

**BUILDING THE FUTURE:
COMPREHENSIVE EDUCATIONAL
MASTER PLANNING REPORT
1995-2005**

CENTRAL PIEDMONT COMMUNITY COLLEGE

EXECUTIVE SUMMARY

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Central Piedmont Community college's vision is to become the nation's leader in workforce development. Achievement of that vision will be dependent on the college's understanding of and responsiveness to the needs of citizens and employers in our Charlotte-Mecklenburg service area. Building the Future: Comprehensive Educational Master Planning Report 1995 - 2005, Executive Summary, is the result of a 16-month study to determine citizen and employer needs and, through recommendations, outlines directions for the College based on those needs. After careful consideration, the College has established the following strategic goals for immediate action:

To achieve Central Piedmont Community college's vision of becoming the nation's leader in workforce development, the College will

- Expand the access of Charlotte-Mecklenburg employment and population centers to training and education.
- Engage business and industry more closely in the programs and services of the College.
- Launch an intensive campaign to promote CPCC's excellence in corporate training and technical, transfer, and literacy education.
- Build public- and private-sector support for funding of College programs, capital projects, and general operations.
- Utilize technology to advance educational delivery and institutional effectiveness and efficiency.
- Realign the organization in response to internal and external needs as they emerge.
- Integrate assessment, program review, planning, and budgeting for improved decision-making.
- Retain students through the development of an innovative system of programs and services.
- Support the state-wide community college transition from a quarter to a semester system.

On behalf of the College, let me thank the countless individuals of Charlotte-Mecklenburg --corporate, county, city, civic, and community leaders; educators; citizens; high school students -- who contributed their time and best thinking to this project. From this point forward, we will continuously scan our environment, in our constant endeavor to do what is in the best interest of our students and our community for workforce development and economic competitiveness.

Sincerely,

Tony Zeiss
President

TABLE OF CONTENTS

	Page
1995-96 College Goals from Master Plan	4
Project Objectives and Overview	5
Major Recommendations	9
Educational Delivery	9
Friend and Fund Raising	10
Outreach and Collaboration	10
Marketing	10
Student Support Services	10
Educational Programs and Curricula	11
Organizational Development	11
Planning and Assessment	11
Technology	12
Strategic Position of Central Piedmont Community College	12

EXECUTIVE SUMMARY

BUILDING THE FUTURE: COMPREHENSIVE EDUCATIONAL MASTER PLANNING REPORT 1995-2005

Central Piedmont Community College is at a pivotal point in its rich history and planning has never been more important. Building the Future: Comprehensive Educational Master Planning Report 1 995-2005 presents an analysis of conditions inside and outside of Central Piedmont Community College that will, in some way, affect the college's future. It deals with the global or "Big Picture" issues and opportunities that confront CPCC now and in the future.

1995-96 College Goals from Master Plan

Faculty and staff at Central Piedmont Community College have established the following College goals for 1995-96 based on a careful review of findings and recommendations in the Master Plan:

- Expand the access of Charlotte-Mecklenburg employment and population centers to training and education.
- Engage business and industry more closely in the programs and services of the College.
- Launch an intensive campaign to promote CPCC's excellence in corporate training and technical, transfer, and literacy education.
- Build public- and private-sector support for funding of College programs, capital projects, and general operations.
- Utilize technology to advance educational delivery and institutional effectiveness and efficiency.
- Realign the organization in response to internal and external needs as they emerge.
- Integrate assessment, program review, planning, and budgeting for improved decision-making.
- Retain students through the development of an innovative system of programs and services.
- Support the state-wide community college transition from a quarter to a semester system.

The procedures used to develop the Master Plan and key recommendations in the plan are presented in the pages that follow.

Project Objectives and Overview

In September 1993, a Comprehensive Strategic Master Plan project was initiated at Central Piedmont Community College under the direction of Richard L. Alfred, Professor, Center for the Study of Higher and Postsecondary Education, University of Michigan and a four-person consulting team. Serving on the consulting team in addition to Alfred were: Patricia Carter, Executive Director, Community College Consortium; George A. Baker III, Professor, Adult and Community College Education, North Carolina State University; and Delinda Cannon, Principal, Cannon Consulting Services. Ten objectives were developed to guide the planning process and the development of a Comprehensive Strategic Master Plan:

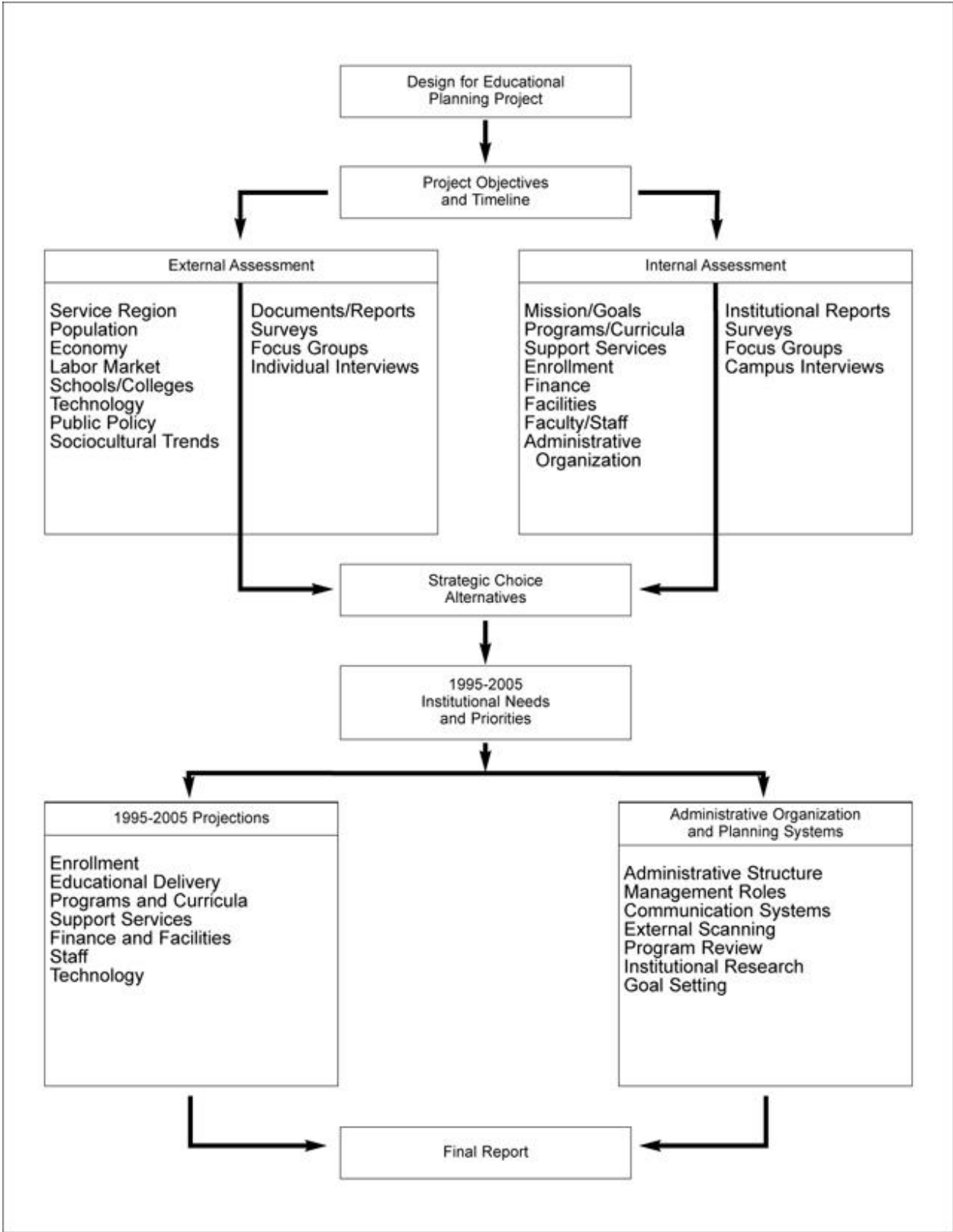
- 1) Build staff understanding of and familiarity with the educational planning model that will be used to examine trends, forces, and conditions and develop projections for programs, services, resources, and staff. This model is comprised of four components:
 - a) Environmental Scan. Identification of current and future trends in Charlotte-Mecklenburg that will impact citizen needs and expectations for curricula and support services between 1995 and 2005.
 - b) Institutional Audit and Performance Analysis. Assessment of institutional capacity to meet future needs through a review of current curricula, program offerings, support services, and information systems.
 - c) Identification of Institutional Priorities. Establishment of projections and priorities for long-range institutional development based on analysis of trends in the service region and institutional capacity.
 - d) Development of Comprehensive Educational Plan. Specifications for change in educational programs, services, delivery systems, and facilities in a written plan incorporating data summaries, projections, and long-term development recommendations.
- 2) Identify multiple sources of information (public and private, county, planning region, and state) describing trends in the service region that will shape Central Piedmont Community College's development between 1995 and 2005. Identify "natural planning regions" in Charlotte-Mecklenburg which will become the focus of planning activity.
- 3) Develop ten-year trendlines for the following indicators in the CPCC service region: population size and composition, economic conditions, employment opportunities by occupational group, technological change, citizen needs and expectations for programs and services, business! industry training needs, public policy, and K-12 enrollment.
 - a) What will be the size, composition, and distribution of population in Charlotte-Mecklenburg by 1995, 2000, and 2010?
 - b) What will be the economic makeup and projected workforce needs of CharlotteMecklenburg through 2005?

- 4) Identify customer needs and expectations for curricula and support services by administering survey questionnaires to important groups in the CPCC service region. These groups will include: grades 10-12 students enrolled in Charlotte-Mecklenburg Schools, business and industry employers, and adult citizens.
 - a) What will be the projected needs for educational programs and services through 2005 among special populations?
 - b) Based on workforce projections through 2005, how can CPCC best meet identified needs for education through programs, support services, organizational development, staffing, technology integration, facilities (e.g., location, size, design) marketing, and resource development?
 - c) What programs and services will CPCC need to develop through 2005 to meet the social and cultural needs of Charlotte-Mecklenburg?
- 5) Document the capacity of Central Piedmont Community College to meet regional needs for postsecondary education between 1995 and 2005 through analysis of data describing institutional performance and resources. Conduct a series of intensive focus group meetings with regional business and industry employers; government officials; the CMS superintendent, principals, teachers, and counselors; regional citizens; four-year college and university officials; and CPCC faculty and staff to construct an index of a) demand for programs and services and b) institutional capacity to meet demand.
 - a) Given financial projections through 2005, how can the College maximize limited resources to provide high quality programs and services?
 - b) Given projections in technology through 2005, how can CPCC integrate its existing technologies, expand its technology use, and capitalize on emerging technologies?
 - c) What are the ways CPCC must develop in student enrollment and in the employment of personnel through 2005 to meet projected changes in demographics?
- 6) Conduct a review of all current program offerings, support services, and management systems to determine opportunities for the future.
 - a) How responsive are current career and technical programs to business/industry needs?
 - b) What new programs need to be developed to meet emerging workforce needs?
 - c) What programs must be expanded, downsized, or altered to meet workforce needs?
 - d) What is the role of general education in career and technical curricula?
 - e) To what extent do curricular and co-curricular support services meet current student needs, anticipated needs, the needs of special student populations?
 - f) Is the administrative organization of CPCC effectively developed to carry out major initiatives associated with a Comprehensive Educational Plan?

- 7) Construct ten-year projections for enrollment, educational programs and curricula, support services, finance, facilities, and educational delivery systems based on trendline and institutional performance information. Conduct a series of meetings with Central Piedmont Community College staff to confirm priorities for institutional development based on these projections.
 - a) What will be CPCC's "niche" markets through 2005?
 - b) What policies and marketing strategies will CPCC need to develop to meet customer needs for education through 2005?
 - c) How can the College best clarify its image in the Charlotte-Mecklenburg service area through 2005?
 - d) Where within Charlotte-Mecklenburg must the College expand its geographic access - both full-service and limited instructional service, to maximize the utilization of its programs and services through 2005?
- 8) Assist in the development of a planning and assessment process that is compatible with CPCC operating resources and information systems.
 - a) How can CPCC most effectively integrate its biennial goal setting process with its budgeting processes, its goal setting with its effectiveness measures, and required State reporting?
- 9) Develop a final report combining development projections into a comprehensive ten-year educational plan for Central Piedmont Community College.
- 10) Assist in the development of a structure of organization (administrative organization, management roles and responsibilities, and communication systems) to foster achievement of important goals in the Comprehensive Strategic Master Plan.

In its simplest form, planning is a process designed to match conditions in the external environment with college resources to determine the needs and priorities for institutional development. The educational planning process used at Central Piedmont Community College consisted of a series of interrelated activities for information gathering. These activities are part of a Planning Model which is presented in Figure 1.

Data collection began in September 1993 with staff gathering published documents from agencies of county and city government, the Charlotte-Mecklenburg Schools, business and industry, the Chamber of Commerce, planning agencies, and academic and administrative departments in CPCC. Additional information about the College and its service region was sought between September 1993 and March 1994 using the following methods: 1) surveys focusing on educational needs, goals, and expectations carried out with special groups in Mecklenburg County including 6,599 10th and 12th grade high school students, 734 adult citizens, and 592 business and industry employers, 2) a series of 35 focus group meetings involving CPCC faculty, staff, administrators, and students and 38 focus group meetings involving external "communities" such as business and industry employers, regional planners, health care agencies, human services providers, media representatives, neighborhood groups, transportation industries, and regional citizens, and 3) individuals holding specialized knowledge and expertise related to regional development including local government officials, regional planners and researchers, Chamber of Commerce officials,



CEO's of Charlotte-Mecklenburg's largest companies, transportation officials, K- 12 principals, clergymen, and others. More than 50 interviews were conducted by the consulting team and the College President between December 1993 and May 1994.

This comprehensive bank of information was used to identify alternatives for CPCC development in areas such as enrollment, educational programs, curricular and co-curricular support services, and educational delivery. Projections were developed to guide CPCC actions and presented with supporting evidence in a comprehensive report. At the close of the project, faculty and staff reviewed a preliminary copy of the report and submitted recommendations for the final report. This action ensured that the Master Planning Report was a cooperative undertaking.

Major Recommendations

Educational Delivery

Central Piedmont Community College needs to:

- 1) Develop plans for a metropolitan-wide delivery system between 1995 and 2005. By 2001-02, this system should include four permanent campuses, lease/rental facilities in "hot spots" not readily served by a campus, a strong Corporate and Continuing Education presence Uptown and throughout metropolitan Charlotte, and a highly developed distance learning system capable of delivering instruction into homes, work settings, and educational facilities. A fifth permanent campus in northeast Charlotte (Harris Boulevard) should be considered for development after 2000. By 2005, CPCC's delivery system for educational programs and services should assume the following configuration:

Permanent Campuses	Extension Centers	Corporate and Continuing Education	Distance Delivery
Central Campus (Uptown)	Located in developing areas as needed	Central Campus*	Homes
North Campus (Huntersville)		Uptown (NationsBank*)	Work Sites
Airport Industrial Park/Westside Campus		Pineville*	Educational Facilities
Arrowood/Hebron*		Bank*	
South Campus (Matthews)			Other
Northeast Campus (Harris Blvd.)		Metropolitan-wide Outreach	

*Headquarter sites for delivery of CCE services

2. Prepare a comprehensive, long-range facilities plan which includes information describing critical factors that could influence the volume and type of lease/rental facilities needed to serve important constituencies between 1995 and 2005. Among the factors that should be considered in this plan are: the location and characteristics of learner populations with unmet educational needs, course and curriculum requirements of projected learners, population growth trends, organizations and agencies that could collaborate with CPCC by sharing space and resources, space projections, space availability and cost, and available technology. The potential and costs of distance learning should be factored into this plan.

Friend and Fund Raising

Central Piedmont Community College needs to:

3. Continue to focus on building public- and private-sector support for capital projects and general fund operations. As part of this effort, CPCC should seek multi-campus approval from the Department of Community Colleges and develop and test a comprehensive capital construction program for design and construction of campuses in the Airport/Westside region, South (Matthews), and Northeast (Harris Blvd.) between 1996 and 2000. If this strategy does not prove to be feasible, CPCC should proceed to a sequenced construction program with projects starting at 3-5 year intervals beginning with the South Campus, moving shortly thereafter to the Airport/Westside Campus, and ending with the Northeast Campus. Community support and opportunities for involvement in campus planning will become a requisite for successful fundraising.

Outreach and Collaboration

Central Piedmont Community College needs to:

4. Effect a transition from a quarter to a semester system to improve the articulation of courses and curricula and the movement of students between K-12 schools, Central Piedmont Community College, and four-year colleges and universities as part of a "seamless" educational system.

Marketing

Central Piedmont Community College needs to:

5. Develop a comprehensive marketing plan under a recognized institutional leader with assistance from a regional consultant or agency with extensive experience working with target audiences in Charlotte-Mecklenburg.

Student Support Services

Central Piedmont Community College needs to:

6. Continue to develop and implement a comprehensive program of student retention, or "student success," which merges academic and student services in a

systematic approach to the “whole student.” Alterations in class scheduling, support services, financial aid, and registration procedures must be considered in order to attract these populations. A careful and thorough examination should be undertaken of the organization of student services, with particular attention to procedures for retaining students. The linkage between academic and student affairs in important functions such as student advisement, career placement, and academic support services should be investigated as part of this examination.

Educational Programs and Curricula

Central Piedmont Community College needs to:

7. Examine all curriculum programs with low and/or declining enrollment to assess the potential for increasing enrollment, to reaffirm that investment of resources is appropriate, and to consider ways in which efficiencies can be achieved.
8. Revisit the existing Academic Program Review Process for the purpose of bringing more utility to the process by reducing the number of indicators used and increasing the frequency of review for each program as part of the College’s management cycle.
9. Find ways to get business/industry employers and economic development agencies more involved in educational program and course development. Strategies that warrant consideration are: a) form a partnership with a consortium of manufacturing and non-manufacturing employers to assess work force needs and college responses in preparing an educated workforce to meet these needs and b) expect more and get more from Program Advisory Committees that have been underutilized.

Organizational Development

Central Piedmont Community College needs to:

10. Restructure the organization in all functional areas to move faster in response to emerging needs. Strategies for streamlining might include “flattening” of the organization through reduction in the number of administrative levels, decentralization of decision-making responsibility to academic programs and service units, and a commitment to more work through cross-functional teams.

Planning and Assessment

Central Piedmont Community College needs to:

11. Develop a simple, integrated planning, assessment, and budgeting system which can be continuously and systematically used to monitor and improve programs and services.

Technology

Central Piedmont Community College needs to:

12. Develop a comprehensive technology plan that draws together widespread technology resources in the College, uses state-of-the-art reports to good advantage, and includes information about faculty and staff needs and requirements for technology.

Strategic Position of Central Piedmont Community College

CPCC is a proud institution with established academic traditions and an illustrious history. It has established a national reputation for leadership and innovation in educational programs and service delivery. While building this reputation the College experienced steady growth in enrollment, programs, services, and resources. These resource areas have tightened in recent years and now CPCC finds itself caught in a vortex of conflicting pressures. On the one hand, the College is being asked to adhere to a growing number of regulations and assessment requirements by agencies such as the Department of Community Colleges, State and federal government, and the Southern Association of Colleges and Schools. These regulations are viewed by some as a bureaucratic web which turns institutions into "slow moving oceanliners" which cannot turn fast enough to keep up with emerging needs. On the other hand, organizations working with rapidly changing markets such as employers and human services providers expect the College to "turn on a dime" and create customized programs and services that respond to constantly changing needs. For the constituencies, CPCC is expected to operate like a "speedboat in fast moving waters."

CPCC is a strong and visible college. Charlotte-Mecklenburg Schools look to it as a cost effective alternative for high school graduates planning to pursue 4-year degrees. Adults look to CPCC when they wish or need to return to formal studies, to upgrade their skills, or to pursue general interest courses. Area business and industry looks to it for upgrading and updating their employees. There are consistent indications that citizens are proud to have CPCC located in their community and are looking for more services from the College. Altogether, the perception of those who are familiar with the College is that CPCC does a good job at what it sets out to do, although tradition may dictate its choices about what to offer and whom to serve.

Overall, the strategic position of CPCC is fundamentally sound, but it could be much better. The critical question facing the College is: Who are its primary customers and what do faculty and staff want to do to serve them better? There are many answers to this question. CPCC needs to tend to the business of defining its market and building and furthering the development of "niche competencies" among its programs and services.