

Section II: Institutional Purpose

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II. INSTITUTIONAL PURPOSE

Introduction

Central Piedmont Community College was established in 1963 as a result of the North Carolina General Assembly's authorization of a comprehensive system of community colleges throughout the state. This statute provided for the consolidation of Central Industrial Education Center of Charlotte and Mecklenburg College under a single governing board. These two institutions were merged on June 27, 1963, as Charlotte Community College. On November 18, 1963, the Board of Trustees changed the name to Central Piedmont Community College.

Since the College's inception, its Mission Statements have consistently demonstrated a commitment to prepare and train students in various occupational programs in the areas of technical, business, health, and trades. Over the years the Mission Statements have evolved to reflect the expanding needs of the community by including college transfer, pre-college and literacy, and continuing education programs (cited in Exhibits 36, 37, and 38). The College continues its commitment to students today by providing innovative, comprehensive instruction that is academically, geographically, and financially accessible to a diverse community.

In spring 2001, the Section II Committee, comprised of nine members representing a diverse group of faculty and staff across the College community, was charged with the responsibility of evaluating a clearly defined Mission Statement appropriate to collegiate education, as well as evaluating the College's specific educational role for students and its broader constituent community. In order to ensure that the College's stated purpose and practice are in concert with its Mission Statement, this Committee examined how Central Piedmont Community College describes its characteristics and how it addresses the corresponding components and operations. The Committee also examined materials published by the institution in which the current Mission Statement is cited.

The Committee researched to determine how the Mission Statement was developed, approved, and reviewed by the College community. The Committee then determined that the Mission Statement was developed to reflect the College's goal of providing academic programs, support services, financial and physical resources, and administrative processes which are adequate to meet the needs of an ever-changing community.

*An institution **must** have a clearly defined purpose or mission statement appropriate to collegiate education as well as to its own specific educational role.*

Central Piedmont Community College has a clearly defined Mission Statement appropriate to collegiate education as well as to its own specific educational role. The College Mission Statement was revised January 2002.

Mission Statement

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. (<http://www.cpcc.edu/administration/vision/> and *College Goals 2002-2003*, Exhibit 22)

The Mission Statement is appropriate to collegiate education because it clearly states that the College offers “pre-baccalaureate and career-focused programs” appropriate to collegiate education. Central Piedmont Community College offers 58 programs of study as well as basic skills and continuing education classes and provides for many students the opportunity to earn credits toward their first two years of a collegiate education.

In addition, the College’s own specific educational role is that of a community college in North Carolina and supports the Mission Statement of the North Carolina Community College System:

The mission of the North Carolina Community College System is to open the door to high-quality, accessible educational opportunities that minimize barriers to post-secondary education, maximize student success, and improve the lives and well-being of individuals by providing:

Education, training and retraining for the workforce, including basic skills and literacy education, occupational and pre-baccalaureate programs.

Support for economic development through services to and in partnership with business and industry.

Services to communities and individuals which improve the quality of life.

(http://www.ncccs.cc.nc.us/Chancy_Kapp/system_mission.htm)

In accordance with its mission, the College offers an inclusive open-door enrollment policy, providing courses appropriate to a range of abilities and interests (2001-2002 Catalog, p. 42, Exhibit 9).

This statement must describe the institution and its characteristics and address the components of the institution and its operations.

Central Piedmont Community College's Mission Statement describes the institution and its characteristics and addresses the components of the institution and its operations.

The Section II Committee found that the Central Piedmont Community College Mission Statement reflects the following characteristics essential to the College.

“innovative and comprehensive college...”

In addition to being a member of the League for Innovation in the Community College, “an international organization dedicated to catalyzing the potential of the community college movement” (http://www.league.org/league/about/about_main.htm), Central Piedmont Community College has its own innovation grants “to assist programs/units with the creation of innovative programs or services and to facilitate improvement, change or growth within instructional or administrative units” (http://inside.cpcc.edu/ie/IE/Innovation_Grant_proposal.doc). Central Piedmont Community College is comprehensive in that it offers literacy/basic skills, Corporate and Continuing Education classes, and 58 programs. These include the Associate in Applied Science and the Associate in General Education Degrees. In addition, three degrees are designed for college transfer: the Associate in Arts, the Associate in Science, and the Associate in Fine Arts. The College also offers 18 diplomas, certificates in Basic Law Enforcement Training and in Cytotechnology, and a number of specialized short-term certificates. (2001-2002 Catalog, pp. 80-197, Exhibit 9).

“...that advances the life-long educational development of students...”

The focus on life-long learning at Central Piedmont Community College is reflected in the range of its students' ages. Table II-1 provides a summary of the breakdown of ages of students who attended the College in 2000-2001.

Table II-1: Number of Students by Age 2000-2001

Age Category	Number of Students
< 21	7,887
21-30	19,771
31-40	13,690
41-50	9,145
> 50	5,609

(Source: http://inside.cpcc.edu/planning/Data&info/Demographic_data.xls)

“consistent with their needs, interests, and abilities...”

The College determines students’ needs through its surveys and needs-assessment tools:

- Graduate Follow-up Survey (<http://inside.cpcc.edu/ie/word/grad9900.doc>),
- Employer surveys,
- Student Opinion Survey,
- Career assessments,
- Community Needs Assessment Study (<http://inside.cpcc.edu/planning/studies%5Freports/needsasses.ppt>), and
- Current Curriculum Student Survey (<http://inside.cpcc.edu/planning/2ksurveyhome.htm>).

These assessment instruments allow the College to more effectively address the needs, interests, and abilities of its students.

Central Piedmont Community College provides educational programs and services in the following areas:

- Business, Community Service, Health, and Technology Programs;
- College Transfer Programs;
- Basic Skills Programs;
- Corporate and Continuing Education;
- International Programs and Services;
- Cooperative Education Program;
- Concurrent Enrollment Program;

- College Tech-Prep Program;
- Educational Talent Search;
- Student Development and Support; and
- Free tuition for seniors
(2001-2002 Catalog, p. 7, Exhibit 9).

“...strengthens the economic, social, and cultural life of its diverse community.”

Central Piedmont Community College helps to improve the economic viability of its community through the following:

- The Economic Impact Study: “The economic impact of investment with CPCC is a 594% return. Employees who come to us for training show an average improvement in management skills of 85% based on pre and post testing” (<http://inside.cpcc.edu/planning> in “Studies and Reports”);
- Charlotte Reads Literacy Initiative: a workforce-development continuum undertaken in cooperation with the Charlotte Chamber of Commerce’s initiative, *Advantage Carolina: Survey of the Workforce Needs of Charlotte-Mecklenburg Employers* (Exhibit 15);
- Pathways to Employment: a community-based initiative linking the College, the Department of Social Services, community businesses, and other organizations to move participants from welfare to work (<http://www.cpcc.edu/pathways/history.htm>);
- Central Piedmont Community College Career Fairs: three annual events servicing over 100 employers and over 2000 visitors (http://www.cpcc.edu/career_services);
- JumpStart: semester-length programs leading to certificates in high demand fields (<http://www.cpcc.edu/certificates/jumpstart/fall2000/download/brochure.pdf>);
- Rapid Response Team: Corporate and Continuing Education’s initiative to assist corporations in helping their displaced employees;
- Changing Times, Changing Careers: community presentations outlining the job outlook and paths to career transitions;
- Career Services Partners: Employment Security Commission and two corporate partners located on

campus to provide job assistance to students;

- Charlotte Region Workforce Development Partnership: 10 area colleges building educational programs designed to meet industry's critical employment needs (<http://www.buildcarolina.org/default.asp>); and
- The Greenway Project: a College and community partnership to transform a depressed city creek into a thriving business, recreational, and educational environment.

Although the College strengthens the social life of its community through every event, including its classes, it sponsors several specific social events:

- The Folk Festival,
- The International Spring Festival,
- The Skyline Run,
- Innovations in Leadership Series,
- Corporate and Continuing Education classes, and
- Provision of facilities for community group meetings and activities.

The College also has many activities that strengthen the cultural life of its community:

- Theater Series,
- Dance Central,
- Art Gallery,
- Opera Workshop,
- International Festivals,
- Literary Festival,
- Global Awareness, and
- English as a Second Language.

“The College accomplishes this purpose by providing high-quality...pre-baccalaureate and career-focused educational programs and services...”

Evidence that Central Piedmont Community College maintains

“high-quality...pre-baccalaureate and career-focused educational programs and services” is demonstrated by the following recognitions:

- United States Government General Accounting Office selected the College as one of four community college leaders in workforce development.
- Ford Foundation Jobs for the Future selected Central Piedmont Community College as one of the top two colleges working to improve their capacity to help at-risk youth and low-income adults gain the skills and credentials needed to move beyond poverty to self-sufficiency.
- Newcomen Society of the United States, a non-profit educational foundation, recognized Central Piedmont Community College for outstanding accomplishment within the free enterprise system.
- The College is the only community college selected as a site for the National Academy for Forensics and Computer Investigations.

The College is a member of many associations and receives accreditation from national, regional, or state accrediting bodies:

- American Bar Association,
 - Paralegal Technology Program
- American Dental Association Commission on Dental Accreditation,
 - Dental Hygiene
 - Dental Assisting
- American Welding Society,
- Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association,
 - Physical Therapist Assisting
- Commission on Accreditation of Allied Health Education Programs on Recommendation of Cytotechnology Program Review Committee of the American Society of Cytopathology,
 - Cytotechnology

- Commission on Accreditation of Allied Health Education Programs on Recommendation of the Council on Accreditation of the American Health Information Management Association,
 - Health Information Technology
- Commission on Accreditation of Allied Health Education Programs on Recommendation of the Committee on Accreditation for Medical Assistant Education,
 - Medical Assisting
- Commission on Accreditation of Allied Health Education Programs on Recommendation of the Committee on Accreditation for Respiratory Care,
 - Respiratory Therapy
- National Accrediting Agency for Clinical Laboratory Sciences,
 - Medical Laboratory Technology
- National Automotive Technician Education Foundation,
 - Automotive Technology
 - Chrysler Apprenticeship Program
 - Co-operative Automotive Service Technology
 - General Motors Automotive Service Educational Program
 - Toyota Technical Education Network Program
- National Board for Certified Counselors,
 - Human Services Technology
 - Substance Abuse
 - Gerontology
 - Developmental Disabilities
- National Coalition of Advanced Technology Centers,
- North Carolina Community College Adult Educator's Association,
- North Carolina Criminal Justice Education and Training

Commission,

- Basic Law Enforcement Training Technology
- Criminal Justice Technology
- General Instructor Training
- Radar Certification/Recertification
- Time/Distance Certification/Recertification
- North Carolina Fire and Rescue Commission,
 - Firefighter Training
- North Carolina State Board of Community Colleges,
- North Carolina State Board of Nursing,
 - Christa A. Overcash Associate Degree Nursing Program
- North Carolina Substance Abuse Professional Certification Board,
 - Substance Abuse Program
- Technology Accreditation Commission of Accreditation Board for Engineering and Technology,
 - Computer Engineering Technology
 - Electrical Engineering Technology
 - Electronics Engineering Technology
 - Manufacturing Engineering Technology
 - Mechanical Engineering Technology.

“...**flexible**, pre-baccalaureate, and career-focused educational programs and services...”

The College provides “flexible, pre-baccalaureate, and career-focused educational programs and services” through these measures:

- Semester-long courses offered during daytime, evening, and weekend hours;
- Short sessions—approximately 8 weeks in length;
- JumpStart, a semester-length program leading to

competency-based certificates in high-demand fields;

- Pathways to Employment;
- Compressed Degree Evening Program;
- College Without Walls;
 - Telecourses
 - Online courses
 - Teleweb, a combination of telecourse and online instruction
 - North Carolina Information Highway
- Short-term Training Programs of six months or less geared toward entry-level employment; and
- All-day and weekend continuing education certification and re-certification courses.

“...which are academically...accessible...”

Central Piedmont Community College demonstrates its academic accessibility through its range of offerings and services:

- Compensatory Education Program,
- Academic Learning Center,
- Adult High School,
- Adult Basic Literacy Education Program,
- Adult Basic Education,
- Developmental courses,
- TRIO Programs—an educational opportunity for low-income and disabled Americans (Educational Talent Search, Upward Bound, Student Support Services),
- Students with disABILITIES,
- Seniors Program, and
- English as a Second Language.

The variation in the academic goals of its students is demonstrated by the results of the Spring 2000 Curriculum

Student Survey as summarized in Table II-2.

Table II-2: Results of Spring 2000 Curriculum Student Survey

Academic Goal	Number
Obtain 2-year degree and transfer to a 4-year school	170 (28.1%)
Obtain 2-year degree and enter the workforce	158 (26.1%)
Take courses and transfer to a 4-year college	151 (25.0%)
Personal interest/enrichment	112 (18.5%)
Prepare for a different job	84 (13.9%)
Update skills for current job	73 (12.1%)
Obtain a diploma or certificate	54 (8.9%)
Improve reading, writing, and math skills	23 (3.8%)
Prepare for first job	12 (2.0%)

(Source: <http://inside.cpcc.edu/planning/goals.htm> and Exhibit 72)

“...geographically...accessible...”

Central Piedmont Community College is “geographically accessible” by providing access to the community at its multiple locations in Mecklenburg County:

- Central Campus,
- North Campus,
- Northeast Campus,
- South Campus,
- Southwest Campus,
- West Campus,
- Two centers—City View Center and North Annex,
- College Without Walls (the Virtual Campus), and
- Over 200 sites in the community.

Four of the campuses are currently finalizing designs for additions and renovations to better accommodate students close to where they live and work.

“...and financially accessible.”

The North Carolina Community College System establishes the tuition rates. The current tuition rates are among the lowest in the United States and are affordable to the community (<http://www.cpcc.edu/admissions/Registration/tuition.htm>).

Central Piedmont Community College is financially accessible through various resources. Financial Aid has as its mission to provide quality assistance to all students. It makes every effort to ensure that students who cannot afford the complete cost of tuition are provided assistance through financial aid enabling them to achieve their educational goals. The following programs are offered:

- Federal Pell Grant,
- Federal Supplemental Educational Opportunity Grants,
- Federal Work-Study,
- America Reads,
- America Counts,
- North Carolina Community College Grant,
- North Carolina State Incentive Grant,
- Scholarships,
- Funds from Capital Campaigns,
- Alternative Loan (SLM Financial Corporation), and
- Veterans' Benefits.

“This purpose requires a fundamental commitment to teaching and learning excellence within a supportive environment.”

Central Piedmont Community College serves its students and the faculty and staff who make the College the excellent institution that it is by providing the following:

- The Center for Teaching and Learning,
- The Center for Leadership and Staff Development,
- Teaching Excellence Awards,
- Lump-Sum Merit Awards,
- Innovation Grants,
- College-wide Employee Recognition Awards,
- Accelerated Advancement Merit Awards,

- President's Leadership Group,
- CP Leads,
- Support for Return to School,
- Student Excellence Convocation,
- Sponsorship for Center for the Study of the Presidency, and
- Phi Theta Kappa.

*The official posture and practice of the institution **must** be consistent with its purpose statement.*

The official posture and practice of the institution are consistent with its Mission Statement and are contained in the College's strategic goals for the year 2001-2002

(<http://www.cpcc.edu/administration/goals/goals/2001-2002/default.htm>).

The Mission Statement is supported by the College goals:

- **“...that advances the life-long educational development of students consistent with their needs, interests, and abilities...”**
 - Continue to expand the access of Charlotte-Mecklenburg employment and population centers to training and education.
 - Ensure that students gain the knowledge, skills, intercultural awareness, and sense of civic responsibility necessary to participate effectively in a global environment.
 - Continue to provide high-quality parallel occupational skills training in all technical areas and continue to incorporate skill certifications into new and existing curricula. Market-based training will be available in a variety of formats and at times and places convenient to students and industry clients.
- **“...while strengthening the economic, social, and cultural life of its diverse community.”**
 - Continue to expand the access of Charlotte-Mecklenburg employment and population centers to training and education.
 - Engage business and industry more closely in the

programs and services of the College.

- Promote the development of the personal traits, ethical behavior, and social skills necessary to function successfully in the workplace and the community.
- Continue to promote diversity and to be inclusive in all College employment, purchasing, programs, and services.
- Enhance education, training, and support services to international populations to increase their opportunities for success in the economic, social, and cultural life of the community.
- **“...by providing high-quality, flexible pre-baccalaureate and career-focused educational programs and services which are academically, geographically, and financially accessible.”**
 - Continue to expand the access of Charlotte-Mecklenburg employment and population centers to training and education.
 - Actively recruit and retain students through the development of an innovative system of programs and services with enhanced customer focus.
 - Build public and private sector support for funding of College programs, capital projects, and general operations.
 - Promote the development of the personal traits, ethical behavior, and social skills necessary to function successfully in the workplace and the community.
 - Develop the infrastructure that ensures high quality instructional programs and support services at all Central Piedmont Community College locations and for the College Without Walls (the Virtual Campus).
 - Increase institutional effectiveness through an integrated system of planning, budgeting, and regular assessment of learning outcomes, programs, services, and college processes.
 - Enhance internal and external communications.
 - Continue to provide high-quality parallel

occupational skills training in all technical areas and continue to incorporate skill certifications into new and existing curricula. Market-based training will be available in a variety of formats and at times and places convenient to students and industry clients.

- **“...a fundamental commitment to teaching and learning excellence within a supportive environment.”**
 - Strengthen the professional development program and the performance development system to encourage leadership and responsibility throughout the College.

These strategic goals are integrated into the budgetary planning process by each division as it requests funds from the College.

Appropriate publications must accurately cite the current statement of purpose.

Appropriate publications at Central Piedmont Community College accurately cite the current Mission Statement. During its analysis, the Section II Committee found that there were several publications that did not include the Mission Statement. As a result of the Committee’s findings, the Annual Report, *Student Handbook*, class schedule, and Application for Employment now cite the appropriate Mission Statement. All of the following are widely distributed throughout the community:

- Class schedules (Exhibit 20),
- *2001-2002 Catalog* (<http://www.cpcc.edu/catalog> and Exhibit 9),
- *CPCC Works: A Community Report from Central Piedmont Community College, 2000-2001 Annual Report Edition* (Exhibit 44),
- “Central Piedmont Community College: Education That Works” (Exhibit 80),
- Application for Employment,
- The College website (<http://www.cpcc.edu/administration/vision/>), and
- *2001-2002 Student Handbook* (http://www.cpcc.edu/Student_Handbook).

The formulation of a statement of purpose represents a major

Central Piedmont Community College developed a Mission Statement through the efforts of faculty, staff, administration, and

educational decision. It should be developed through the efforts of the institution's faculty, administration, and governing board.

the governing board. The College developed its first Mission Statement in 1963. Since then the Mission Statement has undergone several revisions. Most recently, at the suggestion of the Section II Committee, Central Piedmont Community College revisited its Mission Statement.

In 2000-2001, representatives from Faculty Senate, Classified Staff Council, Student Government Association, and Planning Council participated in meetings to review the Mission Statement and make recommendations for its revision. Their suggestions were compiled and presented to the College Cabinet and then to the Board of Trustees who approved the current Mission Statement at its January 9, 2002, meeting (Board of Trustees Minutes, Exhibit 16).

Systematic communication of the mission and vision to staff and faculty is accomplished through annual distribution of this information, along with the College's strategic goals for the coming fiscal year. Copies of the Mission Statement are prominently displayed at all Central Piedmont Community College campuses.

*It **must** be approved by the governing board.*

The Board of Trustees approved Central Piedmont Community College's revised Mission Statement in accordance with the Central Piedmont Community College Board of Trustees Bylaws, as contained in the *CPCC Policies and Procedures Manual* (Policy 2.04, <http://inside.cpcc.edu/P&PManual/default.asp>, and Exhibit 33) on January 9, 2002 (Board of Trustees Minutes, Exhibit 16).

*An institution **must** study periodically its statement of purpose, considering internal changes as well as the changing responsibilities of the institution to its constituencies.*

Central Piedmont Community College periodically reviews its Mission Statement considering internal changes as well as the changing responsibilities of the institution to its constituencies. The following Mission Statement, formulated in 1989, reads as follows:

Central Piedmont is an innovative and comprehensive two-year college with a mission to: (1) advance the life-long educational development of adults consistent with their needs, interests, abilities, and efforts, and (2) strengthen the economic, social, and cultural life in the Charlotte-Mecklenburg region of North Carolina.

The College accomplishes this purpose by providing high-quality, flexible educational programs and services which are academically, geographically, and financially accessible, and which meet individual and community needs. This purpose requires a fundamental commitment to teaching excellence and a supportive, caring, student

environment. (1990-1992 Catalog, p. 54, Exhibit 81)

In 2001, a broad-based representation of the College including members of the Faculty Senate, Classified Staff Council, Student Government Association, and Planning Council met to review and recommend revisions to the Mission Statement.

Their review addressed several new elements which are consistent with the changing demographics of the community. The word “students” has replaced the word “adults” to reflect the changing population of the College. Currently, high school students (home schooled, private, or public) are allowed to attend Central Piedmont Community College under three different programs: College Experience, Concurrent Enrollment, or College Tech Prep. Recent state legislation permits intellectually gifted and mature students under the age of 16 to attend North Carolina community colleges. Also, the word “pre-baccalaureate” replaces “two-year college” acknowledging that many students attending Central Piedmont Community College transfer to four-year colleges.

Their suggestions were compiled and presented to the Cabinet. A draft of this Mission Statement was prepared based on input from the Cabinet and presented to the Board of Trustees for their approval.

The College revised the Mission Statement to encompass the new elements. The Mission Statement now reads as follows:

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. (*College Goals 2002-2003*, p. 1, Exhibit 22)

The institution must demonstrate that its planning and evaluation processes, educational programs, educational support services, financial and physical resources, and administrative

Central Piedmont Community College demonstrates that its planning and evaluation processes, educational programs, educational support services, financial and physical resources, and administrative processes are adequate and appropriate to fulfill its stated mission.

processes are adequate and appropriate to fulfill its stated purpose.

- **The Institution's Planning Processes** produce master plans, master plan updates, and annual goals which are implemented, then assessed for outcomes and their relationships to the College's mission. Examples of comprehensive planning efforts follow:
 - *Building the Future: Comprehensive Educational Master Planning Report 1995-2005* (<http://www.cpcc.edu/administration/strategic%5Fplan/goals.htm> and Exhibit 18)
 - *Focus on the Future: An Update of the Comprehensive Educational Master Plan 2000-2005* (<http://www.cpcc.edu/administration/strategic%5Fplan/update/default.htm> and Exhibit 42)
 - Annual Central Piedmont Community College goal setting (*Institutional Effectiveness Plan*, <http://inside.cpcc.edu/ie>, and Exhibit 54)
- **The Institution's Evaluation Processes** are central to the College's vitality and relevant to its mission.

Institutional effectiveness is an integral part of Central Piedmont Community College's quest for continuous improvement of programs, services, and administrative functions. The *Institutional Effectiveness Plan*, which includes a planning and evaluation cycle, assures annual goal setting, in-depth evaluations, assessments of student achievements, and an overall college assessment plan. Examples of some of the College's evaluations follow:

- Institutional effectiveness annual reports
- Program and administrative services reviews
- Graduate/completers surveys
- Employers' surveys
- Performance Development Plan
- Student Opinion Survey
- Curriculum Student Survey
- Corporate and Continuing Education Student Survey
- Literacy Student Survey

- **Educational Programs** are comprehensive. The College offers a continuum of educational opportunities: literacy and developmental courses, technical degrees and diplomas, college-transfer degrees, and wide-ranging lifelong learning opportunities. The College's headcount for 2000-2001 includes the following:
 - 22,047 curriculum students
 - 23,993 continuing education students
 - 12,645 literacy students
(<http://inside.cpcc.edu/planning/Data&info/default.htm>)

A growing number of students are enrolled in distance-education classes. For example, in the 2000-2001 year, 3,376 students registered for 5,026 seats in online classes. The College offers 58 associate degrees, 18 diploma programs, two certificate programs, and numerous other certificates. During the 2000-2001 year, Central Piedmont Community College offered 3,305 continuing education classes (*Fact Book*, Exhibit 83).

- **Administrative and Educational Support Services** provides 34 different services for students and staff at the College's six campuses. Examples of these services, which support the College's mission, are listed below:
 - Counseling and Advising
 - Registration (online, telephone, in person)
 - Libraries
 - Testing services
 - Student Life
 - Bookstores
 - Career Services
 - Tutoring
 - Computer labs
- **Financial and Physical Resources** are funded based on enrollment. The College received funds from a number of funding sources that totaled \$221,805,302 (2001-2002). These funding sources include the following:
 - Institutional funds—6.29% (\$13,968,285)

- County funds—6.65% (\$14,741,494)
- State funds—19.88% (\$44,102,313)
- Construction bonds—67.17% (\$148,993,240)
(*Central Piedmont Community College Financial Audit Report, 2000-2001* in Exhibit 28)

The College has received eight consecutive “no findings” financial audits (Exhibit 28). Through the Central Piedmont Community College Foundation, Inc., the College has been able to fund scholarships exceeding \$350,000 (AY 2001). Since 1995, the College has been awarded \$200,000,000 through local and state bond referenda for capital projects.

To ensure the adequacy of its planning processes for meeting the instructional needs of the College, broad-based programming teams are appointed to analyze the needs and develop the allocation and planning of space for all new facilities. Examples of these planning/management outcomes follow:

- Major renovations to the Central Campus
- New campuses at South, Southwest, West, and Northeast
- Campus expansions at South, West, and North
- Information Technology Strategic Plan

Conclusion

Central Piedmont Community College’s Mission Statement, developed in an ongoing process of revision and review, is descriptive and thorough, a proven product of the College’s faculty, staff, administration, and students. All divisions of the College incorporate this Mission Statement in their planning and evaluation processes, educational programs, educational support services, financial and physical resources, and administrative processes.

The Section II Committee agrees that the Central Piedmont Community College Mission Statement was developed and reviewed by a diverse College community that included students, faculty, staff, administration, and trustees. The Section II Committee further confirms that the Mission Statement is published in appropriate College publications and that the official posture and practice of the College are consistent with the Mission Statement. Finally, the Section II Committee, after

carefully reviewing the Mission Statement, agrees that the statement accurately represents the College, its planning and goals, and all the components of its varied and complex operations.

