

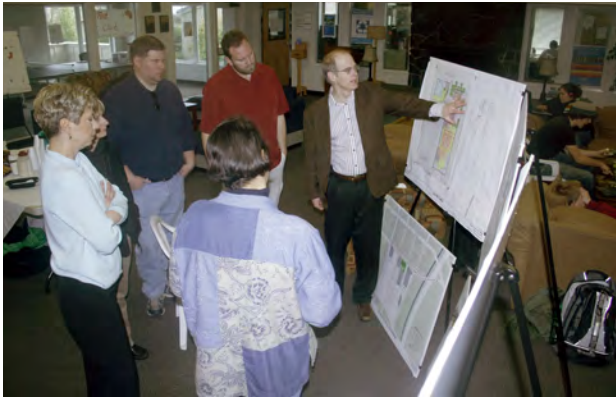


COLLEGE MASTER PLAN



Prepared April 2011

Opsis Architecture | Abell Architectural Group



Constituents and Beneficiaries

RCC Board of Education
Students, Staff and Community
Department Chairs and Coordinators
Executive Team
College Effectiveness Council
College Services
Instructional Services
Student Services

Planning Team

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Mission Statement

Rogue Community College provides quality education to help learners achieve their goals, and to support the social, civic, cultural, and economic vitality of our diverse community.

Vision Statement

Building on our strong traditions of serving students and the Southern Oregon region, Rogue Community College:

1. Excels as a progressive, collegial, and responsive teaching and learning community by providing accessible, affordable, and quality classes.
2. Provides a collaborative and inclusive culture by inspiring staff, honoring teaching and learning, using data strategically, and communicating effectively.
3. Enhances student employability by developing career pathways and connecting students to workforce opportunities.
4. Advances the region's economic, social, and cultural well-being by building and sustaining partnerships with other educational institutions, employers, community agencies, and students.

Core Themes

- Promote Student Access and Success
- Advance Student Learning
- Strengthen our Diverse Communities
- Model Stewardship

Core Values Statement

Rogue Community College serves its community with outstanding educational opportunities based on a dedication to these core values:

Excellence motivates our every act and inspires our dedication to service.

Integrity inspires us toward strong ethical principles and accountability.

Respect nurtures an environment that treats individuals and ideas fairly with dignity and compassion.

Innovation promotes an agile, responsive culture to creatively address the emerging needs of our region.

Stewardship commits us to responsible and resourceful guardianship of community resources and sustainable practices.

Board-approved: June 17, 2008



Remarks from the President

Rogue Community College (RCC) will be 40 years old in June 2011. Since 1971, the presence of a local college has had a major positive effect on students' lives and the economic vitality of the southern Oregon region and the state. RCC's mission—to help learners and support our community—has been fulfilled year after year.

RCC has contributed immeasurably to the success of its beneficiaries. A few key indicators of success include:

- transfer students who have ranked the highest in GPAs among all 17 Oregon community colleges since 2004;
- collaboration on the state's first shared building between a community college and university with the opening of the Higher Education Center in Medford (2005);
- a successful bond levy which contributed to the opening of a third, debt-free professional/technical campus (Table Rock Campus) in White City (2005);
- continuous reaffirmation of accreditation;
- and, this *College Master Plan* (the *Master Plan*).

This *Master Plan* will serve as a guide for future planning and growth by providing centrally located data, including a new digital database of actual floor areas for buildings and specific use of spaces. Since 2007-08, RCC has exceeded the state average for enrollment increases in comparative term-to-term averages. In 2009-10 distributed learning accounted for over 13% of full-time equivalent students, and that percentage continues to rise. In addition, this *Master Plan* provides RCC with information on condition and capacity of buildings and grounds, including emphasis on 21st century trends

in academics and student services, teaching and learning, financial considerations, and priorities for future maintenance and development of campuses in Josephine and Jackson Counties. Strategic planning, including core themes and department and program objectives reference the *Master Plan* for direction and as an indicator of achievement.

As funding becomes available, RCC can fulfill mission-critical needs based on this *Master Plan*. For example, RCC is high on Oregon's legislative capital budget priorities list for a Science/Allied Health Building on Redwood Campus. As college and legislative priorities shift, the *Master Plan* will also serve as a ready source for compromise and preparedness for other funding opportunities.

RCC continues to provide an excellent education to incoming students. Students can learn short- or long-term skills that prepare them for work, transfer, or promotion. Faculty and staff consistently provide the best working and learning experience possible; individual community members, businesses, and employers depend on the College for training and support. It is my sincere hope this *Master Plan* will provide our community with a useful tool for informed decisions on future planning, programs, processes, and changes that align with the RCC mission and with institutional planning and core theme planning for a vibrant future.

Peter Angstadt, Ph.D.
President

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1.0 EXECUTIVE SUMMARY

College Master Plan Goals and Process

The Rogue Community College *Master Plan* was envisioned as a comprehensive review of the College's current and projected educational programs and how they are accommodated across three campuses: Redwood (RWC) in Grants Pass, Riverside (RVC) in downtown Medford, and Table Rock (TRC) in White City. The history of the College's significant growth and expansion over the last 10 years make this an important time to reassess and explore how the College can best deliver its educational mission and what facilities are needed to accomplish those goals. This effort represents the first comprehensive review of all RCC facilities since the completion of a major facilities plan for RVC in 2006 and TRC in 2003.

The *Master Plan* process was highly inclusive and interactive, involving faculty, students, administration and community members and representing a wide array of viewpoints from each campus. The representative planning committee formed the primary review body, while open campus forums, a college website (www.roguecc.edu/masterplan), and a *Master Plan* survey opened the process to the full campus communities. Significant background development was completed on the campus facilities, including the creation of a digital database of all campus buildings and program areas, which allowed for a better understanding of current facility capacities.

Educational Program Drivers

Since 2006, the College has experienced 40% growth in full-time equivalent students (FTE) on the RWC and RVC campuses and more than 60% at the Table Rock Campus. This growth is representative of the dramatic changes that the College has been experiencing and is expecting to see in the coming decade. The planning team worked closely with college administration and faculty to evaluate current and projected programs that are anticipated to grow over the next 10 years.

Priority initiatives were identified by the College as those areas most in need of responses to combinations



Students and faculty were invited to participate in the planning process during an open house on each campus.



Growth programs such as health sciences require specialized spaces.

of increasing demand and insufficient or outdated facilities. RWC priorities center around the science and health programs that are not only central to the college mission, but target areas of local, regional and national educational needs. RVC priorities include spaces for performance arts, physical education and general assembly that signify the growth of RVC into a more comprehensive campus. TRC priorities include the possible inclusion of a Justice Training Education Center and a flex-tech facility that can quickly respond to industrial and manufacturing programs needed by area businesses and industry.

1.0 EXECUTIVE SUMMARY

Facility Use and Analysis

Each of the college's 39 buildings, totaling more than 428,000 square feet, was documented and reviewed for current usage, program accommodation, and infrastructure assessment. More recently built or renovated facilities at each campus are working well and would require more modest improvement to best meet current and projected program needs. Older buildings, including the many small original Job Corps buildings at RWC and the commercial downtown Medford buildings at the RVC, have severely compromised conditions for program delivery. These buildings were not specifically designed or constructed for their current use and in many cases are inefficiently organized or undersized for their programs.

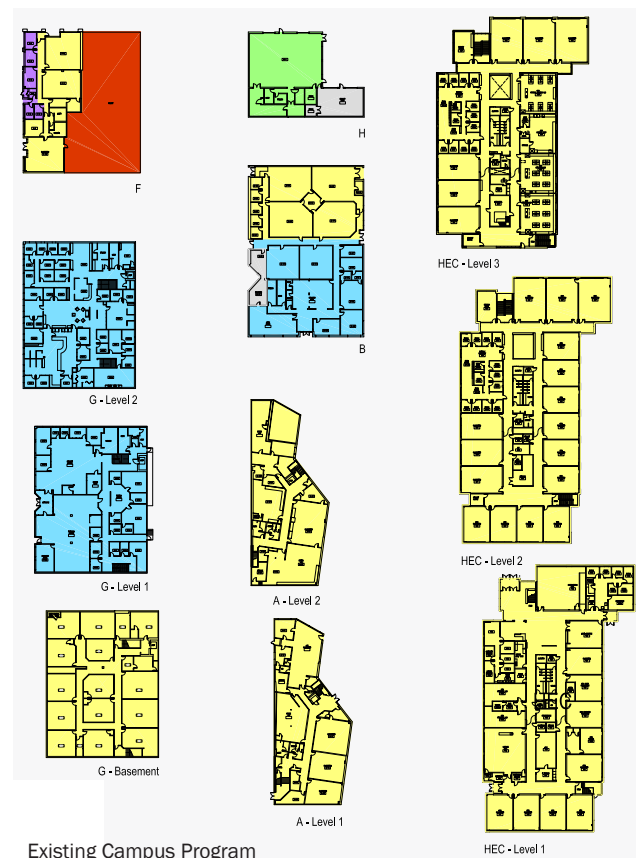
The facility analysis proposed consolidation of the smaller RWC buildings into larger, more efficient facilities specifically designed for their programs. At the Riverside Campus a combination of existing building renovations and/or replacements with new, larger structures are recommended for long-term efficient delivery of programs. The TRC existing building is recommended for renovations to accommodate improved student services and expansion into existing unused spaces. Also at TRC, expansion to a second building is envisioned to accommodate larger expanded programs.

Campus Planning

A successful college campus is more than an assembly of buildings, but rather is a cohesive place defined by both interior and exterior spaces, program distribution, movement paths, entries, and services. Current thinking in educational facility design and campus planning has increasingly put a greater emphasis on balancing both formal and informal learning opportunities and places on a campus. The highly mobile, connected and multi-tasking millennial student cohort is looking for campus environments that provide a wide array of both learning and social experiences. The *Master Plan* should promote, support, and plan to create an environment that fosters intellectual reflection, human connection, collaboration, and engagement while maintaining simplicity of campus design.



Projected growth in manufacturing, industrial, diesel and automotive technology can be accommodated through flexible spaces with the appropriate shared infrastructure.



Existing Campus Program

- | | |
|------------------|----------------|
| Classroom | Administration |
| Student Services | Facilities |
| Arts | Vacant Space |

A detailed inventory of all campus spaces was prepared in the early stages of the planning process.

RCC campuses were built from existing non-educational infrastructures (for example, Job Corps, downtown commercial and industrial) and as such will require a focused attention on the key qualities that define a 21st century community college. These qualities include attributes like:

- Student Centeredness
- Technology and Multi-Media In Classroom Delivery
- Virtual Meetings to Decrease on Travel Between Campuses
- Global Classrooms/Globalization
- Distributed Asynchronous Learning
- Multi-Cultural Personal and Social Connections
- Student Achievement Based on Learning Outcomes
- “Real World” Interaction and Application of Learning
- Data-informed and Research-driven Plans, Programs and Services
- Multiple Social and Emotional Literacy Opportunities (Financial, Physical Fitness and Health, the Arts and the Environment)

The planning team studied each campus and developed phased strategies for providing a greater sense of campus community. In addition, the team looked for ways that a higher level of continuity between campuses could lead to a greater sense of the larger RCC as a coherent institution.

The RWC plan proposes a new central campus quad that would become the outdoor “living room” of the campus. Centrally located, it would connect the currently separate south, middle and north groupings of buildings around a single space where students could meet and special events could be held. This concept is tied to a multi-phased approach of replacing the small original buildings with larger buildings that will define the edges of the quad. In addition, the plan addresses the many issues of a currently undefined campus edge and complicated vehicular circulation system with a proposed new perimeter north-south connecting road and main campus entry points.



Informal gathering areas are essential for building community among students and staff.

The RVC plan proposes a new urban campus plaza as a focal point to define RCC as a distinct College within the city’s downtown fabric. Long-term planning emphasizes the need to continue concentrating renovations and new construction on the block to the west of the Higher Education Center (HEC) to capitalize on the density of that facility and focus development on the proposed plaza.

The TRC plan focuses on creating a greater sense of a college environment by proposing new buildings around outdoor space and moving parking to adjacent parcels. In addition, greater emphasis on creating improved visual wayfinding and differentiation within the existing building can likewise break down the scale of the singular, large existing building. In contrast to its design as a manufacturing building, the *Master Plan* proposes the addition of interior spaces that promote and accommodate social interaction and informal learning opportunities.

Distance Learning

Many students elect to take course work entirely (or nearly entirely) online. Enrollment in these programs has increased dramatically in recent years. In 2009-10 a 38% growth in online FTE was reported. In the College's *Strategic Plan*, Goal B on student access and success calls for an increase in access to distance learning classes; therefore, *A Prospectus for Major Substantive Change Regarding Programs Offering Degree Completion by Distance Learning* was submitted and approved by the accreditation commission in 2009. Presently, the AAOT degree may be completed 100% on-line. An AA for Early Childhood Education, an AS in Electronics, and an ASOT in Business Technology are also available on line except for a few classes.

Facility requirements for these programs include onsite attendance options, including computer labs and/or work stations, necessary IT support spaces and technology infrastructure to accommodate staff, AV, network, and computer equipment to host the programs. Improvements in video-conferencing methods and meeting space will also serve as a cost-saver in student and staff travel between campuses.

All campuses have open computer labs and tutoring centers available for distance learning students. The libraries also have materials for telecourses on DVD available for checkout. For more information on the Distance Learning process and procedures, as well as DL curriculum development and long-range planning efforts contact the Director of Instructional Media and Distance Learning.

Distributed Learning Activity (Winter Term 2011)			
Type	Sections	Enrolled	FTE
Rogue Online	164	3,177	234
Telecourse	15	659	52
IP Video	21	181	14
Totals	200	4,017	300

Financial Issues

Challenges, Opportunities and Strategies

The college receives revenue from the following sources: tuition and fees (44%); property taxes (35%); State allocation (15%) and beginning fund balance (5%). The ability of the State to provide stable, consistent funding to community colleges is diminishing. In 2000-01 State funding was 40% of the College's revenue. Any significant increase, if any increase at all, in State funding for the next few bienniums is unlikely.

Budget

In 2000-01, state funding for RCC amounted to 40% of the College's revenue; in 2011-12 that support is projected to diminish to 15%. The general fund budget for fiscal year 2010-11 was \$29.6 million; however, the governor's budget indicates an additional 10% cut. The most current Board-adopted budget may be viewed at www.roguecc.edu/budget. The college is required by law to adopt a budget before June 30 every year.

Tuition Increases

Tuition and fees are the only revenue source the College controls but it is impossible to predict enrollment numbers. Due to the State budget cuts, several community colleges in Oregon increased tuition by \$7-\$10 per credit on January 1, 2011. Effective Summer Term 2011 tuition was increased from \$75 to \$85 per credit and college services fees were increased to lessen the gap and provide necessary funding to meet students' needs.

State Stimulus Grant

In 2009-10, RCC received a Go Oregon Economic Stimulus Grant for \$5.25 million from the State for renovation and deferred maintenance projects through 2011-12. This short-term stimulus package provided a long-term benefit in relieving operating budgets from maintenance costs and allowing for much-needed facility repairs – especially on the aging Redwood Campus.

Feasibility Study on Major Gifts Campaign

The RCC Foundation Board of Directors and RCC Board of Education began working with the Clements Group on a preliminary support campaign of approximately \$14 million for some major funding initiatives, including a possible RWC Science and Health Center Building, a Justice Training and Education Center for TRC, a multi-use building at RVC, or Foundation scholarships and instructional program endowments. This campaign will be impacted by public perception of the effectiveness and efficiency of RCC's management of funds.

Monitoring Internal/External Environments

The college regularly monitors its internal and external environments to determine how changing circumstances may impact its mission. RCC's 2009-10 student demographics and other pertinent information is provided in Appendix 1. This data is updated by the College's Marketing and Public Relations Department every June and may be located at www.roguecc.edu; go to "About RCC" and select "At-A-Glance." Various other resources for analyses of population and enrollment growth for Southern Oregon and local school districts as well as employment rates and job trends for the state and region are listed on Appendix 2. The College's last SWOT Analysis (Strengths, Weaknesses, Opportunities and Threats) was completed in 2010 (see Appendix 3). Future SWOT analyses and other college assessment data may be found at www.roguecc.edu/corethemeplanning.

Conclusion

The program priorities, facility data assessments and campus plans resulting from this process provide a strong framework for the future growth and development of the RCC campuses. The intention of the framework is to provide a high level of flexibility that will allow for the inevitable changes that are now the norm for community college systems, while at the same time create a clear, well-defined goal for the way each campus can become its own unique model for 21st century learning.

Implementation Framework

Conclusions and Recommendations

Rogue Community College has experienced significant growth over the last 15 years beginning with the Riverside Campus through annexation in May 1996 and the Table Rock Campus, which opened in Fall 2005. Positive results have been a broadening of community access and increased connections to Southern Oregon University including program offerings through the Medford HEC and a coordinated focus on workforce training and career/technical education at TRC. Other more challenging impacts have been lack of attention to the aging Redwood Campus, including associated learning centers in Josephine County. Some deferred maintenance on the RWC was recently funded in 2009-10 with resources provided through *Go Oregon!* — an economic stimulus project administered by the state legislature.

While this growth has been extremely positive for student and community learning, it has created a College lacking some essential cohesive and interconnected qualities that tend to define similar, stronger colleges in the state. The rapid growth has resulted in many program and facility planning decisions being made based on immediate opportunities and circumstances rather than a coordinated, planned approach. This *Master Plan* provides an analysis of the existing conditions and key recommendations on how to develop a stronger, more cohesive framework for providing educational services throughout Jackson and Josephine counties. The following general "cross campus" recommendations are followed by more detailed campus specific recommendations at the end of each campus section in the *Master Plan*.

Developing a Cohesive Multi-Campus Community

Cross-Campus Programs' and Facilities' Goals

1. Strengthen programs in Allied Health to respond to projected national, regional and local growth in these disciplines resulting from aging populations and continued advances and changes in the field. The existing programs in these fields provide a strong basis upon which to build a quality multi-campus program that responds to community needs.
2. Improve and integrate Science programs and facilities with Allied Health to provide efficient, modern learning environments.
3. Develop flexible and adaptable Applied and Industrial Technology Programs that respond to changing local needs and changing technologies.
4. Relocate and reorganize Student Services functions as welcoming gateways to each campus that facilitate efficient and improved student access.
5. Provide more and varied informal learning spaces recognizing the importance of keeping students on campus to build a stronger sense of community and interaction.
6. Develop flexible general classroom space that incorporates technology and varied teaching pedagogy that can be responsive to current student expectations and program needs.
7. Develop ways to provide for more efficient meeting and teaching methods to minimize travel costs for faculty, staff and students.

Cross-Campus and Site Development Goals

1. Establish a greater sense of place on campus through the development of outdoor quads, plazas and green space that connects all primary facilities together around a central open space, including pedestrian zones.
2. Build new academic buildings at campus center to increase interconnectivity, efficiency and linkages between programs.
3. Improve campus vehicular circulation through clear separation of pedestrian, vehicular and services functions.
4. Improve wayfinding and campus identity by establishing campus gateways that provide clear points of access.
5. Develop a coordinated, multi-campus wayfinding and environmental graphics plan to create a cohesive identity for RCC, consistent with recommendations from Propeller Communications in the November 21, 2008 Communications Audit and Recommendations report.



2.0 MASTER PLAN PROCESS

College Mission and Goals

Rogue Community College provides quality education to help learners achieve their goals and to support the social, civic, cultural, and economic vitality of our diverse community.

2008-12 Strategic Plan Goals

Goal A – Culture: Develop and sustain an agile and inclusive culture that values teaching and learning; unifies and inspires staff, faculty, and community members; spotlights campus strengths; and utilizes resources efficiently.

Goal B – Quality Education: Advance student learning.

Goal C – Career Pathways: Enhance students' ability to move through their education and into the workforce by adopting a systemic pathways philosophy and framework within the college that is supported by our partners in education, workforce development, and industry.

Goal D – Data-Informed Decision Making: Strengthen RCC's research and data processes to inform decision-making and improve the College's effectiveness to better serve both its internal and external communities.

Goal E – Student Access and Success: Promote full access to and success in courses and programs supported by marketing, partnerships, and targeted services.

Goal F – RCC/SOU Partnership: Strengthen the RCC/SOU partnership.



History

Rogue Community College has been providing credit and non-credit post-secondary education for 40 years. Originally established in Josephine County in 1970, nearby Jackson County joined the district in 1997 through annexation.

Today the college district covers more than 4,800 square miles and serves a population greater than 280,000. The district is comprised of three campuses. The Redwood Campus is situated on 86 wooded acres five miles outside the city of Grants Pass, with 30 buildings and more than 177,000 square feet. The Riverside Campus is an urban setting comprised of six buildings and more than 117,000 square feet in downtown Medford. The Table Rock Campus in White City is a 107,894-square-foot former industrial facility that houses primarily career and technical education (CTE) programs.

In addition, the College has a 12,000 square foot learning center in the Illinois Valley (Josephine County), which serves the city of Cave Junction (population 1,353) and surrounding area. This center is known as the Illinois Valley Learning Center (ILVC) and the newly renovated Illinois Valley Business Entrepreneurial Center (IVBEC) is also housed there. Also in Josephine County, the College operates a 16,000-square-foot Esther Bristol Education Center (EBEC), Small Business Development Center (SBDC) and Firehouse Art Gallery in downtown Grants Pass. In Medford at the Riverside Campus, RCC shares a new 69,000-square-foot Higher Education Center constructed and operated in partnership with Southern Oregon University, with partial funding from the Oregon Legislature.

The school year includes three 11-week terms (fall, winter, spring) and an 8-week summer session. In 2009-10, about 11,500 credit students and 8,100 non-credit students were taking courses. Approximately 44% of the student population was male and 56% was female. The average age of students was 32. The majority of students who attend the College live within the district (approximately 60% are Jackson County residents, 40% Josephine County), and many students attend classes in both counties. Summer 2010 FTE increased approximately 13%

over Summer 2009 and by Sept. 27, Fall 2010 showed an increase of approximately 10% over Fall 2009.

Credit course offerings include a wide variety of lower division courses that prepare students for transfer to a four-year university and CTE programs that range from automotive technology to nursing. The College offers five associate degrees, 70 career and technical programs, and 10 career pathway certificates. Additionally, a variety of workforce and short-term trainings are offered, along with academic skills programs, a wide range of community education classes, and services to local businesses. The five two-year associates degrees include:

- Associate of Applied Science (AAS)
- Associate of Arts Oregon Transfer (AAOT)
- Associate of General Studies (AGS)
- Associate of Science Oregon Transfer-Business (ASOT)
- Associate of Science (AS)

Articulation Agreements

Pursuant to legislation (HB 2913) the Joint Board Articulation Committee (JBAC) in Oregon has designated, Associate of Arts Oregon Transfer Degrees to be “designed to orchestrate cooperation between the community colleges and the universities and to remove obstacles that once hampered a student’s ability to transfer” from one program of general requirements to another. The AAOT does not guarantee all requirements for lower division will have been completed for a specific major. For students in specific majors; however, RCC offers the AS degree with specific articulation agreements between RCC and SOU for Business, Criminology, Computer Science (numerous majors), Early Childhood Education, and Human Services. Also, between RCC and the Oregon Institute of Technology (OIT), RCC offers an AS degree with agreements in Manufacturing and Engineering and Informatics Technology/Health Informatics Option. Expansion of OIT agreements are planned to include several allied health programs: Medical Imaging, Dental Hygiene, and Medical Laboratory Science.

Core Themes

Core themes are a manifestation of essential elements of the College's mission.

1. Promote Student Access and Success

As a community college, a central tenet of college work is access to educational opportunities. Marketing messages, tuition rates, course offerings, program location, hours of operation, buildings and grounds, financial aid processes, application and admissions policies, and college responsiveness all contribute to maximizing college access. Promoting students' ability to achieve success involves effectively responding to the academic, career, and socio-emotional, financial, and physical needs of RCC's diverse student population.

2. Advance Student Learning

RCC's principal purpose is to help students learn and achieve their educational goals. To do so, the College provides pre-collegiate study and support (ABE/GED/ESL and academic skills,) curricula that prepare students for transfer, career and technical education (CTE) leading to both certificates and degrees, workforce training/continuing professional education to meet the needs of incumbent workers and employers, and community education to meet non-credit education needs. Services, such as testing and tutoring, library, and distance learning support the delivery of these programs. To *Advance Student Learning*, the College considers instructional program effectiveness balanced with demand and resource allocation. Such measures as successful student transfer and advisory committee validation are reviewed to determine on-going effectiveness. Based on this input, student learning outcomes are clearly identified and assessed. Assessments and necessary corrections confirm that learning is of the quality that meets students' needs.



3. Strengthen Our Diverse Communities

To fulfill its "community" role, RCC works with both internal and external stakeholders — the beneficiaries¹ of the work the College does within its two-county district. *Strengthen our Diverse Communities* addresses the services and relationships RCC has with employees, students, and the community such as professional growth, business development, social, and cultural activities.

4. Model Stewardship

As a community college, RCC is committed to responsible and resourceful guardianship of community resources and sustainable practices. *Model Stewardship* reflects the importance of caring for and conserving those resources through intelligent governance; effective leadership; pursuit of additional resources; efficient use of human, financial and physical resources; and attention to the environment in which the College operates.

RCC Board Approved: April 20, 2010

College Master Plan Introduction and Objectives

The goal of this project was to develop a College Master Plan (CMP) for campus facilities in accordance with standard 3.A Institutional Planning of the Northwest Commission on Colleges and Universities' accreditation standards. This compliments the College's systematic planning processes and contributes to mission fulfillment by integrating resources and capacity with educational programs and services. The *Master Plan* includes a comprehensive review and evaluation of existing facilities, identification of current and anticipated facility requirements, and development of planning strategies that address the identified needs for each campus. The *Master Plan* provides the framework that will guide incremental decisions for academic planning and development of campus resources and facilities. The Plan will also be key in planning future capital improvement programs needed to address the operational, programmatic and growth needs of the College. And, it will be used as an indicator of achievement in measuring the success of core theme objectives centered on the college mission.

The last College Master Plan was completed in 2002 as a precursor to the development of the HEC on the Riverside Campus and to incorporate the Table Rock Campus. The completion and occupation of these facilities have allowed for the significant expansion of the College from 348,300 total square feet with 4,510 FTE to over 428,200 square feet with 5,856 FTE. The growth of campus sites, programs and student headcount makes this *Master Plan* an important tool.



A Growing Campus Enrollment

The enrollment at all the RCC campuses has grown significantly in recent years, in some cases nearly doubling. These changes in enrollment require both program and facility adjustments to keep pace with the additional capacity demanded by a growing student body.

Enrollment by campus (in FTE):

	2005-06	2009-10	%Change
Redwood Campus	1,049	1,465	39.6%
Riverside Campus	1,470	2,091	42.3%
Table Rock Campus	320	515	60.7%
Other Sites	883	1012	14.7%
Distance Learning	393	776	97.6%

Growth in program enrollment

In addition to general growth occurring at all campuses, some specific programs have experienced significant gains in enrollment recently. This prompts a closer look at academic and facility capacities to accommodate these programs. See *Potential Growth Programs: Priority Initiative* for more information about facility improvements planned to accommodate specific growth areas.

	2008-09	2009-10	%Change
Physical Education	462	601	30%
Automotive Technology	197	274	39%
Diesel Technology	81	270	233%
Manufacturing	98	127	30%
Chemistry	423	439	4%
Anatomy & Physiology	496	574	16%
Nursing	198	196	0%*
Math	2297	2525	10%
Writing	1661	1957	17.8%

*Limited entry program.



Planning Issues and Emerging Strategies

The Steering Committee and the Planning Team quickly reached consensus on the overriding planning issues facing RCC campuses and the need for solutions that, while responsive to individual campus needs, were unified in their guiding principles.

College Wide Planning Issues

- Additional **new space and resources will be required for targeted program expansions** that respond to specific regional needs.
- Many facilities are dated and were not specifically designed for their use, resulting in programs that are **not ideally accommodated to 21st century standards**.
- Informal learning spaces and **social gathering places are few in number** and were not specifically planned into the facilities.
- The campus **“back doors” function as the actual front doors** for students and visitors. This does not promote a welcoming, accessible character.
- The **lack of well defined exterior spaces** creates a lack of cohesion and not the sense of place expected for a college campus.
- Campus **organization appears to result from incremental decisions** rather than a clear organized plan, resulting in difficult wayfinding and orientation.
- Vehicular, service and pedestrian **circulation systems often come into conflict**.



Emerging Strategies

- High priority should be given to improving key program facilities, including those for allied health and science, to **meet 21st century educational expectations and standards**.
- A phased approach should be developed for **replacing smaller, low functioning buildings with larger facilities** designed specifically for their intended use.
- To create a sense of campus community, overall planning frameworks should be implemented that, through phased development, **reinforce a clear organization of buildings around defined outdoor spaces**, interconnected by strong pedestrian pathways.
- To **create an open, welcoming RCC, campus gateways** should be identified and reinforced with physical elements, landscape and information systems developed as part of a campus-wide signage *Master Plan*.
- Develop **improved vehicular and pedestrian circulation systems** that reinforce the importance of a pedestrian-dominated campus.

Timeline

Workshop I - Space Usage and Condition Analysis

November 30–December 1, 2009

Workshop II - Existing Program & Space Usage Review

January 20, 2010

Workshop III - Final Planning Strategy Selection

March 15–16, 2010

Campus Open Houses

March 15-16, 2010

RCC Board Presentations

March 16, 2010; March 15, 2011

Collaborative Process/ Campus Outreach

The design team worked closely with the College to develop a highly collaborative and inclusive planning process necessary to understand all of the issues affecting the individual campuses and programs. Also included in the process were a series of campus Open House events to gather feedback on the concepts developed during the planning process. The RCC Board of Education received a mid-point status presentation and a final report presentation.

Six-Step Planning Process

The team established a comprehensive analysis and planning effort that encompassed all campuses and facilities. The process strategy was focused on both developing a deep understanding of the needs of present and future college programs and evaluating existing physical conditions. A series of workshops with the planning committee focused on each step of the process to ensure a broad consensus on the analysis and selected planning strategies.

1. Existing Document Review
2. Instructional and Campus Plan Analysis
3. Existing Conditions Review / Documentation
4. Existing Space Usage and Conditions Analysis
5. Alternative Planning Strategies
6. Planning Strategy Selection

1. Existing Document Review

The design team reviewed the previous master plans, strategic plans, and other campus analysis documents. While these documents contained important base information, most of them were completed prior to the most recent growth of the Riverside Campus and the addition of the joint use HEC building in Medford. The following documents were provided to the design team:

Campus Master Plan for Future Development

December 1980

Facilities Master Plan for Future Development

April 1986

Table Rock Campus Strategic Plan

December 2003

Justice Training and Education Center

Training and Facility Needs Report

February 2010

Riverside Campus Planning Team Executive Summary

December 2002

College Redesign Initiative Phase I Reports

December 2002

Programming for Rogue Community College

July 2002

Downtown Medford Planning Study - Expanded

Instructional Facilities for SOU and RCC

November 2004

Master Plan Report - Riverside Campus











March 2006

Communications Audit and Recommendations -

Propeller Communication

November 2008

2.0 MASTER PLAN PROCESS

Code*	Program Type	Area by campus (GSF)			Total
		RWC	RVC	TRC	
	Administration	26,815	1,204	7,857	35,876
	Arts	10,117	4,536	0	14,653
	Classroom	41,281	54,175	28,755	124,211
	Facilities	5,328	1,773	19,002	26,103
	Family Services	8,789	0	0	8,789
	Library	22,284	12,000	0	34,284
	Science	10,086	4,235	0	14,321
	Recreation	12,767	0	0	12,767
	Student Services	17,555	32,347	11,344	61,246
	Industrial/Automotive Technology	22,513	0	29,476	51,989
	Unused/Vacant		6,904	11,460	18,364
	Historic City Hall	12,000			12,000
	Illinois Valley Business Entrepreneurial Center	13,640			13,640
<i>*Colors correspond to existing campus plan drawings.</i>		203,175	117,174	107,894	428,243

Existing RCC Facilities and Area Summary

2. Instructional and Campus Plan Analysis

College campuses are much more than the sum of a set of individual buildings and programs. The college experience is shaped by the character of the campus and how well it reinforces the social and interpersonal connections that are key to both informal learning and creating a sense of shared purpose. Some of these aspects are easily identifiable, while others are more subtle, yet almost everyone instantly knows when a campus has a cohesive sense of community. The design team has studied each campus to look at its current academic programs, organization, circulation systems, connections, gateways, places of community, and wayfinding. Interestingly, the team and the Steering Committee found that all three main campuses suffered from the same campus planning issues that likely resulted from a lack of previous long range planning that could anticipate changes required by campus growth.

3. Base Existing Conditions Review and Documentation

One of the goals of this project was to create a comprehensive database of existing site data and facilities plans for all three campuses. The design team collected hundreds of individual hard copy plans of all existing RCC facilities. These plans were digitally scanned as a record document. The scans were used to draw new digital CADD plans to scale for each building. Each building plan was reviewed by campus facilities staff for comment on renovations and alterations since the original construction. The final plans were used to create a new digital database of actual floor areas for buildings and specific use spaces. Campus site plans were developed using a combination of existing plans, aerial photographs and GIS information. This new digital resource will be highly useful for future campus planning and analysis.

(DRAFT) PROGRAM AREA AND ESTIMATED PROJECT COST ANALYSIS - PHASE I BUILDING PROJECTS

Opelis Architecture
March 18, 2010

Program Type	Building Area Existing and Proposed New Construction	Assmt	GSF/FLOOR	F.L.Rs.	GSF/BLDG
	Existing Buildings				
	A. Daycare	Med	1,710	1	1,710
	B. Nursing Offices	Low	1,510	1	1,510
	C. College Services	Med	1,977	1	1,977
	CH. Coates Hall	Med	19,706	1	19,706
	D. Manufacturing/Science/Art Classroom/Lab	Low	8,073	1	8,073
	E. Science / Classroom / Labs	High	10,066	1	10,066
	F. Faculty Offices	Med	3,456	1	3,456
	FO. Facility Operations	Med	1,117	1	1,117
	G. Classrooms	Med	3,456	1	3,456
	H. President's Office	Med	4,997	1	4,997
	I. Classrooms	Med	3,506	1	3,506
	J. Classrooms	Med	3,513	1	3,513
	JB. Josephine Building & Pkds (Z)	Med	5,431	1	5,431
	K. Classrooms	Med	3,456	1	3,456
	L. Instructional Services	Med	5,468	1	5,468
	M. Massage Therapy / HR / Budget & Finance	Med	4,720	1	4,720
	N. Bookstore	Med	2,743	1	2,743
	O. Facilities Maintenance Shop	Low	4,211	1	4,211
	P. Classrooms	Low	1,125	1	1,125
	Q. Humanities Faculty Offices	Low	1,127	1	1,127
	R. Rogue Building Auditorium	High	4,044	1	4,044
	S. Mechanical Tech Lab	Low	11,525	1	11,525
	SS. Student Center / Café	High	10,484	1	10,484
	SS. Student Services	High	5,084	1	5,084
	T. Classrooms	Med	2,757	1	2,757
	U. Gymnasium	High	12,767	1	12,767
	V. Classrooms	Low	1,125	1	1,125
	W. Library / Offices / Tutoring	High	20,730	1	20,730
	Mezzanine	High	1,554	1	1,554
	Y. Electronics / Welding	Low	10,968	1	10,968
	EDEC: Early Childhood Education Center	High	7,079	1	7,079
	Total Area Existing Campus				177,535
	New Buildings				GSF/BLDG
	1. Academic		17,375	1	17,375
	2. Office/Academic		16,350	1	16,350
	3. Office/Tech/Shop - Project		0	0	0
	4. 400' x 200' x 20' - Project		0	0	0
	5. Residential Phase 1		10,000	1	10,000
	6. Academic - Phase 1		10,000	1	10,000
	7. Academic - Phase 1		10,000	1	10,000
	8. Academic - Phase 1		10,000	1	10,000
	9. Academic - Phase 1		10,000	1	10,000
	Total Area New Construction				123,600
	Total Area All Program				301,135
	Renovation				25,383
	Est. Cost (\$150/sf)				\$4,125,000
	New Const.³				\$4,087,500
	Est. Cost (\$250/sf)				\$6,437,500

Available Area by Program	Program Type	GSF (E)	GSF Ph I
Administration	1 level bldg 2 level bldgs	26,615	8,175
Arts		10,117	8,175
Automated Tech		22,513	
Classroom		41,251	16,863
Facilities		5,328	
Family Services		8,759	
Food Services		10,484	
Library		22,284	
Science		10,066	
Recreation		12,767	
Student Services		7,071	8,686
Total Area All Program		177,535	219,602
	with new		
	renovations		

Synopsis: Phase I includes College Services (C), Bookstore (N), Human Resources (H), Instructional Service (I), and (3) Classroom Buildings (L, J, K) into two new academic office buildings. The removal of existing buildings opens the core of the campus for a new campus quad which is framed by the addition of the two new buildings. Existing parking access, infrastructure, to remain.

¹Renovation of (e) building interiors. No additional space added. No major mechanical or equipment upgrades. (\$150/sf)

²Renovation of (e) building interiors. Additional program area included GSF incorporates existing + new program areas. Some upgrades in services and equipment.

³New building construction incorporating space requirements updated to contemporary standards including mechanical requirements and social spaces standard in new learning environments. (\$250/sf)

This is a reduced print of the plate which has been formatted for digital delivery. The printed FINAL report will include a tip-out 11 x 17 plate.

4 . Existing Space Usage and Condition Analysis

The design team used a multi-faceted approach to determine the current space usage of campus facilities and how they are currently accommodating these functions. First, the team and members of the Steering Committee participated in a two day walking tour of each program space at all of the campuses. Spaces were individually photographed and Steering Committee members and Department Chairs provided tours and information. Secondly, the team developed a facilities assessment survey (see appendix) that was sent to all campus Department Chairs and appropriate staff. These surveys provided additional background information on programs and space usage. Lastly, results of the site and written surveys were reviewed in the Steering Committee workshops to gauge and verify the design team's assessment of each facility. It was clear to both the design team and the Steering Committee that the majority of the RCC facilities were not originally designed for their current uses and as such suffer from many deficiencies and inefficiencies.

The scope of the *Master Plan* did not include engineering analysis of existing building mechanical, electrical, plumbing or structural systems. However, overall building construction type, age, condition and projected life span were evaluated by the team and used as part of the long-term planning process. More detailed analysis of specific existing buildings would be required to fully assess their deferred maintenance or replacement needs

5. Alternative Planning Strategies

The design team created a series of planning strategies for each campus that integrated the college program needs with the campus planning analysis to set a framework for future improvements, redevelopment and growth. The strategies were reviewed and modified through two Steering Committee workshops. Each strategy was designed to address currently known program needs and likely areas of growth. At the same time, however, these concepts were designed as a



A draft sketch of a proposed Master Plan illustrates the themes of campus center and centralized core services.

planning armature that can be modified to respond to changes in programs and funding over the life of the *Master Plan*.

One of the goals of the *Master Plan* was to develop a planning structure that, over time, would achieve a greater sense of unity and continuity between the three campuses. As evidenced in the 2008 *Communication Audit* report, the College has grown at multiple locations without a strong unifying brand or image. This CMP looks to developing a stronger set of exterior common spaces on each campus that will define the RCC “campus experience.”

6. Planning Strategy Selection

The design team presented the planning strategies at open house events on each campus. These events were well attended by faculty, staff, students and community members. The Steering Committee met to give preliminary approval to planning strategies for each campus. The overview of these strategies was presented to the RCC Board of Education as an update on the *Master Plan* process. The final strategies are documented in this report and provide a framework for future redevelopment and growth of the campuses.



3.0 REDWOOD CAMPUS





Redwood Campus Vision

The Redwood Campus was established in 1971 on the site of a former Job Corps Center to the west of Grants Pass on Redwood Highway. Since its inception, the College has continued to grow into a full service, comprehensive community college with additional services in Medford, White City, and Kerby. Redwood Campus is the central location for many college functions, including administrative offices, library, bookstore, and the Foundation. While it is anticipated that RWC will remain the most comprehensive campus, there are many linkages between academic programs offered at Redwood and the other two campuses. Some faculty teach at multiple campuses and some programs offer

a range of classes at multiple campuses. Some related programs, such as Automotive and Diesel, are split between the Redwood and Table Rock Campuses.

The RWC vision is to transform the current collection of buildings into a true campus with institutional quality buildings that define clear exterior campus spaces. The plan is a framework for long-term development to occur in phases. It is possible that, based on specific program requirements and funding, these phases could be accomplished in a different order from what is indicated on the plates appearing on pages 27 and 29.

3.0 REDWOOD CAMPUS

Existing Building Program Areas				Available Area by Program		
Building name	GSF/FLOOR	FLRs	GSF/BLDG	Key	Program Type	GSF (E)
A Daycare	1,710	1	1,710		Administration	26,815
B Nursing Offices	1,510	1	1,510			
C College Services	1,977	1	1,977		Arts	10,117
CH Coates Hall	19,706	1	19,706			
D Manufacturing/Science/Art Classroom/Lab	6,073	1	6,073		Auto/Ind. Tech	22,513
E Science / Classroom / Labs	10,086	1	10,086			
F Faculty Offices	3,456	1	3,456		Classroom	41,281
FO Facility Operations	1,117	1	1,117			
G Classrooms	3,456	1	3,456		Facilities	5,328
H President's Office	4,997	1	4,997			
I Classrooms	3,506	1	3,506		Family Services	8,789
J Classrooms	3,513	1	3,513			
JB Josephine Building & Pods (Z)	5,431	1	5,431		Food Services	10,484
K Classrooms	3,456	1	3,456			
L Instructional Services	5,468	1	5,468		Library	22,284
M Massage Therapy / HR / Budget & Finance	4,720	1	4,720			
N Bookstore	2,743	1	2,743		Science	10,086
O Facilities Maintenance Shop	4,211	1	4,211			
P Classrooms	1,125	1	1,125		Recreation	12,767
Q Humanities Faculty Offices	1,127	1	1,127			
R Rogue Building Auditorium	4,044	1	4,044		Student Services	7,071
S Mechanical Tech Lab	11,525	1	11,525			
SC Student Center / Café	10,484	1	10,484			
SS Student Services	5,094	1	5,094			
T Classrooms	2,757	1	2,757			
U Gymnasium	12,767	1	12,767			
V Classrooms	1,125	1	1,125			
W Library / Offices / Tutoring	20,730	1	20,730			
Mezzanine	1,554	1	1,554			
Y Electronics / Welding	10,988	1	10,988			
ECEC Early Childhood Education Center	7,079	1	7,079			
Total Area Existing Campus			177,535	Total Area All Program 177,535		

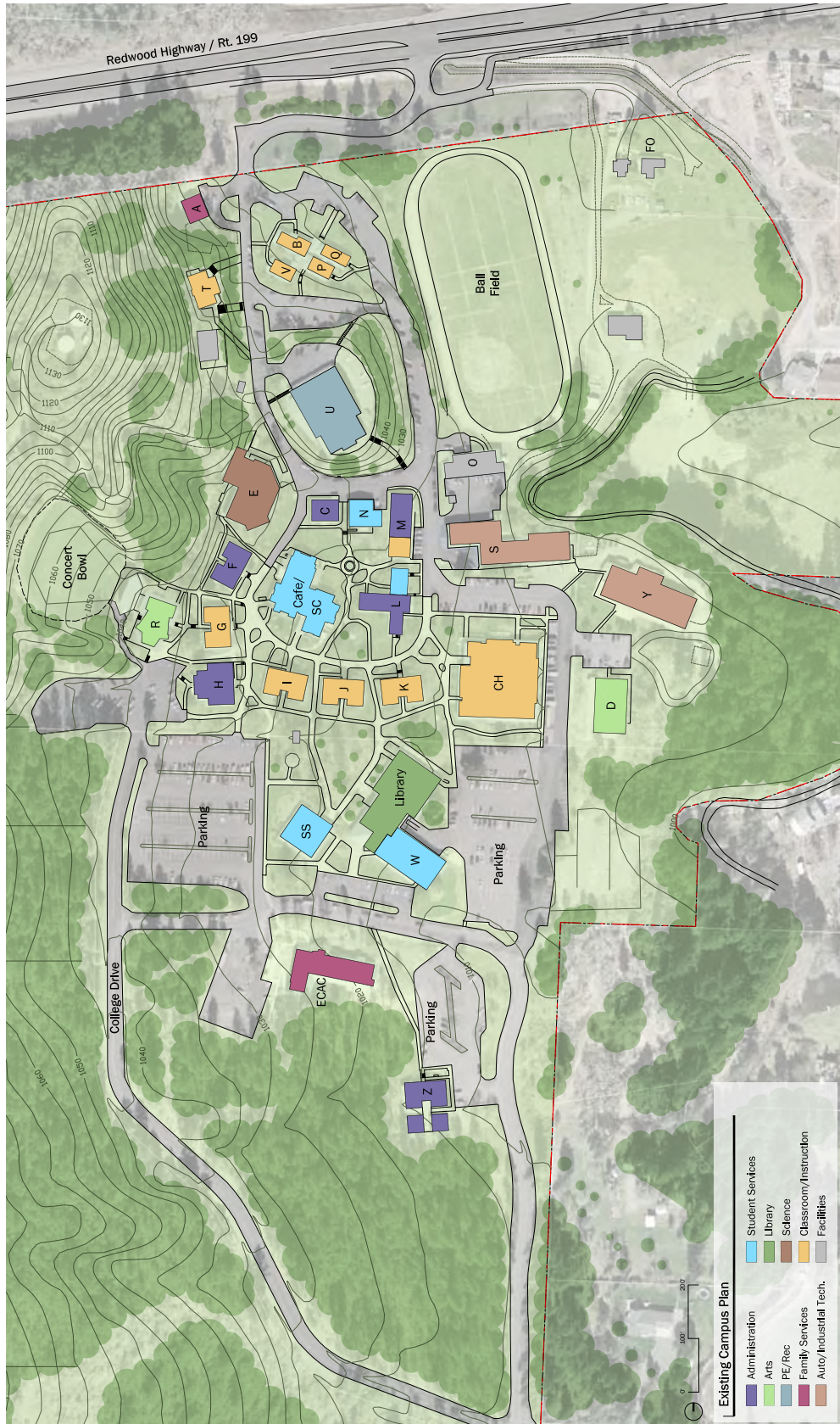
NOTE: Program key colors correspond to the Existing Campus Plan. See legend. Some buildings contain mixed program types. Where appropriate, two colors were used to identify major program areas.

Campus Population

During the period from 2005-2010 student enrollment at the Redwood Campus increased from 4,092 students (1,049 Full-Time Equivalent) to 4,941 students (1,464 FTE). Over the last five years, course enrollment has increased 30%, student headcount has increased 21%, and FTE has increased 40%. Enrollment at Redwood Campus has seen a particularly sharp rise during the last two years, jumping by 53%. High enrollment growth rates have been typical across the state and country resulting from the severe downturn in the economy. It is anticipated by many colleges and universities that this short-term trend will level out or possibly reverse slightly as the economy improves. It is expected that Redwood Campus will experience a lower level of growth compared to larger population bases of the Medford and White City areas in Jackson County. *For more information see Appendices 1 and 2.*

Existing Facilities and Program Accommodation

As the original campus, many of the existing facilities are outdated, were not designed for their present use, or are in poor condition. Additionally, many of the buildings are remodeled original Job Corps structures that are very small for academic use and do not have restroom facilities. In some cases, it may be more cost effective to demolish and rebuild. The long-term plan calls for the phasing out of these original buildings with larger, more efficient facilities designed specifically for their program uses.



This is a reduced print of the plate which has been formatted for digital delivery. The printed FINAL report will include a tip-out 11 x 17 plate.

Potential Growth Programs



A modern science lab allows for collaborative learning.

Priority Initiative:

Redwood Campus Science and Health Center

Following conversations with the community and RCC staff, the *Master Plan* team identified the priority need for upgraded and expanded facilities to accommodate the rapid growth of the science and health academic programs. These facilities would achieve the following goals:

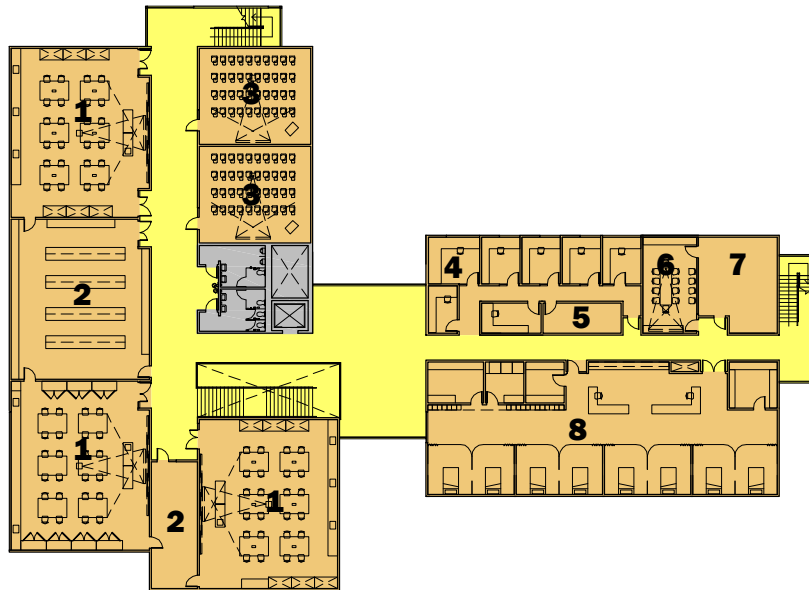
- Provide for increased enrollment in high-demand classes such as chemistry and anatomy.
- Keep up with the latest technology and building resources to adequately prepare students for their future in science and healthcare.
- Increase access for science and healthcare students and cost savings through the consolidation of programs and equipment.
- Serve nearly 1,000 students per term in lab classes that accommodate at least 24 students.
- Create a sense of campus community through well planned informal gathering spaces that encourage student-faculty interactions.

The nursing program is a significant asset to RCC and the regional community. The existing facilities in Building B are very small and do not meet contemporary standards for nursing skills labs that seek to recreate actual hospital working environments. Building B is essentially a modular type building and its location far removed from the



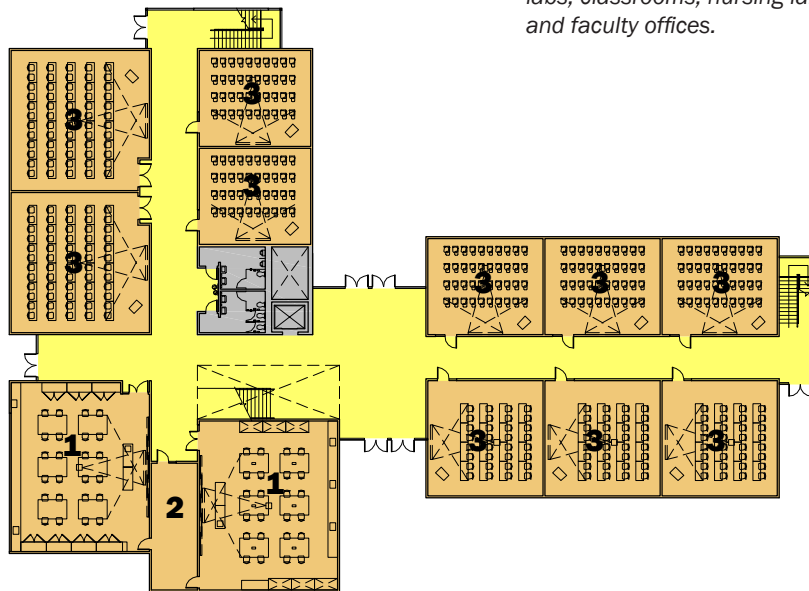
Quality lab spaces are critical to the ongoing success of health and nursing programs.

campus core takes this vital program out of the campus community. The *Master Plan* calls for the relocation of the nursing program in a new building combined with science lab facilities. Science programs are key curricula for many RCC students and demand for lab space is high. Currently located in Building E, the existing labs are too small and awkwardly shaped due to the diagonal layout of the floor plan. In addition the open plan configuration without walls between labs creates significant acoustic issues that interfere with teaching and learning. Contemporary science lab space for education includes sufficient space for group work and computer technology. The *Master Plan* studied alterations and additions to Building E to improve the existing labs. This approach would require almost complete reconstruction of all the building systems. Based on the extensive infrastructure in mechanical, plumbing and electrical systems required for lab space, the plan recommends the existing labs be relocated in new construction.



Floor Two Plan

Proposed plans for a Science and Allied Health Center show a combination of science teaching labs, classrooms, nursing labs, meeting spaces, and faculty offices.



Floor Two Plan

Science and Health Center Proposed Plan

 Classroom / Instruction	1 Science Labs	5 Workroom
 Circulation	2 Prep/Storage	6 Debrief
 Services	3 Classroom	7 Nursing Resource
	4 Offices	8 Nursing Instruction

Service and Capacity

General Classrooms

General instructional classrooms provide space for a wide and diverse range of academic programs. Coates Hall (CH) houses a number of quality classrooms. These classrooms are well equipped with multi-media technology and integrated AV/IT spaces directly support them. The only significant downside to these classrooms is the lack of natural light. The majority of remaining classrooms at Redwood are housed in the small original Job Corps buildings that encircle the campus core. These spaces, while having abundant natural light, are often awkward in size or proportion. In addition these buildings lack restroom facilities. Overall growth in enrollment will continue to create a strain on these spaces. To accommodate the projected growth, the *Master Plan* recommends these original classrooms be relocated in new construction and congregated into larger, more efficient facilities.

Automotive/Manufacturing/Welding

The Automotive, Manufacturing, and Welding Programs have been highly successful on the Redwood Campus, experiencing large growth in enrollment in recent years. Automotive facilities on the Redwood Campus, while being large and fully equipped, are awkwardly arranged in a building that steps down the hillside. Contemporary automotive shops typically use some type of flow through movement for vehicles. The location of the RCC facility along the edge of the canal restricts this arrangement and pushes stored or waiting vehicles into highly visible areas facing the main campus. Other colleges' facilities have combined automotive, machining, and welding where shared tool rooms, lockers, classrooms and technology can create space and operational savings. To support teaching and learning, and to foster students' sense of community in these program areas, the *Master Plan* suggests creation of such a facility at the south end of campus where sufficient space could be developed for storage of vehicles and materials, while still maintaining a close connection to the campus core.



Existing classroom.



An example of a tiered classroom.



Existing Automotive Technology workshop.

Physical Education

Facilities that promote wellness and health are becoming increasingly important on college campuses. On many campuses they become key components in the social fabric of the campus and important factors in keeping students on campus. These programs are also increasing in student enrollment. In 2009 RCC experienced a 30% increase in students studying Physical Education. The existing gymnasium building has been modified to accommodate fitness equipment and movement classes, but it does not meet current student expectations for these types of facilities. The facility does not take any advantage of its location at the top of the knoll where it could have views that are an important part of contemporary fitness center designs. Long-term planning should study how this facility could be renovated to address these issues. This building could be expanded to provide adequate support for fitness, multipurpose, and recreational uses appropriate to contemporary student needs. Further planning and design study would be required to determine how best to renovate or expand.

Library

The library is one of the more recent and successful buildings on the RWC. Its open floor plan has allowed for change over time as technology has increased as a component of library use. The library serves as one of the main places for students to study on campus as most of the other buildings lack quality study or lounge spaces. Developing informal study spaces and places for technology access in all new or renovated buildings on the campus should allow the library to continue to function well at its existing size into the foreseeable future.

Early Childhood Education

The Early Childhood Education Department prepares students to teach and work with children and their families, focusing on ages from birth to eight years. The 7,000-square foot Early Childhood Education Center is occupied by Josephine County Head Start and is



Existing Gymnasium.



Using the gymnasium for multipurpose space.



Existing Library reading room.

used by RCC Early Childhood Education as a lab school. The Center is the most recent addition to the Redwood Campus, completed in December 2006.

3.0 REDWOOD CAMPUS

Student Services

Student services are becoming one of the most important aspects in facilitating an open and easy access for students to get “engaged” with a community college. With a continually growing diversity of students and an equally diverse range of campus programs, this function becomes a central crossroads of each student’s experience. As such, it needs to be a place that is welcoming, intuitive, and supportive of many different functions. Many colleges have moved to a “one-stop” approach to student services, wherein students are assistend with the range of services using self-directed and staff assisted options. Self-help kiosks provide many of the services, while cross-trained staff provide more in-depth assistance when required.

Unfortunately, the original open plan design with high vaulted ceilings presents a number of problems for effectively providing these services. These services are typically best served by a series of spaces that sequence student interactions based on their needs and levels of confidentiality required. The current plan of Building SS creates major acoustical problems and the perimeter circulation to private office spaces leads to a confusing orientation. The waiting lobby is awkwardly arranged and does not provide an intuitive and welcoming experience. Renovations and an addition to this facility could likely solve these issues by creating an improved waiting space, providing space for self-help kiosks, and establishing a clear separation of staff and public space.

Administration / Faculty Offices

Administrative and faculty office space is scattered in a number of buildings across campus due to the small areas of most of the existing buildings. The main administration building (H) is located in the southwest corner of campus and is not easily identified.



Existing Student Services reception.



Typical administrative office.

Student Center

The current student center was rebuilt and expanded in 1997 after a fire destroyed the original 1965 building. The Center houses a number of student life programs, clubs, lounge areas and food service. For today's community college's, these student life activities are being seen as a vital component in creating a strong sense of campus community. While well located at the campus center, the facility is not ideally planned to support the student life functions of the campus. More space is needed for office and work space as these programs have expanded. Their visibility to students is hindered by the current building organization. Space for student events is an important resource to promote a sense of campus community, to engage students, and to keep them on campus. This kind of space is also very limited in the Center and on the campus in general.

Informal Learning

With new technology, students today are not place-bound in their ability to access academic learning. Since 2000, RCC has become increasingly aware of the importance of informal learning throughout higher education facilities. These spaces need to be developed in a range of scales for individual, small and larger group study. Many community colleges are providing an array of learning spaces outside the classroom, from study rooms to nooks and alcoves along corridors. These spaces need to be equipped with appropriate furniture and technology that supports learning activities. Redwood Campus buildings have very few interior spaces that have been designed to meet this critical need and that can effectively connect students and faculty. The addition of appropriate furniture for informal study, located in underused areas, could help foster greater sense of community.



Existing multi-purpose student testing/tutoring center.



Student lounges provide a place for informal learning.

3.0 REDWOOD CAMPUS

Historic City Hall (downtown Grants Pass)

The 12,000 square-foot Downtown learning center, otherwise known as Historic City Hall (HCH), includes the Esther Bristol Education Center (EBEC), the Small Business Development Center (SBDC) and the Firehouse Art Gallery. The SBDC provides free business advising and fee-based training to county businesses, in addition to housing the Rogue Area Senior Computer Assistance League (RASCAL), a computer club for seniors. The Firehouse Art Gallery displays local and regional artwork produced by students, professional artists and children. The EBEC houses the college's art facility that serves both credit students primarily during the day and non-credit, Community Ed students primarily at night. This is an active and heavily used space because of its proximity and access to the downtown art community.

Kerby Belt Building (Illinois Valley)

The 13,640 square-foot Kerby Belt Building houses the Illinois Valley Learning Center (IVLC), an IP Video connection for connecting distance delivery classes to the valley, the Illinois Valley Business Entrepreneurial Center (IVBEC) and the Masonic Lodge No. 18. The building's function is a mix of educational and community services. The ILVC has been providing academic skills (ABE, GED, ESL) to the local community for many years.

The IVBEC, a grant-funded project to bring SBDC advising and training services to the businesses of the valley, is beginning its third year. The Masons use the facility for their monthly meetings and events. The facility is also rented for other community and educational functions.



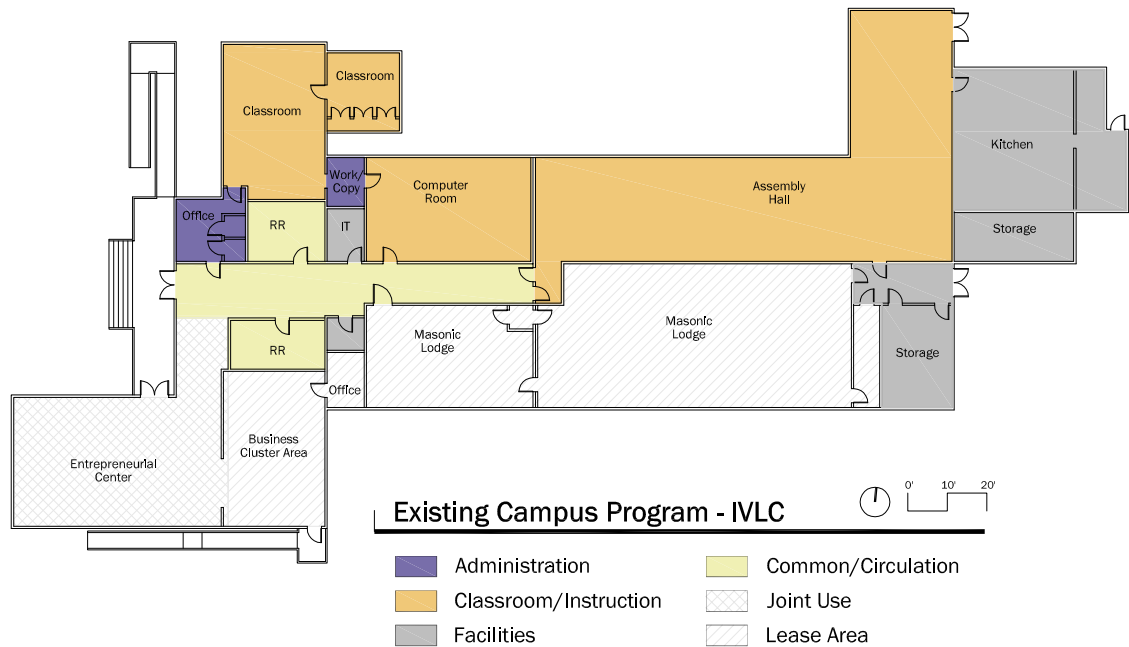
The existing Historic City Hall (top) includes the Esther Bristol Education Center, Small Business Development Center and Firehouse Art Gallery.



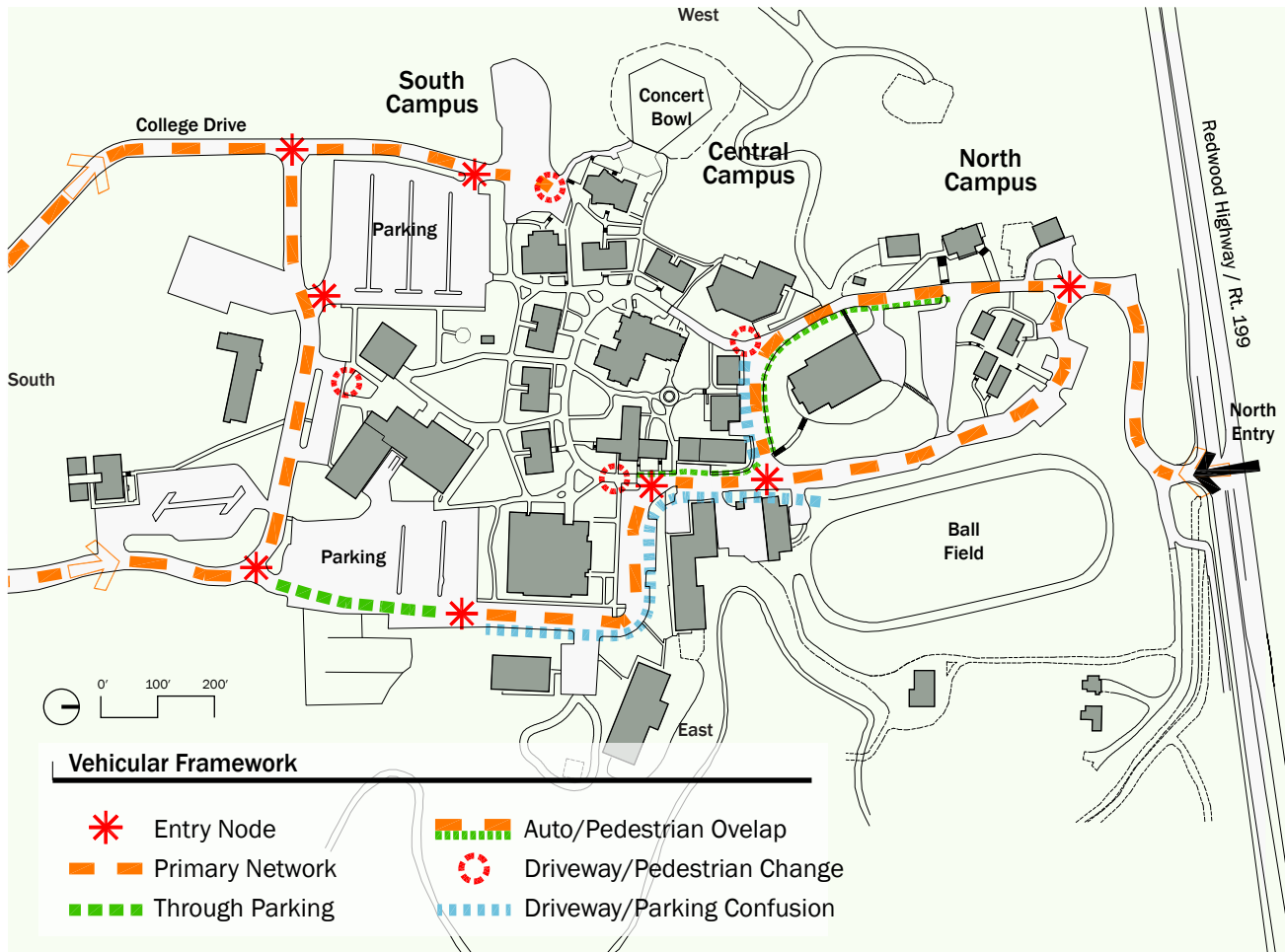
The existing Kerby Belt Building provides a variety of functions to RCC and the community.



Existing Campus Program - Historic City Hall



3.0 REDWOOD CAMPUS

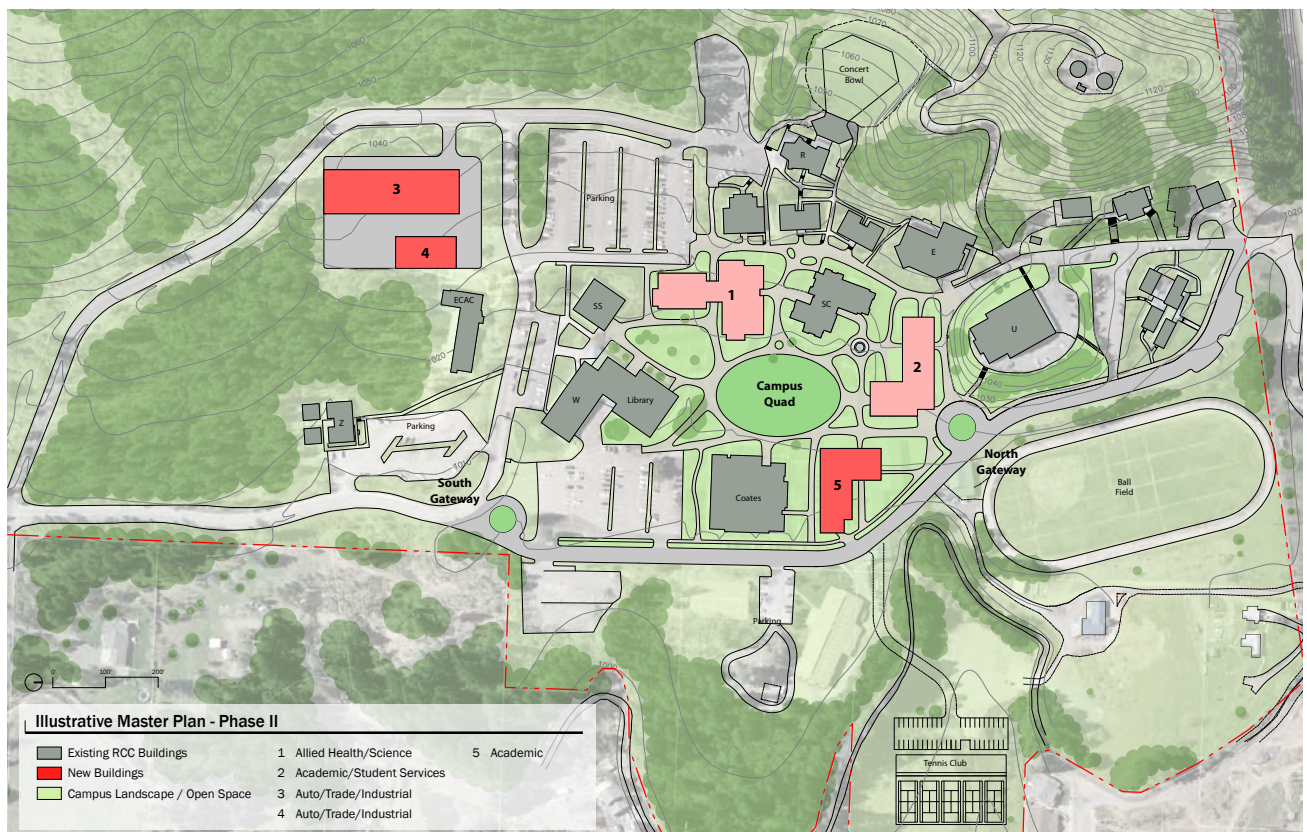
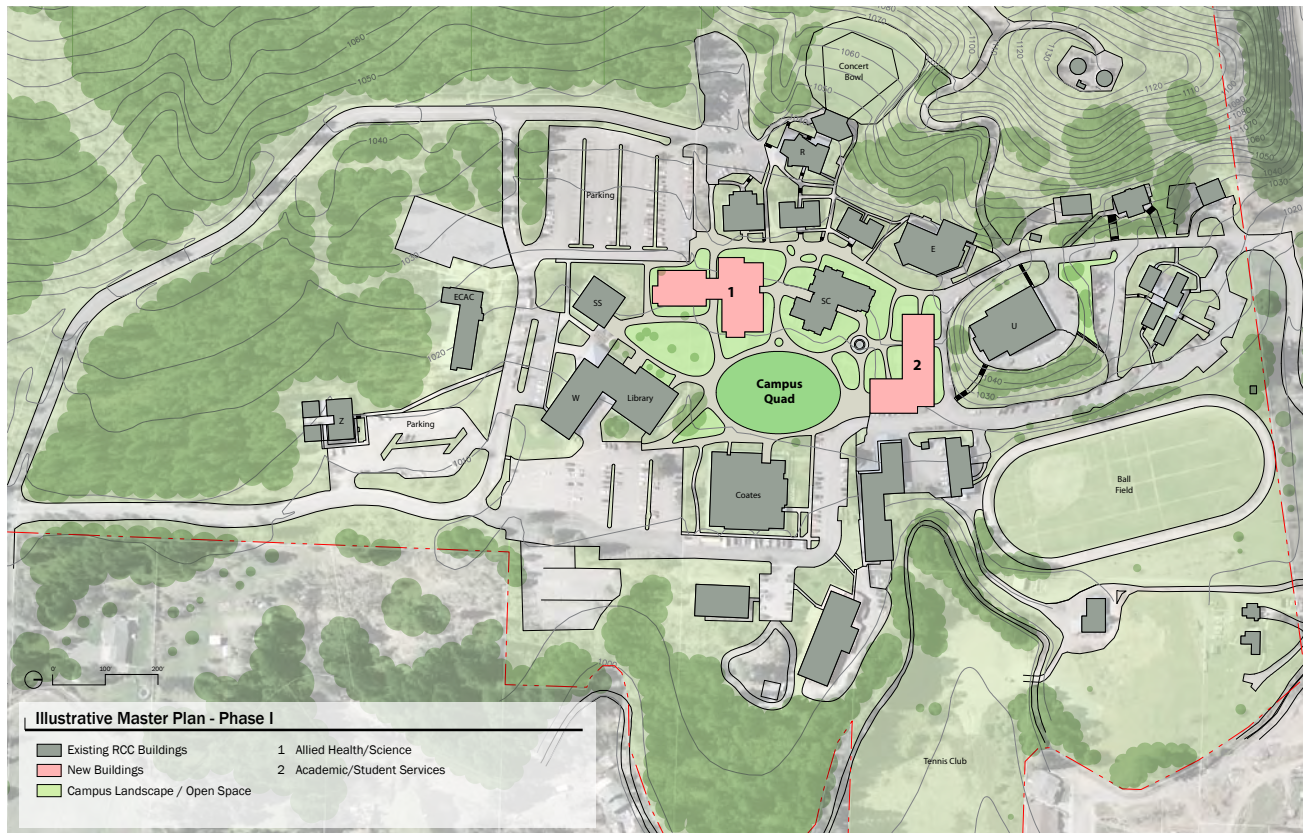


Proposed Redwood Campus Master Plan

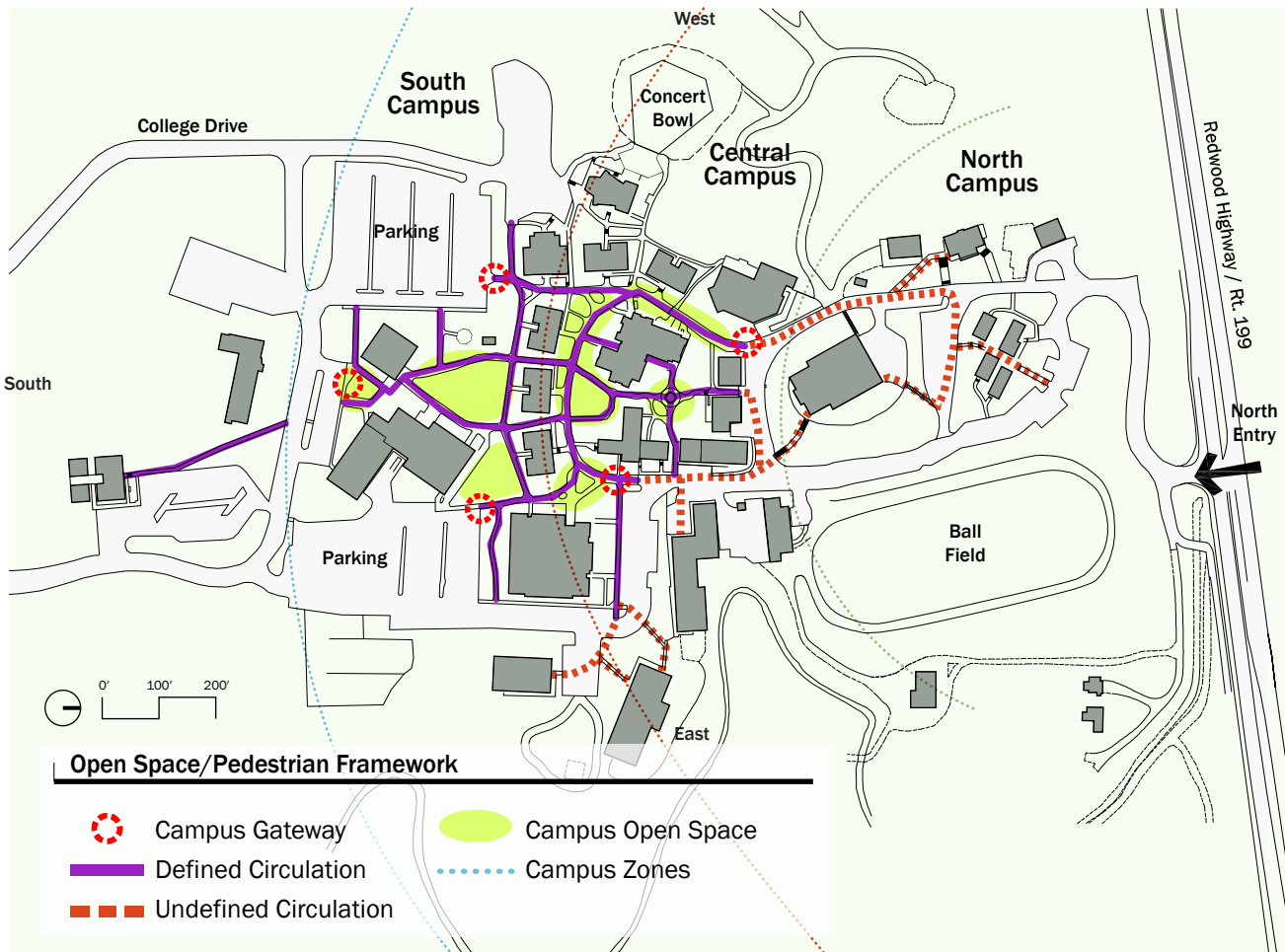
The existing 86-acre campus is distinguished by its natural setting in the southern Oregon landscape and the intimate scale of buildings and open spaces. Unfortunately, the layout of the original Job Corps Center has not provided a strong infrastructure and clear organization for the subsequent addition of buildings over the last four decades. The result is a series of disconnected outdoor spaces and undefined campus edges. The key planning strategies for the Redwood campus are structured around bringing the core academic delivery into closer proximity and improving the quality of the physical facilities while creating a more cohesive sense of campus community.

Vehicular Circulation / Parking

Existing campus entries are from the south off Demaray Drive and from the north off Redwood Highway 199. The north entry is the original main entry and the most visible public face of the campus, yet functionally the entry drive takes a circuitous path to the campus entrances and parking areas. Most users arrive to the campus by the south entry, but actual public signage from this point is minimal. The existing connections between the north and south campus entries require one to move through parking lots and around existing buildings. The *Master Plan* calls for the creation of a rerouted north-south access road along the east side of the campus. The plan would relocate the Automotive and Manufacturing programs out of their current highly visible location along the entrance road to a new site south of the main campus.



3.0 REDWOOD CAMPUS



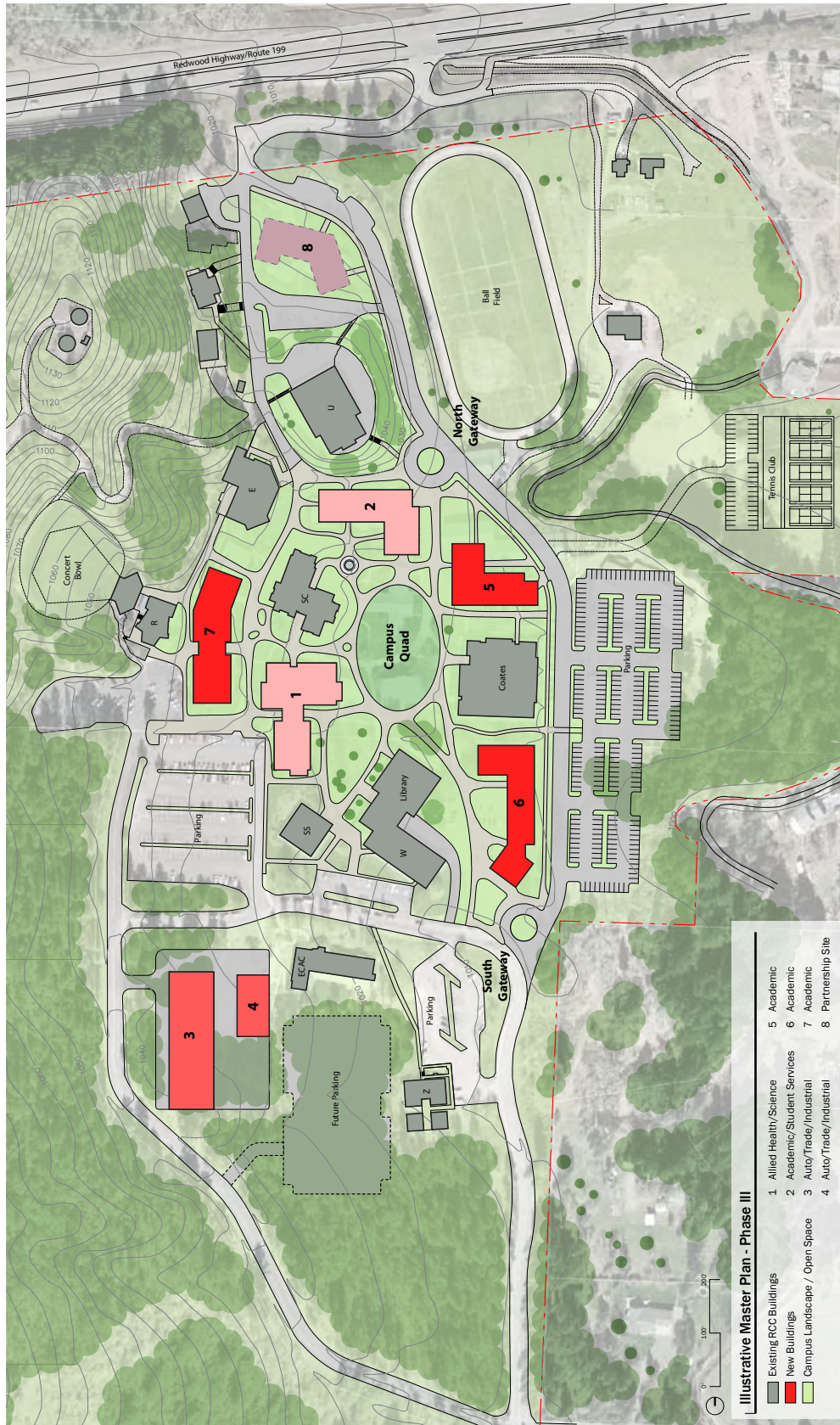
The campus currently has 788 paved parking spaces which at peak hours are filled to capacity. The long-term plan calls for a slight expansion of parking and a potential auxiliary lot of 150 spaces.

Campus Gateways / Signage

A set of campus gateways is indicated both at the vehicular access points and the gateway between parking and the pedestrian campus. Gateways are important in providing clear orientation, presenting a welcoming environment and reinforcing the institutional brand. Pedestrian gateways at the north and south ends of campus could be drop-off turnarounds that could also serve as bus stops. As noted in the 2008 Communications Audit, a campus-wide signage master plan would be an important first step in setting a framework for campus wayfinding.

Campus Quad and Pedestrian Network

The heart of the “new” Redwood Campus is a proposed main Quad. The Quad will create a sense of campus community and provide a central orientation space around which the campus can be organized. This green open space is positioned to be at the major campus crossroads connecting what are currently south and north campus zones as defined by the original Job Corps plan. Demolition of the small original Job Corps buildings now used as classrooms allows for the construction of new, larger two-level academic buildings that can surround and reinforce the new Quad. The revised pedestrian network of paths connects the existing and new buildings to the Quad and to parking around the perimeter.



This is a reduced print of the plate which has been formatted for digital delivery. The printed FINAL report will include a tip-out 11 x 17 plate.

Service

Currently one of the major service points for the campus is the bookstore loading dock in Building N. This dock is located on a main part of the north entry drive and is highly visible. The plan calls for eliminating open vehicular traffic from the section of roadway south of the Building U parking entrance, and rerouting it into a two way road along the edge of the track. The existing roadway can be converted to mostly pedestrian use with limited service access. Future relocation of the bookstore in a new building adjacent to the library could condense major service points to one area at the south end of campus.



Additional campus capacity by phase			
phase	initial capacity ¹	with 1-story new buildings	with 2-story new buildings
I	177,535	186,152 (+5%)	220,152 (+24%)
II	220,152	220,576 (+24%)	232,576 (+31%)
III	232,576	245,780 (+38%)	275,780 (+55%)

¹ Initial capacity is “existing capacity” in Phase I.

Capacity

The proposed *Master Plan* offers two strategies for managing facility improvements and program accommodation: a replacement strategy and a growth strategy. In the replacement strategy, the *Master Plan* assumes removal of existing buildings and replacement with new single-story facilities to maintain the program capacity of the existing campus. In the growth strategy, two-story buildings incrementally replace campus buildings over time, thereby increasing overall capacity. While the existing campus currently provides 177,500 square feet of program capacity, under full buildout of all phases of the *Master Plan*, the campus will have from 211,000 to 276,000 square feet of capacity, depending on the size of new buildings. This is a range of 18–55% additional capacity, with new facilities accounting for 115,000–180,000 square feet.



Additional Allied Health and Sciences facilities would bolster growing and high demand programs.

Implementation Framework: Redwood Campus

Conclusions and Recommendations

Redwood Campus is the original campus, established in 1970. Main administrative offices are located at RWC and this campus offers the most comprehensive set of programs and facilities available to respond to the needs of the community it serves. RWC will clearly be the central focus for RCC well into the future. At the same time, the fact that the facility was not originally planned as an educational campus and has developed incrementally and sporadically over the last 40 years, means there is a significant need for a cohesive campus vision that integrates core educational programs, emerging program trends and learning environments designed to 21st century standards. The following recommendations provide a framework upon which to achieve these goals:

RWC Programs' and Facilities' Goals

1. Strengthen programs in Allied Health to respond to projected national, regional and local growth in these disciplines resulting from aging populations and continued advances and changes in the field. To support the existing programs and provide space for future expansion, build a new Allied Health teaching facility that includes realistic training labs that prepare students for work situations.
2. Improve Science facilities to 21st century teaching standards and consider co-location with Allied Health facilities to maximize resources and efficiencies.
3. Provide more and varied informal learning spaces including: study rooms, study nooks, alcoves, seminar rooms, lounges. Include these spaces in all future buildings, renovations, and additions.
4. Improve existing general classroom space through a long-term strategy for eliminating original inefficient small footprint classroom buildings and replacing those building with larger facilities that provide greater opportunities for informal learning and building a sense of campus community.
5. Develop a new vocational/technical education center combining automotive, welding, manufacturing, electronics and other technical skills programs in a flexible facility that will respond to changing community and technical needs.
6. Renovate the one-stop student services facility (presently Rogue Central) to provide a series of layered spaces allowing a range of access, privacy, and service levels.

7. Improve sense of campus community through increased and more visible Student Life offerings on campus. Improve and connect student life office space, event space, recreation space, bookstore and other common areas to keep students on campus for extended times to enjoy a dynamic, interactive community that promotes access and success.

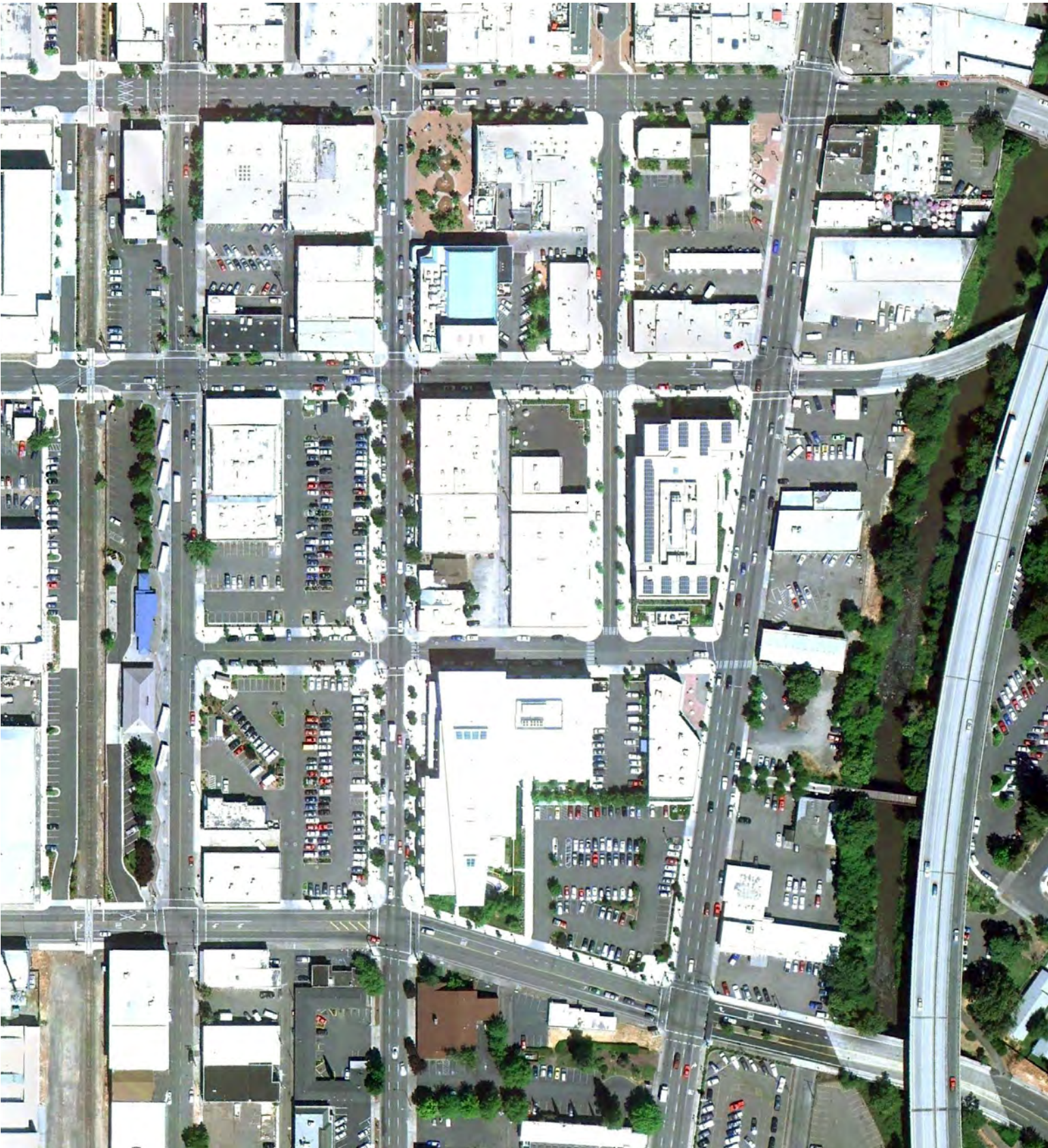
Campus and Site Goals

1. Establish a greater sense of place on campus through the development of a main campus quad that connects all primary facilities together around a central open space.
2. Build new academic buildings at campus center to replace existing small footprint buildings and define the new campus quad.
3. Improve campus vehicular circulation through the phased development of a clear perimeter road that eliminates traffic conflicts between campus buildings and creates a clear, rationale circulation path.
4. Improve wayfinding and campus identity by establishing campus gateways that provide clear points of access.
5. Continue and expand landscape development with sustainable strategies that highlight natural regional and environmental qualities that are unique to southern Oregon.

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4.0 RIVERSIDE CAMPUS





Riverside Campus Vision

Riverside Campus has been envisioned as an urban educational portal for comprehensive liberal arts transfer curriculum, Academic Skills, Business, Allied Health, Fine and Performing Arts, and Community Education through accessible and flexible delivery, becoming an urban center of intellectual and cultural excitement built on community resources.

The urban location is highly attractive to many students and is easily accessible by the growing population in Jackson County. The urban nature of the campus enables a vibrant student life, has connections to nearby cultural events, and offers a strong connection to the civic and business community. A primary goal of the campus is development of a positive campus culture with a sense of group identity among students and staff. The multi-use and multi-level urban buildings offer many opportunities for interaction and informal learning. In addition, RVC offers a unique co-location with SOU within the HEC. This facility offers a smooth transition from community college to the university.

4.0 RIVERSIDE CAMPUS

Existing Building Program Areas				Available Area by Program		
Existing Buildings		GSF/FLOOR	GSF/BLDG	Key	Program Type	GSF (E)
A	First Floor - Classroom	Nursing	8,505		Administration	1,204
	Second Floor - Classroom	Nursing	8,505		Arts	4,536
		Total Building A	17,010			
B	Student Services	Student Services	7,634		Auto/Ind. Tech	0
	Classroom	Academic - General	6,329		Classroom	54,175
	Facilities		645		Facilities	1,773
		Total Building B	14,608			
F	Classroom	Academic - General	4,453		Family Services	0
	Administration	Admin Offices	961		Food Services	0
	Vacant	-	6,905			
		Total Building F	12,319			
G	Basement - Classroom	Academic - General	12,396		Library	12,000
	First Floor - Student Services	Student Services	12,317		Science	4,235
	Second Floor	Student Services	12,396		Recreation	0
		Total Building G	37,109			
H	Arts	Theater Arts	4,536		Student Services	32,347
	Facilities	Facilities	1,128			
		Total Building H	5,664			
HEC	First Floor Classroom	Academic - General	4,108		Total Program Area	110,270
	First Floor Administration	Admin Offices	243	NOTE: Program key colors correspond to the Existing Campus Plan. See legend. Some buildings contain mixed program types. Where appropriate, two colors were used to identify major program areas.		
	Second Floor Classroom	Academic - General	7,061			
	Third Floor Classroom	Academic - General	2,818			
	Third Floor Science	Academic - General	4,235			
		Total RCC in HEC	18,465			
LIB	Library	Designated space at Jackson Co. Library	12,000			
		Total Area Existing Campus	117,175			

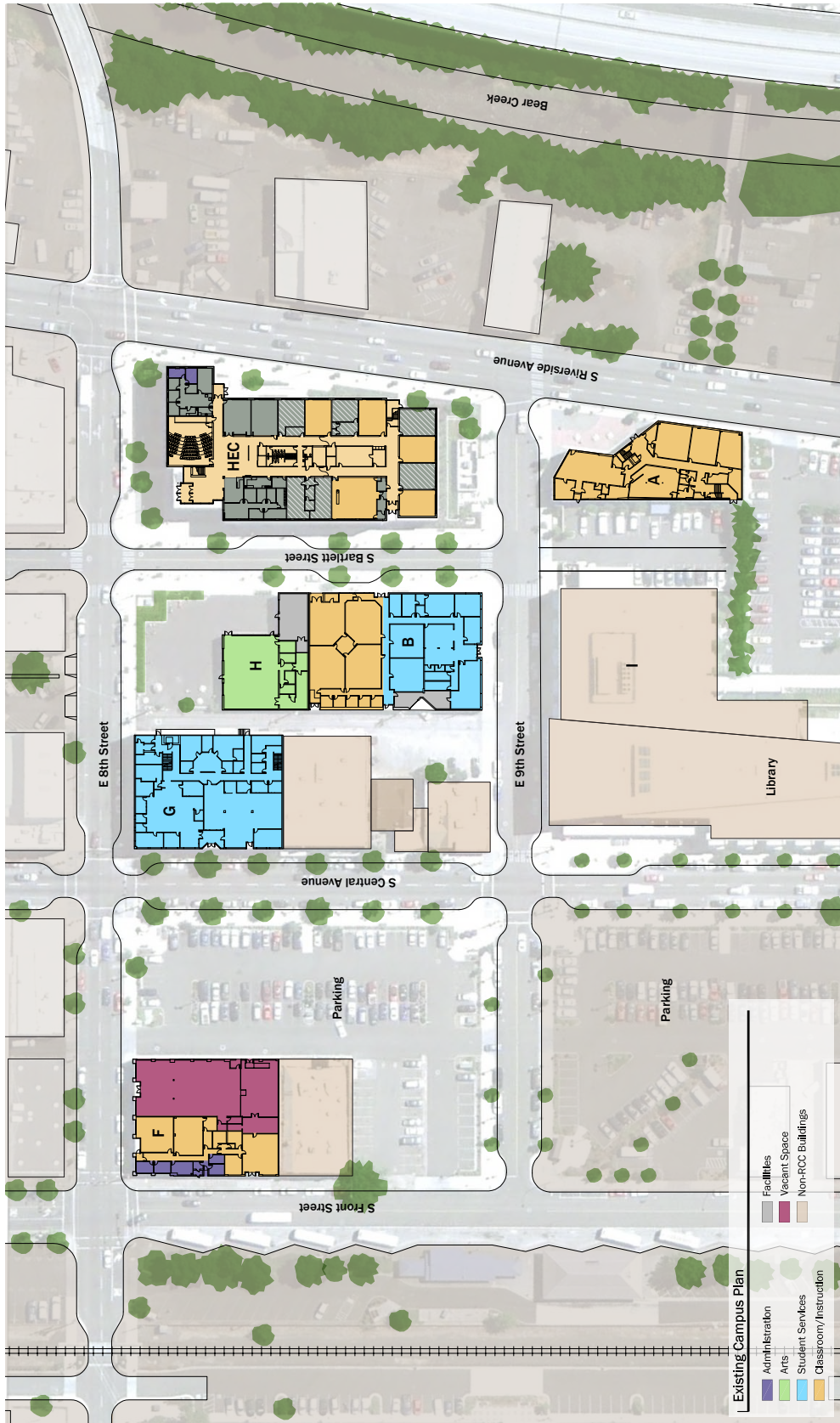
Campus Population

From 2005 through 2010 student enrollment on Riverside Campus increased from 5,686 students (1,470 FTE) to 7,618 students (2,091 FTE). Course enrollment increased 38%, student headcount increased 34% and FTE increased 42%. These sharp increases are expected to level out; however, RVC is expected to continue growing as the Medford metropolitan area continues to grow. A population forecast from the *Jackson County Comprehensive Plan 2007 Population Element* predicts a growth of over 69,000 persons by 2026 or a total percentage change of 36%, following a similar growth trend of the previous 20 years. See *Appendices 1 and 2*.

Existing Facilities and Program Accommodation

Riverside Campus has developed over the last 13 years with a series of building acquisitions and renovations.

Currently the campus comprises seven buildings, the shared HEC Building and required library resources and space for RVC and TRC is located within the Jackson County library on the corner of E. Ninth and S. Central Avenue. With the exception of the HEC building, all of the original buildings were designed for commercial and office use and remodeled to accommodate the college's academic and support services. Over time, many of RCC uses have changed, expanded or relocated, resulting in many spaces that do not optimally support present needs. For example, the basement level of Building G was originally all classrooms, Today it is a mixture of classrooms, office space and meeting space. The original tiny RVC library was in Building A but now occupies 12,000 square feet on the second floor of the Jackson County Public Library, which is otherwise closed to the general public due to budget cuts.



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Service and Capacity

Building A

Building A is a two-story structure that currently houses the dental program, nursing program, and a two-dimensional arts classroom. The building is an awkward plan shape and has a low floor-to-floor height that results in very low ceiling heights. While space has been remodeled for the nursing skills labs and in 2008 for the dental lab, the spaces are limited and compromised by the existing structure. Science labs originally housed in Building A were relocated to the HEC following its completion in 2006, leaving most of the existing lab spaces unused with the exception of a lab used by the dental program. Nursing program spaces are currently inadequate for the equipment requirements found in modern nursing instructional labs. More storage and larger spaces would be needed to fully accommodate the students, beds, mannequins, and other equipment. The building also lacks adequate and appropriate spaces for informal student-student and student-faculty interactions outside the classroom.

Building B

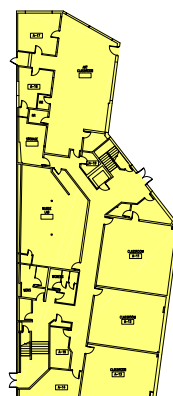
Building B is a one-story structure that currently houses classrooms, a student lounge, college receiving offices and faculty offices. The bookstore was too small for the growing Riverside Campus population and recently relocated to the adjacent Building H where it was expanded. The classrooms in Building B are designed around a central IT space. College receiving was also remodeled and connected to the bookstore.

Building C

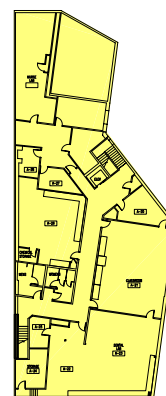
Building C was demolished with the construction of the HEC building.



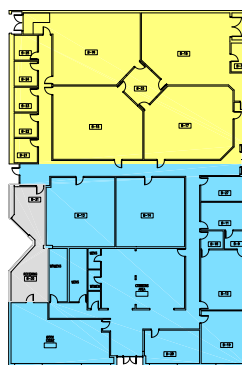
Existing dental lab spaces.



A - Level 1



A - Level 2



B

Buildings D / E

Buildings D and E were previously leased by RCC. With the addition of the HEC building, these leases were not renewed.

Building F

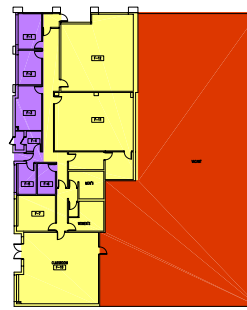
Building F is a one-story structure currently housing classrooms and offices. The College recently purchased an adjacent space in the building (formerly Mattress Land) and is currently renovating and connecting the two spaces. The work is scheduled for completion by Fall 2011.



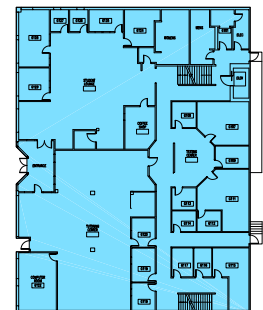
Existing vacant space in Building F.

Building G

Building G is a three-level building that houses a wide range of college functions including student services, classrooms, administration and faculty offices, a computer lab, skills center, and Information Technology. For many years, this structure was the main Riverside Campus facility and had to accommodate diverse functions and programs. Currently the main Riverside Campus student services including registration, counseling, financial aid and cashier are housed on the second level. This is not considered an ideal location for today's community college emphasis on easy and visible student access. The building has been remodeled in a way that makes wayfinding difficult, which hinders a welcoming student service center.



F



G - Level 1

The lower level of the building houses mostly classrooms that, while functional, do not receive natural light and have low ceiling heights. The main level, with the skills center and student lounge, acts as a hub for the downtown campus. An unusable mezzanine space (part of the original department store) creates an awkward series of spaces below it. With the addition of the HEC Building there is now a significant increase in pedestrian traffic between the buildings accommodated through an awkward back door and ramp in the alley.



Current student lounge space in Building G has limited connection with the outdoors or other campus features.

4.0 RIVERSIDE CAMPUS



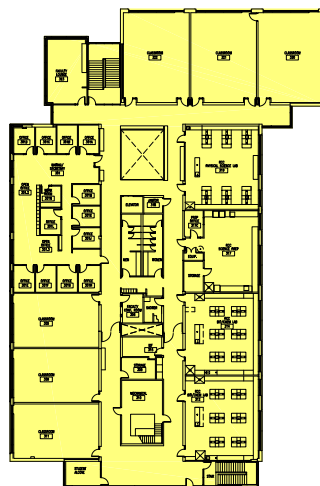
Shared lounge space in the HEC Building is a good example of informal study and social areas critical for student life.

HEC Building

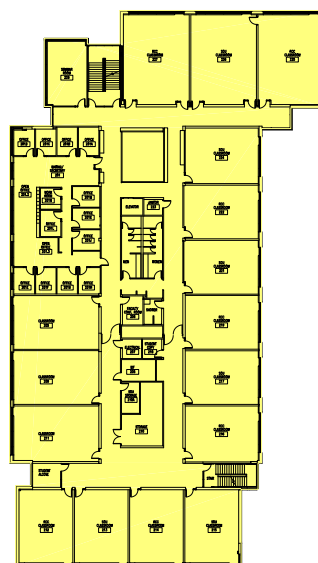
The HEC building represents one of the most significant changes for the Riverside Campus. Not only did it bring many new classrooms and science labs, it also serves to strengthen RCC's partnership with Southern Oregon University, the region's four-year university. HEC is a shared building with SOU, funded by state and local bonds and local fundraising from the college and the university. The joint project — a first of its kind in Oregon — has received wide support from the local chamber of commerce, city and county officials, and the state. HEC focuses on student transferability from RCC to SOU. Additionally, the building includes spaces for public events and a small coffee shop that help create a greater sense of community. The quality of the HEC — which achieved LEED Platinum certification in May 2010 — represents a strong advancement of the College's image, in sharp contrast to the remodeled retail space as exemplified by Building G.

Jackson County Library

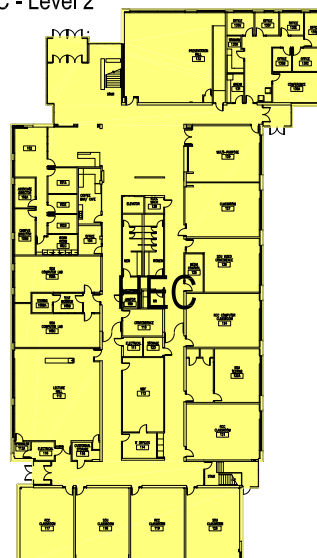
RCC occupies 12,000 square feet within the Jackson County Library located just south of the campus. This "co-location" use is a successful demonstration of shared use that benefits both the College and the community. With main library services located at the Redwood Campus, this facility is sufficient for future Riverside and Table Rock campuses growth.



HEC - Level 3



HEC - Level 2



HEC - Level 1

Potential Growth Programs

Priority Initiative:

Riverside Campus Multi-Use Building

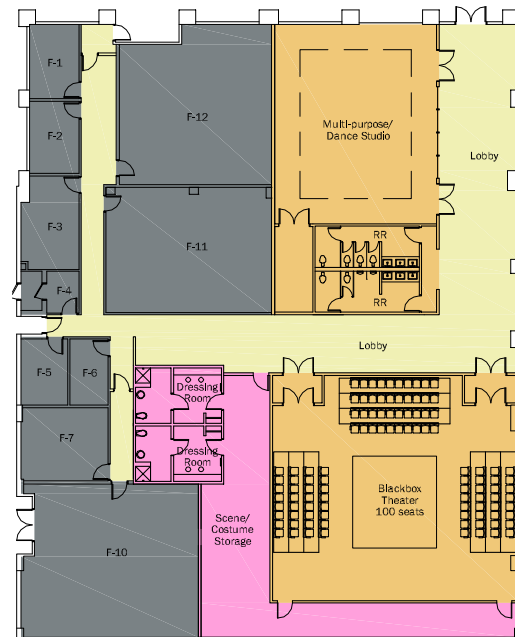
- Meet need for large-capacity lecture hall/auditorium for community use, recitals, choral and band performances, small theater productions and campus-wide meetings and lecture classes.
- Provide health/physical education facility allowing students to fill graduation requirements on one campus.
- Meet need for additional multi-use classroom space for music, humanities, speech, theater arts and dance.



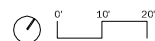
A black box theater offers flexible space options allowing the staging of multiple programs including dance, theater, exercise, music, and other performance arts.

Performance Arts / Physical Education

One of the overall goals of Riverside Campus is to reinforce relationships between RCC and regional performing arts institutions. The region's rich cultural vibrancy, including the Oregon Shakespeare Festival, the Britt Festival, and the Craterian Ginger Rogers Theater, provide a foundation for future expansion of RCC programs. By Fall 2011, performing arts programs in music and drama will share a space with physical education (aerobics, yoga and movement classes) in Building F. Acquisition of the Mattress Land space in Building F offered an opportunity to create separate, larger spaces for performing arts and physical education. The proposed program will include a "black box" performance space that can be used for music, drama, and physical education.



Building F Proposed Plan



- Existing Area
- Classroom/Instruction
- Support Area
- Circulation

4.0 RIVERSIDE CAMPUS

Allied Health

The Allied Health programs of Practical Nursing, Nursing, Certified Nursing Assistant, and Dental are significant components of the RCC curriculum and a critical connection to the regional health services industry. Throughout the Northwest, community colleges have recently completed or are planning new allied health facilities to meet industry demands. The current Riverside nursing program is housed in Building A where the unusual shaped floor plan and low floor-to-floor height results in compromised program spaces that do not compare favorably with other regional community college facilities. The skills lab space was not designed for this specialized use and its current configuration does not accurately represent a real-life clinical environment. Original programming for the HEC Building (2006 *Master Plan*) included an Allied Health suite that was not included in Phase I of the project due to space and budget constraints. Long-term planning should include development of allied health program space in either a major renovation of an existing campus building or in the planning of new construction.

Further, to develop targeted learning outcomes in content areas that prepare students for workplace and academic success in conjunction with industry, local advisory committees, and other industry partners, Instructional Services is proposing the development of an Allied Health Department. This new department will combine current efforts in both Continuing Education and credit programs.

Offering such popular courses as CPR and CPR Refresher (and expanding that to include Advanced Cardiac Life Support courses requested by local employers,) a revenue stream will be captured to staff new program development, and to support small, existing program offerings (Home Healthcare Aid, Medical Transcription courses, Basic Healthcare Pathway Certificate, Health Informatics options in Computer Science, and distance delivery in medical lab and medical imaging from other community colleges.) The delivery of continuing education in credit programs (Massage Therapy and Dental Assisting) and community-based physical



High quality health sciences space provide both support technology, infrastructure, and connection to outside through natural light.

education and recreation courses will intersect with this new department, and portions of the revenues will fund further new program development.

A self-support revenue-generation model will be used for development and ongoing funding of new Allied Health programs within this new department. Supervision of such programs will be shared within the Instructional Services Division between credit and non-credit program management, as appropriate.

Science

Science programs are now well accommodated in the new HEC Building with modern educational science lab space that meets the current and projected needs of the campus.

Classrooms

The general classroom is the heart of learning on the community college campus. 21st century classroom design standards include flexibility for alternative teaching pedagogy, natural light, and robust media technology. The addition of the HEC brought a large number of high quality, technology-enhanced classrooms to Riverside Campus. To a varying degree, existing classrooms in Buildings G, B, and F do not meet the standard set by the HEC. In particular, the basement classrooms in Building G lack any natural light. Long-term planning should look to renovation of the second level of Building G for classrooms and or development of new construction to create a cohesive inventory of general classrooms.

Bookstore

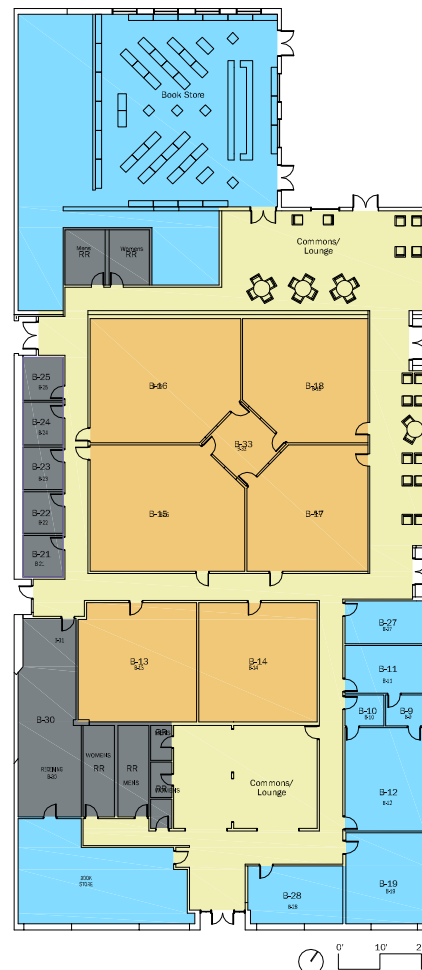
With the growth of the downtown campus, the existing bookstore in Building B was not of adequate size and its location was not central to student activity. The *Master Plan* proposed relocating the bookstore to Building H where it could have a strong visual presence, connections to the HEC and G buildings and an address on the proposed Campus Plaza (see p. 39). This site is a prime location for student-focused interaction because it is central to the campus core. The bookstore project was completed in March 2011.

Facilities / Service

Riverside Campus facilities operations are currently housed in Building B. This site is a prime location for student-focused programs as it is central to campus core. The *Master Plan* proposes this space to be converted to a new location for the bookstore and a student lounge space fronting the a new campus plaza. RCC has proposed consolidation of receiving and storage for all three campuses to the Table Rock Campus. This would reduce space needs for the Riverside Campus. (Meanwhile, a reduced receiving space has been accomplished in the space that was previously occupied by the bookstore in the southeast corner of Building B.)



The existing bookstore would be relocated to a more visible and open location adjacent to a plaza.



Building B & H Proposed Plan

- Existing Area
- Student Services
- Classroom / Instruction
- Circulation

4.0 RIVERSIDE CAMPUS

Arts

Arts programs are currently located in Building A. The two-story space at the north end of the building creates a good studio space, but the overall space allocated to arts related programs is minimal for a campus of this size. The *2006 Master Plan* programmed a significant increase in arts space that was not realized in Phase I of the HEC. Long-term planning should include either expansion into the remainder of Building A if Allied Health is relocated or inclusion of the program in new construction.

Student Services

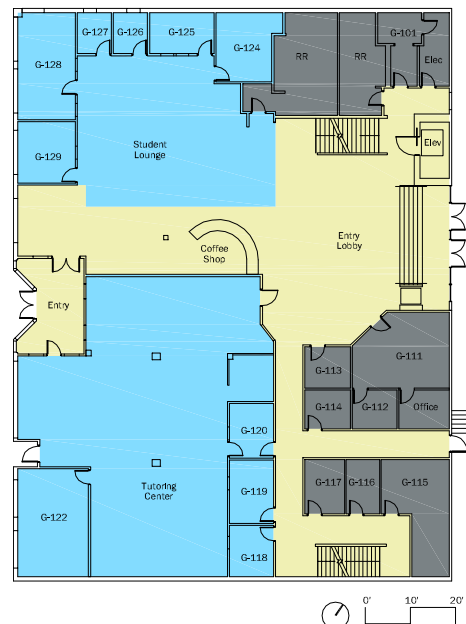
Community college campuses strive to maximize “access” through one-stop service centers that allow students to easily find the resources they need to succeed. A key to this type of facility would be a ground floor location with high visibility as compared to the current location on the second level of Building G. The *Master Plan* explored options for creating a more welcoming presence for student services including relocation to Building B or on the ground floor of a future new downtown building.

Informal Learning

Today’s learning environments focus not only on what happens inside the classroom but also how students learn informally in study and social spaces. The incremental growth of Riverside Campus based on specific program needs has not resulted in many spaces. The *Master Plan* proposed plan for Building B provides informal seating and gathering places along the plaza and north perimeter. Additionally, the underused and cramped lounge area in the mezzanine of Building G should be relocated to perimeter locations with open, daylit spaces to encourage campus community.



Existing Student Services reception.



Building G Proposed First Floor Plan

- Existing Area
- Student Services
- Circulation



Proposed Master Plan

Riverside Campus has grown through acquisition of existing buildings and properties in the urban core of Medford. As a result, a clear sense of campus community and organization is not well defined. Presently, blue awnings on each RCC building are one of the few indicators of a “campus.” If the RVC were to follow American urban education trends, streets would eventually be closed to create campus pedestrian connections and green space. Indications of this planning direction are found in several previous *Master Plan* documents for the campus. Unfortunately, the redevelopment of South Bartlett adjacent to the HEC Building only resulted in narrowing of the street which improved the road’s appearance and pedestrian safety, but did not create any campus gathering places. Informal gathering places for studying and socializing are important elements in creating connectivity between students and staff. Connectivity leads to a more productive college culture and helps to improve student persistence rates.

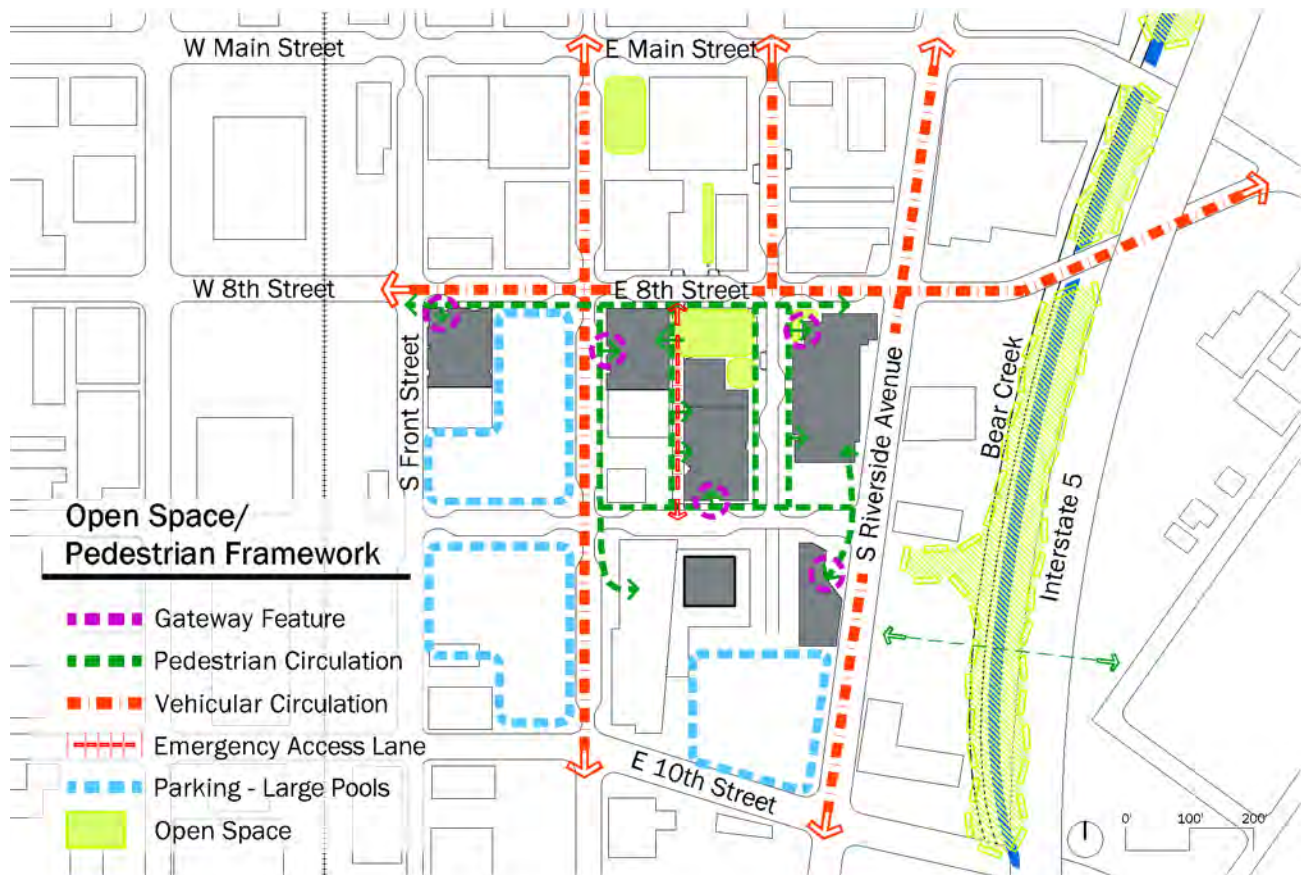
Proposed Campus Improvements and Facilities

The vision of a downtown campus is that it would be designed to feel like a campus, look like a campus, and have a positive campus culture with a sense of group identity among students and staff.



Improved gathering spaces will foster campus community.

4.0 RIVERSIDE CAMPUS

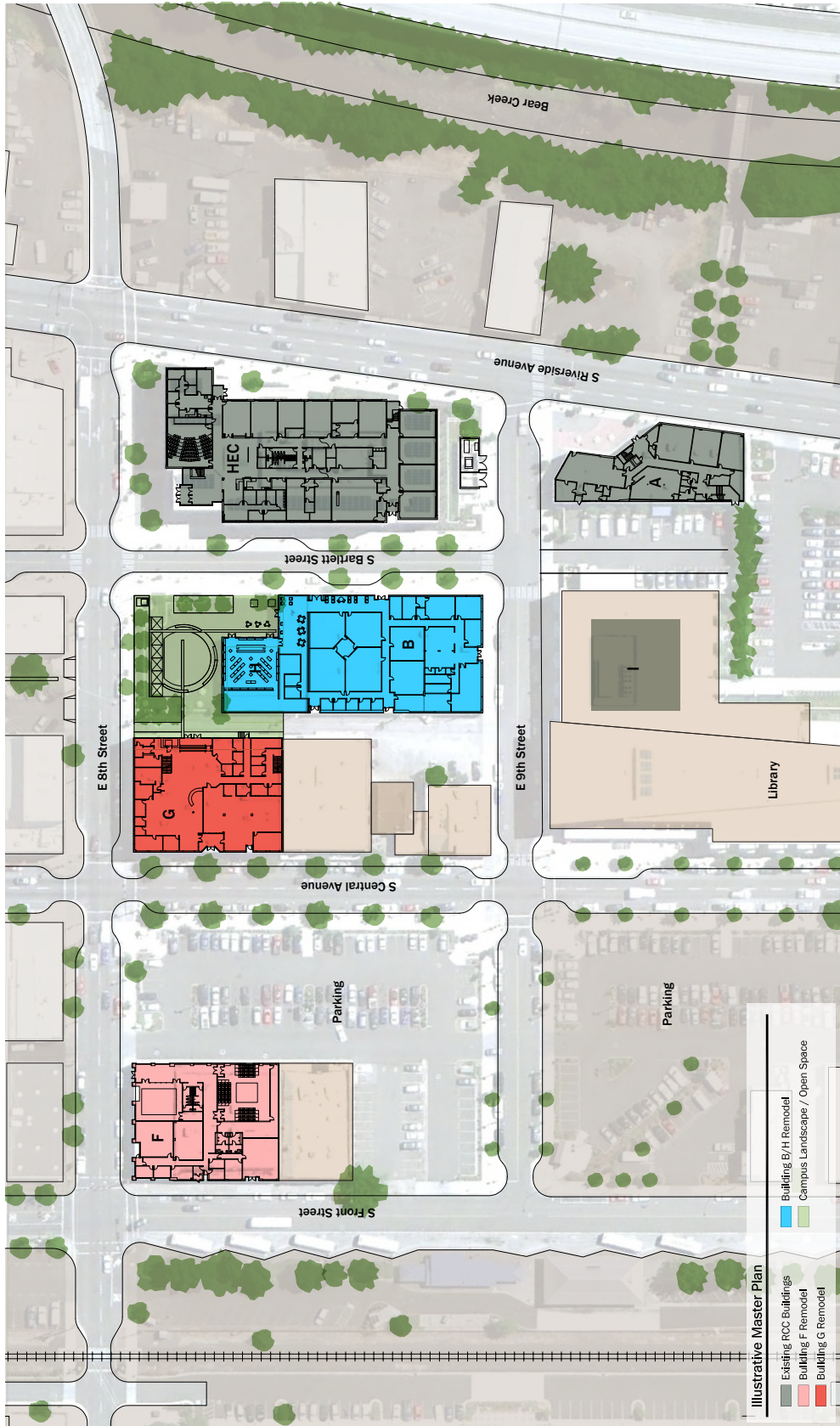


Campus Plaza

The *Master Plan* for the Riverside Campus calls for the development of public outdoor spaces that link new and existing buildings with strong pedestrian connections and create a greater sense of campus community. A new campus plaza is proposed at the corner of East Eighth Street and South Bartlett on a site now used for parking. This site is ideally located at the center of the major RCC facilities in Buildings G, B, H and the HEC. The plaza would give a visible public focus for RCC in downtown Medford and would provide a place for college and community events. By limiting vehicular access to the north end of the alley to service and fire vehicles only, the plaza could be brought up against the east wall of Building G. The proposal recommends opening the east wall of Building G with windows and improving access with a major new entry at grade level. The new bookstore in Building H provides an ideal activator to the proposed plaza.



An example of an outdoor gathering area. These spaces support student life, encourage campus community, and provide places to support informal learning.



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4.0 RIVERSIDE CAMPUS

Connected Buildings

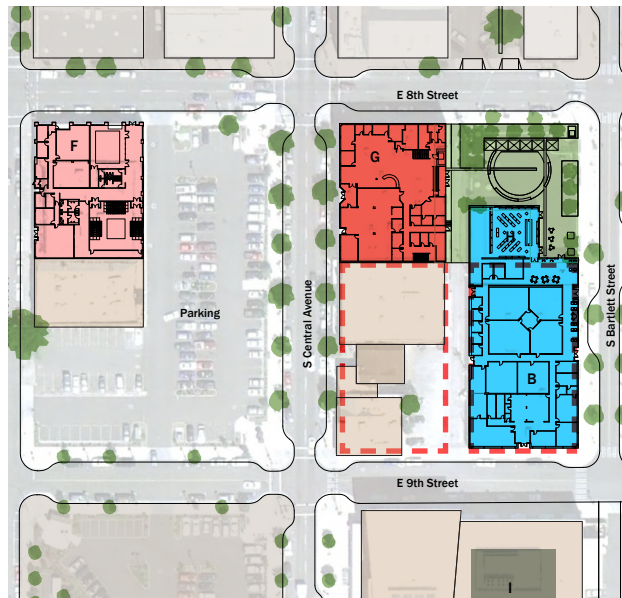
A key to good campus planning is the interconnectivity that allows students to move through buildings, interacting with programs and meeting others at “crossroads” along the way. The *Master Plan* envisions future renovations to the RCC buildings to increase cross flow and connectivity. The renovation of Buildings B and H could create a new connecting corridor along South Bartlett, ending in a student lounge facing the new plaza and adjacent to the Bookstore entry. Reorganization of Building G can create a clear east-west connection to the new plaza and the HEC. Renovation of Building F should link the existing west side to the newly acquired eastern half of the building.

Wayfinding

The creation of a streetscape and signage plan for the Riverside Campus is important in creating a distinct identity for RCC within the downtown environment. A signage program could include information kiosks, large scale campus signage, and individual building signage. A campus-wide signage *Master Plan* should be developed to establish a clear hierarchy and consistency of graphic information.

Future Development

With long-term population growth in Medford and surrounding Jackson County it can be expected that Riverside Campus will continue to grow and require additional space. The 2006 *Master Plan* called for new program space almost double the 20,000 square feet constructed in the HEC Building. The HEC Building has demonstrated the important advantages of larger buildings designed specifically for their programs, as compared to renovations of smaller existing retail facilities into college space. Concentrating new space adjacent to the HEC and Building G is key to developing a sense of campus community in the urban setting.



A potential building site at Buildings B and H is similar in size to adjacent property should it become available.

The *Master Plan* indicates available space on the site of Buildings B and H that would allow for the construction of a three-story, 50–60,000-square foot academic building. Additional sites on the same city block, if acquired, would allow for an equal amount of additional space.

Implementation Framework: Riverside Campus

Conclusions and Recommendations

The Riverside Campus has grown most rapidly over the last five years reflecting the college's expansion into Jackson County in 1996 and with the passing of a \$24 million bond levy to help fund growth in 2004. With the expectation of Medford's continued growth as the population and economic center of southern Oregon, RCC is well positioned with the RVC to continue to grow to serve student and community needs. The key will be a continued focus on expanding programs to provide a more comprehensive campus where students can meet all their educational goals. In addition, as an urban campus, RVC planning will require the development of outdoor open space and other character-defining features that create a sense of campus community. The completion of the HEC Building (partially funded by the state legislature in partnership with SOU) sets a high facility standard and a strong physical framework upon which to build a more comprehensive urban campus. With many buildings originally designed for retail and office uses, the college will need to embark on a long-term strategy to renovate and or replace these structures to meet emerging program trends and learning environments designed to 21st century standards. The following recommendations provide a framework upon which to achieve these goals:

RVC Programs' and Facilities' Goals

1. Strengthen programs in Allied Health to respond to projected national, regional and local growth in these disciplines resulting from aging populations and continued advances and changes in the field. Similar to facilities at RWC, the Riverside Campus will require integrated teaching facilities that meet current industry standards.
2. Relocate Student Services to become a ground level gateway to the campus. Reorganize as a one-stop model that responds to current student needs for easy and efficient access to layered spaces allowing a range of access, privacy, and service levels.
3. Provide more and varied informal learning spaces including: study rooms, study nooks, alcoves, seminar rooms, lounges. Include these spaces in all future buildings, renovations, and additions.
4. Improve existing classroom spaces to meet technological and pedagogical requirements of 21st century environments including possible replacement or renovation of Building G classroom space.

Campus and Site

1. Create a central outdoor open space plaza as a campus crossroads, gathering area, informal study area, and community presence.
2. Improve the sense of campus community by developing connections between buildings with through circulation in Buildings B and G connecting to the new plaza
3. Develop a campus wide graphics/signage and wayfinding master plan.
4. Pursue opportunities to acquire property adjacent to Buildings G, B for a future multi-story campus building.
5. Provide a visual presence to the community through more transparent building facades, improved signage, visible campus features, an activated campus plaza, and a more prominent campus bookstore.

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5.0 TABLE ROCK CAMPUS



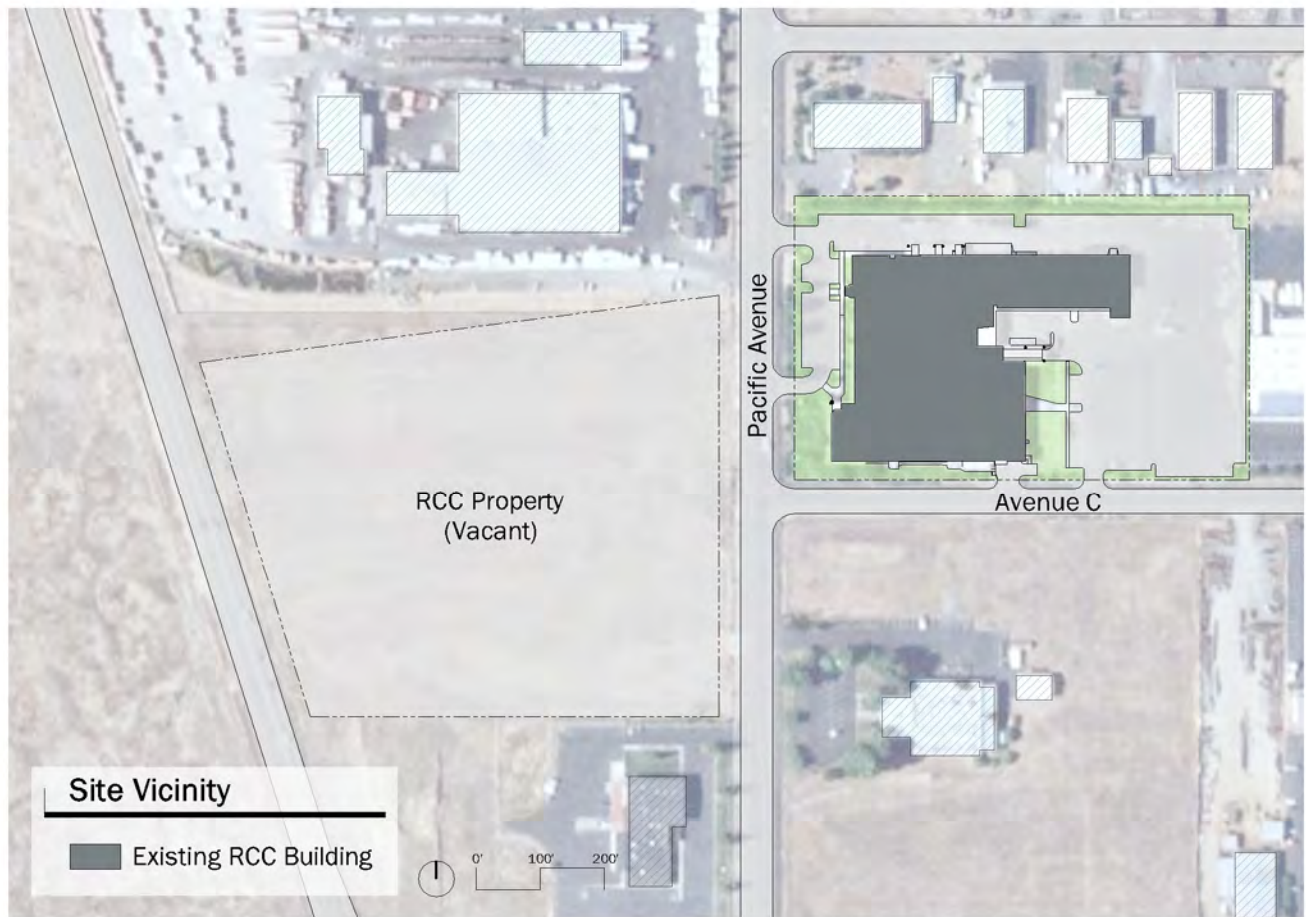


Table Rock Campus Vision

Table Rock is the newest of the three RCC campuses and is unique in being housed in a single large building. The campus opened in 2005 on the site of a former electronics manufacturing facility in White City. The campus offers a wide range of programs including Diesel Technology, Manufacturing, Electronics Technology, Construction Technology, Fire Science, Emergency Medical Technology and Public Safety. The existing facility offered a base infrastructure and spaces that were very compatible to RCC's applied technology programs.

The vision for the campus is to maintain and expand its focus on career and technical training while adding academic skills, continuing education classes and support services to create a more comprehensive campus. In addition, the campus looks to further support

contracted training for regional businesses and industry. The campus seeks to create a more connected and interactive student experience with an improved sense of community and campus culture. With future expansion of the facility, the *Master Plan* envisions the creation of outdoor spaces and pedestrian environments that foster a sense of campus community and culture.

5.0 TABLE ROCK CAMPUS

Existing Building Program Areas					Available Area by Program		
Building Area		Type	NSF	GSF	Key	Program Type	GSF (E)
A	Admin	Offices	6,196	7,857		Administration	7,857
Total A			6,196	7,857			
C	Classroom	Classroom NW	2,285	2,898		Arts	0
		Classroom C	2,485	3,151		Auto/Ind. Tech	29,476
		Classroom NE	3,390	4,299		Classroom	28,755
		Classrooms S	11,160	14,152		Facilities	19,002
		Classrooms SE	3,356	4,256			
Total C			22,676	28,755			
F	Facilities	Facilities N	1,905	2,416		Family Services	0
		Facilities S	3,670	4,654		Food Services	0
		Blue Room	9,410	11,933		Library **	0
Total F			14,985	19,002		Science	0
S	Student Services	Phoenix Center	2,546	3,229		Recreation	0
		Rogue Central	6,400	8,116		Student Services	11,344
Total S			8,946	11,344			
T	Tech/Trade	Electronics	4,785	6,068			
		Diesel	5,670	7,190			
		Construction	4,690	5,947			
		Fire/Emt NW	1,100	1,395			
		Manufacturing	4,125	5,231			
		Fire/Emt SW	2,875	3,646			
Total T			23,245	29,476			
U	Unprogrammed	Open offices, floor 2	9,037	11,460			
Total U			9,037	11,460			
Total Existing Program Capacity				107,894			
					Total Program Area		96,434

NOTE: Program key colors correspond to the Existing Campus Plan. See legend. Some buildings contain mixed program types. Where appropriate, two colors were used to identify major program areas.

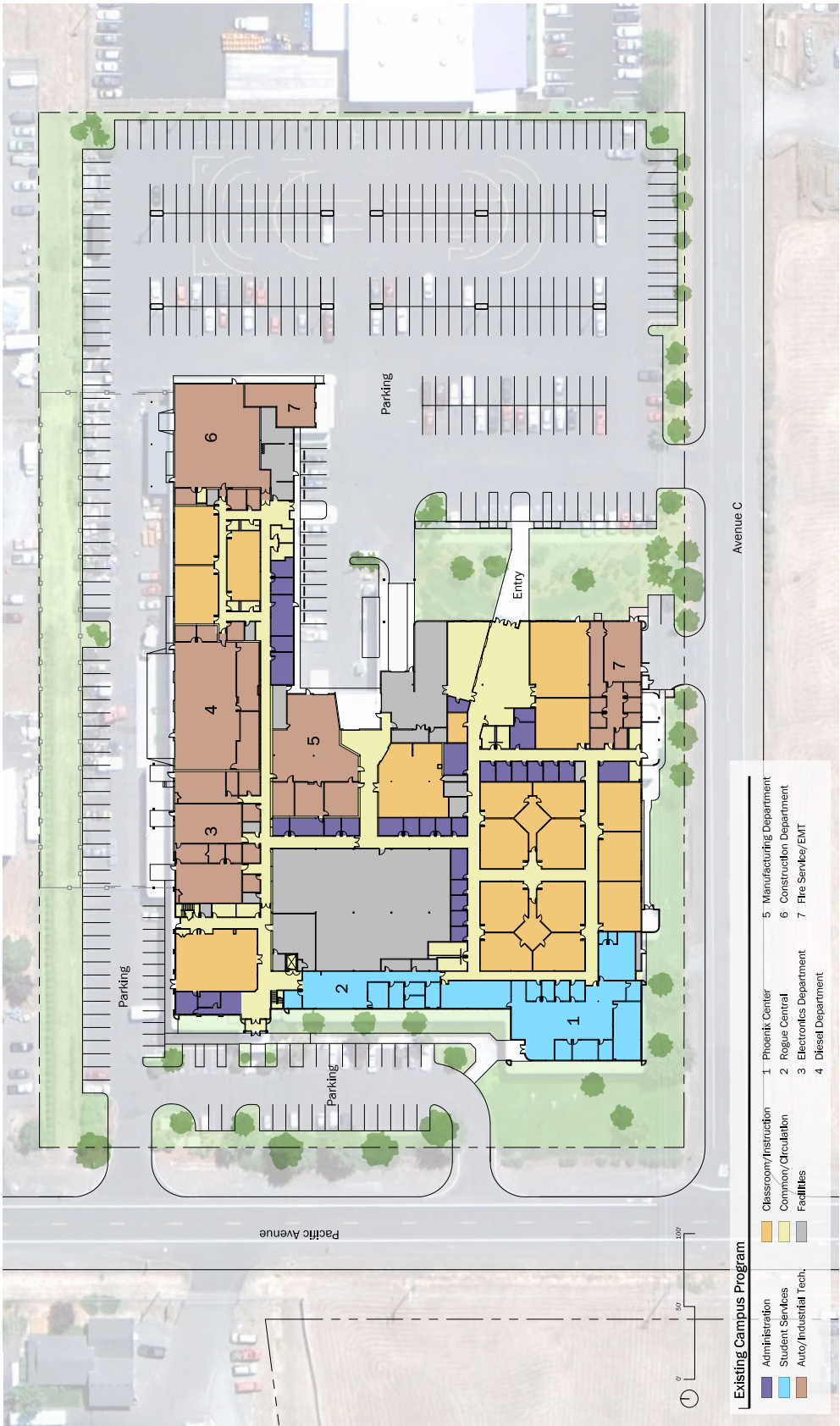
** Library space for TRC students is designated at the RVC

Campus Population

During the period from 2005-2010 student enrollment at Table Rock Campus increased from 2,489 students (320 FTE) to 3,952 students (515 FTE). Over the last five years, course enrollment increased 78.5%, student headcount increased 58.8%, and FTE increased 60.7%. The Applied Technology focus of Table Rock Campus and growth of specific industry-related programs may counter this trend, but enrollment should remain steady. The *Master Plan* projects a need for additional space capacity on the campus to meet the needs of employers and job-seekers. For more information see appendices 1 and 2.

Existing Facilities and Program Accommodation

The existing manufacturing facility offered a large, high quality building upon which to develop the Table Rock Campus. The renovations to the building prior to occupancy included creating a Learning Resource Center, Diesel Technology, Construction and Emergency Medical Technician Services core classrooms, labs, staff offices, and flex spaces for various apprenticeship programs, student services, faculty and administrative offices, a bookstore, and an indoor campus commons. These facilities generally function well for their purpose and most improvements would be considered as part of larger changes resulting from improved overall building organization or expansion of particular programs or support functions.



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Service and Capacity

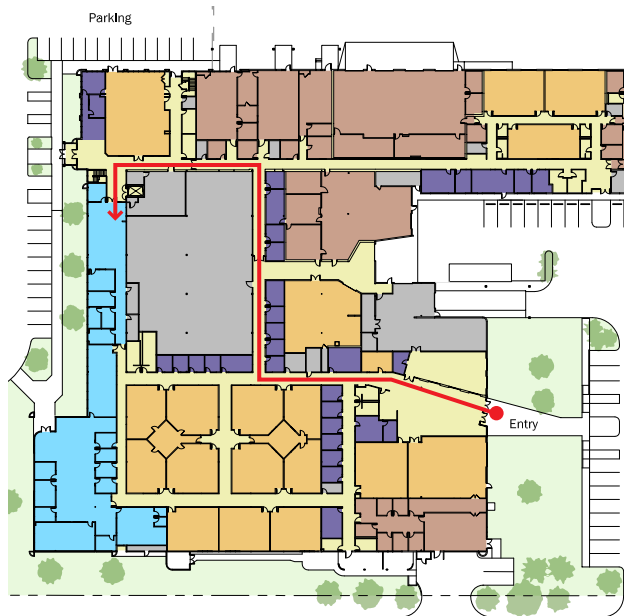
Student Services

Student services are provided on the campus under the umbrella of Rogue Central — the college’s learner-centered and information delivery systems. These services are provided in an integrated approach, co-located for increased efficiencies, and staffed by cross-trained specialists. They provide services for registration, financial aid, student ID, cashiering, and course placement. They are also a gateway to a range of additional services including counseling, career services, orientation, placement testing and degree advising.

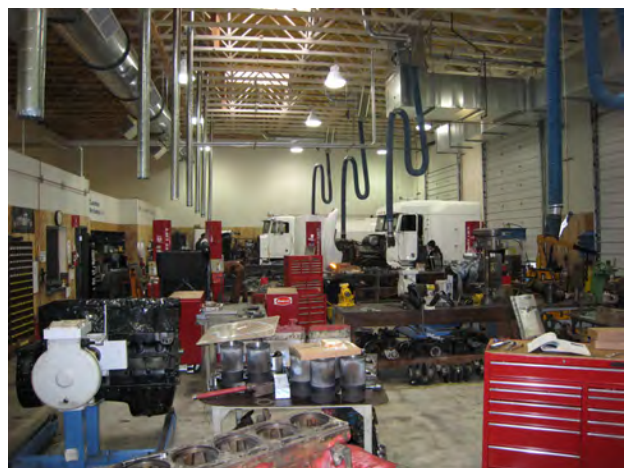
The current student services desk and work area at the north end of the building are located at the far end of the building from the campus commons and, as currently arranged, restricts building circulation when closed. The *Master Plan* proposes relocating Rogue Central to the space presently occupied by Classrooms 101, 113, and 113 A. This location would be immediately visible and accessible from the main campus entry, reinforcing the college’s goal for easy student access to services. The proposed layout of the space would also allow for a direct corridor connection to the west, creating a loop circulation to the Commons. Specific program area requirements for this space would need to be studied in relation to current demands and future growth of the student population on campus.

Diesel Technology

The high bay design of the RCC building offers a quality space for the Diesel Technology Lab. The space is well organized with adjacent classroom space, offices, tool storage and a hydraulic lab. While there are four roll-up doors to the shop, two of the bays are filled with engines for lab work. The program has strong enrollment, and the facilities provide sufficient space for teaching and lab work.



Current circulation flow and access to the Student Services area is difficult to navigate.



Diesel Technology Lab.

Manufacturing

Manufacturing technology is a very active program on campus and provides a strong support to regional industries. The program combines conventional manufacturing techniques with computer-integrated manufacturing skills programs to support a wide range of careers in manufacturing and engineering technology. The current lab space is very dense with equipment that is heavily used during all hours. Storage for materials is limited.

Welding

Welding is currently taught at Redwood Campus and at the Southern Oregon Rehabilitation Center and Clinics (SORCC) facility. Many community college programs co-locate welding and manufacturing programs as the programs often share students and resources. The *Master Plan* envisions welding as a component of a new flex-technology lab building to be located to the south in the existing parking area.

Electronics

The Electronics labs were newly constructed with the renovation of TRC Building. The labs are well equipped and offer high quality spaces for the program. These labs can serve as a model for future renovations of similar labs at the Redwood campus.

Construction Technology / CADD Lab

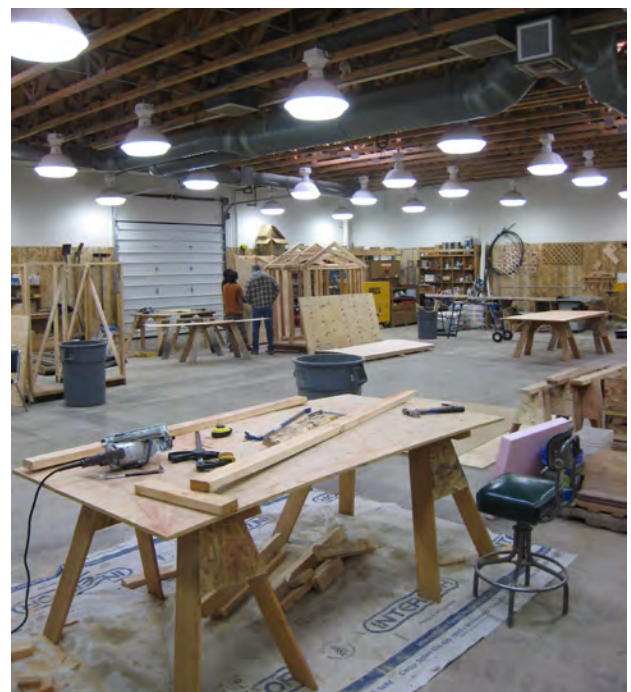
The construction technology program offers both one-year certificates and AAS degrees in Construction Industry Management. The program also provides training to gain entry into apprenticeship programs. Computer Aided Design and Drafting (CADD) is also associated with this program. The current Construction Lab is a large, spacious, high volume facility that allows students to create full scale mock-ups of basic construction technologies. This area of dedicated space to construction technology is unusual in the regional community college setting where many institutions rely on actual off-site construction projects for practical training. TRC also includes a Flex Lab to house apprentice programs for electricians and HVAC technicians.



Manufacturing Lab with CNC machine.



Electronics Lab.



Construction Technology Lab.

5.0 TABLE ROCK CAMPUS

Fire Science / EMT

The Fire Science and EMT programs are housed in the southwest corner of the building. The programs use the adjacent large classroom for many classes due to its large size and direct access to the storage room. An ambulance bay/garage was recently completed adjacent to the construction technology lab. Long-term planning should consider a co-location of these programs with the proposed Justice Training and Education Center to share similar classroom and lab facilities. For more information on the proposed JTEC, contact the Department Chair.

General Classrooms

As the course offerings at Table Rock expand and student population grows, demand for classroom space will soon go beyond the current capacity. The existing building currently has one two-story “shell” expansion space in Room 177. This very large space was originally a manufacturing lab for the former electronics company and now is used for storage. The *Master Plan* envisions an infill of a second floor creating between 10 and 12 new classroom spaces. One possible first program to occupy some of these classrooms would be the proposed JTEC. The plan calls for a two-story “atrium” along the south edge of the existing Room 177 that would create a major orientation and wayfinding feature to the campus. The light well would bring natural light to the center of the large building and create a visual connection to the new second level.

Bookstore

The existing bookstore is located adjacent to the Commons. Due to limited demand, the bookstore has very limited hours. Possible long-term options would include combining a smaller bookstore and the coffee bar into a single service point to allow for longer hours of operation and provide greater services to students on campus.

Administrative Offices

The existing building’s second floor easily accommodates current and projected future administrative office needs and meeting space. No changes to this space are proposed.



EMT Lab.



Bookstore.



Administrative offices.

Faculty Offices

Faculty offices are currently located along many of the corridors. Long-term planning should consider some consolidation of these offices to better provide support services, define program areas and allow learning spaces to front on the main circulation spaces.

Learning Resource Center

The Learning Resource Center provides a high quality, pleasant study and learning space. The adjacent Testing Center is somewhat remotely located from the student services and campus entry and its relocation should be considered in future planning for changes to the student services functions.

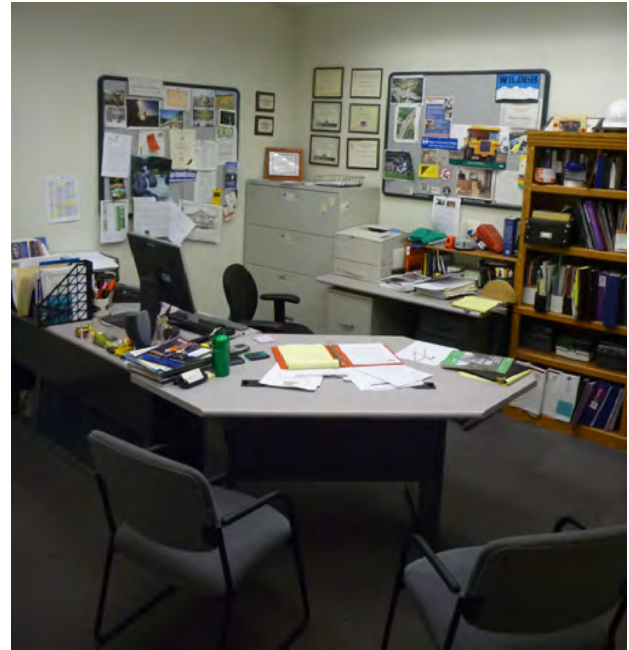
Campus Commons/Informal Learning

The Campus Commons is a large, high, daylighted space at the south end of the building. A privately operated coffee bar provides drinks and food. The adjacent bookstore is open for limited hours. The space is a natural pass through for most students coming from parking, but unlike many campus commons, it is not a central hub or connected to high use spaces.

The *Master Plan* calls for relocation of student services to be adjacent to the Commons and the opening of the space to an improved exterior commons courtyard. The creation of an open computer lab and/or study area/study rooms in portions of the existing bookstore area could activate the Commons with students throughout the day. Improved furnishings and creation of defined sub-areas within the larger space would create more opportunities for informal learning.

Library Services

Designated space (12,000 s.f.) is available for TRC students at the Jackson County Library in downtown Medford. A full-service main library is also available for all students on Redwood Campus.

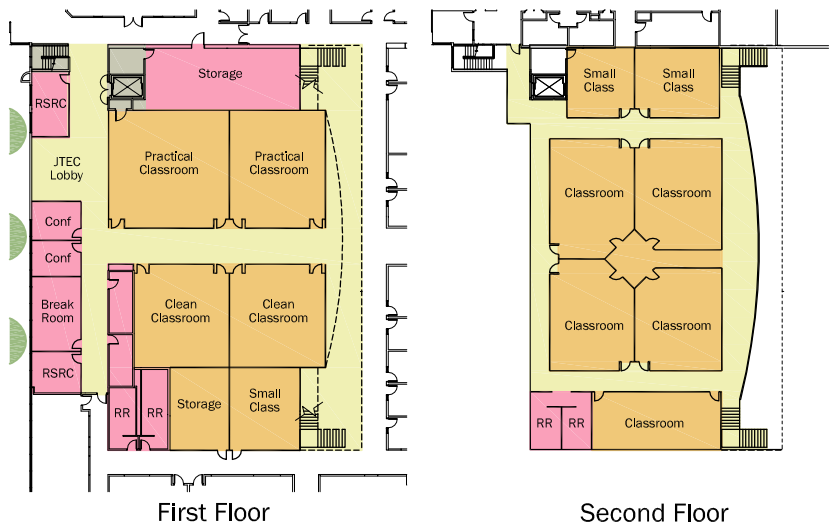
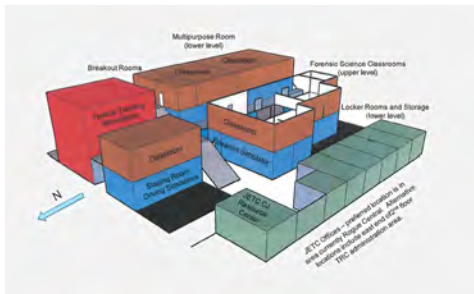


Typical faculty office.



Campus Commons.

Potential Growth Programs



Justice Training Education Center

- Classroom/Instruction
- Support Spaces
- Common/Circulation

Priority Initiative:

Justice Training and Education Center

- Establish a regional training center to provide unique training and continuing education needs for the regional law enforcement community.
- Regardless of agency or budget size, ensure access to quality training and continuing educational opportunities.
- To date, development of this project has increased interdepartmental cooperation. By training together, agencies see an ever-increasing level of coordination and cost savings.
- Criminal Justice Department students assist emergency services at many local events, helping agencies deliver much needed services to the community without a large burden on their budgets.
- Increase regional agencies' ability to attract highly-qualified recruits.

RCC recently completed a study for a Justice Training and Education Center to be located at the Table Rock

Campus. This facility would provide training to regional public safety agencies that now must travel to the state training facility in Salem. The program would require general classrooms, practical labs (large classrooms), possible simulation labs, a Defensive Tactics Training Classroom (mat room), and a resource center. Options for the program include spaces for tactical training, driving and firearm simulators. Most of this space can be located within standard classroom and lab spaces. The large, two-story Room 177 has been proposed in a previous study for development of a two-level JTEC center.

Based on the study report, the *Master Plan* proposes a buildout strategy that provides nearly 15,000 square feet of space for JTEC programs, with an additional 9,300 square feet of instructional space. Depending on actual demand, many of the required spaces could be used as general classrooms in similar fashion to the EMT and Fire Science programs.

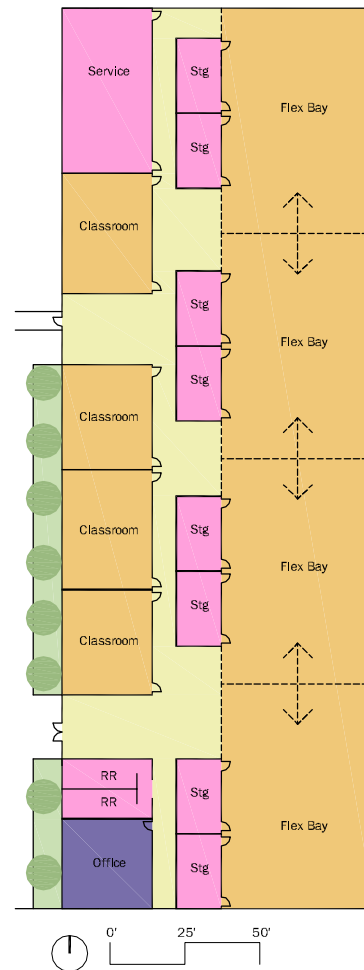
Potential Growth Programs



Priority Initiative:

Flex Technology / Welding

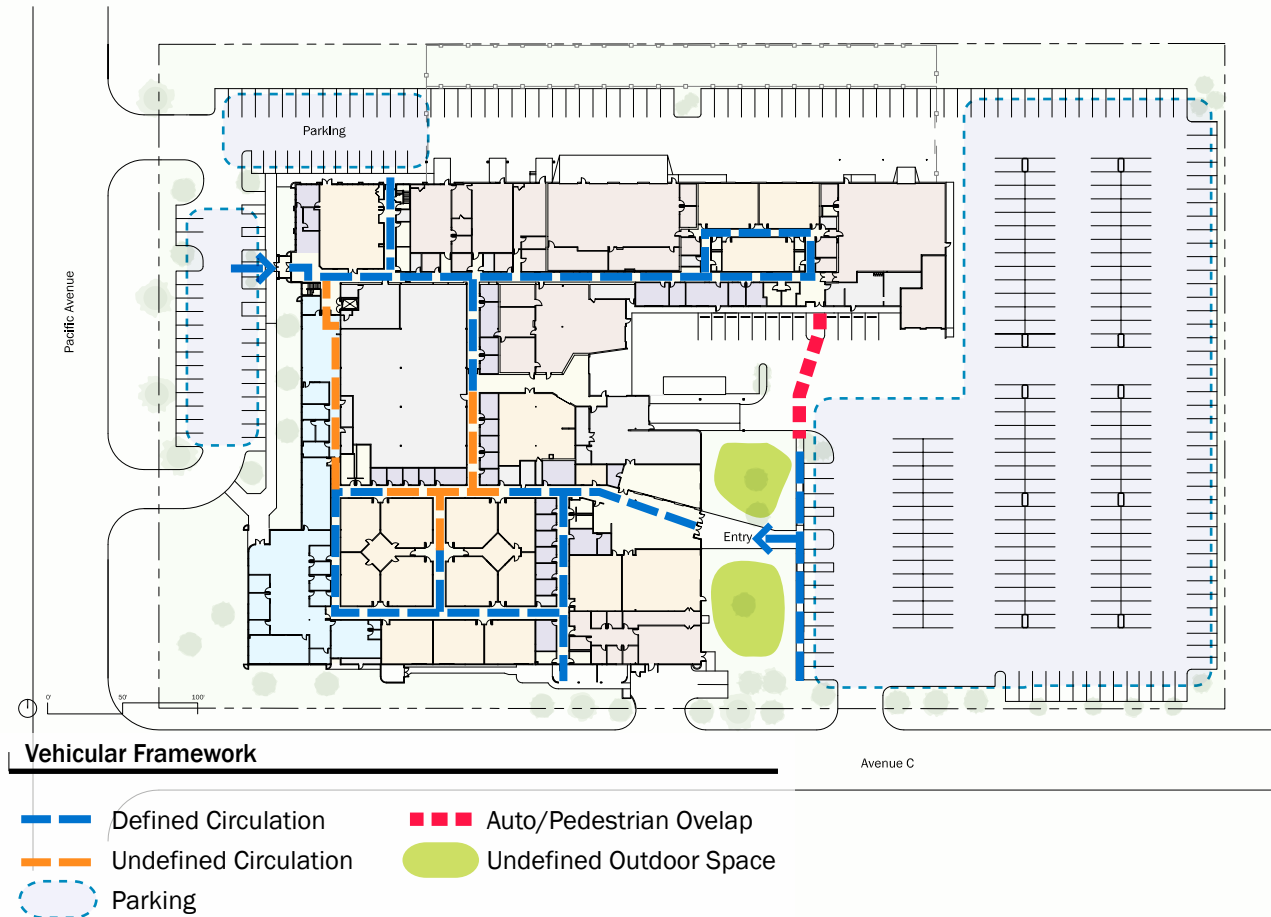
Applied and industrial technology programs present unique facility demands on community college campuses due to their need for specialized spaces and often changing demands for specific programs. RCC sees a long-term demand for programs that serve industrial and manufacturing businesses of the region and expects that new programs will continue to develop to meet these needs. The *Master Plan* proposes the addition of a Flex Technology Building that would allow the College to support a wide range of changing programs from aviation to solar technologies as demand requires. The building is envisioned as a combination of a long, divisible, high-bay shop space with adjacent storage, support and classroom spaces. The building would be highly flexible with a robust infrastructure for utilities and services. The plan would allow the College to bring in specific programs within a short time frame, giving RCC the ability to meet industry needs in a rapidly changing setting.



Flex Tech Training Center

- Classroom/Instruction
- Support Spaces
- Administration
- Common/Circulation

5.0 TABLE ROCK CAMPUS



Proposed Master Plan

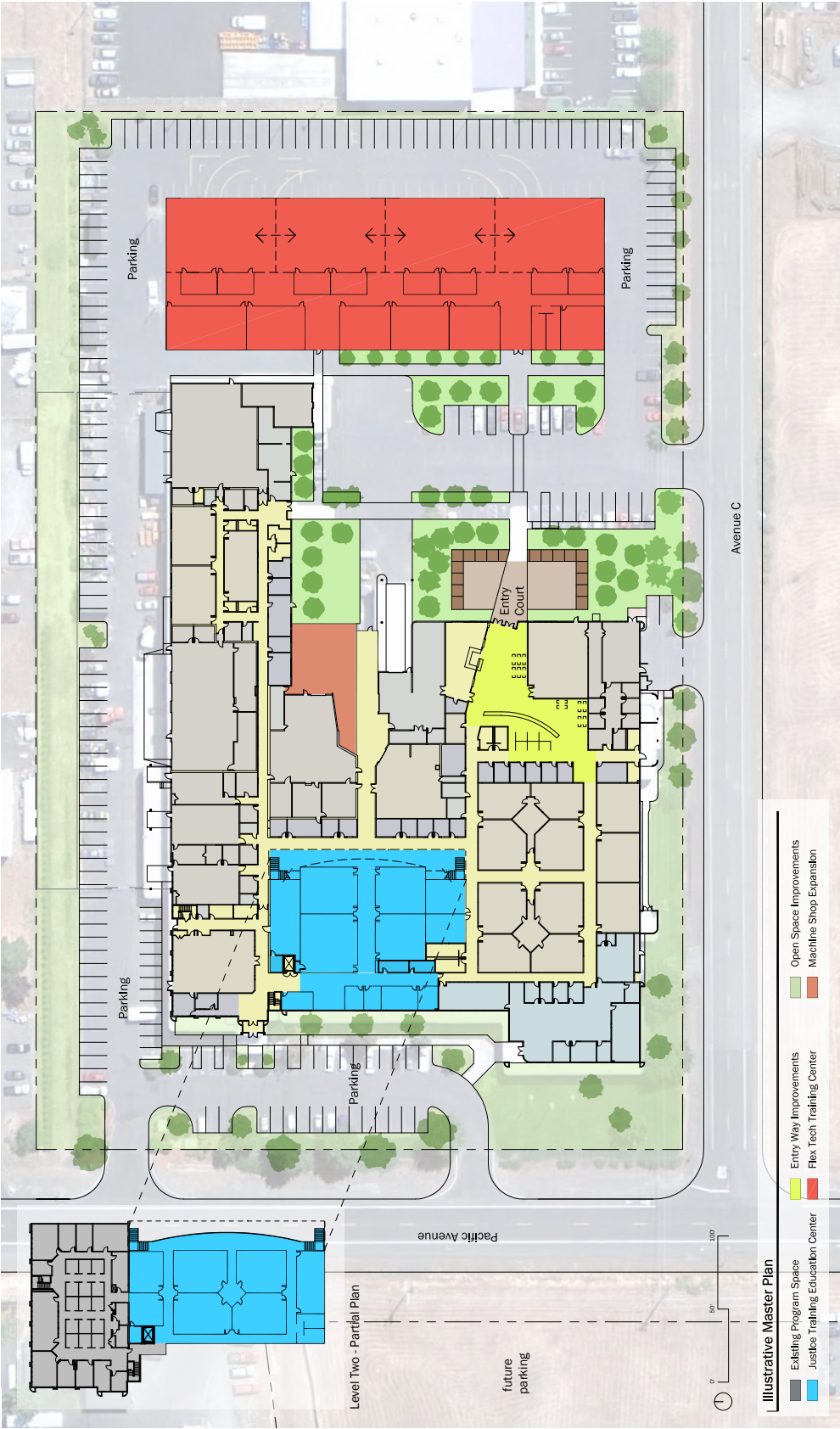
Campus Infrastructure / Organization

While the large 107,000-square-foot building offers a very efficient and connected series of learning spaces, it also creates an often confusing array of long and undistinguished corridors. Aside from color-coded walls and newly installed information boards, there are no central reference features in the building that allow one to understand where one is or where one is going. The campus commons and entry at the south end of the building are a relief from the internalized corridor system but are not central or well connected to much of the building. The *Master Plan* envisions a series of renovations and possible additions that together will create a clear organization and hierarchy of spaces that will result in a more welcoming and inviting campus environment.

Vehicular Circulation / Parking

The campus is approached by most users from the north off Pacific Avenue where the original building's main entrance is located. One of the *Master Plan* goals is to reduce the visual prominence of the north entry and create a new main entry off Avenue C. Parking on the campus is currently reaching capacity and any future proposed expansion of the facility would require increased parking areas.

Ten acres of vacant property across Pacific Avenue to the west could be used for specialized training facilities related to public safety programs or for additional parking. Pedestrian crossings of Pacific Avenue would need to be studied due to the high volume of traffic. Additional property to the west across Avenue C may be



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5.0 TABLE ROCK CAMPUS

available for purchase or lease in the future and should also be considered for future parking expansion. This location for parking would have an advantage of crossing the less trafficked Avenue C and would be immediately adjacent to the proposed new main entry.

Campus Gateways / Signage

The campus main entry is from the parking area on the south of the building. This entry was created as part of the original renovation of the building for the campus and leads directly into the Commons area. Unfortunately, as noted above, this entry is not the first visible feature when approaching by car. The Master Plan proposes the creation of a more substantial gateway at the street edge that would include large scale signage and tie the campus to similar gateways at Riverside and Redwood Campuses.

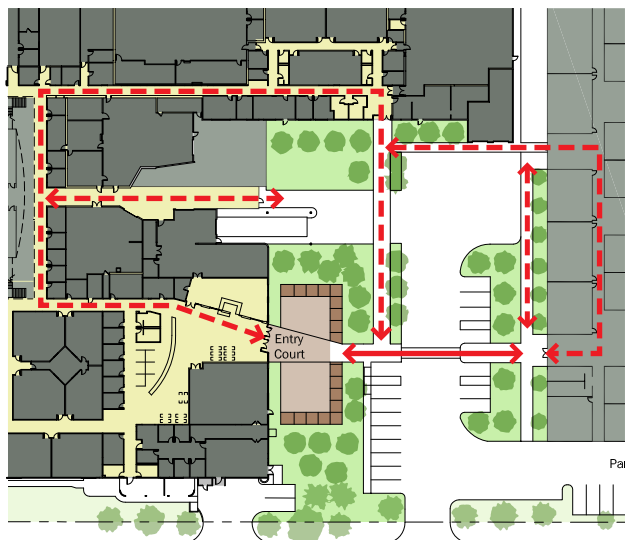
As noted in the 2008 communications audit, a campus-wide signage master plan would be an important first step in setting a framework for campus wayfinding. In addition, the campus recently implemented a color-coded system of accent walls to create a more easily understandable wayfinding system.

Campus Outdoor Space / Pedestrian Network

The pedestrian experience at Table Rock Campus is mostly interior; however, users currently cross the parking and service area to make a connection between the south wing of the building across to the main entry. As this area was the service side of the original building, there is not a defined pedestrian environment. The Master Plan envisions an enhanced outdoor space on the south lawn at the main entry including a trellis structure that would provide shade, separation from parking, and serve as a linkage to similar proposed structures at the other two campuses. The long-term plan showing new construction to the south of the main building limits vehicles in the campus center to drop-off and ADA parking.

Shipping and Receiving

RCC is currently studying the consolidation of deliveries and supplies for the whole College at the Table Rock Campus. The current loading dock facility and high volume storage room would function well for this use. Long-term planning, however, might consider moving this service from the center of the campus where it will have increased conflicts with pedestrians as the campus expands. The service function could be located on the property across Pacific Avenue.



The Master Plan provides enhanced circulation flow and outdoor space.

Implementation Framework: Table Rock Campus

Conclusions and Recommendations

Table Rock Campus is the newest RCC campus (opened Fall 2004) and represents a more focused mission for CTE. These technical programs have been and strive to be the most responsive to community and industry demands for specific skills and as such the campus should be planned with a high level of flexibility and adaptability to meet changing workforce and training needs. The existing facility provides very high quality space for these programs that meet current educational standards. One of the keys for the continued success of the campus will be building a strong sense of campus community that is not inherently supported by the existing facility which was originally designed as a manufacturing building. The following recommendations provide a framework upon which to achieve these goals:

TRC Programs' and Facilities' Goals

1. Provide facilities that can rapidly adapt to community and industry needs for vocational and technical programs. A Flex-Tech facility would include adaptable high-bay space with robust infrastructure that can support a wide range of programs.
2. Locate a Welding program at TRC and expand machining space to provide a fully integrated program. Consider Welding as a first phase of the Flex-tech facility.
3. Relocate Student Services as a welcoming gateway on the south end of the facility adjacent to the campus commons space. Organize as a one-stop model that responds to current student needs for easy and efficient access to layered spaces allowing a range of access, privacy, and service levels.
4. Provide more and varied informal learning spaces including: study rooms, study nooks, alcoves, seminar rooms, lounges. Create more intimate sub-spaces in the Commons to create comfortable places to gather and encourage students to stay on campus.
5. Develop existing under-utilized two story central storage room (known as the "Blue Room" for a Criminal Justice Education and Training facility, including additional classroom space.

Campus and Site Goals

1. Separate traffic and parking from pedestrian zone at south of site to create outdoor green spaces to create a sense of a campus community.
2. Build new buildings to the south of the existing building to create a campus environment and relocate parking to adjacent sites.
3. Improve the internal sense of campus community by creating stronger connections and crossroads to mediate the current disorienting corridor system. Consider two story east-west lightwell at building center to provide strong central focus to campus and connection to proposed second level classroom space.
4. Establish a college-wide central shipping and receiving dock on this campus for efficiency.
5. Develop a campus wide graphics/signage and wayfinding master plan consistent with Propeller's recommendation referenced hereinabove.
6. Consider acquisition or long-term leasing of property south or west of the site to accommodate parking that can be accessed without crossing Pacific Avenue.

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6.0 CONCLUDING REMARKS

Overview

The goal in this college planning process has been to move toward a flexible Master Plan framework that will provide an integrated approach to assessment, planning and improvement throughout the College.

This framework will serve as a guide for Rogue Community College in decision-making and overall responsiveness to changing programs and services, decreasing state funding, increasing of other revenue sources and managing a growing population of students with a variety of training and learning needs and goals.

While taking into consideration past and future financial and academic issues and trends, it is very challenging to predict specific outcomes in those areas. Therefore, this Master Plan is a student-centered, facilities-directed plan that also offers a snapshot of current reality with an eye on movement towards a 21st Century Community College.

Main Points Related to Analysis of Each Campus

The campuses, as listed, and these recommendations are not provided in priority order. Priorities will have to be determined by the College according to cost, function and other institutional planning process. Overall goals should include (1) creating a Campus Heart/Identity with student services and activities in the center on each campus; (2) creating a sense of place, including adding greens spaces at RVC (see proposed “Urban Plaza Connector”) and TRC, improving way finding with signs (see Propeller Communications 2008 Audit and Recommendations Report) and roads (including a new perimeter road at RWC); (3) bringing in natural light; and (4) implementation of 21st Century community college attributes.

Riverside Campus

Building H/B Renovation:

1. Bookstore Development
2. Modifications to Building B
3. Future Student Services Relocation
4. Future Site Development Potential
5. Move College-wide Shipping and Receiving to One Campus (TRC)

Building F Renovation

1. Theater Space – Orientation, Lobby, Floor to Structure Height
2. Physical Education Space – Flexible Use
3. Support Facilities

Building G Renovation

1. Create Flow Through Traffic
2. Long-term Renovation Needs (include moving Student Services to a more central “front door” area and another purpose for the basement where there is no natural light for classrooms and offices)

Building A

1. Awkward Shape – Low ceilings (long-term investment not recommended)

Building A – Nursing and Dental Assistant Programs

1. Renovation or relocation to new site

Other

1. Create green space between G and H buildings (“Urban Plaza Connector”) (Ideal: would require closing street access).
2. Create Campus Flow (instead of storefront building)
3. Create informal space for student interaction or study areas

Table Rock Campus

Site Development

1. Flex-Tech Building – Vehicular Circulation
2. Machine Shop Expansion
3. Green Space

Flex-Tech Building

1. Support Spaces/Classrooms
2. Possible Welding – First Phase
3. Welding and other technical program space is priority academic offering. Flexible building space is more logical than specific space.

Blue Room Infill

1. Justice Training and Education Center and/or two-story light well and second floor classrooms

Student Services Relocation

1. Move Rogue Central to Opposite End of Campus (near food service and bookstore)
2. Keep Existing Food Service Location (near bookstore)
3. Ten acres adjacent to building may present long-term issue with “front door” concept.

Redwood Campus

Long-Range Site Development

1. Creating a Campus Heart (“Quad” in the location of the present Student Center and Cafeteria – Student Services should be relocated to this central area)
2. New Perimeter Road/Vocational Technical Relocation
3. New road would require moving Automotive/Manufacturing Building to alternate side as proposed herein).

Science and Nursing Facility Improvements

1. Combined Nursing and Science – New Building (Nursing is the most deficient space at RWC)
2. Science Building Renovation/Expansion

Other

1. Sign and directions are necessary for better traffic flow.
2. Proposed Tennis Court (based on community partnership with (five indoor and four outdoor courts).
3. Eventually replace outlying buildings (classroom and offices) to more functional spaces including bathrooms, student workspace areas. In some cases it may be more cost-effective to demolish and rebuild.*

*Note: Deferred maintenance is the best way to track value of buildings. Assessment of buildings from low, to medium to high are provided in the Master Plan include proposals for various phases in this process. A high rating indicates those building may be structurally adequate for another 30-50 years. Low ratings are recommended for first analysis beginning with Science building.

Conclusion

Assuredly, Rogue Community College board representatives, administrators, faculty and staff have been a positive educational and economic force in southern Oregon for 40 years. During a time when unemployment is on the rise, Oregonians are seeking to update their skills, retrain and otherwise begin or complete their education in record numbers. Therefore, RCC is needed, more than ever to provide the quality education that will help these learners achieve their goals, which in turn, strengthens our region economically, intellectually and culturally.



7.0 APPENDICES

RCC 2009-10 DEMOGRAPHICS

www.roguecc.edu; Go to “About RCC;” Select “At-a-Glance”

ENROLLMENT

Total annual enrollment 2009-2010

FTE	5857	
Credit students (headcount)	11,489	
Non-credit students	8,092	
Total	19,581	
Attend at Riverside Campus	8,084	(41.3%)
Attend at Table Rock Campus	4,097	(20.9%)
Attend at Redwood Campus	5,471	(27.9%)
Distance Ed/Other RCC sites	8,797	(44.9%)
Total attendance in Jackson County	13,011	(66.5%)
Total attendance in Josephine County	9,864	(50.4%)
(2,235 or 11.4% attended at more than one campus)		

STUDENTS

Gender			Age (Average Age: 34)		
Men	8,679	(44.51%)	Less than 19	3,767	(19.37%)
Women	10,821	(55.49%)	19-20	1,892	(9.73%)
Students not reporting	81	(0.41%)	21-25	2,668	(13.72%)
Ethnicity			26-30	2,030	(10.44%)
Black	163	(1.17%)	31-35	1,511	(7.77%)
White	11,103	(79.94%)	36-40	1,414	(7.27%)
Asian	224	(1.61%)	41-59	4,602	(23.66%)
Pacific Islander	46	(0.33%)	Over 60	1,567	(8.06%)
Hispanic	1,745	(12.56%)	Age not reported	130	(0.66%)
Native American/Native Alaskan	308	(2.22%)			
Multi-Racial	292	(2.10%)			
Foreign students	9	(0.06%)			
Students not reporting	5,691	(29.06%)			

FACULTY, STAFF AND GOVERNANCE

Board of Education	7 elected Board members represent Jackson and Josephine counties
Faculty	92 full-time faculty and 669 part-time faculty
Exempt Staff	43 full-time and one part-time (includes president and three vice-presidents)
Classified Staff	157 full-time and 27 part-time classified staff

FINANCIAL AID FOR STUDENTS

Financial Aid Awards:	\$26,987,881 (4,438 students)
Foundation Scholarship Awards:	\$730,000+ (500 students)

RESOURCES FOR MONITORING INTERNAL/EXTERNAL ENVIRONMENTS

Employment Growth, Job/Industry Trends and Data/Resources on Community Colleges in Oregon

Office of Economic Analysis Quarterly Economic and Revenue Forecast

<http://www.oregon.gov/DAS/OEA/docs/economic/forecast0311.pdf>

Oregon Industry and Occupational Forecasts – Jackson and Josephine County Region:

<http://www.qualityinfo.org/pubs/projections/r8.pdf>

Oregon Employment Department (Coos, Curry, Jackson and Josephine)

Guy Tauer, Regional Economist, Workforce and Economic Research;

guy.r.tauer@state.or.us; 541-776-6034

Oregon Community College Association: www.occa17.com; go to “Resources.”

Contact: Executive Director, Andrea Henderson; andrea@occa17.com; 541-399-9912

Oregon Department of Community Colleges and Workforce Development:

<http://www.oregon.gov/ccwd>; Go to “Agency Resources,” also see “Community Colleges.”

Contact: Commissioner, Camille Preus; Camille.preus@state.or.us; 503-947-2433

United States Census Bureau – <http://www.census.gov>

Enrollment Growth for School Districts in Jackson and Josephine Counties

Ashland School District - Population and Enrollment Forecasts (www.ashland.k12.or.us)

Go to “Departments;” select “Finance,” and find “Demographer’s Report.”

Grants Pass School District No. 7 – Individual School Enrollment History and Projections

Summary (www.grantspass.k12.or.us); Contact Director of Business Services, 541-474-570; sely@grantspass.k12.or.us

Portland State University – Growth Forecasting for Oregon School Districts (www.pdx.edu/prc)

Rogue Community College Enrollment and Demographic Information;

www.roguecc.edu; go to “About RCC” and Select “At-A-Glance”

Three Rivers/Josephine County School District – Individual School Enrollment History and Projections Summary;

Contact: Business Manager, 541-862-3111, Ext. 5260 lisa.cross@threerivers.k12.or.us

Other RCC Website Reference Sources: www.roguecc.edu

/Accreditation

/Budget

/CoreThemePlanning

/MasterPlan

/StrategicPlan

For Student Satisfaction Survey Results and Other Data:

Contact RCC’s Chief Information Officer; curt@roguecc.edu; 541-956-7238

RCC 2010-11 SWOT (Strengths, Weaknesses, Opportunities and Threats) ANALYSIS

www.roguecc.edu/corethemeplanning; select SWOT

Top Strengths

Foundation – RCC's Foundation one of the largest community college foundations in state. It supports RCC through student scholarships, special projects and direct program funding.

Table Rock Campus – The only community college facility in Oregon exclusively offering professional/technical training. The facility is free of encumbrance.

Partnerships – Many good partnerships. Examples: RCC/SOU (shared building), ECE/Head Start programs, Jackson County/RVC library, and IVBEC. Articulation agreements w/SOU, OIT, and other four-year institutions in the state. Supportive advisory groups

Responsiveness – Responsively serves community needs with broad network of personnel with variety of skills, expertise, and access to resources over two-county region. Personalized education opportunities (OST and CTE, ABE/GED/ESL, Business Development, apprenticeships and WF Development) and entry-level programs like Discovery, TRiO and Human Development are also available. Flexible hours include evening, weekend, online, hybrid and open lab class formats also available.

Diversity – Provides training and education opportunities to a larger segment of the community than a traditional university might do.

Affordability – Provides affordable training and education

Student-Centered – Provides easy access and strong academic preparation for transfer students. Open, welcome atmosphere; dedicated faculty and staff; small class sizes; excellent tutoring centers and Rogue Central services

Faculty and Staff – Well qualified staff with variety of skills.

Accessibility – Multiple sites

Top Weaknesses

Connectivity - Need commitment to “pooled interdependence” theory – “creating a common overall identity, but with separate functioning parts

Access to Classes - Classes not always available at right time and right place for students to finish programs on timely basis. Distance between campuses contributes to problem; transportation problems.

Institutional Research - Institutional data is not readily accessible and not always consistent. Non-transfer students, for example are not being tracked. Also I/R capabilities and resources are limited and not visionary.

Recruitment and Retention - Loss of students up front (before or after placement test), lack of student recruitment practices, poor retention practices.

Overextended Staff – Excessive use of part-time employees; inadequate and in some cases, infrequent personnel evaluations

Limited market research – Who are potential students?

More focused Grant Writing - Need writers, compliance officers, administrators–department

RCC Foundation – Broader focus beyond student scholarships.

Staff and faculty development and training – Lack of time and resources, including training for teaching online courses.

Committees – Same people on too many committees. Not enough volunteers for college work.

Cost Analyses Needed – Examples: (1) value of smaller classes including first year FTE reimbursement; (2) costs of prof/tech programs after initial investment; (3) formula for adding full-time staff in response to growth.

Top Opportunities

Distance Education - Continue to grow on-line courses and programs. RCC has four online programs for students presently.

Illinois Valley Business Enterprise Center (IVBEC)

Project - A new 3,000 s.f. facility in Illinois Valley has become source for community and economic development.

Workforce Training – TRC, PowerUp and Career Pathways initiatives add to success of WF training. Focus on specific careers that lead to professional development and advancement. Create new jobs and educational opportunities through improved relationships with employers.

Attracting High School Students - Revisit right programs and activities for attracting high school students to RCC.

Grants – Federal and state grants (WIA, Trade Acts, Veterans, Perkins, DOL) as well as RCC Foundation grants for special projects.

Increase Allied Health Programs – Finding appropriate match between job market and associate degree-level education.

Alternative funding - Seek new funding sources, including grants, and expanded facilities use agreements for additional revenue

Top Threats

Competition – Growing state and national competition with other public and private institutions, including proprietary colleges; and, and especially in distributed learning.

Pending Retirements – Faculty/staff with unique skills and special knowledge and many years experience retiring in upcoming years and will be difficult to replace.

Accountability - Challenges open access; can be improved with better institutional research.

Remedial Education – Required for many students.

Funding – Not enough financial support from the state. Funding formula not serving colleges equally.