



STATE BOARD FOR TECHNICAL AND COMPREHENSIVE EDUCATION

THE SOUTH CAROLINA TECHNICAL COLLEGE SYSTEM



ACCOUNTABILITY REPORT

Fiscal Year 2007-2008



State Board for Technical and Comprehensive Education

SC Technical College System

2007-08 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:

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

2. Major Achievements from the Past Year

Achieving the Dream: *Achieving the Dream* is a multiyear national initiative to help more community college students succeed. The initiative is particularly concerned about student groups that have traditionally faced the most significant barriers to success, including low-income students and students of color. *Achieving the Dream* emphasizes the use of data to drive change, especially for the purpose

of closing achievement gaps. By leading the System in the participation of the *Achieving the Dream* initiative, select colleges will maintain a high degree of access for historically underrepresented groups while working to increase the percentage of students who accomplish the following:

- Successfully complete the courses they are taking;
- Advance from remedial to credit-bearing courses;
- Enroll in and successfully complete gatekeeper courses;
- Enroll from one semester to the next;
- Earn degrees and/or certificates.

Significant progress has been made this year in implementing *Achieving the Dream* (AtD). A State Policy Team was formed to help guide the policy work at the state level. The State Policy Team developed a state plan and identified Data and Performance Measurement Systems, Student Success (including developmental education), and Need-based Financial Aid as policy areas of focus for year one of the initiative.

AtD policy priorities, action plans, and outcomes for FY 2007-2008:

Data and Performance Measurement Systems: *Assess and refine System data management and reporting capabilities to provide greater accessibility to data necessary for enterprise business decisions.*

Outcomes:

- A data workgroup was created and charged with reviewing current data available in the system's database and existing reports and formats. Assessment indicated that *Achieving the Dream* specific longitudinal and cohort based reports could be developed within existing data systems. The State Policy Team is working to identify reports necessary to track the system's progress in AtD implementation.
- A technology platform was purchased to generate and provide web-based access to dashboard indicators. A pilot set of dashboard indicators was developed and is being edited.

Student Success (with developmental education innovations): *More effectively prepare greater numbers of South Carolinians for postsecondary education or work.*

Outcomes:

- An English as Second Language (ESL) committee was formed from personnel at colleges that offer or are interested in offering ESL courses. The committee has reviewed existing courses and competencies. The committee is developing recommendations regarding courses (including competencies for each) to be included in the system's catalogue of approved courses.
- Best practices in ESL have been established and shared with the colleges.

System personnel have corresponded with an ACT representative to begin placement test score validation study. It is anticipated that all sixteen colleges will participate in the study. The participation of all sixteen colleges in the placement test score validation study is a solid first step in beginning a statewide expansion of the AtD concept.

Need-based Financial Aid: *Create a system to ensure that the financial status of the students is not a barrier for access to, retention in, and graduation from postsecondary education.*

Outcomes: A case for redistribution of need-based aid was developed and presented to an advisory committee of the Commission on Higher Education. The advisory committee recommended a change in distribution of state funded need-based aid to be applied to new funds only. The distribution method for new funds is based on the number of Pell recipients at each college, adjusted for the institutions' tuition and fees. The distribution method for current funds is based on student FTE at each institution. Under the System President's leadership, Policy Levers for the FY 08-09 have been expanded to include K-12 and Postsecondary Alignment enabling the initiative to align with the state's Personal Pathways Initiative. Policy priorities, action plans, and expected outcomes are currently being developed for the continued implementation of AtD into the next fiscal year.

The System President's leadership has enabled the State Policy Team to work closely with the Palmetto Institute; thus, creating positive opportunities for external, statewide awareness of the initiative in addition to a \$1 million financial commitment for the initiative.

Accelerated Job Readiness Program: In partnership with the SC State Chamber, the System has embarked on a new program entitled CompeteSC. CompeteSC fits perfectly into the mission of the SCTCS and builds on our existing economic development role. CompeteSC ensures that businesses already located in South Carolina have access to the innovative and high-caliber training offered by the Technical Colleges. CompeteSC is comprised of two programs--**QuickJobs Carolina** and **Retool Carolina**. When funded, these two programs will provide targeted workforce development services to eligible businesses already operating in South Carolina.

QuickJobs Carolina builds on an already successful model and addresses critical workforce needs. Working with local Regional Education Centers (REC) and area businesses, Technical Colleges will pinpoint significant local job shortages in key industry areas. Colleges will apply to a fund, which will underwrite start-up costs for designing and implementing targeted training programs. Applications will be prioritized and funded based on factors established by the Board. **Retool Carolina** is designed for companies that may not be ready to expand, but the need for retraining employees is vital. **Retool Carolina** will provide targeted, customized training to incumbent workers. Working in partnership, a business and its local Technical College can jointly apply to a central fund administered by the State Board. Applications will be prioritized and funded based on factors established by the State Board. The System Office, in partnership with the Chamber, attempted to secure a \$5 million appropriation from the General Assembly. Although an extremely poor budget year prohibited the funding of the program, the System President and the Chamber are actively pursuing assistance from the federal government.

The System President has initiated discussions with State Superintendent of Education, Dr. Jim Rex to look at ways to strengthen the Memorandum of Agreement that currently exists in regard to Adult Education and explore other partnering opportunities. By building on, and growing, partnerships, the System Office is leveraging resources much more effectively than it could by working alone. A comprehensive change to the way the state addresses adult education and training requires the cooperation and coordination of numerous agencies and associations. The System Office is actively working to achieve the synergy necessary for success.

System Legislative Priorities: In spite of a significant downturn in the South Carolina General Fund and a statewide cut in higher education base funding, the South Carolina Technical System's priorities were funded as follows:

- The Lottery Tuition Award was funded at \$47 million. This is the same amount as last year despite concerns about shrinking lottery funds.
- The Allied Healthcare Initiative was funded with \$4 million from excess unclaimed lottery prizes. A separate proviso directs surplus monies to the Allied Healthcare Initiative from an HHS recoupment fund. If the fund exceeds \$50 million, the initiative will receive the surplus appropriations up to \$10 million. It is not guaranteed that there will be a surplus and it will likely vary from year to year. This is, however, a very encouraging acknowledgment that the General Assembly recognizes the importance of the Allied Healthcare Initiative and is committed to fund it even in difficult budgetary times.
- The Center for Accelerated Technology Training's readySC™ program was funded at \$3 million. In addition, the readySC™ proviso was amended so that the training account is recognized as open-ended in the event costs are greater than appropriated funds.
- Lottery Technology Funding remained at \$12 million with \$5 million of those dollars flowing to the System.

The Statewide Enterprise Campus bill passed the House and the Senate Education Committee. Although the bill did not pass, ultimately, conversations will occur with key legislators in advance of the 2009 Legislative Session in order to get a bill passed next year.

Multi-phase multi-year positioning strategy: As a result of conversations and planning with stakeholders and partners, the System Office is working on the creation and formation of a statewide cluster-based workforce development strategy for the System moving forward. This framework, still in the conceptual phase, has the potential to organize current and future initiatives in an effort to make South Carolina more competitive due to a highly skilled workforce. As a part of the strategic planning process, the System President worked with the Council of Presidents on developing and implementing an integrated positioning strategy. To date, (1) the Council drafted a new vision statement for the System. (2) The cluster framework articulates current goals in the way of needed programs and initiatives. (3) Besides the preliminary meetings in gathering information for the plan, the System president has identified key audiences for future partnership opportunities. (4) Projects and initiatives related to activities that catalyze workforce cluster development serve as primary areas for goal achievement.

A first step in the positioning strategy is conducting a perception study that measures the thoughts and opinions of key stakeholder groups. The Center for Research and Public Policy began planning for the perception study during the Summer of 2008.

Registered Apprenticeships: The SC Technical College System launched a state-wide initiative for developing a coordinated system for the promotion and support of registered apprenticeships as a business-driven workforce development tool. The initiative has since been branded as Apprenticeship Carolina™ and significant groundwork was laid and accomplishments noted during the first year of implementation. The Apprenticeship Carolina™ Office of the SC Technical College System is now fully staffed and is comprised of a Director, and Administrative Coordinator, and three Apprenticeship Consultants that are assigned regional responsibilities and provide direct technical assistance to interested employers and other stakeholders in each region. This structure ensures that all employers in South Carolina have access to information and consultative services regarding the sponsorship of registered apprenticeship programs.

The System identified three strategic priorities to guide the first two years of implementation:

- 1) Enhance the public image of registered apprenticeships;
- 2) Expand the number and broaden the industry clusters of businesses sponsoring registered apprenticeships;
- 3) Cultivate the knowledge base and capacity of the 16 technical colleges to become a “provider of choice” for the job related education component of registered apprenticeship programs.

Significant progress has been made toward each priority including the formation of the Apprenticeship Carolina Peer Group comprised of representation from all 16 Colleges, and the development of the Apprenticeship Carolina™ logo, website, and initial marketing materials. In addition, considerable business outreach has been accomplished and a marked increase in both interest and use of registered apprenticeship in the state can already be demonstrated. The figures cited in Category 7, Chart 7.1-6 demonstrate a clear increase in interest and usage since the beginning of the fiscal year. South Carolina saw the registration of 22 new apprenticeship programs and nearly 500 new apprentices. At the close of the fiscal year, Apprenticeship Carolina™ was actively working with more than 70 potential employer sponsors at various stages of the program development process

It is also worth noting that activity is not only concentrated in geographic areas with existing experience with registered apprenticeship. For example, Apprenticeship Carolina™ (either directly through the System Office or through the local technical college) has been providing assistance to employers in Abbeville, Chester, Colleton, Dillon, Jasper, Laurens, Oconee and Allendale Counties—none of which currently have employers sponsoring programs. A number of these counties also represent regions with significant workforce development challenges relative to the more urban areas of the state.

3. 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.

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. 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. 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, and meet the critical workforce needs of the State.

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 Adult Workforce Pathways. The statewide coordinated strategy for Adult Workforce Pathways will focus on capacity building and will promote programs that are developed as a viable educational and career pathway for students moving into the job market. 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. Key strategic challenges (i.e. mission, operational, human resource, financial, and community-related 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 appropriations per student have decreased 23.7% or \$872. Given the current economic environment, the Technical Colleges enrollment trend will continue to increase as our general fund appropriations continue to decrease. This gap between funding and enrollment has continued to create a number of challenges for the System including:

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

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. The funding request outlined below will allow us to strategically focus on areas critical to the state's economic health and to maintain accessible, affordable and quality education for South Carolina's citizens. The categories for the funding request are General Funding, Lottery Funding, and Statewide Enabling Legislation.

General Funding Priorities

To increase student access and enhance program development and delivery:

Lottery Tuition Assistance: \$56 million

Approximately 33% of the students enrolled during the 2007-2008 academic year received financial assistance through the Lottery Tuition Assistance (LTA) program. 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.

To address immediate workforce needs:

Allied Healthcare Initiative: \$15 million recurring

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/competeSC Programs: \$5 million recurring

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.

To advance statewide economic development:

Statewide Enterprise Campus Model: Enabling Legislation: enabling legislation requested

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.

Center for Accelerated Technology Training's readySC™ program: TBD

readySC™ plays an integral role in the state's economic development. readySC™'s focus on developing customized recruiting and training solutions for eligible new and expanding businesses is a key component of the System's overall workforce training strategy, which seamlessly transitions from readySC™ to ongoing training provided by individual Colleges.

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

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.

To lend support to initiatives of our partners:**CHE Request to Increase 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.

CHE Request to Fund Library Initiative (PASCAL)

5. How the accountability report is used to improve organizational performance (describe the process and improvements achieved through the accountability report preparation and self-assessment process).

In an effort to improve the preparation of the accountability report, the SC Technical College System State Office requested feedback on the strengths and weaknesses of last year's accountability report. This feedback was used as the basis for a training session conducted by staff from the SC Government Improvement Network for the agency's executive council and key staff. Follow-up discussions with the agency's executive staff focused on using the report to help inform strategic planning and decision-making based upon data collection. 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. The System Office goal is to continue improving the effectiveness of the agency report and to use it as a key planning document.

Section II – Organizational Profile

1. Main Products and Services

System Office Strategic Areas

1. Leadership
2. Advocacy
3. Accountability

4. Service
5. Delivery

System Office Specific Roles

- 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
- Delivering services to the technical colleges and external partners

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. Through its Apprenticeship Carolina™ Office, direct technical assistance is provided to interested employers and other stakeholders ensuring SC employers have access to information and consultative services regarding the sponsorship of registered apprenticeship programs.

The Center for Accelerated Technology Training's readySC™ program (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. readySC™ provides a variety of services for employers creating new jobs in the state including project management, process analysis, project scheduling, applicant recruiting in partnership with the South Carolina Employment Security Commission, customized training curriculum development, training delivery coordination, training site preparation and instructors. readySC™ is a key component of the state's industrial recruiting efforts.

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 provide direct 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 readySC™ 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 as 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
- readySC™ Support Unit – West Columbia, SC
- readySC™ Training Center – West Columbia, SC
- Ongoing temporary locations of readySC™ projects
- 16 Technical Colleges

6. Number of Employees

Scope of System

- 8,916 System-wide employees (System office and sixteen colleges)
(4,577 faculty and staff system-wide in FTE positions; 4,339 faculty and staff system-wide in temporary or adjunct)

- 1,916 faculty in FTE positions at the 16 Technical Colleges
- 108 System Office employees
- 35 System Office employees in temporary positions, to include readySC™ instructors

7. Regulatory Environment Under Which Agency Operates

The State Board for Technical and Comprehensive Education (State Board) acts as the policy making and coordinating body that guides the state's 16 Technical Colleges, and operates the SC Technical College System, a statewide system which includes 16 Technical Colleges, the Center for Accelerated Technology Training and its readySC™ program for industry-specific training, and the State Board staff. South Carolina Code of Laws §59-53-20 et. seq., as amended, specifies that the State Board shall develop and publish policies, rules, regulations and guidelines for the statewide governance of the System. The Executive Director of the Board serves as the President of the System.

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

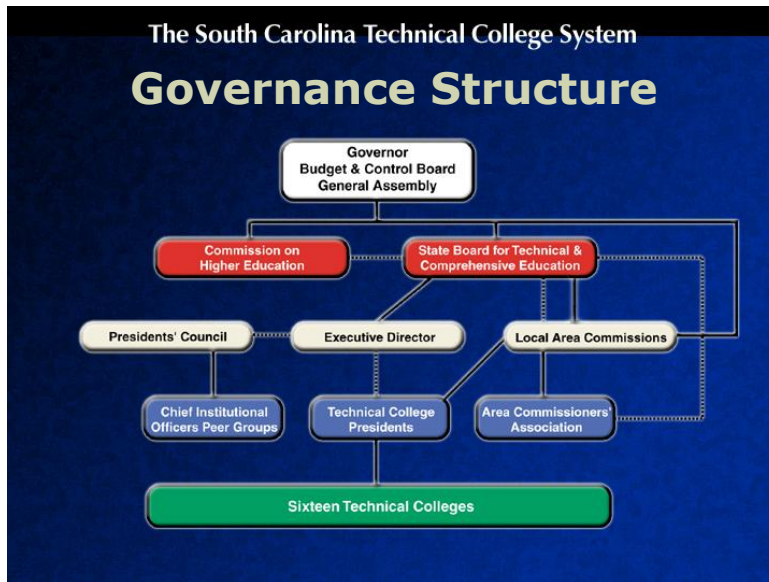
8. Key Strategic Challenges

Since Fall 2001, the SC Technical College System has experienced over a 19.4% increase in FTE enrollment. Over the same period, general fund appropriations per student have decreased 23.7% or \$872. Given the current economic environment, the technical colleges' enrollment trend will continue to increase as our general fund appropriations per student continue to decrease. When the 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.

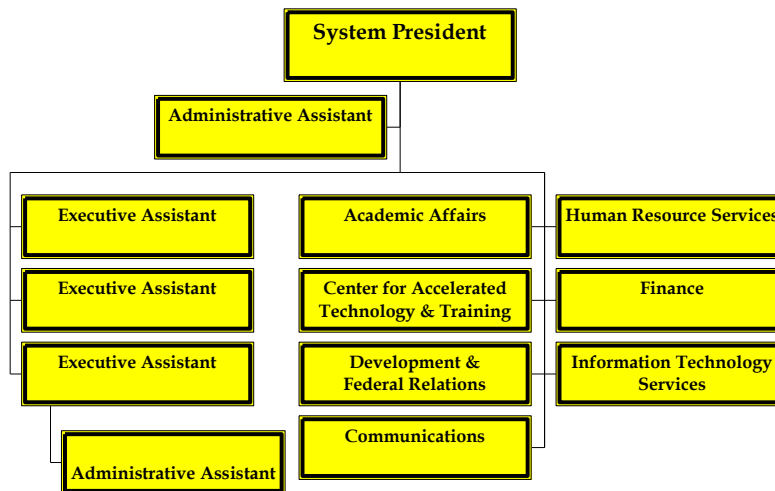
9. Performance Improvement System

Performance expectations for the Executive Director (System President) are established annually 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 06-07 Actual Expenditures		FY 07-08 Actual Expenditures		FY 08-09 Appropriations Act	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	\$124,315,614	\$124,260,413	\$133,395,724	\$133,333,807	\$125,918,424	\$125,860,424
Other Operating	\$2,947,701	\$2,166,145	\$3,832,528	\$2,631,282	\$2,695,970	\$2,645,970
Special Items	\$10,869,811	\$10,625,289	\$9,781,945	\$9,714,810	\$7,228,172	\$6,978,172
Permanent Improvements						
Case Services						
Distributions to Subdivisions						
Fringe Benefits	\$30,724,455	\$30,702,349	\$32,116,576	\$32,096,111	\$34,999,683	\$34,987,683
Non-recurring	\$58,690,885		\$52,738,825		\$3,000,000	\$3,000,000
Total	\$227,548,466	\$167,754,196	\$231,865,598	\$177,776,010	\$173,842,249	\$173,472,249

Other Expenditures

Sources of Funds	FY 06-07 Actual Expenditures	FY 07-08 Actual Expenditures
Supplemental Bills	\$962,185	\$10,841,532
Capital Reserve Funds		\$2,999,993
Bonds	\$11,798,467	\$16,510,425

Major Program Areas

Program Number and Title	Major Program Area Purpose (Brief)	FY 06-07 Budget Expenditures	FY 07-08 Budget Expenditures	Key Cross References for Financial Results*
II. A., B., & E. Instructional Programs	The technical colleges provide opportunities for individuals to acquire the knowledge and skills necessary for employment, transfer to senior colleges and universities, or graduation with an Associate Degree, Diploma, or Certificate.	State: 153,960,365 Federal: Other: 68,492,090 Total: 222,452,455 % of Total Budget: 93%	State: 171,391,356 Federal: Other: 71,383,167 Total: 242,774,523 % of Total Budget: 93%	
III. Economic Development	The Center for Accelerated Technology Training coordinates the training for the contracted industries with fully equipped sites, well-qualified instructors with the applicable training skills, and the necessary operational support.	State: 10,585,592 Federal: Other: Total: 10,585,592 % of Total Budget: 4%	State: 8,551,653 Federal: Other: 3,042,600 Total: 11,594,253 % of Total Budget: 4%	

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

I. Administration; II. C. & D. Instructional Programs; IV. Employee Benefits

Remainder of Expenditures	State: 6,770,424	State: 7,674,533
	Federal: 443,443	Federal: 131,558
	Other: 57,204	Other: 42,681
	Total: 7,271,071	Total: 7,848,772
	% of Total Budget: 3%	% of Total Budget: 3%

* 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.

Section III: Elements of Baldrige

Category 1 – Senior Leadership, Governance, and Social Responsibility

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

a) 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. 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 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 peer group work activities.

The senior leadership team of readySC™ has established a client-focused, goal-oriented, collaborative culture within the organization that is designed to connect with industry, economic development groups, educational institutions, and others, and ensure that readySC™ resources and capabilities align with client needs. Additionally, the 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 liaison with the Department of Commerce (customer focus and positioning). The liaison serves as a key contact person 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 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 compliance and service delivery. In addition, readySC™ continuously conducts research to ensure they are sending the right message to prospective clients. One such initiative includes previewing readySC™'s current prospect presentations to key site selection consultants across the Southeast and integrating their specific feedback into the presentation to improve the overall impact of the presentation. readySC™ continues to reinforce the branding of its moniker including proactive media relations with regional and national economic development publications as well as major newspapers and business magazines across the state.

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

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

Senior leaders maintain legal accountability by requiring each college to submit Form-1s (Authorization to Employ Outside Counsel forms required by the S.C. Attorney General's Office) at the beginning of each fiscal year if they anticipate using the services of outside counsel and to project and budget an amount at the beginning of each fiscal year. General Counsel for the agency periodically surveys the Colleges to obtain statistical information on pending or recently resolved legal matters. The agency is evaluating current practices and researching best practices for improving accountability in this area.

Senior leaders maintain regulatory accountability by regularly attending meetings of other state agencies and monitoring changes in federal regulations which impact on the agency, any of its programs, or its operations. Recent invitations have been extended to representatives of various state agencies with regulatory responsibilities to attend pertinent agency Peer Group meetings so that information can be exchanged, discussed, and debated prior to regulatory changes being enacted. The

agency's General Counsel routinely reviews contracts, confers with college and agency leadership about disciplinary actions contemplated and assists in developing performance improvement plans.

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 an experienced attorney. A centralized in-house 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.

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

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

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

Each year following the Presidents' Council retreat, key System priorities and initiatives are identified. These priorities and initiatives become the basis for the System President's/ Agency Head's Evaluation. Subsequently, divisional areas of the System Office are assigned primary responsibility for these objectives (initiatives). These objectives then become a part of the planning documents for Executive Staff members. These objectives are continually assessed throughout the fiscal year as it relates to effectiveness, cost efficiency and other measurements. The State Board Evaluates the System President/Agency Head based on the achievements of each of the defined objectives. The System Office also uses external feedback, when available. Additionally, 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 organizational leaders?

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

- identification of the knowledge, skills and abilities required by the agency in leadership positions as well as those which will be required in the future;
- evaluation of current personnel to determine the presence or lack of the identified knowledge, skills and abilities;
- determination of prospective vacancies which may be anticipated in the foreseeable future;

- identification of potential internal candidates for leadership positions and the level of readiness for each candidate (i.e. possession of requisite knowledge, skills and abilities);
- provide learning opportunities which address identified deficiencies;
- offer opportunities for potential candidates to experience leadership roles and responsibilities, under the supervision of the incumbent; and
- provide support for personal professional development activities initiated by individual staff members.

Through support of employee participation in system-wide leadership development programs (described in Section III, 5.7) and overall direction for the program, the System Office is ensuring that future leaders are being developed. Employees also participate in other leadership programs, such as the Executive Institute and Leadership South Carolina. The System Office offers a program of tuition reimbursement for employees who are pursuing degrees. The creation and implementation of a graduate certification cohort and a Leadership Academy 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 training and involvement and presentations at System leadership classes.

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

Ultimately, organizational priorities flow from the 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 do senior leaders create an environment for organizational and workforce learning?

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

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

Agency leadership offers employees many opportunities for communication, engagement, empowerment and motivation through various events and activities in addition to agency and divisional staff meetings. The Associates Advisory Committee, made up of representatives from each division functioning at various levels, sponsors activities throughout the year. This includes all-day retreats (wellness and development related) and employee get-togethers for holiday celebrations (St. Patrick's Day breakfast, Halloween Costume Contest and Christmas "Holiday" Luncheon). An All Employee Retreat was held at the SC State Museum. At this retreat, benefits and wellness related information were shared and employees were offered the opportunity to attend several concurrent presentations which were aimed at motivating employees. Evaluations and comments from attendees provided positive responses and there were suggestions provided for future retreat presentations as well as some suggestions for improvements.

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

1.11 How do senior leaders actively support and strengthen the communities in which your organization operates? Include how senior leaders determine areas of emphasis for organizational involvement and support, and how senior leaders, the workforce, and the organization contribute to improving these communities.

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. Many of the agency's leaders and employees serve on various boards such as The United Way, participate in Rotary, and donate time to community service organizations. Many of the agency leaders serve in professional associations' leadership roles and encourage their employees to participate in professional associations.

Category 2 – Strategic Planning

- 2.1. What is your Strategic Planning process, including key participants, and how does it address:***
- a. your organizations' strengths, weaknesses, opportunities and threats;***
 - b. financial, regulatory, societal and other potential risks;***
 - c. shifts in technology, regulatory, societal and other potential risks, and customer preferences;***

- d. workforce capabilities and needs;*
- e. organizational continuity in emergencies;*
- f. your ability to execute the strategic plan.*

Under the direction of the State Board, the 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.

Customers include the technical colleges, all residents of the state who desire an affordable, quality higher education, and industrial prospects and other manufacturers who create new jobs in the state. The 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.) 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.

b) The strategic planning process utilizes the key questions (identified above) to establish the fiscal and regulatory impacts, financial needs, and other risk factors for each strategic initiative. The needs and expectations of the colleges are addressed by close coordination of strategic actions and development of coordinated priorities with college leadership. An example of this would include development of strategies to assist the 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 readySC™ program works directly with businesses and industries to develop customized training and recruiting solutions for employers that are creating new jobs with competitive wage and benefit packages.

c) The chief technology officer for the 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) The System Office held a System-wide workshop on business continuity that focused on planning for natural disasters to ensure data and business operations are not interrupted. 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.

The project's initial phase has been completed, where the SC Technical College System chartered a state-wide team to represent critical business functions at the colleges and system office. A series of workshops was conducted that resulted in a comprehensive model BCP 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. As part of the next phase, a small sampling of individual colleges will be assisted in creating individual BCP plans using the template created in phase one. These initial colleges can later assist other colleges build BCP plans, as well as provide some advocacy and mentoring in this area.

In addition, the system office is continuing to coordinate efforts within the system to explore and procure emergency communications systems, which allow colleges to quickly notify all affected personnel and students during an emergency.

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

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

2.3. How do you develop and track action plans that address your key strategic objectives, and how do you allocate resources to ensure the accomplishment of your action plans?

Each functional department of the 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.

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

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

2.5. How do you measure progress on your action plans?

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

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

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

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

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

Strategic Planning

Program Number and Title	Supported Agency Strategic Planning Goal/Objective	Related FY 07-08 Key Agency Action Plan/Initiative	Key Cross References for Performance Measures*
Leadership	<p>Facilitate implementation of the System’s participation in the AtD: Community Colleges Count initiative.</p> <p>Foster system-wide leadership through statewide professional development programs.</p> <p>Develop and implement Adult Workforce Pathways.</p>	<p>Develop State Policy Team plan.</p> <p>Continue facilitation and coordination of System Leadership Academy and graduate leadership cohort.</p> <p>Develop plan for implementing adult workforce programs to support five critical workforce clusters</p>	<p>Key Strategic Goals 1, 2 and 3 AtD progress report</p> <p>Key Strategic Goal 3 Chart 7.4-2 – 7.4-3</p> <p>Strategic Goal 3</p>
Accountability	<p>Provide program evaluation, review and approval</p> <p>Improve system-wide decision making by increasing access to data.</p> <p>Maintain accessibility and affordability to higher education for South Carolina citizens</p> <p>Ensure state board policies are relevant and reflect current state law.</p>	<p>Academic Division provides oversight/technical assistance</p> <p>Develop and implement user friendly dashboard indicator system</p> <p>State Board reviews and approves maximum total tuition according to state board policy 7-2-101</p> <p>1/3 State Board policies reviewed annually</p>	<p>Strategic Goal 6 Charts 7.1-7 – 7.1.9</p> <p>Strategic Goal 6</p> <p>Strategic Goal 2 Charts 7.3-1 – 7.3-4</p> <p>Key Strategic Goal 6</p>
Advocacy	<p>Further enhance education and training goals of the SC Technical College System by successfully guiding System Initiatives as they relate to the 2008-09 Legislative Priorities.</p> <p>Implement a multi-phased multi-year integrated positioning strategy to increase awareness of the System’s role in the State’s workforce and economic development.</p> <p>Initiate strategic partnerships that respond to statewide economic and workforce needs.</p>	<p>System priorities are identified and communicated to appropriate state and federal audiences</p> <p>Develop and implement competeSC in partnership with the SC Chamber and key partners.</p>	<p>Strategic Goal 5</p> <p>Strategic Goal 1</p>
Service	<p>Provide service to technical colleges through system-wide agreements</p> <p>Provide technical assistance to technical colleges</p>	<p>SC College and Career Planning System powered by Kuder available to middle school, high school, and technical colleges through system-wide partnerships</p> <p>Develop and implement Perkins state plan; provide IT and HR services</p>	<p>Strategic Goal 1 and 2</p> <p>Key Strategic Goals 2 and 6</p>
Delivery	<p>Expand implementation of a state-wide coordinated strategy for the Technical College System’s promotion and delivery of registered apprenticeships.</p> <p>Provide customized start-up training for eligible new and expanding businesses through the System’s CATT readySC™ program</p>	<p>Increased understanding of registered apprenticeships among business and industry, faculty and staff, and workforce development stakeholders</p> <p>Increased overall number of registered apprenticeships in SC</p> <p>Increased industry diversity in sponsorships</p> <p>Increase participation in registered apprenticeship programs by the 16 technical colleges</p> <p>Develop and implement training programs in response to new and expanding business needs</p>	<p>Key Strategic Goal 3 Charts 7.1-3 – 7.1-7</p> <p>Key Strategic Goal 3 Charts 7.1-1 – 7.1-2</p>

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 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 SC Department of Commerce is one of the System's key customers due to the fact that our mission supports Commerce's recruitment of new business and industry into the state. Key customers also include businesses and manufacturers for which the System's readySC™ program provides training and recruiting solutions, as well as the trainees served by readySC™ each year.

The SC Technical College System also works with state agencies, organizations, and educational institutions, including the Commission on Higher Education, the State Chamber of Commerce, the State Department of Education, and the state's four-year colleges and universities in an effort to provide 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.

Our economic development division, readySC™, has developed a stakeholder management strategic goal designed to build readySC™'s value to the State's economic development network by cultivating relationships with stakeholders and clients, which strives to align readySC™'s service delivery with the existing and emerging needs of stakeholders and clients. Emphasis is placed on the values of sharing knowledge; seeking to build loyalty; and equating success with positive impacts on the network of all stakeholders. Key action items developed in order to accomplish this goal include identifying stakeholders, developing strategies for addressing each group of stakeholders, conducting effective research among stakeholders, educating and informing stakeholders, and communicating consistently and effectively to these audiences. To track this measure, readySC™ staff gather

quarterly information regarding stakeholder management activity. The most recent report included such highlights as:

- Substantive meetings outside of routine prospect activity with 46 of 59 of our local development and regional alliance allies.
- Twenty three meetings with College Presidents at 10 colleges
- Participated in 28 community based meetings
- Had 41 meetings with System allies (CCEO's and staff, department heads, leadership teams, etc.)

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

The System maintains two web sites that serve as the agency's key mechanisms for customer access. The organization's public web site (<http://www.sctechsystem.edu>), accessible by the general public at all times, provides general information about the mission, services and programs of the System, the 16 technical colleges, CATT and its readySC™ workforce training program, and Apprenticeship Carolina™. The public web site enables customers – who include current and potential students, parents, allied organizations, businesses and industries, and the general public – to find specific information regarding lottery tuition assistance; online courses offered at every technical college; the various degree, diploma and certificate programs available at every technical college; important and frequently sought facts and figures about the System and the colleges; distance learning offerings; workforce training opportunities and processes; and the development of registered apprenticeships. The public web site offers a feedback form on its “Contact Us” page for people to submit questions, complaints, requests and suggestions. Every inquiry is directed to one person in the organization who then forwards the message to the person or department best suited to respond. Every inquiry is answered or otherwise given a direct response in a timely fashion by the appropriate System representative. The organization also maintains an intranet site, available only to System Office and college employees by way of a login and password unique to each user. The intranet site provides general information about System policies and procedures, serves as a collaborative tool and virtual meeting place for the System's functional peer groups, and provides access to a variety of web applications that are used by many people around the System, such as an asset/inventory tracking and management program; a searchable enterprise data warehouse; the agency's employee performance management and tracking system; a leave management program; a comprehensive catalog of System-wide approved courses; and a Perkins grant tracking application.

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

Information gained from services allows the 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, readySC™ conducts regular surveys among key stakeholders to assess not only customer needs but how well readySC™ is currently addressing those needs. In addition to the surveys, readySC™ continually benchmarks the activities of competitive states including this past year a trip to Alabama where representatives from readySC™ met with representatives from Alabama's AIDT to discuss best practices in not only delivery of training but also infrastructure. Information gained from surveys and competitive research is continuously assessed and integrated into our training and recruiting solutions.

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 use information and feedback from customers/stakeholders to keep services and programs relevant and provide for continuous improvement?

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

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

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

Category 4 – Measurement, Analysis, and Knowledge Management

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

The 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, readySC™ consistently measures the number of trainees who successfully complete the program, the number of trainees placed, the number

of trainees hired, as well as cost per trainee.

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

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

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

The 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?

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

As an example of a priority area, key healthcare partners worked with the 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 multi-year legislative and institutional initiatives to improve the System's capacity to produce more healthcare graduates. Several years ago, an Enterprise Decision Support System (EDSS) was implemented for the purpose of providing the colleges and the System Office with a tool to more easily obtain data for reports, research and decision support. EDSS has improved the consistency and reliability of the overall reporting, provided a useful tool for research and assessment, and reduced the amount of staff time required to produce reports and research projects. During the 2007-2008 academic year, a number of dashboard indicators were developed using data available through EDSS. The Dashboard Indicators allow data to be easily presented in charts and tables and allow a college to compare its data to the System's other colleges, to System averages, and, in several

cases, to regional and national data. The Dashboard Indicators will also assist colleges in their research and accountability efforts, as well as benchmarking activities.

The ongoing monitoring by readySC™ 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 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 System Office 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. 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 (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 System has recognized the wealth of knowledge possessed by employees and has begun documenting processes and conducting cross training.

Second, the System has begun a program to identify managers who possess leadership qualities. 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 knowledge is also shared at quarterly peer group meetings and through ad hoc committees that focus on specific initiatives.

Category 5 – Workforce Focus

5.1 *How does management organize and measure work to enable your workforce to: 1) develop to their full potential, aligned with the organization's objectives, strategies, and action plans; and 2) promote cooperation, initiative, empowerment, teamwork, innovation, and your organizational culture?*

Each Spring a Presidents' Council Planning retreat is held. At the Presidents' Council Planning Retreat, mission critical goals and 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. 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.

The formal method of developing and evaluating employees is through the Employee Performance Management System (EPMS). The EPMS planning stage allows for individual development plans within the employee's position. Employees of the System Office have 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.

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

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

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

A variety of communication methods are used at the System Office, such as agency staff meetings, divisional meetings, and day-to-day communications by members of the agency leadership with staff as well as with peers. Additionally, the production of written procedural manuals, cross-training and the duplication of material resources are used as communication and knowledge-sharing mediums. Written procedures are distributed through email and the intranet and directly to employees on paper. Some divisions have implemented business rules to outline their processes and these business rules are a reference to ensure ongoing continuity should an employee, who is part of the process, not be available or leave the organization. The System Office human resource's team has a weekly planning meeting to review/monitor goals and objectives and progress towards achievement. The overarching goal is to achieve greater efficiency and effectiveness by improving the quality of human resource services provided to our customers in support of the human resource function and the accomplishment of the agency mission.

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

Senior management continually seeks to ensure that the human capital needs of the organization are aligned with business needs. When a position is vacated, management is tasked with evaluating the position to determine if that position is still needed, if job duties have changed, or if the position requires additional competencies, skills and knowledge requirements, etc. based on how the position will function for the future. Once this has been completed, the HR Services Division utilizes the State's new e-recruitment website, NEOGOV, to post the available position. On NEOGOV, applicants are able to apply online. Additionally, the organization has extended its advertising mediums to ensure a diverse pool of applicants. The organization employs a variety of methods to retain employees, such as promoting from within when possible, conducting regular salary studies to ensure that salaries are comparable with the market, and encouraging professional development opportunities. A tuition assistance program is available to assist employees with the attainment of advanced degrees for professional growth. Other employee retention methods include the flexibility to provide a retention increase should an employee be offered a position outside of state government or with another state agency.

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

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

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

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

5.6. *How does your development and learning system for leaders address the following:*

- a. development of personal leadership attributes;***
- b. development of organizational knowledge;***
- c. ethical practices;***
- d. your core competencies, strategic challenges, and accomplishment of action plans?***

The System currently has two Leadership Development Programs in place as a mechanism for grooming leaders of the future. The first is the USC Graduate Certificate in Higher Education Leadership. This program is being conducted in conjunction with the 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 18 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, the SC Technical College System Leadership Academy, is being facilitated by Dr. James Hudgins, former Executive Director of the 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 have a project of choice that has to be completed by May, and maintain 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 agency has a System-wide Ethics policy and procedure that all employees are required to adhere to. Additionally, the South Carolina State Ethics Commission Rules of Conduct is regularly distributed to all employees as updates occur. Employees are required to sign a statement acknowledging receipt that is placed in the official personnel record. The accomplishment of actions plans are addressed through the use of the annual performance evaluations, which includes specific job duties and objectives, with success criteria to be accomplished for each fiscal year.

5.7. *How do you identify and address key developmental training needs for your workforce, including job skills training, performance excellence training, diversity training, management/leadership development, new employee orientation, and safety training?*

Training needs are continually identified through a number of means (supervisory requests, employee requests, and training needs assessments). The 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.

As mentioned in 5.6, the System's two Leadership Development Programs provide a mechanism for grooming leaders for the future. 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.

Each new System Office employee goes through a comprehensive one-on-one employee orientation session. In addition to the traditional benefits-related information, each new employee is provided an organizational chart showing the System Office reporting structure along with access to the Employee Directory, which is posted on the System Office intranet. The Employee Directory includes the System's mission, vision and values statements, along with photos and contact information for the State Board members and college presidents. Employee photos (with contact information and a brief description of their job) are shown by division, beginning with the divisional organizational chart and a listing of the functions of that division.

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

Employees are encouraged to use new knowledge and skills on the job by clearly establishing positive expectations before they participate in training, assignment of tasks and responsibilities which will provide opportunities for application, and by recognizing attainment of new knowledge and skills and

commending the employee on their successful application. Employees are encouraged to provide feedback to management regarding potential improvements based upon their newly learned knowledge and skills.

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

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

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

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

5.11. How do you motivate your workforce to develop and utilize their full potential?

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

- Providing tuition assistance to employees seeking job related educational/training/career development opportunities;
- Affording employees the opportunity to exercise flexible work schedules;
- Placing value on employee performance by maximizing available dollars to award performance increases;
- Awarding bonuses, based on available funding, to recognize significant employee contributions/efforts;
- Using the Employee Performance Management System to recognize employee performance and to identify areas for improvement to assist the employees in maximizing their value to the organization;
- Holding 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.
- Sending birthday, get well and sympathy cards upon awareness from HRS.

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

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

An Associates Advisory Committee, representative of a diverse group of employees, facilitates and encourages communication of employee needs, concerns, and suggestions for System Office improvements to the Executive Director and Executive Council. The Associates Advisory Committee sponsors activities throughout the year which are intended to promote employee well being and satisfaction. These activities include all-day retreats (wellness and development related) and employee get-togethers for holiday celebrations (St. Patrick's Day breakfast, Halloween Costume Contest and Christmas "Holiday" Luncheon). Positive verbal feedback is always received. The 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: a cookout luncheon and the annual presentation of service awards. Divisions were encouraged to engage in an activity or activities which encouraged communication and employee motivation.

An All Employee Retreat was held at the SC State Museum. At this retreat, benefits and wellness related information was shared and employees were offered the opportunity to attend several concurrent presentations which were aimed at motivating employees. Evaluations and comments from attendees provided positive responses and there were suggestions provided for future retreat presentations as well as some suggestions for improvements.

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 of employment actions deemed grievable versus those that were not grievable, the types of grievances, etc. This information will be useful in assessing training needs where patterns exist. Additionally, informal meetings and exit interviews are conducted with employees separating from employment. Exit interviews are analyzed for data on employee turnover and trends indicating reasons for separation are shared with Division Directors as necessary. 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.

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

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

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

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

Every other year the System Office sponsors a health and wellness fair. As discussed in 5.12, a Benefits and Wellness Retreat was held in October 2007. Worksite screenings were offered, and benefits and wellness related information was shared. A variety of concurrent presentations which focused on employee health and wellness and motivating employees to become healthier were provided. Evaluations and comments from the retreat will be used to improve the retreat and to inform future retreat topics. The System Office has also partnered with the SC Department of Labor, Licensing, and Regulation in providing additional health related programs.

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

Safety: This year the System Office added a new security system in the building that requires all employees to use badges with computer chips in order to access the building. All badges have individual employee photos for identification. The new system allows tracking of who enters and leaves the building after hours thus providing added security.

Category 6 – Process Management

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

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

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

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

6.2 *How do you determine and what are your key work processes that produce, create or add value for your customers and your organization and how do they relate to your core competencies? How do you ensure these processes are used?*

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

6.3 *How do you incorporate organizational knowledge, new technology, cost controls, and other efficiency and effectiveness factors, such as cycle time, into process design and delivery?*

To determine how new technologies are and should be incorporated into service delivery, all System Office departments identify how customers are utilizing technology, as well as identify best practices within the state or nationwide. 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 Finance Division through the Audit and Evaluation Department provides technical assistance and best practices to the System Office and the 16 colleges. These audits help establish consistent practices among all the colleges.

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.

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

As mentioned in Section 1 and Section 6.3, the 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.

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 budget reports 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.

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.

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

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

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

Key support processes for the Technical Colleges include human resources processes, as described in Category 5, procurement processes that include funding management services to the Technical Colleges, and reporting functions with the Commission on Higher Education. IT processes include information management and data retrieval services that support 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 readySC™ inventory management using PDA devices for bar code scanning. IT is currently working on enhancements for added functionality. In addition, the Enterprise Reporting and Decision Support Project developed by IT is intended to improve system-wide reporting and research.

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

The Finance Division provides support to the System Office and the 16 colleges. This division ensures compliance with all state policies, regulations and laws and provides technical assistance to the colleges as needed. The Division works to provide standard operating procedures to the System Office and the 16 colleges to ensure consistency in reporting and managing of State Funds.

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

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

The Finance Division is developing a formal budget and business plan process for implementation in the Fiscal Year 2008-2009. This provides accountability for the Divisions and allows the System to prioritize the needs and work strategically on ensuring dollars are applied to the needs.

Category 7 – Results

7.1 What are your performance levels and trends for your key measures of mission accomplishment/product and service performance that are important to your customers? How do your results compare to those of comparable organizations?

**Chart 7.1-1 Workforce Impact
readySC™ results FY 2007-08**

Trainees trained this year	5,207
Trainees trained since 1961	251,231
Companies served this year	90
Companies served since 1961	1,936
Total number of projects	97
New projects	48
Expanding projects	49
Number of new companies	44

Trainee Demographics

Average Age	35 years
Average Education	12.9 years
Percent By Race	(W) 49%; (B) 42%; (O) 9%
Percent By Sex	(Male) 58%; (Female) 42%

**Chart 7.1-2
Top 5 SIC codes served this year**

Transportation equipment	976
Electrical and electronic machinery, equipment and supplies	868
Primary metal industries.....	577
Communications.....	356
Food and kindred products.....	351

**Chart 7.1-3
Apprentices in Neighboring States**

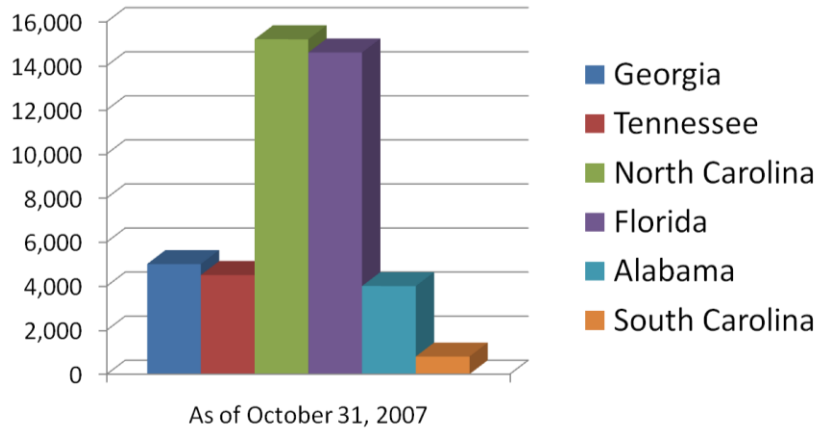


Chart 7.1-4

Based upon data supplied by the US Department of Labor’s Registered Apprenticeship Partners Information Data System (RAPIDS) for the current federal fiscal year (beginning October 2007), the status of registered apprenticeship programs in South Carolina and neighboring states is shown below.

State	Total Active Programs	New Programs FY to Date	Total Active Apprentices	New Apprentices FY to Date
Alabama	108	20	4456	938
Florida	271	6	13885	2358
Georgia	218	5	5197	1642
North Carolina*	1512	22	10986	1239
South Carolina	112	22	969	489
Tennessee	303	4	4744	1098

*North Carolina does not participate in the RAPIDS reporting system; therefore, direct comparisons were not possible. Figures shown represent numbers reported at the end of the first federal quarter of (at December 2007)

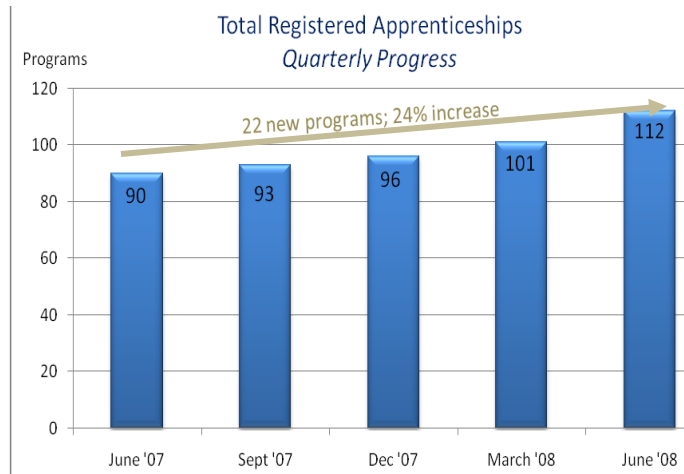
**Chart 7.1-5
Apprenticeship Measures of Success
Fiscal Year 2007 – 2008**

- 1) **Increased understanding of registered apprenticeships among business and industry, educational institutions faculty and staff, and workforce development stakeholders.**
 - Apprenticeship Carolina™ reached 459 new stakeholders via presentations or one-on-one meetings.
 - 68 leads were generated: 39 originated with Technical College faculty and staff, 10 with economic development professionals, and 6 with Workforce Investment Act representatives.

2) Increased overall number of registered apprenticeships in South Carolina.

- The number of active apprentices in the state increased 25%, from 777 to 969.
- 22 new programs were registered this past fiscal year, which is an increase of 24% over last fiscal year. These new programs bring the state’s total number of registered apprenticeship programs to 112. See below for quarterly progress.

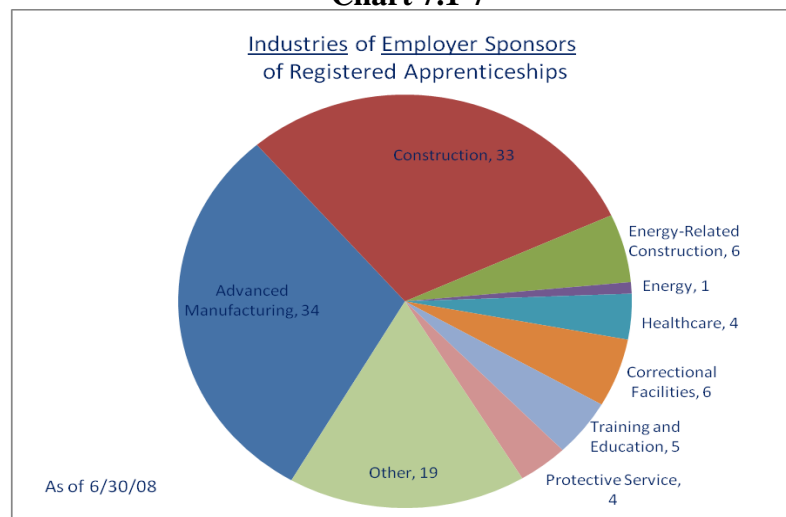
Chart 7.1-6



3) Increased industry diversity in the sponsorship of registered apprenticeships.

- Apprenticeship Carolina™ targets six industries: 1) Advanced Manufacturing; 2) Construction; 3) Energy; 4) Healthcare; 5) Tourism and Creative Industries; and 6) Transportation and Logistics.
- Of the employers sponsoring the 22 new programs during this past fiscal year, 4 of these employers operate primarily in the Healthcare industry, 4 in Advanced Manufacturing, 3 in Construction, and 5 in Energy-related Construction.
- The pie chart below shows the different industries in which the employer sponsors of all 112 current apprenticeship programs primarily operate.

Chart 7.1-7



- At the end of the fiscal year, the state had 969 active apprentices. These apprentices were working in nearly 50 occupations.

4) Increased participation in registered apprenticeship programs by the 16 Technical colleges.

- Over half of the company referrals given to Apprenticeship Carolina™ during this past fiscal year originated from the technical colleges.
- Fifty percent of the new apprenticeship programs utilize the local technical colleges for the education portions of the Apprenticeships.
- Twelve of the 16 technical colleges received grant funding through the System Office to support curriculum development activities related to the development of a registered apprenticeship program in partnership with employers in their respective service areas.
- The Governor’s State Workforce Investment Board distributed eight grants to support employers developing registered apprenticeship programs and utilizing the local technical college as the provider of job related education.

Program Evaluation:

SCTCS annually evaluates the continuation of educational programs based on a) program enrollment, b) number of graduates, and c) job placement to determine whether the degree, diploma, and certificate programs offered met the job placement criteria and minimum standard of fifty percent placed on a job related to their education or continuing their studies full-time. Certificates are evaluated annually based on the percent of graduates placed on related jobs or continuing their studies full-time (i.e. Job Placement). Diploma or degree programs are subject to evaluation based on the following minimum criteria and standards:

Chart 7.1-7 Degree and Diploma Evaluation Standards

Program Enrollment:	Number of Graduates:	Job Placement
<ul style="list-style-type: none"> • Each diploma must have enrolled 12 students who generated 9 full-time equivalents (FTE’s) in the most recent fall semester. • Each degree must have enrolled 16 students who generated 12 full-time equivalents (FTE’s) in the most recent fall semester. 	<ul style="list-style-type: none"> • Each program must produce six graduates during the evaluation year or an average of six graduates over the most recent three-year period. 	<ul style="list-style-type: none"> • Fifty percent (50%) of the graduates available for placement must be placed on a job related to their education or continuing their studies full-time.

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

Program Review and Approval:

Each college has an internal process for developing new **certificates**, however all certificate programs must be approved by the college’s Local Area Commission and the SCTCS staff. Associate **degree and diploma** programs are developed in accordance with system-wide models. Degree and diploma programs must be approved by the State Board. New majors are developed as needed.

Chart 7.1-8 Program Evaluation Review and Approval Activity

Related Activity	FY2005-06	FY2006-07
Number of Program Planning Summaries Reviewed		
• Degree	7	8
• Diploma	2	1
Number of Program Proposals Reviewed		
• Degree	6	2
• Diploma	2	1
Number of Notifications of Changes in Program Status		
• Degrees	28	15
Number of Certificates Approved		
	69	72

Chart 7.1-9 Academic Program Status Changes

Program Status	Degree			Diploma			Certificates		
	FY04	FY05	FY06	FY04	FY05	FY06	FY04	FY05	FY06
Number of Existing Programs on Good ¹	265	276	277	97	95	92	633	691	678
Number of Existing Programs on Probation ²	22	8	15	6	6	8	27	12	17
Number of Existing Programs on Suspension ³	11	13	5	8	6	6	13	6	2
Number of Existing Programs being Cancelled ⁴	5	4	4	5	5	0	88	79	23
Number of Existing Programs being Reinstated ⁵	11	11	7	4	4	3	12	24	9

¹ Good: Program meets all criteria and standards.

² Probation: Program does not meet criteria - can accept students.

³ Suspension: Program does not meet criteria - no additional students admitted.

⁴ Cancellation: Program no longer approved or authorized - no students admitted.

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

7.2 What are your performance levels and trends for your key measures on customer satisfaction and dissatisfaction (a customer is defined as an actual or potential user of your organization's products or services)? How do your results compare to those of comparable organizations?

Chart 7.2-1

Highlights from readySC™'s most recent stakeholder survey

- 100% awareness of the branding initiative
- 80% responded positively to the new moniker – readySC™
- 100% above average or higher current perception of readySC™
- readySC™'s top differentiators from competitive states as identified by respondents
 - Start-up expertise
 - Responsiveness & flexibility
 - Customization

Chart 7.2-2

Enhancing the readySC™ brand

- Introduced the new brand at the 2007 Annual South Carolina Economic Developers Association Conference. At the 2008 SCEDA Annual Conference, readySC™'s innovative presentation was one of the top rated presentations of the entire conference.
- Based on stakeholder feedback, enhanced website to be less static and contain more useful information about readySC™
- Implemented a proactive media relations plan with articles placed in each of SC's major newspapers as well as two articles featuring readySC™ in Global Corporate Xpansion magazine.

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

Per statute (SC ST SEC 59-53-30), the South Carolina Technical College System must maintain low tuition and fees in order to provide access to post-secondary education and to insure that educational opportunities are not denied to anyone. Through a State Board Policy and Procedure, legislative efforts to secure funds for the Lottery Tuition Assistance program, and other initiatives and programs, the System has met this statutory responsibility. As shown in the following charts, on average students enrolled at technical colleges pay considerably less than students enrolled in the other public, postsecondary sectors. Students receiving the maximum Lottery Tuition Assistance award pay less out of pocket for tuition than technical college students paid in 2001. Finally, enrollment at the colleges within the System has grown considerably more than enrollment at other public, two-year colleges within the ten state area covered by the Southern Regional Education Board.

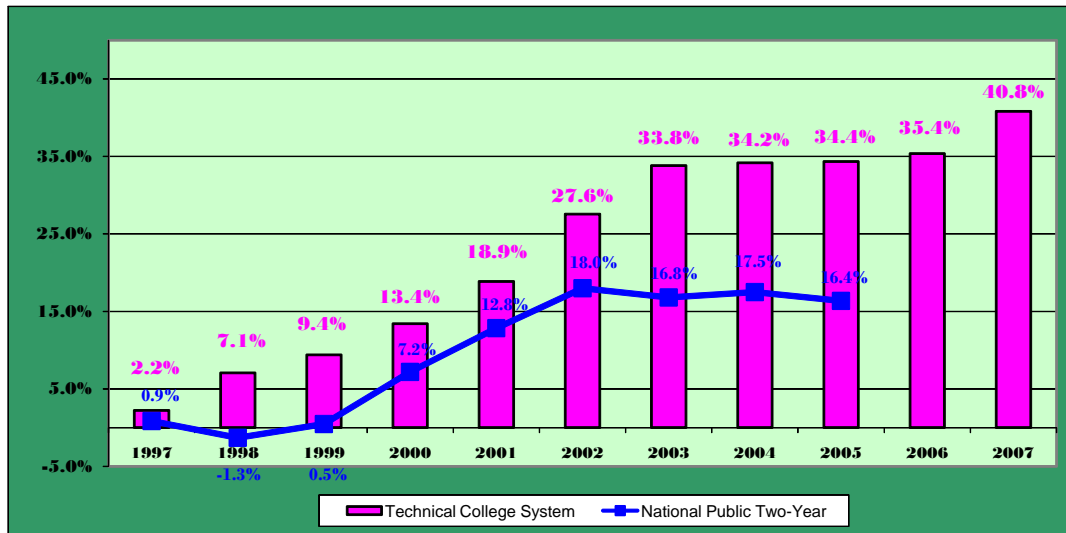
Chart 7.3-1
Average Tuition & Required Fees at South Carolina's Technical Colleges as a Percent of the Average Tuitions at the State's Other Public Postsecondary Institutions

Academic Year	Research Sector*	Four Year Sector	Public Two Year	Technical Colleges
2008-09	\$9,608	\$8,323	\$5,264	\$3,162
<i>Tech as a % of:</i>	33%	38%	60%	100%
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: SC Commission on Higher Education, Tuition & Fee Summary - Academic Year 2008-09.
<http://www.sche.org/finance/0303/Tables.htm>

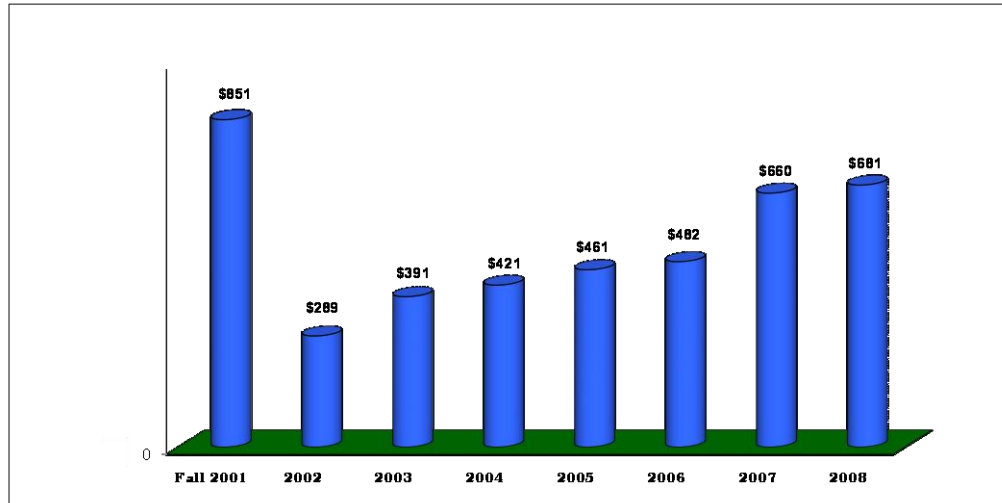
Chart 7.3-2
1996-2007 Cumulative Percentage of Fall Enrollment Growth: SC Technical College System Compared to Public Two-Year Colleges Nationwide



National: Digest of Educational Statistics
http://nces.ed.gov/programs/digest/d07/tables/dt07_177.asp?referrer=list

Chart 7.3-3

Fall Semester Out of Pocket Costs (Tuition - Maximum LTA)



The Higher Education Price Index (HEPI) is an index that tracks the main cost drivers for higher education. These cost drivers include professional salaries and fringe benefits, non-professional salaries and fringe benefits, contracted services, library acquisitions, and utilities. On average, tuition increases within the South Carolina Technical College System are less than the HEPI index.

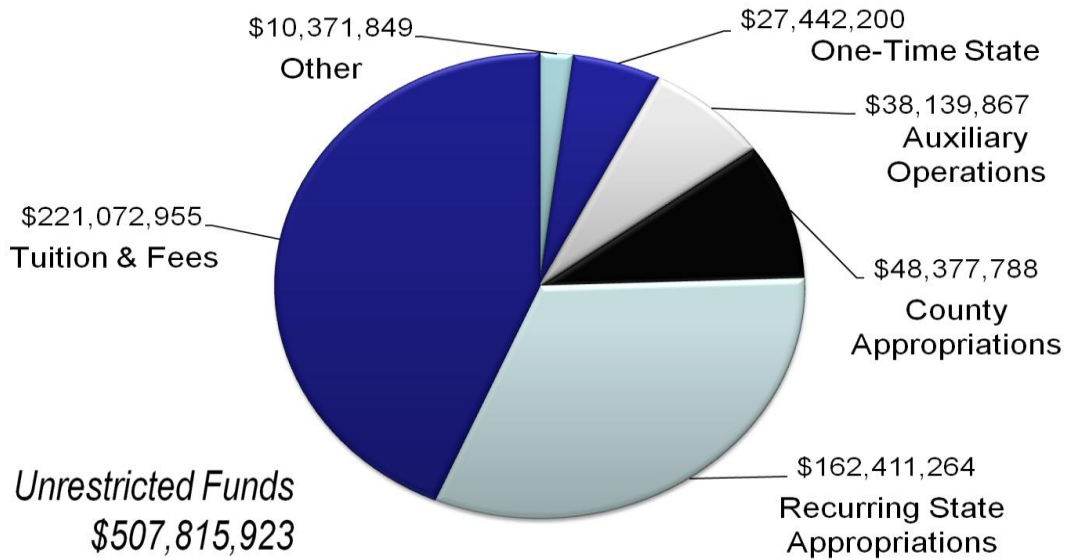
Chart 7.3-4

**SC Technical College System
Tuition Increases Compared to the Higher Education Price Index**

Fiscal Year	HEPI National Public Two-Year Institutions	SC Technical College System
2006	4.30%	4.27%
2007	4.00%	3.01%
2008	4.70%	3.84%

Sources: Commonfund Institute, http://www.commonfund.org/Commonfund/CF+Institute/CI_About_HEPI.htm
 South Carolina Commission on Higher Education, <http://www.che.sc.gov/Finance/IPEDS/Tuition.htm>

Chart 7.3-5 Revenues by Source



7.4 *What are your performance levels and trends for your key measures of workforce engagement, workforce satisfaction, the development of your workforce, including leaders, workforce retention, workforce climate including workplace health, safety, and security?*

Chart 7.4-1

Employee Length of Service

Years of Services	# of Employees
< 5 years	50
5 - < 10 years	16
10 - < 15 years	15
15 - < 20 years	11
20 - < 25 years	12
	104

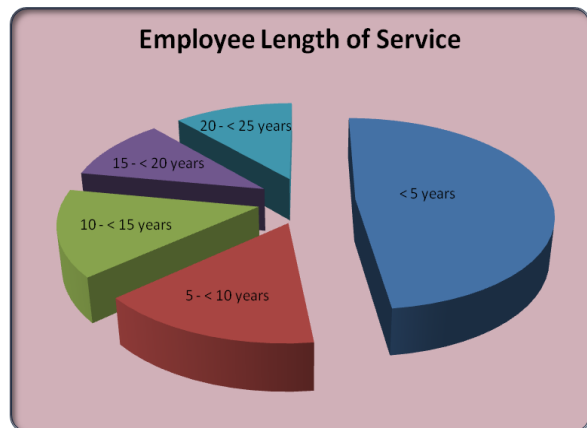
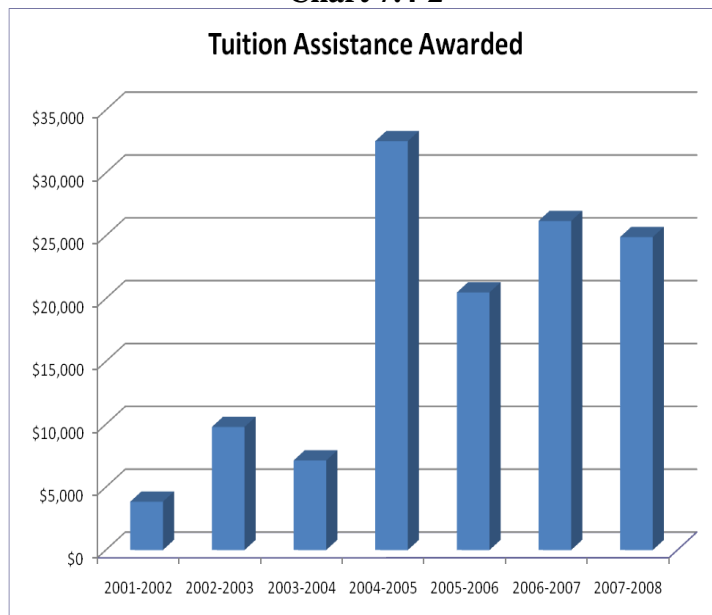


Chart 7.4-2



Note: The System Office maintains a tuition assistance program that provides approximately 75% of tuition to System Office employees pursuing enhanced skills. Tuition assistance is provided to employees who demonstrate how the education and training will increase job skills and performance, and who provide documentation of grades at the end of the semester or course.

**Table 7.4-3 Leadership Development
Summary of South Carolina Technical Colleges Associates
Enrollment in the Graduate Certificate Program in Higher
Education Leadership**

The system-wide Cohort Program began in January 2003. As of 2007 four cohorts, reflected in the second column, have graduated. Two cohorts, one to begin in January 2008 are fully enrolled (25). Eighteen students are currently enrolled in a PhD program—including 15 at USC. Only six associates have left the system. Three of these were for advancement in their careers, including a VP position in NC. Several graduates have received promotions at their colleges (need better records on graduate advancement) and at least two have advanced in position to another technical college in SC.

Enrolled Cohorts 1-4	Enrolled Cohorts 5-6	Total	PhD Candidates
77	46	123	18

**Chart 7.4-4
Development of Internal Skills and Expertise**

- Developed readySC™ glossary
- Developed and implemented internal training for all readySC™ employees including Project Management training
- Integrated case studies into training sessions and meetings to share best practices
- Developed an instructor certification process
- Developed an online library of all readySC™ existing materials

**Chart 7.4-5
Internal Group Evaluation of readySC™
On a scale of 1-5 with 1 = Poor and 5 = Excellent**

Overcome limitations of geography based thinking	4
Overcome hierarchical organization thought process.....	2
Encourage innovation and facilitate the infusion of new ideas	4
Encourage a systems way of thinking and facilitate opportunities to partner with college/CE	3
Leverage individual strengths.....	3
Maintain current organization strengths	3
Anticipate and react to changing environment	4
Client focused	4
Goal oriented	3
Collaborative.....	4

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

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

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

Performance levels and trends for key measures of regulatory/legal compliance and community support are measured by:

- Annual Agency Head Planning and Evaluation
- State Board Policies and Procedures review: Business, Academic Affairs, Human Resources
- State Board approval CATT readySC™ projects
- State Board approval academic programs
- Achieving the Dream Annual Report
- System Office Financial Audit
- System Office and Technical College Inventory Audits

Chart 7.6-1**Supporting readySC™'s Strategic Initiatives with Infrastructure**

- In order to support the readySC™ adaptive culture focused on process improvement, readySC™ completed the recruitment and selection process for:
 - Business Systems Analyst
 - Accounting/Fiscal Technician
 - 4 Project Coordinators – Subject Matter Experts
 - 4 Area Directors
- Supporting workforce diversity. Seven of the last 10 hires for vacant positions have been female, two hires have been African American and one hire was a Latino male