080	3,656	4,058	4,324
Technical Colleges	\$1,733	2,133	2,549	2,708	2,824

Tuition and fees per year

### ***Accessible Education***

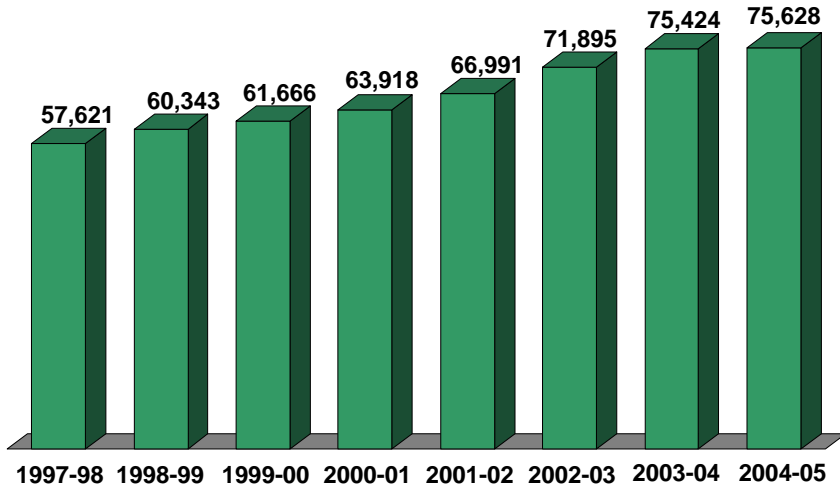
*Corresponds with Technical College System Goal #4: Provide responsible and flexible access to education, training and re-training*

- Use of Distance Education:
  - For Fall 2004 there were 16,000 technical college students taking distance education courses.
  - Of those students, 11,000 were enrolled in 17,300 internet courses
  - A total of 21% of the total tech enrollment were accessing courses through distance education.
- There are sixteen technical colleges located across South Carolina. Many of these two-year colleges have extension sites provided in partnership with local governments and school districts to provide urban and rural residents with access to college.
- To provide students with an incentive to continue education beyond high school, technical colleges partner with local school districts to offer dual enrollment opportunities. Courses meet the academic standards for college credit.

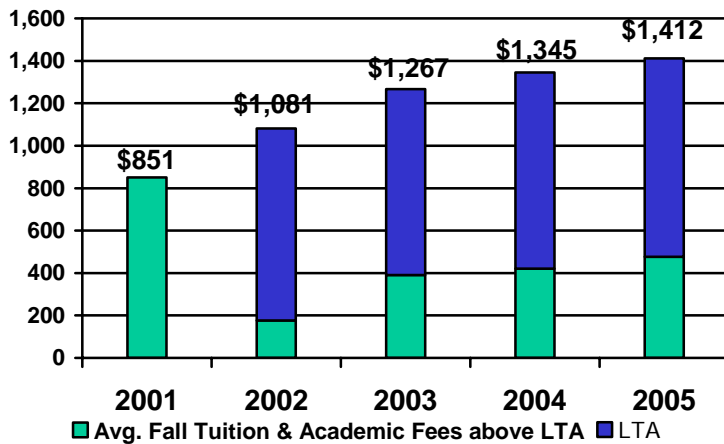
- For Fall 2004, 3,312 high school students were enrolled in 5,455 courses at technical colleges.

**Chart 7.2-5: Enrollment at the Technical Colleges**

**Headcount Enrollment**



**Chart 7.2-6: Lottery Tuition Assistance as a portion of total Tuition and Fees**



**Additional Workforce Impact**

*Technical College System Goal #3: Develop a world-class workforce to fulfill the demands of an evolving and diversified state economy.*

- Continuing Education enrollment for students seeking skills training and upgrade education was 132,299 for 2004.

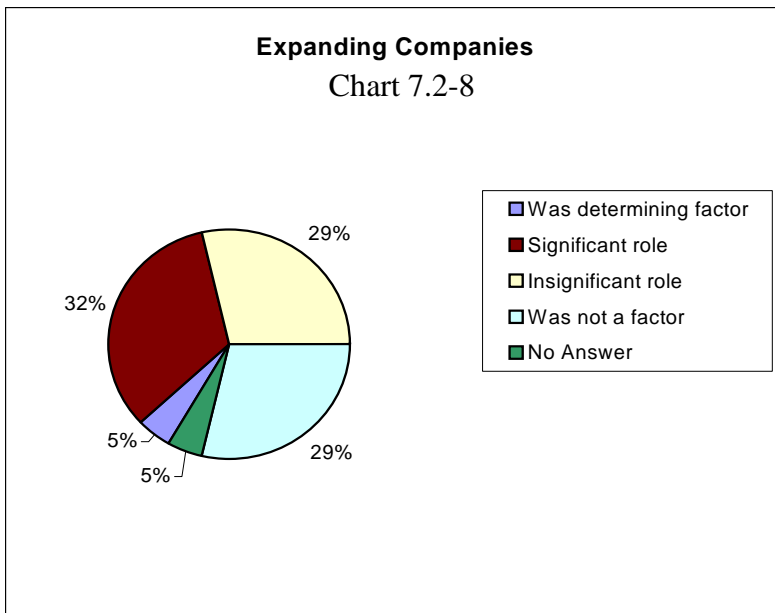
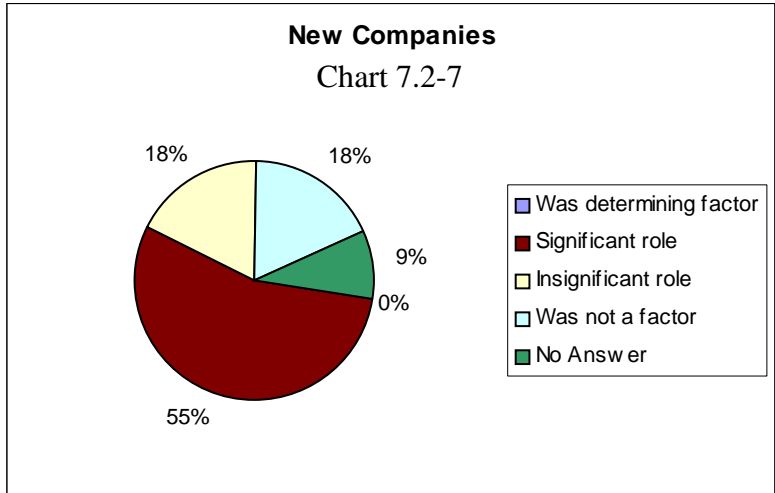
**CATT – Economic Development**

- The System’s Center for Accelerated Technology Training conducted training programs for 101 companies in 2004-05 for a total of 5,494 students.
- CATT is currently partnering with the Department of Commerce and local economic development organizations to recruit new businesses for SC. The current number of prospect companies with at least a 70% probability of success is 65. Those companies represent a potential of 9,958 new jobs for SC.

• CATT Mission Achievement Question:

“We would like to know the extent to which the availability of CATT training was a factor in your company’s decision to create new jobs in South Carolina. Circle or mark one of the following.”

From 29 replies, 7/1/04 through 06/30/05



7.3 What are your performance levels for the key measures of financial performance?

The agency maintains strict budgetary policy and constant review to assure fiscal compliance and performance. Because the agency performs administration functions, at this time, no charts have been identified to communicate this performance.

7.4 What are your performance levels and trends for the key measures of Human Resource Results?

Human Resource Services is reviewing measures to establish charts for trend analysis. At this time the agency can report that EPMS participation is at 100% for agency employees.

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

The agency maintains strict policies and constant review to assure compliance and performance. Because the agency performs administration functions, at this time, no charts have been identified to communicate this performance.

## **Accountability Report Transmittal Form**

Agency Name **State Board for Technical and Comprehensive Education**

Date of Submission **9-15-05**

Agency Director **Dr. James L. Hudgins**

Agency Contact Person **Lawrence Ray**

Agency Contact's Telephone Number **(803) 896-5321**