

Central Piedmont Community College

SACS Fifth-Year Interim Report

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Part I: Signatures Attesting to Integrity

By signing below, we attest to the following:

That Central Piedmont Community College has conducted an honest assessment of compliance and has provided complete and accurate disclosure of timely information regarding compliance with the identified Core Requirements, Comprehensive Standards, and Federal Requirements of the Commission on Colleges.

Date of Submission: October, 2009

Accreditation Liaison

Name of Accreditation Liaison: Dr. Cathey S. Ross



Signature

Chief Executive Officer

Name of Chief Executive Officer: Dr. P. Anthony Zeiss



Signature

The number of full-time faculty members is adequate to support the mission of the institution and to ensure the quality and integrity of its academic programs. (**Core Requirement 2.8**)

Compliance Non-Compliance

Narrative

Central Piedmont Community College (CPC) employs an adequate number of full-time faculty members to support the mission of the institution and to ensure the quality and integrity of its academic programs.

Number of Full-Time Faculty

Since the reaffirmation in 2002, the overall percentages of course sections and credit hours taught by full-time faculty have increased. [Tables 2.8 - A and B](#) provide a summative comparison of course sections and credit hours taught by full-time and part-time faculty over the past four semesters. The average ratio of the number of classes taught by full-time faculty is 57% versus 43% taught by part-time faculty. Similarly, the average ratio of credit hours taught by full-time faculty is 58% compared to 42% taught by part-time faculty.

Tables 2.8 - A and B: Summative Comparison of Class Sections and Credit Hours Taught by Full-time and Part-time Faculty

Curriculum Faculty Data - 2007-2009 Includes all classes, labs, clinicals, practicums.										
Term/Year	# Full-Time Curriculum Faculty*	# Part-Time Curriculum Faculty*	# Classes Taught by Full-Time*	% Taught by Full-Time*	# Classes Taught by Part-Time*	% Taught by Part-Time*	# Credits Taught by Full-Time*	% of Credits Taught by Full-Time*	# Credits Taught by Part-Time*	% of Credits Taught by Part-Time*
Fall 2007	275	516	1,409	55%	1,136	45%	4,240	56%	3,265	44%
Spring 2008	289	517	1,483	59%	1,044	41%	4,478	59%	3,094	41%
Fall 2008	293	546	1,559	58%	1,143	42%	4,668	58%	3,362	42%
Spring 2009	295	547	1,489	58%	1,096	42%	4,448	57%	3,352	43%
4 Term Average	288	532	1,485	57%	1,105	43%	4,459	58%	3,268	42%

* Includes Separately Registered Labs, Clinics, & Practicum; Excludes Cooperative Education.

SOURCE: CPC Planning and Research

Curriculum Faculty Data - 2007-2009 Classes only (excludes labs, clinicals, practicums)										
Term/Year	# Full-Time Curriculum Faculty*	# Part-Time Curriculum Faculty*	# Classes Taught by Full-Time*	% Taught by Full-Time*	# Classes Taught by Part-Time*	% Taught by Part-Time*	# Credits Taught by Full-Time*	% of Credits Taught by Full-Time*	# Credits Taught by Part-Time*	% of Credits Taught by Part-Time*
Fall 2007	275	515	1,365	56%	1,084	44%	4,196	57%	3,213	43%
Spring 2008	289	516	1,439	59%	1,003	41%	4,434	59%	3,053	41%
Fall 2008	292	545	1,439	57%	1,086	43%	4,611	58%	3,311	42%
Spring 2009	295	546	1,434	58%	1,057	42%	4,393	57%	3,313	43%
4 Term Average	288	531	1,419	57%	1,058	43%	4,409	58%	3,223	42%

* Excludes Separately Registered Labs, Clinics, Practicum & Cooperative Education.
 SOURCE: CPMC Planning and Research

Full-time and part-time faculty teaching ratios and teaching assignments are monitored by the deans and the Vice President for Learning each semester using data-driven reports. For example, one [report](#) compiled by the Planning and Research Department compares full-time to part-time faculty teaching ratios for the associate in applied science programs (excluding general education courses). In 2007-2008, the percentage of sections taught by full-time faculty was 62% compared to 38% taught by part-time faculty.

Another [report](#) is compiled just for the general education courses because these are highly enrolled courses where sections may be added late in the registration period to accommodate enrollment increases and meet student demand. In 2007-2008, the percentage of sections taught by full-time faculty was 53% compared to 47% taught by part-time faculty.

The College employs an adequate number of full-time faculty through the leadership of the Learning Unit and financial support of the College that enable the hiring of replacement and new faculty with the appropriate qualifications and teaching experience. The College determines the number and type of full-time faculty positions through the strategic planning and budgeting processes. New positions are requested and justified by the hiring supervisor and Dean each year and the hiring of full-time faculty is limited only by budget constraints. The requested list of faculty positions to be hired is reviewed and prioritized by the Vice President for Learning, Vice President for Finance and Administrative Services, and the President. This process occurs in spring for the following academic year and again in late fall for additional positions and replacements for the upcoming spring semester.

The hiring process for full-time instructors is designed to recruit faculty with the subject matter expertise and appropriate background to provide instruction and support the [mission](#) of the College. The [hiring process](#) includes an initial screening by a search committee with representation from the academic department. Faculty candidates undergo a thorough review of their academic qualifications and teaching experience that includes an analysis of student evaluations (if available) and a teaching demonstration. Finally, candidates have an interview with the Dean and an interview with the Vice President for Learning.

All full-time faculty hold the appropriate academic credentials, certifications, and licensures, and have the appropriate professional experience to teach in their assigned areas of instruction. The College has in place a [policy](#) defining acceptable faculty credentials and a [certification of credentials form](#) that must be completed and signed prior to new faculty being appointed. The College also has a Faculty Credentials Committee to guide the [verification of teaching portfolios](#) as evidence of competency. An administrative position in the Learning Unit is responsible for oversight of faculty credentialing, including direct management of the Faculty Credentials Committee, and review and approval of all faculty credentials prior to hiring. Faculty credentials are filed in the office of the Vice President for Learning.

Faculty Role in Integrity of Academic Programs

Faculty are key to the quality and integrity of CPCC curriculum programs and are integral to the development of new programs, keeping existing programs current, and meeting the needs of students. For example, in the area of new program development, CPCC faculty recently conceptualized and developed two new curriculum degree programs for the State of North Carolina: Computer Technology Integration and Sustainability Technologies. It is typical for CPCC faculty to lead and/or be involved with curriculum development at the State level. Faculty serve an important role in all academic matters at CPCC. All curriculum changes and additions are reviewed and recommended to the Vice President for Learning by the faculty-led CPCC Curriculum Committee of the College Senate.

CPCC has a professionally-active faculty who are involved at the local, state, and national levels in post-secondary education initiatives and in their disciplines. The College supports its faculty in staying current in their disciplines and leading curriculum development through programs offered by the [Professional Development Department](#). [Table 2.8 – C](#) below shows the various programs that provide support for faculty development.

Table 2.8 – C: Support for Faculty Development

Program	Description
Education Resources	provides funding for professional development for faculty/staff
Faculty/Staff Upgrade Allotment	provides funding for travel, conference and workshop participation
Innovation Grant	provides funding to assist with the creation of innovative programs or services for the College
Baccalaureate Education Program	provides back-to-school funding for instructors only (funded by NCCCS)
College Fellows	provides funding and other support for faculty to pursue pure and applied research
Educational Advancement	provides a salary increase to full-time employees upon completion of an approved, job-related degree
Education Benefits	provides tuition waiver for employees to take a CPCC course each semester
Educational Leave	provides leave for educational purposes

In addition, the College recently initiated a [Teaching Commons](#) to assist faculty with technology in the classroom. Also the Instructional Development Department is responsible for providing support to faculty who wish to infuse technology into their course development. A new position, Director of Instruction in Library Services, assists faculty by teaching students to leverage library resources. The Counseling and Advisement Department is another resource for faculty that complements student advising efforts.

As part of their [job responsibilities](#), full-time faculty members are required to teach 36 credit hours per year (for a 10-month contract), post regular office hours, and participate in 20 hours of professional development annually, as well as, develop and maintain academic programs and courses, and serve student educational needs. Faculty members are also invited to serve on the following College-wide committees, including:

- Strategic Planning Committee
- Retention Committee
- Institutional Effectiveness Committee
- General Education Committee
- Diversity Committee
- Learning College Committee
- Advisement Management Team
- Technology Team

The calculation of instructional workloads at CPCC takes into account such factors as number of preparations, number of students taught, nature of subject, and available administrative support. [Policy 4.12 Work Loads for Exempt Personnel](#) provides guidelines for overall load, instructional responsibility, and accessibility. It also allows for a faculty member to be granted an overload assignment based on institutional need. Representatives in the office of the Vice President for Learning monitor full-time faculty regular teaching loads and overloads every fall and spring semester via a [workload report](#) generated by the Planning and Research Department.

Each degree program has a full-time faculty program chair; the program chair position is responsible for supervision and coordination of the program. General education disciplines have full-time faculty discipline chairs that have similar responsibilities, such as coordinating [program reviews](#). Program reviews are conducted every five years and are prepared by the faculty with support from the Planning and Research Department.

All of the above processes and initiatives ensure the full-time faculty have the expertise and College support necessary to maintain the quality and integrity of academic programs and the results of their efforts are documented by the following reports and accomplishments. The College received an exceptional performance rating on the North Carolina Community College System's Accountability Measures and Standards [Report](#) for meeting all eight State performance measures. This includes meeting or exceeding the standard for college transfer success, pass rate of developmental students, licensure pass rate, and progress of basic skills students.

The Planning and Research Department administers [graduate surveys](#) following the summer, fall, and spring graduation dates. The survey asks graduates about their satisfaction with the quality of academic programs, with instruction, and with the College as a whole. The response ratings for each of these measures are depicted in [Table 2.8 - D](#). The College received satisfaction ratings of 86-92% on its graduate surveys over the past four years.

Table 2.8 - D: Annual Results from College Survey of Graduates

Academic Year	Satisfaction with Quality of Academic Programs	Satisfaction with Quality of Instruction	Satisfaction with the College as a Whole
2005-2006	92%	87%	91%
2006-2007	90%	87%	90%
2007-2008	92%	86%	89%
2008-2009	92%	88%	91%

In addition, the Learning Unit administers a [Student Opinion Survey](#) to all current curriculum and basic skills students in the fall and spring semesters. This is an on-line process and currently enrolled students are asked to complete an individual survey for each class in which they are enrolled. [Table 2.8 - E](#) illustrates the favorable ratings students give to the quality of their instructors and classes.

Table 2.8 – E: Results from Student Evaluations

Semester	Number of Participants/ Maximum Participants	Response Rate College-wide	Art of Teaching Questions	Science of Teaching Questions	Business of Teaching Questions
Fall 2007	6,864/24,349	28%	4.51	4.49	4.51
Spring 2008	6,050/24,087	26%	4.52	4.47	4.53
Fall 2008	4,903/26,174	18%	4.51	4.45	4.53
Spring 2009	6,361/27,101	23%	4.49	4.47	4.51

Notes:

1. Ratings are based on an average for all instructors
2. Ratings are based on a 1-5 scale; 1=very poor, 5=excellent/exceptional

The composite [survey results](#) are released at the end of the term and are reviewed by the Vice President for Learning and the Deans. Individual results are reported by class section and division and given to the instructor of the class and the Division Director. The results are used during the annual faculty evaluation process and also as a factor in the Learning Unit's evaluation of teaching and learning.

In summary, through documented processes and reports, faculty support and accomplishments, graduate and student survey ratings, and success of academic programs, the College demonstrates that the number of full-time faculty members is adequate to support the mission of the institution and to ensure the quality and integrity of its academic programs.

Documentation

[Full-time / Part-time Faculty Ratio by Program Report](#)

[Full-time / Part-time Faculty Ratio by Program \(General Education\) Report](#)

[CPC Mission Statement](#)

[Learning Unit Hiring Process for Full-time Faculty](#)

[Guide to Instructor Portfolios](#)

[Certification of Credentials Form](#)

[CPCC Policy 4.04 – Employment Requirements](#)

[CPCC Professional Development Department](#)

[CPCC Teaching Commons](#)

[CPCC Instructor Job Description](#)

[CPCC Policy 4.12 – Work Loads for Exempt Personnel](#)

[Nursing Division Workload Report \(Fall and Spring 2009\)](#)

[Process Review for Programs and Units](#)

[2009 Critical Success Factors for the North Carolina Community College System](#)

[Graduate Survey Results website](#)

[Student Opinion Survey](#)

[Sample Summary of Student Evaluation Survey Results](#)

The institution provides student support programs, services, and activities consistent with its mission. **(Core Requirement 2.10)**

Compliance Non-Compliance

Narrative

Central Piedmont Community College (CPCC) provides student support programs, services, and activities consistent with its [mission](#). Student support programs, services, and activities are provided at each campus and are geared toward student success. The Enrollment and Student Services (ESS) Unit in partnership with other areas of the College builds an inclusive, supportive, and engaging environment to enhance the learning experience of students.

Under the direction of the Vice President for ESS, new programs such as Service Learning, New Student Orientation programs and Student Success, Transfer Resource, and Family Resource centers were established. Most recently, the Minority Male Mentoring program was implemented. Student support programs, services, and activities provided by the ESS Unit are [organized](#) by the following areas:

- Enrollment Management – Administration
- Retention Services
- Student Life and Service Learning
- Student Success Services

In 2008, the [Current Curriculum Student Survey](#) was administered to assess adequacy and areas for improvement. To support and maximize resources for the best student learning environment the following groups operate as part of the ESS unit: the ESS Assessment Team (a group of department managers who work with each department within the ESS unit to assess student learning); the Student Intake Committee (a college wide group of ESS staff, faculty, and representatives from the Financial Services and Information Technology Services areas of the College who coordinate registration-related services for students entering the College); The Care Team (a cross-collaboration of ESS staff, faculty representatives, and security who work to improve communications among College officials related to problematic student behavior issues, incidents, or other reasons for concern); and the Veterans Affairs Committee (a cross-collaboration of staff who work to enhance the learning environment of veteran students).

CPCC student support programs, services, and activities are outlined in the [CPCC Catalog](#) and summarized below:

STUDENT SUPPORT PROGRAMS

1. Service-Learning – The Service Learning program enhances student learning, promotes civic responsibility, and responds to critical community needs. Students enrolled in participating courses complete 10-20 hours of service with a pre-approved community partner (service agency) in the Charlotte area.
2. Minority Male Mentoring – The Minority Male Mentoring program pairs participating students with College staff who serve as mentors.
3. Summer Bridge Program – The Summer Bridge program is designed to provide a structured, supervised environment to assist first generation/low income recent high school graduates make the transition from high-school to college. The program has been in place for 10 years and generally occurs mid-June through mid-July each year.

SERVICES

1. Academic Learning Center (ALC) – The Academic Learning Center works with students to develop an individualized plan for academic achievement. Supplemental instruction review sessions, tutoring, and a number of additional resources are available to support students in the areas of math, English, writing, reading, and selected natural sciences. Online support is also available in writing and math. The ALC houses a computer lab for student use. Services are available at all campuses, and [schedules](#) vary by location.

During the 2008-2009 academic year, the ALC had 44,141 student contacts for all of the campuses. Seven full-time employees and 41 part-time employees staff the ALC. The [results](#) of the 2008 Curriculum Survey indicate student satisfaction with the Academic Learning Center.

2. Admissions, Registration, Student Records, Graduation/Institutional Records Management (ARRG) – The College complies with [Chapter 23, North Carolina Administrative Code](#). The official admission policy of the College is covered in [CPCC Policy 5.00 - Admission to the College](#). Complete admissions information is published in the [CPCC Catalog](#) and on the [CPCC Admissions Department webpage](#). The Admissions office processes student residency issues, issues

student identification cards, and works college wide to enhance registration processes. The [results](#) of the 2008 Curriculum Survey indicate student satisfaction with Admissions.

Registration services are available by phone, or [online](#). In-person assistance is available at all CPCC campuses during normal business hours, Monday through Thursday from 8:00 a.m. to 6:00 p.m., Fridays, 8:00 a.m. to 5:00 p.m., and during extended hours as published. The [results](#) of the 2008 Curriculum Survey indicate student satisfaction with Registration.

Student Records is responsible for maintaining the accuracy and security of academic records for the College. Services are provided to students on each CPCC campus and [online](#). The [results](#) of the 2008 Curriculum Survey indicate student satisfaction with Student Records.

The Graduation Office provides auditing and certification services that promote learning and responsibility among potential graduates, supports students in achieving their educational goals, and upholds the integrity of the CPCC degree. Students are able to [calculate their GPA](#), learn [the process](#) for applying for graduation, and apply for graduation via the Graduation [website](#). [Table 2.10 – A](#) shows the number of degrees, diplomas, and certificates that were certified by the Graduation Office over the past four years.

Students may also apply for graduation by completing an application available at the College's six campuses.

Table 2.10 – A: Number of Degrees, Diplomas, and Certificates Certified by the Graduation Office (2005 – 2009)

	Associate Degrees	Diplomas	Certificates	AHS Graduates	Total
2008-2009	1,292	105	370	269	2,036 +1.95%
2007-2008	1,088	86	472	351	1,997 +4.06%
2006-2007	1,002	73	583	261	1,919 -10.53%
2005-2006	1,046	92	780	227	2,145 +13.01%
2004-2005	919	79	649	251	1,898

Institutional Records Management serves the College through the establishment of policies and procedures for efficient record management activities. This

includes working with CCCC faculty and staff to manage records according to state regulations as outlined in the retention and disposition schedule.

3. Advisement and Counseling Services – The Advisement and Counseling Services department uses an integrated counseling and advising network called iCAN. The iCAN is a matrix of policies, procedures, personnel, services, and publications that are coordinated on a college-wide basis by the [Advisement Management Team \(AMT\)](#).

The Advisement Management Team (AMT) is composed of faculty Advisement Coordinators from each academic Division, Counseling and Advisement department, and all of the CCCC campuses (see Table 2.10 below). Each Advisement Coordinator is responsible for disseminating information, handling inquiries, making changes or contacting appropriate people when changes are needed, and ensuring that systematic advisement skills training is provided.

The AMT has the responsibility for training all advisors, for development of iCAN policies and procedures, for recognition and reward of exemplary advising, for development of advisor handbooks, for evaluation and monitoring of the system, and for making any necessary adjustments to the system. The AMT reports the status of the iCAN on a regular basis to the Vice Presidents for Learning and Enrollment and Student Services. The team is headed by the Dean for Student Success Services and a faculty member.

The Counseling and Advisement department also provides online [chat services](#) to students Sunday through Friday. During down hours, students may sign in and leave an email message which is answered within 24 hours when the College is open. Via the online help service, students are provided information or referrals about College resources, students may have their general academic advising questions answered, and are provided information or referrals about general College policies and procedures.

Students who have served in the United States Armed Services are provided services in person and online via Veterans Student Information [web page](#). This site provides resources, web links, and steps to success at the College. Other resources are suggested including the Personal Counseling Assistance Program.

The Personal Counseling Assistance Program (PCAP) is a free and confidential service provided to CCCC students who are facing challenging times. The student and counselor work to discover solutions for problems and create strategies for

successfully meeting goals. When a student can benefit from the services of other professionals, PCAP Counselors provide appropriate referrals.

Counselors and advisors provide academic advising to all students according to College [policy](#) 5.03, Academic Advising. Below are examples of services offered by Counselors:

- Clarifying goals for college and educational planning
- Discussing study habits and educational history
- Assisting with setting goals, test anxiety, and stress
- Providing information about CPEC degrees, diplomas, and certificates
- Connecting students with other resources on and off campus
- Providing course recommendations

The following services are provided by the Academic Advisors:

- Recommend classes, programs of study, and assist in program changes
- Interpret test scores, read transcripts, and help with the registration process
- Explain the College policies and procedures

Student Success Centers are available and accessible to students at all campuses. The Centers were created and implemented using an integrated approach. The operations are an umbrella under which targeted counseling and advising, tutoring, and learning style and personality assessments are included. The overriding goal is to help students transition to the College and serve as the point of contact for assistance and referral of services and resources.

Location of Student Success Centers is critical to the success of their operations. Each one is strategically located near key student services. It is [identifiable](#) by students, faculty, and staff by the design and shape of the area, including the shape, size of the desk, and signage. [Table 2.10 – B](#) lists the year that the Student Success Centers were opened.

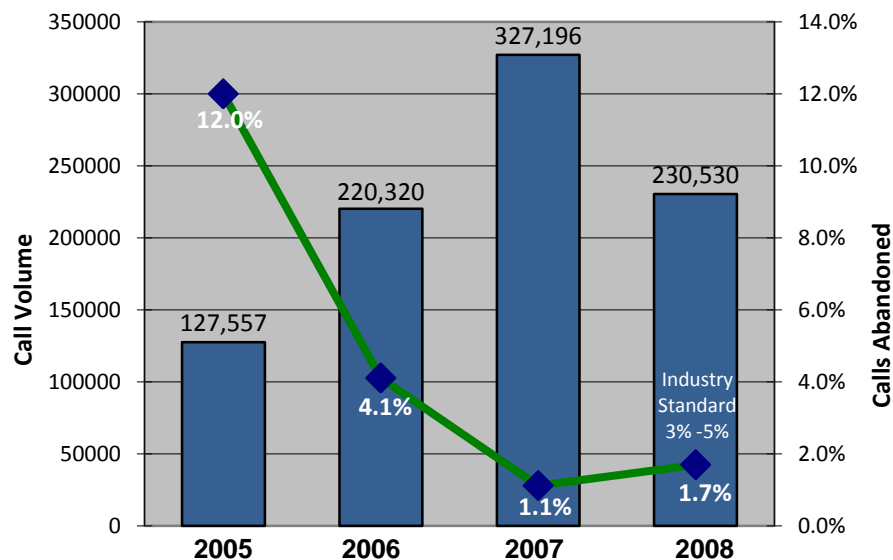
Table 2.10 – B: Year Student Success Centers Opened

Campus	Year SSC Opened
Central	2004
Levine	2005
Cato	2006
Harris	2007
Harper	2007
North	2007

The [results](#) of the 2008 Curriculum Survey indicate student satisfaction with Counseling and Advisement Services.

4. Call Center (Student Information Center) – The Student Information Center facilitates learning about the College by serving as a central repository for general College information and by providing customer service via the telephone to students, staff, and the community. The Center answers the College’s main telephone line (704-330-CPCC/2722) in addition to all general emails to the College. The Call Center has 10 phone-line positions and a director’s office, with six full-time agents and one full-time senior administrative assistant. [Table 2.10 – C](#) demonstrates the call volume of the Call Center.

Table 2.10 – C: 2722 Call Center Statistics



Call Volume has increased as a whole over the four-year span.
Calls Abandoned has decreased over this time period.

The staff also makes a variety of outbound calls to students to provide timely updates, conduct surveys, and assist in other college assignments. The [results](#) of the 2008 Curriculum Survey indicate student satisfaction with the Call Center.

5. Career Services – Career Services supports students and graduates through the career development process by promoting learning through customized services and

programs, and building collaborative partnerships among the College, employers, and the community. Career Services also provides a career service [for community](#) members not enrolled in curriculum courses at CPCC.

Career Services is [staffed](#) by seven full-time career counselors, one part-time Career Transitions counselor, one director, and two administrative assistants.

[Table 2.10 – D](#) shows the number of students who visited the campus locations during fall and spring terms since 2004-2005.

Table 2.10 – D: In-person Visitors to Career Services (All Campuses)

Year	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Students Served	6,253	5,654	5,380	6,049	6,315

Career Services offers services online to meet the needs of students and their scheduling demands via the [website](#). The following services are provided online: career counseling, resume critiques, career information, practice interview sessions, job postings, and online presentations. Students may also email questions to counselors and receive advice within 24 hours. [Table 2.10 – E](#) includes the total number of students served through virtual services, presentations, and community events.

Table 2.10 – E: Total Students Served at All Campuses (2003 – 2008)

Year	Students Served
2007 – 2008	21,077
2006 – 2007	18,994
2005 – 2006	18,110
2004 – 2005	17,528
2003 – 2004	20,950*

* Includes outside agencies

Career Services regularly invites local, state, and national employment recruiters to each of the College's campuses to interview interested students. [Table 2.10 – F](#) illustrates the number of participating employers and students in the [on-campus recruiting](#) service since 2005.

Table 2.10 – F: Number of Participating Employers and Students (On-Campus Recruiting Service since 2005.)

Years	Total # of Recruiting Events	Total # of Students Contacted
2008	97	2,516
2007	112	2,495
2006	115	1,796
2005	103	1,678

Since 1999, Career Services has offered an online job posting service, called [Connections](#), where employers post their career opportunities directly online. In turn, students upload their resumes and are able to apply to employers of their choosing. This allows students access to jobs exclusively for CPCC students. All jobs and resumes are approved by Career Services before they are posted. [Table 2.10 – G](#) shows the number of participating employers, students, and graduates since 2004.

Table 2.10 – G: Number of Participating Employers, Students, and Graduates Since 2004

Years	Employers Registered	Students/Graduates Registered	Jobs Posted
2008	1,059	3,769	2,789
2007	1,057	3,138	2,763
2006	1,210	3,032	2,577
2005	951	2,631	1,314
2004	640	1,997	728

The [Career Target Program](#) is a comprehensive career counseling program that provides curriculum students the opportunity to identify their values, skills, interests, obstacles, and career goals. Students meet individually with a career counselor [in-person or online](#).

The [results](#) of the 2008 Curriculum Survey indicate student satisfaction with Career Services.

- Disability Services – Disability Services provides comprehensive, [accessible](#), and innovative accommodations to assist students with disabilities in meeting their academic and career goals. Students who self-identify and provide the proper disability documentation are eligible for services according to the College's [policy 7.16 - Accommodation Requests for Persons with Disabilities](#), and as detailed in the [Student Handbook for Accessing Services for Students with Disabilities](#). Eligibility for services is determined by [Disability Services counselors](#).

Once eligibility for service is determined, Disability Services counselors notify the Disability Services office of the accommodations needed by the student. Services are provided to students with hearing, learning, physical, medical, visual, or psychological/psychiatric disability. A comprehensive list of eligible disabilities is available in the Disability Services office.

The Office of Disability Services does the following:

- Embraces the diversity and cultural richness of all students
 - Focuses on access and ability for all students
 - Commits to supporting the expansion of Universal Design for Learning in the college community
 - Provides services to students, faculty, staff, and parents
7. Family Resource Center – The [Family Resource Center](#) serves all CCCC students, staff, and faculty. The Center promotes the educational, personal, and professional development of all served by providing referrals, information, and resources. Programs, which include workshops, seminars, and lectures, are offered in collaboration with Student Life on all campuses and focus on health education, domestic violence, diversity, and personal development.

The Family Resource Center administers a [Childcare Assistance Grant](#) which is funded by the State of North Carolina to assist community college students with their childcare needs.

The Family Resource Center staff includes a full-time director, a half-time receptionist, and a work-study student. The director works in partnership with Student Life coordinators to provide health and wellness programming on all six campuses.

8. Financial Aid and Veterans' Affairs – The Financial Aid and Veterans' Affairs department provides assistance to students with financial need. Every effort is made to ensure that the students who desire to attend the College, but cannot afford to do so, are provided financial aid assistance to complete their educational goals. The Financial Aid and Veterans' Affairs office conducts outreach to high schools via College Connection and FAFSA workshops to assist students with the application process for aid. The Financial Aid and Veterans' Affairs department works collaboratively with the CCCC Foundation to also distribute [scholarships](#) based on students' needs.

CPCC is approved by the [North Carolina State Approving Agency](#), an affiliate institution of the University of North Carolina, for the enrollment of persons eligible for education assistance benefits from the U.S. Department of Veterans' Affairs. [Additional documentation](#) is available within the narrative of Comprehensive Standard 3.10.3/Federal Requirement 4.7 that outlines compliance of the College with federal and state regulations.

The [results](#) of the 2008 Curriculum Survey indicate student satisfaction with Financial Aid and Veterans' Affairs.

9. International Services – International Services, through [guidance](#) and resources, empowers international students to achieve their goals and successfully complete their studies while ensuring compliance with [federal regulations](#). The International Student Advisor provides an orientation specifically designed to meet the needs of incoming international students. The International Services area also provides social and academic support to these students.
10. Library Services – Library Services supports teaching and learning by developing student-centered and learning-centered collections, services, and environments that lead to life-long educational development. Library Services is comprised of full-service libraries on each of the College's campuses and one law library housed at the Cato Campus. Library Services provides resources that are specific to the academic programs available at those campuses. The library's [website](#) serves as the gateway to all library resources: books, periodicals, media, scholarly journals, e-books, and videos. Resources are available on and off campus, and are shared among the campus libraries through courier, fax, email, and the web, for the convenience of all users.

The College's libraries provide library instruction, inter-library loan, reserve service, presentation support, and in-person and virtual research assistance. [Table 2.10 – H](#) shows the number of classes that received library instruction since 2006-07.

Table 2.10 – H: Number of Classes Receiving Library Instruction (Since 2006 – 2007)

Year	Classes
2008-09	299
2007-08	226
2006-07	258

There are a total 94 databases and electronic resources offered through Library Services. Through NC Knows the libraries provide 24/7 online chat reference service. Adaptive technology for persons with disabilities is also provided through Library Services. A complete description of the library, its resources, and services is available on the [library website](#).

Library Services is staffed by a total of 30 full-time staff (15 professional librarians, 15 support staff) and 22 part-time staff (5 part-time professional librarians, 17 support staff). The [results](#) of the 2008 Curriculum Survey indicate student satisfaction with Library Services.

12. Outreach and Recruitment – The Outreach and Recruitment Office provides information to high school students, parents, faculty, and the community to educate and promote the value of a life-long education, and to recognize CPCC as a valuable educational option.

Recruiters present information across Mecklenburg County and the region as [members](#) of the Carolinas Association of Collegiate Registrars and Admissions Officers (CACRAO). [Table 2.10 – I](#) illustrates the number of presentations made by recruiters on behalf of the College since 2005-2006.

Table 2.10 – I: Number of Presentations Made by Recruiters on behalf of the College (Since 2005 – 2006)

Year	Number of Presentations
2008-2009	280
2007-2008	191
2006-2007	308
2005-2006	289
Total	1,068

13. Service Learning – The Service-Learning Center initiates and supports curricular and co-curricular activities that enhance student learning, promote civic responsibility, and respond to the critical needs in our community through collaborative campus and [community partnerships](#). Students who sign-up for a service-learning component in a course complete 10-20 hours of service with a pre-approved community partner (service agency) in the Charlotte area. A wide array of service options are available, including working with at-risk children, people who are homeless or need crisis assistance, international programs, domestic violence victims, and environmental organizations.

[Each course with a service-learning component](#) offers students an opportunity to earn a percentage of their total grade for participating in a service project. Service-learning also offers students a chance to explore careers and network. For the 2008 academic year, over 1,700 faculty, staff, and students [completed](#) 20,764.5 hours of service through the Service-Learning Center.

14. Student Life and Student Government – Student Life promotes student involvement, leadership, service, and programs on diversity and culture. Student Life facilitates student learning and development by providing activities and services that enhance positive relationships among students, the College, and the community. These relationships are created and nurtured through accessible programs and services, connections to campus and community resources, and co-curricular opportunities that focus on diversity, leadership, service, and personal well-being.

[Table 2.10 – J](#) shows the distribution of available Student Life staff on all campuses.

Table 2.10 – J: Distribution of Available Student Life Staff (All Campuses)

Campus	Staffing
Harris	1 Full-time
Harper	1 Full-time
Levine	1 Full-time, 2 part-time
Central	3 Full-time, 3 part-time
North	1 Full-time, 1 part-time
Cato	1 Full-time, 1 part-time

Staff on all campuses have scheduled evening hours. The office sponsors festivals, lectures, workshops, field trips, information displays, conferences, educational exhibits, live music, and other co-curricular experiences for students on all campuses. The Student Life Office also has an online [presence](#) where students are connected to the [events](#), [resources](#), and [staff](#).

To ensure that the interests of all students are considered, the Office of Student Life oversees a branch of the Student Government Association on each campus. This allows programs and activities to be initiated that may have a special appeal to a population of students that only exists on a particular campus.

Student Life serves as a hub for numerous student organizations. Other resources for student organizations include:

- [Guidelines for Starting A New Student Organization](#)
- [Guidelines for Existing Student Organizations](#)

- Complete listing of all student organizations, and relevant forms through the [web pages](#) of clubs and organizations

Student Life also oversees several leadership development opportunities including the [Student Leadership Academy](#) and the annual [Student Leadership Conference](#) each spring. The Student Leadership Academy and annual Student Leadership Conference are selective student leadership programs that provide students with personal enrichment, leadership, and career development through experiential learning.

CPCC has developed policies and procedures governing the supervisory role of the institution over student activities via College [policy](#) 7.04 -Student Organizations.

The [results](#) of the 2008 Curriculum Survey indicate student satisfaction with Student Life.

15. Testing and Assessment Center – The Testing and Assessment Center offers the following array of testing services:

Placement Testing – Placement Testing provides an accurate and timely assessment of a student’s academic proficiency levels which helps determine the most appropriate courses for enrollment via the ACCUPLACER, an online, Computerized Placement Test (CPT). Upon completion of the placement tests, students visit the Counseling and Advisement department. After reviewing a student's scores, an advisor makes a determination regarding particular course placement based on [placement test cut scores and course prerequisites](#).

- Course Testing
- The Test of Essential Academic Skills™(TEAS®)
- College-Level Examination Program (CLEP)
- ACT – Pearson-Vue Tests

The [results](#) of the 2008 Curriculum Survey indicate student satisfaction with Testing and Assessment Services.

16. Transfer Resource Center – The Transfer Resource Center assists students who plan to transfer from CPCC to four-year colleges and universities to earn bachelor's degrees. Services provided include individual counseling and advising, opportunities to meet with recruiters from four-year institutions, and [presentations](#) relating to college transfer.

17. TRiO Student Support Services –TRiO Student Support Services is a federally funded program through the Department of Education Office of postsecondary education. The TRiO-SSS has been a part of Central Piedmont Community College student services since 1985. Students who [apply](#) for the service and meet eligibility [requirements](#) are provided a variety of support services to meet the student's academic, personal and social needs. The services provided by [TRiO staff](#) include tutoring, providing seminars on college success skills, and offering college transfer programs. Student Support Services counselors are available to advise students on the transition from CPCC to a four-year college.

ACTIVITIES

1. New Student Orientation – The New Student Orientation allows new students to meet instructors, learn about financial aid and the resources available at the College, and experience a smooth transition to college life. Sessions are also available for parents of new students. A New Student Orientation [website](#) is dedicated to informing students of the orientation program. This initiative has existed since 2006 and has grown from 388 participants to 547 participants since 2006.

During the orientation, new students and their families have an opportunity to meet instructors and learn about college expectations. Sessions include the following:

- Instructors' Open Forum – Instructors discuss study behaviors, student and instructor expectations, rights and responsibilities, and much more.
- Understanding Financial Aid – Students learn about financial aid, work-study, available grants, and scholarships.
- Parents' Open Forum – This session offers parents information on what they should expect, how parents can support their students in the first year, and details on the college transfer program.
- Career Services Information – CPCC's Career Services department guides students in narrowing their career options and determining their major fields of study.

In addition, there is a forum for high school and home school students taking college classes. Students and their parents have an opportunity to learn about the registration process, life on campus, transition to CPCC, and the concurrent enrollment experience.

2. Career Fair – The Career Fair is offered each spring term to students and the community. Instructors are encouraged to bring their classes to the Fair. Employers are invited according to the programs taught at the College. A [list](#) of participating employers is provided prior to the fair. A series of [workshops](#) are also offered to students to prepare for the Career Fair.

[Table 2.10 – K](#) shows the total number of employers and candidates who participated in career fairs held by the College since 2005.

Table 2.10 – K: Career Fair Statistics (1999 – 2008)

Year	Number of Employers	Number of Candidates
2009	53	3,200
2008	105	2,175
2007	89	1,678
2006	81	2,000
2005	73	1,189

3. Student Resource Days –Student [Resource Days](#) are offered each term to provide students with access to all service providers on campus. Staff from each student services area set up tables in high student traffic areas to answer students’ questions and provide information. This activity is an opportunity for each of the student service areas to increase their visibility to students.
4. College Transfer Fair – The College Transfer Fair is comprised of admissions representatives from 4-year colleges and universities in North Carolina and across the Southeast who visit CPCC to share information about transfer opportunities. The Community College System has an [articulation agreement](#) with the majority of universities in the State.

Enrollment and Student Services (ESS) Assessment Team

While the ESS Unit has always actively participated in the College’s goal-setting and review processes, the ESS Unit initiated a stepped-up internal assessment process in 2005. This process, managed by the ESS Assessment Team (A-Team), supports formal assessment processes which occur annually within each ESS department. Each summer, after the College has affirmed its strategic goals for the year and the ESS Council (the Vice President and deans in the ESS Unit) has affirmed the ESS Objectives based on the College’s goals, each manager and related staff group within ESS identifies action

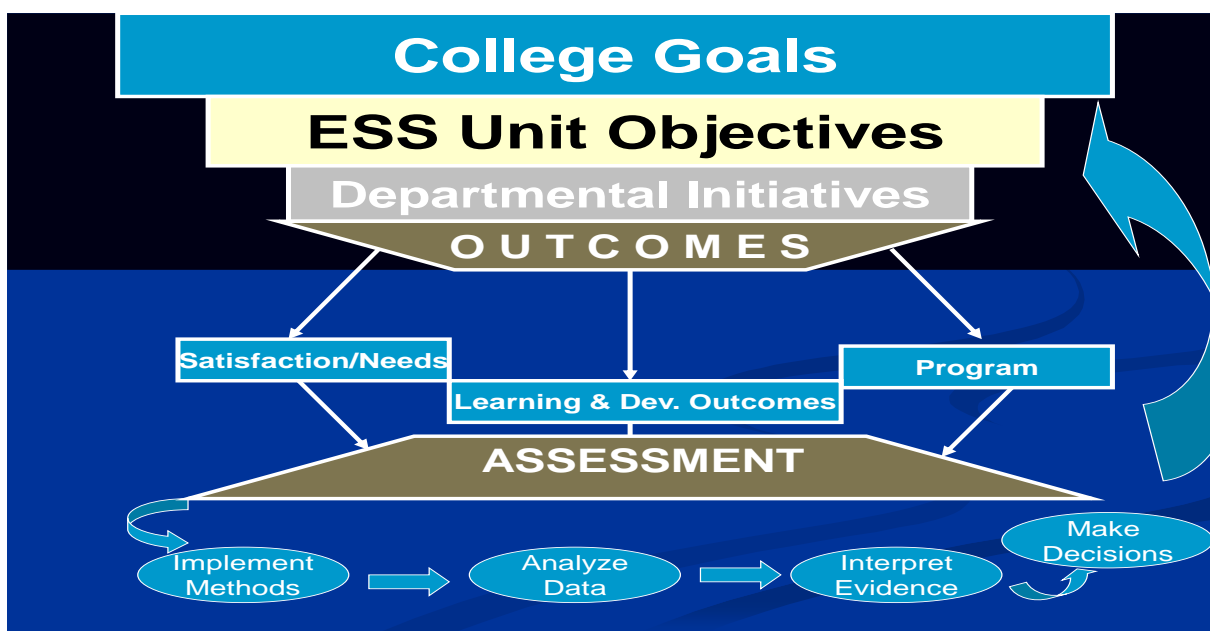
strategies for implementation within the department which are intended to lead to program or [learning outcomes](#).

The members of the ESS A-Team are ESS managers selected for their familiarity and capability with formal assessment processes. Each ESS A-Team member is assigned a group of other ESS managers, with whom they work on the development, implementation, and assessment of annual action strategies. Detailed, written plans for action strategy implementation and assessment methodology are reviewed by the A-Team for clarity and appropriateness. Once approved by the A-Team, the implementation plans serve as a guide to the departmental staff in carrying out the annual implementation and assessment projects.

At each academic year's end, each ESS manager submits an [assessment abstract](#) detailing the results of the implementation and assessment processes. This abstract details not only the objective results of the assessment but also analysis of the meaning of the results and any operational changes that were or may be made based on the outcome of assessment. When appropriate, follow-up assessments for the coming year are indicated.

The annual ESS Unit internal assessment process is detailed in [Diagram 2.10 – A](#), which emphasizes the cyclical nature of the ESS self-assessment and its goal of continual process improvements within each management area of the unit.

Diagram 2.10 – A: ESS Unit Internal Assessment Process



Each year, once the assessment cycle is complete, the Dean for Retention Services assembles a comprehensive report outlining the results of all departmental assessments, formal documentation supporting the assessment results, conclusions drawn by the managers and their staff members based on the assessment, and operational decisions made as a result of the assessment process.

Central Piedmont Community College (CPCC) provides and evaluates student support programs, services, and activities consistent with its [mission](#).

Documentation

[CPCC Mission Statement](#)

[ESS Unit Organizational Chart](#)

[Current Curriculum Student Survey](#)

[CPCC Catalog – Programs and Services](#)

[Academic Learning Center schedules](#)

[Spring 2008 Current Curriculum Survey Results – Academic Learning Center](#)

[Chapter 23, North Carolina Administrative Code](#)

[CPCC Catalog - Admissions](#)

[CPCC Admissions Department website](#)

[CPCC Policy 5.00 - Admission to the College](#)

[Spring 2008 Current Curriculum Survey Results – Admissions](#)

[CPCC MyCollege Online Registration website](#)

[Spring 2008 Current Curriculum Survey Results – Registration Services](#)

[Student Records website](#)

[Spring 2008 Current Curriculum Survey Results – Student Records](#)

[CPCC Online GPA Calculator](#)

[Degrees & Diplomas website](#)

[Graduation Office website](#)

[Advisement Management Team \(AMT\)](#)

[Veterans Student Information website](#)

[Online Chat Service \(iCAN\)](#)

[CPCC Policy 5.03 – Academic Advisement](#)

[Photo of Levine Campus Student Success Center](#)

[Spring 2008 Current Curriculum Survey results – Counseling](#)

[Spring 2008 Current Curriculum Survey Results – Call Center](#)

[Career Services for Community website](#)

[Career Services Staff](#)

[Career Services services](#)

[On-campus recruiting website](#)

[Connections website](#)

[Career Target Program](#)

[Career Target Program \(in-person or online\)](#)

[Spring 2008 Current Curriculum Survey Results – Career Services](#)

[Disability Services Counselor Schedule](#)

[CPCC Policy 7.16 – Accommodation Requests for Persons with Disabilities](#)
[Student Handbook for Accessing Services for Students with Disabilities](#)
[Disability Services counselors](#)
[Family Resource Center website](#)
[Childcare Assistance Grant website](#)
[CPCC Scholarship Booklet](#)
[North Carolina State Approving Agency](#)
[Spring 2008 Current Curriculum Survey Results – Financial Aid](#)
[SEVP Operating Instruction F – Non-immigrants](#)
[Federal regulations \(International Students\)](#)
[CPCC Library website](#)
[Spring 2008 Current Curriculum Survey Results – Library Services](#)
[CACRAO Members](#)
[Community Partners and Agencies website](#)
[Service-Learning Instructors and Courses website](#)
[Service-Learning Annual Report \(2007 – 2008\)](#)
[Student Life website](#)
[Student Life Events Calendar website](#)
[Student Handbook](#)
[Student Life Staff and Locations](#)
[Guidelines for Starting a New Student Organization](#)
[Guidelines for Existing Student Organizations](#)
[Student Clubs and Organizations website](#)
[Student Leadership Academy](#)
[Student Leadership Conference](#)
[CPCC Policy 7.04 – Student Organizations](#)
[Spring 2008 Current Curriculum Survey Results – Student Life](#)
[CPCC ACCUPLACER Placement Test Cut Scores](#)
[Spring 2008 Current Curriculum Survey Results – Testing and Assessment Center](#)
[Transfer Resource Center Presentations](#)
[TRiO Application](#)
[TRiO How to Apply website](#)
[TRiO staff](#)
[New Student Orientation website](#)
[Career Services - Employers Scheduled to recruit website](#)
[Career Services - Presentations and Videos website](#)
[Student Resource Days - website](#)
[NCCCS Articulation Agreement](#)
[ESS Unit Learning Outcomes](#)
[ESS Unit Assessment Abstract](#)

The institution has qualified administrative and academic officers with the experience, competence, and capacity to lead the institution. **(Comprehensive Standard 3.2.8)**

Compliance Non-Compliance

Narrative

Central Piedmont Community College understands the importance of having qualified and competent administrative and academic officers in achieving its mission. In this regard the [College Cabinet](#) and senior leadership include the following individuals who have the experience, competence, and capacity to successfully fulfill the requirements of their senior leadership positions as detailed in their respective vita and job descriptions:

P. Anthony Zeiss, President

Dr. Zeiss has been at Central Piedmont Community College since 1998 and has over 24 years of experience serving as a college president. Prior to his first presidency, he served as a Vice President for Instructional Services. He is a nationally known leader and serves on the boards of many national, state, and local organizations and associations. Dr. Zeiss is frequently asked to consult in many areas of education, particularly economic and workforce development. He is a widely published author of several books and many journal and magazine articles. Under his leadership and vision, Central Piedmont Community College has grown from one campus to six and is the largest college in the Carolinas, serving over 75,000 people each year. The College enjoys a national reputation and is a founding member of the prestigious League for Innovation in the Community College. Dr. Zeiss has a B.S., an M.S., and a Doctorate in Education with a major in Community College Administration.

- [Zeiss Vita](#)
- [Job Description-Policy 2.06 Powers and Duties of the President](#)

Kathy Drumm, Executive Vice President

Dr. Drumm has been at Central Piedmont Community College for 15 years and has a total of 40 years of supervisory experience, 36 of which are in the college environment. Additionally she has 16 years of teaching experience. In her role as Executive Vice President, she directly supports the President in realizing the College Mission and

Strategic Plan. Dr. Drumm supervises the Vice President of Finance and Administration and the Vice President of Enrollment and Student Services as well as providing direction and support to staff in eight other departments: Institutional Advancement, Planning and Research, Information Technology Services, Design and Construction, Internal Audit and Compliance, Facilities Services, Security, and The Services Corporation. Dr. Drumm has participated extensively in conferences around the country focusing particularly on funding, performance, and leadership themes. She was recently selected as one of the top 25 business women in the Charlotte area. Dr. Drumm serves on numerous boards and committees at the local, state, and national levels; she has also served on several SACS accreditation teams. Dr. Drumm is a graduate of the League for Innovation's Executive Leadership Institute and the American Association of Community and Junior Colleges' Community College Leadership Program. Dr. Drumm has a B.A. in Accounting, an MBA, a doctorate in Business Administration and Accounting, and is a North Carolina Certified Public Accountant.

- [Drumm Vita](#)
- [Job Description](#)

Richard Zollinger, Vice President for Learning

Mr. Zollinger began his professional career at CPCC 20 years ago as an instructor and advanced from that position to Program Coordinator, Program Director, Associate Dean, Campus Dean, Associate Vice President for Learning, and was recently selected as the new Vice President for Learning. He is responsible for all curriculum and non-credit classes and over 295 degrees, diplomas, and certificates. He supervises more than 300 full-time faculties and 1,200 part-time faculty and oversees Professional Development and Library Services at the 6 CPCC campuses. Mr. Zollinger received the CPCC Richard H. Hagemeyer Educational Advancement Award for not only demonstrating community involvement and social responsibility but also as recognition of his accomplishments, since when he arrived in the United States from Switzerland, he attended CPCC to learn English. He was named the Charlotte SouthPark Rotarian of the Year in 2006. He has served on the International Task Force Committee for the Charlotte Chamber of Commerce, the North Carolina World Trade Association, and the Charlotte Community Relations Committee. He earned a B.A. and an M.A. in Industrial-Organizational Psychology. He has completed all the coursework toward a doctorate in Higher Education.

- [Zollinger Vita](#)
- [Job Description](#)

Michael Moss, Vice President for Finance and Administrative Services

Michael Moss has 18 years of professional experience at CCCC. He started in 1991 as Accounting Supervisor and since then has held the positions of Manager of Financial Services, Controller, Associate Vice President of Finance, and Vice President of Finance and Administrative Services when he was promoted in 2001. As the Chief Financial Officer of the largest community college in the Carolinas, Mr. Moss oversees CCCC's Budget Department including operational and construction budgets. He also oversees 6 additional departments: Administrative Services, Financial Reporting, College Services, Auxiliary Services, Human Resources, and Grants and Government Relations. Mr. Moss has many accomplishments and honors including being named Outstanding Chief Business Officer by the Community College Business Officers' National Association. Mr. Moss has served as chairperson for the North Carolina Community College Administrative Systems of the Future from 1997-2001, the North Carolina Association of Community College Business Officers' Awards Committee, and the Southern Association of College and University Business Officers' Community Colleges Committee. He has a B.S. and an MBA and is a North Carolina Certified Public Accountant.

- [Moss Vita](#)
- [Job Description](#)

Marcia Conston, Vice President for Enrollment and Student Services

Dr. Conston has worked in educational settings for 22 years and at CCCC for the past 8 years as Vice President for Enrollment and Student Services. She provides leadership for the following areas: Enrollment Management, Disabilities Services, Retention Services, Student Support Services, Financial Aid, Counseling and Advising, Academic Learning, and Student Life. Previously Dr. Conston was Associate Vice President and Vice President for Institutional Effectiveness at Benedict College and Director of Institutional Research at Jackson State University. Dr. Conston serves on several boards and has memberships in numerous associations including the College Board and the National Association of Student Professional Administrators. She has a B.S., an M.S., and a Ph.D. in Higher Education.

- [Conston Vita](#)
- [Job Description](#)

Susan Oleson, Executive Assistant to the President

Ms. Oleson has over 28 years of experience in the field of education including 20 years at Central Piedmont Community College. She began her career at CPCC teaching in the Business and Accounting Division. She was then selected to lead and teach in the College's student success skills program. She has served in her current role for 8 years. As the President's executive assistant, her duties include serving on the College Cabinet, playing a key role in CPCC's SACS Reaccreditation Self Study in 2002, facilitating the development of two 5-year strategic plans for the College, and leading and serving on many College committees. She has a B.S. and an MBA, and additional course work in education.

- [Oleson Vita](#)
- [Job Description](#)

Jessica M. Graham, Assistant to the President for Community Relations and Marketing Services

Ms. Graham recently joined Central Piedmont Community College but has 17 years of experience in public relations and marketing. As Assistant to the President for Community Relations and Marketing Services, Ms. Graham is responsible for developing a comprehensive advertising/media/public relations plans for the College. Ms. Graham acts as the College's spokesperson for print, television, and radio news media and oversees crisis communication for the College. She has extensive experience with media relations, crisis communications, event planning, internal communications, marketing, strategic planning, and community outreach in the government, nonprofit, and corporate environments. She holds a B.A. in Journalism and Mass Communication and has received her Accreditation in Public Relations from the Universal Accreditation Board.

- [Graham Vita](#)
- [Job Description](#)

Melvin Gay, Associate Vice President, Student Services

Dr. Gay has 40 years of experience at CPCC including service as Counselor, Dean of Student Development, and Associate Vice-President of Student Services for the past 8 years. He has administered numerous grants and led many special projects at the local, state, and national levels including the Postsecondary Education Consortium for the Hearing Impaired, the Learning Disabilities Consortium, and the Educational Talent

Search. Dr. Gay has shared his expertise in these many areas through numerous presentations and publications. He maintains memberships in several professional organizations including the North Carolina Deans' Association, the North Carolina Student Development Personnel Association, and the College Board. He has earned a B.A., an M. A., and a Ph.D. in Higher Education Administration/Guidance and Counseling.

- [Gay Vita](#)
- [Job Description](#)

Terri Manning, Associate Vice President for Institutional Research

Dr. Manning is the Associate Vice President for Institutional Research and the Director of the Center for Applied Research at Central Piedmont Community College. She joined CPMC in 1998 as Director of Institutional Research. Previously Dr. Manning taught at the University of North Carolina at Charlotte, at Oklahoma State University, and at Tulsa Community College. She is a data facilitator for 3 colleges as part of the national *Achieving the Dream* initiative. Dr. Manning has been involved locally as a researcher and evaluator with multiple social services agencies, the Charlotte Chamber of Commerce, and the United Way. She was president of the North Carolina Community College Planning and Research Organization and was the first Executive Director of the American Academy of Health Behavior. On a national level, Dr. Manning has made numerous keynote presentations on the millennial generation and has published peer-reviewed or invited books, book chapters, and journal articles. She consults on institutional effectiveness with multiple colleges and serves on visiting teams for the Southern Association of Colleges and Schools. Dr. Manning has a B.A., an M.S., and a Doctorate in Higher Education.

- [Manning Vita](#)
- [Job Description](#)

Malik Rahman, Associate Vice President, Technology and Chief Information Officer

Mr. Rahman has been at Central Piedmont Community College for 12 years and prior to his arrival at the College, he has an additional 14 years of experience in computer systems in business and education. In his role as Chief Information Officer, he develops and implements plans for all aspects of the College's technology services including a client service desk, automated software distribution, campus network design, and instructional technology support. Mr. Rahman is also responsible for the annual planning and acquisition of technology equipment and software lifecycle refresh. Due

to his expertise, he was chosen to serve on a statewide committee for the selection of a new state information system and managed its successful implementation with stakeholders from all 58 community colleges. Mr. Rahman has extensive experience and proficiency in hardware and software, computer languages, networking, and telecommunications and is a member of many professional organizations. He has a B.S. and an MBA with a concentration in Management of Information systems.

- [Rahman Vita](#)
- [Job Description](#)

Wanda Towler, Associate Vice President, Facilities Services

Ms. Towler has served for 8 years as Associate Vice President for Facilities in the Executive Vice President's Unit of Central Piedmont Community College. She has in-depth knowledge relating to her areas of responsibility including facilities management, security, emergency management, mail, shipping/receiving, inventory, and construction based on almost 20 years of on-the-job experience as assistant county manager for the largest county in North Carolina prior to joining the College. Ms. Towler effectively plans, implements, and evaluates unit objectives in her assigned areas. She has a B.S. in Economics and Business Administration and an M.S. in Accountancy.

- [Towler Vita](#)
- [Job Description](#)

Brenda Leonard, Associate Vice President, Compliance and Audit

Dr. Leonard has 16 years of professional experience at CPCC. She is responsible for the leadership and direction of Auditing Services, Full-time Equivalent Reporting, and Occupational Health and Safety; she also serves as the Data Coordinator and Ethics Liaison to the NC Ethics Commission. Prior to joining the College, Dr. Leonard had several years of experience in supervisory business positions in the field of accounting and auditing. She has been recognized as the Outstanding Business Officer by the Community College Business Officers. Dr. Leonard recently served as the Audit Committee chair of the board of directors for the Southern Association of College and University Business Officers. Dr. Leonard holds a B.S. in Accounting, an MBA, and earned her Ed.D. in Education Administration. She is a Certified Business Manager and a Certified Internal Controls Auditor.

- [Leonard Vita](#)
- [Job Description](#)

Michael Horn, Associate Vice President, Government Relations, Resource Development, and Grants

Mr. Horn joined Central Piedmont Community College in 2000, and he has over 25 years of experience in grant development, management, and government relations for educational institutions. Prior to employment at CPCC, Mr. Horn led the education and resource development initiatives at Discovery Place, Inc., a nationally-recognized hands-on science and technology center for children. He has also served as an educational design consultant for museums, K-12 schools, and institutions of higher education. He was the co-proprietor of the start-up web development company NetWriters, an educational technology and consulting firm. Mr. Horn shares his expertise with the non-profit community by serving on local and national boards and advisory groups including the Board of the American Association of Community Colleges - Council for Resource Development. He holds a B.A., an MBA, and an Ed.M.

- [Horn Vita](#)
- [Job Description](#)

Kevin McCarthy, Associate Vice President, Institutional Advancement

Dr. McCarthy joined Central Piedmont Community College in 2003 as the Associate Vice President of Institutional Advancement. In this capacity he is responsible for overseeing the fundraising activities for the College and for supervising the operations of the CPCC Foundation, with assets of \$32 million. He serves as the primary staff person for the 40-member CPCC Foundation Board of Directors and manages the Foundation's relationships with external investment managers. He is charged with identification, cultivation, and solicitation of individual, corporate, and foundation prospects. Dr. McCarthy has over 20 years of experience in institutional advancement and development. He has a B.A., an M.A., and a Ph.D.

- [McCarthy Vita](#)
- [Job Description](#)

Paul Santos, Associate Vice President, Human Resources

Mr. Santos joined the College in April of 2008 and is responsible for the overall leadership and direction of CPCC's Human Resources programs, personnel services, performance development process, and federal and state compliance. Prior to joining CPCC, Mr. Santos was Director of Human Resources at Time Warner Cable's (TWC) offices in Charlotte for 5 years. He supported over 2,500 corporate employees and

42,000 division employees. He led the development and implementation of a new “dual career path” structure for TWC as well as a fully automated performance appraisal process. Prior to CPCC and Time Warner Cable, Mr. Santos also held lead HR roles at priceline.com, Oracle Corporation, and Hyperion Solutions. He is a member of the National Society for Human Resource Management, the Charlotte Area Society for Human Resource Management, and the College and University Professional Association for Human Resources. Mr. Santos holds a B.S. degree.

- [Santos Vita](#)
- [Job Description](#)

Diep Tong, Associate Vice President, Financial Services

Ms. Tong has been with CPCC for almost 28 years and has had the opportunity to work in almost every area of Financial Services. She was hired as an accountant in Payroll, transferred to General Ledger, and was then promoted to Supervisor of Grants and Contracts to handle all the post award grants. When she was named the Executive Director, her job responsibilities were increased to include Accounts Payable, Cashiering, Sponsored Programs, and Procurement. In 2008, after being named the Associate Vice President of Financial Services, Ms. Tong’s duties were again expanded to include the two areas of Budget/Payroll and Finance. Ms. Tong has a B.S. in Accounting.

- [Tong Vita](#)
- [Job Description](#)

Rich Rosenthal, Associate Vice President for Design and Construction

Mr. Rosenthal joined CPCC in 2007 as Director of Design and Construction. He was promoted to his current role in 2009. The scope of services that he provides includes building programs and evaluations, design services, and the evaluation of operations. For over 25 years, Mr. Rosenthal’s professional life has been dedicated to the process of programming, designing, and building public buildings. From 1983 to 2007, as Chief of Operations of the Public Library of Charlotte and Mecklenburg County, he was responsible for the development of approximately 30 public library buildings with approximately 600,000 square feet of space. In addition, since 1998, he operated a part-time consulting practice in which he worked for architects, local government entities, and other owners. Mr. Rosenthal’s work was recognized in 2005 by the Charlotte Chapter of American Institute of Architects, which awarded him the Laurel Award, the highest award that the chapter gives to a non-architect. In 2001 and 2003,

he served on the national jury for the Public Library Buildings' award program. He has a B.A. and an M.S.

- [Rosenthal Vita](#)
- [Job Description](#)

Cynthia Johnston, Dean, Central Campus/Health Sciences, Fine Arts, Science (Retired)

Dr. Johnston has managed faculty and staff for 30 years at CPCC in increasingly responsible supervisory positions from Coordinator of Off-Campus Staff to Dean for Central Campus with over 140 employees, 5 divisions, and over 30 distinct programs and disciplines. Her responsibilities have included planning and managing the building of a new campus, planning and managing new buildings and renovations, running performing arts facilities and rentals, and facilities management. She also has 8 years experience as a management consultant for first-line supervisors in business and industry. Dr. Johnston's credentials include a B.A., an M.Ed., and an Ed.D. in Vocational and Technical Education with a concentration in Administration.

- [Johnston Vita](#)
- [Job Description](#)

Paul Koehnke, Dean, Central Campus/Health Sciences, Fine Arts

Koehnke joined Central Piedmont Community College in 1995 as a director of special projects. Since that time, he has held various positions of increasing responsibility, including director of New & Expanding Business and Industry, associate dean of Corporate and Continuing Education, Dean of Harris Campus/Corporate and Continuing Education and Associate Vice President for Corporate and Continuing Education. Mr. Koehnke brings extensive academic leadership, personnel, admissions, teaching and counseling expertise to his new role. His past positions have garnered him successful experience in leading professionals, conducting strategic planning initiatives and overseeing program and facility planning. Koehnke earned a B.A. and a master's degree in higher education administration from Columbia University in New York.

- [Koehnke Vita](#)
- [Job Description](#)

Beverly Dickson, Dean, North Campus/Public Safety, Transport Technologies

Ms. Dickson has 10 years of experience at CPCC, most recently as the Dean of North Campus. She is responsible for all Public Safety and Transportation Systems Technology programs; college transfer, continuing education, and literacy classes; 51 full-time administrators, faculty, professional and support staff; and credit and continuing education students. She also led programming for the \$21.8 million campus expansion/renovations for the Transportation Systems Technology Building, the Joe Hendrick Center for Automotive Technologies, and the American Academy for Applied Forensics. Ms. Dickson has over 30 years of experience as both a teacher and a leader. This combination of academic credentials and extensive experience qualify her to make day-to-day decisions about the campus's operations as well as the judgment to visualize its strategic goals. Ms. Dickson has a B.A. and an M.Ed. in Public School Administration.

- [Dickson Vita](#)
- [Job Description](#)

Cheryl Richards, Dean, Cato Campus/Professional Careers

Dr. Richards joined CPCC in 2004 working in Corporate and Continuing Education where she oversaw programs in Leadership, Management and Professional Development, Economic Development, the Financial Services Institute, Health and Community Services, and Contract Training. She was selected as Cato Campus Dean in 2009. Dr. Richards has over 19 years experience in professional administrative positions within higher education institutions. Her professional experience spans Student Affairs, Admissions & Enrollment, Marketing, International Education, Auxiliary Services, Corporate & Continuing Education, and Instructional Divisions. She has served in progressively responsible leadership and management positions where she has gained valuable experience in personnel management, budget management, strategic planning, and new program development. Dr. Richards holds a B.A., an M.S., and a Ph.D. in Higher Education Leadership.

- [Richards Vita](#)
- [Job Description](#)

Mary Vickers-Koch, Dean, Harris Campus/Business & Industry Training

Ms. Vickers-Koch serves as Harris Campus Dean and is a leader in the Corporate and Continuing Education Division, which serves over 500 businesses a year and 46,000

professionals. Prior to joining Central Piedmont Community College in 2000, Ms. Vickers-Koch worked for 21 years in the management consulting industry, partnering with executives on strategy development, leadership, service quality, and team building. She was the managing partner of Long & Vickers Inc., a firm she co-owned for 11 years. During this time she was awarded the “Fellow” designation from the Institute of Management Consultants. Her qualifications also include strong participation in continuing education through the American Association of Community Colleges, the League for Innovation, and the National Council for Continuing Education and Training. Ms. Vickers-Koch has a B.A. in Industry Training and Instructional Development and also holds an MBA.

- [Vickers-Koch Vita](#)
- [Job Description](#)

Jay Potter, Dean, Harper Campus, Applied Technologies and Construction Institute

A CPCC employee since 2002, Mr. Potter, now as Harper Campus Dean, is responsible for the day-to-day operations of the Harper Campus and also leads and manages the Applied Technologies and Construction Technologies Divisions of the College. He has experience in the energy, textiles, computer manufacturing, and construction industries as well as in small business development. His 25 years of experience as a Professional Engineer/Engineering Consultant, Home Builder, Project Engineer, and as a prior business owner uniquely qualify him for the programs under his areas of responsibility. He has a B.S. in Mechanical Engineering and an M.S. in Organizational Change and Leadership.

- [Potter Vita](#)
- [Job Description](#)

Edith McElroy, Dean, Levine Campus and English, Reading, and Humanities and Foreign Languages and Business

Dr. McElroy brings more than 20 years of education experience to her new role as Dean of the Levine Campus. A CPCC alumna, Dr. McElroy began her tenure at CPCC as a Spanish instructor, teaching beginning Spanish classes in 1993. Since that time, she has served as a lecturer in Spanish, an instructor and discipline chair for the Foreign Languages Department, a division director, and most recently as the interim dean of the Levine Campus. Prior to joining CPCC, she was a Spanish associate with Charlotte-Mecklenburg Schools (CMS), teaching standardized conversational Spanish to

elementary school students. Dr. McElroy earned a B. S. and also has a master's degree in English as a Second Language and a doctorate in curriculum and instruction.

- [McElroy Vita](#)
- [Job Description](#)

Gary Nelson, Dean, Instructional Development and Innovation

Mr. Nelson has 25 years of experience in higher education, most of which have been at CPCC. Mr. Nelson has held the position of Dean of Instructional Development for the past 6 years. In that capacity he also serves as Dean of the Virtual Campus, which enrolls 13,500 students per year. During his tenure he has worked to hone his technology skills in a practical manner to address applicability in instructional, administrative, and the marketing/public relations arenas. Mr. Nelson was instrumental in the implementation of an employee documentation system for Professional Development credit, the installation of the Blackboard and Moodle learning management systems, and Mediasite, an electronic, web-based delivery product. He has earned a B.S. and a Master's degree in Human Development and Learning.

- [Nelson Vita](#)
- [Job Description](#)

Rod Townley, Dean, Science, Technologies, Engineering, and Mathematic, Futures Institute

Dr. Townley began working at CPCC 10 years ago and currently serves as Dean Science, Technologies, Engineering, and Mathematic Programs (STEM). Working in the academic environment has been Dr. Townley's passion for over twenty years. He has had extensive teaching experience and has served in a variety of administrative roles at both the community college and university levels. At different times in his career, he has served as supervisor of Vocational and General Education Divisions, Student Services, Marketing and Recruitment, Distance Learning, Professional Development, and Accreditation. Dr. Townley has a B.A., an MBA, and has a Ph.D. in Community College Administration.

- [Townley Vita](#)
- [Job Description](#)

Bobby Sutton, Dean, Community Development

Mr. Sutton has been involved in basic skills/literacy instruction since 1983 at Central Piedmont Community College. In literacy instruction he has served in many capacities

including Reading Tutor, Lab Facilitator, Instructor, Assessment Retention Specialist, Program Coordinator, Division Director, Associate Dean, and Dean. In his current role, Mr. Sutton oversees a program that serves 13,000 students annually with 55 full-time staff and 80 part-time staff. Mr. Sutton has a B. A., an M.S. in Adult Education, and is a Certified Literacy Specialist for the State of North Carolina.

- [Sutton Vita](#)
- [Job Description](#)

Clint McElroy, Dean, Retention Services

Dr. McElroy has been at Central Piedmont Community College for 15 years and serves as Dean for Retention Services in Enrollment and Student Services. He has 18 years of experience working in higher education including 5 as a faculty member, 3 years as a professional staff member, and 10 years as an administrator in both the Instructional and Student Services Units of the College, directly managing both instructional and student service programs and staff. His work toward the doctorate in Curriculum and Instruction was focused on issues of specific importance to urban community colleges, of which CPCA is one. His education and experience are well-suited to his work relating to both retention and student intake issues. Dr. McElroy has a B.A., an M.F.A., and a Ph.D. in Curriculum and Instruction with an Urban Education Concentration.

- [McElroy Vita](#)
- [Job Description](#)

Gloria Kelley, Dean, Library Services

Ms. Kelley was hired as the Dean for Library Services at Central Piedmont Community College in 2008. Her entire 30-year career has been spent in academic libraries, providing her with extensive experience in managing personnel, budgets, and programs. Ms. Kelley has successfully provided administrative oversight for all library operations including strategic planning, writing annual reports, gathering library data to support accreditations of academic programs, administering a library budget of \$1 million for library materials, serving as Collection Management Officer and Preservation Officer, cataloging all formats of materials, working as a systems administrator, teaching library instruction classes, and working the reference desk. Ms. Kelley's education, including a B.A. in English and Communications and an MBA and MLS, coupled with her experience have prepared her with the necessary skills to serve the College and lead the library as Dean of Library Services in a twenty-first century environment.

- [Kelley Vita](#)
- [Job Description](#)

Daniel “JJ” McEachern, Dean, Enrollment Management

Mr. McEachern came to Central Piedmont Community College in 2004 and currently serves as the Dean of Enrollment Management. His 16 years of professional work experience in education include holding positions at a public 4-year university, a private 4-year college, a rural 2-year community college, and an urban 2-year community college. He has served in various roles within the Enrollment Management area including Assistant Director of Undergraduate Admissions, Director of First Year Program, Director of Enrollment Services, Director of Enrollment and Student Services, and Associate Dean of Enrollment and Student Services. Mr. McEachern has a B.A. and an M.A. in Educational Leadership and Cultural Foundations. He has been a part of several leadership programs such as Leadership Greensboro and the President’s Advanced Leadership Academy.

- [McEachern Vita](#)
- [Job Description](#)

Mark Helms, Dean, Student Life and Service Learning

Mr. Helms has been at Central Piedmont Community College for 22 years, beginning as a counselor working with college transfer students and currently serving as Dean of Student Life and Service Learning. He is responsible for a range of student and community engagement programs whose mission is to foster student success through leadership, service, diversity, and wellness activities. He has extensive experience advising student government, student clubs and organizations, leadership programs, campus ministries, and other co-curricular programs. He has directed several successful program start-ups including the Family Resource Center and the Service-Learning Center. He has been recognized with the CPCC Administrator Award for Excellence, The Larry Harding Educator/Community Service Award, and the Professional Staff Employee of the Year Award. Mr. Helms has a B.A. and an M.A. in Counseling and Student Development.

- [Helms Vita](#)
- [Job Description](#)

Rita Dawkins, Dean, Student Success Services

Ms. Dawkins has been in student development for 16 years at Central Piedmont Community College. Her work over the years as Counselor, Director, Associate Dean, and Dean has provided the experience to help her in successfully performing the required duties. As Dean of Student Success Services, Ms. Dawkins is responsible for the Transfer Resource Center, Counseling and Advising, Career Services, and the Student Success Centers. Ms. Dawkins has a B.A. and an M.Ed.

- [Dawkins Vita](#)
- [Job Description](#)

These individuals have demonstrated their competency and, prior to their selection for each position, have documented that they possess the appropriate credentials and experience that are deemed necessary to provide leadership in their respective areas.

The College's policy on hiring, [4.02 Employment of Full-time Personnel](#), as included in the CPCC Policies and Procedures Manual, assures that the hiring process is methodical and includes job postings that specify required credentials and experience, position descriptions, appropriate screening and interview processes, ending with reference and background checks.

In accordance with Policy [4.39 Employee Performance Review and Evaluation](#), all employees are evaluated annually on their performance during the period of April 16 – April 15. A formative, mid-year meeting is part of the annual review process, and a summative performance evaluation is conducted yearly according to College guidelines and using a [consistent form](#). An evaluation for each year of employment is included in each administrator's personnel file in the Human Resources Department.

The President is evaluated according to [23 NCAC 02C .0209 Evaluation of Presidents](#) by the Chair of CPCC's Board of Trustees, who certifies that a written assessment of the President's performance in each of [six specified categories](#) was conducted. The Chair of the Board then certifies that the full Board of Trustees discussed the evaluation results and that the results were shared with the President. Prior to June 30 of each year, the Chair notifies the NC Community College System State Board that the [evaluation](#) was conducted.

Central Piedmont Community College believes that it is led by extremely competent and qualified administrative and academic officers.

Documentation

[Policy 3.05 College Cabinet](#)

[Policy 4.02 Employment of Full-time Personnel](#)

[Policy 4.39 Employee Performance Review and Evaluation](#)

[Professional Development Plan](#)

[Professional Development Plan - Instructions](#)

[NC Administrative Code 23 NCAC 02C .0209 Evaluation of Presidents](#)

[President's Evaluation](#)

[Letter from Mr. Ralph Pitts, Chair of the Board of Trustees](#)

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in the following area: ***(part of Comprehensive Standard 3.3.1)***

3.3.1.1 educational programs, to include student learning outcomes

Compliance Non-Compliance

Narrative

Central Piedmont Community College supports the identification of measurable student learning outcomes for the educational programs it provides. The College has in place several formal assessment processes related to its mission and strategic goals that are systematic, broad-based, interrelated, and appropriate to the institution. Those processes include

1. the measurement of institutional outcomes through the [North Carolina Performance Measures](#) (Core Indicators of Student Success),
2. the measurement of [general education outcomes](#), and
3. the academic [program review process](#) which includes program and learning outcomes by academic area.

Furthermore, the College makes improvements based on the results of these assessments.

Evaluation of institutional outcomes through North Carolina Community College System (NCCCS) Performance Standards

The fifty-eight community colleges in North Carolina report on a set of institutional outcomes annually. The Performance Measures mandated by the state legislature in 1999 are based on standards using core indicators of student success. The current eight measures are as follows:

- Progress of basic skills students
- Passing rates on licensure and certification exams
- Passing rates in developmental courses
- Success rates of developmental students in subsequent college-level courses

- Satisfaction of completers and non-completers
- Student persistence
- Client satisfaction with customized training
- Performance of college transfer students

The individual colleges submit data to NCCCS annually and a system-wide performance report is written. The results are shared with the College's Board of Trustees, the senior College leadership ([Cabinet](#)), and with the general College community. The results are also posted on the College's Institutional Effectiveness website and are included in the [College Catalog](#). Cabinet members are responsible for providing leadership in their areas to ensure thorough analysis of the College's performance on all standards. This results in an annual cycle of review and improvement. The 2009 report (based on 2007-2008 performance) indicated that CPCC met all eight standards.

Table 3.3.1 – A: Examples of CPCC Initiatives Positively Impacting NCCCS Accountability Measures

NC State Accountability Measure	CPCC Initiative	Results
Progress of basic skills students	Reviewed and revised data collection and data entry processes.	Improved from 68% in 2007 to 79% retention rate in 2008
Passing rates of licensure and certification exams	2006 - Nursing Department instituted training for online testing to prepare students for national licensure exam which is offered online	In 2005, the pass rate was 76%. The next three years, pass rates jumped to 88%, 96% and 88% respectively
Student persistence	<ul style="list-style-type: none"> • Withdrawal date moved to the 35% point (Fall 2008) • Reading pre-requisites instituted for pilot group of reading intensive courses 	<ul style="list-style-type: none"> • 3.2% increase in A-D grades, 8.1% decrease in withdrawals • Student success and retention increased in most pilot courses
Performance of college transfer students	The College was able to track students to non-UNC institutions through the National Student Clearinghouse, thus allowing them to find a large group of students who were in good academic standing	Improved from 81% on 2007-08 to 90% in 2008-09.

Assessment of Student Achievement through General Education Goals and Evaluation

The College assesses student learning outcomes via general education courses. A General Education Committee was formed in the 2000-2001 academic year. Faculty

members within divisions developed general education outcomes for their areas, determined appropriate performance benchmarks, a rating process, and methods of assessment. Each fall the General Education Committee, chaired by a faculty member and comprised of instructors from across the general education curriculum, receives a random selection of courses from the Office of Institutional Research for assessment of the goals (see [Table 3.3.1 – B](#)). The resulting data are compiled annually and results are shared with the College community. Program faculty use these results to plan for course enhancement and to improve student learning. The complete 2008-2009 general education assessment is provided in the documentation section below.

Table 3.3.1 – B: 2008 – 2009 General Education Assessment – Overall Summary

General Ed Goal Area	Objective	Result	Met
Reading - Students will demonstrate the ability to obtain meaning from printed, electronic, and graphical resources.	70% score 70 or better	91% of students scored 70 or better	met
Oral Communication - Students will effectively communicate orally by demonstrating the ability to locate, critically evaluate, and present information.	70% score 3 of 5 on rubric	78% of students scored 3 or better	met
Written Communication – Students will effectively communicate in writing by demonstrating the ability to locate, critically evaluate, and present information.	70% score 2 on all parts of rubric	89% of students met minimum qualification	met
Mathematics – Students will apply mathematical concepts and skills to analyze, manipulate, and interpret quantitative data.	70% score 3 of 5 in 3 goal areas	MAT 161 and MAT 115 71% of students met all three goal areas	met
Computer Skills – Students will demonstrate the basic computer skills necessary to function in a technological world.	80% will score 70 (7 of 10) points or higher on 2 exams	CIS 110 and CIS111 94% of students scored 70% or higher on 2 exams	met
Critical Thinking / Problem solving – Students will demonstrate the ability to identify, analyze, question, and evaluate content as a guide to understanding and action.	COM 231 – 70% score 3 of 5 on rubric ENG 112 – 70% score 3 of 4 on rubric PSY 150 - 70% score 7 or better PILOT ECO 251 70% of students score 6 or better	COM 231 – 92% of students scored 3 or better ENG 112 - 55% of students scored 3 or better PSY150 - 54% of students scored 7 or better 71.1% across all courses ECO 251 – 34% of students scored 6 or better	not met

Cultural Awareness – Students will demonstrate knowledge of cultural differences.	COM 110 - 70% score 7 of 10 points SPA 112 - 70% score 70 or better	COM 110 – 87% of students scored 7 or more of 10 points SPA 112 - 77% of students scored 70 or better 84.5% across all courses	met
Social / Behavioral Sciences – Students will demonstrate an understanding of the influence of the individual on group behavior, and, conversely, the influence of the group on the individual.	70% meet objective 6> in history 2> in sociology	HIS 131 – 85% of students scored 60% or higher SOC 210 – 82% of students scored 2 or higher 83.6% across all courses	met
Natural Sciences – Students will demonstrate comprehension of the major steps of the scientific method.	70% score 70% or above	BIO 110 93% of students scored 70% or higher	met
Humanities / Fine Arts – Students will demonstrate knowledge of the humanities and critical skills in assessing cultural/artistic merit and significance.	ART 111 - 60% score 7 of 10 points MUS 110 - 60% score 7 of 10 points HUM 130 – 70% score 3 of 5 on rubric	ART 111 – 67% of students scored 7 or better MUS 110 – 88% of students scored 7 or better HUM 130 – 76.4% of students scored 3 or higher 78.8% across all courses	met

Source: [CPCCC Institutional Effectiveness / General Education](#)

The Mathematics General Education Goal mentioned in [Table 3.3.1 – B](#) was met in 2008-2009 but students had greater difficulties in MAT 115 than MAT 161. In reviewing the results, math instructors determined that data provided insights for course improvement. Specifically, they decided on two strategies improve teaching and learning.

- In the MAT 115 course, the graphing unit will be revised with an emphasis placed on interpretation as opposed to construction of the graphs. This is in keeping with the intent of the course and should improve the students' mastery of the most complex part of the general education goal.
- The MAT 161 faculty will continue to focus on teaching in context. Assessments and feedback that emphasize embedding the analytic tools in data while requiring analysis, manipulation as well as interpretation throughout, will be stressed.

Even when general education benchmarks are met, instructors are expected to reflect upon current teaching practices and articulate goals for improvement by answering the following question:

What strategies will you employ over the next year to improve teaching and learning in the area?

Two examples from general education courses are provided to demonstrate the ways in which faculty approach this process.

Oral Communication: Students critiquing videotaped speeches using evaluation sheets; different color note cards for citations; personal modeling of text for oral citations; mini-assignments where students cite text (example – music assignment); suggestions for students to use blank first slide to remind them about attention getter, etc., in introductions; consider making available the rubric or evaluation sheet used to assess speech and PowerPoint so students will know upfront what they will be evaluated on; consider making available “practice times” when students can practice in front of other students or instructors; purchase remote mouse to use with PowerPoint to help with getting students from behind workstation; lecterns for all rooms.

Cultural Awareness: Foreign language faculty will be asked to provide more emphasis on areas of culture which were less known by students participating in this assessment. Training of new faculty members will emphasize these cultural aspects, as well.

In the 2009-2010 academic year, *Information Literacy* has been added to the list of general education goals. A pilot is being conducted in Fall 2009 to determine the appropriate method of assessment.

Instructional Program Review and Evaluation

The College’s process for program review is comprehensive. The College reviews each educational [program on a five year cycle](#). This process incorporates [five different requirements](#) which programs must review and document:

Part I. Program Profile

Part II. Program Content

Part III. Success of Learning Outcomes

Part IV. Need for Change

Part V. Future Issues

Learning outcomes provide the basis for program changes that improve student success. In support of this standard, all educational programs, including corporate and continuing education and basic skills programs, are required to develop learning outcomes. Outcomes are established using input from a variety of internal and external sources such as faculty and advisory committees. The [process](#) is started in December with an orientation for all programs under review that coming year.

In January, all program chairs and faculty writing the review participate in a workshop entitled “The Nuts and Bolts of Outcome Assessment.” The Institutional Effectiveness office works one-on-one with program representatives to help develop and administer surveys, facilitate SWOT (Strength, Weaknesses, Opportunities, and Threats) analyses, conduct focus groups, and perform other evaluative activities. The office also provides a workshop on “How to Read your Data” during the spring semester.

The Institutional Research office provides data to help with the assessment process. Some of the data include program enrollment numbers, demographics, full-time equivalencies (FTE), graduates, traditional and distance education classes, retention, and other special data requests. The programs utilize a variety of assessment methods and follow the [program calendar](#) in order to complete the process in a timely manner. This systematic approach ensures consistent analysis and review of the programs across the College. During the annual process, monthly updates are given to the instructional unit (Learning Unit) for feedback and to update division directors and deans on the status of program review. During the first week of August, the Deans and Learning Unit staff examine drafts of the program review documents. In September, all final documents are due in the Institutional Effectiveness office for formatting. Once finalized, the documents are reviewed and ultimately approved by a program representative, the Division Director, and then the Dean. Once the Dean approves the review, the Vice President for Learning discusses Part IV (need for change and budget recommendations) and Part V (future issues) with the Dean, the Division Director, and a program representative to improve student success in the program. After one year, a follow-up report documents progress on the program changes and improvements.

The program review process provides a comprehensive assessment of various characteristics of a program. What the process facilitates is an encapsulated look at data and learning based on a five- year cycle. Below are excerpts from several programs showing learning outcomes, program outcomes, strategies for change, and the one-year follow-up that “closes the loop.” This process confirms that weaknesses were acknowledged, improvement was made, and future needs were investigated.

In order to illustrate how this process works in the various programs of the College, examples are included in [Table 3.3.1 – C](#) from Basic Skills, Technical Careers, and Corporate and Continuing Education (CCE).

Table 3.3.1 - C

Program		
Workplace Basic Skills		
	Learning Outcome	Skills students will be trained to understand basic job work forms to help improve their ability at work
	Results	<p>*98.4% of students answered “yes” they did understand job forms better.</p> <p>*71.4% of employers also backed up this assessment by stating on a survey that they saw improvement in verbal and written communication skills of their associates.</p> <p>* 62.5% of employers could see improvement when they read and filled out forms. They also stated they saw an increased ability from employees to ask for help or report workplace problems.</p> <p>* 63.0% of employers stated that there was evidence that students are exhibiting better team performance as a result of the Workplace Basic Skills classes</p>
	Program Outcome	The students will state that since taking the class (es) that their ability in math, writing and reading has improved, so that they can now offer other family members help in the above stated areas (this application shows that these classes are helping on a career level and self-improvement level)
	Results	Results from student who participated in surveys indicated that 91.8 percent of the students stated that their abilities improved because of the class (es); and they can now help family members with math, reading and/or writing.
	Strategies for Change	Students in the Workplace Pathways Program felt an addition to the program should be to “shadow” a worker for a job that they might want to apply for. Since a goal of the Workplace Pathways Program is to be promoted within the organization, some students felt they are not familiar with other jobs that may be available to them to apply for.
	One year follow-up	In looking at the outcomes associated with the Workplace Pathways Program, the results are encouraging. The program was designed to give front - line workers the opportunity to APPLY for job advancement within their organization. We started with 19 students in the first cohort. The program was a 2-year commitment that included an early morning weekday basic skills class before the workers’ shifts and a Saturday four-hour block for the curriculum

class. Out of the 19 students, 9 graduated, and out of these 9, six were offered promotions.

Paralegal
Technology (AAS)

Learning Outcome	Students need to demonstrate applied knowledge in the area of civil litigation techniques, including the drafting of pleadings, drafting of responses to discovery and organization of trial preparation materials. The students must demonstrate the ability to prepare materials and to produce a completed trial notebook at the end of their second semester.
Results	Eighty-five percent (85%) of students successfully passed and completed a trial notebook, consisting of pleadings and other materials on their first attempt.
Program Outcome	Pursuant to American Bar Association requirements, the Paralegal Technology Department must conduct follow-up surveys to determine the employment status/environment of graduates of the program.
Results	Approximately 81% of Paralegal Program graduates are currently employed in their field. Approximately 19% of the graduates of the Associate Degree Program transfer to a four year program. of study.
Strategies for Change	The Paralegal Program anticipates that it will develop or give direction to students on study sessions for the new North Carolina Paralegal Certification Exam. The first exam will be given in October, 2007 and could possibly become mandatory. We plan to ensure that our Paralegals are readily prepared to sit for the exam and pass it accordingly.
<u>One year follow-up</u>	The Paralegal Program anticipates growth and success in the future. Given the programmatic changes and the current economy we expect to increase our base. National studies indicate that the legal assistant market will increase by as much as 22% by 2016. Proposed curriculum changes are currently in progress for diploma students. This will enhance their continued success on the North Carolina Bar Paralegal Certification exam. This requirement will directly affect retention in a positive manner. The current passage rate for CPCC Paralegal students is 80%.

Hotel and
Restaurant Mgmt
(AAS)

Learning Outcome	Sanitation is considered the most vital duty the hospitality operator owes to their consumers and community. Addressing this responsibility the HRM program mandates students take and complete CUL 110 Sanitation and Safety. During that course, students will complete the ServSafe Food Managers Program. The certification is valid for three years.
Results	The results from the ServSafe exams reveal class

	percentages. Benchmark is deemed to be 80% ServSafe Food Handlers Certificate: 88.9%, academic year 2006-2007 ServSafe Alcohol Certificate: 94.4% or 34 out of 36, academic year 2006-2007 ServSafe Alcohol Certificate, 100% 17 out of 17, academic year 2007
Program Outcome	Three major segments of the hospitality industry: Restaurants, hotels and clubs have employee turnover rates between 60% and 300%. These rates are incredibly high when compared to Retail Grocery (35%) and other US businesses (12%). Because of this quagmire, successful managers must be proficient in Training and Development of employees. This single task comprises between 10% and 70% of an industry supervisor/managers workday. Upon completion, HRM students will be able to produce a complete training module for a job/position within a hospitality operation.
Results	The 'RASP' program continues to have a 100% pass rate and continues to follow the SSA module/exam in the class schedule. This arrangement allows students to move from strategic thinking to tactical planning concerning alcohol liability and safe operator practices. NCALE "R.A.S.P. Program": 100%, 36 out of 36 academic year 2006-2007 NCALE "R.A.S.P. Program": 100% 17 out of 17 academic year 2007
Strategies for Change	To address the opportunities and threats identified by the advisory committee, and to enact the many great suggestions garnered from those industry insiders, the following outcomes are scheduled. <ul style="list-style-type: none"> • Renew the search for funds, manpower and technology concerning the marketing of the Culinary and HRM programs focusing on true cost, financial aid opportunities, competitive advantage and value of our products in the competitive local market • Increasing the innovative program-industry partnerships that have resulted in opportunities such as: the redesign of the restaurant menu of O'Sheas Irish Pub in Charlotte by the students of CUL 130 Menu Design (Resulting in the adoption of the winning design) • Another example, the participation by CUL 135/135A Service students in the Charlotte Country Club's Easter Egg Hunt and Family Dinner, attended by 400+ people and served by a staff including six CPCC students (resulting in the same-day offer of jobs to 4 of 6 students) • Continue to participate in the planning, research and timeline meetings for the Wachovia Championship golf tournament at the local Quail Hollow Club with HRM 230 Club

- & Resort students
- Continue to add industry-respected practices and certifications to our program (recent additions include ServSafe Alcohol and NCALE 'RASP' Programs)
- Create energy and exposure to our program (and as a result) to the CUL program) by highlighting our presence, tenure and reach in the local market
- Create fundraising opportunities by marketing our program in tandem with the construction of the new HRM/CUL building
- Continue to search out and employ the great caliber of PT faculty currently teaching in the program
- In 2005, Mecklenburg county voters again approved a bond resolution, resulting in the approval and funding for a new \$10 million dollar Culinary Arts – Hospitality Building on Central Campus. The facility should open 2009

Piedmont Natural Gas donated \$150,000 toward the new building fund

One year follow-up

The continued and growing partnership with local industry operators providing site visits, lab opportunities, presentations, projects and lectures. Some examples are Quail Hollow Club, Levy Foodservice, Charlotte Country Club, Marriott Courtyard Matthews, and Firenze restaurant, River Hills Country Club, O'Sheas Irish Pub, Providence Country Club, Bojangles Corporate, Bank of America Stadium, The Westin Charlotte, The Art Institute of Charlotte, South Charlotte Banquet Center and Paragon Staffing.

The addition of certification exams (ServSafe, ServSafe Alcohol, and RASP by NCALE) classes has enabled students to demonstrate the completion of a body of knowledge in certain courses.

We are on schedule and continuing our planned move into the new CUL-HRM facility currently under construction. Target date for occupancy is the 2009 Fall semester

Insurance (Corporate and Continuing Education)

Learning Outcome

Upon completion, Insurance students should be able to discuss and explain the various lines for fire and casualty insurance such as; automobile, marine, inland marine, general liability, worker's compensation, commercial fire, home owner's crime and umbrellas. Students should also be able to interpret the

	regulations and laws specifically applying to fire and casualty agents and discuss the forms for various types of insurance
Results	80% of the students surveyed felt that Pre-licensing classes in Insurance were helpful in preparing them for the state exam.
Program Outcome	Students enrolled in our Series 6, 63 and 7 Securities Review courses will learn strategies and testing tips for the national exams. As well as an overview of the content relevant to the exams. Students will understand basic principles, in addition to applicable federal laws and NASD regulations which will assist them in passing Series 6, 63, and 7 national exams on their first attempt
Results	30% of the students did not take the state exam, 50% passed it and 20% did not pass it. <i>(Of the students not eligible to take the state exam, 60% passed the one time Retake Exam, which makes them eligible for the state exam.)</i> 80% of the students surveyed felt that Pre-licensing classes in Insurance were helpful in preparing them for the state exam.
Strategies for change	The following Strategies for Change will be employed over the next twelve months to make improvements in the program based on data received in the review process: <ol style="list-style-type: none"> 1. All insurance pre-licensing and securities review courses will remain OE and not be converted back to self-supporting. This strategy will make the classes more affordable and enhance student enrollment. 2. Continue to work closely with our Advisory Committee and Focus Group in order to keep a pulse on student/community concerns. 3. Examine whether or not CPCC will continue to offer insurance continuing education courses. 4. Continue to offer course information sessions. 5. Continue to strive to increase our first-time test taker exam scores by continuously evaluating our instructor base and program content. Explore the possibility of offering online or self-study courses for insurance pre-licensing and continuing education
One year follow-up	Beginning with the Spring of 2008, CPCC implemented major changes in the Insurance pre-licensing curriculum, set forth by the NC Department of Insurance. These changes consisted of splitting two 40 hour pre-licensing courses. These changes have showed a significant increase in student pass rates for the classes, as well as, a continued high pass rate at the state level. The course schedule was also taken into consideration. Instead of offering the two new courses in the same time frame as the old 45 hour course, we chose to replace the longer class with one

new one. Results showed that students needed additional time to master course content.

[Final program review documents](#) are posted and accessible on the Institutional Effectiveness website for faculty and staff.

In addition, all [administrative units](#) of the College go through the same review as educational programs and are reviewed on a three-year cycle.

Through the institutional effectiveness processes at CPCC, the College ensures that programs establish learning and program outcomes, create and utilize an assessment process, analyze results, develop strategies for change, use data for informed decision-making, and report on the results of those improvements. The College has been participating in these processes for approximately ten years, has annual data for each year which includes multiple cycles for each program at the College, and has found that the processes facilitate change to improve educational programs, institutional quality, and effectiveness.

Documentation

[CPCC Institutional Effectiveness / General Education](#)

[CPCC 2007 – 2008 Accomplishments](#)

[CPCC Program Review Final Documents](#)

[CPCC Detailed Outline of Program Review](#)

[CPCC Current Programs in Review](#)

[CPCC Program Review Calendar](#)

[CPCC Curriculum and CCE Five-Year Program Review Schedule](#)

[CPCC Administrative Unit Evaluation/Review Schedule](#)

[North Carolina Performance Measures](#)

[CPCC General Education Outcomes Website](#)

[CPCC Program Review Process](#)

[NCCCS Accountability Measures – CPCC Catalog](#)

[Policy 3.05 – College Cabinet](#)

[Paralegal Technology \(AAS\) Program Review](#) and [One year follow-up](#)

[Hotel and Restaurant Management \(AAS\) Program Review](#) and [One year follow-up](#)

[Insurance \(Corporate and Continuing Education\) Program Review](#)

[Workplace Basic Skills Program Review](#)

The institution publishes admissions policies that are consistent with its mission.

(Comprehensive Standard 3.4.3)

Compliance Non-Compliance

Narrative

Central Piedmont Community College’s admission policies are consistent with the educational [mission](#) of the institution. The College complies with [Chapter 23, North Carolina Administrative Code](#), “Each college shall maintain an open-door admission policy to all applicants who are high school graduates or who are at least 18 years of age.” [CPCCC Policy 2.02 Board of Trustees Bylaws: Powers and Duties of the Board](#) indicates, “The Board of Trustees shall apply the standards and requirements for admission and graduation of students and other standards established by the State Board of Community Colleges.” The official admission policy of the College is covered in [CPCCC Policy 5.00 - Admission to the College](#). Complete admissions information is published in the [CPCCC Catalog](#) and on the [CPCCC Admissions Department webpage](#).

Central Piedmont Community College’s open-door policy, however, does not mean that there are no restrictions on admission to specific programs of study, but rather that these restrictions are flexible enough to allow students multiple opportunities to meet their educational goals. Specific admission policies vary depending on the program requirement.

Implementation of specific admission policies is the responsibility of Central Piedmont Community College’s administration and staff. The Student Intake Steering Committee includes representatives from areas such as admissions, counseling, financial aid, information technology services, marketing services, planning and research, and the learning unit. This committee monitors and provides recommendations regarding the development and implementation of Central Piedmont Community College’s admissions policies and procedures, meeting on a biweekly basis.

The Enrollment and Student Services Unit (ESS) is responsible for administering the admissions policies of the College. ESS encompasses the office of Admissions, Registration, and Records. [Admission requirements](#) to degree, diploma, and certificate programs include qualitative and quantitative requirements to ensure that admitted students possess reasonable potential for success. All associate degree programs and all diploma programs require a high school transcript or General Educational Development

equivalency be on file with the College prior to program admission. All students desiring enrollment in degree or diploma programs must take placement tests. Tests are also needed for certificate programs that require curriculum level English or mathematics courses. These tests are used to assess a student's prior learning and to determine the levels of classes a student is prepared to successfully complete.

Central Piedmont Community College's admission requirements for various programs involve an institution-wide coordination of all admission policies and procedures. All admission policies are published and consistent with the mission of the College.

Documentation

[CPCC Mission Statement](#)

[Chapter 23, North Carolina Administrative Code](#)

[CPCC Policy 2.02 Board of Trustees Bylaws: Powers and Duties of the Board](#)

[CPCC Policy 5.00 - Admission to the College](#)

[CPCC Catalog - Admissions](#)

[CPCC Admissions Department webpage](#)

For each major in a degree program, the institution assigns responsibility for program coordination, as well as for curriculum development and review, to persons academically qualified in the field. In those degree programs for which the institution does not identify a major, this requirement applies to a curricular area or concentration. **(Comprehensive Standard 3.4.11)**

Compliance Non-Compliance

Narrative

Central Piedmont Community College offers 59 Associate in Applied Science (A.A.S.) degree programs. The College assigns responsibility for program coordination, curriculum development, and review to academically qualified program chairs within the degree programs. The Instructional Administrative Resource Handbook outlines the [duties of program chairs](#). Specifically, program chairs are expected to, “Coordinate the updating of course objectives; coordinate textbook selection; oversee changes in curriculum; and recommend changes to keep the program current.” In addition to chair responsibilities, each chair also has teaching responsibility in his or her program area. The [program chairs and their teaching credentials](#) are included in the attached documentation, as illustrated in [Table 3.4.11 – A](#).

Table 3.4.11 – A: Technical Program Responsibility: Program Chairs

Program Name	Program Chair	Credentials
Baking and Pastry Arts	Blount, Geoff	AA, Culinary Technology
Business Administration	McDaniel, Pat	BA, Accounting; MA Business; 18 GSH Accounting

For students who intend to transfer to a four-year institution, the College offers the following degrees: Associate in Arts (A.A.), the Associate in Science (A.S.), and the Associate in Fine Arts (A.F.A.). The College assigns responsibility for degree coordination, curriculum development, and review to division directors and discipline chairs within the degree programs. The Instructional Administrative Resource Handbook outlines the [duties of discipline chairs](#). Specifically, discipline chairs are expected to, “Coordinate the updating of course objectives, coordinate textbook selection and changes in curriculum, and determine prerequisite equivalence.”

In cases where the discipline chair is responsible for more than one discipline, the chair convenes a curriculum committee of academically qualified faculty to recommend actions concerning course development and coordination.

In addition to chair responsibilities, each chair has teaching responsibility in his or her discipline area. A [complete listing](#) of division directors and discipline chairs and their credentials is included. An example from one division is provided in [Table 3.4.11 – B](#).

Table 3.4.11 – B: Academic Discipline Responsibility: English, Reading, and Humanities Division

Program Name	Discipline Chair	Credentials
English, Reading and Humanities Division	Williams, Karen (Division Director)	PhD, English
Humanities	Brawley, Chris	PhD, Humanities
Religion	Brawley, Chris	PhD, Humanities; 18 GSH Religion
Philosophy	Brawley, Chris	PhD, Humanities
English	Williams, Karen	PhD, English
Reading	Foley, Lisa	MA, Reading

The College also offers the Associate in General Education (A.G.E.) degree. Because this is a degree designed to meet a specific personal or vocational objective, the College assigns responsibility for degree coordination, curriculum development, and review to the Dean of Levine Campus, Business, and General Studies.

Program and discipline chairs work with their division directors to ensure quality of the curriculum and its delivery. CPCC assigns responsibility for program coordination, as well as for curriculum development and review to persons academically qualified in the field.

Documentation

[Discipline Chair Job Description](#)

[Program Chair Job Description](#)

[Complete Listing of Division Directors and Discipline Chairs \(Including Credentials\)](#)

The institution operates and maintains physical facilities, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities. **(Comprehensive Standard 3.11.3)**

Compliance Non-Compliance

Narrative

ADEQUATE PHYSICAL RESOURCES

Central Piedmont Community College operates and maintains physical facilities that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities. The College owns 48 buildings and approximately 2.6 million gross square feet on six campuses. The current inventory of space represents an increase of approximately 1 million gross square feet since the College's reaccreditation in 2002, as highlighted in [Table 3.11.3 - C](#).

Specifically, the College's [assignable square feet per full time equivalent \(FTE\)](#) was 76% for the fiscal year 2008-2009. The percentage of seats filled or occupancy rate was 91% for Fall 2009 as depicted below:

Table 3.11.3 – A: Percentage of Seats Filled (Occupancy Rate) at 10% Point (Seven Fall Terms)

	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009*
Assigned Seats	44,794	46,017	46,975	47,566	54,846	57,794	62,135
Maximum Seats	54,804	58,218	57,253	61,609	65,121	67,241	68,362
Percent Filled	81.7%	79.0%	82.0%	77.2%	84.2%	86.0%	90.9%

*datapoint = first day of class for Fall 2009

Source: Planning and Research Enrollment Report (8/25/2009)

The College's facilities appropriately serve the needs of the College and its students as indicated below:

- The campuses are geographically dispersed and readily accessible to the community in support of the College's mission.
- The facilities currently provide an appropriate total quantity of space per full-time equivalent student as discussed in the *CPCC Six Campus Facilities Master Plan* ([Facilities Master Plan](#)), with clear strategies for continuing to meet demand.

- The facilities have been planned and designed to apportion the total space appropriately among the educational and various support activities of the College when compared to benchmarking data acquired from more than 300 institutions and shown in [Table 3.11.3 - B](#).
- The facilities are appropriately operated and maintained to function on a daily basis.
- Feedback from faculty and staff who use the facilities provides approval ratings as shown in [Table 3.11.3 – F](#).

Key tools that the College uses to ensure its facilities appropriately serve its needs include:

1. Long-term master planning for future facility needs, accompanied by short-term funding plans to construct these facilities
2. New construction and capital rehabilitation projects to provide needed expansion and improvement
3. Regular assessments and renovations of existing facilities to ensure they continue to meet the needs of the programs and provide an environment conducive to learning
4. Ongoing preventive maintenance plus response to user requests to ensure the facilities function appropriately on a daily basis
5. Implementation of security enhancements to further improve services
6. Ongoing surveys to provide feedback on how well the facilities meet needs and expectations of the users

Table 3.11.3 – B: Summary of Space by Activities from CPCC’s Facilities Master Plan

Campus	Classroom & Lab Facilities	Office Facilities	Study Facilities	Special & General Use Facilities	Support Facilities
For campuses comparable in size to Central Campus					
Benchmarks	50%	20%	5%	15%	10%
Central Campus¹	42%	29%	7%	15%	7%
For campuses comparable in size to other CPCC campuses					
Benchmarks	60%-65%	18%-22%	8%-9%	0%-12%	3%-5%
Levine Campus	60%	20%	7%	10%	3%
North Campus²	80%	12%	1%	7%	0%
Cato Campus	63%	20%	6%	8%	3%
Harris Campus	63%	20%	6%	8%	3%

Harper Campus ²	80%	11%	3%	4%	2%
1	Because Central Campus houses centralized offices for college-wide functions, the amount of space allocated for offices as compared to classrooms and labs is on target.				
2	North and Harper Campuses have higher percentages of classroom and laboratory space and correspondingly lower percentages in the other functional categories due to the large laboratories required for the transportation systems technologies and construction and trades related programs at these locations.				

1. Long-Term Master Planning

To ensure that the facilities are adequate to serve the needs of the College, there is an ongoing process for developing up-to-date facilities master plans that coordinate with projections of future growth and funding. Since the reaccreditation review in 2002, Central Piedmont Community College has completed its most recent master plan for its six campuses to guide future growth. The process used to develop the most recent master plan is described in the following paragraphs.

The North Carolina Community College System (NCCCS) required all community colleges to develop a long-range plan in 2007. The College developed its [Long Range Planning Report](#) using data projections and other input relating to population, economic, enrollment, and program growth to determine potential space needs to support the programs, services, and [mission](#) of the College. This input was provided by external consultants, students, staff, advisory committee members, and other business and community leaders. The Long Range Planning Report indicates the need for over one million additional square feet by 2016 to satisfy potential program and enrollment growth at Central Piedmont Community College.

Based on the findings of the Long Range Planning Report, the Facilities Master Plan was developed. It projects facility needs at each campus for the period 2008 through 2016, using current and projected program offerings, enrollments, and community trends as outlined in the [Long Range Planning Report](#). The Facilities Master Plan outlines new construction projects totaling approximately 1.3 million gross square feet and capital rehabilitation projects affecting approximately 459,000 gross square feet on a prioritized basis to meet the future needs of the College. The College reviews and updates the Facilities Master Plan every two years to maintain a viable guide for future growth.

To implement the Facilities Master Plan, the College primarily relies on general obligation bonds or other long-term financing from Mecklenburg County as summarized in [Table 3.11.3 - C](#). The voters of Mecklenburg County have consistently supported the College's plans for facilities expansion which were most recently presented in 2005 and 2007.

Table 3.11.3 – C: Requested Funding Plan for New Construction and Capital Rehabilitation

Fiscal Year	Project	New GSF	Rehab GSF	Amount	Total By Year
2009*	Basic Skills Literacy Center	60,000		\$18.9 M	\$18.9 M
2010*	Levine Campus Phase 3	120,000		\$43.2M	
	Advanced Technology Center Rehab		63,690	\$16.2M	
	Ballantyne Center (Included in PLCMC)	20,000			
	Cato Campus Phase 3	50,000		\$17.5M	\$76.9M
2012	Kratt Replacement	150,000		\$58.2M	
	North Campus Phase 4	75,000		\$27.4M	
	Harper Campus Phase 4	150,000		\$58.2M	\$143.8M
2014	Hagemeyer LRC Rehab		110,493	\$41.7M	
	Central Campus @ Grady Cole	180,000		\$75.5M	\$117.2M
2016	Central Campus @ Charlottetowne	120,000		\$51.4M	
	Campus Expansion Phase 1	100,000		\$42.8M	\$94.2M
2018	Central Campus	120,000		\$55.6M	
	Harper Campus Phase 5	90,000		\$41.7M	
	Campus Expansion Phase 2	127,000		\$58.8M	\$156.1M
	10-Year Total	1,362,000	174,183	\$607.1M	\$607.1M

**This plan and bond referendum are suspended due to the downturn in the economy.*

2. New Construction and Capital Rehabilitation Projects Completed Since the 2002 Reaccreditation

Since 2002, the College has completed the construction or capital rehabilitation of 21 buildings totaling approximately 1 million gross square feet , funded through a combination of general obligation bonds from Mecklenburg County or the State, certificates of participation from the County, private donations, grants, and operating funds provided by Mecklenburg County. These newer facilities feature added or renovated space for classrooms and laboratories, a performance theater, a conference center, additional parking, offices, and other support space as highlighted in [Table 3.11.3 -D](#).

Table 3.11.3 – D: Summary of New Construction and Capital Rehabilitation Projects Completed Since 2002 Reaccreditation

CAMPUS	BUILDING NAME	NET NEW GSF*	MAJOR AMENITIES	PROGRAMS & DEPARTMENTS SERVED
Cato	Cato Building II	43,111	Classrooms, labs, auditorium, library, student life, offices, other support space	General Education College Transfer American Sign Language Paralegal
Cato	Cato Horticulture Expansion	3,574	Classroom, storage, other support space	Horticulture Turf Management
Central	Hall Professional Development Building	45,130	Classrooms, labs, bookstore, offices	Center for Entrepreneurship

Central	Information Technologies Building	109,359	Classrooms, labs, offices, retail, other support space	Architectural Technologies Gaming and Simulation Information Technologies
Central	Christa and Reece A. Overcash Academic and Performing Arts Center	128,304	Classrooms, labs, recital hall, performance theater, theater support space, offices, retail	General Education Visual and Performing Arts Student Life Campus Security Bojangles' Restaurant
Central	Sloan Morgan Building Expansion	3,755*	Expanded and rehabilitated to provide practice recital hall, practice space	General Education Dance Music
Central	Facilities Services Center	35,940	Offices, mail room, warehouse, workshops, other support space	Maintenance Security Communications Shipping/Receiving Campus Mail Inventory Control Facilities Administration
Central	Campus Printing Offices	2,984	Print shop, offices	Campus Printing
Central	Student Deck 2	232,200	Student and visitor parking	
Central	Culinary Arts Building	30,612	Classrooms, labs, offices, storage, auditorium, other support space	Culinary Arts
Harper	Mobile Classrooms – 7 Total Units	7,000	Classrooms and restrooms	Construction Trades Flexography
Harris	Harris Conference Center	54,000	Classrooms, labs, conference center, offices, other support space	Corporate and Continuing Education
Levine	Levine Building II	148,675	Classrooms, labs, fitness center, offices, other support space	General Education Arts & Communication Science
Levine	Joe Hendrick Center for Automotive Technology	34,426	Classrooms, labs, offices, other support space	Automotive Training
North	Transportation Systems Building	107,083	Classrooms, labs, offices, other support space	Heavy Equipment Transportation Technologies
North	Claudia Watkins Belk Center for Justice - Expansion and Rehabilitation	2,000*	Expansion to provide additional labs and rehabilitation to create labs, offices	Forensics
Total		1,037,398		

* Net of demolitions

In addition to the projects outlined above, seven funded projects are under construction or in the planning and design stages awaiting release of approved construction funds from Mecklenburg County:

- Under construction

- ❖ Allied Health Center on Central Campus – 98,347 gross square feet – scheduled for occupancy in Spring 2010
- ❖ Student Parking Deck 3 on Central Campus – 326,194 gross square feet – scheduled for use in Fall 2010
- In planning and design, awaiting release of approved construction funding
 - ❖ Harper Campus Phase 3 lab expansions and new classroom wing
 - ❖ Taylor Hall expansion and renovation on Central Campus for classrooms, offices, and fitness center
 - ❖ Citizens Center renovation on Central Campus for CPCC-TV station needs
 - ❖ Van Every replacement for classroom building on Central Campus

3. Regular Assessments and Renovations of Existing Facilities

The College undertakes periodic assessments of the conditions of facilities at its campuses, primarily using outside consultants. These assessments prioritize deficiencies or needs for improvement to ensure the facilities continue to provide a safe and appropriate learning environment. Based on project prioritization, the College requests funds in its annual operating budget or from other funding sources to address these needs.

The most recent [Facilities Condition Assessment Program](#) performed through the Office of State Construction was completed in fiscal year 2008 and provided a seven-year plan for improvements. Funds have been received and projects are underway to address the highest priorities listed in the first bullet point below. Remaining funding will be included in each fiscal year's operating budget request until the following projects are completed over the seven-year plan:

- Improvements in life safety alarm systems, emergency egress, and accessibility at each campus
- Upgrades in electrical panels, HVAC air distribution systems and controls, and plumbing components
- Replacement of roofs and windows
- Replacement of flooring materials and ceiling tiles

CPCC also undertakes smaller renovations or minor construction projects to upgrade existing facilities. These projects are reviewed and prioritized annually by Facilities Partners, a staff committee representing a broad cross-section of the College, and included in Facilities Services' annual operating budget requests. Some of the projects undertaken since the 2002 reaccreditation are listed in [Table 3.11.3 - E](#).

Table 3.11.3 – E: Renovation and Minor Construction Projects since Reaccreditation

CAMPUS	BUILDING	DESCRIPTION
Harper	Harper Building	Create Turner Welding Lab; convert Textile training area for general classroom use; subdivide large classrooms to meet demand for small classrooms; relocate air compressor for Construction Technologies to increase operating reliability and reduce noise in lab
Harris	Harris Building I	Convert general classrooms for Early Childhood Education labs; create Student Success Center
Levine	Levine Building I	Create Student Success Center; create Motorcycle Training pad; renovate food services area; create additional parking area to meet demand
North	Claudia Watkins Belk Center for Justice	Convert former library to offices for Forensics Program ; convert general classroom for Forensics Computer Lab
North	Claytor Building	Create Student Success Center
Central	Advanced Technologies Center	Convert lab for new program in Advanced Manufacturing-Industrial Controls
Central	Central High Building	Create Student Success Center and Transfer Resource Center
Central	Hagemeyer Learning Resource Center	Convert former HVAC labs for Early Childhood Education's transitional use; convert former Early Childhood Education labs for Cytotechnology; convert conference room and offices for Learning Labs use; renovate Pease Auditorium
Central	Hall Professional Development Building	Convert shell space for Professional Development use; convert shell space for Financial Services and Administration offices; convert shell space for Center for Entrepreneurship
	Information Technologies Building	Convert retail shell space for Foreign Languages lab use; convert general classrooms for Architectural Technology and Interior Design labs; convert classrooms to Center for Sustainability
Central	Kratt Building	Convert classrooms for Health Occupations labs
Central	Terrell Building	Convert office area for IT Help Desk
Central	Van Every Building	Convert former Student Life and retail space for Allied Health labs

4. Ongoing Preventive Maintenance

Ongoing preventive maintenance is performed to ensure facilities operate appropriately on a daily basis in support of the learning environment. This work includes performing routinely scheduled tasks relating to structure and infrastructure and responding to requests from the users. Maintenance of facilities is planned, tracked, and documented via an [electronic work-order system](#) and funded through the annual operating budget.

5. Security Enhancements

Since the 2002 reaccreditation, the tragedy at Virginia Tech has heightened concerns and expectations regarding security on campuses throughout the nation. The College has taken several steps to improve the security of its environment by increasing its ability to visually patrol its campuses and to communicate during emergencies.

One example is implementation of the initial phases of a security technology enhancement plan in 2008. At the time of reaccreditation, emergency call boxes were located only on Central Campus and closed circuit television (CCTV) cameras were installed in two parking decks on that campus. These CCTV cameras recorded information but were not monitored. Since 2008, emergency call stations have been installed at key strategic exterior locations in surface parking lots and other pedestrian areas throughout all six campuses. CCTV cameras have also been installed to provide broad views of the campuses and are monitored on a 24/7 basis. These cameras have the ability to automatically focus on the emergency call station from which a distress call is placed. An ancillary benefit of the cameras is the ability to see potentially troublesome situations developing and to resolve these issues before they escalate.

Another example is the installation of telephones in classrooms and labs. These phones have buttons that automatically connect the caller to the CPCC Security Communications Center for reporting emergency situations. Additionally, the phones have reverse messaging capabilities so emergency messages can be broadcast college-wide or to selected campuses and buildings.

A final example is implementation of a critical alert messaging system which delivers text and voice emergency messages to enrollees. These three examples of improvements since the 2002 reaccreditation demonstrate the College's commitment to protecting the safety of people on its campuses in support of the learning environment and the College's mission.

6. Ongoing Survey Results

The [Faculty/Staff Survey](#) captures input from employees about the adequacy of the facilities and provides an on-going process for articulating facility needs and making improvements. The sample results from 2003 and 2007 in [Table 3.11.3 – F](#) demonstrate the College's commitment to providing and supporting adequate physical resources for all of the programs, support services, and other mission-related activities.

Table 3.11.3 – F: Summary Comparison of Faculty/Staff Survey Responses

Faculty/Staff Survey Questions	Fall 2003	Spring 2007
	Percentage of Respondents that Agreed	
1. Newly constructed or newly renovated facilities are of high quality and meet my needs.	74.8%	92.1%
2. Classrooms are adequate in size, furnishings, and other amenities.	68.9%	91.9%
3. Lighting in classrooms, offices and hallways is adequate.	85.6%	91.5%
4. Temperatures in classrooms and offices are generally comfortable.	49.6%	60.7%
5. Classrooms and hallways are generally clean.	77.9%	80.7%

Through ongoing planning and assessment efforts, Central Piedmont Community College operates and maintains physical facilities that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities.

Documentation

[Long Range Planning Study dated December 2007](#)

[CPCC Six Campus Facilities Master Plan dated June 1, 2008](#)

[CPCC Mission Statement](#)

[Chart Summarizing 2008 Facilities Condition Assessment Program](#)

[Sample of Routine Preventive Maintenance Plans](#)

[Sample FOOTPRINTS report](#)

[Building Projections Fiscal Year 2010 \(by campus\)](#)

[Enrollment Report 2008-2009](#)

[Faculty Staff Surveys](#)

The institution evaluates success with respect to student achievement including, as appropriate, consideration of course completion, State licensing examination, and job placement rates. **(Federal Requirement 4.1)**

Compliance Non-Compliance

Narrative

Central Piedmont Community College (CPCC) strives for student success and continuously evaluates student achievement to determine the quality of programs, courses, and services. Among the achievements tracked are course completions, state licensure exams, and job placement rates. The [College's Strategic Plan](#) is focused on improving student success.

The North Carolina Community College System (NCCCS) reports annually on CPCC's student achievement with comparative data from the 58 community colleges in North Carolina. These Performance Measures were mandated by the State Legislature in 1999 and are based on standards using core indicators of student success. The current measures are as follows:

- Progress of basic skills students
- Passing rates on licensure and certification exams
- Passing rates in developmental courses
- Success rates of developmental students in subsequent college-level courses
- Satisfaction of completers and non-completers
- Student persistence
- Client satisfaction with customized training
- Performance of college transfer students

The North Carolina Legislature has established a performance-based funding system. NCCCS has changed in recent years from 12 measures to its present 8 as noted above. This process shows many aspects of student achievement that are benchmarked across the State.

The performance measure system has two related components:

- Institutions and programs that do not meet the 8 performance-based measures (benchmarks) will be required to submit an action plan outlining efforts designed to meet the measure.
- Institutions that do not meet the Performance Funding measure will not receive "incentive" funding.

Below are the measures and the College's success with them:

1. *Progress of basic skills students*

Benchmark: 75% of Basic Skills students will progress within the level, complete the level, or advance to the next level.

2008-2009 Report (Based on 2007-2008 data)	2007-2008 Report (Based on 2006-2007 data)	2006-2007 Report (Based on 2005-2006 data)
79% progressed, completed, or advanced	79% progressed, completed, or advanced* (number has not been changed on NCCCS report)	77% progressed, completed, or advanced

2. *Passing rates for licensure and certification examinations*

Benchmark: An aggregate institutional passing rate of 80% for all first-time test-takers plus no passing rate falling below 70% for any single exam.

Passing Rates for Licensure Exams

	2008-2009 Report (Based on 2007-2008 data)			2007-2008 Report (Based on 2006-2007 data)			2006-2007 Report (Based on 2005-2006 data)		
	Number taking exam	Number passing exam	Percent passing exam	Number taking exam	Number passing exam	Percent passing exam	Number taking exam	Number passing exam	Percent passing exam
Basic Law Enforcement	18	17	94%	23	22	96%	16	15	91%
Dental Hygiene	30	30	100%	19	19	100%	20	20	100%
Physical Therapy Assistant	20	18	90%	12	9	75%	12	9	75%
Emergency Medical	170	165	97%	135	121	97%	186	179	96%
Nursing	52	48	92%	52	50	96%	26	23	88%
Real Estate Sales	88	75	85%	121	105	87%	224	206	92%

3. *Performance of college transfer students*

Benchmark: 83% of the combined community college cohort will be in good academic standing (GPA of 2.0 or greater).

2008-2009 Report (Based on 2007-2008 data)	2007-2008 Report (Based on 2006-2007 data)	2006-2007 Report (Based on 2005-2006 data)
92% of associate degree transfer students and 87% of those with	87% of associate degree transfer students and 76% of those with	87% of associate degree transfer students and 74% of those with

24+ hours were in good academic standing. Of the combined cohort of 475 transfer students, 90% were in good academic standing.	24+ hours were in good academic standing. Of the combined cohort of 440 transfer students, 81% were in good academic standing.	24+ hours were in good academic standing. Of the combined cohort of 417 transfer students, 79% were in good academic standing.
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4. *Passing rates of students in developmental courses*

Benchmark: 75% passing rate for all developmental courses (grades A-C).

2008-2009 Report (Based on 2007-2008 data)	2007-2008 Report (Based on 2006-2007 data)	2006-2007 Report (Based on 2005-2006 data)
76% of the College's developmental course completers received a grade of A, B, or C.	76% of the College's developmental course completers received a grade of A, B, or C.	75% of the College's developmental course completers received a grade of A, B, or C.

5. *Success rate of developmental students in subsequent college-level courses*

Benchmark: 80% of students who took developmental courses will pass the "gatekeeper" English and/or mathematics course for which the developmental courses serve as a prerequisite.

2008-2009 Report (Based on 2007-2008 data)	2007-2008 Report (Based on 2006-2007 data)	2006-2007 Report (Based on 2005-2006 data)
91% of developmental students passed the "gatekeeper" course.	87% of developmental students passed the "gatekeeper" course.	79% of developmental students passed the "gatekeeper" course.

6. *Student satisfaction of program completers and non-completers*

Benchmark: 90% of the combined respondents (completers and non-completers) will report being satisfied with the quality of the colleges' programs and services.

2008-2009 Report (Based on 2007-2008 data)	2007-2008 Report (Based on 2006-2007 data)	2006-2007 Report (Based on 2005-2006 data)
Of the 932 completers and non-completers surveyed, 98% were satisfied with the quality of CPCC programs and services.	Of the 967 completers and non-completers surveyed, 98% were satisfied with the quality of CPCC programs and services.	Of the 861 completers and non-completers surveyed, 98% were satisfied with the quality of CPCC programs and services.

7. *Curriculum student retention, transfer, and graduation*

Benchmark: 65% of students from a given fall term will persist (graduate or be retained).

2008-2009 Report (Based on 2007-2008 data)	2007-2008 Report (Based on 2006-2007 data)	2006-2007 Report (Based on 2005-2006 data)
Of the 14,459 program - declared students in Fall 2007, 66% graduated, returned, or transferred in Fall 2008.	Of the 11,064 program - declared students in Fall 2006, 65% graduated, returned, or transferred in Fall 2007.	Of the 11,081 program - declared students in Fall 2005, 62% graduated, returned, or transferred in Fall 2006.

8. *Business/Industry satisfaction with services provided*

Benchmark: 90% of respondents will rate services provided as “very good” or “excellent.”

2008-2009 Report (Based on 2007-2008 data)	2007-2008 Report (Based on 2006-2007 data)	2006-2007 Report (Based on 2005-2006 data)
Of the 607 survey respondents, 93% were satisfied with services provided.	Of the 357 survey respondents, 91% were satisfied with services provided.	Of the 295 survey respondents, 96% were satisfied with services provided.

Source: [NCCCS Critical Success Factors](#)

CPCC met all eight accountability performance measures for the 2008-2009 report and was designated as an “Exceptional College.”

Job Placement Rates

During the program review process, the professional and technical programs survey graduates to determine if they are working in their fields of study. [Table 4.1 - A](#) lists some examples of those respondents who answered graduate surveys.

Table 4.1 – A: Examples of Those Respondents Who Answered Graduate Surveys

Name of Program	Graduates who answered surveys and indicated they were working in their fields of study
Interior Design	89%
Computer Engineering Technology	67%
Horticulture Technology	70%
Paralegal Technology	88%
Cardiovascular Technology	100%

In addition to the program review process, the Planning and Research Department administers graduate surveys each semester. The survey asks graduates if they are employed or continuing their education. The survey further asks students where they are employed along with their annual salary. Graduates are also asked for feedback regarding ways that the College prepared them for their job and where the College could make improvements.

Table 4.1 – B: 2005 – 2008 Graduate Survey Results

Survey	Employed or Employed and Continuing Education
2005-2006 Graduate Survey	72.9%
2006-2007 Graduate Survey	70.4%
2007-2008 Graduate Survey	63.4%
2008-2009 Graduate Survey	59.3%

In order to close the loop, graduate and program survey information is shared with program directors, division directors, deans, and then with the Vice President for Learning. Programs must make a formal presentation to the Vice President for Learning and recommend areas for improvement. Changes have included adding faculty, revising the curriculum, upgrading technology, or requiring additional prerequisites.

Course Completion Improvement Measures

Central Piedmont Community College also looks at student success and investigates the need for improvement through various committees. Committee chairs report to the Strategic Planning Committee and report the progress toward College goals each May. The sharing of information provides valuable insight and reduces duplication throughout various committees, along with fostering a cohesive network throughout the College.

In 2005, the College established a Retention Committee to:

- provide leadership in assessing and recommending policies and strategies designed to keep students actively enrolled until they achieve their intended goals and
- communicate these policies and strategies to the CPCC community.

Over the past four years, the Retention Committee has conducted studies and piloted projects relating to a variety of student retention issues. Examples include modification of the College's withdrawal policy and instituting new course prerequisites as noted below.

[Withdrawal Policy Change](#)

In spring of 2007, a subcommittee of the College's Retention Committee met to consider changing the withdrawal policy from the 75% date of the term to an earlier point in the term, in order to encourage students to commit to their classes and finish them. Research done both at CPCC and elsewhere indicates that students are more likely to complete their courses and be successful in them if they know that they do not

have a way to leave the course without penalty. This subcommittee was comprised primarily of faculty, including representation from the College Senate's Academic Policies Committee.

On recommendation of the Retention Committee, changing the [W policy](#) to the 35% date of the term was subsequently reviewed and approved by the College Senate, the Learning Council, and the College Cabinet.

In Fall 2008, A to C grades increased by 2.5% across the board (as a percentage of total grades assigned) and passing grades (A-D) increased by 3.2%.

There was a decrease in withdrawals and an increase in F grades. However, the number of F grades did not increase to the extent that the W grades decreased (hence the 3.2 increase in A-D grades).

[Course Prerequisite Pilot Project](#)

In Spring 2008, the Retention Committee recommended that the College conduct a pilot study. The study involved selected general education courses with historically low rates of successful completion by students who have placed below the [ENG111](#) (freshman composition, first course) on the placement test and not yet completed the required developmental courses. The Committee suggested that students taking courses within the pilot project should have to qualify for college-level English courses. The instructional Deans agreed to a pilot of up to three classes for Fall 2008. The courses selected were [HIS131](#), [HIS132](#), and [SPA111](#).

These studies and pilot projects have provided documented results which have led to changes in College practices, designed to foster improved course completion and student success.

This committee's work was presented to the [Institutional Effectiveness Committee](#). At their meeting, the Institutional Effectiveness Committee endorsed the efforts of the Retention Committee. The cooperation and teamwork among various committees provides evidence and documentation for possible future policy changes in support of improved course completion and student success.

The Central Piedmont Community College Fact Book provides a [five-year trend of retention rates of curriculum students](#) range from 62% in 2003 to 66% in 2008. This trending information supports the College's commitment to continuous improvement as it relates to student achievement and success.

The College also has several outcome initiatives which are reflected in “[Gateway to Community College](#).” These approaches address strategic goals based on

- improving the performance of the post-secondary education system,
- supporting young adult access, and
- encouraging leaders to commit to helping students complete their degrees.

Furthermore, the Planning and Research Department produces [multiple reports](#) annually for academic departments, individual faculty members, college standing committees, and the College administration that addresses student success.

Central Piedmont Community College evaluates success with respect to student achievement and continues to make improvements to ensure that student learning and workforce preparedness is consistent with the College’s mission and goals. The College-wide dissemination of information is data-driven and promotes improved decision-making focused on student success.

Documentation

[North Carolina Community College System-Critical Success Factors Reports \[2008-2009\]\[2007-2008\]\[2006 – 2007\]](#)

[Interior Design graduate survey](#)

[Computer Engineering graduate survey](#)

[Horticulture graduate survey](#)

[Paralegal Technology graduate survey](#)

[Cardiovascular graduate survey](#)

[CPCC Strategic Plan](#)

[2005-2006 Graduate survey](#)

[2006-2007 Graduate survey](#)

[2007-2008 Graduate survey](#)

[2008-2009 Graduate survey](#)

[Withdrawal Policy Change](#)

[W policy change notice](#)

[Course Prerequisite Pilot Project](#)

[ENG111 – Catalog Description](#)

[HIS131, HIS132 – Catalog Description](#)

[SPA111 – Catalog Description](#)

[Institutional Effectiveness Committee](#)

[Gateway to Community College](#)

[CPCC Fact Book 2007-2008](#)

[CPCC Fact Book 2007-2008 – Student Retention Rates by Terms](#)

[Planning and Research Department Website](#)

The institution's curriculum is directly related and appropriate to the purpose and goals of the institution and the diplomas, certificates, or degrees awarded. **(Federal Requirement 4.2)**

Compliance Non-Compliance

Narrative

Central Piedmont Community College (CPC) is a comprehensive multi-campus community college serving a diverse community in Mecklenburg County. All aspects of the educational curriculum are directly related to the purpose and goals of the College. The [College's Mission Statement](#) affirms

Central Piedmont Community College is an innovative and comprehensive college that advances the life-long educational development of students consistent with their needs, interests, and abilities while strengthening the economic, social, and cultural life of its diverse community.

The College accomplishes this purpose by providing high-quality, flexible pre-baccalaureate and career-focused educational programs and services which are academically, geographically, and financially accessible. This purpose requires a fundamental commitment to teaching and learning excellence within a supportive environment.

CPC develops and publishes strategic goals as part of its Strategic Plan. The goals for 2009-2014 are as follows:

- Student Learning and Success: Ensure student learning and success by promoting an innovative and supportive learning environment
- Organizational Learning and Development: Foster an organizational culture that maximizes individual growth through expanded learning opportunities
- Community Catalyst: Be a catalyst for the educational and socio-economic development of the community through partnerships, coalitions, life-long learning, and civic engagement
- Organizational Capacity to Serve: Plan and manage human, physical, financial, and technological resources so that College programs, services, and infrastructure meet student and community needs
- Organizational Excellence and Innovation: Promote and sustain innovation, entrepreneurship, and excellence throughout the organization.

Furthermore, the College Catalog states that “shared values and clear expectations affect how well CPCC succeeds in accomplishing its mission.” The seven institutional values are [learning, inclusiveness, responsiveness, excellence, integrity, accessibility, and innovation](#). The key components of the College’s mission show that the institution’s curriculum is directly related and appropriate to the purpose and goals of the institution.

Innovative

As a founding member of the League for Innovation, Central Piedmont Community College is dedicated to “[promoting and sustaining innovation...](#)” Each year the College recognizes a significant innovation designed and implemented by College faculty or staff with the Innovation of the Year award. For example, the awards for the past three years were

- Part-time Faculty Certification (2009),
- Career Services Video Series (2008), and
- Workforce Preparation: CPCC Television (2007).

Additionally, the College Foundation funds innovation grants that are typically for \$2,000; the recipient has two years to complete the grant project. [Table 4.2-A](#) shows a list of recent innovation grants funded by the CPCC Foundation.

Table 4.2 – A: Innovation Grants 2006-2009

Innovation Grant Title	Award Date
Levine Open House for Home Schooled Students	11/30/2006
The Geek Fest	1/17/2006
Levine Counseling and Advising Notification System	3/14/2006
Second Life	11/3/2006
21 st Century Classical Music Concert	10/3/2006
Fast Track Math Courses	11/30/2006
Learning and Information Network at Cato (LINC)	1/30/2007
Sustainable Landscapes and Wildlife Habitat	3/21/2007
Library-on-the-Go	6/1/2008
ESS Reducing Remediation	7/21/2008
Sustainable Landscapes and Wildlife Habitat	3/21/2009
Biodiesel in a Box	4/8/2009
CPCC and the Global South	7/13/2009
EcoBox Living Laboratory	7/20/2009

Source: [CPCC Innovation Grants Website](#)

Also, the College Fellows program at CPCC recognizes innovation by providing selected full-time faculty and professional staff with opportunities to pursue academic and/or applied research. The Fellows program has recognized research in various areas.

Table 4.2 – B: Learning Fellow Awards

Year	Innovation
2005 Learning Fellow	An Evaluation of Communication Patterns of Deaf-Hearing Couples
2006 Learning Fellow	Annotation of "A Day in Bohemia," an Innovative Treatment of an Understudied Text
2007 Learning Fellow	Student Perceptions of Fairness
2008 Applied Research Fellow	Development of Heat Sensitivity Monitoring Device
2009 Applied Research Fellow	Development of Ecobox Prototype
2009 Learning Fellow	Life-Cycle Assessment of Ecobox

Source: [CPCCC College Fellows Website](#)

According to the College's [2009-2014 Strategic Plan](#), Goal 5.1 specifically calls for the use of "collaborative teams to innovatively respond to emerging needs." This innovative collaboration can be seen most recently as CPCCC has responded to the economic downturn and the needs of displaced workers. A newly-formed [Dislocated Workers Task Force](#) has initiated and coordinated actions to ensure that displaced workers know of resources and support provided by the College.

Comprehensive

CPCCC offers a variety of educational services to Mecklenburg County.

- Compensatory Education Programs are adult education classes for individuals who have special learning needs due to a developmental disability or traumatic brain injury.
- Cooperative Education Programs provide academic classes which integrate classroom studies with supervised work experience in business, industry, and public agencies.
- College Experience Programs provide Charlotte-Mecklenburg high school students with a head start on a college education.
- Concurrent Enrollment students are qualified North Carolina high school students who enroll in regular college classes.
- Pre-College Programs include Academic English as a Second Language, Adult Basic Education, Adult Basic English as a Second Language, Adult Basic Literacy Education, Adult High School, Developmental Studies, General Education Development, and Human Resource Development.
- CPCCC offers 285 degrees, diplomas, and certificates:
 - ❖ Associate in Applied Science degree
 - ❖ Associate in General Education degree
 - ❖ Associate in Arts degree

- ❖ Transfer diploma in Arts
- ❖ Transfer diploma in Science
- ❖ Associate in Science degree
- ❖ Associate in Fine Arts degree
- ❖ 32 of Diplomas
- ❖ 174 of Certificates

Part II of the report also provides a [complete listing](#) of programs added to CPCC's curriculum portfolio and approved by SACS since the last Reaffirmation in 2002.

- Corporate and Continuing Education offers a number of innovative courses, seminars, conferences, and onsite customized training programs that ensure access to lifelong learning in Mecklenburg County. Below is a sample of the areas in which local citizens can receive training:
 - ❖ Skills development for business professionals
 - ❖ Skills development for entrepreneurs and small business owners
 - ❖ Certificates, licenses, exam prep, and Continuing Education Units (CEUs)
 - ❖ Personal interest and lifelong learning

Strengthens the economic life

CPCC's programs and services strengthen and support the economic fabric of the community. The College's [Annual Report](#) for 2007-2008 shows that the total economic impact of the College on the Charlotte-Mecklenburg economy was as follows:

- Direct impact (operating + bonds + capital) = \$135,789,326
- Total impact (direct and indirect) = \$257,999,719
- Full-Time Employees = 1,026
- Jobs Created (direct impact X 0.00006 + full-time payroll) = 9,173
- Return on taxpayers' investment (total impact/state and local funding) = 347%

CPCC also makes an impact on the Mecklenburg region through resource days, its Career Fair, and its Changing Careers website. For example, in March of 2009, Central Piedmont's Harris Campus hosted "Resources for Changing Times" together with the City of Charlotte, the Workforce Development Board, and the Employment Security Commission. The free event educated residents on the local resources available to help them find a new job or prepare for a new career.

Each spring, the Career Services area of the College sponsors a [Career Fair](#) for CPCC students, graduates, and community members. In March 2009, over 100 employers were represented; 40% of the attendees were from the community.

Finally, the [Changing Careers Website](#) was established in the spring of 2009 to help individuals through challenging economic times. The website includes information about anticipated high-demand jobs and the programs that can be completed in a short timeframe to acquire skills needed in some of those new professions. In addition, the Changing Careers Website offers information about CPCC and community resources as well as upcoming workshops of interest to the community.

Strengthens the social and cultural life

Central Piedmont Community College is an active and vibrant part of the social and cultural life of its community with events that include the following:

- ArtsFest
- Central Piedmont Community College Art Gallery exhibits
- Theatre productions at two theaters
- Skyline Run
- Dance presentations
- Library exhibits

High quality

The College's mission, values, and goals include providing high-quality programs and services. The Associate in Applied Science degrees, along with the certificates and diplomas in related areas, are the cornerstone of the College's programs as they prepare students for first careers, career advancement, or changing careers. Central Piedmont Community College also provides the first two years of study in the arts and sciences and pre-professional fields for students who plan to transfer to a four-year college or university.

The College ensures quality through a thorough process of curriculum development, comprehensive program reviews, attention to use of advisory committees, external accreditation of some programs, and regular use of student surveys.

New programs at CPCC go through a formal [review process](#) to ensure curricula directly relate to the mission and goals of the College. This process includes design and planning by program faculty; review by the Curriculum Committee of College Senate, the representative body of faculty and staff; review by program deans and the Learning

Council, the leadership team of the Learning Unit; and then approval by the Vice President for Learning. Only those programs that have been approved by the Vice President for Learning, the Board of Trustees, and the State Board of the North Carolina Community College System are offered by the College.

Additionally, [Title 23 of the North Carolina Administrative Code: 2\(E\). 0205: Program Review](#), requires each community college in North Carolina to monitor the quality and viability of all of its programs and services. Program faculty conduct a comprehensive review of the program's strengths and weaknesses every five years. The [program review process](#) includes a program profile, a review of program content, identification of student learning outcomes, needs for change, and future issues. A one-year follow up is conducted to determine the results of assessing student outcomes, strategies for change, programmatic changes, results of changes, and further recommendations.

Also, the College requires all Associate in Applied Science programs to have advisory committees "composed of individuals with special expertise and skills who provide assistance for the benefit of the students in their respective programs." The [advisory committees](#) meet once each semester.

According to the Advisory Committee guidelines, the

Committees serve to improve academic programs, strengthen connections to the local business/industrial community, consolidate advice and support, structure operations around efficient principles of effective organizations, and create an effective response team.

Many of the programs at Central Piedmont Community College are accredited by outside agencies after going through external review. For example, the Cardiovascular Technology Program was awarded initial accreditation by the Commission on Accreditation of Allied Health Education Programs for the Non-Invasive and Invasive concentrations. In addition, CPCC's Cytotechnology Program, which is the only one offered by a community college in the nation, is accredited by the Commission on Accreditation of Allied Health Education Programs on recommendation of the Cytotechnology Program Review Committee of the American Society of Cytopathology. Other examples of accrediting agencies and programs are included in [Table 4.2-C](#).

Table 4.2 – C: Example Program Accreditations

Program	Accrediting Agency
Paralegal Technology	American Bar Association
Culinary Technology	American Culinary Federation Foundation Accrediting Commission
Dental Hygiene Dental Assisting	American Dental Assoc. Commission on Dental Accreditation
Associate Degree Nursing Program	N.C. State Board of Nursing
Automotive Technology	National Automotive Technician Education Foundation
Computer Engineering Electrical Engineering Electronics Engineering Mechanical Engineering Technologies Programs	Technology Accreditation Commission of ABET, Inc.

A complete [listing](#) can be found in the 2008-2009 College Catalog.

Finally, students themselves attest to the quality of the programs at Central Piedmont Community College. Each year, the Planning and Research Department administers graduate surveys through the Graduation Office. One of the questions is “How satisfied are you with the overall quality of instruction offered within your program?” Results from recent years can be seen in [Table 4.2-D](#).

Table 4.2 – D: Graduate Satisfaction

Year	% Satisfied to Very Satisfied
2006-2007	87.4
2007-2008	86.3
2008-2009	87.9

Results from [Curriculum](#), [Literacy](#), and [CCE](#) student surveys also support the quality of programs. In each of those surveys, students are asked “How satisfied are you with the quality of instruction?” Results are given in [Table 4.2-E](#). (Note: Areas are not surveyed every year. Literacy results are due in Fall 2009.)

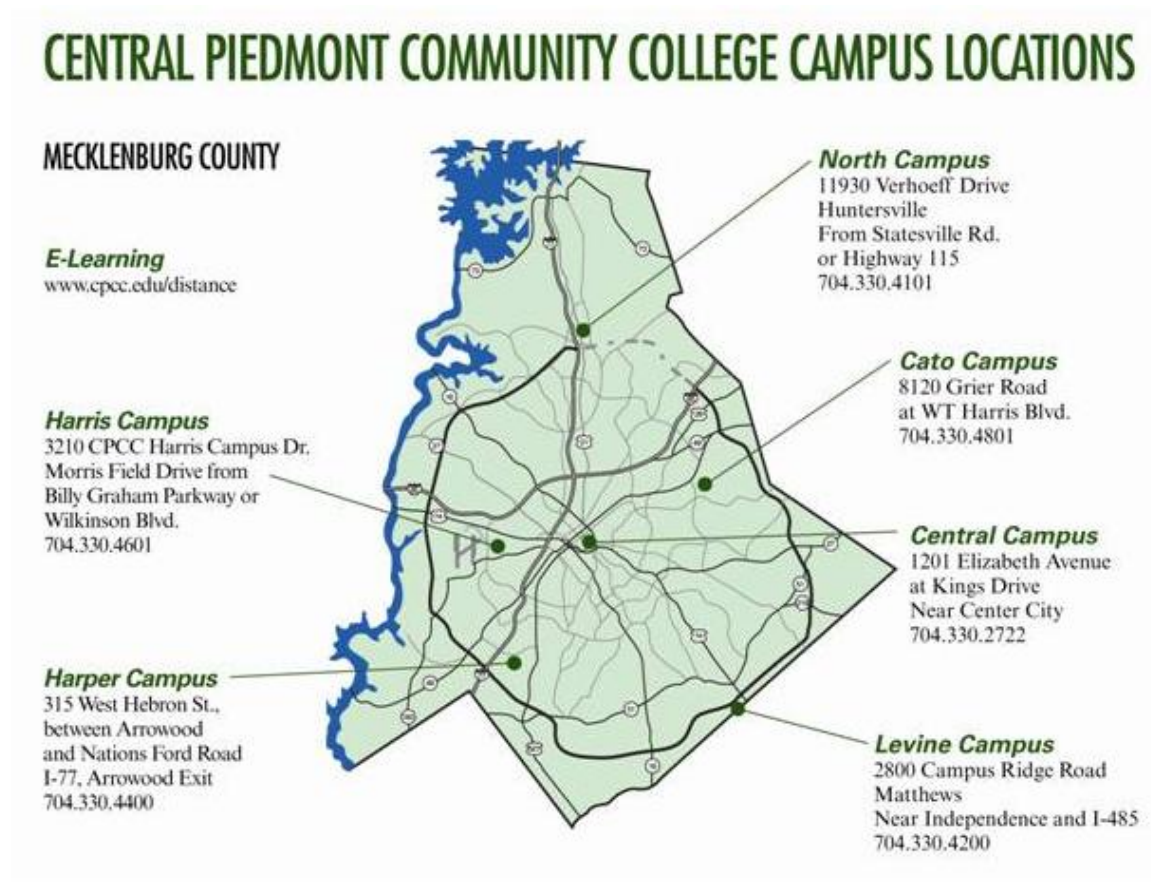
Table 4.2 – E: Student Satisfaction

College Area	Year	% Satisfaction
Literacy	2006	95.4
Curriculum	2008	75.2
CCE	2008-2009	83.8

The curriculum review process, program reviews, along with input from advisory committees, external accreditation of many programs, and various student surveys ensure that programs meet the needs of Mecklenburg County and the purpose and goals of the institution.

Flexible and geographically accessible

The College offers its degrees, diplomas, and certificates at six geographically dispersed campuses and via distance learning. Courses are offered during the day, in the evenings, and on the weekends. The Mecklenburg County map indicates the strategic placement of CPCC campuses and their accessibility to county residents.



[Table 4.2-F](#) shows the increase in distance learning classes over the last three years, indicating accessibility of classes regardless of location.

Table 4.2 – F: Distance Learning

10 percent data	2006 Fall	2007 Spring	2007 Summer	2007 Fall	2008 Spring	2008 Summer	2008 Fall	2009 Spring	2009 Summer
SECTIONS									
Hybrid	25	41	41	56	115	55	121	120	61
Online	301	331	154	323	349	178	413	422	225
STUDENTS									
Hybrid	450	567	864	1282	2692	1231	2785	2862	1426
Online	6927	8071	3778	8024	8568	4231	10067	11004	5470

Source: [CPCCE Enrollment Bulletins Website](#)

Career-focused

The College offers 59 Associate in Applied Science degrees as well as 32 diplomas and 174 certificates for students who intend to enter the workforce or change careers upon completion.

In addition, the [Corporate and Continuing Education](#) area serves over **46,000 individuals** and over **550 businesses** each year through innovative courses, seminars, conferences, and onsite customized training programs which are specifically designed for career-focused individuals.

The [Cooperative Education Program](#) provides career-related work-based learning experiences to students through career internships. Cooperative Education (Co-op) is an academic class which blends classroom learning with practical work experience. Every semester, CPCCE partners with hundreds of local businesses to provide relevant, short-term work experiences to qualified students. [Table 4.2-G](#) presents information on the Co-op placements over the last three years.

Table 4.2 – G: Co-op Placements 2006 - 2009

Year	Number of Co-op placements
2006-2007	522
2007-2008	604
2008-2009	532

Academically accessible

Being academically accessible is one of the values of Central Piedmont Community College. In expanding on that value, the 2009-2014 Strategic Plan asks, “How do we ensure that a range of choices in programs and services is accessible to diverse learners?” The College has a tradition of answering that question and living up to that value consistent with the [open-door policy](#) of the North Carolina Community College System.

The College offers the following services:

- Basic skills classes
- GED / Adult high school programs
- Cooperative high school programs
- ESL classes
- Compensatory Education programs
- Cooperative Education programs
- Associate in Applied Science, Associate in General Education, Associate in Arts, Associate in Fine Arts, and the Associate in Science degree programs
- Curriculum Certificates and Diplomas
- Corporate and Continuing Education courses

Financially accessible

[Tuition](#) for courses at community colleges in the North Carolina Community College System is controlled by the North Carolina State Legislature.

Many CPCC students are recipients of financial aid as indicated in [Table 4.2-H](#).

Table 4.2 – H: Recipients of Student Aid

YEAR	# of Unduplicated Students	Total Amount Awarded
2005-2006	9,427	\$13,703,251
2006-2007	11,583	\$16,100,969
2007-2008	17,099	\$19,149,100

Source: North Carolina Higher Education Data (NCHED) A-10 Report

In addition, the [CPCC Foundation](#) is the source of funding that directly supports programs and students. The following provides specific information about [Foundation support](#) for the 2008-2009 academic year:

- Institutional Advancement/CPCC Foundation raised \$4.24 million in commitments to support facilities, technology and equipment, instructional programs, and scholarships to meet the needs of students.
- Institutional Advancement/CPCC Foundation provided \$75,000 to the College for faculty-staff development and innovation awards.
- Institutional Advancement/CPCC Foundation provided financial resources needed to address growth and change, including funds for faculty positions, facilities, and equipment; \$875,000 was awarded in need-based scholarships.

Learning excellence

The 2009-2014 Strategic Plan of the College clearly maintains “excellence” as a value of the College. In addition, Goal 5 of the Plan states that the College aims to “Promote and sustain innovation, entrepreneurship, and excellence throughout the organization.” Central Piedmont Community College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate degrees, diplomas, and certificates.

To further promote learning excellence, in 2004, Central Piedmont Community College adopted the philosophy of the [Learning College](#), which has led to several initiatives that have promoted excellence throughout the College. Here are some of those initiatives:

- [New faculty development course](#)
- [Learning dialogues](#)
- [Eyes on You Award](#)
- [Spotlight on Learning](#)
- [Quality course review for online courses](#)
- [Part-time faculty certification](#)
- Revision of the faculty [Professional Development Plan](#) to focus more on quality of instruction

To further ensure learning excellence, each year the General Education faculty conduct assessments of the [General Education Goals](#) with the aim of continuous improvement in general education courses. Faculty within units determine the appropriate course for measurement, the appropriate objectives (passing rates), a grading rubric, and a method of measurement. Each fall, class sections are randomly selected from Math, English, Communication, Introduction to Computers, Developmental Reading, Fine Arts/Humanities, and the Behavioral and Social Sciences. Students in those sections are given the [general education assessments](#). In the spring, faculty grade the assessments.

Results are shared with appropriate faculty. Plans for improvement are discussed, with implementation the following fall and the cycle begins again.

Supportive environment

As the Vice-President for Enrollment and Student Services (ESS) explains on the ESS website, the aim of the College is that students find CPCC to be “a college staffed by friendly and caring people who want very much to do all that we can to help you be successful.” The College provides [services to students](#) in a range of areas:

- Academic Learning Center
- Admissions, Registration, Records, and Graduation
- Advisement and Counseling
- Call Centers
- Career Services
- Disability Services
- Family Resource Center
- Financial Aid and Veterans’ Affairs
- Institutional Records Management
- International Services
- New Student Orientation
- Outreach and Recruitment
- Service-Learning
- Student Life and Student Government
- Student Success Center
- Transfer Resource Center
- College Success Courses

All campus libraries are staffed with professional librarians. In addition to normal circulation services, the CPCC Library offers a range of other services for students and faculty:

- Reference
- Instruction
- Interlibrary loan
- Equipment for faculty and staff
- Computers for student use

More specifically, library staff offered 299 classes for students and faculty during the fiscal year 2008-2009. Other services are made available through consortial/reciprocal agreements, including:

- [Charlotte Area Education Consortium](#)
- [Charlotte School of Law](#)
- [Carolina Consortium](#)
- [NCLive](#)
- Art Institute
- [Lyrisis](#)

The Library is open a variety of different hours at the campuses to meet the needs of students and, in addition, takes advantage of NC Knows 24/7, a virtual chat reference where librarians provide help with research questions in real time. Assistance is available live all day, every day. A project of the North Carolina State Library, this online chat service is staffed on a rotating schedule by librarians from North Carolina and across the nation.

Through these programs and quality services, CPCC cultivates success in learning, personal growth, and social development, empowering students to achieve their goals and realize positive change in their lives.

All aspects of Central Piedmont Community College's educational curriculum are directly related to the purpose and goals of the College. The College is proud to offer innovative; high-quality; comprehensive; accessible; career-focused; academically, financially, and geographically-accessible programs that strengthen the economic, social, and cultural life of its community.

Documentation

[Mission Statement](#)

[College Goals](#)

2008-2009 College Catalog, pages [8](#), [9](#), and [11](#)

[CPCC College Goal 5: Organizational Excellence and Innovation](#)

[List of recent innovation grants](#)

[List of Fellows-funded research](#)

[2009-2014 Strategic Plan](#)

[Charter of Task Force Team](#)

[CPCC Curriculum Programs Portfolio](#)

[Annual Report 2007-2008](#)

[Career Fair](#)

[Changing Careers Website](#)

[Curriculum New Program Review Process](#)

[Title 23 of the North Carolina Administrative Code: 2\(E\). 0205: Program Review](#)

[CPCC Program Review Process](#)

[Advisory committees](#)

[CPCC Catalog - Accreditations](#)

[Graduate surveys \(2008 – 2009, 2007 – 2008, 2006 – 2007\)](#)

[Student surveys \(CCE, Curriculum, and, Literacy\)](#)

[Enrollment bulletins](#)

[Corporate and Continuing Education](#)

[Cooperative Education Program](#)

[Title 23 of the North Carolina Administrative Code: NCAC 02C .0301 Admission to College](#)

[Tuition and Fees](#)

[North Carolina Higher Education Data \(NCHED\) A-10 Report \(2005-2006, 2006-2007, 2007-2008\)](#)

[CPCC Foundation](#)

[2008-09 Goals and Accomplishments](#)

[Learning College](#)

[General Education Goals](#)

[Enrollment and Student Services services to students](#)

[New faculty development course](#)

[Learning dialogues](#)

[Eyes on You Award](#)

[Spotlight on Learning](#)

[Quality course review for online courses](#)

[Part-time faculty certification](#)

[Professional Development Plan](#)

[2007 – 2008 General Education Assessments](#)

[Charlotte Area Education Consortium](#)

[Charlotte School of Law](#)

[Carolina Consortium](#)

[NCLive](#)

[Lyasis](#)

The institution makes available to students and the public current academic calendars, grading policies, and refund policies. **(Federal Requirement 4.3)**

Compliance Non-Compliance

Narrative

Central Piedmont Community College (CPC) is committed to making available all pertinent information, including academic calendars, grading policies, and refund policies to students, the public, faculty, and staff in easily accessible venues.

Academic Calendar

The [Academic Calendar](#) is available on the College website as well as in the [Curriculum Course Guide](#), which is printed three times each year. The [Curriculum Course Guide](#) is available at the six campuses or online. The Academic Calendar is in the [College Catalog](#) which is available online and can be purchased at any CPC bookstore. In addition, the Academic Calendar is one of several calendars that appear in personalized [Google calendars](#) in the student portals online at the beginning of each semester. Through this service, CPC makes available information about the academic term, exam schedules, current events, and other up-to-date information.

Grading Policies

CPC makes its grading policies accessible to all students through its [College Catalog](#) and the [Admission page](#) of the College website.

Table 4.3 – A: Student Grading System

Grade	Grade Point Value	Description
A	4	Excellent
B	3	Very Good
C	2	Satisfactory
D	1	Poor
F	0	Failing
I	-	Incomplete
W	-	Withdrew
S	-	Satisfactory
U	-	Unsatisfactory
AUD	-	Audit
N	-	Never Attended
X	-	Credit by Examination

The page also contains information about the College's withdrawal policy, incomplete-grade policy, excessive incompletes, failures, or withdrawals, as well as information regarding grade point averages.

In addition, instructors publish their grading policies in the course syllabus and make this available to students. Syllabi are available online and through the first day handouts. ([Example 1](#)) ([Example 2](#)) ([Example 3](#)) ([Example 4](#)) ([Example 5](#))

Refund Policies

The College publishes its [refund policy](#) related to tuition in the Curriculum Course Guide, the College website, and the [College Catalog](#). Refund policy is established by the North Carolina Community College System ([23 NCAC 02D.0202](#) and [23 NCAC 02D. 0203](#)).

The Central Piedmont Community College [refund policy](#) related to tuition is as follows:

- **Curriculum Courses:** The current refund policy allows a 100% refund of tuition paid for curriculum classes dropped prior to the first day of the academic term. A 75% refund is issued for curriculum classes dropped on or after the first day of the term through the 10% point of term. Tuition paid and applicable fees will be refunded 100% for classes canceled by the College.
- **Lab Fees, Student Activity Fees, and Insurance:** Appropriate lab fee amounts will be refunded if the class is canceled by the College or the student drops a lab class during the 100% refund period. Student activity fees or student insurance are not refunded unless the class is canceled by the College.
- **Campus Access, Parking, and Security Fee (CAPS fee):** CPCC enacted a Campus and Security fee (CAPS fee) effective in the 2004 Spring semester. Information about these fees is published in the College Catalog and on the CPCC website. The [website](#) states "Students who enroll in curriculum courses but drop all their courses **prior** to the first day of the academic semester will have the CAPS Fee refunded."
- **Corporate and Continuing Education**
 - ❖ **Occupational Extension Courses:** A 100% refund is allowed for occupational extension courses dropped prior to the first day of the class. A 75% refund is issued for occupational extension courses dropped on or after the first day of class through the Census date of class.
 - ❖ **Self-Supporting Courses: Refunds/Cancellations/No Shows:** Cancellations received at least seven business days prior to the start date of the class

are eligible for a full refund. After that, cancellations are subject to the entire class fee. Tuition will be refunded 100% for any class canceled by the College.

Bookstore refund policy

The College does not own and operate its own bookstores. However, it does lease space to Follett. Follett, a private retail contractor, publishes its [refund policy](#) on the bookstore website. In addition, the refund policy is posted at the check-out registers in all bookstore locations. The policy reads as follows:

Textbooks may be returned within two weeks of the first day of classes with receipt. After the first two weeks, textbooks may be returned within 5 days of purchase with receipt. All books must be in new condition if purchased new. Shrinkwrap must be unopened. Please keep receipts!

Pay-for-Print refund policy

The College uses a Pay-for-Print service which creates an account for each student. This account allots the student a free quota of print jobs based on paid technology fees. Through Pay for Print, a student tracks print jobs submitted and can print documents from open computer labs on any CPCC campus. The [refund policy](#) is stated on the website: “If a student’s purchased print balance exceeds five dollars at the end of the semester, he may request a refund. The free quota is non-refundable and expires at the end of the semester. “

Central Piedmont Community College makes up-to-date and important information available to students, the public, faculty, and staff by distributing that information in published documents and on the College website.

Documentation

[Academic Calendar](#)

[Curriculum Course Guide](#)

[CPCC Catalog – Academic Calendar](#)

[Google calendars](#)

[CPCC Catalog – Grading Policy](#)

[Admission page](#)

Faculty syllabi Examples [[Example 1](#)] [[Example 2](#)] [[Example 3](#)] [[Example 4](#)] [[Example 5](#)]

[Refund policy](#)

[CPCC Catalog – Refund Policy](#)

[23 NCAC 02D.0202 TUITION AND FEES FOR CURRICULUM PROGRAMS](#)

[23 NCAC 02D. 0203 FEES FOR EXTENSION PROGRAMS](#)

[Bookstore refund policy](#)

[Pay-for-Print refund policy](#)

Program length is appropriate for each of the institution's educational programs.

(Federal Requirement 4.4)

Compliance Non-Compliance

Narrative

The program length is appropriate for each of the College's educational programs. Central Piedmont Community College (CPC) offers a wide variety of planned educational programs, called "curriculum" programs, which range in length from 12 to 76 semester credit hours. Completion requirements for each curriculum program are identified in the College's [catalog](#) and on the [website](#). The College adheres to the generally accepted standards for program length as outlined in the [North Carolina Administrative Code Sub-Chapter 2e - Educational Programs](#). Each program must be approved by the State Board of Community Colleges following a [curriculum approval process](#) for applications submitted by each community college. Programs are offered at the certificate, diploma, and the associate degree levels. These [standards](#) define appropriate program length as follows:

- Certificates range from 12 to 18 semester credit hours;
- Diplomas range from 36 to 48 semester credit hours;
- Associate Degrees range from 64 to 76 semester credit hours.

Central Piedmont Community College also implements internal processes to help ensure appropriate program length and compliance with state regulations. All new programs and changes to curriculum certificates, diplomas, concentrations, pre-majors, and associate degree programs are [reviewed](#) and [appropriate action recommended](#) by the CPC Curriculum Committee, a [standing committee](#) of the [College Senate](#). A key factor in the review of curriculum requests is adherence to the state-mandated credit hour requirements and impact on student success. Recommendations from the Curriculum Committee are reviewed by the Learning Council (the leadership team of the Learning Unit) and then approved by the Vice President for Learning. Only those programs that have been approved by the Vice President for Learning, the Board of Trustees, and the State Board of Community Colleges are offered by the College.

The use of a systematic and well-defined state regulations that is uniformly applied to all 58 North Carolina community colleges helps to ensure that program length for the College's educational program is appropriate. The internal review done by faculty and

staff representatives on the Curriculum Committee and the instructional administration of the College also strengthens this process.

Documentation

[North Carolina Administrative Code - 02E.0201 - CURRICULUM PROGRAM APPROVALS AND TERMINATIONS](#)

[North Carolina Administrative Code - 02E.0204 - COURSES AND STANDARDS FOR CURRICULUM PROGRAMS](#)

[NCCCS Education Catalog](#)

[CPCC College Catalog - 2008 - 2009](#)

[CPCC Programs of Study](#)

[CPCC Curriculum Committee Agenda](#)

[CPCC Curriculum Committee Meeting Minutes](#)

[College Senate Committees](#)

[College Senate Constitution](#)

The institution has adequate procedures for addressing written student complaints and is responsible for demonstrating that it follows those procedures when resolving student complaints. **(Federal Requirement 4.5)**

Compliance Non-Compliance

Narrative

Central Piedmont Community College (CPCC) has adequate procedures for addressing written student complaints and demonstrates that it follows those procedures when resolving those complaints. The CPCC Policies and Procedures Manual, in [Policy 7.09 – Grievance Process for Students](#), provides the policy and describes the procedures students can take to pursue formal grievances. Formal grievance procedures are in place for grade appeals, residency appeals, financial aid appeals, and discrimination and/or harassment complaints. The student grievance procedure is documented in the [CPCC College Catalog](#) and the [Student Handbook](#).

Course Grade Appeals

[Course grade appeals](#) begin with the instructor who administered the grade. If the matter is not resolved through discussion with the faculty member, the student may request [mediation](#). Failing to achieve resolution at this level, the student may submit a [Grade Appeal Form](#) within 30 calendar days of receiving the grade; the grade appeal form becomes the document of record. The division director then confers with the student and the faculty member to seek resolution by mutual agreement. Failing such resolution, the student may contact the appropriate instructional dean for an appointment. The dean will confer with all appropriate parties and will either render a final decision or convene the Grade Appeal Committee. The Committee consists of the dean and three faculty members (one selected by [College Senate](#), one by the student, and one by the faculty member involved). The Committee's decision is final. The student may bring a guest to the appeal hearing for support.

[Table 4.5-A](#) illustrates the tracking that division directors and deans in the Learning Unit do to ensure that the policy is followed for all students who file a formal complaint concerning grades. A [document](#) illustrating the entire tracking process is available.

Table 4.5 – A: Tracking Grade Appeal Process

Student Name	Grade appeal form filed	Division Director conferred with student and instructor	Issue resolved as result of conference	Student appealed to Dean	Dean conferred with student, instructor and DD	Issue resolved as result of conference	Dean convenes Grade Appeal Comm.	Final decision in writing
Student A	12/13/07	1/31/08	No	Yes	Yes	No	Yes	Yes
Student B	8/11/08	12/16/08	Yes	No	N/A	N/A	N/A	N/A
Student C	9/8/08	9/30/08	Yes	No	N/A	N/A	N/A	N/A
Student D	1/08/09	1/16/09	Yes	No	N/A	N/A	N/A	N/A
Student E	12/11/08	1/9/09	No	Yes	Yes	No	Yes	Yes
Student F	12/12/08	1/6/09	Yes	No	N/A	N/A	N/A	N/A

In addition, an example of the process followed for one written student complaint is documented from the initial meeting with the division director through the final step of a grade appeal committee. The documentation includes the following:

- [Grade appeal form](#)
- [Memorandum](#) from the division director to the dean explaining the student issue and referring to the initial meeting
- [Grades](#) from the semester
- [Request](#) for copy of syllabus to the dean for use in student meeting
- [Scheduling](#) of meeting with student by the dean
- [Letter](#) from dean to student sharing outcome of meeting at dean's level
- [Email exchange](#) between student and dean regarding continuing the appeal process wherein the dean lays out the grade appeal committee procedures
- [Findings](#) of grade appeal committee
- Dean's [correspondence](#) to student regarding grade appeal committee results

Residency Appeals

Residency determinations, whether initial classifications or classifications under review, are handled in accordance with North Carolina Community College System (NCCCS) [residency policy](#). Information regarding residency policy is published in the [College](#)

[Catalog](#). When a classification is questioned, there may be a reclassification, if appropriate, or the student's status may remain unchanged.

Residency classifications in question are reviewed by the next level of supervision within the Admissions Department at any CPCC campus. Students may be asked to complete the [North Carolina Residence and Tuition Status Application](#). Students may be asked to provide additional documentation.

Those appeals remaining in question are reviewed by the Associate Dean of Admissions, Registration, Records, and Graduation (ARRG). All documents collected to this point are provided for review. Students are asked to complete the [North Carolina Residence and Tuition Status Application](#) if they have not already done so. Students may be asked to provide additional documentation. Students who want to continue their appeals receive notification in writing from the Associate Dean's office with information about institutional appeals. The intent to appeal at the institutional level must be made, timely and in writing, to the Associate Dean.

It is the Associate Dean's responsibility to call together an ad hoc institutional committee made up of staff and faculty to hear cases that reach this level of appeal. Upon appeal to the institutional committee, the case is reviewed in accordance with State of North Carolina residence classification and appeals [procedure](#). The existing record is assembled by ARRG for review by the committee. The committee may request additional documentation. Students may provide new or additional documentation if they wish. The student is notified in writing of the committee's decision. The committee's decision exhausts the student's right to appeal at the institutional level.

Information about procedural requirements for appeal to the [State Residence Committee](#) (SRC) is included in the notification. The SRC will notify the institution upon receipt of a student's timely intent to appeal.

The institution assembles the existing record on appeal and asks the student to review it for completeness before forwarding to the SRC. New information cannot be added at this point. The SRC makes its decision based on what the institution saw. The SRC does not determine whether the classification is "right" or "wrong," but rather, based on the record, whether it is a reasonable decision. The student and the institution are notified of the SRC conclusion.

Since the last SACS reaccreditation, no student residency appeal has progressed to the institutional committee level. All decisions by departmental staff have been accepted by students questioning initial determinations.

Financial Aid Appeals

A student may [appeal](#) the termination of financial aid by completing an [appeal form](#) obtained from the Financial Aid/VA Office and indicating in writing: a) reasons why he/she did not achieve minimum standards for each semester and b) reasons why his or her eligibility should not be terminated, but reinstated. Appeals must be submitted in writing with supporting documentation explaining any unusual circumstances that caused the student's academic progress to be less than required. Each appeal is considered on its own merit. Federal law gives some examples where allowances might be made for mitigating circumstances. Reasons may include, for example: personal illness, serious illness or death of an immediate family member, employment changes, divorce, or separation in the student's immediate family.

Other than when an appeal is granted for unusual or mitigating circumstances, a student can reestablish eligibility only by taking action that brings the student in compliance with the qualitative and quantitative components of the [Financial Aid Satisfactory Academic Standards](#), including maximum time frame.

Students who successfully appeal the [150% rule](#) are required to successfully complete 100% of everything attempted from that point forward to complete their degree (no withdrawals, no incompletes, and no grades lower than a C).

Only one appeal form per academic year will be considered.

The Financial Aid Appeals Committee, comprised of staff, faculty, and student members, determines if justifiable evidence or extenuating circumstances exist and whether the student may receive financial aid for a specified probationary semester. [Satisfactory progress](#) must be demonstrated by the end of the specified probationary semester before further aid can be awarded.

A student suspended for exceeding maximum time frame for degree completion should have an academic advisor submit in writing the remaining hours required for degree completion if extenuating circumstances require the student to exceed the maximum hours limit.

To initiate a financial aid appeal, the student must complete the [appeal form](#) and an appeals letter, and submit it along with required supporting documentation. The information needs to be submitted to the Financial Aid Office at least ten business days prior to the appeal committee meeting. Appeals after this date will be processed at the next month's scheduled appeals meeting. The Financial Aid Appeals Committee, comprised of staff, faculty, and student members, will not review incomplete appeals.

The Financial Aid Appeals Committee normally meets the second Wednesday of each month. A student may make a personal appearance at the meeting by making an appointment in the Financial Aid Office. The student will be informed of the committee's decision within eight business days after the committee meets. The Financial Aid Appeals Committee's and/or the Director of Financial Aid/Veterans Affairs' decision will be final.

Financial Aid tracks appeals to ensure that the correct procedures, policies, and regulations on written financial aid student complaints are followed. The following steps in processing a financial aid appeal and the linked documentation illustrate how the College tracks financial aid recipients and, as applicable, the status of their appeal.

Start of Appeal Tracking: Login Screen

The Financial Aid staff member uses the online tracking system to open an appeal case. If the student is "Unsatisfactory" or on "Maximum Timeframe" and the student submits an appeal form, a financial aid representative starts on Standards of Academic Progress (SAP) in this screen to apply appeal codes in the record.

Appeal codes can be used to:

- override existing SAP statuses
- remove overrides applied by previous appeals, or
- track the status of appeals.

Second Step: Student History and Standards of Academic Progress

The Financial Aid staff member uses the online tracking system to check the student's academic status and grade history. The linked screen shows the dates that satisfactory academic progress ran, the period the evaluation covers, whether or not an appeal was submitted, the student's SAP status, and the student's cumulative GPA.

The top of the screen shows the student's approved program of study.

Third Step: Checking the Standards of Academic Progress Calculation

The Financial Aid staff member uses the online tracking system to check the calculation of the student's GPA for SAP purposes. The linked screen gives a detailed view of the SAP calculation. The Financial Aid staff member reviews this calculation with the student.

Fourth Step: Review of the Appeal and Recording of the Results

The Financial Aid staff member uses the online tracking system to record the specifics of the appeal review and any comments or stipulations relating to the case.

Appeals are reviewed by the Financial Aid Appeals Committee, the Director of Financial Aid/VA, and the Assistant Directors. The Financial Aid Director has the right to override any appeal status assigned by the Financial Aid Appeals Committee.

A report detailing the results of all filed financial aid appeals is generated monthly by the Financial Aid Department. A [sample report](#) compiling the results of all financial aid appeals filed during the 2008-2009 academic year is provided for review.

Discrimination and/or Harassment Complaints

It is each student's [responsibility](#) to ensure that his or her conduct does not include or imply discrimination or harassment in any form, as do [faculty and staff](#). If, however, such discrimination or harassment or suspected discrimination or harassment has taken place, is taking place, or is alleged to have taken place, the College has a well-defined [process](#) for handling such student grievances.

The administrator responsible for receiving, handling, and tracking discrimination and harassment complaints is the Director of Equal Opportunity.

In the event of a formal discrimination or harassment complaint from a student, the following procedure is followed:

The administrator or supervisor receiving the discrimination or harassment complaint will direct the student to the Director of Equal Opportunity. Each complaint will be fully and objectively investigated by the Director of Equal Opportunity, who will determine the facts on a case-by-case basis. The complainant and the respondent may expect a response to a complaint within 30 working days following the filing of a formal discrimination or harassment complaint. The President or his designee may extend the response period if an investigation requires additional time to gather facts.

The Director of Equal Opportunity will investigate the complaint by separately interviewing the individual(s) against whom the complaint is filed and potential witnesses. Copies of the materials relating to each case will be retained by the Director of Equal Opportunity upon completion of the investigation. While an effective investigation cannot promise complete confidentiality of information provided by a complainant and witnesses, the Director of Equal Opportunity will keep such information and identities confidential to the extent possible.

Discrimination and/or Harassment Case Tracking

The documentation of the process for handling discrimination or harassment complaints from students includes incident records of multiple students selected from the system used to document all elements of the discrimination or harassment case process.

The following records were provided by the Director of Equal Opportunity, whose office has historically had primary responsibility for receiving and processing discrimination or harassment allegations involving students.

Actual case documentation for each stage of each case has historically been kept in the Director's office. Privacy of these records must be maintained for legal reasons. However, a tracking [spreadsheet](#) detailing initiation of each formal complaint case is included in the documentation. All formal complaints filed with the Director of Equal Opportunity follow [policy 7.13](#).

Central Piedmont Community College has developed policies and procedures for addressing written student complaints and demonstrates that it follows those policies and procedures.

Documentation

[CPCC Policies and Procedures Manual 7.09](#)

[CPCC College Catalog – Student Grievance Procedure](#)

[CPCC Policies and Procedures Manual 7.15](#)

[Grade Appeal Form](#)

[College Senate Constitution](#)

[Summary of division tracking examples](#)

Single Student Complaint Process

- [Grade appeal form](#)
- [Memorandum](#)
- [Grades](#)
- [Request](#)
- [Scheduling](#)
- [Letter](#)
- [Email exchange](#)
- [Findings](#)
- [Dean's Correspondence](#)

[CPCC Catalog – Financial Aid Appeals](#)

[Financial Aid appeal form](#)

[CPCC Catalog – Satisfactory Academic Standards](#)

[Discrimination and/or Harassment Tracking Spreadsheet](#)

[Online Student Handbook](#)

[Online Student Handbook – Academic Policies](#)

[CPCC Policies and Procedures Manual \(Chapter 7\)](#)

[North Carolina Residency Policy](#)

[North Carolina Residency and Tuition Status Application](#)

[CPCC Catalog – Residency Policy](#)

[North Carolina residence classification appeals procedure](#)

[Financial Aid Tracking Process Screens \[Screen 1\]\[Screen 2\]\[Screen 3\]\[Screen 4\]](#)

[Report of Financial Aid Appeals Filed \(2008 – 2009\)](#)

[CPCC Policies and Procedures Manual 7.13](#)

[CPCC Policies and Procedures Manual 4.60](#)

Recruitment materials and presentations accurately represent the institution's practices and policies. **(Federal Requirement 4.6)**

Compliance Non-Compliance

Narrative

The recruitment materials and presentations of Central Piedmont Community College (CPCC) accurately represent practices and policies of the College. To ensure accuracy and consistency, the official College communications and standards to which content and design of an official College communication must adhere are detailed in the [College's 6.12 policy, Official College Communications Distributed to the Public](#). The College has a [Community Relations and Marketing Services department](#) (also referred to as Marketing Services) which is led by the Assistant to the President for Community Relations and Marketing Services, who serves on the [College Cabinet](#) and presents marketing plans for each term. Marketing Services [account managers](#) are assigned to each area of the College and operate as liaisons.

Based on the College's policy on communications distributed to the public, Marketing Services manages the required system of checks and balances to make certain that recruitment materials and presentations accurately represent practices and policies of the College. The development and approval process is as follows:

- Marketing Services liaisons coordinate information for recruitment materials and presentations.
- Draft copies are then forwarded to the Marketing Services Editor to be written for clarity and accuracy as needed. At this point, all URLs, numbers, facts, and statistics are verified by the editor, account manager, and client (employee who initiated the project).
- The copy goes to design where it usually goes through several additional proofs and edits.
- The final draft goes back to the editor, the lead designer, and the Assistant to the President for Community Relations and Marketing Services to ensure that the information has not changed. This process also assures that the design is in line

with the [College Style Guide](#) and [policy](#) that contains standards and guidelines governing the design of official College communications.

- The client then reviews the final draft and gives Marketing Services [formal permission](#) to produce a final product. Designers maintain a job jacket for each job to track changes along the way.

The College has a TV station (CPCC Channel 17), managed by the Broadcast General Manager, where a collection of informational programs about the College are produced and broadcast via local cable television providers. CPCC's Channel 17 has a potential viewership of 250,000 people. The College also posts informational programs on the internet via its [YouTube channel](#) which was established in 2007. The Broadcast General Manager works collaboratively college wide to produce programs. Prior to beginning a production and dedicating resources to its completion, a project planning meeting is conducted to verify content and the respective administrators' support. The General Manager provides the final approval prior to presentations being posted online or broadcast on television.

Recruiters from the Outreach and Recruitment department and faculty provide informative presentations [[Example I](#)] [[Example II](#)] [[Example III](#)] on programs and services to the public on behalf of the College. Recruiters present information about CPCC across Mecklenburg County and the region as members of the Carolinas Association of Collegiate Registrars and Admissions Officers ([CACRAO](#)). [Table 4.6 – A](#) illustrates the number of presentations made by recruiters on behalf of the College since 2005-2006.

Table 4.6 – A

Year	Number of Presentations Given
2008-2009	280 presentations
2007-2008	191 presentations
2006-2007	308 presentations
2005-2006	289 presentations
TOTAL	1,068 presentations

Recruitment Materials and Presentations

The College faculty, Outreach and Recruitment, and Marketing Services departments collaborate and develop current literature and marketing materials. Examples of recruitment materials, presentations, and informational resources include:

Recruitment Materials:

1. Curriculum Program Brochures – Curriculum program brochures detail the curriculum programs offered by the College. The brochures are distributed to prospective students during recruitment events. Samples of curriculum program brochures are included for the [Auto Body](#), [Horticulture](#) and [Welding](#) technology programs.
2. [College Connection Brochure](#) – The College Connection brochure provides an overview of the College Connection Program which is an early registration opportunity for Charlotte-Mecklenburg high school seniors. It explains the steps students must take in order to participate and gives information regarding financial aid and scholarships.
3. [CPCC Scholarship Opportunities Booklet](#) – The CPCC Scholarship Opportunities Booklet provides students with a list of all CPCC scholarship opportunities. It also includes directions to access and submit the CPCC Foundation Scholarship Application along with the Free Application for Federal Student Aid (FAFSA).
4. CPCC View Book [[Example I](#)] [[Example II](#)] – The View Book is a general overview of the College describing curriculum programs, Corporate and Continuing Education, cost of CPCC compared to four-year institutions, contact information for various departments, and student-success stories.

Presentations

5. PowerPoint Presentations – PowerPoint presentations are used by recruiters to demonstrate the benefits of the College. [[Example I](#)] [[Example II](#)]
6. YouTube Presentations – CPCC has its own channel on the video-sharing web site [YouTube](#). Many of the site’s videos promote the College’s programs and feature an array of more than 200 instructional videos focused on such industries as horticulture, the culinary arts, and healthcare. The site also serves as an employment resource, teaching users career basics.
7. Student Services Videos – Student Services videos are presented online to inform students of the services available to them through the College. These presentations include subjects such as how to become a student, resources available to students, and career services. [[Example I](#)] [[Example II](#)] [[Example III](#)]

Informational Resources

8. [College Catalog](#) – The College Catalog provides a comprehensive overview of the College. Program and graduation requirements, services, and resources available at

the College are detailed. To ensure accuracy, the Catalog is updated annually by key stakeholders from across the College.

9. [The Student Handbook website](#) – The Student Handbook website provides information on College policies related to students, the Code of Conduct (which spells out acceptable behavior on the College’s campuses), and safety and security.
10. [CPCC Website](#) – The College’s website provides an efficient way of accessing information about the College. Each unit of the College is represented online. The website serves students, faculty and staff, the community, and the business and industry sector. A special section is designated for [future students](#).
11. [CPCC Fact Book](#) – The CPCC Fact Book is referenced for information such as the College’s history, programs and services, campus locations, and organizational chart.
12. [Curriculum Course Guide](#) – The Curriculum Course Guide provides a list of courses that are offered each semester, the location of the class, and a contact for the program. The course guide also provides students with steps to complete the registration process.
13. [Schedule Builder](#) – The Schedule Builder is an online program that provides an up-to-date listing of the College’s class offerings. The system is refreshed every 15 minutes to provide accurate schedule information.

Central Piedmont Community College is committed to its students and the Mecklenburg County region. Recruitment materials and presentations accurately represent CPCC’s practices and policies.

Documentation

[College Policy 3.05 – College Cabinet](#)

[College Policy 6.12 - Official College Communications Distributed to the Public](#)

[CPCC Style Guide](#)

[Community Relations and Marketing Services Division](#)

[Marketing Services Account Managers](#)

[Community Relations and Marketing Services Product Approval Form](#)

[CPCC YouTube channel](#)

Student Services Videos [[Example I](#)] [[Example II](#)] [[Example III](#)]

[Carolinas Association of Collegiate Registrars and Admissions Officers \(CACRO\)](#)

Curriculum Program Brochures [[Auto Body](#)] [[Horticulture](#)] [[Welding](#)]

Recruitment Presentations [[Example I](#)] [[Example II](#)]

[College Catalog](#)

[CPCC Student Handbook website](#)

[CPCC website](#)

[CPCC Future Students website](#)

[CPCC Fact Book](#)

[Scholarship Opportunities](#)

[Curriculum Course Guide](#)

CPC View Book [[Example I](#)] [[Example II](#)]

[CPC Schedule Builder Online Application](#)

[College Connection Brochure](#)

The institution is in compliance with its program responsibilities under Title IV of the *1998 Higher Education Amendments*. **(Federal Requirement 4.7)** The institution audits financial aid programs as required by federal and state regulations. **(Comprehensive Standard 3.10.3)**

Compliance Non-Compliance

Narrative

Central Piedmont Community College (CPC) is in compliance with its program responsibilities under [Title IV of the Higher Education Amendments](#). Central Piedmont Community College's Office of Financial Aid and Veterans' Affairs was most recently audited in December of 2007 in accordance with the Office of Management and Budget Circular [A-133](#). The North Carolina State Auditor's Opinion [Letter](#) found no material weaknesses and no issues of noncompliance.

On March 20-24, 2006, a federal [program review](#) was conducted on the Federal Student Aid (FSA) programs administered by CPC. The review consisted of, but was not limited to, an examination of the College's policies and procedures regarding institutional and student eligibility, individual financial aid and academic files, attendance records, student account ledgers, and fiscal ledgers. The program review disclosed a minor concern; four students were listed on academic probation when they were actually maintaining satisfactory progress. Implementation of [Financial Aid's Satisfactory Academic Progress module](#) created a system that electronically calculates, tracks, and displays the accurate status, thereby strengthening internal controls. This finding was closed by the FSA.

Once a year, the Office of Financial Aid and Veterans' Affairs completes a section of the Self-Assessment of Internal Controls [Report](#) for the North Carolina Office of the State Controller. This self-assessment is a tool for acquiring information about risks within the financial aid processes and mitigating those risks. The self-assessment is also subject to additional reviews by the Office of State Auditor and the Internal Auditor.

Office of Financial Aid and Veterans' Affairs

CPC administers student financial aid from federal, state, institutional, and private funding sources. The Office of Financial Aid and Veterans' Affairs is part of the College's Enrollment and Student Services unit. The Office administers Title IV funds in

accordance with federal regulations outlined in the Higher Education Act of 1965, as amended. The Office of Financial Aid and Veterans' Affairs is comprised of:

- (a) Director of Financial Aid
- (b) Assistant Director of Financial Aid (Federal Work-Study/Veterans' Affairs)
- (c) Assistant Director of Scholarships
- (d) Assistant Director of Financial Aid (Federal and State Accounts)
- (e) 13 other professional and clerical staff members

In order to maintain compliance and provide services in a timely manner, the majority of the Office's processes are automated. The Office staff reviews federal and state financial aid rules and regulations on an on-going basis.

Title IV

CPCC is currently authorized to offer Title IV financial aid through an active Eligibility and Certification Approval [Report](#) and a Program Participation [Agreement](#). The Program Participation Agreement was amended in 2008 to reflect new programs and must be resubmitted on March 31, 2011. As evidenced by the aforementioned [2008 North Carolina State Auditor's Opinion Letter](#), CPCC is in compliance with all federal Title IV regulations. CPCC also submits an [Annual Fiscal Operations Report](#) that outlines how CPCC spends Title IV funds.

Current Title IV programs at CPCC include Pell Grant, Supplemental Educational Opportunity Grant, Work Study, and Academic Competitiveness Grant.

Prior to awarding financial aid funds, CPCC verifies student eligibility to receive financial aid. CPCC also complies with other [Title IV regulations](#): cost of attendance calculations, satisfactory academic progress monitoring, and return of Title IV refund calculations. Satisfactory academic progress monitoring is accomplished through automated programming that runs at the end of each term to calculate the number of hours completed versus the number of hours attempted and monitors cumulative grade point average. If students fall below the standards established in the Financial Aid Satisfactory Academic Progress [Policy](#), they are no longer eligible for financial aid and a code is set in the [system](#) that will not allow aid to be credited to these students.

In addition to external auditing, the College institutes internal controls. Each term, financial aid specialists randomly select and verify student files for compliance with federal and state regulations. This process allows for monitoring of internal controls and review of staff training needs.

State Grants or Scholarships

State Grants are awarded to students based on the results of the Free [Application](#) for Federal Student Aid. CPCC participates in the following State Grant programs: [North Carolina Community College Grant](#), [North Carolina Student Incentive Grant](#), [North Carolina Educational Lottery Scholarship](#), and [Education Access Reward North Carolina \(EARN\) Scholarship](#). Each grant or scholarship has different criteria, but requires that a student be a North Carolina resident and meet all federal requirements.

Central Piedmont Community College complies with its program responsibilities under Title IV of the [1998 Higher Education Amendments](#). The College conducts audits of its financial aid programs as required by federal and state regulations

Documentation

[Title IV of the Higher Education Amendments](#)
[North Carolina State Auditor's Opinion Letter](#)
[March 20-24, 2006 Federal Program Review](#)
[Office of Management and Budget Circular A-133](#)
[Annual Fiscal Operations Report](#)
[Eligibility and Certification Approval Report](#)
[Program Participation Agreement](#)
[College Catalog – Satisfactory Academic Progress Policy](#)
[Online Financial Aid Satisfactory Academic Progress Module \(Screenshot\)](#)
[Self-Assessment of Internal Controls Report](#)
[Free Application for Federal Student Aid](#)
[North Carolina Community College Grant](#)
[North Carolina Student Incentive Grant](#)
[North Carolina Educational Lottery Scholarship](#)
[Education Access Reward North Carolina \(EARN\) Scholarship](#)