

Accountability Report Transmittal Form

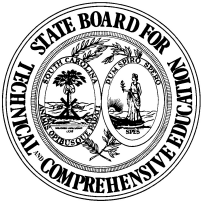
Agency Name \_\_State Board for Technical and Comprehensive Education \_\_\_\_\_

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# STATE BOARD FOR TECHNICAL AND COMPREHENSIVE EDUCATION

## *The SC Technical College System*



## ACCOUNTABILITY REPORT

*Fiscal Year 2006-2007*



*State Board for Technical and Comprehensive Education*

*SC Technical College System*

**2006-07 Accountability Report**

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## ***Section I: Executive Summary***

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

The System's Vision Statement serves as the guiding principle for the State Board for Technical and Comprehensive Education's System Office, and the collaboration among the sixteen Technical Colleges and external partners. The Mission Statement ensures that our activities are in harmony with the System's original enabling legislation.

#### **Vision**

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

#### **Mission**

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

#### **Values**

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

#### **Key Strategic Goals**

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

- 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.

## 2. Major Achievements from the Past Year

- *Allied Healthcare Initiative.* During 2006-07, the SC Technical College System continued to work on a coordinated response to the critical shortage in the state of allied health workers, including nurses, radiological technicians and other health care technicians. The System, with input from health care industry partners, developed a statewide allied health initiative that sought \$15 million in recurring dollars from the General Assembly to build infrastructure and capacity in Technical College nursing and allied health programs, and ultimately produce more graduates. The SC Technical College System received \$10 million in nonrecurring funds to help address South Carolina's ongoing health care worker shortage.
- Funding for the previous year of the System's Allied Healthcare Initiative was distributed to Colleges through a combination of base and FTE allocations and competitive grants. Year 1 projects included various activities to increase the number of graduates from nursing and allied health programs, expand innovative learning opportunities through increased use of simulations and web-based activities, and enhance classroom settings through renovation and/or the creation of new space.
- *Registered Apprenticeships.* The System received \$1 million in recurring funding to coordinate the development and implementation of a new program to increase awareness and facilitate use of Registered Apprenticeships as a workforce development tool within the state.
- *Lottery Tuition Assistance Program.* The System continued its focus on increasing access to post-secondary education through the Lottery Tuition Assistance Program. This program utilizes funds from the SC Education Lottery to provide awards to eligible students each term, allowing them to offset tuition costs at the state's two-year institutions. The program received \$47 million for the 2007-08 academic year, the majority of which goes to students attending Technical Colleges.
- *Achieving the Dream: Community Colleges Count.* The SC Technical College System and four of its Colleges – Aiken Technical College, Orangeburg-Calhoun Technical College, Technical College of the Lowcountry and Trident Technical College – have recently been chosen to participate in the *Achieving the Dream: Community Colleges Count* initiative. The initiative is designed to help students – particularly low-income students and students of color – improve graduation, certification completion and transfer rates. The information and findings gleaned by the four demonstration site Colleges will be shared System-wide, with the goal of bringing the benefits of the initiative's "culture of evidence" to bear for all the state's Technical Colleges and their students. Partnering with the System on this project is the Palmetto Institute, an independent, nonpartisan and nonprofit research and educational organization focused on increasing the per capita income of South Carolina's citizens.
- *Developing South Carolina's Workforce: A Roadmap for the Future.* In May 2007, the SC Technical College System and its partner, New Carolina: South Carolina's Council on Competitiveness, issued a report outlining the findings of the state's first comprehensive discussion tying workforce development to economic clusters. *Developing South Carolina's*

*Workforce: A Roadmap for the Future* expands upon conversations and recommendations from participants in a research project initiated by the South Growth Policies Board – and implemented by the System and New Carolina – as part of the Southern Growth’s information gathering for *Work, Knowledge, Passion: EnterpriseSouth.biz*. The *Roadmap* report identified themes ranging from the need to develop comprehensive statewide workforce solutions to concerns about the consistent need for funding innovative initiatives. Also highlighted was the requirement that the entire educational continuum (pre-K through 16) be involved in the discussions, as well as the desire for “soft skill” development to become incorporated into general workforce education. *Roadmap* was distributed to business and policy leaders across the state.

- *EEDA – Personal Pathways to Success*. The System provides representatives who serve on the Education and Economic Development Act Coordinating Council (EEDACC) that is charged with advising the State Department of Education on implementation of the EEDA. Technical College representatives serve and advise on a variety of committees that have been tasked with various aspects of EEDA implementation, including areas such as dual enrollment, articulation, Individual Graduation Plans, at-risk students, and Regional Education Centers. The System has also continued to work with EEDA partners to implement a plan for statewide marketing of EEDA, and to be responsible for the fiscal oversight of the marketing and communication consultant’s work.
- Using the funds appropriated by the General Assembly for EEDA, the System awarded funds for projects at the Technical Colleges. These projects are allowing colleges to further develop relationships with their local high schools, engage in joint professional development activities with secondary partners, begin the alignment of curricula to provide high school students a more seamless pathway into Technical College programs, and increase the number of dual credit offerings to high school students. The Technical Colleges have also worked on communications’ and marketing materials to inform students, parents, and educators on how the activities of the EEDA impact students and help prepare them academically for postsecondary education or entry into the workplace.
- *Center for Accelerated Technology Training (CATT)*. The System received \$1.2 million in nonrecurring funding to further the operations of CATT, our innovative start-up workforce training division.
- In 2006-07, CATT’s project activity remained steady. During this time, CATT trained 6,726 individuals in 90 companies across the state.
- CATT continued its reorganization efforts to more effectively and efficiently meet its customers’ needs. The reorganization is based on a team-driven approach, which emphasizes a statewide perspective on training and economic development. Project management principles are an integral part of this approach and have helped to streamline training development processes, while also facilitating accountability and easier tracking when the agency has successfully met its commitments to a specific project.
- CATT enhanced efforts to increase awareness of its brand and programs. After extensive primary and secondary research, CATT proposed branding its economic development training

programs under the designation readySC™, which clearly describes the State's position in South Carolina, we are ready. The ultimate goal of this branding initiative is to gain for CATT and its readySC™ program the same brand equity the organization enjoyed with the former Special Schools name.

## **1. Key Strategic Goals for the Present and Future Years**

The key strategic goals listed below have been endorsed by the State Board for Technical and Comprehensive Education and are used as the basis for the agency head's annual performance evaluation process for the fiscal year. These goals are reviewed and updated annually by the State Board, with the expectation that they be met by the close of the fiscal year. The State Board is committed to the continuous improvement of mission critical initiatives that serve to meet the economic development and technical/occupational education and training needs of the citizens of South Carolina.

**Facilitate the implementation of the System's participation in the *Achieving the Dream; Community Colleges Count* initiative.** *Achieving the Dream* is a multiyear national initiative to help more community college students succeed. Under Dr. Russell's leadership the SC Technical College System Office will undertake research to identify "best in class" policies that SC can adapt to meet the needs of the state, access current policies, identify policy priorities, set policy goals and promote policy innovations that will increase student success outcomes.

**Explore the feasibility of an Accelerated Job Readiness Program designed to move unemployed and under-employed citizens quickly through training systems and into the workforce.** The S C Technical College System seeks to work with partners to address the population of under-prepared citizens and assist them in entering the workforce.

**Successfully guide System Initiatives as they relate to the 2008-2009 Legislative Priorities in an effort to further enhance the education and training goals of the SC Technical College System essential for the economic and human resource development for the citizens of South Carolina.** The System's legislative priorities will address ways to support and enhance the economic and workforce needs of the State. The System's coordination allows for one message to be delivered to the General Assembly and other key stakeholders across the State. System-wide coordination will allow the state to focus available funds on the workforce/economic development initiatives that will have the greatest impact and return on investment for the State. The System's unified legislative approach to meeting the critical workforce needs of the State will result in a greater pool of qualified employees for South Carolina employers.

**Implement a multi-phased, multi-year integrated communications strategy to increase statewide awareness of the System's role in the State's workforce and economic development.** Through the development of an integrated communications strategy, the SC Technical College System seeks to increase synergy among various System activities, maximizing the impact of our overall investment of resources. Our overarching goal is to continue to develop and implement activities and programs that support the overall economic and workforce development of South Carolina.

**Develop and implement a successful statewide coordinated strategy for the Technical College System's promotion and delivery of registered apprenticeships.** The Technical College System will develop an implementation plan that will expand awareness of the benefits of registered apprenticeships among the business community with the aim of increasing demand for participating in a registered apprenticeship program. The plan will focus on capacity building and quality consistency throughout the System to ensure the satisfaction of business customers, and will promote programs that are developed as a viable educational and career pathway for students moving into the job market. Finally, the plan will ensure collaboration with other stakeholders (e.g., State Workforce Investment Board, US Department of Labor, State Department of Education) as partners in a statewide perspective on increasing South Carolina's competitiveness through a highly skilled workforce

#### **4. Opportunities and barriers that may affect the agency's success in fulfilling its mission and achieving its strategic goals**

Since Fall 2001, the SC Technical College System has experienced over an 18% increase in FTE enrollment. Over the same period, general fund allocations for the Colleges have decreased by almost 13%. This gap between funding and enrollment has continued to create a number of challenges for the System including:

- The increased use of adjunct faculty strains institutions in terms of providing continuity and maintaining an adequate number of quality instructors.
- A shortage of qualified faculty to address high demand health care programs creates enrollment bottlenecks and impacts the colleges' capacity to produce more graduates.
- A shortage of instructional or laboratory space contributes to the colleges' limitations in serving increased numbers of students.
- Continuous changes in technology and industry advancements in career program areas demand continual upgrading of technology equipment necessary to maintain program quality and relevance.

While the System has experienced rapid growth and funding challenges, we have continued to emphasize and provide accessible, quality education at an affordable price. The funding request outlined below will allow us to strategically focus on areas critical to the state's economic health and to maintain affordable and quality education for South Carolina's citizens. The categories for the funding request are General Funding, Lottery Funding, and Statewide Enabling Legislation. The SC Technical College System recognizes that state resources are an investment and must produce a return that improves the economic position of the state.

#### **General Funding Priorities**

##### **Allied Healthcare Initiative:**

The national shortage of healthcare workers is well documented, and South Carolina is no exception. The South Carolina Hospital Association (SCHA) reports critical shortages in nursing and allied health areas, stating that these shortages threaten "...to drive the cost of services up, while driving access to care and quality down." For the past two years, the General Assembly has funded the System's Allied Healthcare Initiative, which is specifically designed to help



address this skilled healthcare worker crisis. Recurring funding will allow the System and its Colleges to sustain and grow the new and expanded programs that have been developed as part of this Initiative.

**Accelerated Job Readiness Programs:**

South Carolina's business and economic development communities have expressed an urgent need for more effective ways to transition the state's potential workforce into skilled employees, particularly in industry-critical areas such as welding and commercial truck driving. To ensure that programs to train candidates to succeed in these jobs are quickly and effectively implemented, the System proposes to develop specialized job readiness programs that will move currently underemployed or unemployed individuals into high-skill, high-demand, good-wage jobs within an accelerated period of time. Following an annual identification of critical need areas, individual Technical Colleges will be able to apply to a central fund to help underwrite start-up costs for designing and implementing targeted training programs. The System's objective is to increase the number of people moving through the education pipeline, with the intention that many of those entering the program would have the skills and training needed to succeed in the workplace within three to six months.

**Base Operating Funding (Parity):**

The System receives only slightly more than 50% of the estimated amount needed to educate each student it serves. To help bridge this gap, the System supports the Commission on Higher Education's request that the base operating funding for all of the state's public higher education institutions be increased. Increasing base operating funding is essential for the System to continue providing the high quality post-secondary educational opportunities necessary to develop the state's skilled innovation economy workforce.

**Campus Security:**

In the wake of recent national events, South Carolina's Technical Colleges proactively moved to reassess campus security.

**CATT:**

The System's Center for Accelerated Technology Training (CATT) plays an integral role in the state's economic development. CATT's focus on developing customized start-up training for eligible new and expanding businesses is a key component of the System's overall workforce training strategy, which seamlessly transitions from CATT to ongoing training provided by individual Colleges. Together, CATT and the Colleges make "readySC™", CATT's new tagline, a reality.

**Lottery Funding Priorities**

**Lottery Tuition Assistance:**

The percentage of students within the System who utilize Lottery Tuition Assistance (LTA) to help with tuition expenses has increased every year since the program began, reaching nearly 36% in 2005-06. To help maintain a high level of access for current and potential students, the System proposes that the overall pool of funds available for LTA be increased, and that LTA funding be made a priority for lottery funding should proceeds fall short of projections.

### ***Lottery Technology Funding:***

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

### **Enabling Legislation**

#### ***Statewide Enterprise Campus Model***

South Carolina has invested substantial resources in encouraging the research efforts being led by the state's research institutions. But developing and maintaining the workforce and knowledge to commercialize intellectual capital breakthroughs is essential to ensuring that South Carolina's citizens fully participate in the economic and quality of life benefits these innovations can produce. As fundamental catalysts for economic growth, South Carolina's small businesses are likely to lead the commercialization charge. Providing them with the tools to succeed and prosper is an essential component of our state's economic development equation. To help achieve these goals, the System proposes developing an "enterprise campus" model that can be implemented by any of the System's Technical Colleges. Midlands Technical College and Trident Technical College are in the process of developing enterprise campuses, but a System-wide model would more effectively and consistently co-locate workforce and economic development activities throughout the state.

### **5. How the accountability report is used to improve organizational performance.**

The accountability report serves as a tool for the agency in its planning and assessment activities. It provides an agency-wide resource for reference and benchmarking against prior years' strategies and achievements, and measuring progress toward current and future goals. The report is shared internally, and placed on a shared drive within the System Office for ongoing review.

## Section II – Organizational Profile

### 1. Main Products and Services

#### System Office General Role

|                |          |
|----------------|----------|
| Leadership     | Advocacy |
| Accountability | Service  |

#### System Office Specific Role

- Workforce training for economic development
- Coordination and approval of academic programs
- Developing the System's priorities and securing resources for the SC Technical College System
- Fiscal accountability and equitable allocation of resources
- Increasing awareness of the SC Technical College System with key partners, stakeholders, and customers
- Collecting data and preparing reports

### 2. Key Customer Segments and Key Requirements/Expectations

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

Key customers include businesses and industries creating new jobs in SC, South Carolina Department of Commerce, the 16 Technical Colleges, South Carolina Department of Education, economic development allies in SC, lawmakers, and the citizens of South Carolina.

The Center for Accelerated Technology Training (formerly Special Schools), the 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 Center for Accelerated Technology Training:

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

#### 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 16 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 postsecondary 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 and skills.
- *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 an effort to offer relevant, effective educational opportunities for students, the System’s 16 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.

### **3. Key Stakeholders**

Key stakeholders include SC State Government, the Department of Education and all K-12 schools, higher education institutions in our state, businesses and industries, South Carolina Department of Commerce, and lawmakers.

### **4. Key Suppliers and Partners**

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

The Technical College System works with suppliers such Beeline, Inc., Bellsouth Telecommunications, FedEx Kinko’s, Hewlett Packard Company, National Career Assessment Services, Inc., LLC, Software House International, Inc., South Carolina Broadcasters Association, Spirit Telecom, Trone Communications, Twenty-Three, Inc., University of South Carolina, and Visions Unlimited, Inc.

### **5. Operating Locations**

#### *System Locations:*

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

## **6. Number of Employees**

### **Scope of System**

- 8,993 System-wide employees (System office and sixteen colleges) (4,528 faculty and staff system-wide in FTE positions; 4,465 faculty and staff system-wide in temporary or adjunct)
- 1,900 faculty in FTE positions at the 16 Technical Colleges
- 95 System Office employees
- 31 System Office employees in temporary positions, to include CATT instructors

## **7. Regulatory Environment Under Which Agency Operates**

The State Board for Technical and Comprehensive Education (State Board) acts as the policy making and coordinating body that guides the state's 16 Technical Colleges, and operates the SC Technical College System, a statewide system which includes 16 Technical Colleges, a Center for Accelerated Technology Training for industry-specific training, and the State Board staff. The 1976 Code of Laws of South Carolina (Chapter 53 of Title 59), as amended, specifies that the State Board shall develop and publish policies, rules, regulations and guidelines for the statewide governance of the System. The Executive Director of the Board serves as the President of the System.

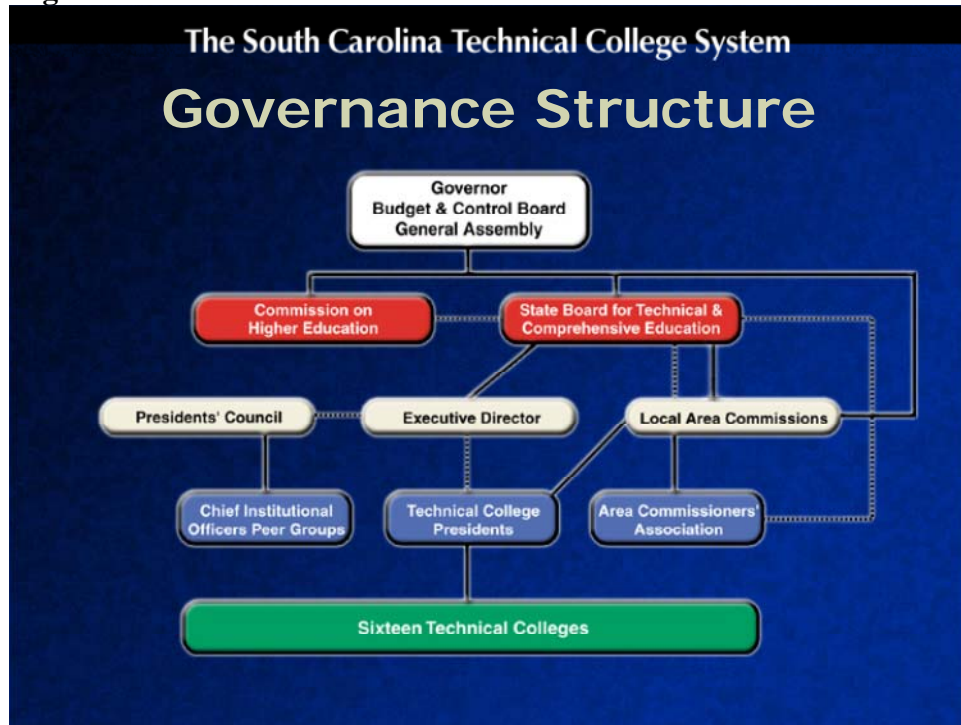
## **8. Key Strategic Challenges**

Since Fall 2001, the SC Technical College System has experienced over an 18% increase in FTE enrollment. Over the same period, general fund allocations for the colleges have decreased by nearly 13%. When the Technical College System was founded, the local areas funded facilities and the state funded salaries. Tuition covered other institutional operation costs. With enrollment growth and general fund allocations decreasing, the Technical Colleges have become increasingly tuition dependent.

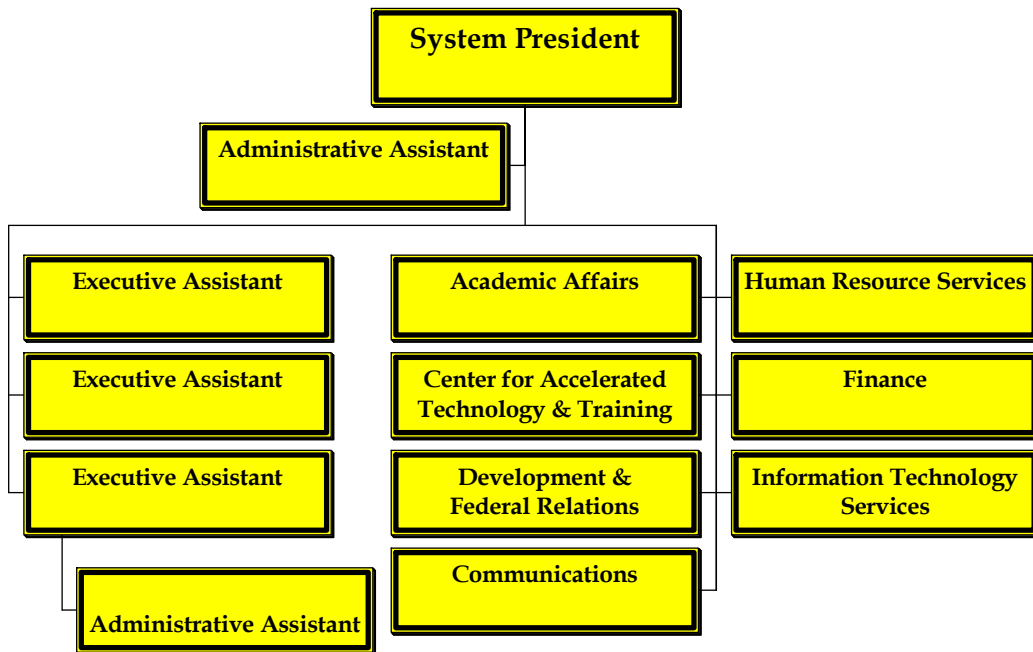
## **9. Performance Improvement System**

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

## 10. Agency Organizational Structure



### SC Technical College System System Office



## Accountability Report Appropriations/Expenditures Chart

### Base Budget Expenditures and Appropriations

| Major Budget Categories       | FY 05-06 Actual Expenditures |                       | FY 06-07 Actual Expenditures |                       | FY 07-08 Appropriations Act |                       |
|-------------------------------|------------------------------|-----------------------|------------------------------|-----------------------|-----------------------------|-----------------------|
|                               | Total Funds                  | General Funds         | Total Funds                  | General Funds         | Total Funds                 | General Funds         |
| Personal Service              | \$ 265,919,457               | \$ 118,657,308        | \$ 277,171,052               | \$ 124,260,413        | \$ 276,331,482              | \$ 118,507,194        |
| Other Operating               | \$ 143,503,181               | \$ 1,901,480          | \$ 136,265,266               | \$ 2,166,145          | \$ 145,915,274              | \$ 3,205,139          |
| Special Items                 | \$ 19,480,770                | \$ 6,060,267          | \$ 31,435,755                | \$ 10,625,289         | \$ 20,024,423               | \$ 6,978,172          |
| Permanent Improvements        |                              |                       |                              |                       |                             |                       |
| Case Services                 |                              |                       |                              |                       |                             |                       |
| Distributions to Subdivisions |                              |                       |                              |                       |                             |                       |
| Fringe Benefits               | \$ 64,062,621                | \$ 27,698,026         | \$ 69,700,335                | \$ 30,702,349         | \$ 74,159,695               | \$ 33,720,759         |
| Non-recurring                 | \$ 46,166,898                |                       | \$ 51,507,713                |                       |                             |                       |
| <b>Total</b>                  | <b>\$ 539,132,927</b>        | <b>\$ 154,317,081</b> | <b>\$ 566,080,121</b>        | <b>\$ 167,754,196</b> | <b>\$ 516,430,874</b>       | <b>\$ 162,411,264</b> |

Note: Federal and Other Funds expenditures for colleges are estimated for FY 06-07.

### Other Expenditures

| Sources of Funds      | FY 05-06 Actual Expenditures | FY 06-07 Actual Expenditures |
|-----------------------|------------------------------|------------------------------|
| Supplemental Bills    | \$ 332,745                   | \$ 962,185                   |
| Capital Reserve Funds | \$ 2,000,000                 |                              |
| Bonds                 | \$ 3,212,301                 | \$ 7,302,475                 |





### Section III: Elements of Baldrige

#### **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) System planning occurs annually at the Presidents' Council's and the State Board for Technical and Comprehensive Education's planning retreats, with the State Board providing the final review and endorsement of System-wide priorities that are brought forward by the presidents and the Executive Director. As part of the planning process, the State Board and the presidents of the 16 South Carolina Technical Colleges collaborate with college trustees and state office staff to review achievements and needs, and adopt new or carry forward existing priorities that support the System's strategic goals. An annual Joint Board Summit, hosted by the State Board, brings together state board members, presidents, area commissioners, staff and guests and provides a venue for discussion of System's priorities. The Joint Board Summit also provides an opportunity for System stakeholders to provide input and feedback on System-wide initiatives. The agenda and materials for the Joint Board Summit are developed by the Executive Director under the direction of the State Board. Technical College presidents, commissioners and stakeholders also provide recommendations.

Executive staff are involved in the planning processes through Executive Council meetings, and participation in the State Board and Presidents' Council meetings.

b) Performance expectations for the Executive Director are established each year by the State Board for Technical and Comprehensive Education and are incorporated into the Executive Director's Agency Head Performance Evaluation. These System priorities provide the basis for divisional objectives, strategies and action plans of System Office (State Board) staff and System-wide peer groups. The State Board's Executive Director (System President) utilizes an executive council comprised of his direct reports. It is this group that 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. Divisions of the System Office assume responsibility in conjunction with their respective peer groups for developing strategies and action plans in achievement of agency priorities and initiatives.

c) The State Board, Technical College presidents, 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 State Office 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 charges the executive staff with implementing the objectives in their divisions that relate back to System priorities. As mentioned in 1.1.b, executive council staff are directly involved in developing System Office business plans and are empowered by the Executive Director to carry out these plans. Innovation is encouraged by System leadership as part of a continual evaluation and improvement process.

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 are communicated to System Office employees through personal contact, regularly scheduled employee meetings, departmental meetings and e-mail messages.

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

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

The System Office operates primarily as a support organization to the state's 16 Technical Colleges. The Executive Director, along with the executive council, encourages and supports a working environment that focuses on the organizations' internal and external customers. In order to support the colleges and meet the System's strategic objectives, each functional area of the System office coordinates activities with functional peer groups. Peer groups are comprised of representatives from each of the 16 colleges and work together to support the System objectives. System office personnel share information and coordinate work activities to ensure that peer groups work on issues using the same information.

The senior leadership team of CATT has established a client-focused, goal-oriented, collaborative culture within the organization that is designed to connect with industry, economic development groups, educational institutions, and others, and ensure that CATT resources and capabilities align with client needs.

Additionally, the System has focused on encouraging senior leader participation in customer groups at partner agencies or private training clients to ensure that the System office understands the critical needs of customers. For example, the System Office has developed a staff partnership with the Department of Commerce (customer focus and positioning) and the CHE. In the case of the Commerce partnership, a staff member from CATT serves as a liaison between the two organizations facilitating straightforward and effective communication.

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

The State Board has an oversight and policy making function that guides the state's 16 Technical Colleges in providing services to their local communities. Regular review of policies and procedures establish a defined methodology for making changes if necessary. The System Office

regularly conducts audits of college operations to ensure service delivery. In addition, the Center for Accelerated Technology has done extensive research on how it communicates its services to potential employers and is in the process of working with the Department of Commerce to coordinate marketing support for the recruitment of new industries. CATT has hired a business development director charged with enhancing its communications efforts. As part of these efforts, branding, marketing and presentation skills were addressed. Surveys were distributed among key stakeholders and an extensive competitive analysis was conducted among key competitive states. The resulting initiative was a branding of CATT's economic development training program under the moniker – readySC™. This designation clearly states CATT's position – in South Carolina, we are ready. We are ready to help organization start-up a new facility or expand an existing one. The ultimate goal of this readySC™ branding initiative is to again enjoy the brand recognition the organization once had with its Special Schools brand. CATT is working closely with the Department of Commerce and other key stakeholders on this effort. To date the initiative has been well received with nearly 100% positive response in a recent survey among key stakeholders.

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

The System leadership establishes an environment focused on assessment of all investments. Compliance with state regulations and good business practices ensure fiscal accountability. Over time, budget reductions and lower state revenues per student have resulted in an even greater emphasis on accountability to ensure that all funds are expended in the most efficient, goal-oriented manner. The System Office executive team provides regular updates of progress in meeting budgetary directives from lawmakers and the Governor's Office to the State Board. In addition, at each scheduled meeting of the State Board, Board members review all CATT training projects over \$200,000 to ensure they meet established criteria. All projects, including those under \$200,000, must be ratified by the Board.

#### ***1.5 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 to senior staff EPMS reviews. Additionally, the Executive Director as well as his direct reports communicates with the State Board on a regular basis to review progress on priority issues. System office staff members also provide the Technical College Presidents' Council with quarterly and annual reporting on progress of priority issues. In addition, CATT staff measure operations with a process of customer surveys to ensure performance.

#### ***1.6 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? How do their personal actions reflect a commitment to the organizational values?***

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 utilize employee suggestions to develop new ways to improve employee

communications and performance. System leaders demonstrate a commitment to organizational values through actions that create an environment of trust, accountability, and commitment to partnerships that promote economic and workforce development, and quality, accessible education for South Carolina citizens. This commitment to organizational values is reflected in staff planning and retreats.

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

The System Office leadership actively encourages the growth and development of future organization leaders. Through support of employee participation in system-wide leadership development programs (described in Section III, 5.3) and overall direction for the program, the System Office is ensuring that future leaders are being developed. Employees also participate in other leadership programs, such as the Executive Institute. The System Office also has a program of tuition reimbursement for employees who are pursuing degrees. The creation and implementation of a graduate certification cohort comprised entirely of faculty and staff from the System Office and the 16 Technical Colleges provides a credit-bearing opportunity for leadership development.

The Executive Director, the 16 Technical College presidents, and senior staff personally participate in the development of future leaders through involvement and presentations at System leadership classes.

### ***1.8 How do senior leaders create an environment for performance improvement, accomplishment of strategic objectives, and innovation?***

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

On an annual basis, organizational priorities are set and communicated using several planning tools including the agency head evaluation document, employee EPMS forms, and the System Operating Plan. The Executive Director and the executive council focus 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.

Once priorities are determined, the System Office employs a team management approach to achieving strategic priorities. Each team is led by a member of the executive staff and ensures effective participation, communication, and collaboration on the System's primary initiatives.

***1.9 How does senior leadership actively support and strengthen the communities in which your organization operates? Include how senior leaders and employees contribute to improving these communities?***

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 16 Technical Colleges makes a tremendous contribution to the communities they serve. Areas of emphasis are identified through participation in various professional and civic organizations. The System then works to coordinate, where possible, to meet community needs and develop actions to address critical workforce or technical skills need areas. One such example is the executive director's involvement with the state's Council on Competitiveness, as well as working with the SC Chamber of Commerce, the SC Manufacturer's Alliance and other groups to ensure the System is responsive to citizen and business needs.

Additionally, many of the agency's leaders and employees serve on various boards and commissions and donate time to community service organizations.

**Category 2 - Strategic Planning**

***2.1 What is your Strategic Planning process, including key participants, and how does it address: a) Your organization's strengths, weaknesses, opportunities and threats?  
b) Financial, regulatory, societal and other potential risks?  
c) Shifts in technology or the regulatory environment?  
d) Human resource capabilities and needs?  
e) The opportunities and barriers you described in the Executive Summary (question 4)?  
f) Business continuity in emergencies?  
g) Your ability to execute the strategic plan?***

Under the direction of the State Board, the SC Technical College System utilizes an ongoing, integrated, linear strategic planning process that provides an opportunity for input at multiple levels. The process involves multiple components:

- The State Board reviews strategic issues to ensure they align with the State Board's System direction throughout the year, as well as placing a strong focus on planning during their two retreats each year. The retreats are typically held at colleges around the state to ensure a connection with regional needs and college priorities.
- The Presidents' Council has an annual planning retreat, which provides an opportunity to share information among the colleges and draft priority recommendations for the State Board.
- As directed from the Presidents' Council, the institutional peer groups involve representatives from the 16 colleges and the System Office. These function-specific groups engage in detailed discussions that help inform the strategic actions of the Presidents and the State Board.
- Ultimately, the System Office executive staff engages in an annual retreat and ongoing planning to carry out the strategic direction set by the Board with input from the Presidents' Council. The executive staff, led by the Executive Director, has employed a team management model for the pursuit of strategic initiatives.

Several key questions ensure that each strategic focus is aligned with System core principles and mission:

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

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

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

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

a) The model described above provides for an on-going focus on strategic planning. It establishes a process by which issues are seen as "pushed" or "pulled" to the table. Pushed issues are identified as those issues which arise as a result of political, legislative or regulatory actions while pulled items would be individual initiatives, results of brainstorming/planning sessions, and peer group issues (with a policy breadth.) This on-going strategic planning process allows the organization to continually review strengths, weaknesses, opportunities and threats and respond effectively.

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 System's mission to "...provide learning opportunities that promote the economic and human resource development of the state." This mission is integral to the focus of the strategic planning process, and to the strategic initiatives that are developed to continue supporting access to a college-level higher education for all state residents. The 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) The chief technology officer for the System Office is responsible for the agency's technology plan and for coordinating technology planning and upgrades with the 16 Technical Colleges. Technology planning is driven by the need for data collection, accountability, services to the colleges, and to our customers. The technology plan is reviewed and updated on an ongoing basis to ensure that priorities and quality of services are being addressed.

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

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

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

e) In developing strategic initiatives, the System Office considers what capabilities are required to effectively respond to the opportunities and barriers described in question 4 of the Executive Summary.

f) Previously, the System Office hosted a System-wide workshop on business continuity that focused on planning for natural disasters to ensure data and business operations are not interrupted. However, business continuity is not just about disaster recovery; it addresses anything that could affect the continuity of critical services over the long term. While there are costs involved, all Technical Colleges should have a current Business Continuity Plan (BCP) in place, to help us react in an orderly and timely manner and resume critical functionality in the

event of an incident. BCP plans, if implemented successfully during a crisis, are a strong return on investment. The SC Technical College System is in the process of coordinating the development of a business continuity management plan designed to:

- Create an enterprise standard for Business Continuity and Disaster Recovery that will address the colleges' operating needs for internal controls, continuity, and recovery capabilities across the organization;
- Reduce risks and associated impacts by improving Incident/Crisis Management and employee awareness to ensure more timely response to events that could affect the colleges' ability to provide services to the community;
- Address current capabilities, defining and improving the ability to meet recovery time objectives, and create standards for plan development, testing and maintenance.

As a part of the project's initial phase, the SC Technical College System has chartered a state-wide team to represent critical business functions at the colleges and system office. A series of workshops are being conducted that will result in a comprehensive model business continuity planning template addressing all common mission critical functional areas in the SC Technical College System, so that individual Colleges and the System Office can further define their plans.

g) The agency's strategic plan and annual priorities are approved by the State Board for Technical and Comprehensive Education. Strategic objectives and initiatives are incorporated into the agency head's planning document. The Executive Director, with the concurrence of the State Board, has the authority to execute activities necessary to achieve the components of the strategic plan. The Executive Director, as System President, assigns specific activities to his direct reports, and may incorporate specific objectives related to annual priorities into employees' EPMS planning documents. Additionally, the Executive Director works closely with the Presidents' Council in accomplishing system priorities.

***2.2 How do you develop and track action plans that address your key strategic objectives?  
Include how you allocate resources to ensure accomplishment of your action plans.***

Each functional department of the System office develops action plans by using the Executive Director's Agency Head Objectives, Technical College presidents' input, and the System's strategic plan as guides. The directors of each office then coordinate plans. Additionally, the team approach within the System Office allows for collaboration on complex objectives by cross-functional groups. Human resources are allocated based upon objectives. Additionally, the budgeting process is directly linked to completion of strategic priorities that support the 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.



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

Strategic objectives are communicated and deployed through a variety of methods. Initially, they are developed through focused planning sessions with the System Office executive council. Plans are then communicated by face-to-face communications between peer groups and individuals throughout the system; posting of meeting minutes along with the agency's strategic 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 all-employee meetings.

***2.4 How do you measure progress on your action plans?***

Progress towards achieving strategic objectives is continuously reviewed and activities refined throughout the year. Reviews and updates occur at executive council meetings, monthly Presidents' Council meetings, and peer group meetings. Updates are also provided at State Board meetings.

***2.5 How do your strategic objectives address the strategic challenges you identified in your Organizational Profile? (Section II, question 8)***

Strategic objectives are developed specifically to address strategic challenges identified by the System, and to maintain and provide accessible, quality education at an affordable price.

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

As mentioned in section 2.1, the strategic planning process allows the organization to continually review strengths, weaknesses, opportunities and threats and evaluate whether strategic objectives need to be revised or refined. This ongoing review and evaluation occurs at all levels of the System organization including State Board meetings, executive council meetings, monthly Presidents' council meetings, and peer group meetings. Feedback from external stakeholders and partners also provides guidance to the organization in making adjustments to strategic objectives.

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

The strategic plan is not available on the agency's internet homepage.

**Note:** See the following page for the agency's key strategic objectives (goals) and related key action plans/initiatives outlined in the Strategic Planning Chart.

**Strategic Planning Chart - SC Technical College System**

| <b>Program Number And Title</b> | <b>Supported Agency Strategic Planning Goal/Objective</b>                                                                                                                                                                                                                                      | <b>Related FY 06-07 Key Agency Action Plan/Initiative(s)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Key Cross References for Performance Measures*</b> |
|---------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|
| Objective 1                     | Facilitate the implementation of the System's participation in the <i>Achieving the Dream; Community Colleges Count</i> initiative.                                                                                                                                                            | 1) System Office to identify "best in class" policies that SC can adapt to meet the needs of the state; 2) identify policy priorities; 3) set policy goals; and 4) promote policy innovations that will increase student success outcomes                                                                                                                                                                                                                                                             | No chart                                              |
| Objective 2                     | Explore the feasibility of an Accelerated Job Readiness Program designed to move unemployed and under-employed citizens quickly through training systems and into the workforce.                                                                                                               | 1) Implement a "Quick Jobs" initiative by identifying areas of critical workforce shortage that require short programs that allow individuals to obtain skills and immediately enter the workforce                                                                                                                                                                                                                                                                                                    | No chart                                              |
| Objective 3                     | Successfully guide System Initiatives as they relate to the 2008-2009 Legislative Priorities in an effort to further enhance the education and training goals of the SC Technical College System essential for the economic and human resource development for the citizens of South Carolina. | 1) Work with current external partners, such as the SC Chamber of Commerce and the SC Hospital Association, and seek new business partners to address critical areas needed to meet the workforce needs of the State; 2) Coordinate with the Technical Colleges, the presidents, and commissioners to deliver a unified message to the General Assembly and other key stakeholders across the State.                                                                                                  | No chart                                              |
| Objective 4                     | Implement a multi-phased, multi-year integrated communications strategy to increase statewide awareness of the System's role in the State's workforce and economic development.                                                                                                                | 1) Affirmation/modification of vision;<br>2) Identification of goals;<br>3) Identification of audiences, and,<br>4) Identification of primary tactical activity areas and projects within those areas to achieve identified goals                                                                                                                                                                                                                                                                     | No chart                                              |
| Objective 5                     | Develop and implement a successful statewide coordinated strategy for the Technical College System's promotion and delivery of registered apprenticeships.                                                                                                                                     | 1) Develop an implementation plan that will expand awareness of the benefits of registered apprenticeships among the business community 2) Ensure collaboration with other stakeholders (e.g., State Workforce Investment Board, US Department of Labor, State Department of Education) as partners in a statewide perspective on increasing South Carolina's competitiveness through a highly skilled workforce 3) Identify prototype projects to serve as models for full state-wide implementation | 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.

### **Category 3 – Customer Focus**

The State Board for Technical and Comprehensive Education serves as a governing, policy-making board in its relationship with the state's 16 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 SC Technical College System Office staff. Customers for the System Office staff include the 16 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, as well as the trainees served by the Center each year.

In addition to SC employers who hire Technical College graduates, the SC Technical College System is responsible for meeting the needs of other "customers" or "partners" involved in numerous South Carolina workforce and economic development projects. The SC Technical College System 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 South Carolina with a continuum of educational and training opportunities geared to both current and future workforce development needs.

The SC Technical College System 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 and expectations?***

Information from external customers is shared with internal system-wide peer groups of chief academic officers, chief student services officers, etc., to encourage group discussion and identification of ways to improve services or programs. 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. One example of CATT keeping in constant touch with key stakeholders is its semi-annual stakeholder survey that assesses the needs of these customers as well as measures how CATT is currently meeting those needs. The most recent survey shows a 91% satisfaction rate among stakeholders.

### ***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, and is establishing innovative methods of utilizing computer simulation in its training programs. This past year CATT also conducted an extensive secondary research project benchmarking their services and resources as well as their marketing efforts against Alabama, Georgia, Texas and North Carolina — the four states ranked higher than South Carolina in *Expansion Management's* annual ranking of workforce training programs. The results of this research are included in Chart 7.2-11 Workforce Training Programs

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

Across the System Office, most measurement is taken through informal conversations, discussions, and practicing active listening techniques. System Office staff solicit 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. As mentioned in 3.2, CATT has assigned staff members to the Department of Commerce as a liaison to remain current on any 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.

#### **Category 4 – Measurement, Analysis, and Knowledge Management**

##### ***4.1 How do you decide which operations, processes and systems to measure for tracking financial and operational performance, including progress relative to strategic objectives and action plans?***

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

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

##### ***4.2 How do you use data/information analysis to provide effective support for decision making throughout your organization?***

Decision making is largely data driven due to the coordination requirements over 16 distinct Technical Colleges. The System Office collects and analyzes data on an ongoing basis to ensure consistency, and provides reports to the State Board, the Presidents' Council, and the Colleges. The Enterprise Decision Support System (EDSS) that was put into place has provided greater accessibility to data for System Office and college employees, and provides the ability to pull data and information and create reports that are used in making decisions. This system is heavily utilized by the Academic Affairs Division in program planning, evaluation, and evaluating enrollment and student services areas.

##### ***4.3 What are your key measures, how do you review them, and how do you keep them current with business needs and direction?***

The System Office utilizes internal review of performance versus objectives as established in the agency head and employees' performance objectives. For overall System performance, the System Office key measures reflect a focus on access, affordability and accountability. The System Office tracks trend data on students and student performance, complies with Act 359

reporting requirements, and reviews this data to ensure compliance or areas that need improvement. In addition, the System tracks student trends in relation to the Lottery Tuition Assistance Program to ensure accurate projections of student access and to project future program needs. Key initiatives and measures are also included in the Executive Director's agency head evaluation document. These initiatives are continually reviewed to ensure they are current with the business needs and direction of the agency.

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

Comparative data and information is used to support all agency strategic decision making and innovation, and to support any statewide initiatives undertaken by the SC Technical College System. Data collected from the Technical Colleges are used in staff analyses of institutional and technical college system programs and services. While each Technical College determines delivery of local services, the System Office, through information analysis provides guidance and support for the development of new programs or changes in current ones. Information is shared through different channels including directly with Technical College presidents by the Executive Director and through peer groups by associated System Office divisions.

As an example, key healthcare partners worked with the SC Technical College System to help provide data and develop a response to critical workforce shortages in the health care field. National, state and local information was collected and analyzed. This information was then used to determine specific critical needs and to establish legislative and institutional initiatives to improve the System's capacity to produce more healthcare graduates.

As part of the Enterprise Decision Support System, an enterprise database has been established for improved reporting, research and decision support for System Office as well as colleges, available for use with additional applications in the future. The consistency and reliability of the overall reporting as well as research process will increase, and both System Office and college staff time required for reporting operations will be reduced. Outdated and limited technologies will be eliminated from reporting operations. The overall reporting cycle time will be reduced, thus mitigating the risk of missing reporting deadlines.

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

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

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.

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

The SC Technical College System is continuing to further develop a new Enterprise Decision Support System (EDSS) for which we have: re-engineered the acquisition, validation and storage of enterprise data from college business systems; established an enterprise decision support database that reorganizes and consolidates fragmented data stores; makes enterprise data available to System Office and college users for review and research, via on-line reports, and queries. This system is developed with newer Microsoft .NET and Microsoft SQL Server technologies which provide data integrity, timeliness, accuracy, security and availability for decision making. The System Office CIO works with other System Office divisions to ensure data is maintained and available.

The System Office finance division is responsible for tracking budgetary data and providing oversight for all fiscal operations of the agency. The Finance division maintains strict guidelines for fiscal accountability, and has an internal auditing function responsible for validating enrollment data that supports funding allocations, and investigates variances. The Finance division also works to develop clarifying policies and procedures on data reporting. The agency's Academic Affairs division maintains data for reporting to the CHE and other federal agencies.

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

Performance review for the organization is received both formally and informally through formal reporting from reporting entities and informal customer and stakeholder feedback. As mentioned previously, the System Office is continually assessing effectiveness and progress towards key priorities, and providing updates to the State Board, and Technical College Presidents. As opportunities are identified for improvement, key staff are assigned responsibility and supported by work teams. Additionally, we must continually assess our current programs and services, revise and modify programs, and potentially eliminate those that no longer achieve their

objectives. Likewise, as new needs are identified, the SC Technical College System establishes priorities and programs in areas of relevance to our customers and stakeholders.

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

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

The South Carolina Technical Education Association, comprising Technical Colleges' faculty and staff, hosts an annual conference where sessions focus on identifying and sharing best practices. Organizational information and employee knowledge is also shared at quarterly peer group meetings.

**Category 5 – Workforce Focus**

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



***5.1 How do you organize and manage work: to enable employees to develop and utilize their full potential, aligned with the organization's objectives, strategies, and action plans; and to promote cooperation, initiative, empowerment, innovation and your desired organizational culture?***

Each Spring a Presidents' Council Planning retreat is held. At the Presidents' Council Planning Retreat, mission critical goals and System priorities are identified. These goals and priorities are translated and presented to the State Board in the form of agency head objectives for the next fiscal year. The expectation of the State Board is that these objectives be met by the close of the fiscal year. The State Board is committed to the continuous improvement of mission critical initiatives that serve to meet the economic development and technical/occupational education and training needs of the citizens of South Carolina.

These System priorities and critical mission goals then become the basis for divisional objectives, strategies and action plans of System Office (State Board) staff and System-wide peer groups. Divisions of the System Office assume responsibility in conjunction with their respective peer groups for developing strategies and action plans in achievement of agency priorities and initiatives.

Employees of the System Office have employee performance objectives that are linked to the System priorities for the fiscal year. This promotes cooperation, innovation, empowerment and collaboration among peer groups and System Office employees in the accomplishment of agency priorities and initiatives as all are working toward common goals.

***5.2 How do you evaluate and improve your organization's human resource related processes?***

Periodic assessments to include surveys and informal conversations are conducted with our customers in an effort to assess the value of human resource services provided as well as the level of customer satisfaction. The results of the assessments are compiled and determinations are made of how processes can be improved, streamlined or eliminated if they are no longer of value.

The System Office human resource's team has a weekly planning meeting to review/monitor goals and objectives and progress towards achievement. Our overarching goal is to achieve greater efficiency and effectiveness by improving the quality of human resource services provided to our customers in support of the human resource function and the accomplishment of the agency mission.

***5.3 How 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? How do you evaluate the effectiveness of this education and training? How do you encourage on the job use of the new knowledge and skills?***

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

The System Office has an *Employee Development Plan* to provide the foundation for continuous training and development and to address the organizational as well as the personal needs of employees. The *Employee Development Plan* serves as a management tool for promoting, developing, managing, and enhancing employee performance by empowering employees to reach their full potential. It further serves as the foundation for implementing the Human Resource Focus of the Baldrige Criteria by aligning training and development initiatives with agency objectives in an effort to build and maintain a work environment and an employee support climate conducive to performance excellence in organizational practices.

The System Office Human Resource Services is currently working with the State Office of Human Resources to develop a managerial/supervisory development program. The expectation is that this program will be mandatory for all new and existing supervisors/managers. 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 conducted in conjunction with the University of South Carolina. It is an 18 month program in which one graduate course per semester is taken by participants. A cohort group of agency employees will take all eighteen graduate hours together and the individuals must commit to the entire program of study. Upon completion, the individual will receive 18 graduate hours which can be applied toward a Masters degree in Higher Education or a doctoral degree in Higher Education Leadership. The fifth cohort began their course of study in January 2007.

The second is the SC Technical College System Leadership Academy. This program is being facilitated by Dr. James Hudgins, former Executive Director of the South Carolina Technical College System. This is a nine month program that begins with a didactic portion in September/October, followed by a two-day meeting in November, a one-day session in February and a two-day graduation celebration in May. Participants will have a project of choice that has to be completed by May, and will have 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 to include the Executive Institute.

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.

#### ***5.4 How does employee training contribute to the achievement of your action plans?***

Employee training needs are continually assessed as it relates to the accomplishment of job duties and responsibilities. In accordance with the System Office Employee Development plan, 18 contact hours of training and development activities are encouraged per employee per fiscal year.

#### ***5.5 How does your employee performance management system, including feedback to and from employees support high performance and contribute to the achievement of your action plans?***

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. Additionally, any training deemed necessary for the enhancement of job responsibilities are listed as objectives on the planning document.

The System Office implemented a new web-based EPMS system. This is a user friendly system, which is accessible via the web from any remote location. Additionally, the system has the capability to send notifications to the rater, reviewer and employee of action that needs to be taken. Mandatory training was provided for all employees on the system. The training sessions were designed not only to demonstrate the system but 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. 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. The EPMS is effectively managed by the agency as evidenced by minimal "meets by default" ratings being reported annually.

#### ***5.6 How do you motivate your employees to develop and utilize their full potential?***

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

- Providing tuition assistance to employees seeking job related educational/training/career development opportunities;
- Affording employees the opportunity to exercise flexible work schedules;
- Placing value on employee performance by maximizing available dollars to award performance increases;
- Awarding bonuses, based on available funding, to recognize significant employee contributions/efforts;

- Using the Employee Performance Management System to recognize employee performance and to identify areas for improvement to assist the employees in maximizing their value to the organization;
- System Office social and planning group meetings to enhance morale, motivation and communication;
- Promoting from within when and where possible;
- Awarding an Associate of the Year Award for an outstanding associate who has established a reputation of doing an outstanding job (unselfishly helping others and making a difference) when performing routine day-to-day work activities and Division responsibilities.
- HRS sends birthday, get well and sympathy cards upon awareness

***5.7 What formal and/or informal assessment methods and measures do you use to determine employee well being, satisfaction and motivation? How do you use other measures such as employee retention and grievances? How do you determine priorities for improvement?***

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 Employee Retreats" which are held off site. The retreat is 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 Executive Director to each employee's suggestion.

In recognition of Public Service Recognition week and the value that employees add to the organization, the System Office observed a number of activities. These included: 1) a cookout luncheon with team building activities, 2) as a small token of appreciation, each associate was presented with a Letter of Appreciation, a \$200 bonus, and a polo shirt with the System logo.

In relation to measures for retention and grievances, HRS is currently in the process of gathering System-wide grievance information to include the actual number of grievances filed per college, the number that is grievable versus those that are not grievable, the types of grievances etc. This information will be useful in assessing training needs where patterns exist.

Additionally, exit interviews are being conducted for all employees that are separating from the information. This information is assessed to determine why persons are leaving and the measures that may be put in place to retain employees.

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

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 with topics such as 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. Every other year the System Office sponsors a health and wellness fair. At the fair, worksite screenings are held, speakers presenting on health related topics are brought in, and a vendor area for health related is set up.

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

## **Category 6 – Process Management**

### ***6.1 How do you determine, and what are your key processes that produce, create or add value for your customers and your organization? How do you ensure that these processes are used?***

The key areas for products/services are driven by the organization's mission and State Board policies, and 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 processes 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 16 colleges and the System Office.

As mentioned in the Organizational Profile, the System's Center for Accelerated Technology Training (CATT) plays an integral role in the state's economic development through providing services to new and expanding industries through its readySC™ program. CATT incorporates reviews of each pre-employment training project and reviews compiled data to determine how 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 such as cycle time into process design and delivery?***

To determine how new technologies are incorporated into service delivery, all System Office departments identify how customers are utilizing technology, as well as best practices within the state or nationwide, in order to harness technology in process design and service delivery. For example, CATT researches best practices from industries around the world to incorporate that

knowledge into its training development and delivery models. CATT has implemented project management principles that establish clear targets for each new training project it undertakes. In addition, CATT has researched and developed ways to harness computer simulation technology to create virtual training modules that will replace equipment when possible. CATT has also created an on-line application process to support recruitment of trainees for businesses creating new jobs in the state.

The Academic Affairs Division incorporates best practices in developing strategies to deliver instruction on-line, and Information Technology Division has changed its work processes to harness computing platforms designed for consistency and stability.

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

### ***6.3 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 priority initiatives. Ultimately, these plans incorporate goals and objectives derived directly from the colleges and direct many 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.

Day-to-day operations of the Center for Accelerated Technology Training division are 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. CATT has also created a new position designed to improve both internal and external communication of best practices, as well as knowledge and skills. The ultimate result is a structure that better meets customer performance requirements

#### ***6.4 How do you systematically evaluate and improve your key product and service related processes?***

The Executive Director and System Office staff continually assess progress toward strategic initiatives through collection and analysis of data, and through listening to our key customers and stakeholders. Initiatives undertaken by the System are thoroughly researched to ensure they respond to challenges and opportunities identified through planning processes. Ongoing dialogue with key partners, such as the Department of Commerce, provides feedback on quality and any areas that need to be improved or updated. CATT recently completed a study on its organization and processes, and is addressing areas that were identified for change or improvement.

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

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

The System's IT department provides a relevant example of this process review in action. IT developed a computerized Asset Inventory Management System (AIMS) for system-wide fixed asset, as well as CATT inventory management using PDA devices for bar code scanning, and is currently working on enhancements for added functionality. In addition, the IT team has designed and developed an Enterprise Reporting and Decision Support Project. This is intended to improve system-wide reporting and research. The development process included conducting workshops with various System departments and colleges to gain a detailed understanding of requirements and needs.

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

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

### **Category 7 – Results**

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

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

The agency's mission focuses on providing learning opportunities that promote economic and human resource development for the state. The following information reflects performance levels and trends demonstrating measures of accomplishment and organizational effectiveness in meeting this mission.

**Chart 7.1-1 Workforce Impact  
CATT results FY 2006-07**

|                                   |          |
|-----------------------------------|----------|
| Trainees trained this year .....  | 6,726    |
| Trainees trained since 1961 ..... | 246, 412 |
| Companies served this year .....  | 90       |
| Companies served since 1961 ..... | 1,892    |
| Total number of projects .....    | 96       |
| New projects .....                | 46       |
| Expanding projects .....          | 50       |
| Number of new companies .....     | 37       |

**Trainee Demographics**

|                               |                                  |
|-------------------------------|----------------------------------|
| Average Age .....             | 35 years                         |
| Average Education.....        | 12.9 years                       |
| Percent By Race.....          | (W) 44%; (B) 47%; (O) 9%         |
| Percent By Sex .....          | (Male) 53%; (Female) 47%         |
| Pre-Employment Trainees ..... | (Unemployed) 39%; (Employed) 61% |

**Chart 7.1-2**

**Top 5 SIC codes served this year**

|                                                                          |       |
|--------------------------------------------------------------------------|-------|
| Electrical and electronic machinery, equipment and supplies              | 1,303 |
| Primary metal industries .....                                           | 1,280 |
| Transportation equipment .....                                           | 1,268 |
| Engineering, accounting, research, management and related services ..... | 589   |
| Motor freight transportation and warehousing .....                       | 420   |

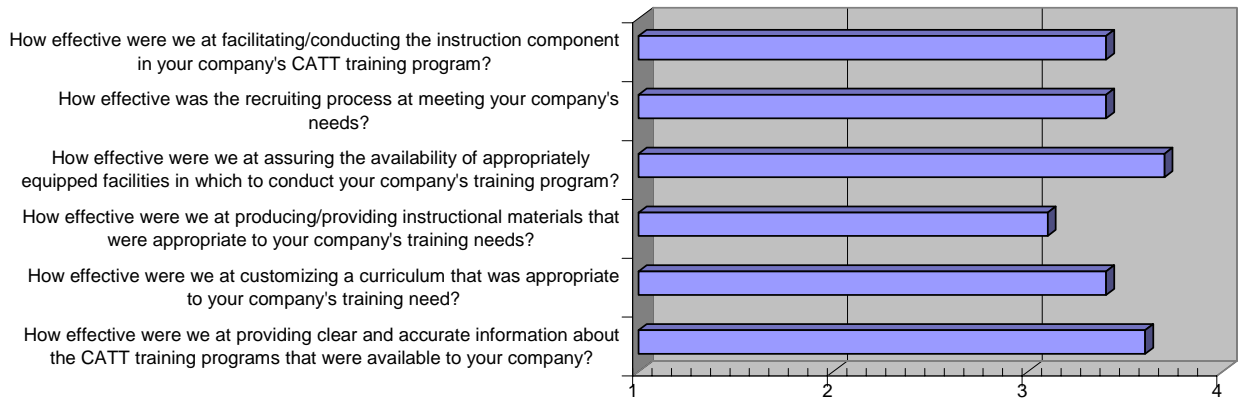
- CATT is currently partnering with the Department of Commerce and other economic development organizations across the state to recruit new business and industry for South Carolina. The current number of total prospect companies is 142—57 of which have at least a 90% probability of success. Those companies represent a potential of 5,700 new jobs for the state.



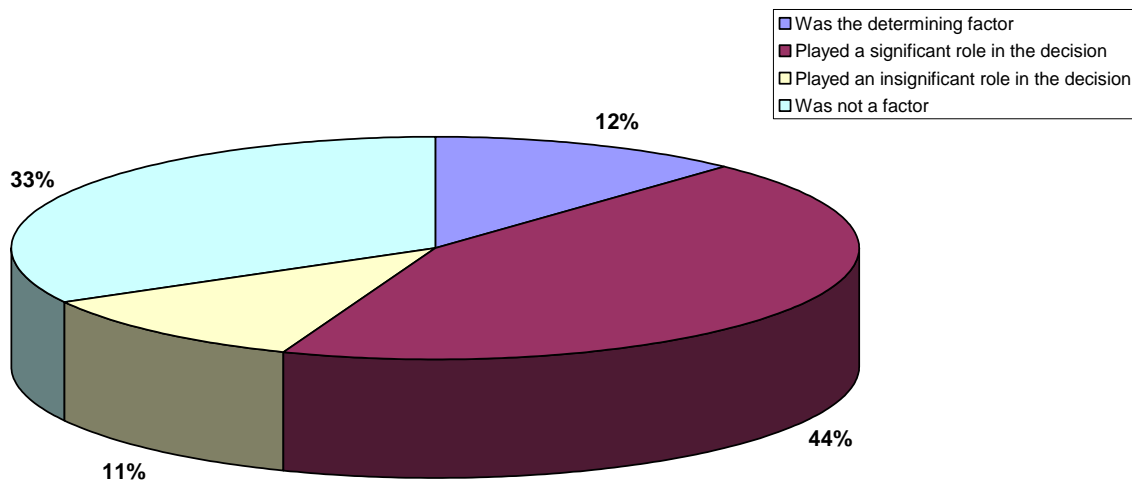
- Continuing Education enrollment for students seeking skills training and upgrade education was 133,103 for 2005.

In 2006-07, CATT completed projects for ten different organizations. Chart 7.1-3 reflects the End of Project Evaluation Responses.

**Chart 7.1-3**  
**End of Project Evaluation Results**  
**10 projects ending in 2006-07**  
**4 = Very Effective**



**Chart 7.1-4**  
**To What Extent Was the Availability of CATT Training a Determining Factor in Your Company's Decision to Create New Jobs in South Carolina**



## AFFORDABILITY

- On average, tuition at the colleges within the SC Technical College System continues to be considerably lower than tuitions at the state's other postsecondary institutions.
- The Lottery Tuition Assistance Program continues to help those students whose tuition is not covered by other federal and state grants. Students receiving the maximum Lottery Tuition Assistance award only paid \$660 for full-time tuition. This is nearly thirty percent less than a student paid for tuition during the 2001-2002 academic year.

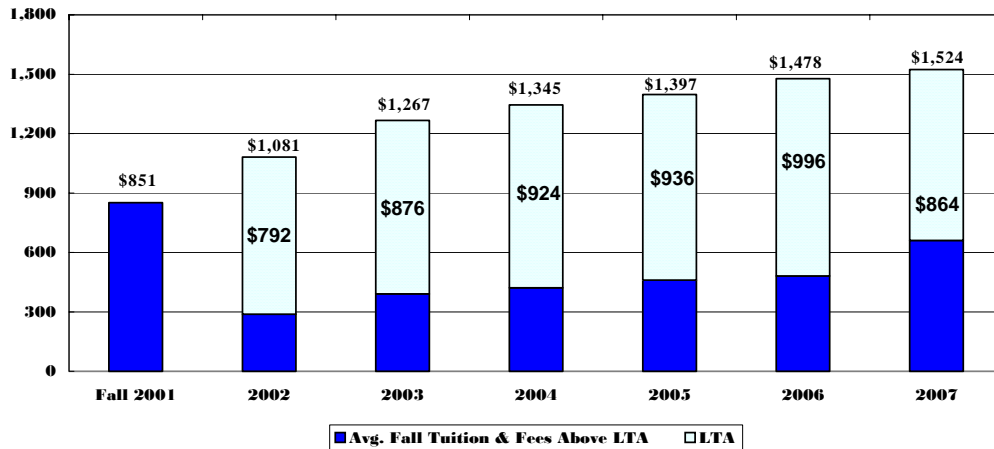
**Chart 7.1-5**  
**Average Tuition at South Carolina's Technical Colleges as a Percent of the Average Tuitions at the State's Other Public Postsecondary Institutions**

| Academic Year          | Research Sector* | Four Year Sector | Public TwoYear | Technical Colleges |
|------------------------|------------------|------------------|----------------|--------------------|
| 2007-08                | \$9,108          | \$7,642          | \$4,868        | \$3,048            |
| <i>Tech as a % of:</i> | 33%              | 40%              | 63%            | 100%               |
| 2006-07                | \$8,604          | \$7,197          | \$4,652        | \$2,956            |
| <i>Tech as a % of:</i> | 34%              | 41%              | 64%            | 100%               |
| 2005-06                | \$8,100          | \$6,991          | \$4,324        | \$2,834            |
| <i>Tech as a % of:</i> | 35%              | 41%              | 66%            | 100%               |
| 2004-05                | \$7,128          | \$6,321          | \$4,058        | \$2,708            |
| <i>Tech as a % of:</i> | 38%              | 43%              | 67%            | 100%               |
| 2003-04                | \$6,356          | \$5,629          | \$3,656        | \$2,537            |
| <i>Tech as a % of:</i> | 40%              | 45%              | 69%            | 100%               |
| 2002-03                | \$5,429          | \$4,800          | \$3,080        | \$2,129            |
| <i>Tech as a % of:</i> | 39%              | 44%              | 69%            | 100%               |
| 2001-02                | \$4,675          | \$4,134          | \$2,410        | \$1,733            |
| <i>Tech as a % of:</i> | 37%              | 42%              | 72%            | 100%               |

\* Excludes MUSC

Source: CHE Tuition & Fees: 2006 Statistical Abstract, p.93; CHE Website, Rev Aug 2007  
 (http://www.che.sc.gov/Finance/Fin/10-YearTuitionSummary)  
 Academic Affairs & Technology, August 2007

**Chart 7.1-6**  
**Average Amount of Tuition Paid by Students Receiving the Maximum Lottery Tuition Assistance Award**

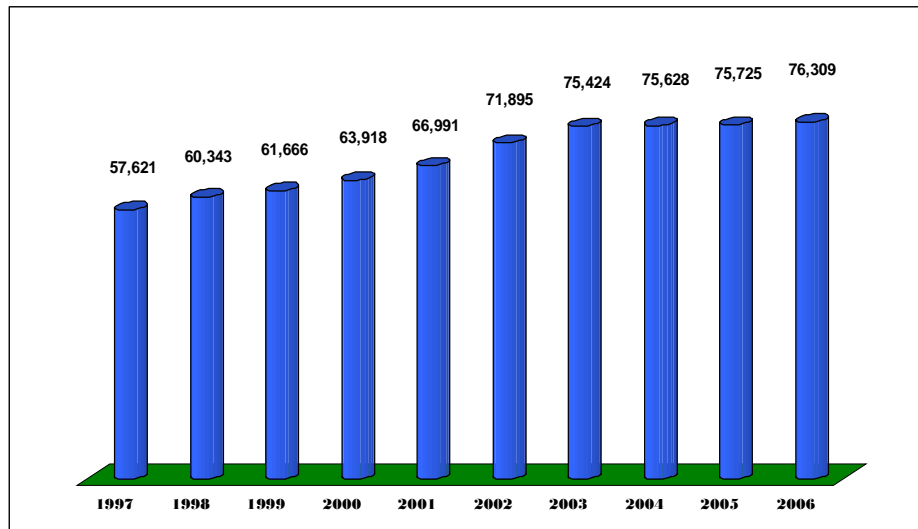


Source: <http://www.che.sc.gov/Finance/IPEDS/Tuition.htm>  
 SC Technical College System, EDSS-ST-LTA008

## ACCESSIBILITY

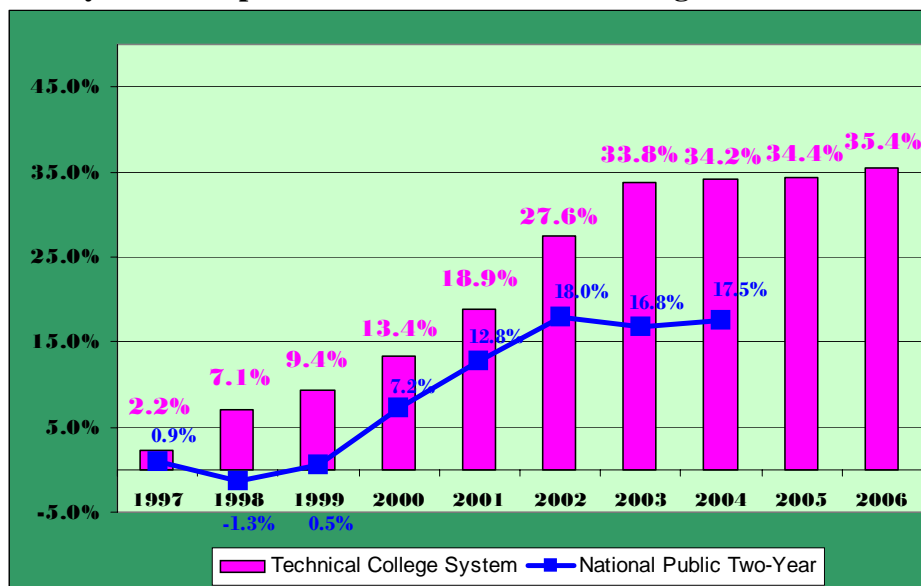
- Enrollment within the SC Technical College System has grown steadily since 1997.
- Between 1997 and 2004, enrollment growth has outpaced the national average of enrollment growth at public, two-year colleges.
- State financial assistance programs probably contributed to enrollment growth. The number of students with LIFE Scholarships and the number of students receiving Lottery Tuition Assistance has increased since Fall 2002.

**Chart 7.1-7**  
**Fall Semester Enrollment: 1997-2006**



Source: [http://www.che.sc.gov/New\\_Web/Rep&Pubs/Enrollment.htm](http://www.che.sc.gov/New_Web/Rep&Pubs/Enrollment.htm)

**Chart 7.1-8**  
**1997-2006 Cumulative Percentage of Fall Enrollment Growth: SC Technical College System Compared to Public Two-Year Colleges Nationwide**



Sources: <http://nces.ed.gov/programs/digest/d99/d99t179.asp>

## ACCOUNTABILITY

- Technical College students completing the Associate Degree Nursing (ADN) programs have a higher pass rate on licensure exams than the national average. The licensure pass rate for those receiving an ADN from one of the colleges within the SC Technical

College System during the 2005-06 academic was 88.9 percent and the national pass rate was 87.6 percent (source: <https://www.ncsbn.org/1237htm>).

- Students completing the Licensed Practical Nurse (LPN) program at one of the colleges within the SC Technical College System during the 2005-06 academic year had a 95.9 percent pass rate.
- The number of degrees, diplomas, and certificates awarded has increased each year since 2001-2002 and the number of awards earned was 19.3 percent greater than the number of awards given in 2001-2002.

**Chart 7.1-9**  
**Academic Awards: 2001-2006**

| Percent Change Since 2001-2002 |         |          |              |        |         |          |              |        |
|--------------------------------|---------|----------|--------------|--------|---------|----------|--------------|--------|
|                                | Degrees | Diplomas | Certificates | Totals | Degrees | Diplomas | Certificates | Totals |
| 2005-06                        | 5284    | 1428     | 6495         | 13207  | 25.7%   | 16.0%    | 15.2%        | 19.3%  |
| 2004-05                        | 5394    | 1481     | 6331         | 13206  | 28.3%   | 20.3%    | 12.3%        | 19.3%  |
| 2003-04                        | 5347    | 1377     | 6297         | 13021  | 27.2%   | 11.9%    | 11.7%        | 17.6%  |
| 2002-03                        | 4469    | 1268     | 5944         | 11681  | 6.3%    | 3.0%     | 5.4%         | 5.5%   |
| 2001-02                        | 4203    | 1231     | 5637         | 11071  |         |          |              |        |

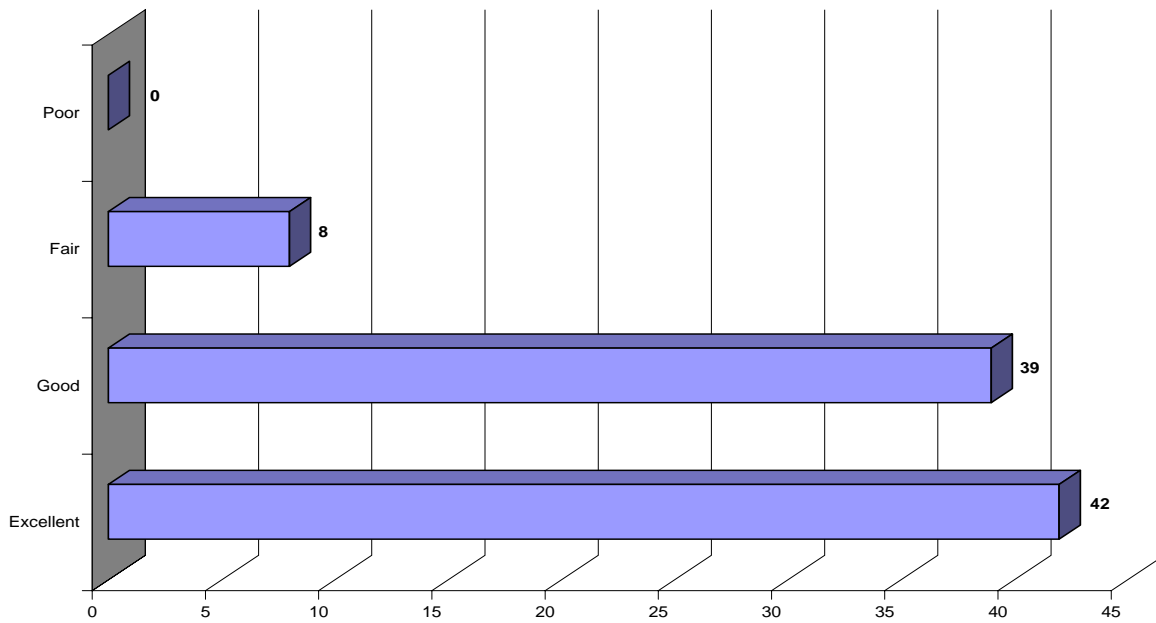
Source: [http://www.che.sc.gov/New\\_Web/Rep&Pubs/Completions.htm](http://www.che.sc.gov/New_Web/Rep&Pubs/Completions.htm)

**7.2 What are your performance levels and trends for the key measures of customer satisfaction? (a customer is defined as an actual or potential user of your organization's products or services.)**

CATT conducted an online survey among 241 key stakeholders including the Department of Commerce and local economic developers. CATT received an unprecedented 39% response rate – the national average is 20%. Overall the results were positive with 89% of respondents claiming a good to excellent perception of CATT. Detailed charts of the responses follow:

**Chart 7.2-1**

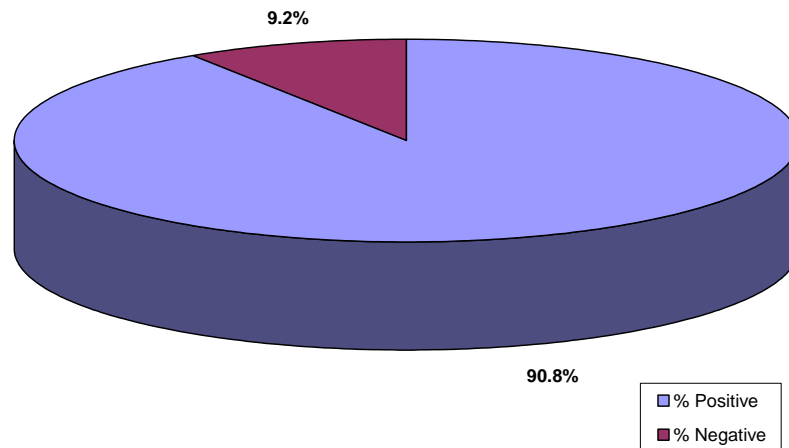
**Current Perception of CATT**



**Chart 7.2-2**

**Addjectives Used to Describe CATT**

349 Adjectives Submitted



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

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. The System Office performed a solicitation for the agency's lease renewal that resulted in a savings of approximately \$60,000 per year for a five-year lease term.

***7.4 What are your performance levels and trends for the key measures of Human Resource Results (i.e. work system performance, employee learning and development, employee well-being, employee satisfaction, diversity, and retention)?***

Human Resource Services continues to develop key measures in an effort to assess effectiveness and efficiency in the delivery of services provided to customers. As a part of the System Office workforce planning efforts, an assessment of the workforce is being conducted that includes the following reviews:

- System processing – how effective are the systems used to conduct general business operations;
- Number of Performance Evaluations completed as well as the % of ratings received;
- Professional development contact hours earned per employee per fiscal year'
- Number of Informal complaints filed;
- Number of Grievances filed;
- Number of potential retirements in the next 5 years;
- Number of employees who are currently retirement eligible; and
- Number of employees who separated from the agency by calendar year for the past 5 years and the reason for separation

These measures are being utilized to gain information needed to increase the overall quality of services provided to our customers. Additionally, the measures are being utilized to serve as a tool for aligning human resource needs and programs/services with the agency's future business needs and priorities.

***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 constantly reviews to assure compliance and performance. Because the agency performs administration functions, at this time, no charts have been identified to communicate this performance. The agency's compliance has been reviewed by the State Auditor and State Procurement annually with no major findings.