



General Information

About Rowan-Cabarrus Community College

By deciding to go to college, you have chosen to expand your career choices, to enlarge your understanding about the world you live and work in, and to gain deeper insights into your own worth and promise. We think you have made a wise choice, and Rowan-Cabarrus Community College is the right place for you to begin.

Our 102-acre North Campus is conveniently located in the North Carolina Piedmont, just off Interstate Highway 85 in Rowan County, within an hour's drive of several major cities. RCCC's 24-acre South Campus is conveniently located in Cabarrus County at the junction of I-85, NC 73 and Trinity Church Road.

Modern classrooms, fully equipped laboratories, shops and learning resources are available at all campus locations. A highly qualified and dedicated faculty and staff stand ready to help you succeed as they encourage you to learn in stimulating and innovative ways.

Rowan-Cabarrus Community College offers a wide variety of associate degree, diploma and certificate programs, with both day and evening classes. As you leaf through the pages of this catalog, envision yourself as part of the college. Today you may discover the way to a more fulfilling and rewarding life!

History of the College

The need for a technical education center was recognized in 1960 when Salisbury-Rowan community leaders, working through the chamber of commerce, conducted a survey of manpower requirements in the area. Results of the survey provided the basis for their request that the State Board of Education establish an industrial education center in Rowan County.

The people of Rowan County gave strong support to the idea by approving a \$500,000 bond issue to purchase land and to finance construction of the first building.

When the center first opened its doors in 1963, it offered seven pre-employment education programs and a variety of short courses for adults.

In 1964 the school was designated Rowan Technical Institute under the provisions of the Community College-Technical Institute Act. This made it possible to expand the school's curricula.

In 1979 the General Assembly passed a bill which recognized the synonymous nature of the terms "institute" and "college." After appropriate action by the Board of Trustees and the Rowan County Commissioners, the North Carolina State Board of Education officially approved the name of Rowan Technical College.

In 1988 the trustees of the college voted to change the name of the institution to Rowan-Cabarrus Community College to more accurately reflect the comprehensive nature of its programs and the service area.

The college has experienced considerable growth since 1963. Today, Rowan-Cabarrus Community College prepares individuals for careers in approximately 40 programs of study in business, health and public services and industrial and engineering technologies. An Arts and Sciences program is also available for those students who intend to transfer to a four-year college or university. During the year, at least 10 percent of the citizens of Rowan and Cabarrus counties enroll in some form of instructional program at Rowan-Cabarrus Community College.

The physical plant has expanded almost as rapidly as the curricula. From a single building designed especially for vocational-technical training, the college's North Campus in Rowan County now consists of six educational buildings containing 221,000 square feet. These facilities are complemented by two buildings containing 82,000 square feet located on the college's South Campus located in Cabarrus County.

Credit Programs

The instruction you will get at Rowan-Cabarrus Community College is fully accredited. Each program meets specific requirements set by employers in Rowan, Cabarrus and surrounding counties. Representatives of local business and industry make up our advisory committees. Because of this strong tie to the real world of work, each of these programs offers the student the opportunity for a well-rounded, interesting and practical education.

When you enroll in a particular program, you will follow a schedule of "credit courses" which, when successfully completed, will enable you to receive a degree, diploma or certificate. If you have an immediate need or interest in a particular course or group of courses, you may enroll without committing yourself to a particular program. Those credits that you earn can then apply toward a degree, diploma or certificate when you are ready to complete a program.

Services for the Community

At Rowan-Cabarrus Community College, Continuing Education programs support the philosophy that learning is a lifelong activity. This division offers classes and short courses for professional development and community service courses of general interest at convenient times and locations.

Business and Industry Services' staff provide customized support for the community through the Small Business Center, New and Expanding Industry Training and Focused Industrial Training. The Small Business Center is designed to assist small business start-ups and to help existing businesses grow. The college's New and Expanding Industry Training office has earned national recognition for cooperative training efforts with area industries. Focused Industrial Training designs innovative educational programs for the service region's manufacturing sector.

An important function of the college is to provide educational programs on the pre-college level. Literacy Services offer adults the opportunity for meaningful social and occupational growth through Adult Basic Education (ABE), Human Resources Development (HRD), and the High School Equivalency Program (GED).

More can be learned about these special services by referring to the specific sections in this publication.

PURPOSE OF THE COLLEGE

Mission

Rowan-Cabarrus Community College is an open-door, comprehensive community-based institution of higher learning serving the citizens of Rowan and Cabarrus counties. The college, a member of the North Carolina Community College System, offers affordable occupational education programs leading to the Associate in Applied Science Degree and an Arts and Sciences program leading to the Associate in Arts Degree. Diplomas and certificates are awarded for other occupational, adult, and continuing education programs. The focus of the college's offerings is on workforce development by meeting the educational needs of the individual and meeting the changing training requirements of business and industrial firms, as well as other employers in the service area.

The college strives to inspire adults in the service area to increase their knowledge, develop occupational proficiencies, respond to lifelong learning opportunities, and participate as responsible citizens in a democratic society.

Goals

1. To increase the academic attainment of adult citizens through comprehensive programs of lifelong learning that include the high school level, the one-year diploma level, and the two-year degree level, as well as articulation that facilitates transfer of occupational courses and two-year degrees to four-year institutions.
2. To increase the occupational skill levels of adult citizens.
3. To increase the economic development of the area.
4. To increase the quality of life of adult citizens through personal growth and development.
5. To increase participation in the democratic process.

RCCC meets its institutional goals through these educational offerings:

- Specialized occupational education degree programs leading to the Associate in Applied Science Degree and occupational programs leading to certificates and diplomas.
- Arts and Sciences course offerings leading to the Associate in Arts Degree.
- Specialized training programs which increase the productivity of employees of existing firms and organizations in the service area and programs which prepare potential employees for new businesses and industries.
- Adult education and continuing education programs which include literacy skills, English as a Second Language (ESL), the North Carolina High School Equivalency program (GED), and occupational skills courses.
- Avocational courses and cultural events to enhance the personal growth and development of the citizens of the area.
- Programs of instruction and student government activities to increase awareness of the democratic process.

Values

Excellence in Education

The establishment of programs related to specific occupations and programs designed for the acquisition of those general skills and knowledge which make it possible for an individual to live effectively in society.

Primary Provider of Post-Secondary Workforce Training

The design and offering of programs enabling the college to fulfill its role as the primary provider of post-secondary workforce training in the region.

Enhancement of Workforce Development Through Partnerships

The fostering of programs and partnerships which enhance workforce and economic development. These partnerships and cooperative programs include those established by the college with state, county and municipal governments; business, industry and other employers; area public schools, colleges and universities; economic development organizations and chambers of commerce; the Employment Security Commission, Job Link Centers and workforce development boards; and RCCC program advisory committees.

Value-Added Education

The provision of services and programs which add value for citizens in terms of their current and future employment and which enhance productivity of the workforce for employers.

Accessibility

Through a policy of open admissions, a dedication to keeping costs at a level that will not prevent a student's attendance because of financial need and the determination to attract those students who previously have been denied, have been undervalued or who have not been successful in formal education.

Lifelong Learning

A commitment to providing a variety of courses to serve area citizens who wish to pursue a wide range of interests and a commitment to instilling in students of all ages a desire to be learners throughout their lives.

Concern for Students

The establishment of appropriate student services for all students, including personal counseling, academic advising, job placement, financial aid advice, referral services and student activities.

Accountability

The creation of processes which enhance the efficiency of specific college operations and which enhance overall institutional effectiveness.

Effective Management

The involvement of those with appropriate expertise in making decisions, the achievement of general consensus about fundamental college goals, the development of strategic planning processes, and the systematic evaluation of all college programs.

Intellectual Orientation

The cultivation of an attitude about academic work, an attitude which encourages self-directed learning and which fosters both the ability to synthesize knowledge from many sources and the ability to appreciate new ideas and ways of thinking.

Personal Development

The promotion of individual student goals and the development of ways of achieving them, in combination with the enhancement of feelings of self-worth, self-confidence and self-direction.

Public Awareness

The creation of communications and partnerships with community organizations, media outlets and publications which provide timely and accurate information about the college, its mission, its programs and its effectiveness to the citizens and employers of the region.

Scholarship

RCCC perceives scholarship as intellectual work incorporating the discovery of knowledge, the transfer of knowledge, the application of new knowledge and the interdisciplinary integration of knowledge.

The discovery of knowledge includes maintaining awareness of current trends and practices in one's field as well as the creation of new knowledge through research using both quantitative and qualitative methods.

Scholarship in the transfer of knowledge is evidenced through an awareness of different learning styles and an ability to individualize learning in the classroom and lab environment, and an understanding of the cooperative and collaborative nature of learning. The scholarly instructor applies this knowledge through the use of innovative teaching techniques and course and program development, with consistent attention to learning objectives and outcomes. The achievement of learning objectives and outcomes is assessed through design of an evaluation program.

Scholarship through the application of new knowledge is evidenced in the lab and clinical components of instruction. Standards, protocols, procedures and practices should be continually reviewed and revised when necessary.

Finally, true scholarship includes an awareness and recognition of the interdependency and interconnection of all fields and disciplines. Knowledge, techniques and practices in one discipline may lead to innovation and discovery in another.

Accreditation



Rowan-Cabarrus Community College is accredited to award associate degrees by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS). The address for the SACS Commission on Colleges is: 1866 Southern Lane, Decatur, Georgia 30033. The phone number is: (404) 679-4500.

The Associate Degree Nursing program is accredited by the National League for Nursing Accrediting Commission (NLNAC), 61 Broadway, New York, NY, 10006, (212) 363-5555, Ext. 153. The Associate Degree Nursing program and the Practical Nursing program are approved by the North Carolina Board of Nursing.

The Dental Assisting program is accredited by the Commission on Dental Accreditation, 211 East Chicago Avenue, Chicago, IL 60611, (800) 621-8099, Ext. 4653.

The Radiography program is accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT), 20 N. Wacker Dr., Suite 900, Chicago, IL 60606-2901, Ph.: (312) 704-5300, Fax: (312) 704-5304, Email: jrcert.org.

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North Carolina Performance Measures and Standards

North Carolina General Statutes require that all community colleges publish in their catalogs (and online) their record on 12 performance measures. The North Carolina Community College System office publishes annually a Critical Success Factors Report providing system-wide and individual college results on the performance measures and other statistical measures. The 2004 Critical Success Factors Report provided results on the 12 performance measures.

RCCC's performance on the measures with results reported was as follows:

1. **Progress of Basic Skills Students** — Measures the progress of basic skills students. A composite measure that includes the percent of students progressing within a literacy level, the percent of students completing a level entered or a predetermined goal and the percent of students completing the level entered and advancing to a higher level. NCCCS standard: 75%. The NCCCS average was 79%. RCCC's performance was 74%.
2. **Passing Rates on Licensure and Certification Examinations** – Measures the percentage of first-time test takers from community colleges passing an examination required for North Carolina licensure or certification prior to practicing the profession. NCCCS standard: 80%. The NCCCS average was 86%. RCCC's performance was 80%.
3. **Goal Completion of Completers** – Measures the proportion of program graduates (certificate, diploma and degree programs) who report that their primary goal in attending the institution has been met. NCCCS standard: 95%. The NCCCS average was 99%. RCCC's performance was 99%.
4. **Employment Status of Graduates** – Measures the proportion of identified community college completers (graduates) who are employed within one year of last attendance. NCCCS standard: 95%. The NCCCS average was 99.47%. RCCC's performance was 99.07%.
5. **Performance of College Transfer Students** – Compares the performance of community college associate degree students who transfer to public UNC institutions with “native” students (students who began their collegiate studies at the UNC institution). NCCCS standard: 85.9% will have a grade point average of 2.0 or above after two semesters at a UNC institution. The NCCCS average was 85.1%. RCCC's performance was 84.0%.
6. **Passing Rates of Students in Developmental Courses** – The percent of students who complete developmental English, mathematics or reading courses with a grade of “C” or better. NCCCS standard: 70%. The NCCCS average was 80%. RCCC's performance was 82%.
7. **Success Rate of Developmental Students in Subsequent College-Level Courses** – The performance of developmental students in subsequent college-level courses will be compared with the performance of non-developmental students in those courses. NCCCS standard: There will be no statistically significant difference in the performance of developmental students as compared to non-developmental students. Development - NCCCS average was 86%. RCCC's performance was 89%. Non-Development - NCCCS average was 88%. RCCC's performance was 93%.
8. **Satisfaction of Program Completers and Non-Completers** – Determines the proportion of graduates and early-leavers who indicate that the quality of the college programs and services met or exceeded their expectations. Completers - NCCCS standard: 90% of the combined respondents will report being satisfied. The NCCCS average was 98%. RCCC's performance was 98%. Non-Completers - NCCCS standard: 90% of the combined respondents will report being satisfied. The NCCCS average was 95%. RCCC's performance was 95%.

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9. Curriculum Student Retention and Graduates – Composite includes 1) number of individuals completing a curriculum program with a certificate, diploma or degree; and 2) number of individuals who have not completed a program but who are continuing enrollment in either curriculum or occupational extension programs. NCCCS standard: 60% of students will have completed their program or still be enrolled. The NCCCS average was 64%. RCCC's performance was 59%.
 10. Employer Satisfaction with Graduates – This measure is intended primarily to determine the satisfaction of organizations whose employees have been trained through a community college. NCCCS standard: 85%. The NCCCS average was 94%. RCCC's performance was 92%.
 11. Client Satisfaction with Customized Training- Determines the satisfaction of organizations that received services from a community college. NCCCS standard: 90%. The NCCCS average was 100%. RCCC's performance was 100%.
 12. Program Unduplicated Headcount Enrollment – A minimum three-year average unduplicated headcount enrollment in a curriculum program. NCCCS standard: a three-year average annual headcount minimum of ten students per program. NCCCS had (system-wide) 53 programs with fewer than ten students enrolled. RCCC had 0 programs with fewer than ten students.