



Central Piedmont Community College
Quality Enhancement Plan

Executive Summary

Central Piedmont Community College's (CPCC) mission statement reflects the College's commitment to student success and serving the needs of its community.

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 student success through teaching and learning excellence within a supportive environment.

Students' success is also central to CPCC's strategic planning process. The College's first strategic goal is "Student Learning and Success: Ensure student learning and success by promoting an innovative and supportive learning environment." As a result of its commitment to student success and institutional data that reflect an increasing need to emphasize the success of first-year students in particular, CPCC's QEP focuses on the environment supporting student learning and accomplishing the mission; therefore, the QEP was designed to achieve the primary goal of improving first-time, full-time, degree-seeking student success through enhanced student support and strategic communication.

To improve first-year, full-time, degree-seeking (FFD) student success, faculty will submit two reports to their students at critical points in the semester. These reports give students specific feedback on the academic and/or behavioral issues that students demonstrated in their courses which may hinder their success. All CPCC students will receive semester progress reports; however, FFD students will receive additional communication and be monitored based on the number of unsatisfactory reports they receive: Neutral (no unsatisfactory reports), Cautionary (one unsatisfactory report), or Intrusive (two or more unsatisfactory reports). The FFD students in the Intrusive category have displayed a pattern of exhibiting behaviors that are counter- productive to student success by receiving two or more unsatisfactory reports, so they will be required to meet with a First-year advisor and if necessary, use a campus resource. During the

2014 – 2018 academic years, the College will conduct a longitudinal study of the FFD students to measure the impact of the semester progress reporting system and the strategic communication on their academic progress, retention, and degree completion.

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