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Section 1 – Executive Summary

Major Achievements:
As reported in the System’s Executive Director’s agency head evaluation, the following represents the major achievements for the Technical College System office.

Develop an advanced workforce training program that meets the high skill needs of business and industry and utilizes resources from the South Carolina Technology Act and develop an “Innovative Technical Training Plan for the 21st Century”. The System’s Economic Development Division was restructured to develop new areas of high technology training in industry sectors such as semiconductor, biotechnology and pharmaceutical technology. Also, the division was renamed to The Center for Accelerated Technology Training (formerly known as Tech Special Schools) in order to be more effective in supporting the state’s recruitment of high technology industries.

Assist the South Carolina Department of Commerce in attaining the state’s economic development goals. The System’s Center for Accelerated Technology Training has restructured and refocused its image and programs to support the Department of Commerce in recruiting new jobs to the state. The Center also developed semiconductor curricula for associate degree and two short-term certificates to assist the Department of Commerce in recruiting semi-conductor manufacturers. The System also Initiated a Get Ready program that provides training opportunities to under prepared workers and prepares them for entry into The Center’s training programs. Get Ready classes are scheduled in targeted rural areas of the state where new and expanding industries are seeking skilled workers.

Implement a marketing initiative to promote the South Carolina Technical College System and the sixteen technical colleges, leading to more South Carolinians accessing higher education. The program was designed to enhance the understanding of the role of technical colleges in preparing students for careers and, as a cost effective option for acquiring the first two years of a bachelor degree. This will result in significant savings to the state in providing post-secondary education.

Expand the System’s web-based communications to support internal operations and communications and to provide more public information on the opportunities available through the state’s technical colleges. Most notably, the System has worked with the colleges to develop an on-line portal web site (www.sctechonline.org) that allows students to search for and take online college courses offered by the state’s sixteen technical colleges. To support internal work processes, the System launched an internal intranet site. Functionality includes a system-wide calendar, on-line policies and procedures, on-line strategic and operating plans, searchable databases to support academic affairs, a searchable database of meeting minutes, and a database of meeting agendas. The System re-developed its external web site (www.sctechsystem.com) to provide new course and career information to students.

A System Office Data Warehousing Task Force has been developed with membership from each major division to help ensure that development of the data warehousing functions for the system adequately meet data collection and reporting needs of the colleges and the System Office.

Work with the State Department of Education, the State Department of Commerce, and the State Chamber of Commerce to clarify roles and relationships relative to workforce
development. The Executive Director organized a committee of economic development leaders – including representatives from Department of Commerce, State Chamber, and the Manufacturers’ Alliance – that recommended to the Governor that he appoint a top level advisory committee of business leaders to make recommendations concerning systematic changes in the delivery of workforce education. The goal of this effort was to increase the number of high school students attending post-secondary education to increase their annual income for the rest of their lives and increase their contribution toward state revenues.

System Office Vision, Mission and Values:
The System’s vision and mission were clarified and re-defined through a series of sessions that culminated in a joint planning summit held in July 1999. Through this process of re-defining the System’s mission, System staff and partners have emphasized the vision for the future while maintaining and following the enabling legislation (59-53-20) that created the State Board.

The System’s Vision Statement is the guiding principle for the future collaboration of the System and its partners. The Mission Statement ensures that our actions are in harmony with the System’s original enabling legislation. The definitions of the Technical College System’s vision and mission are:

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

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

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

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

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

Opportunities and Barriers:
_Tuition-Free Access provided by the SC Education Lottery:_
Perhaps the highest profile opportunity and potential barrier facing the Technical College System during the next year will be implementation of tuition-free access to the technical colleges as specified in the Education Lottery Act. While tuition-free access will support increased higher education opportunities for state residents, final legislation for funding tuition programs has not been passed at this time. Current versions of the legislation will support implementation of tuition-free access at the technical colleges. However, any changes to the legislation may significantly impact the System’s ability to deliver tuition-free access as mandated under the recently passed lottery law.

_Higher Education Funding:_
South Carolina's higher education community is continuing to refine performance measures and elements of the Mission Resource Requirement (MRR). Higher education's overall budget request has focused on a five-year plan designed to improve funding for the colleges and universities of our State. However, due to enrollment growth at the technical colleges, this has resulted in a disparity of approximately 10% in MRR funding between the technical colleges and other sectors of higher education. For example, this MRR disparity impacts the technical colleges by limiting investment in current technology. Additionally, faculty salaries are $3,700 below the SREB states.

_Equipment and Technology:_
In the types of high-tech businesses and industries targeted by South Carolina, job skills are shifting every 6 to 9 months due to advancing technologies. In fact, all jobs will require a higher level of technical skills in the future. This fact has not been lost on other states, including North Carolina and Georgia. There was no appropriation for equipment in FY 2001-2002, leaving an additional deficit of $10 million. The $10 million for replacement and updating equipment for FY 2003 and the deficit from FY 2001 of $23 million and FY 2002 for $10 million is needed for equipment to maintain quality education.

_Center for Accelerated Technology Training -Smart Jobs:_
This program was not funded in 2001-2002. The need for this program is critical to South Carolina’s economic growth. A 1999 economic development study concluded that "South Carolina's major liability is too few entry-level and sub professional workers who are employable and a very limited supply of technically trained sub-professional and professional workers. The report called for a "revolutionary plan" to deal with this potential crisis. The Technical College System's "Smart-Jobs" program has three components. The first establishes a start-up workforce training capability for high technology companies in fields such as microchip manufacturing, bio-medical research manufacturing and high end information technology companies that have traditionally by-passed South Carolina. The second ensures the state has the capacity to provide replacement technicians in critical fields like maintenance mechanics and tool and die makers. The third component of the Smart-Jobs program provides basic education and job readiness training to adults in rural South Carolina where inadequate education inhibits economic growth and investment.
Section 2, Business Overview

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

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

- **College Credit Programs** – The Technical College System’s 16 colleges provide cost-effective access to post-secondary education for wide diversity of students across the state.

- **Continuing Education Programs** – In accordance with the System’s enabling legislation (59-53-20), the System’s 16 technical colleges provide continuing education and other training opportunities designed to keep South Carolina’s existing workforce up-to-date with changing technology.

- **Developmental Education Programs** – The Technical College System’s 16 colleges provide programs to assist students who are not yet prepared to enter college-level programs.

- **Student Development Programs and Services** - The Technical College System’s 16 colleges provide a variety of programs and services including skills, ability and interest assessment, academic counseling, leadership development, student activity programs and job placement services.

In accordance with Act 359, the System’s colleges operate under the state’s performance funding legislation. The System continues to work in cooperation with the Commission on Higher Education to ensure that the performance funding indicator definitions do not conflict with the unique mission of the System. In its effort to offer relevant, effective educational opportunities for students, the System offers approximately 301 degree, 126 diploma and 615 certificate programs across a broad spectrum of career disciplines in addition to the customized pre-employment training of the System’s Center for Accelerated Technology Training program.

**General Enrollment:**

- Thirty-nine percent of all students enrolled in a postsecondary institution are enrolled at a technical college. This is second only to public four-year institutions, which have 40 percent of the total undergraduate enrollment.
- Last year (2000), 90,165 students benefited from various credit programs offered at the technical colleges across the state.
- System-wide enrollment has increased 33.7 percent since 1990.
- Thirty-one percent of all SC high school graduates are entering technical colleges.
Collaborative System-wide Planning:
In 1999, the System hosted a Joint Summit of State Board members, Area Commission members, College personnel, partner agencies and System Office personnel that created the framework for the System’s 5-year strategic vision. The planning summit resulted in the creation of a document “Creating the Future” which outlines the Technical College System’s vision and strategic goals for the new millennium. The action plans developed from this document have been reviewed every year since by a joint summit gathering.

During the past year, the presidents of the 16 South Carolina’s Technical Colleges collaborated with System trustees and state office staff to advance priority initiatives that support the System’s strategic goals. The college presidents along with the System’s Executive Director identified a number of initiatives that were made a priority for action. Significantly, collaborative planning and work-plan implementation produced results detailed later in this report.

Partnerships with other agencies:
The South Carolina Technical College System works with other state agencies and selected private organizations in order to accomplish its higher education and economic development missions. Primary state agency partners include: The sixteen technical colleges, the Governor’s Office and the General Assembly, The SC Department of Commerce, The SC Department of Education, The Employment Security Commission, The Commission on Higher Education, The Budget and Control Board, businesses and industries in the state and higher education institutions. Other key partners include local economic development organizations and chambers of commerce, the South Carolina Chamber of Commerce, local, regional and national economic development organizations and local, regional and national education organizations.

Providing Support for Economic Growth in SC:
The Technical College System has become a vital element of the state’s economic development strategy since its inception in 1961. The critical program behind the creation of the System is the Center for Accelerated Technology Training program (formerly Tech Special Schools). The program was established by the Legislature and is designed to provide pre-employment workforce training to new and expanding businesses that create new jobs in the state. The System has become a much-copied model, and has been visited by representatives from more than 40 states and numerous foreign countries.

In concert with the Workforce Investment Act and other legislation designed to promote the creation of jobs in South Carolina’s rural communities, The Center has conducted collaborative evaluation and planning for the creation of new workforce training initiatives and programs with several of its key partners. These programs will be implemented in the coming year and are focused on meeting critical workforce needs around the state.

Throughout its history, the Center’s program has been credited by many of the state’s new industries as being a critical factor in their decision to locate in South Carolina. During FY 2000-2001:

- More than 7,610 state residents completed The Center’s training programs;
- 101 business and industries were provided with pre-employment training programs;
- 60 businesses were new, 41 businesses were expanding;
• Average age of trainees - 33.3 years old;
• 49% trainees were African-American, 46% trainees were White, 05% were other;

**System facts:**

Employees:
• System office staff: 120

Locations:
• System Office- 111 Executive Center Drive, Columbia SC
• Support Unit – Lexington, SC
• Ongoing locations of The Center for Accelerated Technology Training
• 16 Technical Colleges
• Duncan Center, Spartanburg
• Naval Base, Charleston
• Complex for Industrial and Economic Development at Trident Tech, Charleston

**Key Customers and Suppliers:**

Key Customers: Businesses and industries creating new jobs in SC, South Carolina Department of Commerce, the sixteen technical colleges, Department of Education, Economic Development allies in SC, Lawmakers, Citizens of SC.


**Agency Organizational Structure:**

![Organizational Structure Diagram]

**Accountability Report Appropriations & Expenditures Chart**
Base Budget Expenditures and Appropriations

<table>
<thead>
<tr>
<th>Major Budget Categories</th>
<th>99-00 Actual Expenditures</th>
<th>00-01 Actual Expenditures</th>
<th>01-02 Appropriations Act</th>
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* 2001 Federal & Other expenditures for Technical College Funds were estimated.

Other Expenditures

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<tr>
<th>Sources of Funds</th>
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<th>00-01 Actual Expenditures</th>
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<td>Supplemental Bills</td>
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<td>Capital Reserve Funds</td>
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<td>Bonds**</td>
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** Includes Only Capital Improvement Bond Appropriations
Section 3, Category 1 – Leadership

1.1 How do senior leaders set, deploy and communicate: Short and long term direction? Performance expectations? Organizational values? Empowerment and innovation? Organizational and employee learning? Ethical behavior?

Each year, the presidents of the 16 South Carolina’s Technical Colleges collaborate with System trustees and state office staff to advance priority initiatives that support the System’s strategic goals. The college presidents along with the System’s Executive Director identify a number of initiatives for priority action. Additionally, the technical college presidents along with State Board members and System office staff have worked to establish a cohesive System vision, mission and values statement that guides the System in the achievement of its mission. This is communicated through printed materials and during employee meetings. It is also posted at several prominent locations throughout the System office.

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

These plans are communicated to System Office employees through personal contact, regularly scheduled employee meetings, departmental meetings and email messages. The System office vision, mission and values statement has been printed on small posters for employees and it is posted in numerous locations throughout the office space. The System’s mission is also printed on each employee’s business card. Strategic plans are also located on the System’s intranet site for all employees to access and track progress.

System office employees are encouraged to offer suggestions for improvement and to submit new ideas to support the System’s goals and office efficiency. Ethical behavior is reinforced through procurement procedure.

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

The System Office Executive Director along with the executive council encourages and supports a working environment that focuses on the organizations’ customers. The System office operates primarily as a support organization to the state’s sixteen technical colleges. In order to support the colleges and meet the strategic objectives of the presidents’ priorities that are supported by the System office, each functional area of the System office coordinates activities with functional peer groups. These peer groups are comprised of representatives from each of the sixteen colleges and work together to achieve the presidents’ priorities and the System’s strategic objectives. System office personnel share information and coordinate work activities to ensure that peer groups work on issues using the same information. Additionally, senior leaders participate in customer groups comprised of partner agencies or private training clients to ensure that the System office understands the critical needs of customers. Peer group leaders meet annually to learn a collaborative process outlined by the technical college presidents and to gain understanding of priority issues for the coming year.

1.3 What key performance measures are regularly reviewed by your senior leaders?
Internally, senior leaders review performance of objectives that support the Executive Director’s strategic goals. These performance objectives are tied to the Executive Director’s agency head review as well as senior leaders’ EMPS reviews. Additionally, the Executive Director as well as his direct reports communicates with the technical college presidents on a monthly basis to review progress on priority issues identified by the presidents at an annual planning meeting. System office staff members also provide the Presidents’ Council with quarterly and annual reporting on priority issue progress.

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

The System’s Center for Accelerated Technology Training, formerly known as Special Schools, has utilized a recent audit conducted by the Legislative Audit Council to develop strategies for improving the operations of the division. Senior leadership also utilizes employee suggestions to develop new ways to improve employee communications and performance. Additionally, the System’s HRM function has utilized a broad-based process of feedback and information gathering to restructure its services to the colleges.

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

The State Board has an oversight and policy making function that guides the state’s 16 technical colleges in providing services to their local communities. The Technical College System has conducted formal research to determine the cost/benefit of a technical college education. Results have shown that students who acquire education beyond high school increase their earning potential and their contribution to state revenues. Study results indicated a return on student investment in a technical college education of up to a 30%. Additionally, anecdotal evidence is collected on the impact of workforce development training programs provided by the Center for Accelerated Technology Training. For example, many industries, such as BMW, Roche Carolina, and others indicate the program as a primary factor in their decision to locate in South Carolina. The technical colleges report other specific information under Act 359 reporting requirements.

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

Ultimately, organizational priorities flow from the System’s long-term strategic plan. On an annual basis, organizational priorities are set and communicated using several planning tools including the agency head evaluation document, employee EPMS forms and the System Operating Plan. The executive director, his direct reports and other senior managers conduct communication of these priorities directly to System office personnel. The operating plan is published on the System’s intranet site and mentioned during all employee meetings. All communications reinforce the agency’s mission.

1.7 *How does senior leadership and the agency actively support and strengthen the community? Include how you identify and determine areas of emphasis.*
The agency employees participate in numerous charity activities including the United Way, and conduct annual charity drives, such as clothing and toy drives for women’s shelters. Also, through performance at the System office level, each of the state’s sixteen technical colleges makes tremendous contributions to the communities they serve.

Part of the mission of the agency compels the State office to work with communities throughout the state to support rural economic development as well as development of urban areas of the state.
2.1 *What is your Strategic Planning process, including participants, and how does it account for: Customer needs and expectations? Financial, societal and other risks? Human resource capabilities and needs? Operational capabilities and needs? Supplies/contractor/partner capabilities and needs?*

The Technical College System hosts an annual Joint Summit of State Board members, Area Commission members, College personnel, partner agencies and System Office personnel as the first step in strategic planning and communicating priorities for the System. The first joint summit held in 1999 created the framework for the System’s 5-year strategic vision. The planning summit resulted in the creation of a document “Creating the Future” which outlines the Technical College System’s vision and strategic goals for the new millennium. It is that document which guides the technical college presidents’ setting of priority issues that are supported by the System’s peer groups and ultimately by the System office senior staff.

The technical college presidents hold an annual planning meeting that is attended by the System’s Executive Director and his direct reports. In this planning session, priorities that support the System’s strategic plan are identified and developed as an operational plan that focuses on issues that will affect the System’s ability to deliver services established by its legislated mission. The System office staff members led by the Executive Director then develop plans that support the presidents’ priorities.

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

Needs and expectations of the colleges are addressed by close coordination of strategic actions and development of coordinated priorities. An example of this would include development of strategies to assist the colleges’ compliance with Act 359.

Societal expectations are accounted for in the strategic planning process by providing the framework for leadership that allows the technical colleges to support access to a college-level higher education by any state resident. Additionally in concert with the Workforce Investment Act and other legislation designed to promote the creation of jobs in South Carolina’s rural communities, the System’s Center for Accelerated Technology Training works directly with businesses and industries to develop training programs for employers that are creating new jobs as well as with individuals who are seeking to access training for those new jobs.

All System office support functions and action plans are supported through the agency’s human resource function and the annual agency manning plan. Strong fiscal management supports the agency’s operational capabilities and strategic supplier partnerships with vendors such as Datatel, Bell South and Bank of America.
2.2 *How do you develop and track action plans that address your key strategic objectives?*

Plans are developed by each functional department of the System office and then coordinated by the directors of each office. Manpower resources are allocated based upon objectives. Additionally, the budgeting process is directly linked to completion of strategic priorities that support the agency’s mission and its strategic plan.

The most significant step in the development and tracking of action plans is the coordination of plans between System departments and peer groups to ensure that diverse groups do not waste time and financial resources in working to achieve objectives. Results of actions are reported to the technical college presidents on a quarterly basis and specific strategic initiatives are reported and coordinated with the executive director on a regular basis by all direct reports.

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

Strategic objectives are communicated and deployed through a variety of methods including: face to face communications between peer groups and individuals throughout the system; posting of meeting minutes along with the agency’s strategic plan on the System’s intranet site; review and communication of measures in the development of employee EPMS evaluation documents.
3.1 Identify key customers and stakeholders.

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

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

Ultimately, the people of South Carolina are key stakeholders of the Technical College System. Our legislated mission makes us accountable to all citizens for the provision of high quality higher education and technical skills training. Other stakeholders include partner state agencies and the legislative branch.

3.2 How do you determine who your customers are and what are their key requirements?

The System office’s customers are determined by the agency’s enabling legislation. Our legislated mission determines general customer requirements, however, constant contact with our customers provides System office staff with new and updated requirements.

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

There are no substitutes for face-to-face discussions with partners in determining if customer needs have changed. One primary example of action taken based upon dialog with the Department of Commerce is that of the program formerly known as Tech Special Schools. Based upon a specific request from the Department, the State Board authorized changing the name of the System’s workforce development “Special Schools” training program to assist commerce in marketing South Carolina to high technology industries. After study, the State Board authorized the program to change its name to the Center for Accelerated Technology Training.

Additionally, the System office is incorporating a feedback system into its System-wide intranet web site as well as a web-based evaluation form that will be utilized by the Center’s pre-employment training customers.

Also, the System has added an additional video network at each technical college in order to facilitate the exchange of information via the use of technology and to facilitate the achievement of System priorities.

3.4 How do you use information from customers/stakeholders to improve services or programs?
The System office uses customer input to realign and better focus the delivery of services to customers. For example, the System’s human resources function recently undertook a reorganization to better focus on providing HR services to each of the technical colleges. Additionally, based upon input from the Department of Commerce, the governor’s office and many other economic development organizations, The Center for Accelerated Technology training undertook an extensive campaign of listening to high-tech employers in order to reorganize and develop extensive, pre-approved educational programs to support the recruitment of high tech industries to South Carolina.

3.5 How do you measure customer/stakeholder satisfaction?

Customer and stakeholder satisfaction is generally measured with an informal, yet extensive listening/probing process and an ongoing process of evaluating services. Examples of these measurements include the Executive Director’s survey of the college presidents to determine priority issues for system to be used in strategic planning; an HR customer satisfaction survey of college HR departments, Presidents, and chief business officers; and continual surveys of industry by the Economic Development Division. Results of these surveys are used to improve programs and services provided by the System Office and to provide a baseline for developing action plans to further the System mission.

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

Positive relationships with all customers are based upon personal interaction and face-to-face meetings. These include campus visits from System office personnel to various technical colleges, visits with lawmakers and staffs, presentations and interaction with service organizations and board memberships.
Due to the fact that our agency is currently in the process of evaluating its operations based upon Baldrige criteria, there are no processes that relate directly to Baldrige currently in place. However, the agency’s process of evaluating performance relates directly to achievement of goals and objectives that support the agency’s mission and vision and supports its long-term strategic plan.

The technical colleges report to lawmakers under Act 359. However, the System’s continual process of auditing college academic programs supports college reporting to the Commission on Higher Education. To support total quality of data collection and analysis in the future, the System office is incorporating a data warehousing system that will enable reporting and evaluation of programs to be done more easily.

Specific items for measurement will be identified as the agency conducts its internal evaluations in preparation for incorporating Baldrige principles into everyday operations.

Additionally, the Center for Accelerated Technology Training measures the number of workers trained each year along with total budget and total number of businesses training was supplied to.
The mission of Human Resource Services is, in partnership with our customers, to provide the highest quality consultative, facilitative and innovative leadership to the human resources functions of the SC Technical College System. Human Resource Services is responsible for the overall direction of human resource management programs through the development, implementation and coordination of State Board policies and procedures. HR provides guidance and counsel to managers at the technical colleges and the System Office to assure compliance with all applicable state and federal guidelines and adherence to sound human resource management principles. The division also develops and coordinates programs designed to facilitate improved quality services and processes at the System Office, to encourage employee involvement in decision-making, and to inject quality principles into the System’s human resource management policies and procedures.

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

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

- providing tuition assistance to employees seeking job related educational/training 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 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;
- recognizing employees who pursue professional development opportunities designed to improve work processes through the establishment of the Cathy Novinger Professional Development Award;
- System Office social and planning group meetings to enhance motivation;
- promoting from within where possible.

5.2 How do you identify and address key developmental and training needs, including job skills development, new employee orientation and safety training?

Training needs are identified both through supervisory recognition and employee requests and suggestions. Key developmental and training activities will be better served as the System Office transitions to incorporating principles of the Malcolm-Baldrige quality/improvement criteria. The System Office has contracted with the State Budget and Control Board's Office of Human Resources Development Group to facilitate an initial self-assessment phase. Through this process, we will take a critical look at agency operations to determine how well we are doing activities that are vital to our mission, vision and values as well as identifying areas for improvement. A major outcome will be to re-engineer ourselves to better serve our customers.
5.3 How does your employee performance management system, including feedback to and from employees, support high performance?

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

The System Office recently developed the capability to link all EPMS planning documents back to specific objectives in the System Office’s strategic planning document. This system will become fully operational in the fall when employees will participate with managers/supervisors in their planning stages and can individually see how their position is tied to the system plan.

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

The System Office uses both formal and informal methods to determine employee well being. An Associate Advisory Committee was established to facilitate communication of employee needs and concerns to the Executive Director and Executive Council, as well to suggest System Office improvements. An example of an AAC project to improve employee satisfaction was the development of a pictorial directory of all associates to facilitate employees recognizing and getting to know one another.

This year an employee suggestion program was implemented. The Executive Council reviews all suggestions at Executive Council meetings, and responds to each employee suggestion following these meetings. Those suggestions that are approved for implementation are recognized via an e-mail to all employees. Employees whose suggestions are not adopted receive an explanation and thank you in writing. Semi-annual “All Associates Meetings” are held off site. At this time, the leadership updates associates on matters of importance to the agency. Additionally, this year the leadership hosted an employee appreciation event for all employees.

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

Employee participation in state sponsored wellness activities is encouraged. The agency also contracts with an EAP provider to assist employees with a broad scope of professional, confidential counseling services. As mentioned in section 5.1, employees may choose to arrange flexible work schedules with their supervisors.

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

Many of the agency’s leaders and employees serve on various boards and commissions and donate time to community service organizations. Typically, the staff of the Finance Division coordinates annual community focused fund drives such as Good Health Appeal and United Way.
6.1 *What are your key design and delivery processes for products/services, and how do you incorporate new technology, changing customer and mission-related requirements, into these design and delivery processes and systems?*

The key design and delivery processes for products/services include human resource services and academic services to the colleges that are coordinated within these respective divisions at the State Office.

The System Office’s Division of Academic Affairs and Technology is responsible for review and approval of all academic programs, including diplomas, certificates and associate degrees. The local colleges begin the process of proposing new programs with a survey of their service areas, which provides information on specific educational and training needs in their community. Additional guidance and input on program content is solicited from local program advisory committees. The System Office manages and provides leadership for the approval process, including overseeing the development of statewide curriculum models, policies and procedures on curriculum, and the Catalog of Approved Courses (CAC). The program review and approval process ensures that educational programs offered in the technical colleges meet the changing demands of our customers.

Examples of incorporating new technology to improve processes include an initiative to design and develop a data warehousing system that will provide more consistency of data and will be more responsive to the needs of colleges, the Governor’s Office, and other key stakeholders for easily accessible data.

SCTechOnline is another technology initiative coordinated by the System Office and developed by a statewide consortium effort. SCTechOnline’s mission is to expand access to learning opportunities to all residents of South Carolina independent of location and/or time. Students are provided accessible distance learning opportunities offered by all 16 technical colleges through a common statewide portal that is managed by OIR, a partner agency.

The System’s Center for Accelerated Technology Training (formerly Special Schools) has utilized a recent Legislative Audit Council report to guide the re-organization of internal processes. The LAC audit did not find any evidence of wrongdoing, but did make 17 recommendations to improve the operations of the System’s economic development support function. Additionally, The Center has utilized input from high technology industry sectors to develop new programs that support the workforce training needs of high technology industries such as the semiconductor industry.

6.2 *How does your day-to-day operation of key production/delivery processes ensure meeting key performance requirements?*

As mentioned in Section 1.2, the System Office works with a system of functional peer groups. The System Office manages the peer group work activities and provides leadership in accomplishing the work plans of the functional peer groups.
In the area of academics, the System Office conducts an annual audit of degree programs to include current enrollments, graduations rates, and job placement rates. Colleges are asked to respond in writing, and programs that do not meet key performance requirements are subject to be placed on suspension.

The System Office has the responsibility of conducting an annual audit on data reported by the colleges to comply with Acts 359 and 255. This annual audit measures the compliance, consistency and accuracy of the reported data.

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

Key support processes include human resources processes, as described in Category 5, procurement process 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 processes that support college and System reporting for ACT 359 and other data management functions.

Human Resource Services has been through an extensive reorganization of its services in the last two years, and has reorganized to better meet the needs of its primary customers, the colleges. They are currently undertaking a study of the hiring process and will use these findings to improve the internal hiring process.

6.4 How do you manage and support your key supplier/contractor/partner interactions and processes to improve performance?

The System Office maintains close relationships with key suppliers, such as the Office of Information Resources, and actively solicits their involvement in improving processes. As an example, the System has closely involved OIR in its efforts to plan for statewide infrastructure improvements and has utilized OIR’s staff expertise in assisting in development of the System infrastructure plan. OIR staff will continue to be a part of the System Office’s team tasked with overseeing implementation of the plan.

Additionally, the System Office developed and delivered training for the technical college liaisons responsible for locally implementing SCTechOnline, a new web site that allows all state residents to search for and access internet college courses that are offered by all sixteen technical colleges. Similarly, as part of the efforts to insure the effectiveness of the System’s Intranet site as a communication tool, training was offered to all Intranet managers.

The System Office is also attempting to standardize reporting requirements of the colleges by using the Institutional Effectiveness sector of the colleges as the central data collection point. This will streamline the process for agency staff as well as for college personnel.
Section 3, Category 7 – Results

Workforce Development Training Programs:
The Center for Accelerated Technology Training (formerly Tech Special Schools)

The South Carolina Technical College System’s Economic Development Division manages the program. The Center for Accelerated Technology Training offers programs that support the primary mission of the System Office. Other programs are delivered on the college level. The primary goal of the Center for Accelerated Technology Training’s pre-employment workforce training program is to promote and support South Carolina’s economic development efforts in rural and metropolitan areas of the state.

The Center is charged with development and delivery high quality, customized pre-employment workforce training for new and expanding businesses that are creating new, high paying jobs in South Carolina. This results in providing training opportunities to the citizens of South Carolina so that they can qualify for new, higher paying jobs in all areas of the state.

Key Results:

During FY 2000-2001, the Technical College System’s Center for Accelerated Technology Training program achieved the following results:

- Plants (companies) served - 101: 60 new and 41 expanding;
- Total trainees for new and expanding businesses - 7,610: 3,714 new and 3,896 expanding;
- Trainees by sex – 55% male (4,216), 45% female (3,394)
- Trainees by race – 49% African American (3,730), 46% White (3,503), 5% other (377)
- Total trainees since 1961 – 213,508

![PLANTS SERVED BY THE CENTER FOR ACCELERATED TECHNOLOGY TRAINING](image-url)
NUMBER TRAINED BY THE CENTER FOR ACCELERATED TECHNOLOGY TRAINING

PERCENT TRAINED BY RACE

PERCENT TRAINED BY SEX
SC Technical College System:

- There are 16 technical colleges located across the state along with the State office employing nearly 7,000 full and part-time workers and with total state funding of $170 million.
- Last year, 90,165 students benefited from credit programs (associate degrees, diplomas and certificates) offered at the technical colleges across the state. Enrollment has increased 33.7% since 1990.
- 39% of all students enrolled in a postsecondary institution are enrolled at a technical college. This is second only to public four-year institutions, which have 40% of the total undergraduate enrollment.
- 31% of all SC high school graduates enroll in technical colleges.
- 33% of the students enrolled in the S.C. Technical College System are minority students. Thirty percent of South Carolina's minority student population is enrolled at South Carolina's 16 technical colleges.
- More than half (59.7%) of the students enrolled in the S.C Technical College System are women.
- The Technical College System served 234,372 South Carolinians last year: 90,165 credit students; 136,597 continuing education students; 7,610 pre-employment workforce training students.
Accountability Report Transmittal Form

Agency Name State Board for Technical and Comprehensive Education

Date of Submission 8-30-01

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