2003/2004 ACCOUNTABILITY DOCUMENT

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

1

Table of Contents

Title	**Page Number**

Section 1 – Executive Summary

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

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

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

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

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

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

Key Achievements during the past year:

- The Technical College System has undertaken a strategic approach to plan for a nearing departure of senior leadership. Through retirement, there is a potential turnover across the System of 11 presidents, 28 vice presidents and 161 program directors over the next five years. To answer this potential leadership turnover, a group of technical college presidents and System Office personnel have devised two programs to build new leaders. The System has established a partnership with the University of South Carolina College of Education to offer a graduate certificate in higher education leadership. The program has already enrolled two cohorts of 25. The certificate program is intended as a stepping-stone to an advanced degree. The courses in the certificate program are eligible for inclusion in coursework toward the Master of Education Degree in Higher Education and Student Affairs and the Ph.D. Degree in Educational Administration/Higher Education.
- The Technical College System has begun the SC Technical College Leadership Academy. The nine-month Academy has graduated its first class and is preparing to begin its next cohort. Participants in this program participate in sessions on specific areas of two-year college management including people skills, finance, legal issues, partnerships and best practices in two year colleges. Students are also pared with internal and external mentors to develop and implement projects that require the use of leadership skills.
- The presidents of the SC Technical College System have undertaken a strategic visioning process to project how the technical colleges will function in the future. The focus on the future is taking environmental factors into consideration to determine how the colleges should focus resources, structure services and foster collaboration in order to meet the progressive changes in business, industry, student enrollment and state economic development strategy.
- The SC Technical College System Office and several colleges have been working with Clemson University on a program to enhance articulation of technical college coursework in the area of Biotechnology. The work group is in the process of redesigning of laboratory instruction to meet emerging technology needs, and discussing plans for a joint Clemson/Tech external funding proposal that will support this partnership between the research sector and technical colleges.
- The SC Technical College System collaborated with several business groups to publish a report by Dr. Stuart Rosenfeld of Regional Technology Strategies, Inc. The report was intended to identify the critical role of two year colleges in the successful implementation of a cluster based economic development strategy. The state is currently in the process of developing this new strategy to recruit and grow knowledge-based jobs using a study conducted by the Monitor Group and Dr. Michael Porter. Dr. Rosenfeld's paper was the focus of a recent joint summit of technical college leaders and has been received well by business and political leaders in the state.
- The System's Center for Accelerated Technology Training has forged an innovative partnership between Primedia, Inc. and the sixteen technical colleges. Primedia, one of the nation's leading suppliers of on-line learning solutions has been working with the continuing education divisions at each college to offer a comprehensive training program for maintenance mechanics. The program combines on-line instruction where students interactively learn procedures with hands on laboratories where students can practice and demonstrate competency. The program's success has fostered on-going discussions with

Primedia to investigate other areas where this blended learning methodology can be applied to meet the ongoing training needs of business and industry.

- The SC Technical College System has established a partnership with the SC Department of Education and the SC Student Loan Corporation to offer the Kuder Career Planning System to high school students. Approximately 200 SC schools have been set up to use the Kuder Career Planning System since implementation began in January 2004. The Kuder partnership supports the principles of Pathways to Prosperity and is envisioned as a useful career planning tool for students and is expected to help students develop and understanding of where they need to continue their educations after high school.

Key Strategic Goals:
Objectives for FY 03-04:

1. Develop specific agreements with the State Department of Education to increase cooperation between the South Carolina Technical College System and the regional adult education programs to increase the number of undereducated adults who achieve the basic skills essential to participating in the workforce. *Status: MOA between K-12 and Technical College System has been signed.*

2. Work with the State Department of Education to promote the passage and implementation of the Education and Economic Development Act. *Status: The Act was not adopted by the General Assembly. However, funding was provided to begin addressing goals established by the Act and its foundation document Pathways to Prosperity.*

3. Develop articulation plans with the State Department of Education to increase the number of high school students gaining advanced standing in career programs through enrolling in technical college credit courses. *Status: The technical colleges and System Office staff have developed and implemented SCTCS policy and procedure relating to dual enrollment of high school students in college classes. The System Office staff and college representatives also continue to work with baccalaureate institutions through the CHE Advisory Committee on Academic Programs.*

4. Develop a plan and strategy for redefining the role of the technical college in the new economy. *Status: System discussions ongoing with Clemson University on future role of SCTCS in ICAR, Automotive Research Park in Greenville and potential for a Center for Technician Training at Clemson and other opportunities for collaboration.*

5. Work with all appropriate parties to accomplish a restructured governance process for higher education. *Status: The System continues to provide input to the CHE on ways to improve higher education governance and funding structure.*

6. Establish an enterprise database to improve reporting, research and decision making for the Technical College System. *Status: A requirements analysis including cost estimations, project teams and timelines for this project was completed in December 2003.*

7. Secure a commitment from the Legislature and the Governor to establish $34 million as a baseline for funding Lottery Tuition Assistance. *Status: Administration and funding for the Lottery Tuition Assistance Program continues to mature as the program enters its third year. The Legislature and the Governor have approved an FY 2005 Lottery Appropriation of $39.75 million for two-year and Technical College Lottery Tuition Assistance which moves funding closer to attaining the targeted 75% of mandatory tuition and fees.*

Objectives for 2004-05:

1. Facilitate the technical colleges launching of the Alliance for Enterprise Development through a structured legislative proposal which secures the requisite funding needed to create and sustain an Alliance to support an increase of knowledge-based jobs in South Carolina.
2. Develop an action plan for the deployment of $1 million in Pathways funds.
3. Lead the System in the development of a response to the Rosenfeld Report in response to direction received from the annual statewide meeting of State Board members, technical college area commissioners and presidents.
4. Guide System Office staff to address and resolve barriers to innovative initiatives of the System colleges. Facilitate the development of a new strategy for System planning and action in response to the demands of the new economy.
5. Secure an amendment to the lottery legislation that will establish the minimum Lottery Tuition Assistance as 75% of the average semester tuition.
6. Continue the transformation of the State Board's economic development arm (Center for Accelerated Technology Training) through the research and development of new curriculum and training delivery methods to prepare South Carolina's workforce for the diversified skills necessary to thrive in the innovation economy and beyond.
7. Realign agency personnel service resources to address an established need for professional staff legal counsel to advise the Agency on complex legal matters related to employment, students, contractual and other matters of law.

Opportunities and Barriers:

The System has identified opportunities to ensure that available funding is leveraged efficiently. All initiatives are focused on the System's primary mission of supporting economic development by preparing the state's workforce. Potential barriers to achievement of these initiatives include: 1) trend of reduced technical college funding coupled with growth in student enrollment; 2) priorities of educational sectors. The following represent initiatives that are part of the overall system objectives for FY 05/06:

General Funding Priorities for 2005-2006

Priority 1

Addressing Technical College MRR - Higher Education Funding: The technical colleges have faced a long trend of reduced funding with strong growth in student enrollment. It would take additional recurring funding of $300 million to achieve 100% formula funding for the technical colleges ($60 million per year if phased in over 5 years). To reach the current average MRR level of 39.05%, the SC Technical College System would require $38.7 million. The SC Technical College System will conform to the budget request to be presented by the Commission on Higher Education and work with and through the Commission to address this critical parity issue.

Priority 2

Addressing Technical College Equipment needs: A funding request of $55 million is necessary to fulfill the technical colleges' ongoing equipment replacement needs.

Priority 3

Center for Accelerated Technology Training: Additional funding for changes in business and industry expansion activity will be introduced as necessary during the budget request process to meet workforce training commitments.

Lottery Funding Priorities
Priority 1
Lottery funded student assistance and technology: The System will request $52 million for the Lottery Tuition Assistance Program to ensure the capability to fund 75% of mandatory Tuition and Fees for fiscal year 2005-2006. This request will be augmented with a request to change the Lottery legislation to create open-ended funding for the LTA for students enrolled in two-year institutions, consistent with the open-ended funding for the LIFE and Palmetto Fellows scholarships programs.
Continuation of Technology Equipment Funding: The System will request continuation of the $14 million for the non-research institution funding for fiscal year 2005-2006.
Priority 2
Develop Workforce Alliances to Support Industry Clusters: A strategy to address a coordinated response to South Carolina's strategic plan for economic development will require new models of coordination between the technical colleges, the Center for Accelerated Technology Training and other economic development partners. The Technical College System will follow the Monitor Group and Rosenfeld reports to align technical training programs with the Department of Commerce economic development plan and Research initiatives designed to stimulate economic development. The System will seek funding of $15 million per year for five years to specifically address needed innovation at the technical colleges.

Utilizing the Accountability Report
The Technical College System utilizes the Accountability Report as a tool to assist in evaluating the management and effectiveness of the System Office. The report provides a vehicle to pull together other evaluations into a single document that provides a streamlined view of System operations.

Section 2, Business Overview

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

System Office Function and Responsibility:

Scope of System
- Nearly 8,500 System-wide employees (System office and sixteen colleges) (4,283 permanent full and part-time; approximately 4,165 temporary)
- 97 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:
- 16 colleges
- 3rd, 5th and 6th largest colleges in SC
- 104,572 annual unduplicated Head Count
- 133,230 continuing education
- 43% of SC students enroll at a technical college
- 52% of all public first time freshmen enroll at a technical college
- 50% of all public undergraduate students are enrolled at a technical college
- Fall credit headcount has increased by nearly 60% since 1990/91

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

South Carolina Technical College System
Base Budget Expenditures and Appropriations

Major Budget Categories	02-03 Actual Expenditures		03-04 Actual Expenditures		04-05 Appropriations Act	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	$226,143,374	$127,119,866	$193,707,965	$115,000,150	$230,973,416	$107,561,187
Other Operating	$136,774,935	$2,606,197	$108,666,277	$2,195,388	$127,941,698	$2,895,998
Special Items	$19,819,556	$4,156,247	$54,226,380	$2,802,684	$32,646,606	$18,690,648
Permanent Improvements	$	$	$	$	$	$
Case Services	$	$	$	$	$	$
Distributions to Subdivisions	$	$	$	$	$	$
Fringe Benefits	$55,760,986	$29,461,429	$40,692,621	$22,831,448	$59,403,558	$28,972,026
Non-recurring	$	$	$	$	$	$
Total	**$438,498,851**	**$163,343,739**	**$397,293,243**	**$142,829,670**	**$450,965,278**	**$158,119,859**

Other Expenditures

Sources of Funds	02-03 Actual Expenditures	03-04 Actual Expenditures
Supplemental Bills	$	$
Capital Reserve Funds	$44,877	$
Bonds	$32,710,909	$10,277,625

Interim Budget Reductions

Total 02-03 Interim Budget Reduction	Total 03-04 Interim Budget Reduction
$14,853,097	$1,430,080

Accountability Report Major Program Areas Chart

SC Technical College System Major Program Areas

Program Number and Title	Major Program Area Purpose (Brief)	FY 02-03 Budget Expenditures		FY 03-04 Budget Expenditures		Key Cross References for Financial Results*
II. A.,B., & E. Instructional Programs	The technical colleges provide opportunities for individuals to acquire the knowledge and skills necessary for employment, transfer to senior colleges and universities, or graduate with an Associate Degree, Diploma, or Certificate.	**State:**	147,075,577.00	**State:**	130,086,784.00	
		Federal:	29,214,754.00	**Federal:**	29,028,440.00	
		Other:	245,488,071.00	**Other:**	224,952,807.00	
		Total:	421,778,402.00	**Total:**	384,068,031.00	
		% of Total Budget:	96%	**% of Total Budget:**	97%	
III. Economic Development .	The Center for Accelerated Technology Training coordinates the training for the contracted industries with fully equipped sites, well-qualified instructors with the applicable training skills, and the necessary operational support.	**State:**	9,524,097.00	**State:**	6,647,625.00	
		Federal:	0.00	**Federal:**	0.00	
		Other:	452,287.00	**Other:**	482,326.00	
		Total:	9,976,384.00	**Total:**	7,129,951.00	
		% of Total Budget:	2%	**% of Total Budget:**	2%	

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

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

Remainder of Expenditures:	**State:**	6,744,065.00	**State:**	6,095,261.00
	Federal:	0.00	**Federal:**	0.00
	Other:	0.00	**Other:**	0.00
	Total:	6,744,065.00	**Total:**	6,095,261.00
	% of Total Budget:	2%	**% of Total Budget:**	1%

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

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

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

Key Suppliers:
Bellsouth, B&C Bd, New Horizon, Hewlett Packard, ASAP Software, The State Newspaper, Another Printer, Kinko's, Lorick, Spartanburg Herald, TIBA, G&K Services, USC-Columbia, Greenville News, Zurich North America, Coastal Training, Modis, National Welders, Fisher Scientific, Tool & Gage, Training Concepts, Stratasys, Carolina Machine & Tool, Alphanumeric Systems, & Barloworld. *(vendors based on frequency and dollars spent for the last fiscal year)*

Major Products and Services- The Center for Accelerated Technology Training:
CATT provides a variety of services for employers creating new jobs in the state. They include project management, process analysis, project scheduling, applicant recruiting (with the Employment Security Commission), training curriculum development, training delivery, training site preparation and instructors. CATT supports the industrial recruiting efforts of the Department of Commerce and local economic development organizations.

Major Products and Services- South Carolina's Technical Colleges:
The technical colleges are accredited by the Commission on Colleges of the Southern Association for Colleges and Schools and continue to achieve reaffirmation on a regular cycle. The state's sixteen technical colleges are the System's primary delivery points for services to the people of South Carolina through:
- *College Credit Programs* – The Technical College System's 16 colleges provide cost-effective access to post-secondary education for a wide diversity of students across the state.
- *Continuing Education Programs* – In accordance with the System's enabling legislation (59-53-20), the System's 16 technical colleges provide continuing education and other training opportunities designed to keep South Carolina's existing workforce up-to-date with changing technology.
- *Developmental Education Programs* – The Technical College System's 16 colleges provide programs to assist students who are not yet prepared to enter college-level programs.

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

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

Agency Organizational Structure:

Formatted: Left

Deleted: ¶

State Board for Technical & Comprehensive Education

SC Technical College System Presidents Council

Executive Director
Dr. James L. Hudgins

Associate's Advisory Council

Assoc. Executive Director - Academic Affairs & Technology

Assoc. Executive Director - Finance

Assoc. Executive Director - Economic Developmemt

Manager's Advisory Council

Director Development

Director Human Resources

Chief Information Technology Officer

Special Assistant to the Exec. Director

Director External Affairs

Director Communications

12

Section 3, Category 1 – Leadership

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

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

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

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

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

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

f) System office employees are encouraged to offer suggestions for improvement and to

submit new ideas to support the System's goals and office efficiency. Ethical behavior is reinforced through procedures.

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

The 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. For example, the System Office has sent staff to participate in various teams at the Department of Commerce (customer focus and positioning) and the CHE.

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

1.4 ***What key performance measures are regularly reviewed by your senior leaders?***
Senior leaders review performance of objectives that support the Executive Director's strategic goals. These performance objectives are tied to the Executive Director's agency head review as well as senior leaders' EPMS reviews. Additionally, the Executive Director as well as his direct reports communicates with the State Board on a regular basis to review progress on priority issues. System office staff members also provide the Technical College Presidents' Council with quarterly and annual reporting on progress of priority issues. Internally, the executive council members compare action plans against performance.

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

management throughout the organization?
Internally, each organizational office within the System Office incorporates performance reviews into the next year's action plans. The System Office also uses external reviews when available. Senior leaders also utilize employee suggestions to develop new ways to improve employee communications and performance. For example, during this fiscal year, senior leaders received suggestions on how to improve the agency's travel reimbursement process and its budgetary planning process. The agency's MAC established teams to address each issue and streamline these processes. Leadership adopted the recommendations and is utilizing the new processes to facilitate internal management.

1.6 ***How does the organization address the current and potential impact on the public of its products, programs, services, facilities and operations, including associated risks?***
The State Board has an oversight and policy making function that guides the state's 16 technical colleges in providing services to their local communities. During the past year, the System Office has utilized extensive informal surveys of the technical colleges 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 how it communicates its services to potential employers and is in the process of developing new materials and information to support the Dept. of Commerce.

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

1.8 ***How does senior leadership actively support and strengthen the community? Include how you identify and determine areas of emphasis.***
Agency employees participate in numerous charity activities including the United Way, and conduct annual charity drives, such as clothing and toy drives for women's shelters. Also, each of the state's sixteen technical colleges makes a tremendous contribution to the communities they serve.

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 workforce or technical skills need areas. One such example is the executive director's involvement with the state's new Council on Competitiveness. This group is currently addressing strategies to support industry cluster concepts of economic development established and promoted by the SC Department of Commerce.

15

Section 3, Category 2 - Strategic Planning

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

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

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

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

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

a) Legislation governs the State Board for Technical and Comprehensive Education and

identifies the System's primary customers. They include, among others, the technical colleges as well as all residents of the state who desire an affordable, quality higher education. Additionally, the System's customers include industrial prospects and other manufacturers who create new jobs in the state. The System's strategic planning process is designed to align with System mission and customer expectations.

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

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

c) All System office support functions and action plans are supported through the agency's human resource function and the annual agency-manning plan.

d) The strategic planning process is actively tied to resources and where possible, actions are implemented in process to conserve resources. Strong fiscal management supports the agency's operational capabilities and strategic supplier partnerships.

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

2.2 ***What are your key strategic objectives?***
Key objectives for FY 2004-05 from the Executive Director's Agency Head Planning document are:
- Facilitate the technical colleges launching of the Alliance for Enterprise Development through a structured legislative proposal which secures the requisite funding needed to create and sustain an Alliance to support an increase of knowledge-based jobs in South Carolina.
- Develop an action plan for the deployment of $1 million in Pathways funds.
- Lead the System in the development of a response to the Rosenfeld Report in response to direction received from the annual statewide meeting of State Board members, technical college area commissioners and presidents.
- Guide System Office staff to address and resolve barriers to innovative initiatives of the System colleges. Facilitate the development of a new strategy for System planning and action in response to the demands of the new economy.

- Secure an amendment to the lottery legislation that will establish the minimum Lottery Tuition Assistance as 75% of the average semester tuition.
- Continue the transformation of the State Board's economic development arm (Center for Accelerated Technology Training) through the research and development of new curriculum and training delivery methods to prepare South Carolina's workforce for the diversified skills necessary to thrive in the innovation economy and beyond.
- Realign agency personnel service resources to address an established need for professional staff legal counsel to advise the Agency on complex legal matters related to employment, students, contractual and other matters of law.

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

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

2.4 _**What are your key action plans/initiatives?**_

Strategic Planning - SC Technical College System

Program Number and Title	Supported Agency Strategic Planning Goal/Objective	Related FY 03-04 Key Agency Action Plan/Initiative(s)	Key Cross References for Performance Measures*
Executive Director's Objective 1	1. Develop specific agreements with the State Department of Education to increase cooperation between the South Carolina Technical College System and the regional adult education programs to increase the number of undereducated adults who achieve the basic skills essential to participating in the workforce.	1) Develop a statewide Memorandum of Agreement developed and signed by the Executive Director and the State Superintendent of Education. 2) Sixteen technical colleges to negotiate and sign a memorandum of agreement with all 51 adult education programs across the state. 3) Secure assistance from the State Department of Education for adult education GED "Skills Institutes" to be located on technical college campuses to facilitate the enrollment of adult education GED graduates in technical college programs.	No chart
Executive Director's Objective 2	2. Work with the State Department of Education to promote the passage and implementation of the Education and Economic Development Act.	1) Clarify language in the proposed Education and Economic Development Act and develop recommendations and strategies for implementing the legislation. 2) Develop recommendations to facilitate productive future discussions on how to move larger numbers of adequately prepared high school students into college level coursework at both the two year and four year levels.	No chart
Executive Director's Objective 3	3. Develop articulation plans with the State Department of Education to increase the number of high school students gaining advanced standing in career programs through enrolling in technical college credit courses.	1) Develop and implement SCTCS policy and procedure relating to dual enrollment of high school students in college classes. 2) Work with baccalaureate institutions through the CHE Advisory Committee on Academic Programs to develop CHE statewide procedures that would facilitate the movement of adequately prepared students into postsecondary institutions and provide assurances for transfer of qualified coursework between postsecondary institutions.	No chart
Executive Director's Objective 4	4. Develop a plan and strategy for redefining the role of the technical college in the new economy.	1) Conduct internal study on future skills requirements for high level technicians. 2) Engage Clemson University on future role of SCTCS in ICAR, Automotive Research Park in Greenville and potential for a Center for Technician Training at Clemson and other opportunities for collaboration.	No chart
Executive Director's Objective 5	5. Work with all appropriate parties to accomplish a restructured governance process for higher education.	1) Work with the Commission on Higher Education Accountability Work Group to ensure that the accountability measures applied to the SCTCS are consistent with the mission of the System and conducive to encouraging continuous improvement of the programs and outcomes of the System.	No chart

Executive Director's Objective 6	6. Establish an enterprise database to improve reporting, research and decision making for the Technical College System.	1) Conduct a requirements analysis including cost estimations, project teams and timelines. 2) Conduct a Business Process Revaluation workshop to review all SCTCS mission critical business processes.	No chart
Executive Director's Objective 7	7. Secure a commitment from the Legislature and the Governor to establish $34 million as a baseline for funding Lottery Tuition Assistance.	1) Work with lawmakers and others to inform and communicate the need for a consistent baseline for Lottery Tuition Assistance	No chart

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

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

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

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

Section 3, Category 3 – Customer Focus

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

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

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

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

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

3.2 ***How do you keep your listening and learning methods current with changing customer/business needs?***
   Information from external customers is shared with internal system wide peer groups of chief academic officers, chief student services officers, etc., to encourage group discussion and identification of ways to improve services or programs. In addition, our economic development division, CATT, constantly monitors each training program for customer

feedback. CATT also keeps in constant touch with the Department of Commerce and local economic development organizations.

3.3 ***How do you use information from customers/stakeholders to keep services or programs relevant and provide for continuous improvement?***
Information gained from services allows the System to identify where changes or innovation in services must occur. The System Office, through its strategic planning efforts uses feedback from customers to determine areas for emphasis. For example, CATT is currently utilizing information gained from regular surveys of performance along with information gained from studying best practices in training is establishing innovative methods to utilize computer simulation in its training programs.

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

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

Section 3, Category 4 – Information and Analysis

4.1 *How do you decide which operations, processes and systems to measure?*
The agency's strategic management plan identifies the key measurements used by the organization to analyze performance. Key priorities are identified by the Executive Council, Presidents Council, and the Functional Peer Groups, and progress is monitored quarterly. All measures are tied to the System's mission of providing learning opportunities that promote the economic and human resource development of the state. The individual technical colleges report to lawmakers on critical success factors and performance indicators as required by Act 359 of 1996. The technical colleges are measured on their performance on eight indicators within five critical success factors, including the following: mission focus, quality of faculty, classroom quality, institutional cooperation and collaboration, and graduates' achievements. Even with the trend in reduced state funding with increasing student enrollment, technical colleges rated as follows: "Substantially Exceeds" - one , "Exceeds" - nine, and "Achieves" - six.

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

4.2 *What are your key measures?*
The technical college System Office utilizes internal review of performance verses objectives as established in the System Office Business Plan. In addition, the agency has conducted an effort designed to identify key measures for the System Office. Guidelines for measurement identification and development have been identified during training classes with quality consultants and the System Office MAC has developed a potential list of formal key measures yet to be adopted.

4.3 *How do you ensure data quality, reliability, completeness and availability for decision-making?*
The System collects data from the technical colleges relating to student enrollment, student completions, facilities, courses, and faculty consistent with data reported to the Commission on Higher Education and collected by the Southern Regional Education Board (SREB) and the National Center for Education Statistics (NCES).

The agency has taken steps to strengthen its information technology division. The agency's Chief Information Officer (CIO) is leading the System Office initiative to develop an enterprise data system that will allow all data collected, reported and stored by the System Office to be accessed instantly. The focus of the system is 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 completed the initial assessment of system requirements and is currently in the process of designing the final system.

The CIO works with other System Office divisions to ensure data is maintained and available. The System Office Finance division is responsible for tracking budgetary data and providing oversight for all fiscal operations of the agency. The Finance division maintains strict guidelines for fiscal accountability. The agency's Academic Affairs division maintains data for reporting to the CHE and other federal agencies.

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

Data collected from the technical colleges is used in staff analyses of institutional and technical college system programs and services. While each technical college determines delivery of local services, the System Office, through information analysis provides guidance and support for the development of new programs or changes in current ones. Information is shared through different channels including directly with technical college presidents by the Executive Director and through peer groups by associated System Office divisions. Information collected and analyzed by the System Office provides the basis for determination of funding needs of the technical colleges. The ongoing monitoring by the Center for Accelerated Technology Training assists in evaluation of services to industry.

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

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

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

The System places emphasis on the collection, transfer and maintenance of accumulated employee knowledge on a priority order based on projected retirements or division re-organizations. Because of the large number of retirements looming over the next five years, the SC Technical College System has recognized the wealth of knowledge possessed by employees and has begun documenting processes. This knowledge is collected in several ways. First, employees in critical functional areas such as finance have documented work processes and have conducted cross-training to ensure that process knowledge is maintained. Second, the System has begun a program to identify managers who possess leadership qualities. These individuals participate in leadership sessions where System leaders including presidents and vice presidents teach specific skills in areas such as finance and budget preparation, legal issues, regulatory issues and human resource planning. The purpose is to prepare a ready pool of individuals with institutional knowledge so that they are prepared to advance into higher management.

Section 3, Category 5 – Human Resources

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

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 morale, motivation and communication;
- Promoting from within where possible;
- Encouraging professional development of employees through the establishment of annual individual professional development plans;
- Awarding an Associate of the Year Award for an outstanding associate who has established a reputation of doing an outstanding job (unselfishly helping others and making a difference) when performing routine day-to-day work activities; and
- Recognition of all System Office associate birthdays by a personal card from the System President and the Human Resource Services Division. Additionally, the Associates Advisory Committee sends e-mail communications wishing associates a happy birthday and monthly listings of birthdays are posted on System Office bulletin

boards. A drawing is held each month for a Chick-Fil-A gift certificate to be awarded to an employee who had a birthday in that month.

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 employee 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 gathered serves as the basis for the development of a System Office training calendar.

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

The South Carolina Technical College System currently has two Leadership Development Programs in place as a mechanism for grooming leaders of the future. One is the USC graduate certificate in Higher Education Leadership. This program is being done in conjunction with USC. It is an 18 month program by which one graduate course per semester is taken by participants. It is a cohort group that will take all eighteen graduate hours together and individuals must commit to the entire program of study. Upon completion, the individual will receive 18 graduate hours which can be applied toward a Masters degree in Higher Education or a doctoral degree in Higher Education Leadership. There are currently two cohorts, one that began January 2003 and another that began January 2004. It is anticipated that another cohort will begin in January 2005.

The second is the SC Technical College System Leadership Academy. This program is being facilitated by an outside consultant, Desna Wallin who is an instructor at the University of Georgia and a former President in the North Carolina Community College System. This is a 9 month program that begins with a didactic portion in September, followed by a two day meeting in November, a one day session in February and a two day graduation celebration in May. Participants will have a project of choice that has to be

completed by May as well as internal and external mentors. The System Office encourages employee involvement in such Leadership Development activities as the Graduate Certificate in Higher Education Leadership, the SC Technical College System Leadership Academy, as well as other statewide leadership programs.

The System Office utilizes a tuition assistance program by which employees receive 75% reimbursement for the attainment of advanced degrees. Employees are continually encouraged to seek educational opportunities that seek to enhance their personal and professional development.

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

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

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

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

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

The System Office uses both formal and informal methods to determine employee well being, satisfaction and motivation. An Associates Advisory Committee, representative of a diverse group of employees, facilitates and encourages communication of employee needs, concerns, and suggestions for System Office improvements to the 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.

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

In recognition of Public Service Recognition week and the value that employees add to the organization, the System Office observes a number of activities. These included: 1) a continental breakfast social, 2) a cookout luncheon with team building activities, 3) as a small token of appreciation, each associate was presented with a Letter of Appreciation and a bag of candy treats with a special uplifting and motivational messages related to each piece of candy, and 4) A superlatives (funniest, friendliest, Mr/Ms. System Office, Workaholic, most helpful, best all-around) contest was held among employees.

Other mechanisms for enhancing employee well-being and satisfaction include: Donuts for dads and muffins for moms in honor of Father's Day and Mother's Day, a Halloween contest, Ice Cream social and occasional lunch time events sponsored by the AAC (Associates Advisory Committee).

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

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

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

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

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

28

5.6 ***What activities are employees involved with that make a positive contribution to 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, Department of Mental Health-Bryan Psychiatric Hospital Clothing drive, Rolling Readers Program, and United Way.

Section 3, Category 6 – Process Management

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

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

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

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

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

The System Office utilizes the knowledge and experience of employees to identify and implement process change. The System's MAC (Manager's Advisory Council) has investigated internal processes and identified areas that could be streamlined and reduce time and cost to perform administrative tasks. This team is comprised of senior level managers that possess a wide range of organizational knowledge. The MAC has contributed extensively to developing new processes or affirmation of existing process. During the past fiscal year, the team has examined internal processes including budget planning, travel reimbursement and procurement. These key processes were evaluated and modified to meet the fiscal requirements of the agency while documenting and simplifying them for System Office employees.

To determine how new technologies are incorporated into service delivery, all departments identify how customers are utilizing technology, as well as best practices within the state or nationwide, in order to harness technology in process design and service delivery. For example, CATT is currently developing new ways to harness computer simulation technology to create virtual training modules that will replace equipment when possible. CATT has also created an on-line application process to support recruitment of trainees for businesses creating new jobs in the state. Academic Affairs is investigating best practices in developing strategies to deliver instruction on-line and Information Technology has changed its work processes to harness computing platforms designed for consistency and stability.

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

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

As mentioned in Section 1 and again in Section 6.2, the System Office works within a framework of functional peer groups. The System Office manages the peer group work activities and provides leadership in accomplishing the work plans of the functional peer groups in order to align work product with the System's strategic plan and the technical college presidents' priority initiatives. Ultimately, these plans incorporate goals and objectives derived directly from the colleges and direct much of the day-to-day operations of the System Office.

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

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

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

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

accuracy.

The System's IT department provides a relevant example of this process review in action. IT has completed the design, development and rollout for a new Asset Inventory Management System (AIMS) for system-wide fixed asset as well as CATT inventory management using PDA devices for bar code scanning and is currently working on enhancements for added functionality. In addition, the IT team has moved forward with design and development for an Enterprise Reporting and Decision Support Project. This is intended to reengineer and improve system-wide reporting and research. The development process included conducting workshops with various System departments and colleges to gain a detailed understanding of requirements and needs. Another component has been documenting process improvement workshops with a group of presidents and Institutional Officer Peer Group members that have focused on evaluating each key research and reporting of business processes.

The System's Center for Accelerated Technology Training has acted on improving its trainee recruitment process with the Employment Security Commission. The effort was designed to support process changes in how trainees for new or expanding employers are recruited and screened. CATT has developed an online application in conjunction with the Employment Security Commission to streamline trainee recruitment and provide employers with an automated process to review potential employees.

6.5 ***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 product or service delivery 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

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

**Workforce Development Training Programs –
The Center for Accelerated Technology Training**
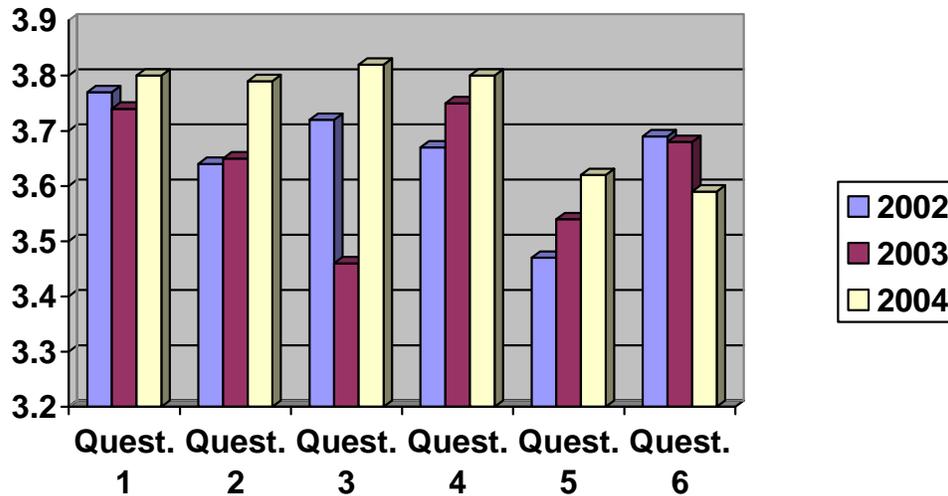
Questions asked in the survey. Ratings on a scale of 1-4:

How effective were we at providing clear and accurate information about the CATT training programs that were available to your company?

How effective were we at customizing a curriculum that was appropriate to your company's training need?

How effective were we at producing/providing instructional materials that were appropriate to your company's training needs?

How effective were we at assuring the availability of appropriately equipped facilities in which to conduct your company's training program?

How effective was the recruiting process at meeting your company's needs?

How effective were we at facilitating/conducting the instruction component in your company's CATT training program?
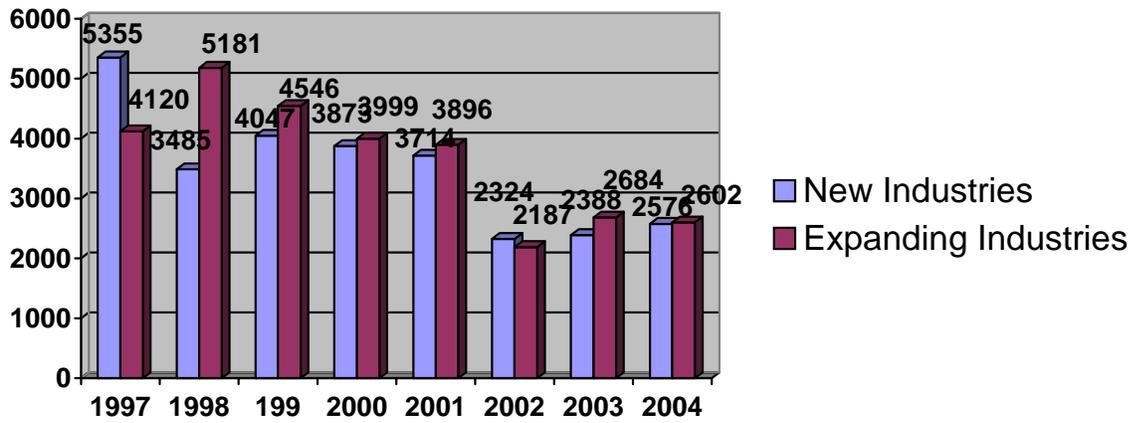
7.2 *What are your performance levels and trends for the key measures of mission accomplishment and organizational effectiveness?*

Total number of CATT trainees since 1961: 228,269

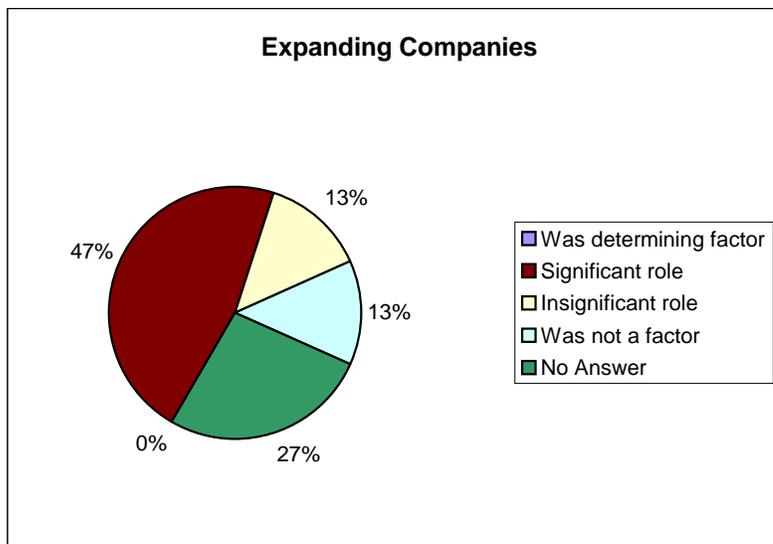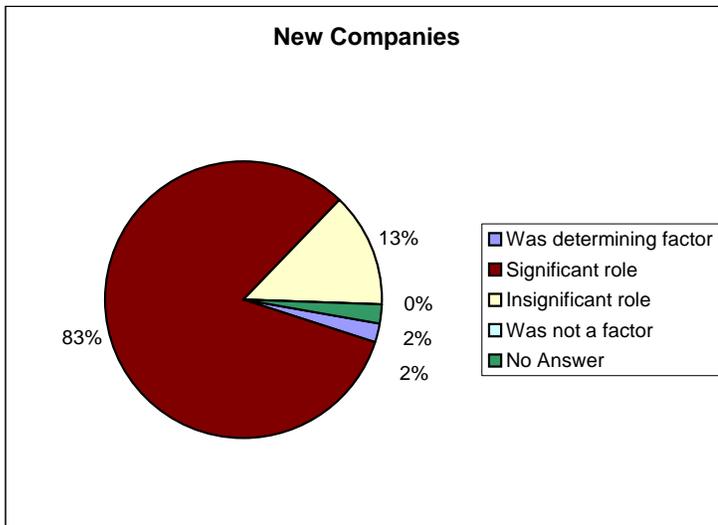**Plants Served by the Center for Accelerated Technology Training**
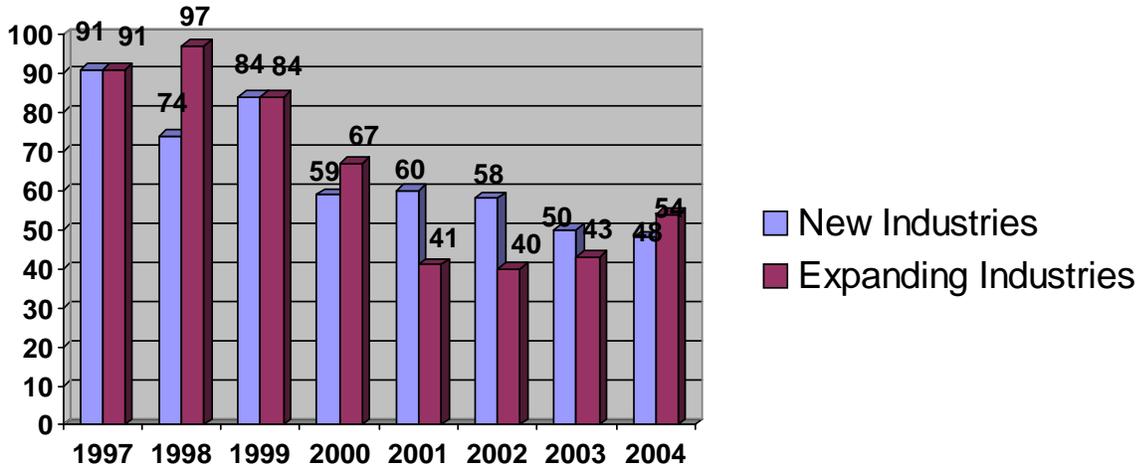
Number of People Trained by the Center for Accelerated Technology Training

CATT Mission Achievement Question: *We would like to know the extent to which the availability of CATT training was a factor in your company's decision to create new jobs in South Carolina. Circle or mark one of the following.*

	New	Exp
Was determining factor	1	2
Significant role	37	29
Insignificant role	6	10
Was not a factor	4	11
No Answer	1	6

New Companies

13%
0%
2%
2%
83%

- Was determining factor
- Significant role
- Insignificant role
- Was not a factor
- No Answer

Expanding Companies

13%
47%
13%
0%
27%

- Was determining factor
- Significant role
- Insignificant role
- Was not a factor
- No Answer

35

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

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

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

Human Resource Services is reviewing measures to establish charts for trend analysis. At this time the agency can report that EPMS participation is at 100% for agency employees. The agency's universal review date was changed mid-year and new trend data are being compiled to show employee development training hours.

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

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

Accountability Report Transmittal Form

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

Date of Submission **9-15-04**

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

Agency Contact Person **Lawrence Ray**

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