STATE OF SOUTH CAROLINA

State Board for Technical and Comprehensive Education

Fiscal Year 2012-2013

ACCOUNTABILITY REPORT

12-13

THINK JOBS
SC TECHNICAL COLLEGE SYSTEM

SC TECHNICAL COLLEGE SYSTEM

Agency: South Carolina State Board for Technical and Comprehensive Education

Submitted: September 27, 2013

Contact Person: Mandy M. Kibler, M.Ed.
                      Vice President for Finance and Governmental Affairs
                      (803) 896-5316
                      kiblerm@sctechsystem.edu

I. EXECUTIVE SUMMARY

Mission & Values

The Vision Statement serves as the guiding principle for the State Board for Technical and Comprehensive Education, also known as South Carolina Technical College System, and the collaboration among the 16 technical colleges and external partners. The mission statement ensures that our activities are in harmony with the original governing legislation for the State Board for Technical and Comprehensive Education.

Vision

The South Carolina Technical College System will lead the nation in delivering relevant and effective programs that advance workforce development, promote economic development and ensure attainment of student learning goals.

Mission

The South Carolina Technical College System provides learning opportunities that promote the economic and human resource development of the state.

Values

The South Carolina Technical College System's core values are: Partnership; Public Trust; Responsiveness; Opportunity; Access; Diversity; and Integrity.

Strategic Goals

In order to establish a clear direction for meeting stakeholder needs, the South Carolina Technical College System (SCTCS) established six strategic goals that address key areas of service provided by the SCTCS and the 16 technical colleges. These statewide goals allow each technical college to become a central partner within their community by supporting new industries and providing top quality educational opportunities to local residents. The six goals are:

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

2. Achieve greater efficiency and effectiveness in fulfilling the SCTCS's mission through coordinated college and state-level leadership.

3. Develop a world-class workforce to fulfill the demands of an evolving and diversified state economy.

4. Provide responsible and flexible access to education, training and retraining through distance learning technology.

5. Acquire the financial and infrastructure resources necessary to achieve the SCTCS's mission.

6. Demonstrate accountability and transparency for achieving the SCTCS's mission.

Major Achievements

SCTCS's Legislative Priorities

In spite of a continued statewide budget struggles, the SCTCS's priorities were funded as follows for Fiscal Year 2012-2013:

- The General Fund base funding for the SCTCS was increased by $6.15 million for readySC™ total appropriations - $113,949,294.
- The Lottery Tuition Assistance Program was funded at $49.1 million. This was an increase of $2.1 million.
- The Center for Accelerated Technology Training's readySC™ Program was funded at $13.250 million for Direct Training Projects and the Boeing Training Project in addition to the additional recurring funding.
- The technical colleges received $12,195,000 for college projects through the Capital Reserve Fund and Fiscal Year 2011-2012 Surplus Funding.

Registered Apprenticeships

Fiscal Year 2012-2013 was another great year for Apprenticeship Carolina™. Registered apprenticeships continued to grow substantially in both the numbers of employers sponsoring programs and of new apprentices. The team facilitated new registered apprenticeships for 69 new employers bringing the state's total to 604 registered programs. This represents a 571% increase in the number of programs since the establishment of the initiative in July 2007. These employers have more than 840 distinct programs for apprenticeship training. A third of the employers sponsor programs for more than one occupation. Among the new employers registering programs in the year were: Michelin, Walgreens, Kimberly Clark, Caterpillar, Husqvarna, and ZF Transmission Group. The year also recorded a record for the addition of new apprentices by adding over 1900 apprentices. Since the inception of Apprenticeship Carolina™, over 8500 apprentices have been registered into the system. Last year, 929 apprentices completed training and received a nationally recognized credential in their field. Apprenticeship Carolina™ also embarked on a new apprenticeship initiative to help develop youth apprenticeship programs. Currently there are ten registered youth programs in seven counties.

Diversifying the industries of employers sponsoring registered apprenticeship programs continues to be a focus of the initiative. Employers in the following industries are sponsoring apprenticeships: health care, municipal wastewater, information technology, banking, tourism and hospitality, logistics and distribution, advanced manufacturing and construction. The top four occupations for apprenticeship programs in South Carolina (SC) are: pharmacy technicians, manufacturing maintenance technicians, CNC operators, and electricians.

Academic Programs

SCTCS Plugged-In: It's an exciting time for the SCTCS as we continue to grow and adapt, remaining always customer-focused and responsive to the needs of the citizens of SC. Our organization is confronting a time of many changes as the state and the nation recover from the Great Recession. The call for innovation, creativity, and resourcefulness is stronger today than ever before. The SCTCS is meeting this call with an array of new and innovative projects related to academic and student affairs. It is our hope that such projects will keep the SCTCS relevant and on the cutting edge.

The SCTCS hosted its inaugural teaching and learning with technology conference in Columbia on September 24-25, 2012. The two-day program highlighted the role that technology can play in student retention and success through five distinct strands: mobile computing, social media, online and distance learning, digital discovery, and leadership management, and governance. Mr. Rob Curtin, Chief Applications Officer for Microsoft US Education, served as the keynote speaker. Curtin's comments were reinforced via a panel discussion led by chief executives from Google, EDUCAUSE, and the *Community College Times*. The event boasted nearly 400 registered attendees, 47 concurrent sessions, and 70 presenters.

The conference, branded as SCTCS Plugged-In, earned the SCTCS national recognition by the Community College Futures Assembly (CCFA). Each year, the distinguished CCFA Bellwether competition identifies innovative practices designed to foster teaching and learning in community colleges. This past January, the CCFA recognized the SCTCS Plugged-in Conference as one of ten 2013 finalists from hundreds of nominees across the country. Finalists were recognized at a prestigious ceremony in Orlando, FL.

Other new SCTCS initiatives include a Manufacturing Summit (in conjunction with readySC™), nine-month Faculty Academy and monthly online professional development sessions known as Teaching and Learning Tuesdays.

Information Technology Initiatives

Enterprise IT Security Planning: With increased data related risks in the state, the rapid increase of mobile devices and the need for information access anywhere/anytime, Cyber security has become a priority issue for our institutions. An Enterprise IT Security Team was chartered to recommend and implement a system-wide approach towards assessment, monitoring, and awareness/education for Cyber security at our colleges and the SCTCS Office. This team seeks to leverage cost-effective approaches via collaboration, and identify services as well as hardware/software toolsets that can be deployed and managed by the colleges. Primary activities towards system-wide information security include:

- Information security/vulnerability assessment options and strategies.
- Network monitoring, logging, alerting and incident response plans.
- Information security awareness and education/training options for all end- users and IT staff.

Enterprise Resource Planning Efficiencies: Enterprise Resource Planning (ERP) systems and related processes represent significant resources and mission critical activities at all the 16 technical colleges. The SCTCS's councils and peer groups have chartered a project to review and analyze current ERP related costs system-wide, and opportunities for collaborative services

provisioning, including the concept of a shared services approach. This effort targets improvements in operating cost and focuses on improving services and to increasing efficiencies through collaborations with reductions in duplication of effort. Specific activities involve the following steps:

- An analysis of the current state of ERP related technology across all SCTCS's institutions, to prioritize areas deemed to have higher potential for realizing desired improvements and cost reductions via industry standards, best practices, and emerging innovations.
- Development of a business case for a select set of options that provide the best combination of potential value and feasibility, and serve as the basis for recommendations for actions.

Finance - Grants
1) <u>**Title of Grant: SC Office of Economic Opportunity Weatherization Assistance Program (ARRA funds)**</u>

Amount of Grant: $3.4 Million

Brief Description of Grant: The purpose of this grant is to develop training programs and centers to support the ARRA funded expansion of the SC Office of Economic Opportunity housed federal Weatherization Assistance Program.

SCTCS Role in Grant: The SCTCS was the "training operational" unit for the grant. The role of the SCTCS as of January 1, 2010 evolved into a fiscal support role.

Developed seven Energy Efficiency Training Centers (EETC) housed at the technical colleges. Set up included identification and purchase of necessary equipment, curricula selection and faculty certifications. EETCs are located at:
1. Horry-Georgetown Technical College
2. Midlands Technical College
3. Piedmont Technical College
4. Technical College of the Low Country
5. Tri-County Technical College
6. Trident Technical College
7. York Technical College

Each of the EETC have trained Building Performance Institute (BPI) credentialed instructors and are capable of executing BPI training for the following BPI credentials:
- Building Analyst (BA) credential
- Envelope Professional (EP) credential
- Manufactured Housing Professional (MH) credential

In addition, the EETCs have trained over 1,000 students in the following classes:
- Hot Climate Site Built
- Hot Climate Mobile Home
- Hot Climate Combustion Appliance Zone Safety
- Hot Climate Site Built
- Duct Testing/Air Sealing
- Safe Work Practices
- American Society of Heating, Refrigerating and Air-Conditioning Engineers (ASHRAE) Classes
- OSHA 10 and 30 Hour Training Classes

The SCTCS creation of the original six EETCs was named "Innovation of the Year" (2009-2010) by the League for Innovation in the Community College (http://www.league.org/).

2) **Title of Grant: SC Energy Office's State Energy Program**

Amount of Grant: $151,500 (ARRA Funds)
$10,000 (Non-ARRA Funds)

Brief Description of Grant: The purpose of this grant is to enable the SCTCS to develop, execute, and facilitate energy and sustainability related training events which meet the goals designated by the SC Energy Office.

SCTCS Office Role in Grant: The SCTCS is the "training operational" unit for the grant. This includes development of training planning, coordination and accountability reporting processes.

The following colleges are providing training in support of the SC Energy Office:
- Greenville Technical College
- Midlands Technical College
- Trident Technical College

Energy training classes include the following:
- Energy Assurance including energy/liquid fuels for local government emergency management plan. (74 Students Trained)
- SC Energy Code training (84 Students Trained)

Future classes will include First Responders Alternative Fuel Vehicle training.

3) Broadband Technology Opportunity Program (BTOP) ARRA Funding

Title of Grant: SC REACH for SUCCESS – Public Computer Centers (PCC)

Amount of Grant: $5,903,040.00

Description of Grant: The SCTCS was awarded $5.9 million for its round 1 BTOP grant proposal, SC REACH for SUCCESS, which will establish a statewide network of 19 new and 51 expanded PCC, primarily to reach rural and underserved populations. We will also be able to increase internet bandwidth, access, public awareness and training for our credit and continuing education students, many of whom are socially and economically disadvantaged and are key target populations for this project. The project also intends to offer laptop computers for students to checkout, allowing them to use new and expanded Wi-Fi hot spots on campus for online research and learning applications. The programmatic portion of the grant ended January 2013; however, the grant end date was extended to April 30, 2013 for administrative procedures purposes only.

Status of Grant:
- 100% project completion
- 3,058 workstations/computers installed available to the public
- 67,736 total users trained in the PCCs
- 226,546 total training hours

4) Appalachian Regional Commission (ARC) GRANT

Title of Grant: New Market Skills Apprenticeship Program

Amount of Grant: $250,000.00

Description of Grant: The SCTCS was awarded $250,000 to increase the supply of highly skilled workers through the use of registered apprenticeships in the six-county ARC region by providing resources to companies to offset job related education costs.

Registered apprenticeship programs have three fundamental components: structured on the job training, job related education, and a scalable wage progression. Grant funds will be used for the job-related education provision for apprenticeships which will be provided by area technical and community colleges.

Status of Grant:
- 12 apprenticeship companies were awarded funding
- 104 apprentices have enrolled in training classes

Challenges

Since Fall 2000, the SCTCS has experienced over 69.7% increase in FTE enrollment. Over the same period, general fund appropriations per FTE have decreased 62.3% or $2,203. The SCTCS continue to have a sustained enrollment growth of over 22% since 2008. Given the current economic environment and the needs of business and industry, the technical colleges' enrollment will continue to be sustained or increase. This gap between funding and enrollment has created a number of challenges for the SCTCS including:

- SC's last place ranking among Southern Regional Education Board (SREB) states in total funds for education and general operations per full-time equivalent student threatens the affordability of a technical college education.
- Lack of recurring funding for high demand program areas to support statewide critical workforce shortages impacts the SCTCS ability to build capacity in response to statewide workforce needs.
- Downturns in state revenue impact the SCTCS ability to create or sustain new and innovative responses to the state's workforce development needs.
- The number of adults in SC who are not prepared to participate in the knowledge economy creates challenges for SC's economic and workforce competitiveness.
- Continuous changes in technology and industry advancements in career program areas demand recurring agency resources to continually upgrade technology equipment necessary to maintain program quality and relevance.

The SCTCS recognizes that the state's resources are an investment and must produce a return that improves the economic position of the state. The funding request outlined below will allow us to strategically focus on areas critical to the state's economic health and to maintain accessible, affordable and quality education for SC's citizens.

General Funding Priorities

To increase excellence in education and workforce training:
Increase Base Funding: $5 million (recurring) and Equipment: $7.5 million (non-recurring)

> The SCTCS understands the workforce and economic situation in our state and we are committed to working to provide opportunities for economic and human resource development in order to develop economic stability. The SCTCS is critical to our state's recovery. We are able to train and educate our citizens in new and emerging fields quickly. With 65% of future jobs requiring more than a high school diploma and less than a four-year degree, the SCTCS is educating and training SC's future workforce. With each student, the technical colleges of SC are contributing significantly to the foundation of the state's economy.

The 16 technical colleges have continued to follow their legislative mandate of low tuition and fees. Unfortunately, a lack of increased state resources has placed an enormous strain on the SCTCS ability to meet its mission, especially with enrollment increases across the system averaging 22% since 2008. The SCTCS's per FTE funding (State Funds and Tuition) is less than 1% of the per FTE (State Funds and Tuition) funding in 1999-2000.

Additional resources are necessary for the SCTCS to sustain tuition at a manageable level and to continue our focus on educating a world-class workforce which is leading to an average 82% job placement rate during a time of extraordinarily high unemployment. The SCTCS has an immediate need to ensure continued access to higher education for SC's citizens who can least afford it. Without additional resources, our ability to provide reasonable tuition, high quality labs and technical programs, and highly qualified faculty will erode.

Annual Unduplicated FTE Enrollment compared with State Funding per FTE and Annual Tuition


Legend: Annual Unduplicated FTE | Funding per FTE (Annual) | Annual Tuition (Fall and Spring)
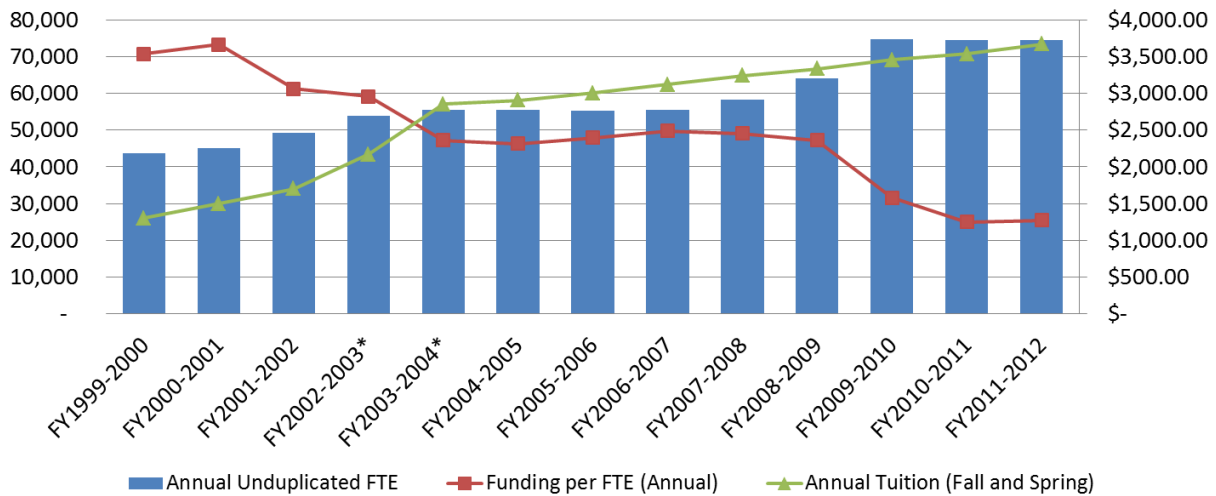
To increase student access and enhance program development and delivery:
Lottery Tuition Assistance: $49.1 million

From the inception of the Lottery Tuition Assistance (LTA) Program, LTA awards have been provided to over 33% of our annual enrollment—this equates to over 300,000 LTA awards since 2002-2003.

For the last two years, the SCTCS has set the maximum LTA award at $1,140. Uncertainties in the economy and changes in financial aid, to include both the PELL Grant and the GI Bill, and less funding available per FTE, will place a strain on the ability for the SCTCS to maintain the LTA award at $1,140.

Lottery Tuition Assistance Recipients in Comparison to Enrollment Headcount
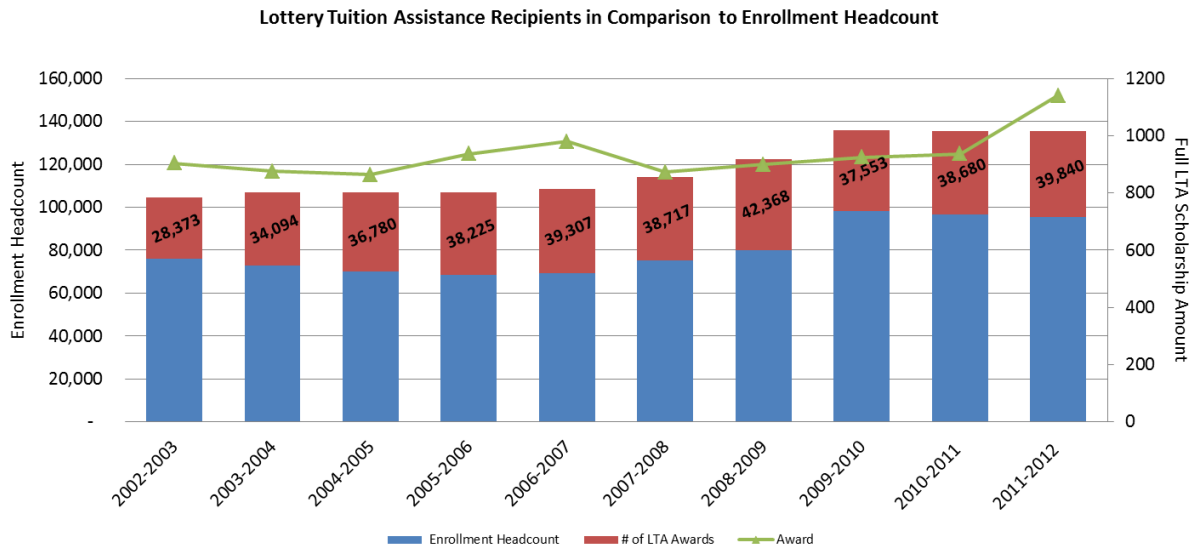
To address immediate workforce needs:
Allied Healthcare Initiative: $4 million

The national shortage of healthcare workers is well documented, and SC is no exception. The SC Hospital Association (SCHA) reports critical shortages in nursing and allied health areas, stating that these shortages threaten "…to drive the cost of services up, while driving access to care and quality down."

Over the past five years, the SCTCS has increased Associate Degree Nursing and Practical Nursing graduation rates by 33% and 44%. The SCTCS is optimally positioned to provide a statewide approach yet customize solutions locally to meet individual community needs for the ever-increasing demand for qualified healthcare workers.

To advance statewide economic development:
Center for Accelerated Technology Training's readySC™ Program: $5.438 million Non-Recurring

> Last year, the SCTCS's readySC™ Program trained 4,678 employees for 86 companies - 30 of which represented new companies to SC. The SCTCS's readySC™ Program is one of the state's top incentive for companies creating new jobs with competitive wages and benefits. Of the new companies to the state, 80% ranked the availability of readySC™'s services as playing a significant role or determining factor in their decision to relocate to SC.

To plan for the future:
Lottery Technology Funding: $12 million, $5 million of which flows to the SCTCS and its colleges

> Since 2002-03, SC's public higher education institutions have received designated technology funding from lottery proceeds. This funding is critical to enhancing innovative program delivery options (such as distance learning opportunities), staying current in technology-intensive areas of study, and increasing overall system efficiency through enhanced reporting capabilities.

To lend support to initiatives of our partners:
Commission on Higher Education Request to Fund Library Initiative (PASCAL)

> PASCAL Delivers is a rapid book delivery service for students, faculty, and staff at SC's colleges and universities. PASCAL Delivers allow students, faculty, and staff at SC's colleges and universities to search library holdings of colleges and universities across the state of SC and have books delivered on demand.

II – ORGANIZATIONAL PROFILE

1. Main Products and Services

SCTCS Office's Strategic Areas
1. Leadership
2. Advocacy
3. Accountability
4. Service
5. Delivery

SCTCS Office's Specific Roles
- Workforce training for economic development
- Coordination and approval of academic programs
- Developing the SCTCS's priorities and securing resources for the technical college
- Fiscal accountability and equitable allocation of resources
- Increasing awareness with key partners, stakeholders, and customers
- Collecting data and preparing reports
- Delivering services to the technical colleges and external partners

2. Key Customer Segments and Key Requirements/Expectations

The SCTCS provides coordination of services and support to the 16 technical colleges. The SCTCS and the 16 technical colleges meet customers' expectations by focusing on educational programs and workforce training that support the creation or retention of jobs and allow our citizens to earn higher income levels.

Key customers include businesses and industries creating new jobs in SC, the SC Department of Commerce, the 16 technical colleges, the SC Department of Education, economic development allies in SC, lawmakers, and the citizens of SC. Through the Apprenticeship Carolina™, direct technical assistance is provided to interested employers and other stakeholders ensuring SC employers have access to information and consultative services regarding the sponsorship of registered apprenticeship programs.

The readySC™ Program under the Economic Development Division of the SCTCS, provides direct services to participants in pre-employment training programs, new or expanding industries that are creating jobs, the Department of Commerce, other local economic development organizations and the 16 technical colleges. The readySC™ Program provides a variety of services for employers creating new jobs in the state including project management, process analysis, project scheduling, applicant recruiting in partnership with the SC Department of Employment and Workforce, customized training curriculum development, training delivery coordination, training site preparation and instructors. The readySC™ Program is a key component of the state's industrial recruiting efforts.

SC'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 16 technical colleges provide direct services to the people of SC through:

- *College Credit Programs* – The 16 technical colleges provide cost-effective access to postsecondary education for a wide diversity of students across the state.
- *Continuing Education Programs* – In accordance with the SCTCS's enabling legislation (59-53-20), the 16 technical colleges provide continuing education and other training opportunities designed to keep SC's existing workforce up-to-date with changing technology and skills.
- *Developmental Education Programs* – The 16 technical colleges provide programs to assist students who are not yet prepared to enter college-level programs.
- *Student Development Programs and Services* - The 16 technical 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 an effort to offer relevant, effective educational opportunities for students, the 16 technical 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 SCTCS's readySC™ Program.

3. Key Stakeholders

Key stakeholders include SC State Government, the SC Department of Education and all K-12 schools, higher education institutions in our state, businesses and industries, SC Department of Commerce, State Chamber of Commerce, SC Manufacturer's Alliance, local chambers, local economic developers, lawmakers, and local area communities.

4. Key Suppliers and Partners

Key partners include the economic development community, businesses and industries creating new jobs in SC, the SC Department of Commerce, the SC Department of Education, the SC Department of Employment and Workforce, Adult Education, and lawmakers.

The SCTCS works with suppliers such as Beeline, Inc., Bellsouth Telecommunications, FedEx Kinko's, Hewlett Packard Company, National Career Assessment Services, Inc., LLC, Software House International, Inc., SC Broadcasters Association, Spirit Telecom, Trone Communications, Twenty-Three, Inc., University of SC (USC), Datatel, SunGard, ACT, and Visions Unlimited, Inc.

5. Operating Locations

SCTCS's Locations:
- SCTCS Office- 111 Executive Center Drive, Columbia SC 29210
- Ongoing temporary locations within SC for readySC™ projects
- 16 technical colleges in various counties within SC

6. Number of Employees

Scope of SCTCS
- 10,251 system-wide employees (SCTCS office and 16 technical colleges) (4,628 FTE positions; 5,623 temporary or adjunct positions)
- 2,030 faculty in FTE positions at the 16 technical colleges
- 71 SCTCS Office's employees in full-time positions
- 168 SCTCS Office's employees in temporary positions, to include readySC™ instructors

7. Regulatory Environment under Which Agency Operates

The State Board for Technical and Comprehensive Education (State Board) acts as the policy making and coordinating body that guides the state's 16 technical colleges and operates the SCTCS, which is a state-wide system consisting of 16 technical colleges, the readySC™ Program for industry-specific training, Apprenticeship Carolina™, and the SCTCS's staff. SC Code of Laws §59-53-20 et. seq., as amended, specifies that the State Board shall develop and publish policies, rules, regulations and guidelines for the statewide governance of the SCTCS. The Executive Director of the State Board serves as the President of the SCTCS.

In light of the numerous program offerings of the SCTCS, several state and federal agencies regulate the agency, its programs, and its operations. State agencies that regulate the SCTCS include, but are not limited to the following: S.C. Labor, Licensing and Regulations' Board of Cosmetology, Board of Pharmacy, Board of Nursing, Board of Speech-Language Pathology, and Audiology, S.C. Department of Motor Vehicles, S.C. Occupational Safety and Health Administration, the S.C. Attorney General's Office, the Comptroller General's Office, and the S.C. Budget and Control Board. Federal agencies that regulate the SCTCS include, but are not limited to the following: U.S. Department of Education's Office for Civil Rights, Occupational Safety and Health Administration, U.S. Department of Labor, and the U.S. Equal Employment Opportunity Commission.

8. Key Strategic Challenges

Tuition Dependency:
Since Fall 2001, the SCTCS has experienced over a 63% increase in enrollment. Over the same period, general fund appropriations per student have decreased 65.02% or $2,305. Given the current economic environment, the technical colleges' enrollment trend will continue to increase as our general fund appropriations per student continue to decrease. When the SCTCS was founded, the local areas funded facilities and the state funded salaries. Tuition covered other institutional operation costs. With enrollment growth and general fund allocations decreasing, the technical colleges have become increasingly tuition dependent.

Technological Innovation and Equipment:
The SCTCS is strained to keep up with technological innovation and cutting-edge equipment and labs needed in order to ensure the demands for the high-demand career and technical education programs are met. The SCTCS and its two nationally ranked workforce programs are uniquely designed to help meet the demands and bridge the gap between people and jobs.

Examples of the equipment and labs needed include but are not limited to:
- Welding equipment in support of the Nuclear and Welding Industry
- Allied Health equipment and lab upgrades in support of the Hospital and Medical Industry
- Industrial and Advanced Manufacturing equipment and simulators in support of Manufacturing Industries (Tire, Aviation, and Automotive)
- Computers, projectors and smart boards for instructional delivery.

Infrastructure and Maintenance:
The SCTCS is also strained to keep up with the vast infrastructure needed in order to provide the training and education necessary to meet the demands of business and industry while ensuring compliance with regulations and health and safety.

Examples of maintenance needs include but are not limited to:
- ADA and Fire and Safety Compliance for buildings and infrastructure.
- HVAC, electrical, infrastructure, and plumbing systems that need replacement and upfits in order to not jeopardize the usability of space necessary for academic, student and administrative activities.
- HVAC systems, roofs, and other building infrastructure such as control systems in order to attain more efficiency and meet the state's mandate of Energy Intensity Index of 80 by 2020 (80% of the BTU's/ft2 consumed in 2000).

9. Performance Improvement System

Performance expectations for the Executive Director (SCTCS's President) are established annually by the State Board and are incorporated into the Executive Director's Performance Evaluation. These system priorities provide the basis for divisional objectives, strategies and action plans of the SCTCS's staff and the system-wide peer groups. Performance and progress to strategic objectives are reviewed and discussed at State Board and Presidents' Council meetings, as well as by the SCTCS Office's Executive Council. Peer groups are kept informed by e-mail and updates at quarterly meetings on progress towards key initiatives. The SCTCS relies on collaborative decision making relating to policies and issues affecting all colleges, and continuously reviews and makes adjustments to improve performance.

10. Agency Organizational Structure
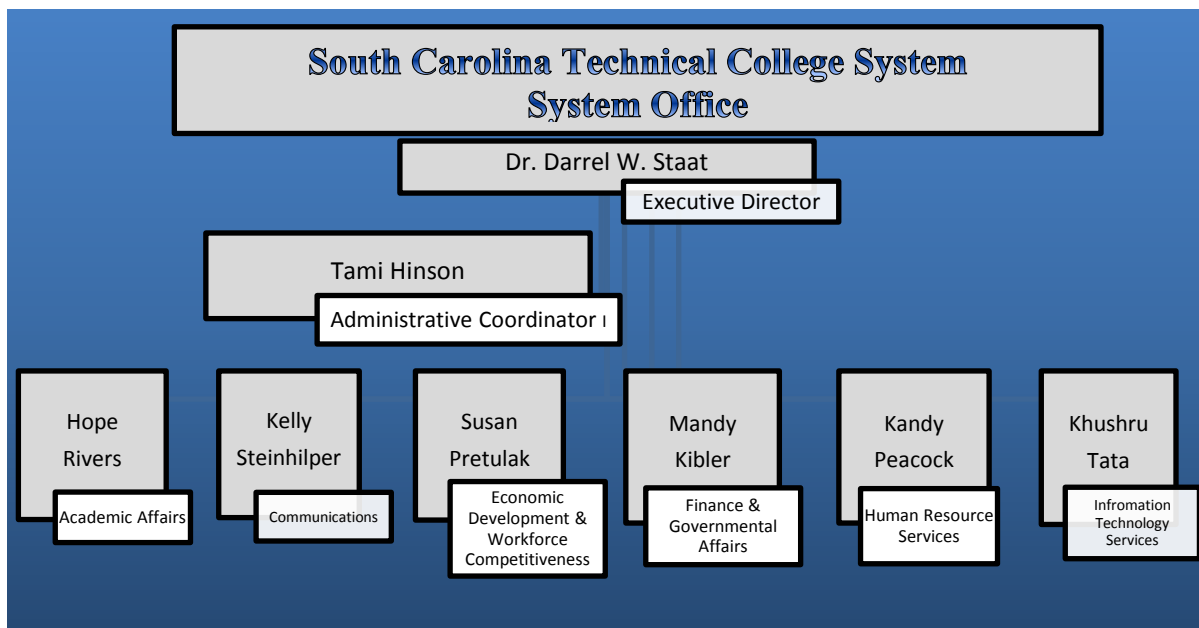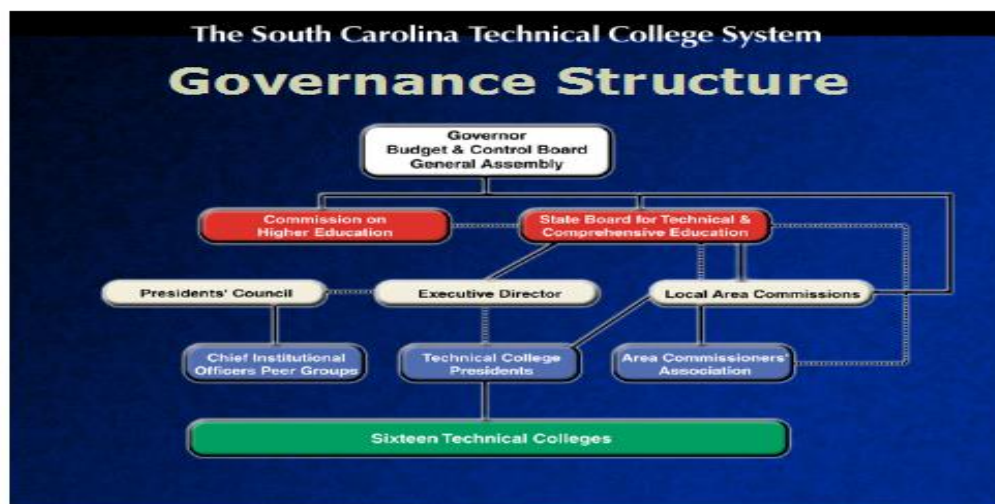
Accountability Report Appropriations/Expenditures Chart
Base Budget Expenditures and Appropriations

Major Budget Categories	FY11-12 Actual Expenditures		FY12-13 Actual Expenditures		FY 13-14 Appropriations Act	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personnel Service	$74,816,565	$72,392,190	$86,173,625	$70,751,633	$91,277,185	$75,769,025
Other Operating	$48,548,419	$ 1,716,979	$39,489,554	$ 1,309,140	$33,805,175	$ 1,770,500
Special Items	$ 8,758,960	$ 4,674,586	$35,065,308	$21,815,308	$31,888,828	$11,075,135
Permanent Improvements	$18,053,025		$ 4,714,685		$ 5,340,000	
Case Services						
Distributions to Subdivisions						
Fringe Benefits	$30,838,875	$30,354,299	$37,705,157	$34,285,314	$37,458,032	$34,008,680
Non-recurring						
Total	**$181,015,844***	**$109,138,054**	**$203,148,329***	**$128,161,395**	**$199,769,220**	**$122,623,340**

*ARRA

Other Expenditures

Sources of Funds	FY 11-12 Actual Expenditures	FY 12-13 Actual Expenditures
Supplemental Bills	$0	$0
Capital Reserve Funds	$0	$13,250,000
Bonds	$0	$0

Major Program Areas

Program Number and Title	Major Program Area Purpose (Brief)	FY 11-12 Budget Expenditures	FY 12-13 Budget Expenditures	Key Cross References for Financial Results*
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 graduation with an Associate Degree, Diploma, or Certificate.	State: 98,502,435 Federal: 55,373,130 Other: 456,264,330 Total: 610,139,895 % of Total Budget: 98.5%	State: 117,983,299 Federal: 58,012,673 Other: 486,811,564 Total: 662,807,536 % of Total Budget: 99.5%	
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: 3,191,742 Federal: Other: Total: 3,191,742 : .5%	State: 7,187,822 Federal: 0 Other: 0 Total: 7,187,822 % of Total Budget: .5%	

Below: List any programs not included above and show the remainder of expenditures by source of funds.
I. Administration; II. C. & D. Instructional Programs; IV. Employee Benefits

Remainder of Expenditures	State: 4,384,072 Federal: Other: 200,000 Total: 4,584,072 % of Total Budget: .9%	State: 4,623,047 Federal: 604,304 Other: 475,000 Total: 5,702,351 % of Total Budget: 1%

* 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.

III. MALCOLM BALDRIGE PERFORMANCE EXCELLENCE STANDARDS

Category 1 – Senior Leadership, Governance, and Social Responsibility

1.1 How do senior leaders set, deploy, and ensure two-way communication for: a) short and long term organizational direction and organizational priorities, b) performance expectations, c) organizational values, and d) ethical behavior.

a) SCTCS's planning occurs annually at the Presidents' Council's and the SCTCS's planning retreats, with the State Board providing the final review and endorsement of system-wide priorities that are brought forward by the presidents of the 16 technical colleges and the Executive Director. As part of the planning process, the State Board and the presidents of the 16 technical colleges collaborate with college trustees and state office staff to review achievements and needs, and adopt new or carry forward existing priorities that support the SCTCS's strategic goals. An annual Joint Board Summit, hosted by the State Board, brings together State Board members, the presidents of the technical colleges, area commissioners, staff and guests and provides a venue for discussion of SCTCS's priorities. The Joint Board Summit also provides an opportunity for SCTCS's stakeholders to provide input and feedback on system-wide initiatives. Executive staff is involved in the planning processes through Executive Council meetings, and participation in the State Board and Presidents' Council meetings.

b) Performance expectations for the Executive Director are established each year by the State Board and are incorporated into the Executive Director's Performance Evaluation. These priorities provide the basis for divisional objectives, strategies and action plans of SCTCS's staff and the system-wide peer groups. The Executive Director utilizes an Executive Council comprised of his direct reports. It is this group that develops the basis for SCTCS's business plans that support the long-range strategic goals of the SCTCS along with the technical colleges' president's priorities. The SCTCS's business plan's performance objectives are incorporated into each employee's evaluation document via the Employee Performance Management System (EPMS). Divisions of the SCTCS assume responsibility in conjunction with their respective peer groups for developing strategies and action plans in achievement of agency priorities and initiatives.

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

d) The Executive Director charges the Executive Staff of SCTCS with implementing the objectives in their divisions that relate back to SCTCS's priorities. As mentioned in 1.1.b, Executive Council staff is directly involved in developing SCTCS's business plans and are empowered by the Executive Director to carry out these plans. Innovation is encouraged by SCTCS's leadership as part of a continual evaluation and improvement process.

e) SCTCS's leadership has implemented a strategy to incorporate employee development opportunities into each associate's personal development plan/EPMS. These opportunities for professional development are communicated to SCTCS Office's employees through personal contact, regularly scheduled employee meetings, departmental meetings and e-mail messages.

f) Ethical behavior is reinforced through procedures and is emphasized by SCTCS's leaders. The SCTCS office's vision, mission and values statement encourages responsibility and ethics, and has been printed on small posters for employees. The SCTCS's mission is also printed on each employee's business card.

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

The Executive Director, along with the Executive Council, encourages and supports a working environment that focuses on the organizations' internal and external customers. In order to support the colleges and meet the SCTCS's strategic objectives, each functional area of the SCTCS Office coordinates activities with functional peer groups. Peer groups are comprised of representatives from each of the 16 technical colleges and work together to support the SCTCS's objectives. SCTCS Office's personnel share information and coordinate peer group work activities.

The senior leadership team of the readySC™ Program has established a client-focused, goal-oriented, collaborative culture within the organization that is designed to connect with industry, economic development groups, educational institutions, and others, and ensure that readySC™ resources and capabilities align with client needs. Additionally, the SCTCS has focused on encouraging senior leader participation in customer groups at partner agencies or private training clients to ensure that the SCTCS Office understands the critical needs of customers.

1.3   How does the organization address the current and potential impact on the public of its 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 SCTCS Office regularly conducts audits of college operations to ensure compliance and service delivery. In addition, the readySC™ Program continuously conducts research to ensure they are sending the right message to prospective clients. One such initiative includes previewing readySC™'s current prospect presentations to key site selection consultants across the Southeast and integrating their specific feedback into the presentation to improve the overall impact of the presentation. The readySC™ Program continues to reinforce the branding of its moniker including proactive media relations with regional and national economic development publications as well as major newspapers and business magazines across the state.

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

Senior leaders maintain fiscal accountability by effectively using the services of internal and external auditors, and by reviewing and monitoring the expenditures of each department on a regular basis and advising supervisors and department heads when they are approaching spending limits so that departments rarely exceed the budget appropriated each fiscal year.

Senior leaders maintain legal accountability by requiring each college to submit Form-1s (Authorization to Employ Outside Counsel forms required by the S.C. Attorney General's Office) at the beginning of each fiscal year if they anticipate using the services of outside counsel and to project and budget an amount at the beginning of each fiscal year.

Senior leaders maintain regulatory accountability by regularly attending meetings of other state agencies and monitoring changes in federal regulations which impact on the agency, any of its programs, or its operations. Recent invitations have been extended to representatives of various state agencies with regulatory responsibilities to attend pertinent agency Peer Group meetings so that information can be exchanged, discussed, and debated prior to regulatory changes being enacted. The Vice President for Finance for SCTCS routinely reviews contracts. The Human Resource Services for SCTCS confers with college and agency leadership about disciplinary actions contemplated and assists in developing performance improvement plans.

With an employee base of over 4,699 employees, the SCTCS is annually faced with complex employee and student grievance cases, law suits and multiple other issues which require the evaluation, interpretation and counsel of an experienced attorney.

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

Senior leaders monitor progress towards agency objectives as outlined in the Agency Head Planning Document, divisional plans, and EPMS planning documents. Senior leaders provide regular reports to the agency director at Executive Council meetings, to the Presidents' Council and to the State Board.

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

Each year following the Presidents' Council retreat, key SCTCS's priorities and initiatives are identified. These priorities and initiatives become the basis for the SCTCS's President's/ Agency Head's Evaluation. Subsequently, divisional areas of the SCTCS Office are assigned primary responsibility for these objectives (initiatives). These objectives then become a part of the planning documents for SCTCS's Executive Staff members. These objectives are continually assessed throughout the fiscal year as it relates to effectiveness, cost efficiency and

other measurements. The State Board evaluates the SCTCS's President/Agency Head based on the achievements of each of the defined objectives.

The SCTCS Office also uses external feedback, when available. Additionally, senior leaders utilize employee suggestions to develop new ways to improve employee communications and performance. SCTCS's leaders demonstrate a commitment to organizational values through actions that create an environment of trust, accountability, and commitment to partnerships that promote economic and workforce development, and quality, accessible education for SC's citizens. This commitment to organizational values is reflected in staff planning and retreats.

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

The SCTCS Office's leadership promotes succession planning by identifying it as an agency priority and as a responsibility of every leader, regardless of organizational level and actively encourages the growth and development of future organization leaders. Senior leaders participate in succession planning and the development of future organizational leaders in the following ways:

- identification of the knowledge, skills and abilities required by the agency in leadership positions as well as those which will be required in the future;
- evaluation of current personnel to determine the presence or lack of the identified knowledge, skills and abilities;
- determination of prospective vacancies which may be anticipated in the foreseeable future;
- identification of potential internal candidates for leadership positions and the level of readiness for each candidate (i.e. possession of requisite knowledge, skills and abilities);
- provide learning opportunities which address identified deficiencies;
- offer opportunities for potential candidates to experience leadership roles and responsibilities, under the supervision of the incumbent; and
- provide support for personal professional development activities initiated by individual staff members.

Through support of employee participation in system-wide leadership development programs (described in Section III, 5.7) and overall direction for the program, the SCTCS Office is ensuring that future leaders are being developed. The creation and implementation of a graduate certification cohort, Leadership Academy and Academic Academy comprised entirely of faculty and staff from the SCTCS Office and the 16 technical colleges provides a credit-bearing opportunity for leadership development. The Executive Director, the presidents of the 16 technical colleges, and senior staff participate in the development of future leaders through training and involvement and presentations at SCTCS's leadership classes.

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

Ultimately, organizational priorities flow from the SCTCS's priority planning process, which maintains consistency with the organization's mission, vision, values, role and scope. The process involves the State Board, the Presidents' Advisory Council, and planning at the staff level on priority execution.

On an annual basis, organizational priorities are set and communicated using several planning tools including the Executive Director's evaluation document, the employees' evaluation via the EPMS, and the SCTCS's Operating Plan. The Executive Director and the Executive Council focus efforts on the strategic needs of the SCTCS 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 SCTCS Office's personnel though email, face to face meetings and newsletters. All communications are intended to reinforce the agency's mission and inform employees of our progress. Once priorities are determined, the SCTCS Office employs a team management approach to achieving strategic priorities. Each team is led by a member of the executive staff and ensures effective participation, communication, and collaboration on the SCTCS's primary initiatives.

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

An environment for organizational and workforce learning is established by the SCTCS Office's commitment to improvement, and the recognition that improvement is founded upon acquiring, maintaining and increasing agency knowledge at the organizational and individual level. Organizational and employee learning begins with efforts to ensure that policies, procedures and practices are properly documented and kept up-to-date; that best practices are identified, documented and shared; that day-to-day activities, as well as unique situations are viewed as learning opportunities; and that every member of staff is encouraged to share his/her experiences or "lessons learned". Organizational and employee learning occurs through agency and division staff meetings, various publications (manuals, procedural documents, etc.) and ongoing daily interaction between staff at all levels.

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

SCTCS's leadership offers employees many opportunities for communication, engagement, empowerment and motivation through various events and activities in addition to agency and divisional staff meetings. The Associates Advisory Committee, made up of representatives from each division functioning at various levels, sponsors activities throughout the year. This includes all-day retreats (wellness and development related) and employee get-togethers for holiday celebrations (St. Patrick's Day breakfast, Halloween Costume Contest and Christmas "Holiday" Luncheon). An All Employee Retreat was held at Harbison State Forest in Columbia, SC.

In recognition of Public Service Recognition Week, and the value that employees add to the organization, the SCTCS Office observed a number of activities: a team building cookout with teambuilding exercises, the annual presentation of service awards, and divisions were encouraged to engage in an activity or activities which encouraged teamwork, communication and employee motivation.

1.11 ***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.***

SCTCS's 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 16 technical colleges makes a tremendous contribution to the communities they serve. Areas of emphasis are identified through participation in various professional and civic organizations. The SCTCS 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 SCTCS is responsive to citizen and business needs. Many of the agency's leaders and employees serve on various boards such as The United Way, participate in Rotary, and donate time to community service organizations. Many of the agency leaders serve in professional associations' leadership roles and encourage their employees to participate in professional associations.

Category 2 – Strategic Planning

2.1 What is your Strategic Planning process, including key participants, and how does it address:
   a. your organizations' strengths, weaknesses, opportunities and threats;
   b. financial, regulatory, societal and other potential risks;
   c. shifts in technology, regulatory, societal and other potential risks, and customer preferences;
   d. workforce capabilities and needs;
   e. organizational continuity in emergencies;
   f. your ability to execute the strategic plan.

Under the direction of the State Board, the SCTCS utilizes an ongoing, integrated, linear strategic planning process that provides an opportunity for input at multiple levels. The process involves multiple components:
- The State Board reviews strategic issues to ensure they align with the SCTCS's priorities throughout the year, as well as placing a strong focus on planning during their two retreats each year. The retreats are typically held at colleges around the state to ensure a connection with regional needs and college priorities.
- The Presidents' Council has an annual planning retreat, which provides an opportunity to share information among the colleges and draft priority recommendations for the SCTCS.
- As directed from the Presidents' Council, the institutional peer groups involve representatives from the 16 technical colleges and the SCTCS Office. These function-specific groups engage in detailed discussions that help inform the strategic actions of the technical colleges' presidents and the SCTCS.
- Ultimately, the SCTCS Office's Executive Staff engages in an annual retreat and ongoing planning to carry out the strategic direction set by the State Board with input from the Presidents' Council. The SCTCS Office's Executive Staff, led by the Executive Director, has employed a team management model for the pursuit of strategic initiatives.
- In addition, this year we had a strategic planning session with our stakeholders to determine our major goals and objectives for the next 10 years. It is the plan to have a long term strategic plan in place by 2013.

Several key questions ensure that each strategic focus is aligned with SCTCS's core principles and mission:
1. Is it something that advances the core values, vision and the mission of the SCTCS?
2. Is it something that protects mission integrity?
3. Is it something the SCTCS can positively impact?
4. Is it something that can be addressed collectively, by the SCTCS, better than through the individual colleges?
5. Is it a public policy, legislative or other significant issue that impacts the SCTCS?
6. Is it an issue that can significantly impact the resources available to the SCTCS?
7. Does it help us anticipate and be proactive in creating a positive future?

In an effort to bring all stakeholders together around strategic priorities, two primary annual events involve representatives from the entire system:

- As described in 1.1.a, the State Board hosts the Annual Joint Board Summit attended by State Board members, the presidents of the 16 technical colleges, area commissioners, executive staff, and key partners and stakeholders. This yearly event continues to be a vital part of the SCTCS's strategic planning process. Attendees learn about key trends and issues impacting SC and have an opportunity to dialogue on SCTCS direction. Based on input from the presidents of the 16 technical colleges, the SCTCS's peer groups can propose initiatives that address functional areas.
- The SC Technical Education Association, the professional organization of the faculty and staff at the 16 technical colleges and the SCTCS Office, holds an annual meeting to include updates in strategic priorities by the Executive Director and significant opportunities for learning and feedback from a representative group of technical college employees.

When considering strategy, it is important to first consider the legislation that governs the SCTCS and identifies the SCTCS's primary customers. Customers include the technical colleges, all residents of the state who desire an affordable, quality higher education and industrial prospects and other manufacturers who create new jobs in the state. The SCTCS's strategic planning process is designed to align with SCTCS's mission and customer expectations. However, as part of the planning process, the SCTCS incorporates statewide strategies and goals, such as increasing the per capita income of state residents and addressing workforce shortages, into its strategic planning process. These strategies and goals are accepted as significant by the SC Chamber of Commerce, SC Department of Commerce, and other state agencies and organizations involved in workforce and economic development.

a) The model described above 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.) This on-going strategic planning process allows the organization to continually review strengths, weaknesses, opportunities and threats and respond effectively.) In developing strategic initiatives, the SCTCS Office considers what capabilities are required to effectively respond to the opportunities and barriers described in question 4 of the Executive Summary.

b) The strategic planning process utilizes the key questions (identified above) to establish the fiscal and regulatory impacts, 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 technical colleges' compliance with Act 359 of 1996.

Societal expectations are accounted for in the SCTCS's mission to "…provide learning opportunities that promote the economic and human resource development of the state." This mission is integral to the focus of the strategic planning process, and to the strategic initiatives that are developed to continue supporting access to a college-level higher education for all state residents. The readySC™ Program works directly with businesses and industries to develop customized training and recruiting solutions for employers that are creating new jobs with competitive wage and benefit packages.

c) The chief technology officer for the SCTCS Office is responsible for the agency's technology plan and for coordinating technology planning and upgrades with the 16 technical colleges. Technology planning is driven by the need for data collection, accountability, services to the colleges, and to our customers. The technology plan is reviewed and updated on an ongoing basis to ensure that priorities and quality of services are being addressed.

The SCTCS Office's leadership is engaged at the national, state and local levels in an effort to remain current and to provide input on potential changes to regulations. Compliance with regulations is a top priority of SCTCS. When regulations change, policies and procedures are updated in a timely manner and communicated through appropriate peer groups.

d) All support functions and action plans of SCTCS Office are supported through the SCTCS's Human Resource Services and the annual agency-staffing plan. The SCTCS has recognized the need for focused attention in this area due to the projected large number of retirements across the technical colleges. The strategic planning process is actively tied to resources and where possible, actions are implemented in processes to conserve resources. Collaboration between and among 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) The strategic plan and annual priorities of SCTCS are approved by the State Board. Strategic objectives and initiatives are incorporated into the agency head's planning document. The Executive Director, with the concurrence of the State Board, has the authority to execute activities necessary to achieve the components of the strategic plan. The Executive Director, as President of SCTCS, assigns specific activities to his direct reports, and may incorporate specific objectives related to annual priorities into the employees' evaluation via the EPMS. Additionally, the Executive Director works closely with the Presidents' Council in accomplishing SCTCS's priorities.

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

At all stages of the strategic planning process with the State Board and the Presidents' Council, information is brought forward to be analyzed and discussed in setting the agency's key strategies. The SCTCS Office uses environmental scanning techniques to capture information on trends, and collect data and information that are used in making system-wide business decisions. Additionally, the staff of SCTCS may be charged by the State Board or the Presidents' Council with research and production of staff papers on key issues. Frequently external stakeholders and

experts are invited to present to the State Board and the Presidents on key issues and trends as part of the ongoing strategic planning process.

2.3 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?

Each functional department of the SCTCS Office develops action plans by using the SCTCS's Executive Director's objectives, technical colleges' presidents input, and the SCTCS's strategic plan as guides. The directors of each office then coordinate plans. Additionally, the team approach within the SCTCS Office allows for collaboration on complex objectives by cross-functional groups. Human resources are allocated based upon objectives. Additionally, the budgeting process is directly linked to completion of strategic priorities that support the mission and strategic plan of SCTCS. Priority for funding is recommended by the executive team and established by the Executive Director of SCTCS.

The most significant step in the development and tracking of action plans is the coordination of plans between SCTCS's 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 colleges' 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.

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

Strategic objectives are communicated and deployed through a variety of methods. Initially, they are developed through focused planning sessions with the SCTCS Office's Executive 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 initiatives on the SCTCS's intranet site; review and communication of measures in the development of the employees' evaluation via the EPMS. Employees of SCTCS are informed of strategic objectives and action plans through emails from the Executive Director, regular departmental meetings, and all-employee meetings.

2.5 How do you measure progress on your action plans?

Progress towards achieving strategic objectives is continuously reviewed and activities refined throughout the year. Reviews and updates occur at Executive Council meetings, monthly Presidents' Council meetings, and Peer Group meetings. Updates on action plans are also provided at State Board meetings and through the Executive Director's update prepared for State Board meetings.

2.6 How do you evaluate and improve your strategic planning process?

As mentioned in section 2.1, the strategic planning process allows the organization to continually review strengths, weaknesses, opportunities and threats and evaluate whether strategic objectives need to be revised or refined. This ongoing review and evaluation occurs at all levels of the

SCTCS's organization including discussions at State Board meetings, Executive Council meetings, monthly Presidents' Council meetings, and Peer Group meetings. Feedback from external stakeholders and partners also provides guidance to the organization in making adjustments to strategic objectives.

2.7 **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 strategic plan is not available on the SCTCS's internet homepage.

Strategic Planning

Program Number and Title	Supported Agency Strategic Planning Goal/Objective	Related FY 10-11 Key Agency Action Plan/Initiative	Key Cross References for Performance Measures*
Leadership	Facilitate implementation of the SCTCS's participation in the AtD: Community Colleges Count initiative.	Develop State Policy Team plan.	Key Strategic Goals 1, 2 and 3 AtD progress report
	Foster system-wide leadership through statewide professional development programs.	Continue facilitation and coordination of SCTCS's Leadership Academy and graduate leadership cohort.	Key Strategic Goal 3 Chart 7.4-2 – 7.4-3
	Implement the Higher Ed Efficiencies Act.	Develop with other Higher Ed Institutions an Administrative Relief bill for the General Assembly.	Strategic Goal 5
Accountability	Provide program evaluation, review and approval.	Academic Division and Finance Division provides oversight/technical assistance.	Strategic Goal 6 Charts 7.1-7 – 7.1.9
	Improve system-wide decision making by increasing access to data.	Develop and implement user friendly dashboard indicator system.	Strategic Goal 6
	Maintain accessibility and affordability to higher education for SC's citizens.	State Board reviews and approves maximum total tuition according to State Board's Policy 7-2-101.	Strategic Goal 2 Charts 7.3-1 – 7.3-4
	Ensure State Board's policies are relevant and reflect current state law.	1/3 State Board's policies reviewed annually.	Key Strategic Goal 6
Advocacy	Further enhance education and training goals of the SCTCS by successfully guiding SCTCS's Initiatives as they relate to the 2009-2010 Legislative Priorities.	SCTCS's priorities are identified and communicated to appropriate state and federal audiences.	Strategic Goal 5
	Initiate strategic partnerships that respond to statewide economic and workforce needs.	Develop partnership with the SC Chamber and key partners.	Strategic Goal 1
Service	Provide service to technical colleges through system-wide agreements.	Lead teams and be a liaison between SCTCS office and the 16 technical colleges.	Strategic Goal 1 and 2
	Provide technical assistance to technical colleges.	Develop and implement Perkins state plan; provide Finance, IT and Human Resource Services.	Key Strategic Goals 2 and 6
Delivery	Expand implementation of a state-wide coordinated strategy for SCTCS's promotion and delivery of registered apprenticeships.	Increased understanding of registered apprenticeships among business and industry, faculty and staff, and workforce development stakeholders.	Key Strategic Goal 3 Charts 7.1-3 – 7.1-7
		Increased overall number of registered apprenticeships in SC and participants in the colleges.	
	Provide customized start-up training for eligible new and expanding businesses through the SCTCS's readySC™ Program.	Develop and implement training programs in response to new and expanding business needs.	Key Strategic Goal 3 Charts 7.1-1 – 7.1-2

Category 3 – Customer Focus

The State Board serves as a governing, policy-making board in its relationship with the state's 16 technical colleges. The State Board's support staff is known as the SCTCS's staff. Customers for the SCTCS's staff include the 16 technical colleges' presidents, and the support staff and functional departments at each of the technical colleges. The SC Department of Commerce is one of the SCTCS's key customers due to the fact that our mission supports SC Department of Commerce's recruitment of new business and industry into the state. Key customers also include businesses and manufacturers for which the SCTCS's readySC™ Program provides training and recruiting solutions, as well as the trainees served by the readySC™ Program each year.

The SCTCS also 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 SCTCS'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 SCTCS 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 SCTCS Office's 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 and expectations?*

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.

Our Economic Development Division's readySC™ Program, has developed a stakeholder management strategic goal designed to build readySC™ Program's value to the state's economic development network by cultivating relationships with stakeholders and clients, which strives to align readySC™ Program's service delivery with the existing and emerging needs of stakeholders and clients. Emphasis is placed on the values of sharing knowledge; seeking to build loyalty; and equating success with positive impacts on the network of all stakeholders. Key

action items developed in order to accomplish this goal include identifying stakeholders, developing strategies for addressing each group of stakeholders, conducting effective research among stakeholders, educating and informing stakeholders, and communicating consistently and effectively to these audiences. To track this measure, readySC™ Program's staff gather quarterly information regarding stakeholder management activity. The most recent report included such highlights as:

- Substantive meetings outside of routine prospect activity with 46 of our local development and regional alliance allies.
- Meetings with technical colleges' presidents at colleges
- Participated in community based meetings
- Meetings with SCTCS's allies (CCEO's staff, department heads, leadership teams, etc.)

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

The SCTCS maintains two web sites that serve as the agency's key mechanisms for customer access. The organization's public web site (http://www.sctechsystem.edu), accessible by the general public at all times, provides general information about the mission, services and programs of the SCTCS, the 16 technical colleges, readySC™ workforce training program, and Apprenticeship Carolina™. The public web site enables customers – who include current and potential students, parents, allied organizations, businesses and industries, and the general public – to find specific information regarding lottery tuition assistance; online courses offered at every technical college; the various degree, diploma and certificate programs available at every technical college; important and frequently sought facts and figures about the SCTCS and the colleges; distance learning offerings; workforce training opportunities and processes; and the development of registered apprenticeships.

The public web site offers a feedback form on its "Contact Us" page for people to submit questions, complaints, requests and suggestions. Every inquiry is directed to one person in the organization who then forwards the message to the person or department best suited to respond. Every inquiry is answered or otherwise given a direct response in a timely fashion by the appropriate representative of SCTCS. The organization also maintains an intranet site, available only to SCTCS Office and college employees by way of a login and password unique to each user. The intranet site provides general information about SCTCS's policies and procedures, serves as a collaborative tool and virtual meeting place for the SCTCS's functional peer groups, and provides access to a variety of web applications that are used by many people around the SCTCS, such as the system for inventory management; a searchable enterprise data warehouse; the employees' performance management and tracking system; a leave management program; a comprehensive catalog of system-wide approved courses; and a Perkins grant tracking application.

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

Information gained from services allows the SCTCS to identify where changes or innovation in services must occur. The SCTCS Office, through its strategic planning efforts, uses feedback from customers to determine areas for emphasis. For example, the readySC™ Program conducts regular surveys among key stakeholders to assess not only customer needs but how well readySC™ Program is currently addressing those needs. In addition to the surveys, the staff of the readySC™ Program continually benchmarks the activities of its competitors in other states. Most benchmarking research was conducted through online and telephone activities. Information gained from surveys and competitive research is continuously assessed and integrated into our training and recruiting solutions.

Across the SCTCS Office, most measurement is taken through informal conversations, discussions, and practicing active listening techniques. SCTCS Office's staff solicits input from each associated peer group to determine areas of focus and need for improvement. The Executive Director also regularly communicates with technical colleges' presidents to determine satisfaction. As mentioned in 3.2, the readySC™ Program has assigned a primary and a secondary point of contact for each key stakeholder across the state to serve as a liaison to remain current on any issues that need to be addressed in readySC™'s services.

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

Frequent feedback is also requested from customers/stakeholders to ensure services and programs are relevant. As an example, the readySC™ Program conducts quarterly project reviews with each project. These reviews address all aspects of the project including planned tasks, percent trained, project status, budget status, issues, upcoming quarterly objectives and client feedback. Each review results in a project report that is distributed to executive group of the readySC™ Program. Any necessary changes are made to the project in order to continuously improve the process. The Human Resource Services requests feedback formally and informally from SCTCS Office's employees as well as college staff to determine how its services can be improved.

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

Positive relationships with all customers are based upon personal interaction and face-to-face meetings, including campus visits from SCTCS Office's personnel to various technical colleges, visits with lawmakers and staffs, presentations and interaction with service organizations and board memberships. Steps to build positive relationships include: (1) maintaining active and positive working relationships with colleagues in other organizations that allow informal dialog and honest feedback; (2) identifying common issues and/or problems and working collaboratively to develop win/win situations; (3) communicating clearly agreed upon roles and responsibilities in all joint projects; (4) practicing active listening skills at every point of contact; and (5) delivering more than is expected.

Category 4 – Measurement, Analysis, and Knowledge Management

4.1   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 strategic management plan for SCTCS 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 SCTCS'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 readySC™ Program consistently measures the number of trainees who successfully complete the program, the number of trainees placed, the number of trainees hired, as well as cost per trainee.

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

Comparative data and information is used to support all agency strategic decision making and innovation, and to support any statewide initiatives undertaken by the SCTCS. The IT Division of SCTCS works with functional areas and the 16 technical colleges to develop reporting mechanisms to collect and report state and federal mandated data/information. IT also works with divisions to identify and collect data that may be used for system-wide decision making and innovation. As described in 4.4, IT has developed an Enterprise Data Support System (EDSS) that provides a tool for analysis and reports. The SCTCS Office has also added a research position to assist in environmental scanning and benchmarking.

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

The SCTCS Office utilizes internal review of performance versus objectives as established in the agency head and employees' performance objectives. For SCTCS's overall performance, the key measures reflect a focus on access, affordability and accountability. The SCTCS Office tracks trend data on students and student performance, complies with Act 359 reporting requirements, and reviews this data to ensure compliance or areas that need improvement. 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. Key initiatives and measures are also included in the Executive Director's evaluation document. These initiatives are continually reviewed to ensure they are current with the business needs and direction of the agency.

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

Data collected from the technical colleges are used in staff analyses of institutional and technical colleges' programs and services, and as a basis for the determination of funding needs. The SCTCS Office, through information analysis, provides guidance and support for the development of new programs or changes in current ones. Information is shared directly with the State Board, the technical colleges' presidents, and through institutional peer groups.

As an example of a priority area, key healthcare partners worked with the SCTCS to help provide data and develop a response to critical workforce shortages in the health care field. National, state and local information was collected and analyzed. This information was then used to determine specific critical needs and to establish multi-year legislative and institutional initiatives to improve the SCTCS's capacity to produce more healthcare graduates. Several years ago, an EDSS was implemented for the purpose of providing the colleges and the SCTCS Office with a tool to more easily obtain data for reports, research and decision support. EDSS has improved the consistency and reliability of the overall reporting, provided a useful tool for research and assessment, and reduced the amount of staff time required to produce reports and research projects.   During the 2007-2008 academic year, a number of dashboard indicators were developed using data available through EDSS. The Dashboard Indicators allow data to be easily presented in charts and tables and allow a college to compare its data to the other colleges, to SCTCS's averages, and, in several cases, to regional and national data. The Dashboard Indicators will also assist colleges in their research and accountability efforts, as well as benchmarking activities.

The ongoing monitoring by the readySC™ Program 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 that 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 SCTCS Office's staff.

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

As initiatives and priorities are identified, the SCTCS Office leads collection of comparative data for the purposes of planning and evaluation. The SCTCS uses SREB and the National Center for Education Statistics (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 SCTCS Office 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 SREB and the NCES.

The SCTCS Office is continuing to further develop a new EDSS 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; made enterprise data available to SCTCS Office and college users for review and research via on-line/queries reports. The CIO of SCTCS Office works with other divisions within SCTCS to ensure data is maintained and available.

The SCTCS Office's 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, and has an internal auditing function responsible for ensuring compliance of contracts and invoices, monitoring SCTCS's assets and monitoring the Fraud, Waste and Abuse Hotline. The Finance Division also works to develop clarifying policies and procedures on data reporting. The SCTCS's Academic Affairs Division maintains data for reporting to the Commission on Higher Education and other federal agencies.

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

Performance review for the organization is received both formally and informally through formal reporting from reporting entities and informal customer and stakeholder feedback. As mentioned previously, the SCTCS Office is continually assessing effectiveness and progress towards key priorities, and providing updates to the State Board, and the technical colleges' presidents. As opportunities are identified for improvement, key staff are assigned responsibility and supported by work teams. Additionally, we must continually assess our current programs and services, revise and modify programs, and potentially eliminate those that no longer achieve their objectives. Likewise, as new needs are identified, the SCTCS establishes priorities and programs in areas of relevance to our customers and stakeholders.

4.7   How do you collect, transfer, and maintain organizational and employee knowledge (knowledge assets)? How do you identify and share best practices?

The SCTCS 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 SCTCS has recognized the wealth of knowledge possessed by employees and has begun documenting processes and conducting cross training.

Second, the SCTCS has begun a program to identify managers who possess leadership qualities. The SCTCS has partnered with the USC to offer a USC Graduate Certificate in Higher Education Leadership. Students who complete this program can apply credits earned toward a Master's or Doctorate at the USC. Additionally, selected individuals participate in leadership sessions where SCTCS's 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.

The SC Technical Education Association, consisting of the technical colleges' faculty and staff, host an annual conference where sessions focus on identifying and sharing best practices. Organizational information and knowledge is also shared at quarterly peer group meetings and through ad hoc committees that focus on specific initiatives.

Category 5 – Workforce Focus

5.1 *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) promote cooperation, initiative, empowerment, teamwork, innovation, and your organizational culture?*

Each spring a Presidents' Council Planning retreat is held. At the Presidents' Council Planning Retreat, mission critical goals and SCTCS's priorities are identified. These goals and priorities are translated and presented to the State Board in the form of agency head objectives for the next fiscal year. The expectation of the State Board is that these objectives be met by the close of the fiscal year. These priorities and critical mission goals then become the basis for divisional objectives, strategies and action plans of SCTCS's staff and system-wide peer groups. Divisions of the SCTCS Office assume responsibility in conjunction with their respective peer groups for developing strategies and action plans in achievement of agency priorities and initiatives.

The formal method of developing and evaluating employees is through the EPMS. The EPMS planning stage allows for individual development plans within the employee's position. Employees of the SCTCS Office have performance objectives that are linked to the SCTCS's priorities for the fiscal year. This promotes cooperation, innovation, empowerment and collaboration among peer groups and SCTCS Office's employees in the accomplishment of agency priorities and initiatives as all are working toward common goals.

Other methods of motivating and encouraging employees are by actively seeking and responding to staff contributions in a manner that encourages creativity and innovation; providing opportunities for participation, learning and broadening of staff experience; providing opportunities for professional growth and development; and treating each employee as an equal through recognition of and appreciation for each individual's contribution to the SCTCS Office's success.

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

Periodic assessments to include surveys and informal conversations are conducted with our customers in an effort to assess the value of Human Resource Services provided as well as the level of customer satisfaction. The results of the assessments are compiled and determinations are made of how processes can be improved, streamlined or eliminated if they are no longer of value. The readySC™ Program regularly provides a lessons learned synopsis on projects at quarterly department meetings. In addition, the readySC™ Program conducts quarterly project reviews on each client project and invites key stakeholders associated with the project to attend.

A variety of communication methods are used at the SCTCS Office, such as staff meetings, divisional meetings, and day-to-day communications by members of the SCTCS's leadership with staff as well as with peers. Additionally, the production of written procedural manuals, cross-training and the duplication of material resources are used as communication and

knowledge-sharing mediums. Written procedures are distributed through email and the intranet and directly to employees on paper. Some divisions have implemented business rules to outline their processes and these business rules are a reference to ensure ongoing continuity should an employee, who is part of the process, not be available or leave the organization. The SCTCS Office's Human Resource Services' team has a weekly planning meeting to review/monitor goals and objectives and progress towards achievement. The overarching goal is to achieve greater efficiency and effectiveness by improving the quality of Human Resource Services provided to our customers in support of the human resource function and the accomplishment of the agency mission.

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

Senior management continually seeks to ensure that the human capital needs of the organization are aligned with business needs. When a position is vacated, management is tasked with evaluating the position to determine if that position is still needed, if job duties have changed, or if the position requires additional competencies, skills and knowledge requirements, etc. based on how the position will function for the future. Once this has been completed, the Human Resource Services utilizes the state's e-recruitment website, NEOGOV, to post the available position. On NEOGOV, applicants are able to apply online. Additionally, the organization has extended its advertising mediums to ensure a diverse pool of applicants.

The organization employs a variety of methods to retain employees, such as promoting from within when possible, conducting regular salary studies to ensure that salaries are comparable with the market, and encouraging professional development opportunities. A tuition assistance program is available to assist employees with the attainment of advanced degrees for professional growth. Other employee retention methods include the flexibility to provide a retention increase should an employee be offered a position outside of state government or with another state agency.

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

Workforce capability and capacity is primarily addressed through management interaction with employees, as well as through workforce and strategic plans. Management is encouraged to continually evaluate the effectiveness and efficiency of their respective divisions as well as employees' knowledge, skills and abilities. Strengths and weaknesses are addressed by providing feedback and options to improve areas of weakness by providing opportunities for professional growth and development and, where feasible, utilizing employees' strengths in positions better suited to their skills.

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

Managers/Supervisors are encouraged to use the EPMS as a tool in establishing clear performance expectations for employees. This system allows managers and supervisors to agree upon meaningful objectives that 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. Any training deemed necessary for the enhancement of job responsibilities is listed as objectives on the planning document. The SCTCS Office has been using the newly-implemented web-based EPMS system for over a year. This is a user friendly system, which is accessible via the web from any remote location. The system sends notifications to the rater, reviewer and employee of action that needs to be taken. Employees attended a mandatory training session, which not only demonstrated the system but defined the supervisor's and the employee's role and responsibilities in the performance management process, taught critical skills needed in the preparation and completion of the planning stage and EPMS document, and identified the three stages of the performance management process. One-on-one training continues to be provided on an as-needed basis. The web-based EPMS is effectively managed by the agency as evidenced by minimal "meets by default" ratings being reported annually.

5.6 *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?*

The SCTCS currently has three Leadership Development Programs in place as a mechanism for grooming leaders of the future. The first is the USC Graduate Certificate in Higher Education Leadership. This program is being conducted in conjunction with the USC. It is an 18 month program in which one graduate course per semester is taken by participants. A cohort group of agency employees will take all 18 graduate hours together and the individuals must commit to the entire program of study. Upon completion, the individual will receive 18 graduate hours that can be applied towards a Master Degree in Higher Education or a Doctoral Degree in Higher Education Leadership. The ninth cohort began their course of study in January 2012.

The second, the SCTCS Leadership Academy, is being facilitated by Dr. James Hudgins, former Executive Director of the SCTCS. This is a nine-month program that begins with a didactic portion in September/October, followed by a two-day meeting in November, a one-day session in February and a two-day graduation celebration in May. Participants have a project of choice that has to be completed by May, and maintain internal and external mentors. The SCTCS Office encourages employee involvement in such Leadership Development activities as the Graduate Certificate in Higher Education Leadership, the SCTCS Leadership Academy, as well as other statewide leadership programs to include the Executive Institute.

The third, the SCTCS Faculty Academy, is designed to provide professional development training specific to academic department chairs, faculty leaders, and program managers. The program is a 9 month comprehensive training opportunity to enhance skills in leadership, pedagogy, networking and program management. One participant from each of the 16 technical colleges completes eight modules conducted through a combination of online and traditional classroom environments. The curriculum includes topics such as designing learning environments, technology and learning resources, culturally responsive teaching, assessment and learning outcomes and much more. Opportunities for practical application and the use of technology are infused throughout each module. Each participant completes a final project or instructional enhancement plan that incorporates tools and techniques learned throughout the academy. These techniques are then shared with their colleagues at their respective campus. In May 2013, the SCTCS graduated its inaugural cohort. The second cohort held its first class in September 2013 and will complete the program in the spring.

The agency has a system-wide Ethics policy and procedure that all employees are required to adhere to. Additionally, the SC State Ethics Commission Rules of Conduct is regularly distributed to all employees as updates occur. Employees are required to sign a statement acknowledging receipt that is placed in the official personnel record. The accomplishment of actions plans are addressed through the use of the annual performance evaluations, which includes specific job duties and objectives, with success criteria to be accomplished for each fiscal year.

5.7 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?

Training needs are continually identified through a number of means (supervisory requests, employee requests and training needs assessments). The SCTCS Office has an Employee Development Plan to provide the foundation for continuous training and development and to address the organizational as well as the personal needs of employees. The Employee Development Plan serves 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.

As mentioned in 5.6, the SCTCS's two Leadership Development Programs provide a mechanism for grooming leaders for the future. Employees are continually encouraged to seek educational opportunities that seek to enhance their personal and professional development.

Each new SCTCS's employee goes through a comprehensive one-on-one employee orientation session. In addition to the traditional benefits-related information, each new employee is provided an organizational chart showing the SCTCS Office reporting structure along with access to the Employee Directory, which is posted on the SCTCS's intranet. The Employee Directory includes the SCTCS's mission, vision and values statements, along with photos and

contact information for the State Board members and the presidents of the 16 technical college. Employee photos (with contact information and a brief description of their job) are shown by division, beginning with the divisional organizational chart and a listing of the functions of that division.

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

Employees are encouraged to use new knowledge and skills on the job by clearly establishing positive expectations before they participate in training, assignment of tasks and responsibilities which will provide opportunities for application, and by recognizing attainment of new knowledge and skills and commending the employee on their successful application. Employees are encouraged to provide feedback to management regarding potential improvements based upon their newly learned knowledge and skills.

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

Employee training needs are continually assessed as it relates to the accomplishment of job duties and responsibilities. Where skills or lacking or additional skills are needed, developmental activities are encouraged and provided. The EPMS planning stage also provides supervisors and employees the opportunity to include objectives that address training needs.

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

The effectiveness of education and training is assessed on a "before-and-after" basis. Measures used to evaluate the impact include positive changes in performance, productivity, and knowledge sharing with others, along with the ability to perform at higher or broader levels.

5.11   How do you motivate your workforce 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;
- Holding SCTCS Office's social and planning group meetings to enhance morale, motivation and communication;
- Promoting from within when and where possible;

- 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 Division responsibilities.
- Sending birthday, get well and sympathy cards upon awareness.
- Employee recognition program with varied monthly criteria (leadership, achievement, customer service, etc.)

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

The SCTCS Office uses both formal and informal methods to determine employee wellbeing, satisfaction and motivation. The most utilized methods are informal through direct contact with employees, through conversation, written input received from employees, and day-to-day observation of attendance, demeanor and performance.

An Associates Advisory Committee, representative of a diverse group of employees, facilitates and encourages communication of employee needs, concerns, and suggestions for SCTCS Office improvements to the Executive Director and Executive Council. The Associates Advisory Committee sponsors activities throughout the year which are intended to promote employee well-being and satisfaction. These activities include all-day retreats (wellness and development related) and employee get-togethers for holiday celebrations (St. Patrick's Day breakfast, Halloween Costume Contest and Christmas "Holiday" Luncheon). Positive verbal feedback is always received. The SCTCS Office also encourages an active employee suggestion program. The Associates Advisory Committee reviews all suggestions at its meetings, and responds in conjunction with the Executive Director to each employee's suggestion.

In recognition of Public Service Recognition Week, and the value that employees add to the organization, the SCTCS Office observed a number of activities: a cookout luncheon and the annual presentation of service awards. Divisions were encouraged to engage in an activity or activities which encouraged communication and employee motivation.

Additionally, the SCTCS utilizes the services of First Sun Employee Assistance Program (EAP) as its employee assistance program provider. First Sun provides a number of free counseling services to employees in several areas to include: Counseling (personal, grief and loss, anger management, relationship issues, stress management, workplace concerns, depression etc.), financial counseling, legal services, adult care resources, parent/adoption resources, child care resources and college consultation resources. The acquisition of First Sun EAP is designed to assist employees in effectively managing personal and work life/balance issues.

In relation to measures for retention and grievances, Human Resource Services is currently in the process of gathering system-wide grievance information to include the actual number of grievances filed per college, the number of employment actions deemed grievable versus those

that were not grievable, the types of grievances, etc. This information will be useful in assessing training needs where patterns exist.

An employee reward and recognition program for SCTCS Office's personnel was developed. The reward and recognition program serves to recognize the tremendous efforts SCTCS's employees demonstrate in carrying out job duties and responsibilities. The program is designed to show employee appreciation for jobs well done and is aimed at creating a positive work environment, strengthening employee morale and enhancing employee performance and productivity. All employees (full-time, part-time, temporary, and temporary grant) are eligible to be nominated. Each month the selection criteria are varied, for example exemplary customer service, positive attitude, leadership, innovation etc. A committee has been established to review the nominations and the program has been a huge success.

Additionally, informal meetings and exit interviews are conducted with employees separating from employment. Exit interviews are analyzed for data on employee turnover and trends indicating reasons for separation are shared with division directors as necessary.

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

Effective career progression and succession planning is managed by: assessing the knowledge, skills and abilities that are now required in leadership positions as well as those which may be required in the future(workforce planning); assessing current staff to determine their level of knowledge skills and abilities and identifying any areas of deficiency; making a determination as to how to address those deficiencies; determining prospective vacancies; identifying potential internal candidates for all leadership positions; providing opportunities for potential internal candidates to experience the tasks and responsibilities of leadership positions one level higher; and providing support for professional development activities that may be initiated by staff members.

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

Health: 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 SCTCS Office's associates. Activities associated with this program include fitness and health updates, blood drives, and other wellness related learning sessions.

The SCTCS has an established Employee Wellness program aimed at promoting healthy lifestyles and living in an effort to increases employee stamina and enhances productivity. During the 2012-2013 Fiscal Year, the following health related initiatives were sponsored:

- Amanda Bryant from The Foundation for Wellness Professionals provided free trigger point chair massages to SCTCS Office's employees who signed up for an appointment (November 14 and 15, 2012 and December 4, 2012). Trigger point therapy is therapeutic muscle work designed to remove the knots from within the muscles and to provide relief from tension, tightness and pain. During the session, Ms. Bryant talked with employees about their health and offered ways to be more proactive when it comes to taking care of their body (i.e. water consumption, nutrition, pain management and proper ergonomics).

- The SCTCS Office partnered with the SC Department of Labor, Licensing, and Regulation in providing several health related options to employees (flu shots, Weight Watchers and blood donation).

- Employees continued to take advantage of the services offered by First Sun Employee Assistance Program (EAP).First Sun EAP offers services designed to assist employees in effectively managing personal and work life/balance issues. They provide a number of free counseling services to employees in several areas to include: counseling (personal, grief and loss, anger management, relationship issues, stress management, workplace concerns, depression etc.), financial counseling, legal services, adult care resources, parent/adoption resources, child care resources and college consultation resources. For FY 2012-2013, 20 new cases were opened and 25 additional contacts/inquiries were made.

- Employees continued to take advantage of a great wellness benefit offered to them – the ability to purchase fresh fruits and vegetables weekly, at a reasonable price! Every Wednesday afternoon, Mr. Charles Jumper (a local farmer), referred to as the "Veggie Man", brings his van to the SCTCS Office's parking lot. He offers fresh fruits and vegetables, along with old-fashioned hoop cheese, shelled butterbeans and peas, bacon, boiled peanuts and more. Much of the produce is locally grown on his farm in Gilbert, SC and the remainder comes from the SC Farmer's Market.

As mentioned in section 5.6, employees may choose to arrange flexible work schedules with their supervisors.

Category 6 – Process Management

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

The key areas for products/services are driven by the organization's mission and the State Board's policies and procedures. Primary program areas are leadership, accountability, advocacy, service, and delivery. Services include human resource, fiscal, academic affairs, and information technology services to the technical colleges that are coordinated within these respective divisions at the SCTCS Office. Human resource and academic processes are driven by state requirements for reporting and delivery of service. Information technology services supports required reporting of the SCTCS and the colleges, and establishes design and delivery processes that coordinate data from all 16 technical colleges and the SCTCS Office. Accountability includes State Board oversight, financial reporting, and academic program approval.

As mentioned in the Organizational Profile, the readySC™ Program plays an integral role in the state's economic development by providing customized training and recruiting services to new and expanding industries in the state. The readySC™ Program incorporates reviews of each pre-employment training project and uses compiled data to help the group improve delivery of workforce training.

Each of the above functional areas conducts ongoing reviews and receives input from the technical colleges and external partners to determine if changes in processes should be made to support achievement of the SCTCS's mission.

6.2   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?

Key work processes correlate with major program areas, and the goals and action plans developed for each area. Work processes are internally reviewed by division managers to ensure compliance as well as to identify areas for improvement. As an example, a new value added work process and service - the Dashboard Indicators described in 4.4 - allow data to be easily presented in charts and tables and allow a technical college to compare its data to the SCTCS's other colleges, to SCTCS's averages, and in several cases, to regional and national data. The Dashboard Indicators will also assist colleges in their research and accountability efforts, as well as benchmarking activities. Eleven Dashboard Indicators are currently available. The indicators are categorized into the following areas: Enrollment, Graduation and Completion, Developmental Education, and Licensure Pass Rates. Additional indicators are under development.

6.3 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?

To determine how new technologies are and should be incorporated into service delivery, all departments of SCTCS Office identify how customers are utilizing technology, as well as identify best practices within the state or nationwide. For example, the readySC™ Program researches best practices from industries around the world to incorporate that knowledge into its training development and delivery models. The readySC™ Program has implemented project management principles that establish clear targets for each new training project it undertakes. In addition, the readySC™ Program has researched and developed ways to harness computer simulation technology to create virtual training modules that will replace equipment when possible. The readySC™ Program has also created an on-line application process to support recruitment of trainees for businesses creating new jobs in the state.

The Academic Affairs Division incorporates best practices in developing strategies to deliver instruction on-line, and Information Technology Division has changed its work processes to harness computing platforms designed for consistency and stability. The Finance Division provides technical assistance and best practices to the SCTCS Office and the 16 technical colleges on a daily basis.

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

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

As mentioned in Section 1 and Section 6.3, the SCTCS Office works within a framework of functional peer groups. The SCTCS 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 SCTCS's strategic plan and the priority initiatives.

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 Division 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 SCTCS Office's Executive Staff 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.

The readySC™ Program 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 the readySC™ Program

to support economic development in local communities. The readySC™ Program has also created a new position designed to improve both internal and external communication of best practices, as well as knowledge and skills. The ultimate result is a structure that better meets customer performance requirements.

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

The Executive Director and SCTCS Office's staff continually assesses progress toward strategic initiatives through collection and analysis of data, and through listening to our key customers and stakeholders. Initiatives undertaken by the SCTCS are thoroughly researched to ensure they respond to challenges and opportunities identified through planning processes. The readySC™ Program regularly studies its organization and processes, and addresses areas needing change or improvement. For example, the readySC™ Program developed and implemented a complexity index that is used with each prospective project. This index assesses size, resource availability, clarity of goals, organization's culture, stakeholder partnerships, technology requirements, as well as legal and political implications to determine its complexity on a level of 1-3. A Level 3 project will require more resource allocation than a Level 1 project.

6.6 What are your key support processes, and how do you evaluate, 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 the 16 technical colleges and SCTCS reporting for Act 359, and other data management functions. Each of these areas follows required guidelines. However, internal review of processes allows for improvement based on new technologies that enhance ease of use and accuracy.

The IT department of SCTCS 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 readySC™ inventory management using PDA devices for bar code scanning. IT is currently working on enhancements for added functionality. In addition, the Enterprise Reporting and Decision Support Project developed by IT is intended to improve system-wide reporting and research.

Over the past year, the SCTCS Office added a new research position to the team. This position keeps the SCTCS abreast of developing educational, economic, and political trends through an environmental scanning website consisting of key reports and links to other resources. Also, a monthly trend report is disseminated to the Executive Council. These reports focus on important issues in the nation's educational landscape and their implications for the SCTCS.

The Finance Division provides support to the SCTCS Office and the 16 technical colleges. This division ensures compliance with all state policies, regulations and laws and provides technical assistance to the colleges as needed. The Division works to provide standard operating

procedures to the SCTCS Office and the 16 technical colleges to ensure consistency in reporting and managing of state funds.

During the past year the readySC™ Program and the IT Department of SCTCS collaborated to implement an Information Tracking System that will provide real time information on all readySC™ projects to include prospect and stakeholder interaction, detailed activity of events and reporting options.

Managing information is as challenging as it is vital for the readySC™ Program as it fulfills its unique role in the state's economic development efforts. Improvements in practices for managing and using information offer opportunities for the readySC™ Program as it seeks to become more effective in the way it adds value for stakeholders, clients and individual citizens of the state. Better use of more timely information offers potential in many ways to the overall effectiveness of the readySC™ Program to include (but not limited to)…

- Leveraging readySC™ resources, reputation and brand to produce greater win potential for stakeholders in their recruiting and job creation efforts.
- More effective and efficient management of training projects from early discovery through completion of training.
- Better exposure to and matching of individuals to "better job" opportunities.

The readySC™ Program's goal is to provide the right resources at the right time for every project, from the early prospect stages through training delivery. This is done within an environment characterized by increased competitive pressures, rapid technological change, shrinking resources, globalization, etc. Better management and use of information is the key to maintaining and improving quality and output while holding or reducing the costs to produce desired outcomes. This new Information Tracking System enhances the readySC™ Program in pursuing this goal as the organization seeks to maintain and expand its national and international recognition as a leader in customized job training.

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

An annual analysis is performed of on-hand resources and prior year expenditures coupled with emerging priorities and initiatives. Funds are requested through the state budgeting process; however, they also are internally examined and reallocated to match priorities.

The Finance Division leads the development annually of a strategic budget for the SCTCS Office. This provides accountability for each division of SCTCS and allows the divisions to prioritize the needs and work strategically on ensuring dollars are applied to the needs.

In addition, in this last fiscal year, the overhauled two major fiscal components of the SCTCS: 1) Tuition and Fee Structure and the 2) Funding Allocation Formula for the Colleges. Both of the components have not been reviewed or updated substantively for 30+ years. See the Accomplishments sections for more details. With these changes, our colleges have moved to a more strategic financing model. They have the ability to respond to the needs of their communities much easier and with a lot more flexibility.

Category 7 – Results

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?

Chart 7.1-1 Workforce Impact

Trainees trained this year	4,671
Trainees trained since 1961	275,945
Companies served this year	83
Companies served since 1961	2076
Total number of projects	85
New projects	41
Expanding projects	44
Number of new companies	30

Trainee Demographics

Average Age	37 years
Average Education	13.1 years
Percent by Race	(W) 50%; (B) 38%; (O) 12%
Percent by Sex	(Male) 67%; (Female) 33%

Top 5 The North American Industry Classification System (NAICS) codes served this year

Transportation Equipment Manufacturing	1625
Plastics and Rubber Products Manufacturing	1022
Insurance Carriers and Related Activities	430
Warehousing and Storage	300
Paper Manufacturing	176

Chart 7.1-2
Top 9 Apprenticeship NAICS codes

Health and Personal Care Stores	221
Specialty Trade Contractors	110
Transportation Equipment Manufacturing	59
Justice, public order Safety Activity	49
Fabricated Metal Product Manufacturing	44
Education Services	31
Chemicals Manufacturing	31
Machinery Manufacturing	29
Communications	25

Chart 7.1-3 Degree and Diploma Minimum Productivity Standards

Program Enrollment:	Number of Graduates:	Job Placement
• Each diploma must have enrolled 12 students who generated 9 full-time equivalents (FTE's) in the most recent fall semester. • Each degree must have enrolled 16 students who generated 12 full-time equivalents (FTE's) in the most recent fall semester.	• Each degree and diploma program must produce 6 graduates during the evaluation year or an average of 6 graduates over the most recent three-year period.	• Fifty percent (50%) of the graduates available for placement must be placed on a job related to their education OR continuing their studies full-time.

Note: All degree and diploma programs that meet or exceed the minimum evaluation criteria and standards receive a Good status. When a program fails to meet one or more of the minimum productivity standards, a specific plan for improvement must be provided to the Academic Affairs staff.

Program Review and Approval:

Each college has an internal process for developing new certificates, however all certificate programs must be approved by the college's local area commission and the SCTCS's staff. Associate degree and diploma programs are developed in accordance with system-wide models. Degree and diploma programs must be approved by the State Board. New majors are developed as needed. New majors must be approved by both the State Board and by the SC Commission on Higher Education.

Chart 7.1-4 Academic Program Review and Approval Activity

Related Activity	FY 2011-2012	FY 2012-2013
Number of Program Planning Summaries Reviewed		
• Degree	2	6
• Diploma	0	0
Number of Program Proposals Reviewed		
• Degree	2	6
• Diploma	0	0
Number of Notifications of Changes in Program Status		
• Degrees	27	25
Number of Certificates Approved		
	36	34

Chart 7.1-5 Academic Program Status (Two-Year Evaluation Period)

Program Status	Degree		Diploma		Certificates	
	FY 09-10	FY 10-11	FY 09-10	FY 10-11	FY 09-10	FY 10-11
Number of Existing Programs in Good Standing[1]	270	291	98	79	753	582
Number of Existing Programs on Probation[2]	30	22	7	10	29	24
Number of Existing Programs on Suspension[3]	7	4	2	1	2	4
Number of Existing Programs Being Cancelled[4]	7	0	1	1	40	6
Number of Existing Programs Being Reinstated[5]	12	17	3	4	19	22

[1] Good: Program meets all evaluation criteria and standards.

[2] Probation: Program does not meet evaluation criteria – students may be admitted.

[3] Suspension: Program does not meet evaluation criteria – no additional students admitted.

[4] Cancellation: Program no longer approved or authorized – no students admitted or graduated.

[5] Reinstated: Program previously on probation obtained a status of Good in the following year.

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?

Chart 7.2-1
Highlights from readySC™'s Evaluation Summary

24 companies reporting from January, 2013 to July, 2013*

	Question	Avg. - Scale of 1 to 5
1	How effective was the recruitment process at supplying a pool of applicants to meet your hiring needs?	3.50
2	How well did the readySC™ training program meet your needs? (instructor, curriculum, etc.)	4.25
3	How would you rate the management of your project from inception through closure? (as outlined in the Scope of work)	4.33
4	How well-equipped were the facilities in which readySC™ conducted your company's training program?	4.00
5	How would you rate the ease of use of readySC™ services (Completion of Request for Services Letter, Reimbursement, etc.)?	4.43
6	What is your overall rating of the services provided by readySC™ to the potential success of your company in SC?	4.25
	Question	Avg. Scale of 1 to 3 1 = Low 2=Medium 3=High
7	What level of impact did readySC™ services have on your decision to locate or expand in SC?	2.12

*A new project evaluation process was instituted in January, 2013.

7.3 What are your performance levels for your key measures on financial performance, including measures of cost containment, as appropriate?

Per statute (SC ST SEC 59-53-30), the SCTCS must maintain low tuition and fees in order to provide access to post-secondary education and to insure that educational opportunities are not denied to anyone. Through a collaboration of the State Board's policies and procedures, legislative efforts to secure funds for the Lottery Tuition Assistance Program, other initiatives and programs, the SCTCS has met this statutory responsibility. As shown in the following charts, on average students enrolled at technical colleges pay considerably less than students enrolled in the other public, postsecondary sectors. Students receiving the maximum Lottery Tuition Assistance award pay less out of pocket for tuition than technical college students paid in 2001.
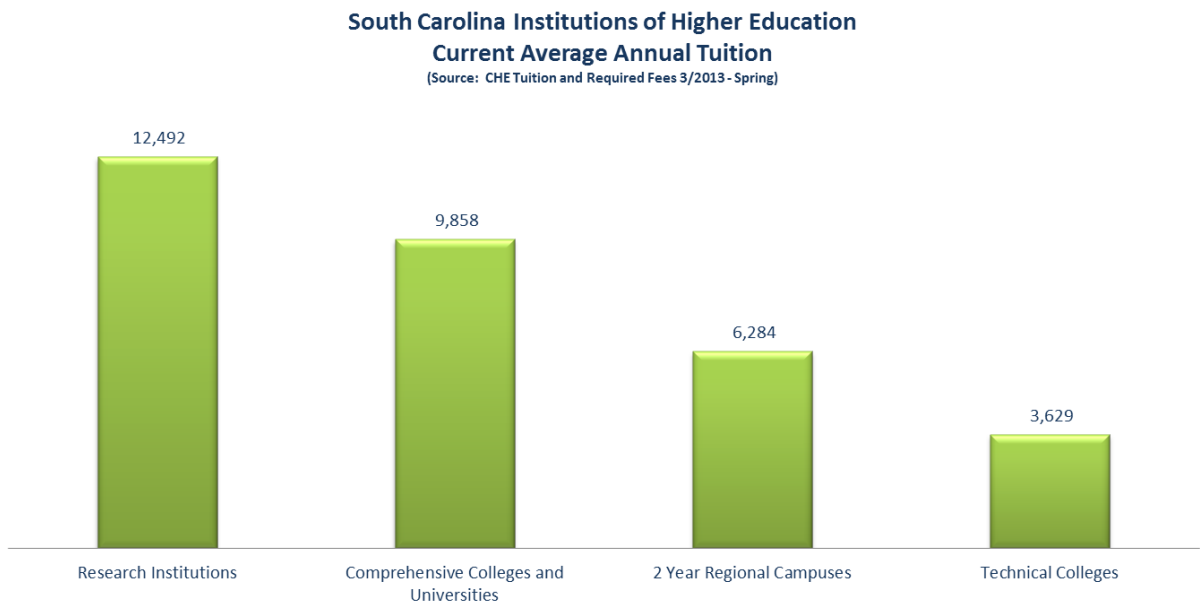
Chart 7.3-1

South Carolina Institutions of Higher Education
Current Average Annual Tuition
(Source: CHE Tuition and Required Fees 3/2013 - Spring)

Research Institutions	Comprehensive Colleges and Universities	2 Year Regional Campuses	Technical Colleges
12,492	9,858	6,284	3,629

Chart 7.3-2
Tuition and Fees with Lottery Tuition Assistance

Legend: ■ Avg. Fall Tuition & Academic Fees above LTA ■ LTA

Year	Avg. Fall Tuition & Academic Fees above LTA	LTA
2001	838	
2002	245	792
2003	367	876
2004	408	924
2005	402	936
2006	455	996
2007	632	864
2008	650	900
2009	700	900
2010	738	936
2011	832	936
2012	873	936
2013 est	902	1,140

Chart 7.3-3
Revenues by Source

State Appropriations $115,999,411 14%
Local Funds $60,984,748 7%
Tuition/Fees/Aux. & Other Misc. Sources $263,104,391 34%
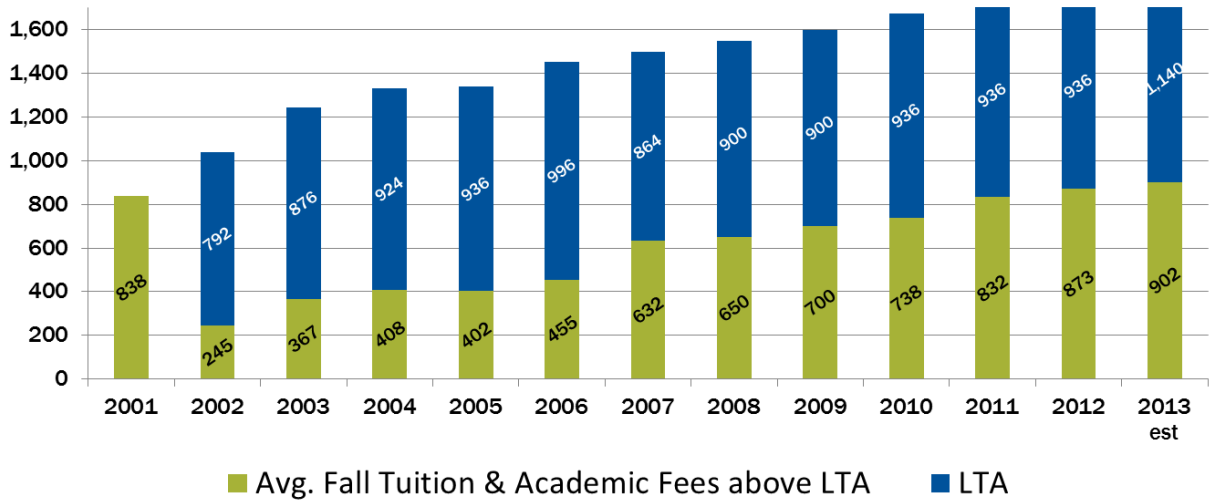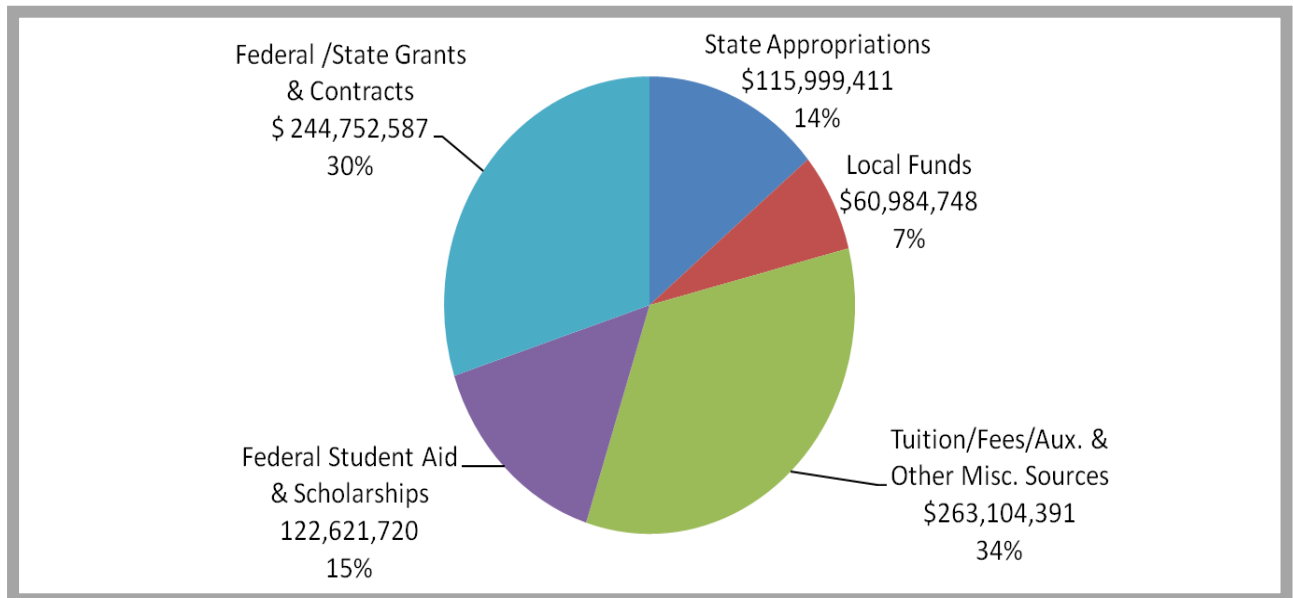Federal Student Aid & Scholarships 122,621,720 15%
Federal /State Grants & Contracts $ 244,752,587 30%

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 and workforce services and benefits, as appropriate?

Chart 7.4-1

Employee Length of Service

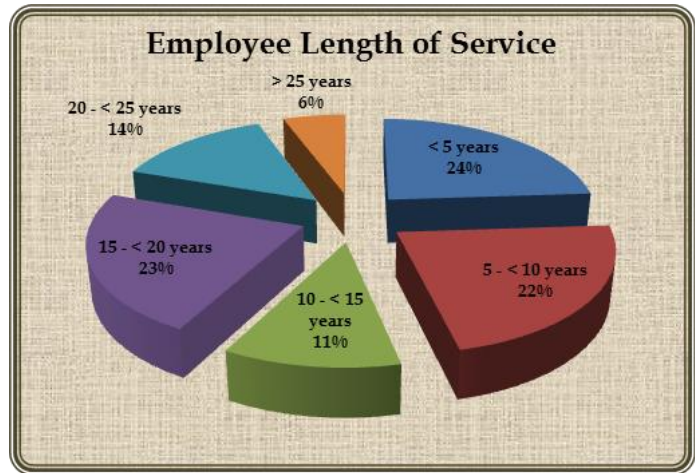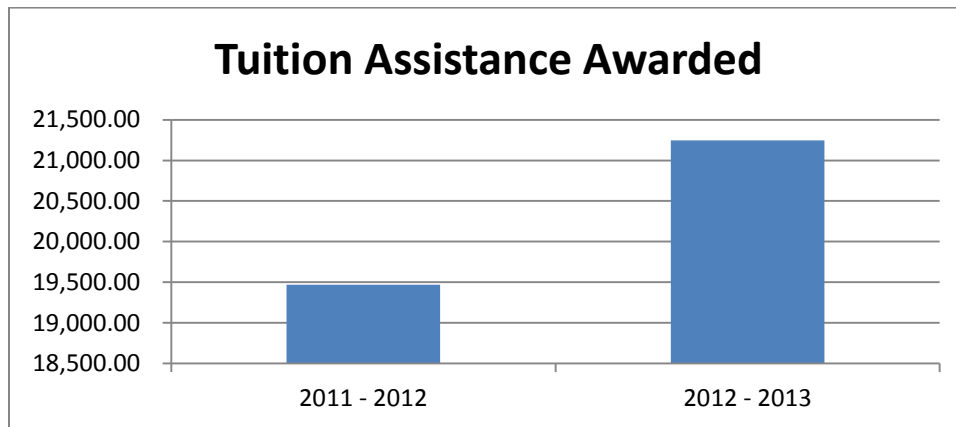| Years of Services	# of Employees
< 5 years	17
5 - < 10 years	16
10 - < 15 years	8
15 - < 20 years	16
20 - < 25 years	10
>25 years	4

Chart 7.4-2

Due to budget reductions, the tuition assistance program was suspended for Fiscal Year 2010-2011. However, we were able to reinstate this program in Fiscal Year 2011-2012. The tuition assistance program continues to provide approximately 50% of tuition to SCTCS's employees pursuing enhanced skills. Tuition assistance is provided to employees who demonstrate how the education and training will increase job skills and performance, and who provide documentation of grades at the end of the semester or course.

Table 7.4-3
Leadership Development: Summary of SC Technical Colleges' Associates
Enrollment in the Graduate Certificate Program in Higher Education Leadership

The system-wide cohort program began in January 2003. As of 2013, eight cohorts have graduated. The 9th cohort started in January 2012 and will graduate December 2013. Eighteen students have earned their Ph.D. with six currently enrolled. Since the program's inception, only six associates have left the system. Three of these departures were for advancement in their careers, including a vice president position in North Carolina and one president position in Kentucky. Twelve cohort graduates have received promotions at their colleges and at least two have accepted advanced position at another technical college in SC.

Enrolled Cohorts 1-8	Enrolled in Cohort 9	Total
157	22 currently enrolled (Graduation Date: 12/13)	169

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

The Agency Head Planning Document sets the overall performance level for the Executive Director for SCTCS. All divisional directors develop their plans and performance levels based upon the priorities and objectives set forth in the Agency Head Planning Document. In addition, EPMS' objectives link back to the priorities established for the Agency Head thus ensuring all employees share an understanding of the SCTCS's priorities. Performance is measured through data collection and reports to the State Board on progress towards objectives. This information is also shared with the Presidents' Council.

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

Performance levels and trends for key measures of regulatory/legal compliance and community support are measured by:
Annual Agency Head Planning and Evaluation
State Board's Policies and Procedures review
State Board's approval of readySC™ projects
State Board's approval of academic programs
Achieving the Dream Annual Report
SCTCS Office's Financial Audit
SCTCS Office's Performance and Policy Audits
SCTCS Office's and Technical College's Inventory Audits