



Values

Learning

- Do we provide a supportive environment that is student-centered and promotes lifelong learning?
- Do we place the needs of learners first in our decision-making?
- Do our resource allocations match the needs for student learning?
- Do we have cross-functional and disciplinary integration that provides programs and services that meet learners' needs?

Inclusiveness

- Do we encourage and expand effective and collaborative partnerships that enhance the economic vitality and quality of life in our community?
- Do we honor diversity through our curricula, processes, and people?
- Do we foster a source of community within the College?
- Do we provide a welcoming and accepting environment that improves student learning?

Accountability

- Do we solicit learners' feedback on the quality of their learning experience at the College?
- Do we regularly evaluate and assess our performance as part of our continuous improvement focus?
- Do we respond to the needs of our students, community, and business partners?
- Do we recognize our obligation to be good stewards of our resources?

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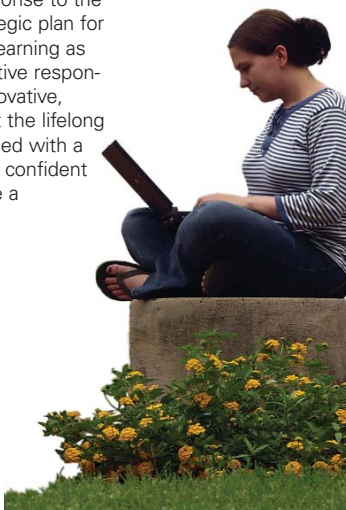


Learners and learning are the driving principles of CPCC's strategic direction.

A Message from the President:

Central Piedmont Community College prides itself on ensuring accessible, affordable, and quality services in response to the needs of the community that we serve. Our strategic plan for the next five years reaffirms our commitment to learning as the central value of the College. We accept collective responsibility for increasing student success through innovative, learner-centered programs and services that meet the lifelong learning goals of our students. Since we are blessed with a caring and committed faculty and staff, I am most confident that we will accomplish our objective and become a national leader as a learner-centered College.

Tony Zeiss
Tony Zeiss



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We've Got You Covered Mecklenburg County

Central Campus

1201 Elizabeth Avenue at Kings Drive
near Center City
704.330.2722

City View Center

1609 Alleghany Street
Freedom Drive and Ashley Road
704.330.5910

North Campus

11930 Verhoeff Drive, Huntersville
from Statesville Road or Highway 115
704.330.4100

North Campus Annex

6605 West WT Harris Boulevard
I-77 North, Exit 18
704.330.5480

Northeast Campus

8120 Grier Road at WT Harris Blvd.
704.330.4801

Levine Campus

2800 Campus Ridge Road, Matthews
near Independence and I-485
704.330.4200

Southwest Campus

315 West Hebron Street
between Arrowood and Nations Ford Rd.
I-77, Arrowood Exit
704.330.4400

West Campus

3210 CPCC West Campus Drive
Morris Field Drive from Billy Graham Parkway
or Wilkinson Blvd.
704.330.4667

Virtual Campus

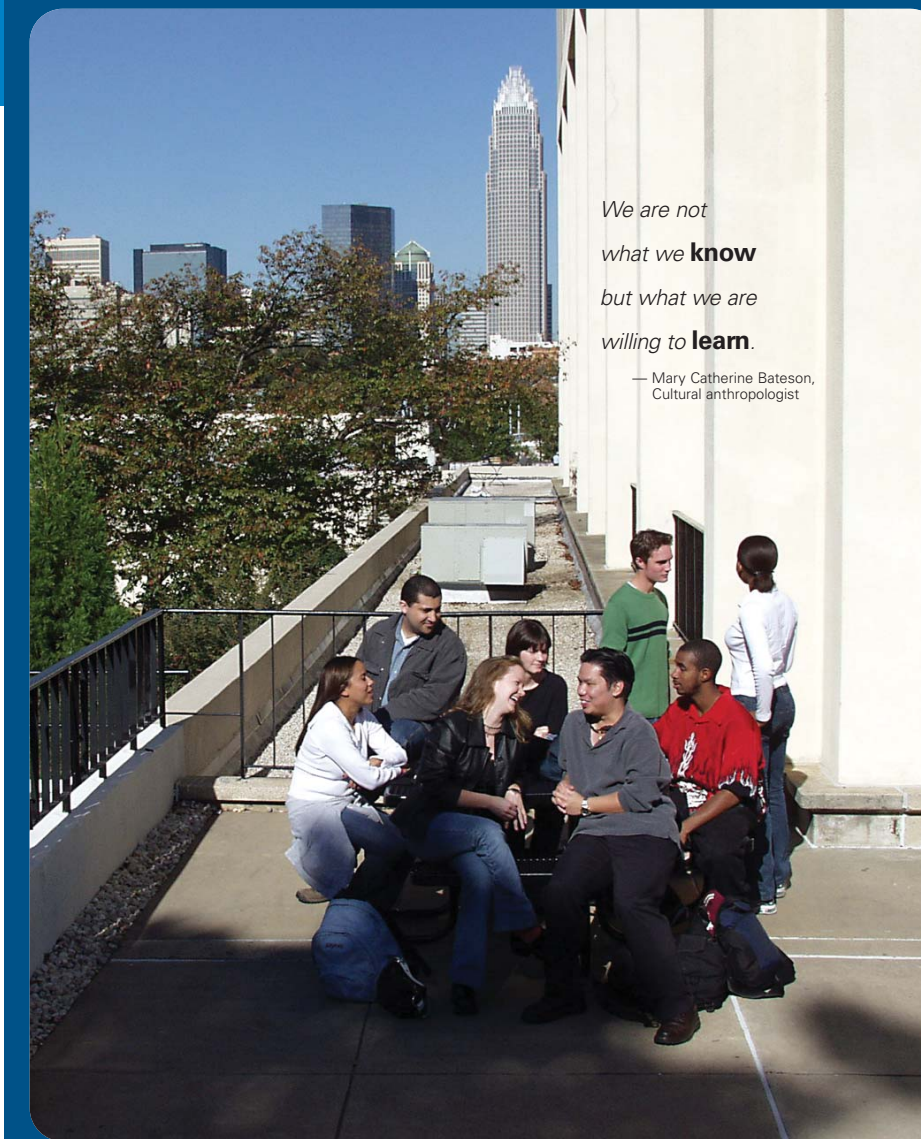
<http://virtual.cpcc.edu>

Mailing address for all campuses:

P.O. Box 35009
Charlotte, NC 28235-5009

WWW.CPCC.EDU

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*We are not
what we know
but what we are
willing to learn.*

— Mary Catherine Bateson,
Cultural anthropologist

Setting Strategic Direction for the College

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CENTRAL PIEDMONT COMMUNITY COLLEGE

Vision Statement

Central Piedmont Community College intends to become the national leader in workforce development.

Mission Statement

Central Piedmont Community College is an innovative and comprehensive college that advances the lifelong 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 Values

Learning
Inclusiveness
Accountability
Excellence
Integrity
Accessibility
Innovation



Goals

Student Success

Goal: Ensure student success by all employees assuming collective responsibility for placing the needs of learners first.

- Foster a culture in which services, policies, procedures, practices, and personnel support learning as a major priority
- Ensure that the student's earliest experiences with the College are positive, nurturing, and focused on student learning and academic success

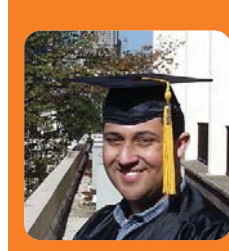
The illiterate of the 21st century will...[be] those who cannot learn, unlearn, and relearn.
— Alvin Toffler, Futurist

- Engage students as responsible partners in the lifelong learning process
- Make accessible a variety of services and programs that address diverse cultures and learning needs
- Use technology to expand opportunities for student learning and student services

Organizational & Professional Development

Goal: Foster an organizational culture that makes learning the primary value in every action of the College.

- Throughout the organization, hire, develop, support, and empower employees who take an active role in student learning and success
- Create an integrated and adaptable organizational structure that responds to the changing needs of learners

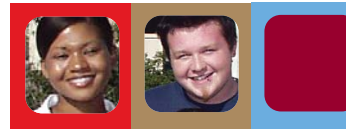


- Promote a culture of inclusiveness, participation, collaboration, and mutual respect that recognizes and celebrates the value of employee contributions
- Offer and support professional development programs and opportunities to enhance staff and faculty effectiveness as facilitators of learning
- Ensure that part-time employees are supported in facilitating a quality learning experience
- Use cross-functional and interdisciplinary teams to shape the learning culture of the College in line with the College's vision and mission
- Strengthen the leadership skills of College faculty and staff
- Enhance the economic, academic, and social environment of the College to attract and retain quality employees

Community/Economic Development & Partnerships

Goal: Promote the health and economic vitality of the community through partnerships, coalitions, and collaborations.

- Encourage community/business partnerships in the learning process



- Increase the availability of skilled workers to meet changing community needs
- Respond to the diverse learning needs of the community we serve
- Continue to expand certification and short-term training programs that meet learners' needs and market demand

Learning environments, while challenging, are win-win environments that are cooperative, collaborative, and supportive.
— Robert B. Barr and John Tagg, Educators

- Improve and expand linkages with educational partners and community agencies for mutual benefit

- Engage students in contributing to the well being of their community through service-learning initiatives
- Encourage faculty and staff to take leadership roles in community initiatives

Institutional Growth

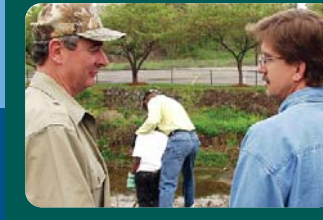
Goal: Plan and coordinate student enrollment, programs, services, and facilities to meet community needs.

- Achieve targeted growth through an integrated enrollment management process
- Ensure an equitable delivery of quality programs and services at all campuses
- Achieve a balance between virtual and classroom learning
- Improve the utilization of human, physical, technological, and fiscal resources

Institutional Advancement

Goal: Increase available public and private funds for educational programs, capital projects, and general operations.

- Increase the coordination of all institutional advancement (fundraising) activities to enhance resource synergy
- Enhance student opportunities through increased scholarships and endowments
- Promote responsible stewardship of resources and public trust
- Encourage an innovative and entrepreneurial spirit
- Continue to generate business and community support to increase program viability
- Collaborate with business and educational entities to lobby for appropriate levels of state and county support
- Communicate the value and benefit of the College to the community



Institutional Effectiveness

Goal: Improve learning outcomes and College programs, processes, and services through a systematic and continuous process of planning, assessment, and improvement.

- Integrate the College's annual planning with budgeting and resource allocation
- Support a planning process to involve individuals at the grassroots level
- Improve the system of defining and assessing student learning outcomes
- Use cross-functional teams to recommend organizational changes to more effectively and efficiently serve customer needs
- Build flexibility into staffing, resource allocation, and administration to enable campuses to use different approaches while working toward the College's vision and mission
- Increase the understanding of and support for the institutional effectiveness process

We now accept the fact that learning is a lifelong process of keeping abreast of change. And the most pressing task is to teach people how to learn.

— Peter F. Drucker, Economist

continued from reverse

Excellence

- Do we recognize and celebrate achievement?
- Do we encourage faculty and staff to enhance their skills and knowledge through a variety of professional development activities?
- Do we strive to enhance the quality of our processes, services, and learning experiences?

Integrity

- Do we provide an ethical and respectful environment with principled leadership that continues to earn the public's trust?
- Are we honest and fair in all of our relationships?
- Do we create a work environment that fosters learning?

Accessibility

- Do we reduce financial, environmental, social, and educational barriers to ensure student success?
- Do we offer a range of choices in programs and services that are accessible to diverse learners?
- Do we create a positive environment that is proactive and expands opportunities and experiences for all members of our community?

Innovation

- Do we anticipate change and respond to internal and external challenges?
- Do we encourage and reward exploration, inquiry, risk-taking, and entrepreneurship?
- Do we foster an environment that encourages an open exchange of ideas?
- Are we responsive to the needs of our service area?

