

Project summary submitted to the U.S. Department of Labor, resulting in Workforce Innovations Award, July 2005.

The Pillowtex Project

On July 30, 2003, Pillowtex Corporation, formerly Fieldcrest Cannon, closed its operations nation-wide and effectively displaced 7650 workers. In North Carolina, 4790 jobs were lost affecting 3,984 citizens residing in the service area of Rowan-Cabarrus Community College. This event represented the single largest manufacturing layoff in the Southeast United States. The impact on the local community college was immediate and overwhelming. The lay-offs occurred with no formal warning and were simultaneous with fall semester registration while the college was already preparing for record enrollment in all areas. Representatives from the college had met with local and state leaders for preliminary planning; limited demographic information was provided which indicated that the displaced employees needed significant Basic Skills training as 45% lacked a high school credential.

Collaboration

During the initial Rapid Response meetings, the displaced workers were invited in cohort groups of approximately 300 to information sessions at Pillowtex Plant # 4 in downtown Kannapolis. The physical structure consisted of several small rooms and office spaces and a vacant manufacturing floor. Impromptu seating for several hundred people was set up in the empty manufacturing space and Job Link partners, including the local college, set up information tables to disseminate information to these clients. These partners included the local Employment Security representatives, the Department of Social Services, Vocational Rehabilitation, and Veteran's Services. Plant # 4 became the official extension of the local Job Link Centers devoted exclusively to providing support services and information to the Pillowtex population as well as other workers from closings and lay-offs related to the Pillowtex demise.

The primary focus of the Rapid Response meetings was data collection and information sharing. Each participant was asked to complete a survey for the Department of Commerce that provided personal and demographic data, as well as offered menu options for requested services and support. The intent was to compile the data into a useable format that would be shared with all partners for planning and service delivery purposes.

Because Pillowtex had filed previous bankruptcy claims, separate petitions were filed with the national Department of Labor for assistance for each of the local plants affected by this announcement. Additionally, peripheral lay-offs at entities that provided services and direct support for Pillowtex also filed petitions on behalf of their diminished workforce. These petitions were filed during the midst of a re-write of the federal legislation addressing trade-affected manufacturing closings, and there was no assurance that all of these would be approved or that all former Pillowtex employees would have the same benefits and eligibility.

Plant #4 was in close physical proximity to Plant # 1, the largest plant affected by the closing. Plant # 1 in Kannapolis covers 96 acres in the heart of downtown. Approximately 2800 of the nearly 4000 workers affected in the Rowan-Cabarrus service area worked at Plant # 1. The Employment Security Commission equipped Plant # 4 with appropriate workstations for personnel to meet with clients and process claims on site.

Community agencies including the United Way, local churches, crisis ministry groups, healthcare providers, Salvation Army, and others set up a center within two blocks of the Plant #4 location to assist with emergency needs of these individuals. In some instances, multiple family members lost their jobs and many were on the verge of bankruptcy and/or foreclosure as a consequence. College staff assigned to the remote Job Link Service Center made frequent referrals to these agencies, as critical survival needs superseded commitments to training and education.

Partners from Central Piedmont Community College, South Piedmont Community College, Gaston College, and Stanly Community College assisted with initial planning and delivery of services at the Rapid Response meetings. Maureen Little, Director-Charlotte Region Customized Training and Workforce Development, was on the front line with us throughout the process. She handed out college materials, listened to the plights of our clients, and ran interference for us with the other agencies to free our staff to begin the major task of expanding human and facility resources. College staff members were assigned to provide full-time coverage at the Job Link site for the first eighteen months. These staff members worked tirelessly, providing college information, conducting workshops in stress management, test anxiety, GED preparation, and dealing with change. Student Services and GED staff members traveled to the center to conduct on site placement testing. Counselors also administered the DISCOVER career interest inventory to help clients make responsible choices in selecting their program of study.

The college applied for National Emergency Grant (NEG) funds with the assistance of Dr. Stephanie Deese from the North Carolina Community College System Office. A total of \$2.1 million dollars was allocated for capacity-building initiatives such as hiring

additional instructors/staff, renovation and lease of space, and the purchase of equipment and supplies. After the first year of the project, an additional \$200,000 was transferred to Rowan-Cabarrus Community College from Central Piedmont Community College and Rockingham Community College as the bulk of affected workers were concentrated in the Rowan and Cabarrus county service area. The funds were allocated to the North Carolina Community College system Office in Raleigh and were funneled to the local college for reimbursement of expenditures. The grant funds were separated into two primary functions. The **Administrative** portion covered project management, clerical support, infrastructure enhancements to include renovation of space or lease options, equipment, increased telephone and Internet capabilities, security, and utilities.

The **Instructional** component provided salaries for part-time and full-time faculty, students services personnel including advisors, counselors, and student advocates, instructional equipment and supplies, tutoring, informational brochures and publications, workshops and seminars, translation services, etc.

Jeanie Moore, Vice President of Continuing Education was designated as the primary point of contact for all Pillowtex-related activities. She assigned Ann Morris, Rowan-Cabarrus Community College's New and Expanding Industry Director, and Hans Heymann (retiree from Mitchell Community College) as co-directors for the College's initial activities of the project. Jeanie coordinated coverage for the Rapid Response meetings and began the tedious process of navigating the TRADE legislation interpretations. Ann led the program development portion of the project, and Hans developed the College's financial accountability program.

The College partnered with the Kannapolis City School System and the Rowan-Salisbury School System to share space in the evenings and summer months for off-campus offerings in English as a Second Language and short-term Construction and Masonry programs. The local schools hosted job-seeking skills workshops and motivational workshops addressing topics such as "Dealing with Change" led by well-known North Carolina native Bill Dyer.

As a consequence of the Pillowtex Project, the Cabarrus Literacy Council was reactivated. One of our advocates, Rebecca Hammill, was instrumental in this effort and received a Service Award from the Concord Rotary Club for her initiative to make this happen.

Linking Services to Demand Occupations, Economic Development, and Community Benefit

New short-term training programs were developed in Continuing Education such as Pharmacy Tech certification, Medical Coding and Billing, and Medical Unit Secretary to provide entry-level training and awareness for jobs in the health occupation cluster. Programs were designed to include components of Basic Computer applications and Customer Service to ensure that students had fundamental training in both technical and soft-skills. Additional community sites were found to host GED and Adult Basic Education; area churches "stepped up to the plate" with offers of low-cost or free space for those purposes. Since so many of the displaced workers had limited and less than reliable transportation means and were inexperienced in navigating to unfamiliar locations, it was critical to find spaces that were cheerful, comfortable, and close enough for students to access by walking or sharing rides with family and friends. Ed Hosack of Life Builder Ministries (and a former Pillowtex division manager) formulated classes in job-seeking strategies and technical computer training for workers desiring to seek an immediate path to job searches. The college has developed training programs using Work Keys assessments and Key Train software to build entry-level work skills in reading and mathematics for service occupations.

The curriculum division of the college (associate degree, diploma, and certificate programs) established extended fall registration hours to accommodate the demand from Pillowtex. Capacities were increased in all courses and sections by adding seats, setting up late afternoon and evening sections where space and human resources were available, and by setting up some additional compressed cycles for the first sequence of courses in high demand programs. Early approval for fall 2004 was granted for a Construction Management Technologies program that was scheduled to begin in spring 2005. The significant increase of students seeking training in Air Conditioning, Heating, and Air Conditioning Technologies precipitated a physical relocation of that program to a vacated Cabarrus County Schools' facility. As a consequence of this move, this

Site was funded for a \$3.5 million dollar renovation to house a new Business and Technology Center for the College. This facility will be open with expanded offerings in July 2005.

Innovation

A new view book was designed for college use to disseminate information regarding programs and services at the college with a focus on the needs and concerns of dislocated adult students. *New Directions for Adult Learners* illustrates the differences in this population from traditional aged college students. The publication is

in black and white, with photos of middle-aged adult students from a variety of cultures engaged in the learning process. The content of the publication was developed by posing and answering the "most frequently asked questions" from our clients at the Job Link Service Center at Plant # 4. The publication has been translated into both Spanish and Laotian to address the needs of the diverse population that migrated to the college from Pillowtex. This publication is now utilized throughout the college for recruitment and basic information regarding the college.

Our faculty members, Pillowtex Project team members, and the Student Government Association joined forces to establish professional clothing closets on each campus for students who needed assistance in preparing for job interviews. Additionally, a college-wide fashion show was designed with deans demonstrating fashion "do's and don'ts" to illustrate what is appropriate for specific interview scenarios. The students appreciated the involvement of faculty and the visual cues that were inherent in their presentations. Our Cosmetology students and faculty provided free manicures and hair cuts to dislocated workers at community events and as part of preparation for our annual College-wide job Fair. Condensed workshops in resume preparation and interview skills were available as part of the events leading to the Job Fair.

Staff members continue to develop services and programs for clients in our pipeline. The Small Business Center has designed programs in entrepreneurial training to assist students who want to open their own small businesses. We have certified instructors in both English and Spanish to provide this training and advising. We have two classes currently with Southeast Asian students who are eager to open businesses in the service sector in the area of restaurants, specialty grocery stores, lawn care, and janitorial services. We have employed a translator to assist with these classes. All resource material from the Small Business Center will be translated for dissemination throughout the state community college system. The College recently sent copies of the **New Directions for Adult Learners** brochure and translated materials from the Small Business Center to Thailand with representatives from NC REAL (Rural Entrepreneurship through Action Learning) who were traveling to Thailand to train instructors there.

Performance Outcomes

Dr. Nicholas Gennett (retiree from Central Piedmont Community College) joined the initiative in January 2004, as Pillowtex Project Training Coordinator. Dr. Gennett's extensive background in community college work, economic development, and strategic planning and research were invaluable in the development of a comprehensive student database and tracking system that is client-focused and has become the driving force

behind our response to this population. He accumulated the original surveys of employees collected by the Department of Commerce and sorted them to ascertain commonality of needs that the College could address through its existing programs and services. There were three categories established from this review: Requests for: (1) General information about the college, (2) GED information, and (3) Assistance with job-seeking skills.

Dr. Gennett and Vice President Moore reviewed the survey data, and developed and presented a set of strategic objectives to the college's Senior Leadership Team that established the backbone of the college's internal accountability plan. The plan is "client-focused" and relies on feedback from the clients (enrollees and non-enrollees) to document results and provide the framework for future directions. The ultimate goal for the college is to identify outcomes for all enrolled students based upon a very simple matrix: **Career Training = Job Placement in Field of Training = Creation of a Career Ladder (Lifelong Learner).**

Information regarding the clients has been added to the database from enrollment verification, tracking sheets from the Service Center, focus groups, and student surveys. The Center for Applied Research at Central Piedmont Community College conducted focus groups of students, faculty, and staff to evaluate the College's response to this crisis. Additionally, the Center developed and tabulated a comprehensive survey of students enrolled during summer 2004 to summarize the students' experiences with the college. The surveys enjoyed a 48% response with two significant findings: **(1) 95.1% indicated that they would choose to attend Rowan-Cabarrus Community College if they "had to do it over again", and (2) 98.4% stated that they would recommend Rowan-Cabarrus Community College to another person.**

Through the efforts of Dr. Gennett, Vice President Moore, Dr. Stephanie Deese, David Hollars, Director, Centralina Workforce Development Board, and Roger Shackelford, North Carolina Department of Commerce, the College negotiated a contract with the North Carolina Employment Security Administration to share data on our common clients regarding employment information. We are in the process of adding this information to our existing database. This information will be an on-going process for the next six to twelve months as students complete their programs of study at the college. Additionally, we are conducting interviews with selected employers to determine the "value-added" dimension of the College's training initiatives with this population.

To date, the College has enrolled 47% of all National Emergency Grant eligible clients residing within our two-county service area into a variety of college courses and programs. Additionally, the College has provided direct services to over 80% of the

affected population. These services include: referrals to other agencies, placement testing, career interest inventories, cosmetology services, assistance with resumes, etc.

Students are making the transition from being enrolled merely to secure benefits to planning and following a career pathway. Over 231 individuals (43.3% of 534 enrolled students) have received their GED; approximately 125 have become certified nurse aides; an additional 400 or so have enrolled in Human Resources Development Programs and other short-term occupational extension training programs. Curriculum programs have 600 students scattered throughout the trade and technical areas; many clients are enrolled in programs that previously had demonstrated low enrollments. We expect to produce many qualified electricians, HVAC technicians, automotive technicians, machinists, and medical office personnel from this student base. The first "wave" of diploma and associate degree graduates will march in the College's graduation ceremony on May 22, 2005.

Replicability

This accountability plan is attracting attention from all over the country, and we believe that we have a national model that can and should be shared throughout the country as other communities deal with similar crises. To date, supported by funding from the Centralina Workforce Development Board, this model has been presented at two national community college conferences: the spring 2004 American Association of Community Colleges meeting in Minneapolis, Minnesota, and the 2005 spring League for Innovations Conference in New York City, New York. College staff members have shared portions of the accountability plan with neighboring community colleges at Central Piedmont Community College in Charlotte, and Alamance Community College in Burlington, North Carolina. Both institutions have faced similar job losses in recent months. A packet of information was recently sent to Montcalm Community College in Sidney, Michigan as a template for their response to recent job losses at Electrolux in their community. The accountability plan is comprehensive and totally replicable. Dr. Gennett and Vice President Moore plan to create templates that can be shared with other colleges if resources are available to do so.

Our preliminary employment data is not surprising. The economy continues to make a slow recovery. Wage levels for dislocated workers re-entering the workforce are lower than the \$11.60 hourly wage that they were accustomed to earning at Pillowtex. There is significant underemployment - many are working more than one part-time job to meet the expenses of everyday living. Temporary employment without benefits is common. This current data does not reflect our "soon to be graduates" or those who will complete programs in summer and fall 2005. We will continue to track these individuals and

update our database throughout calendar year 2005 to answer the question of our success with this initiative.

We have evolved as a community college as a result of this experience. No area of the College was unaffected. Our communication across the college is improved; we are collaborating across old boundaries as we look at ways to serve our clients. Our marketing strategies toward dislocated workers have improved. Our staff and faculty members are seeing the results of their hard work and commitment as we interact with these students daily. Certainly, we have grown with them. Though much work remains, our outlook is brighter than two years ago.

Rowan-Cabarrus Community College

New Directions for Adult Learners



Commonly Asked Questions & Answers

Hi!

We are delighted that you are considering enrollment at

Rowan-Cabarrus Community College. We can assist you in learning skills which will help you build a better, more secure future.

This publication is intended to provide you with information that may help you feel comfortable about "going back to school". It is not intended for students right out of high school. Rather, its purpose is to meet the needs of adult students, which are very different. For example, we certainly know that adult students are much more challenged in having to balance education with other priorities in their lives such as family, jobs and other obligations.

In designing this publication, we started with a very simple, straight ahead concept. That is, if we could decide what are the most commonly asked questions adult students have on entering the College, we could create a publication around the answers to those very questions. We asked adult students at RCCC and these were the most asked questions they suggested.

Of course, we know that there are many more questions that you might have about Rowan-Cabarrus Community College other than the twelve included in this publication. For further information about the College that would be helpful to you, call (704) 637-0760 or (704) 788-3197 ext. 834. Or, if you choose, you can fill out and mail the postcard attached to the back of this Guide.

So, here it is. We hope you find it helpful and we wish you the very best in your future.

Sincerely,

Jeanie Moore
Vice President, Continuing
Education Programs

Are all students at RCCC 19 to 21 years old?

Absolutely not! In fact, these "traditional-aged" students make up a minority of our student body. A large and growing number look like you. They are in their 30's, 40's, 50's and even older. In many cases, they have already had careers and are coming back to school to learn a new career. Others have been laid off from existing jobs and know they have to get a GED and a new technical skill to compete in today's labor market.

But, guess what? These "older" students tend to do very well here at RCCC. They are mature, focused and not afraid to work for what they want. In many cases, they do as well academically as our other students who have just graduated from high school.

As you can see from the photographs in this document of other students who are experiencing success at RCCC, there is no such thing as being "too old" to go back to school.

Do I need a high school diploma or GED to take courses at RCCC?

The college offers instruction to all adults 18 years of age or older, who wish to continue their education and can benefit from courses and programs offered by the college.

The college uses placement tests, previous academic records, work experience and other factors to evaluate a student's readiness and potential for success.

Most of our degree, diploma, and certificate programs are taught at a level beyond high school, so a high school diploma or GED is important. The college provides GED programs for students who need that credential.

The college also offers a variety of short-term, non-credit training programs that may not require a high school diploma. However, it is important to look also at requirements in the workplace to ensure your best chance for success. It is also important to find out in advance if the course you are interested in has prerequisite requirements. A good place to start is at Student Services, located at the North Campus (704) 637-0760 ext. 221 and the South Campus (704) 788-3197 ext. 510.



**What do I need to do to get started in school?
How do I apply?
How do I register for classes?**

There are actually several ways for you to get started as a student here. Probably the best way is to do it in person so that you can have knowledgeable staff on hand to answer your questions. The easiest thing to do is drop by the Student Services office (Monday through Thursday 8:00 am - 9:00 pm and Friday, 8:00 am - 5:00 pm) and allow the staff to help walk you through the processes you need to become class-ready. It is a fairly simple process and once you have gone through it the first time, you should not have any problems with future registrations.

**Do I have to take a placement test to attend RCCC?
What if I fail the placement test?**

Yes. If you are intending to enroll in a credit program at the college such as a one-year diploma program or two-year degree program, you will be required to take the ASSET or COMPASS placement test. There is no such thing as "failing" the placement test as it is not a pass/fail test. The results are used to help you select the appropriate courses during your first term. They are generally not used to determine whether you will be admitted into a specific program of study (except for health programs), since we are an "open door" institution.

You should consult with an academic advisor through Student Services to learn how placement test results are used to ensure your academic success at RCCC.

**Math has always been difficult for me.
Is extra help available if I need it?**

You are not alone on this one. A lot of people have problems with math. The smart ones take advantage of math tutoring services available on both the North and South Campuses. But, tutoring support is not confined to math. Review courses are available in reading, writing and algebra. And, specialized tutoring is available in math, English, Spanish and chemistry. The following list provides telephone numbers for specialized tutoring:

Math	North Campus (704) 637-0760 ext 306 South Campus (704) 788-3197 ext 534
English/Writing	North Campus (704) 637-0760 ext 789 South Campus (704) 788-3197 ext 562
Chemistry	North Campus (704) 637-0760 ext 306 South Campus (704) 788-3197 ext 562
Spanish	North Campus (704) 637-0760 ext 791 South Campus (704) 788-3197 ext 791



***My major problem is in reading.
I'm afraid to start classes with limited reading skills.
What should I do?***

If you are weak in reading, you should be concerned about how you will do in college unless the weakness is eliminated. Many college course textbooks require reading levels as high as 12th or 13th grade. Students who are functioning at an 8th or 9th grade level will obviously have a problem making it through these difficult textbooks.

Once again, the College has help to offer. Our suggestion is that you consider taking a reading course during your first semester of enrollment. For more information about courses in reading, contact Student Services.

***I have not decided what I want to study.
Can RCCC help me to decide what courses to take?***

This is a very good question. The answer is yes. We can help you choose a course of study that matches your interests and skills with training leading to job availability in our local community.

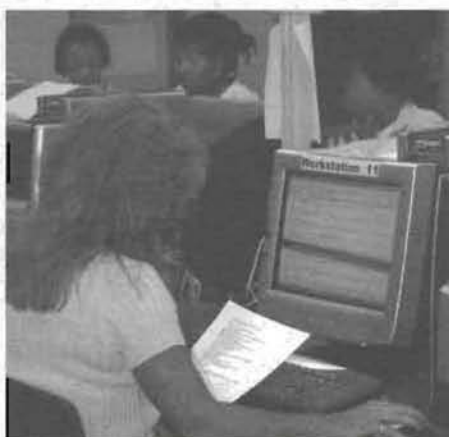
The College has employed staff who are highly qualified to assist you in career counseling. They can be reached through Student Services by calling (704) 637-0760 ext. 221 (North Campus) or (704) 788-3197 ext. 510 (South Campus). The services are free, and making an informed decision concerning your future career is one of the most important decisions you will ever make.



Is help available for non-English speaking students?

Yes, the College maintains an extensive English as a Second Language (ESL) program which generally enrolls hundreds of RCCC students whose first (native) language is not English. Students who are successful in the ESL program are able to be mainstreamed into regular instructional programs with English-speaking students and generally do quite well. Our experience with ESL students is they are among the most committed and dedicated students we enroll.

The College also provides counseling assistance for ESL students. For more information about ESL services, contact the ESL office at ext. 527.



Do I have to know how to use a computer before I start to school?

Do you have courses for students who do not know anything about computers?

Do I need to own a computer to do my schoolwork?

First, you should know that, generally speaking, the older a student is, the more concerns they are likely to have concerning computers. Mostly, this is due to the fact that computers were not readily available when they were in elementary or secondary school. Younger students have less computer anxiety.

However, computers are a fact of life today, and we all need to be familiar with them and comfortable with their use. Having said that, no, you do not have to have a personal computer of your own, although that would be beneficial. Since more and more college teachers also communicate with their students using email, owning a computer will provide easier and quicker access to your instructors outside of scheduled class times. Additionally, most teachers require assignments, specifically papers, to be typed to ensure legibility.

Finally, you should consider a computer as a major investment such as a car or home since you and your family will probably have great need for a computer in the future. If at all possible, you should purchase one.

The College provides computers for use in the Individualized Computer Learning Center and the Learning Resource Center. Also, we do offer introductory courses on the use of computers. For more information on these opportunities, contact Human Resources Development (HRD) at 704/637-0760 ext. 296 or 704/788-3197 ext.296.

How many hours will I be in class?

How long will it take me to complete my course?

There are two essentially different questions here that need to be answered separately. In regard to the first one (i.e. hours in class), the answer depends on the number and kinds of courses you are taking for any given semester or term. For example, a typical three-hour credit course requires that you be in class three hours per week (more if there is an associated lab) and that you should plan for two hours of "homework" for each one hour spent in class. If you enroll in a non-credit course such as HRD (i.e. Job Seeking Skills), the number of hours in class per week would be considerably higher.

If you are receiving benefits through the Employment Security Commission, see your caseworker for credit hours required.

What is important in planning your class schedule with your advisor is that you not take on more of a time commitment than your other priorities in life allow you to complete successfully. A common problem for first-time college students is to sign up for more courses than they can handle and either doing poorly or end up having to drop classes.

Now, the length of time that it will take you to complete your program of study depends on how many courses you can successfully complete in each and every semester you are enrolled. For example, two-year degree and one-year certificate programs can be completed in those time frames but only if you are a full-time student carrying at least 15 credit hours per semester. Because most of our students are part-time, it generally takes three to three and one-half years to complete a two-year degree program. The rule of thumb here is it is better to take your time and do well rather than hurry and do poorly or worse yet, fail. Any of our academic advisors can help you work out a plan that makes sense to you.



Who will help me if I have questions about my classes or any problems that I may have?

Talk to your instructor. RCCC instructors know that part of their job is to work with students who have problems or special needs. They will be happy to provide this support but you, the student, must let them know of your concerns. It is amazing how often students are reluctant to approach the one person who can help them with issues concerning a class. Our advice is to take responsibility for your own issues and let your instructor know your concerns.

If you have problems other than those relating to a specific class, we suggest you go to Student Services. We have specialized counselors in our Student Services area who work with special populations and displaced workers. Our staff will make sure you are put in contact with the right person to deal with your issues and concerns.

Will RCCC help me find a job?

Yes, we will. Job Placement is considered to be one of the most important Student Services we provide. Both the Job Placement office and our classroom teachers assist our students in finding jobs which relate to programs of study as well as non-career related jobs which many students use to help them afford to attend college. College instructors and staff also serve as professional references for students as they develop their resumes for job searches. As a new student, you can consider job placement services as a kind of financial aid if you are interested in finding a job while you are going to school. You can contact the Job Placement office through Student Services.

In addition, many of our students take advantage of the services provided by ESC (Employment Security Commission) to locate full and part-time jobs.

Most Frequently Called Numbers

North Campus Operator 704-637-0760

South Campus Operator 704-788-3197

- Advising Center** ext 269 (North Campus)
ext 549 (South Campus)
- Bookstore** ext 247 (North Campus)
ext 541 (South Campus)
- Continuing Education** ext 288 (North Campus)
ext 416 (South Campus)
- Counseling** ext 221 (North Campus)
ext 510 (South Campus)
- Financial Aid** ext 272 (North Campus)
ext 514 (South Campus)
- GED** ext 835 (North Campus)
ext 440 (South Campus)
- Learning Resource Center** ext 817 (North Campus)
ext 530 (South Campus)
- Math Tutoring Services** ext 305 (North Campus)
ext 562 (South Campus)
- Spanish Tutoring Services** ext 791 (North Campus)
ext 791 (South Campus)



NO POSTAGE
NECESSARY
IF MAILED
IN THE
UNITED STATES

BUSINESS REPLY MAIL
FIRST-CLASS MAIL PERMIT NO. 88 SALISBURY, NC

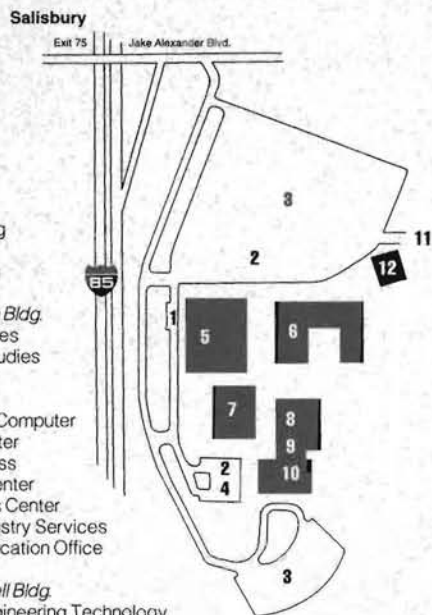
POSTAGE WILL BE PAID BY ADDRESSEE

Rowan-Cabarrus Community College
Attn: Carolyn Helms, Continuing Education
PO Box 1595
Salisbury, NC 28145-9985



North Campus

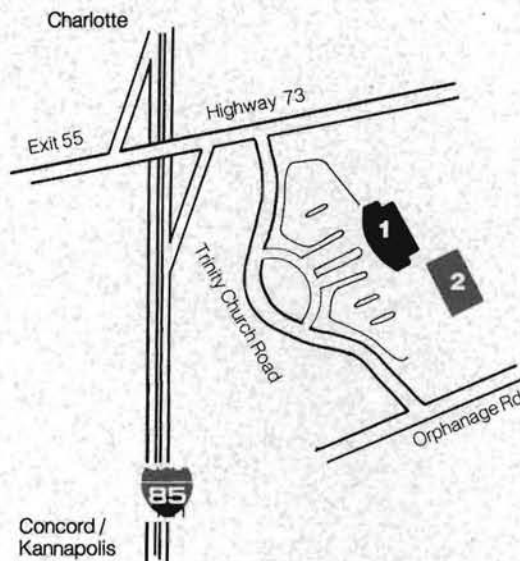
Rowan County



- 1) Visitor Parking
- 2) Handicapped Parking
- 3) Student Parking
- 4) Faculty/Staff Parking
- 5) BLDG. 100
 - C. Merrill Hamilton Bldg.
 - Student Services
 - Pre-College Studies
 - ASSET Center
 - Information
 - Individualized Computer Learning Center
 - Student Success Advising Center
 - Small Business Center
 - Business / Industry Services
 - Continuing Education Office
- 6) BLDG. 200
 - Richard L. Brownell Bldg.
 - Industrial & Engineering Technology
- 7) BLDG. 300
 - Administration Bldg.
 - Reception Desk / Information
 - Administrative Offices
 - Cooperative Education
 - Curriculum Programs Office
- 8) BLDG. 500
 - Lower: Student Center
Cafeteria
Bookstore
 - Upper: Learning Resource Center
Math Tutoring Center
Writing Resource Center
- 9) Teaching Auditorium
- 10) BLDG. 600
 - Health - Science Bldg.
 - Lower: Early Childhood Center
- 11) To Maintenance Building
- 12) BLDG. 700

South Campus

Cabarrus County



- 1) BLDG. 1000
 - Student Services
 - Student Success Advising Center
 - Administration Offices
 - Learning Resource Center
 - CTC Small Business Development Center
 - Physics, Biology, & Chemistry Labs
- 2) BLDG. 2000
 - Motorsports/Flex Lab
 - Individualized Computer Learning Center
 - Community Service Room
 - Allied Health Lab
 - Electronics Lab
 - English Lab
 - Reading Lab
 - Math Tutoring Center
 - Writing Resource Center

4,000 copies of this public document were reprinted at a cost of \$1,880.00 or 47¢ each. July 2004

Please Contact Me . . .

What I would like to know about RCCC is:

Name

Address

 Street

City State Zip

Phone (

)



Post Office Box 1595
Salisbury, North Carolina
28145-1595

704-637-0760

North Campus • Rowan County

704-788-3197

South Campus • Cabarrus County

www.rowancabarrus.edu