



2002/2003 ACCOUNTABILITY DOCUMENT

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

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Section 1 – Executive Summary

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

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

Vision

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

Mission

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

Values

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

Key Strategic Goals:

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

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

Opportunities and Barriers:

Higher Education Funding:

The funding request to support the following SC Technical College System initiatives for fiscal year 2004-2005 has been adjusted to conform to the limited request for higher education funding proposed by the staff of the Commission on Higher Education.

The System has identified new opportunities to ensure that available funding is leveraged efficiently. The following represent refocusing initiatives that are part of the overall system objectives for FY 03-04 and FY 04/05:

- Enhancing the coordination of continuing education with the Center for Accelerated Technology Training to improve delivery of pre-employment workforce training for industries that create new jobs in South Carolina.
- Focusing on the needs of small businesses by partnering with the SC Chamber of Commerce and the SC Small Business Chamber to identify needs and promote educational opportunities.
- Partnering with the SC Department of Education to develop strategies that will help reduce the current dropout rate, provide a consistent process for dual enrollment that will encourage students to earn college credit while still in high school, and target the education needs of the more than 600,000 state residents who do not have basic education and skills.
- Partnering with Colleges and Universities to enhance articulation agreements while providing low cost, flexible access to higher education for students who begin college close to home and then transfer to a senior institution.

Equipment and Technology Deficiency:

The Technical College System has critical needs for training equipment and infrastructure that are essential to supporting the System's mission of meeting the workforce needs of business and industry in South Carolina. In the types of high-tech businesses and industries targeted by South Carolina, job skills shift every six to nine months due to advancing technologies. Insufficient funding has forced the colleges to defer purchases of state-of-the art equipment, and now \$45.4 million is needed for replacement and updating.

Center for Accelerated Technology Training -Smart Jobs:

The System is requesting \$5 million for this program to complement the Research Centers of Excellence and to place the System on the "cutting edge" with the Department of Commerce and its new leadership. This activity will support the industry clusters that the Department of Commerce embraces for the future economic growth of South Carolina. Given that most elements of this activity are yet to be determined, the funding is an estimate based on anticipated training components.

The program has three components: 1) establishing anticipated preparatory workforce training capability for high technology companies in fields to be determined by the Department of Commerce such as microchip manufacturing, bio-medical research and related manufacturing, automotive manufacturing, and high end information technology companies that have traditionally by-passed South Carolina, 2) ensuring the state has the capacity to provide replacement technicians in critical

fields like maintenance mechanics and tool and die makers, and 3) providing basic education and job readiness training to adults in rural South Carolina where inadequate education inhibits economic growth and investment.

Lottery Tuition Assistance program:

Over 28,000 students have benefited from the tuition assistance program in its first year. However, there are many students who were eligible but did not seek this assistance. Current funding levels should be established as a baseline for the future. With the rising cost of tuition, this assistance is critical to supporting the System's mission of 'open access' and an entry point into higher education for many non-traditional students. The tuition assistance helps these students obtain technical degrees to fill jobs in critical needs areas including health sciences, engineering technology and information technology.

Lottery Technology Funding:

We are requesting continuation of Technology Equipment Funding to support new equipment purchases to upgrade outdated equipment for instruction and management. This request compliments the request for funding from State General funds for the equipment deficiency.

Financial Aid Personnel:

The System is requesting funding for additional Financial Aid Personnel. Lottery legislation requires that each potential recipient complete a Free Application for Federal Student Aid (FAFSA). An increase in personnel (30 FTEs) is needed to alleviate the burden on the technical colleges' financial aid offices due to a significant increase in the number of students who traditionally apply for federal student aid. An amendment to the FAFSA filing requirement is also proposed in this budget request. The amendment will help improve some of the student application filing processes; however, additional staff related to the lottery tuition assistance administration is also necessary to improve services to students.

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 a revised strategic planning process and plan which incorporates rapid response capability and serves as the primary thrust for System initiative development and mission accomplishment.

Following months of plan development, orientations and facilitated discussions, a project management model for planning and implementing System priorities was implemented. The model demonstrates the most current thinking and best practices of strategic planning and provides for alignment of strategy development with the fluid nature of the internal and external environment of the Technical College System. The model is incorporated with a filtering process based on principles focused on advancing our System of colleges as opposed to the individual college.

Work with the Governor and the Superintendent of Education to implement the nine recommendations of *Pathways to Prosperity* – the report published by the Governor's Workforce Taskforce.

The following actions have been taken: The Executive Director was appointed to serve on the Implementation Task Force; Established an Internal Dual Credit Committee of presidents, college academic officers and State Board staff to review technical college dual credit practices and to develop strategies for increasing dual credit offerings; Reviewed CHE CHEMIS data on dual credits offered by all 33 public higher education institutions and continue to respond a CHE draft of guidelines/best practices for offering dual credit; State Board staff are working with technical colleges and SDE staff to benchmark existing secondary and postsecondary industrial technology curricula to recognized national skills standards, to identify strengths and weaknesses, and to certify both secondary and postsecondary faculty to teach to national standards; A six-member team from the Technical College System joined SC k-12 teams in attending a national Career Cluster Institute to learn more about implementing the sixteen high school career clusters and how to articulate these career clusters with technical college and baccalaureate majors; A project team has been charged, under the new strategic planning process (see Objective 1) to address a key strategic priority identified by the Technical College Presidents' Council: "Develop Recommendations for Cooperative/Collaborative Strategies with K-12."

Organize a group of “champions” from business and industry who will help communicate the role of technical education.

The South Carolina Technical College System is implementing a web-based application to communicate more effectively with the groups served by each technical college. The application provides a comprehensive, web-based structure to support strategic communications to groups such as industry sectors and alumni.

Work with the Superintendent of Education to increase the cooperation between the Technical College System and the State Department of Adult Education.

The following actions have been taken: In cooperation and collaboration with the State Superintendent of Education, charged a joint committee of Technical College and State Department of Education (SDE) leaders to develop and implement a plan to increase

cooperation of the two state agencies in delivering Adult Education programs and services; working with SDE staff and individual school districts to provide K-12 paraprofessionals with both short-term training and long-term degree opportunities that will allow them to meet stringent “No Child Left Behind” requirements; appointed a committee of college presidents, chief academic and continuing education officers, and state board staff to work with SDE and adult education directors to clarify secondary and postsecondary roles and responsibilities. This group has made considerable progress toward clarification and more collaborative efforts; State Board staff and college representatives are working with SDE staff and deans of SC’s public and private colleges of education to identify best practice and current efforts toward developing a career ladder for two year college students into baccalaureate teacher education programs; Further work is underway with SDE staff to identify regulatory and other potential barriers.

Through succession planning, prepare the System Office for a large number of retirements by senior level leaders and restructure the System Office to achieve greater effectiveness and efficiency in achieving the System mission.

In conjunction with retirement incentive plans and to enhance overall succession planning, an Employee Development Plan was implemented. The 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 to align 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. A major component of the Employee Development Plan is the yearly development of an individualized training plan in conjunction with the EPMS planning stages. The individual training plan further serves as another resource used in the assessment of agency training needs and departmental succession planning

Implement the \$34 million Scholarship Assistance Program for technical college students.

Over 28,000 students received tuition assistance during the program’s first year. The State Board staff teamed to work with the staff of the Commission on Higher Education and System college personnel to:

- Ensure development of clear guidelines for administering Lottery Tuition Assistance
- Identify and propose legislative changes that would improve student access
- Provide peer group training sessions
- Serve as a System resource for clarification and student/college assistance on individual problems

Continue to align and enhance the efforts of the Center for Accelerated Technology Training (CATT) with the Department of Commerce to effectively promote and implement training programs for the “Blue Bell” project and other critical economic development prospects.

The CATT moved forward with reorganization and refocus designed to:

- Improve our ability to deliver services on a statewide basis.
- Expand our role as a Technical College System partner.

- Elevate the role of CATT Area Directors as network partners and change agents in local communities and statewide.

This reorganization is firmly in place. Examples of activities to effect this transition include:

- Statewide meetings of CATT and Continuing Education professionals from the System have been convened to identify specific strategies and goals that will lead to greater leveraging of system resources and more effective and efficient service delivery.
- Research and actions to identify and evaluate new programs, techniques, and simulation technology that are designed to improve training delivery and to provide lifelong learning opportunities.
- Actions to improve the flow of information about the training needs of future employers in the state.
- Work process improvements that make greater use of technology to improve the efficiency and effectiveness of standard processes and improve the flow of information.

Section 2, Business Overview

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

System Office Function and Responsibility:

Scope of System

- Nearly 7,000 System-wide employees (System office and sixteen colleges) (4,871 permanent full and part-time; approximately 2,500 temporary)
- 110 System Office employees

System Office General Role

- Leadership
- Advocacy
- Accountability
- Service

System Office Specific Role

- Economic Development

System Locations:

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

Technical College System General Enrollment info:

- 30% of all SC high school graduates enroll at a technical college
- 49% of all public undergraduate students enrolled in a SC public college or university are enrolled at a technical college
- Fall credit headcount has increased by 43% since 1991/92

**Accountability Report Appropriations/Expenditures Chart
State Board for Technical & Comprehensive Education**

South Carolina Technical College System

Major Budget Categories	01-02 Actual Expenditures		02-03 Actual Expenditures		03-04 Appropriations Act	
	Total Funds	General Funds	* Total Funds	General Funds	Total Funds	** General Funds
Personal Service	\$216,404,294	\$137,895,730	\$198,088,384	\$127,119,867	\$188,771,297	\$110,063,482
Other Operating	81,656,013	2,340,574	92,926,940	2,606,196	109,381,296	2,910,407
Special Items	40,614,410	1,052,903	52,211,743	4,156,247	66,737,332	15,313,636
Permanent Improvements						
Case Services						
Distributions to Subdivisions						
Fringe Benefits	52,557,447	33,090,050	43,907,094	29,461,429	47,319,294	29,458,121
Non-recurring	4,013,228		14,299,340			
Total	\$395,245,392	\$174,379,257	\$401,433,501	\$163,343,739	\$412,209,219	\$157,745,646

* 02-03 Federal & Other Expenditures for Technical Colleges are estimated.

02-03 Non-recurring amount is Lottery Funds.

** 03-04 Appropriations Act amounts include funds carried forward under authority of Proviso 5N.3 and exclude 1% budget reduction.

Other Expenditures

Sources of Funds	01-02 Actual Expenditures	02-03 Actual Expenditures
Supplemental Bills		
Capital Reserve Funds	\$138,171	\$44,877
Bonds	\$47,678,206	\$28,359,670

Interim Budget Reductions

Total 01-02 Interim Budget Reduction	Total 02-03 Interim Budget Reduction
\$12,290,611	\$14,853,097

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.

Key Suppliers:

Bank of America, Datatel, Inc., Dell Marketing, Gateway Companies, Long Communications Group, Lowes Home Centers, Machinery Solutions Inc., Robert Bosch Corporation, Suncom, Unisource, US Postal Services, 16 technical colleges

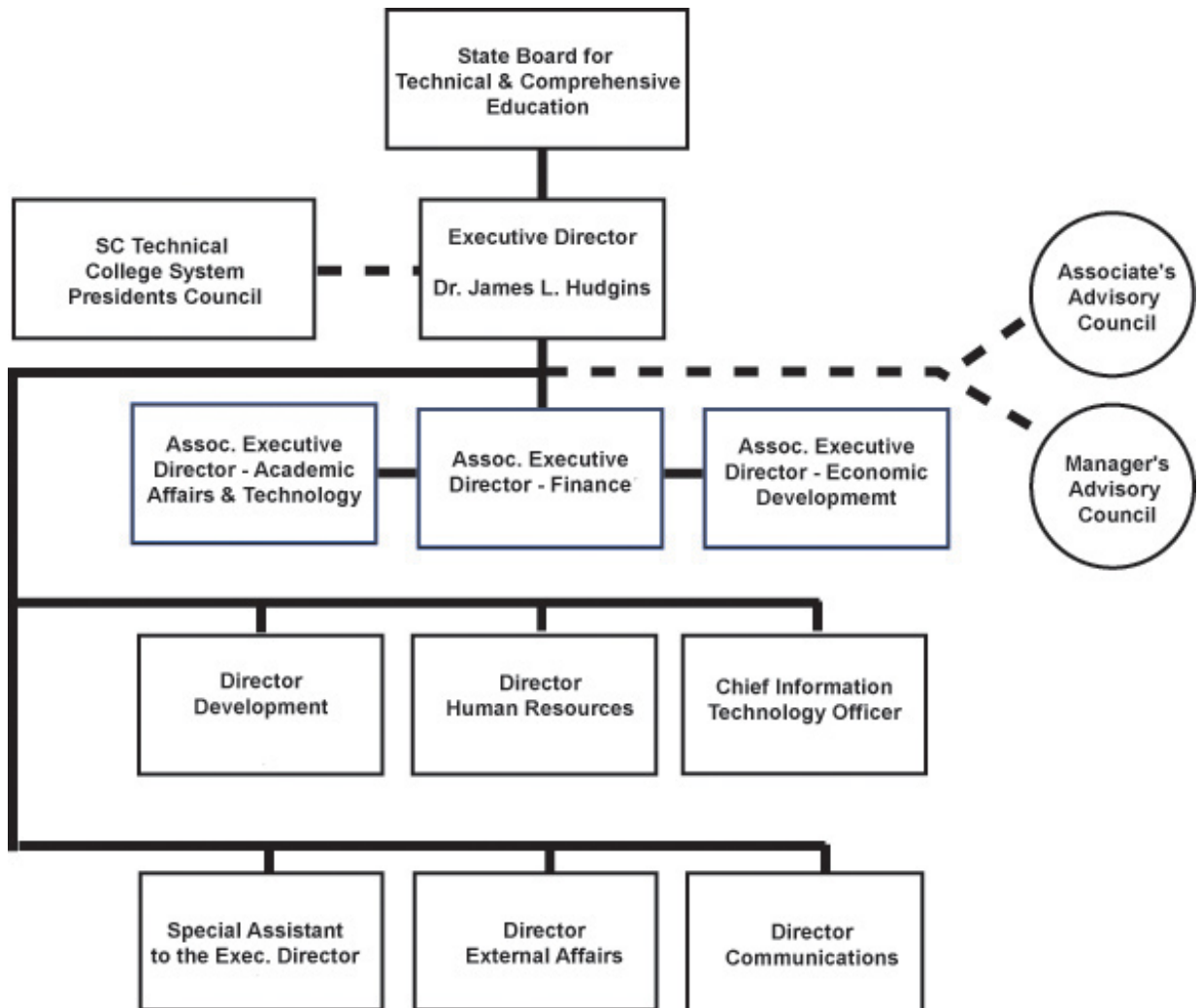
Major Products and Services:

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

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

In accordance with Act 359 of 1996, the System's colleges operate under the state's performance funding legislation. The System continues to work in cooperation with the Commission on Higher Education to ensure that the performance funding indicator definitions do not conflict with the unique mission of the System. In its effort to offer relevant, effective educational opportunities for students, the System offers approximately 300 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.

Agency Organizational Structure:



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 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, on the System's web site and during employee meetings. It is also posted at several prominent locations throughout the System office.

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

Additionally in the System Office, the Executive Director utilizes a Manager's Advisory Council (MAC) comprised of senior managers. The MAC is organized to facilitate and coordinate, through collective and collaborative work, action plans of the System Office Annual Business Plan and the System Operational Plan in support of the overall System Strategic Plan. The group also serves as a catalyst for "closing the gap" as identified in the System Office's Baldrige GAP Analysis Team's report and prioritized by the Executive Director's direct reports.

The MAC serves as a "think tank" to propose initiatives to position the System Office and the System to be more proactive to the challenges/opportunities on the horizon in education, technology, and economic development.

All business plans are communicated to System Office employees through personal contact, regularly scheduled employee meetings, departmental meetings and email messages. The System office vision, mission and values statement encourages responsibility and ethics and has been printed on small posters for employees and it is posted in numerous locations throughout the office space. The System's mission is also printed on each employee's business card.

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

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

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

The Associate Executive Director for Economic Development utilizes quality-focused teams to formally identify economic development customers and institute action plans and alignment to best meet customer needs. Additionally, the System has focused on encouraging senior leader participation in customer groups at partner agencies or private training clients to ensure that the System office understands the critical needs of customers. 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' EPMS 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. Internally, the executive council members compare action plans against performance.

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?**

Internally, each organizational office within the System Office incorporates performance reviews into the next year's action plans. The System Office also uses external reviews when available. For example, the System's Center for Accelerated Technology Training, formerly known as Special Schools, utilized an audit conducted by the Legislative Audit Council to develop strategies for improving the operations of the division. These strategies were put into action during the past year through the development of quality teams that focused on key performance processes. Senior leaders also utilize employee suggestions to develop new ways to improve employee communications and performance.

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. During the past year, the System Office has utilized extensive informal surveys to assess the impact of lottery tuition assistance on the System and technical college students and utilized that information to shore up manpower plans, inform lawmakers of potential risks, and inform the general public. In addition, the Center for Accelerated Technology has done extensive research on the public need for enhanced technician training and is utilizing the information for planning and program delivery.

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. Additionally, the manager's advisory council focuses its efforts on the strategic needs of the system in order to better support the agency's strategic plan. The executive director, his direct reports and senior managers conduct communication of these priorities directly to System office personnel through email, face to face meetings and newsletters. All communications are intended to reinforce the agency's mission and inform employees of our progress.

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

Agency employees participate in numerous charity activities including the United Way, and conduct annual charity drives, such as clothing and toy drives for women's shelters. Also, each of the state's sixteen technical colleges makes a tremendous contribution to the communities they serve.

Other areas of focus are identified by participation within various boards, commissions and work-groups to identify community needs and develop actions to address critical need areas. One such example is the executive director's involvement with the Governor's Workforce Education Task Force. This group is currently addressing strategies to increase the number of South Carolinians who go on to higher education after high school.

Part of the agency's mission compels the System Office to work with communities throughout the state to support rural economic development as well as development of urban areas of the state. An additional example is the agency's collaboration with DSS and others to address the needs of the Hispanic community in South Carolina.

Section 3, Category 2 - Strategic Planning

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's annual Joint Summit of State Board members, Area Commission members, College presidents, partner agencies and System Office personnel continues to be a vital part of the System's strategic planning process. Over this past year, the Technical College Presidents' Council was charged with developing a new strategic planning process as the plan created in 1999, "Creating the Future," draws to closure. Following months of orientations and facilitated discussions, a project management model for planning and implementing System priorities was adopted. The model demonstrates the most current thinking and best practices of strategic planning and provides for alignment of strategy development with the fluid nature of the internal and external environment of the Technical College System. The model is incorporated with a filtering process based on principles focused on advancing our System of colleges as opposed to the individual college. The following key questions were developed to ensure each project is aligned with core principles:

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

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

Outcomes of the 2003 Joint Board Summit are still being assessed for impact on strategic planning. However, it is anticipated that additional projects, based on feedback from the roundtable session with System leaders, considering the outcomes of the Palmetto Institute and the Technical College System role in the "new economy," our role with the Department of Commerce and the impact of the Education Lottery on our System.

The technical college presidents hold an annual planning meeting that is attended by the System's Executive Director and executive staff. 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 with college leadership. An example of this would include development of strategies to assist the colleges' compliance with Act 359 of 1996.

Societal expectations are accounted for in the strategic planning process by providing the framework for leadership that allows the technical colleges to support access to a college-level higher education for all state residents. 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.

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

Each functional department of the System office develops action plans by using the president's priorities and the System's strategic plan as guides. The directors of each office then coordinate all plans. Manpower resources are allocated based upon objectives. Additionally, the budgeting process is directly linked to completion of strategic priorities that support the agency's mission and its strategic plan.

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

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

2.4 What are your key strategic objectives?

A portfolio of initiatives was developed by the Presidents' Council with concurrence of the State Board and Area Commissioners' Association, which includes the following key projects:

- Develop Recommendations for Cooperative/Collaborative Strategies with K-12
- Develop Strategies/Recommendations for Achieving Equitable Funding for System
- Develop Strategies and Recommendations for "Re-branding" the System
- Develop Recommendations for new internal model for Resource Allocation
- Achieve Consensus Regarding Tech-Online
- Develop Recommendations/Strategies Around Governance Roles and Relationships

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

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

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

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 and the trainees served by the Center each year.

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

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

3.2 **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. 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.

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

Information from external customers is shared with internal system wide peer groups of chief academic officers, chief student services officers, etc., to encourage group discussion

and identification of ways to improve services or programs.

3.4 **How do you use information from customers/stakeholders to improve services or programs?**

All divisions within the System office do not deploy systemic methods such as customer satisfaction surveys. Most measurement is taken through informal conversations, discussions, and practicing active listening techniques. However, the Center for Accelerated Technology Training does regularly survey its customers to measure performance. This information is used to improve services.

3.5 **How do you measure customer/stakeholder satisfaction?**

We build positive relationships through several steps: (1) maintain active and positive working relationships with colleagues in other organizations that allow informal dialog and honest feedback; (2) identify common issues and/or problems and work collaboratively to develop win/win situations; (3) communicate clearly and clarify agreed upon roles and responsibilities in all joint projects; (4) practice active listening skills at every point of contact; (5) deliver more than is expected.

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.

Section 3, Category 4 – Information and Analysis

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

The agency's strategic management plan identifies the key measurements used by the organization to analyze performance. Key priorities are identified by the Executive Council, Presidents Council, and the Functional Peer Groups, and progress is monitored quarterly. All measures are tied to the System's mission of providing learning opportunities that promote the economic and human resource development of the state. The manager's advisory council, the executive staff and the executive director reviewed the recommendations of a team of senior managers that conducted a self-assessment of the agency operations, as benchmarked against the criteria for the Baldrige Award, to evaluate the level of effectiveness of processes and to identify areas for improvement. In conformity with these recommendations, the agency's performance on additional key indicators will be analyzed and assessed periodically.

The individual technical colleges report to lawmakers on critical success factors and performance indicators as required by Act 359 of 1996. The technical colleges were 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. Even in these lean economic times, 12 of the colleges exceeded standards, and the other four colleges achieved standards.

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

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

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

The agency has taken steps to strengthen its information technology division. The new Chief Information Officer (CIO), who reports directly to the Executive Director, has been challenged to reengineer information systems with a focus on ease of access and customer friendliness to support daily operations and to ensure that we as a system have reliable, accurate and proactive methods of collecting and reporting of financial and performance indicator data. The CIO, along with a contract consulting firm, has begun discussions with various workgroups of strategies for evaluating and/or re-engineering the processes involved in acquiring data from the colleges, validation, and assembly for consumption. In this process our goals are to ensure:

- That we understand the current processes, especially the parts of those processes that appear to require repeated effort or break repeatedly.

- That we distinguish between business process issues and technology issues.

First, we will gain a clear and concise picture of the system's business needs and desired outcomes from the perspective of executives and key business managers, irrespective of the technologies involved. Then we will compare current processes with desired ones, identify points of breakage, and determine which points can be remedied with technology improvements and which must be remedied with procedural or other changes.

Key processes and indicators that are to be tracked are identified by key business managers (MAC council), and then authenticated by the Executive Council. Measured processes contribute toward the mission of the agency. May be mission-critical. This is achieved through well-documented business rules and data dictionaries. Services offered by the Information Technology staff are driven to achieve end-user satisfaction. System office staff directs their efforts toward desired output reflecting both accuracy and efficiency. Accomplishment of these measures assures us that staff and consumer needs related to the agency mission were met.

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

Data collected from the technical colleges is used in staff analyses of institutional and technical college system issues and provides the basis for determination of funding needs of the technical colleges. The ongoing monitoring by the Center for Accelerated Technology Training assists in evaluation of services to industry.

4.4 How do you select and use comparative data and information?

The agency uses SREB and NCES data in analyses for comparability to other two-year public higher education institutions in the southern region and the nation. Information gathered in analyzing performance is useful in spotlighting strengths and weaknesses and is used to update the strategic plan. The agency is also in the process of designing and implementing a comprehensive data collection and reporting system for decision support on an enterprise level. Business processes are being identified by key stakeholders and indicators to track each of these processes are then identified. Data that is needed to feed queries to track indicators is then identified on the local level.

Section 3, Category 5 – Human Resources

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

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

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

- Providing tuition assistance to employees seeking job related educational/training 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;
- Recognizing employees who pursue professional development opportunities designed to improve work processes through the Cathy B. Novinger Professional Development Award;
- System Office social and planning group meetings to enhance motivation;
- Promoting from within where possible;
- Encouraging professional development of employees through the establishment annual individual professional development plans;
- Awarding an Associate of the Year Award for an outstanding associate who has established a reputation of doing an outstanding job (unselfishly helping others and making a difference) when performing routine day-to-day work activities; and
- Recognition of all System Office associate birthdays by a personal card from the Executive Director, Associates Advisory Committee e-mail communications wishing a happy birthday and monthly posting of birthdays on System Office bulletin boards.

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

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

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

The System Office encourages employee involvement in such Leadership Development activities as a Graduate Certificate in Higher Education Leadership, Leadership Institute-SC Technical College System, and other statewide leadership programs.

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

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

All System Office associates are encouraged to link at least one objective on the EPMS planning stage to the goals and objectives of the Annual Business plan. This not only encourages participation, but more clearly defines how each employee, in the scope of his or her responsibilities contribute to the achievement of the agency mission. Additionally,

increased knowledge and productivity is supported through *the* establishment of individual training plans at the time of developing the employee's EPMS planning stage.

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

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

The System Office uses both formal and informal methods to determine employee well being, satisfaction and motivation. An Associates Advisory Committee, representative of a diverse group of employees, facilitates and encourages communication of employee needs, concerns, and suggestions for System Office improvements to the Executive Director and Executive Council. The Associates Advisory Committee sponsors semi-annual "All Associates Retreats" which are held off site. The retreats are designed to promote employee well being and satisfaction. Human Resource Services is in the process of conducting a survey focusing on customer satisfaction dealing with many aspects of their work and work environment.

The System Office also encourages an active employee suggestion program. The Executive Council reviews all suggestions at Executive Council meetings, and responds to each employee suggestion.

In recognition of Public Service Recognition week and the value that employees add to the organization, the System Office observes a number of activities. These included: 1) the observance of a business casual dress code for the week, 2) a continental breakfast social, 3) a cookout luncheon with team building activities, and 4) as a small token of appreciation, each associate was presented with a Letter of Appreciation and a writing pen with the SC Technical College System's logo.

A pre-retirement seminar was hosted by Human Resource Services, in an effort to assist employees in all that needs to be accomplished in preparing for the future. The day long event included topics on deferred compensation, investing, estate planning, etc.

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

Employee participation in State sponsored wellness activities is encouraged. The State Health Plan "Prevention Partners" promotes healthier lifestyles by providing health screenings and workshops, a Spring Fitness Walk, and Poster Board Educational Health Updates which are made available to employees. Human Resource Services is in the

process of developing a comprehensive Wellness Program designed to target many health awareness and fitness activities for System Office associates.

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

Human Resource Services is in the process of developing a comprehensive Safety Program for the System Office to include the establishment of a Safety Team to assess and monitor safety related issues.

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

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

Many of the agency's leaders and employees serve on various boards and commissions and donate time to community service organizations. The agency encourages participation in annual community focused activities such as Good Health Appeal, Toys for Tots, Department of Mental Health-Bryan Psychiatric Hospital, Rolling Readers Program, and United Way.

Section 3, Category 6 – Process Management

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 areas for products/services include human resource services and academic services to the colleges that are coordinated within these respective divisions at the State Office. HR processes and academic process are driven by state requirements for reporting and delivery of service. Additionally, the Center for Accelerated Technology Training has focused extensively on process improvement activities to better focus deliver of workforce training to enhance the System’s mission of supporting economic and human resource development in South Carolina.

The System’s Center for Accelerated Technology Training (formerly Special Schools) has focused teams on identifying, developing and streamlining processes in key areas of its service delivery: working with prospects, trainee recruitment and training development and delivery.

Working with prospects has entailed realigning the organization to align all marketing related work processes under one senior level manager; reviewing and updating all brochures, presentation materials, presentation systems, etc.; completing an automated system for compiling and reporting info about prospects to improve reporting capabilities and sharing of info statewide; and reviewing/reestablishing/redefining working relationships with DOC.

Trainee recruitment has involved testing/implementing statewide web-based online application process to simplify process for potential trainees. The application will automates data collection and analysis and is expected to reduce the cost of advertising via fewer ads, smaller ads, less frequent ads.

Training Development and Delivery has involved: realigning the organization to support all training delivery related work processes under one senior level manager; realigning the organization to align training delivery execution with Area Directors; building new alliances with technical college continuing education to leverage state’s resources while improving delivery and maintaining quality; and working with allies and clients to identify state level priorities (ex. BioTech); and to forecast changes with regard to training development and delivery.

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 within a framework of functional peer groups. The System Office manages the peer group work activities and provides leadership in accomplishing the work plans of the functional peer groups in order to align work product with the System’s strategic plan and the technical college presidents’ priority initiatives. Ultimately, these plans drive much of the day-to-day operations of the System Office.

Day-to-day operations of the Center for Accelerated Technology Training have been reorganized as a result of the quality process mentioned in section 6.1. CATT's new "fieldcentric" organization is designed to maximize flexibility at the point of delivery while assuring a high level of consistent quality across the state. The ultimate result is structured to better meet performance requirements.

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

Key support processes for the technical colleges include human resources processes, as described in Category 5, procurement 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.

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.

CATT has acted on support process changes to include: Moved into the new smaller Support Unit facility to improve efficiency and better partner with the technical colleges. The changing role of Support Unit staff includes more out sourcing; greater utilization of work teams, technology and automation; new skills development and training; and cross training. CATT is also investigating new approaches for testing and assessment of trainee recruits. In addition, CATT is working with the System office Information Technology Services office to improve/expand automated applications for: Data/info collection, use, analysis; reporting; planning; evaluation and measurement.

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 and actively solicits their involvement in improving processes. As an example, the System's Information Technology Services office has implemented a process to work with vendors that provides specific checks and balances, delivery milestones and final documentation to ensure that the agency receives the best product possible from outside sources.

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.

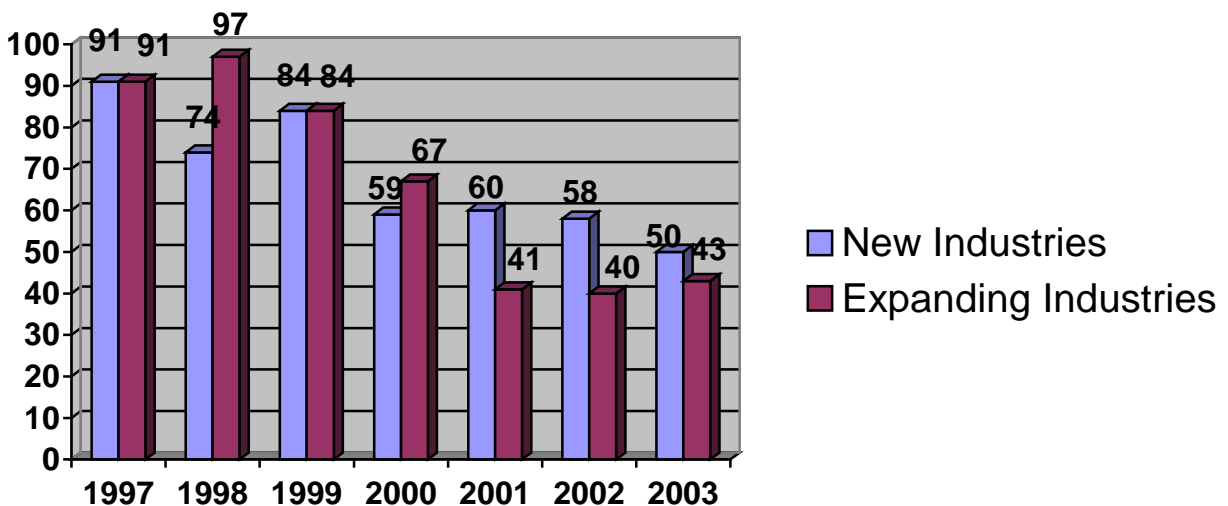
The Center is charged with development and delivery of high quality, customized pre-employment workforce training for new and expanding businesses that are creating new, high paying jobs in South Carolina. This results in providing training opportunities to the citizens of South Carolina so that they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

Key Results:

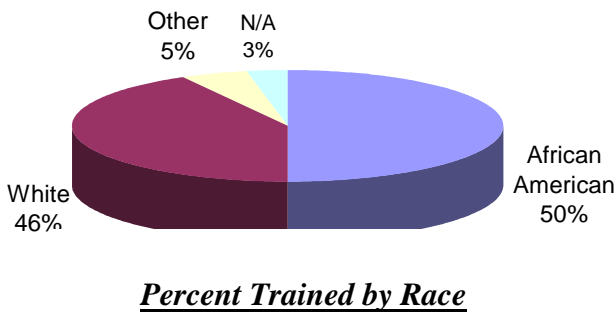
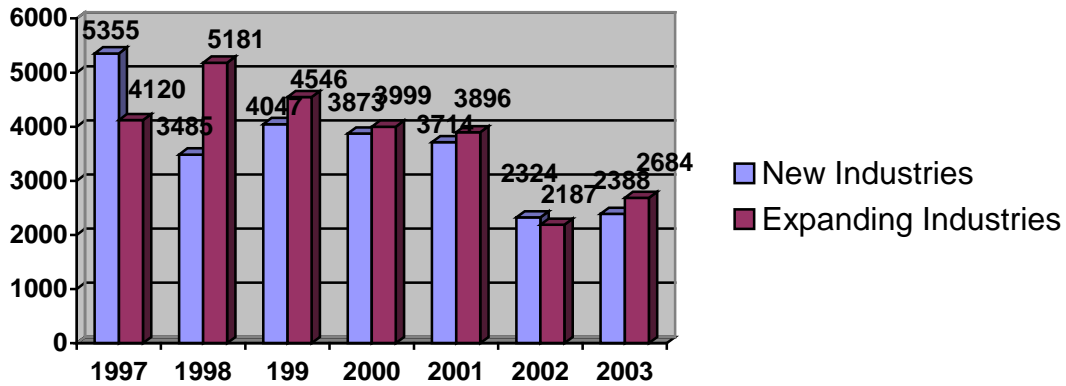
During FY 2002-2003, the Technical College System’s Center for Accelerated Technology Training program achieved the following results:

- Number of projects – 93: 50 new, 43 expanding;
- Total trainees for new and expanding businesses – 5,072;
- Trainees by sex – 64% male, 36% female
- Trainees by race – 42% African American, 50% White , 5% other, 3% no answer
- Total trainees since 1961 – 223,091

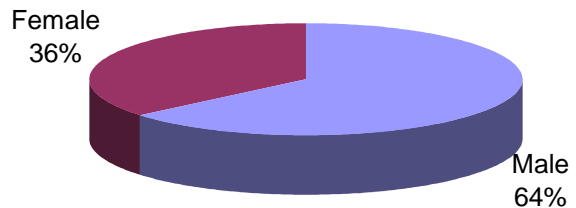
Plants Served by the Center for Accelerated Technology Training



Number of People Trained by the Center for Accelerated Technology Training



Percent Trained by Sex



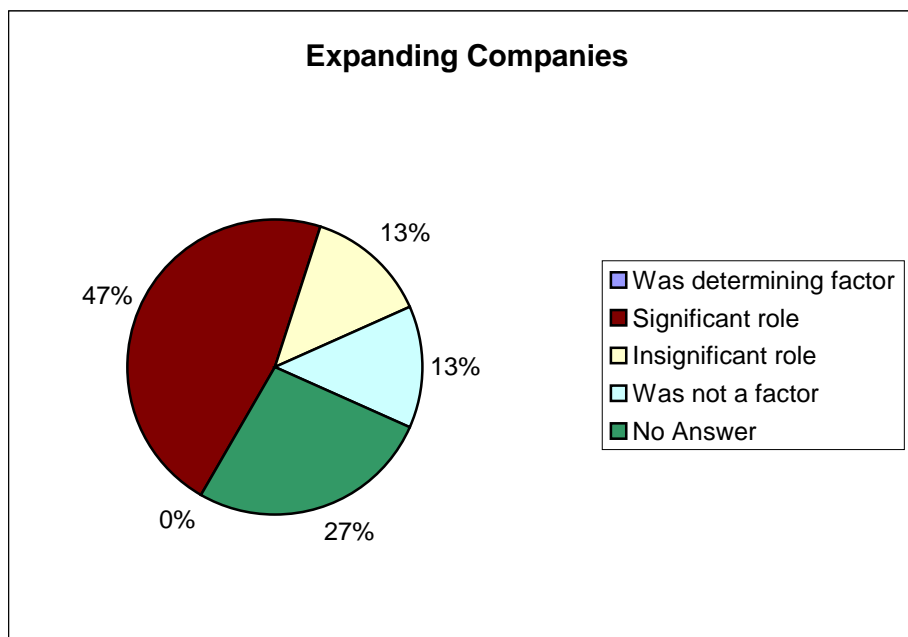
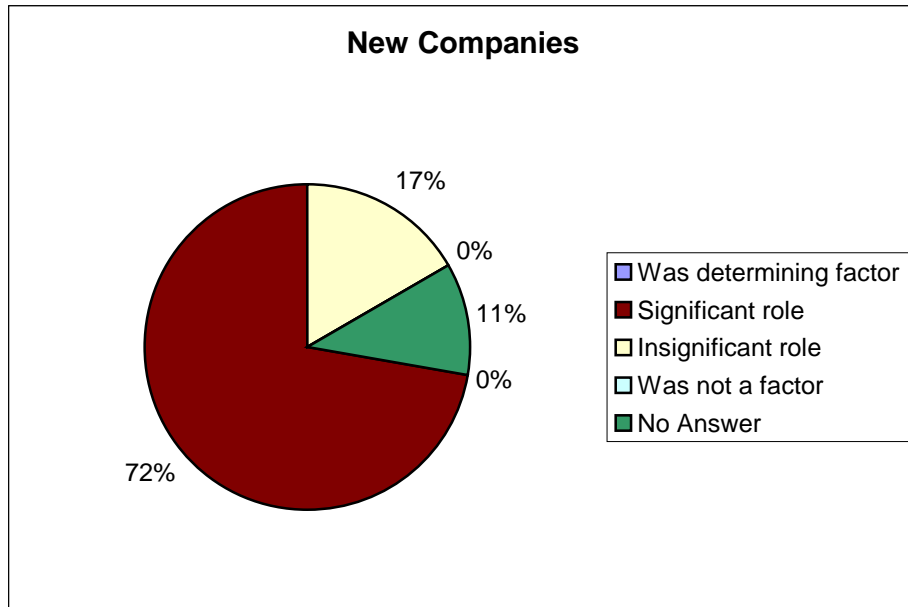
CATT Company Evaluations Summary

- CATT was rated as above average to excellent on all evaluation questions related to deliverables. A positive trend in the average ratings for all evaluation questions related to CATT deliverables was established
- Seventy-five percent (33 of 44) of new companies responding to the evaluation indicated that CATT training played a significant role in their decision to create new jobs in South Carolina. One additional company indicated that CATT training was the determining factor.
- Fifty percent (26 of 52) of expanding companies responding to the evaluation indicated that CATT training played a significant role in their decision to create new jobs in the state.

Evaluation Question :

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

From 33 replies, 7/1/02 through 6/30/03



CATT customer survey: average response to questions 1-6*

How effective were we at providing clear and accurate information about the CATT training Programs that were available to your company?	3.74
How effective were we at customizing a curriculum that was appropriate to your company's training need?	3.65
How effective were we at producing/providing instructional materials that were appropriate to your company's training needs?	3.46
How effective were we at assuring the availability of appropriately equipped facilities in which to conduct your company's training program?	3.75
How effective was the recruiting process at meeting your company's needs?	3.54
How effective were we at facilitating/conducting the instruction component in your company's CATT training program?	3.68

*On a scale of 0-4

Accountability Report Transmittal Form

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

Date of Submission **9-15-03**

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

Agency Contact Person **Lawrence Ray**

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