PROPOSAL FOR A

MINOR SUBSTANTIVE CHANGE

for

Table Rock Campus (TRC)
7800 Pacific Avenue
White City, OR 97503

DEVELOPING A THIRD CAMPUS

THROUGH CONSOLIDATION OF CURRENTLY EXISTING PROGRAMS

AND SERVICES AT A NEW LOCATION: TRC

TRC Liaison
Dr. Galyn Carlile, Chief Academic Officer, ALO, and Table Rock Campus Dean

WORKING COMMITTEE

Table Rock Campus Re-Design Team (see attachments 2 and 3)
Claudia Sullivan, Enrollment Services Director, Redwood Campus
Larry Mullaly, Director, Instructional Planning and Research, Riverside Campus
Bryan Herve, Institutional Researcher, Redwood Campus
Tom Miller, Reference Librarian, TRC
Linda Renfro, Associate Dean, TRC Campus
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This *Minor Substantive Change* is in reply to the May 23, 2003, letter from Dr. Sandra E. Elman, Executive Director, Northwest Association of Schools and of Colleges and Universities. In that letter, Rogue Community College is directed to include within the *Fall 2003 Focused Interim Report* a "review of the relocation and consolidation of multiple vocational and technical programs to the Table Rock facility in White City Oregon." This tied in nicely with the extensive development (July 15, 2002, to the present) being planned by the Table Rock Campus College Re-design Initiative Team, which is actively working to address the very issues that are of interest to the Commission on Colleges.

In Dr. Elman's letter, the College was asked to address the following:
1. *Enrollment and enrollment projections*
2. *Adequacy of instructional space*
3. *Adequacy and available [sic] of library and information resources to support the programs*
4. *An analysis of the revenues and expenditures associated with the programs available at the facility*
5. *Adequacy of instructional equipment associated with the programs available at the facility*
6. *An assessment of student learning outcomes*
7. *Student satisfaction with the programs available at the facility*
8. *Availability and adequacy of student services at the Table Rock facility*

Various teams from the College have been developing the concept of a new location in Jackson County since the late 1990s—one which would better serve the needs of professional-technical and heavy industrial programs. The key work on this report was completed under the auspices of the Table Rock Campus College Re-Design Initiative Team. (A list of membership is in Attachments 2 and 3, pp. 269-270.)

While general concepts and needs were designed for an unspecified location, all content in the *Substantive Change* is addressed toward the former Tyco Building purchase and remodeling.

This process allowed major control over a successful integration of services and programs into a faculty-staff designed environment.

Student Services and other student support activities at TRC, as well as at other RCC locations, are also part of the re-design. A new structure known as **"Rogue Central"** joins these into one location at each campus. Among the integrated services are Enrollment, Admissions, Cashiering, and Financial Aid. One full-time counselor will be assigned to Table Rock Campus and program faculty will assist with advising for students in their programs. A second collaborative effort is known as the "**Phoenix"** (as in rising from the ashes for rebirth) which combines Library and Learning Information Services, Developmental Education, ABE, GED, ESL, HSC, Tutoring, and Testing (for disabled students, telecourse students, Web-based students, and make-up exams) into a one-stop Learning Resource Center. Both Rogue Central and The Phoenix Center are discussed in more depth later.

The focus of the *Substantive Change for Table Rock Campus* is efficient use of resources. Programs and services will be gathered into one location from several sites formerly separated by distance. The revenue which supports these activities at their current location will accompany each activity, program, or service when it is relocated to TRC. Lease costs for several Jackson County buildings will shift to long-term financing pay back.

TRC is based on these assumptions:
- The same level of dollars will support programs and services at the new site; hence funding will be adequate.
- Growth will occur at a steady and anticipated rate. (See *RCC FTE Growth* Framework *2002-2011* by the Enrollment Management Committee, July 22, 2003, attached.)
- No increase in staffing will occur in 2003-05. (See Attachments 4 and 5 for staffing categories.)

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- No new programs will be instituted in 2003-05.
- Some short-term training and workforce training classes will remain at the SORCC (formerly the VA Domiciliary).
- The DLT Grant will add funding to support purchase of a video-conferencing bridge, with seven video-conferencing systems, three of which will be at Table Rock.
- Efficient concentration of services at one location will provide a critical mass that will produce sufficient demand to justify general education, developmental education, and other support classes degrees and certificates. Students formerly had to travel

to access these courses, as numbers were too low to allow cost-efficient presentation at Crater Lake Center, Workforce Training Center, and Dutton Road.
- The collection of multiple programs in one location at TRC will provide sufficient magnitude of services to attract students. These students will, in turn, form a critical mass of demand for ABE, GED, ESL, general education, library services, etc., at the new location.
- A related cost savings will be less travel by students and staff.

INTRODUCTION

Structuring of the new Table Rock Campus (TRC) is a deliberate effort to address student and faculty concerns expressed in recent *Student Satisfaction Inventory* results, in the survey completed for Standard VI of the *Fall 2003 Focused Interim Report,* and in facility assessment documents. Essentially, what will occur is relocation of already established programs and services now offered at (1) Crater Lake Center; (2) Veterans' Administration Domiciliary [renamed in 2003 to Southern Oregon Rehabilitation Center and Clinics—SORCC]; at the Dutton Road Facility (see Attachment 1, map), and at the Riverside Campus in downtown Medford.

Enrollment of Jackson County students has surpassed the most optimistic projections from 1997. (See enrollment charts, introduction to the *Fall 2003 Focused Interim Report* in Attachment 6.) This abrupt increase in student need resulted in a scramble by the College to locate programs wherever possible in leased, rented, or shared facilities. As program needs and student desires continued to escalate, it was soon obvious that present facilities were becoming inadequate. After occupying some of the buildings, unforeseen conditions such as

inadequate heating and cooling or poor access were becoming evident.

When the bond levy to construct a new facility failed to pass the double-majority requirement in 2002, then failed in a second election in 2003, other solutions were selected. Decisions made by Tyco Electronics resulted in an opportunity for the College to purchase the Tyco Building in White City for $3.2 million, approximately $28 per square foot. The building is 102,000 square feet with considerable parking, and a total of 17 acres. The new location is easily reached from Highway 62 and is only a few miles from other college facilities in Jackson County. Rogue Valley Transit is working with the College to include the Table Rock Campus on its regular routes by 2004.

This new campus will increase the quality of facilities available for programs, will add ease of access for students in the Upper Rogue Valley, and will address the need to include on-site support services for students enrolled in these programs.

COLLEGE MISSION AND GOALS AS RELATED TO TABLE ROCK OBJECTIVES

The following are the initial goals for TRC. Since they were originally planned for a July 2003 opening, which has been moved back to March 2004 (due to delays in title transfer), these goals will probably be the same for the 2003-05 biennium. Relationships of the campus objectives to the institution-wide goals and objectives are clearly pointed out by the subordination below.

Institutional Long-Range Goal 1
The College will expand instruction and services to meet the needs of the entire district.

Institutional Objective 1.1
The College will enhance learner access and the educational environment by making available a balanced mix of programs, courses and services at three campus locations beginning Spring 2004.

Table Rock Objective 1
Educational Opportunities: Deliver quality educational opportunities such as: Prof/Tech, Transfer, Personal Enrichment, Continuing Education. Programs phased in with effectiveness of each demonstrated as outlined for each program in accreditation Standard II.

Table Rock Objective 2
Foundation Courses: Provide the necessary general education and support courses and developmental studies for students to successfully complete their chosen vocational goals. Planning for delivery of programs includes the general education and support courses to deliver programs. By Spring term 2004, the TRC will reach a goal of 100 FTE.

Institutional Objective 1.3
The college will have successfully implemented the redesigned support systems to improve the quality of service for RCC students and programs by Spring 2004.

Table Rock Objective 3
Student Services: By Spring 2004, a Rogue Central service will be in place to provide comprehensive information for students in regard to registration, admission, financial aid, and cashiering. Other student services including outreach, placement testing, orientation, counseling, tutoring center, testing center, support services, graduation, and job placement are being designed as the year progresses.

Institutional Long-Range Goal 2
The College will have a stable financial base consisting of varied sources of funding.

Institutional Objective 2.2
The College will develop and implement an annual integrated fund development plan in response to changing financial realities.

Table Rock Objective 4
Funding: Develop a stable, continually expanding funding source to provide products and services to our customers including at least three major grant funded projects/ventures.

Institutional Long-Range Goal 3
The College will develop and maintain appropriate facilities throughout the district based on the institutional facilities master plan.

Institutional Objective 3.1
The College will create an updated integrated institutional facility master plan for short-term and long-term growth that includes facilities plans for three major campuses.

Table Rock objectives are not needed, as TRC is included within the master plan and since TRC staff are working closely with the architect during remodeling.

Institutional Long-Range Goal 4
Beyond campus-based programs, the College will expand learning services to meet a variety of expressed needs to help build, strengthen, and enrich the diverse communities Rogue serves.

Institutional Objective 4.3
The College will establish one or more mechanisms to identify community needs and interests and provide appropriate learning opportunities.

Table Rock Objective 5
Educational Opportunities: Provide industry-driven training opportunities to meet apparent and emerging community needs through the integration of two cost recovery components with two existing professional technical programs. A joint plan will be developed that, with the appropriate degree of oversight, maximizes available resources with classes coordinated across campuses.

Table Rock Objective 6
Community Education: Offer creative, fun, and leisure activities for the personal enrichment of community members and encourage lifelong learning.

Institutional Long-Range Goal 5
The College will align its priorities to continually provide quality programs, services, and affordable access.

Institutional Objective 5.1
The College will consolidate the delivery of services and instruction for students and staff that maintains institutional standards while honoring campus needs.

Table Rock Objective 7
Consolidated, Convenient Student Services: Implement a centralized comprehensive system/location that will serve as a one-stop for students/customers with formal evaluation under the umbrella of Rogue Central and customized to meet the unique needs of TRC. Not all student services will be provided by Rogue Central, but it will cover registration, admissions, financial aid, and cashiering.

Table Rock Objective 8
Flexible Scheduling: Offer flexible scheduling as documented by master schedule in place by Fall 2004.

Table Rock Objective 9
Transportation: Integrate and access public transportation in a timely, viable manner to meet the needs of student and staff between the community and other campuses as indicated by successful site plan taking into account the ebb and flow of traffic.

Table Rock Objective 10
Child Care: Provide quality, affordable child care either on-site or nearby, possibly contracted as indicated by a developed plan for sustainable childcare services.

Table Rock Objective 11
Food: Provide for on-site food service to students and staff as indicated by a developed plan for sustainable food services for students and staff.

Institutional Long-Range Goal 6
The College will increase its efforts to recognize and serve a more diverse community.

Institutional Objective 6.1
The College will strengthen its target marketing efforts to address distinct populations.

Table Rock Objective 12
Marketing: Collaborate with marketing team to develop/design varied and dynamic marketing strategies for a diverse customer base.

Institutional Objective 6.2
Each RCC campus will celebrate at least one annual signature event reflecting the diverse nature of the community.

Table Rock Objective 13
Educational Opportunities: Deliver a variety of educational experiences that represent the diverse nature of the community as demonstrated through distinctive signature events that support a diverse culture and workforce such as the Women in Trades Fair.

Institutional Long-Range Goal 7
The College will develop and maintain strong collaborative partnerships within its external communities.

Institutional Objective 7.1
The College will continue to build relationships with its partners to advance mutually beneficial efforts.

  Table Rock Objective 14
  Partnerships and Community Collaboration: Foster partnerships with business, industry, and community through collaboration and encouragement of involvement through financial support and resources for specialized training programs demonstrated, in part, by joint grant funding projects such as the NSF-OIT manufacturing project.

  Table Rock Objective 23
  Job Placement Training: A Job Placement Committee will work with advisors, develop strategies to provide job search and empowerment services, and be the primary resource for employee placement and staffing needs of the regional work force.

Institutional Long-Range Goal 8
The College will strengthen its communication and participatory decision-making processes with its internal communities of staff and students.

Institutional Objective 8.1
There will be a clearly identified organizational leadership structure that delineates roles and levels of accountability in order to assure consistency and efficiency in delivering the college's services and fulfilling its mission.

  Table Rock Objective 15
  Organization: Empower staff to identify and develop appropriate solutions. Manage, utilizing team approach. Demonstrated through development and participation of a staff development workshop on cross-functional problem solving.

Institutional Long-Range Goal 9
The College will increase efforts to enrich student life, the learning environment, and foster individual responsibility and mutual respect.

Institutional Objective 9.1
The safety, security, and dignity of all students will be of the highest priority at all college locations.

  Table Rock Objective 18
  Health and Wellness: Develop strategies for providing opportunities for students and staff that promote health and wellness based on input from annual student satisfaction survey and health and wellness committee.

Institutional Objective 9.2
The College will continue planning and implementation efforts designed to enhance delivery of social, cultural, co-curricular, recreational, community service, and campus government involvement.

  Table Rock Objective 16
  Integrated Learning Communities: Provide an integrated learning experience as indicated through the development and implementation of a pilot project. For example, the electronics A.A.S. program will be integrating writing and mathematics into the curriculum.

  Table Rock Objective 17
  Students: Provide an environment that will enable students to pursue their personal goals demonstrated through the integration of career and academic advising by at least two professional-technical program pilot projects.

Institutional Long-Range Goal 10
The College will increase efforts to provide quality alternative access and learning opportunities.

Institutional Objective 10.1
The College will provide sufficient information technology infrastructure services at all sites.

Table Rock Objective 19
Library Services: Provide ready access to library resources, tutoring and research materials from technical sources such as SOLIS, EBSCO in a comfortable library setting using high tech delivery methods. Demonstrated by integration with the Phoenix Center and distributed learning including tutoring, library research and references, and interactive video classrooms and conferences.

Table Rock Objective 21
Communication: Develop an efficient communication and information system that serves students, staff, and community.

Institutional Objective 10.2
Each campus will work collaboratively with other campus teams to expand alternative delivery offerings.

Table Rock Objective 20
Technology Support Services: TRC will provide technical support by using best available technology and advanced delivery systems. As demonstrated by development and implementation of technical support and services including those as described for library services.

Institutional Long-Range Goal 11
The College will strengthen and develop the quality of its staff and faculty as well as foster a safe, humane, and supportive working and learning environment.

Institutional Objective 11.2
The College will continue to strengthen its welcoming environment in order to retain and recruit high quality staff and faculty.

Table Rock Objective 22
Welcoming Environment: Provide a friendly and welcoming working and learning environment. Demonstrated through student satisfaction surveys.

ENROLLMENT AND ENROLLMENT PROJECTIONS

Planning for Program Placement

From 1996-2003 professional/technical deliveries offered in Jackson County at sites outside the Riverside Campus included such programs and services as the following. Many of these will be among those moved to Table Rock.

- ABE/GED
- Advanced Technology Courses
- Apprenticeships (14 trades)
- CAD courses
- Computer Skills
- Construction Technology
- Culinary Training
- Dental Technician
- Developmental Education
- Diesel Mechanics
- General Education courses
- Truck Driver Training
- Turf and Ground Maintenance
- Welding

One impetus for a third campus was that sites in use did not allow professional-technical program growth or expansion. A second factor was that limited offerings at each site prevented a strong mix of program offerings which would warrant on-site general education and program support programs. TRC is a consolidation of existing programs and services at a new location; it is the result of a long-term effort to provide an efficient presentation of long-fragmented services already approved by NASC in its 1997 review (see *Substantive Change documents noted earlier)*.

As a result of the strong track record established by the programs above, development of a Table Rock technical training campus builds on a strong foundation. The College has substantial program bases near Table Rock Campus at (1)

Crater Lake Center, (2) Workforce Training Center at the Veterans' Administration Domiciliary [now SORCC], and (3) the Dutton Road Welding Facility. Diesel Mechanics, Construction and Computer Aided Design programs are fully operative; PC Microprocessor Systems Technician, Emergency Medical Services, Fire Science, and Metals Fabrication are temporarily housed at existing campuses awaiting new and enlarged facilities. Collectively, these technical programs, with their accompanying general education and developmental education components provide a critical mass of training opportunities to ensure successful program components at Table Rock Campus.

Transitioning toward a future campus:

- **Relocate programs from other locations:** Table Rock Campus combines current activities of the Workforce Training Center, Crater Lake Center, and Dutton Road site with related or compatible instructional programs at the new, larger facility.

- **Move programs-in-waiting from other campuses:** The programs-in-waiting mentioned above will be transitioned to the TRC.

- **Implement joint ventures with Fire District 3[1] and other major firms:** Fire District 3 is developing its own training center at its facility at Avenue H and Agate Road. The district wishes to coordinate and contract with RCC for a portion of the training and to use TRC for related general education courses.

- **Expand joint ventures with SORCC** SORCC has a number of training programs that it would like to coordinate with RCC; these are in addition to the current Landscape Maintenance program. These would be open to the public, adding to the range of instructional services, and strengthening RCC partnerships with employers and agencies; e.g., the Housekeeping Maintenance training

program. On-site application of training could provide instructor-supervised custodial services at RCC facilities.

- **Expand cooperative agreements and articulation with Southern Oregon University and the Oregon Institute of Technology.** The close proximity of these two four-year institutions provides ease of transfer from compatible community college programs to related four-year programs and/or graduate level programs. The opportunity for articulation of professional-technical and industrial programs among the three institutions should expand the number of entry-level workers in a number of high-demand trades and professions.

<u>**2003-04 Estimates**</u>

Based upon work completed by the Enrollment Management Committee in February 2003, the initial estimated enrollment for 2002-03 at Table Rock Campus is 316 FTE[2], increasing to 587 by 2005-06 and to 730 by 2010-11. (See attached tables: *FTE Growth Framework 2003-2011.*)

As readers will note, the following professional/technical programs and supporting academic programs are included in the estimate. A number of these were chosen to assist TRC programs to meet the following:

"The Commission encourages a tripartite structure for baccalaureate and academic or transfer associate degree programs: (1) general education requires students to master competencies for independent learning and to develop an awareness of the fundamental areas of knowledge; (2) the major requires students to achieve a knowledge base in a specific area of concentration; and (3) electives provide the opportunity for students to pursue other

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[1] Fire District #3 is located approximately one mile from Table Rock on the same highway.

[2] This number may well be inaccurate as the purchase of Table Rock was delayed several months past the initially planned date. As a result, programs are not being moved to the new campus at the rate planned. Most will initially offer services in March 2004 rather than in July 2003.

intellectual interests." *Handbook, p. 29, Standard 2.C*

"Programs of study for which applied or specialized associate degrees are granted, or programs of an academic year or more in length for which certificates are granted, contain a recognizable body of instruction in three program-related areas: (1) communication, (2) computation, and (3) human relations described in Policy 2.1— *General Education/Related Instruction Requirements." Handbook, p. 30*

Proposed Program Mix
- Automotive Mechanics
- Business and Community Learning Services Workforce Training Center
- Computer Science (academic support classes—General Education core
- Construction
- Criminal Justice

- Developmental Education (supporting classes)
- Diesel Mechanics
- Electronics
- Emergency Medical Services
- Fire Science
- Health/Physical Education/Recreation
- Human Development (supporting classes)
- Humanities (academic support classes—General Education core)
- Landscape Management
- Manufacturing
- Mathematics (academic support classes—General Education core)
- *New Technical Programs—future*
- Science (academic support classes—General Education core)
- Social Science (academic support classes—General Education core)
- Tutorial Center (support service)

ADEQUACY OF INSTRUCTIONAL SPACE

One of the greatest benefits of the new Table Rock Campus will be the assurance of adequate instructional space for professional/technical programs in Jackson County.

In 2002-03, the total space occupied by RCC in the White City vicinity was about 33,000 square feet. Adding the 102,000 square feet at Table Rock will more than double the area.

Specifically,

Crater Lake Center provided	12,000 sq. ft.
The Domiciliary (SORCC) provided	17,000 sq. ft.
Dutton Road provided	4,000 sq. ft.
Total	**33,000 sq. feet**

In comparison to that total, Table Rock will provide nearly 300 parking spaces and has a total of 10 acres for future expansion.

Even more helpful is that TRC offers large, open areas of interior space that can be tailored to needs of high-space-need programs such as Diesel and Automotive Technology. The ability to remodel to fit college needs is a strong positive. Remodeling decisions are based upon

substantial physical facilities planning (see also Standard VIII: *2003 Institutional Facilities Campus Master Plan*) and upon program-specific needs to match student learning environments to current industry standards. The open areas also allowed building re-design for excellent storage of valuable equipment in all the professional-technical programs, something noted as a missing component in program review documents.

ADEQUACY AND AVAILABILITY OF LIBRARY AND INFORMATION RESOURCES TO SUPPORT THE PROGRAMS

In the 1998 Major Substantive Change review by Dr. Mark Reisman, his exit interview comments included the following:

Technology: T-1 line is excellent to all communications as one college. Technology is robust, imaginative, practical, and well-used. It connects and unifies the learning community and administrative services.

Library Services, especially at Riverside Campus Library, provide a "model for the 21st Century" with easy access and partnership with regional networks. The library is positioned to serve well for a long time. [Reisman Exit Interview, April 13, 1998]

The intent is to move applicable materials oriented toward professional/technical programs and accompanying general education courses from the Riverside Campus Library in Medford to TRC. Meanwhile, the Riverside Campus Library will be integrated into the new Medford Public Library just across the street, where the College will have 12,000 feet of space to develop into a stronger academic library when the new facility opens in December 2003. TRC students could (a) access the catalog electronically and have materials sent to them at TRC, just as is now done at other outlying RCC centers, or (b) in special circumstances could travel to the academic library located only 8 miles away.

Electronic databases owned or leased by the College are available from any college location. Students will have adequate library resources at their disposal, as technology to support research has improved considerably since Dr. Reisman's 1998 evaluation. The College is confident that with the focused library materials on-site, electronic connections, and nearby academic libraries, student and faculty will have at their disposal adequate and timely access to research and reference information resources.

Library Services (from the *Table Rock Campus Re-design Team Report*)

Library services have the unique position of occupying a space between both the programmatic and service mix requirements. The RCC Library is integrally involved in facilities, as provisions must be made for instruction through group and individual presentations as well as instructional support through its computer labs, book collection, Web resources and study areas staffed with research professionals.

1. Book Collection

The TRC book collection will consist of two types of materials: (1) professional-technical books and magazines selected with input from faculty in the various programs that reside at TRC, and (2) general content for use by students and faculty in professional/technical programs, in developmental studies, and in transfer degree programs. The number of volumes required to provide an adequate level of support is approximately 3000.

2. Computer/ Teaching Lab

During FY 2002/03, librarians at Redwood Campus delivered approximately 50 research classes to 903 students. At Riverside Campus, 141 classes were delivered to 2111 students. These classes are tailored to meet the research needs of students and fulfill specific course requirements. In addition to telecourses (#3 below), in FY02-03, approximately 2400 students enrolled in Web-based courses. While most have computers at home, some don't; those who don't rely on open computer lab time. Generally a lab used for instruction at TRC will require at least 15 computers and an instructor workstation.

Given that many of the resources available through the library are accessed via the Internet, the majority of library instruction takes place in library computer labs. The labs serve as a research and writing facility when classes are not in session.

3. Telecourse/Web-Based Courses Viewing Facilities

During FY 2002/03, approximately 4000 students enrolled in telecourses offered through RCC. While many are able to view course materials at home, a significant proportion is unable to do so for a variety of reasons. These students rely on the library to make tapes available and to provide a viewing area. The RVC Library currently has a viewing area with equipment for up to eight individuals at one time. Demand continues to grow as student population increases and a wider range of course offerings become available. Facilities and equipment necessary to provide an equivalent service at the TRC will be required.

4. Circulation Area

The circulation area will consist of the front desk where students interact with circulation staff, books and articles placed on reserve by instructors and a collection of telecourse tapes. Students will also use this area to pick up and return books they have ordered through either the SOLIS system or via inter-library loan.

5. Staffing

Library staffing at the TRC will be made up of sufficient classified staff to operate the Circulation Desk and library faculty who will be responsible for classroom instruction, reference work, coordinating/assisting TRC faculty with research assignments and collection development.

6. Combination Library Study Area and Tutoring Center: The Phoenix Center

When Riverside Campus opened in 1997, the RCC Library and the Tutoring Center operated by Developmental Studies partnered to provide an area where students could study, receive

tutoring assistance and work on required assignments for ESL and DE courses. Staff, students, and faculty successfully shared study space and staffing for the Circulation Desk. Given the critical need to economize wherever possible and our successful history of cooperation, Library staff look forward to a similar arrangement at TRC, the TRC Phoenix, described below.

In the words of Dr. Thomas Miller (Librarian) and Ms. Linda Renfro, M.Ed. (Associate Dean/Developmental Education): "Essentially, the Phoenix is a combination of activities taking place in one area of the new building."

"We worked together for the first few years that RVC was open. We had adjoining spaces in A Bldg. and shared staff to run the Circulation Desk which handled both Library and Tutoring Center materials. We soon realized that the cooperation between our departments produced a number of benefits."

"We achieved economies of scale in staffing and found that our students tended to think of college tutoring and library services as a continuum and partnership, rather than as separate entities. We continue to support each other even though the Tutoring Center is now located in G Bldg. Subsequent to their move to G, we have often lamented the loss of easy cooperation that we had when we were in adjacent spaces. Due to the phenomenal growth rate we experienced we both desperately needed the additional space; however, we did have a good experience working together."

"Once the third campus planning began," said Tom, "Linda and I both volunteered for the Table Rock Campus Team. We very quickly came to the conclusion that we could take what we learned at RVC, hopefully improve on it, and work together to create a facility (the Phoenix) that would provide a wide variety of services and resources to our students."

"The following list includes most of the components that will make up the Phoenix with the name of each area and a brief description of use."

TRC PHOENIX

Below are brief descriptions of functional areas under the Phoenix "umbrella" at TRC.

These include actual Phoenix activities as well as classroom and office space.

Computer Lab/Reference Area
Uses:
1. Reference
2. Research Instruction
3. Student computer work space

This area is analogous to the current library computer lab/reference area at Riverside Campus (RVC) which is used for classroom research instruction as well as student research and word processing. TRC will start with 10 computer workstations and expand to 20 during the first year of operation

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Joint DE/ABE/GED/Library/Tutoring Center/Study Area/Book Collection
Uses:
4. Tutoring
5. Group study
6. Work space for students
7. Shelving for book collection not housed with Reserve Book Room materials
8. Quiet study area

This area will be similar to the current Tutoring Center located in G Bldg. at RVC. Seating at round tables will provide study
area and room for students to spread out. Tutors are also on duty to assist students with their studies. The area will also provide shelving for future book acquisitions.

Reserve Book Room/Circulation Area/Test Proctor
Uses:
9. Circulation of Library/DE/ABE/GED/ESL materials.
10. Shelving for videotapes, books, Inter-Library Loans, etc.

11. Storage for small equipment (tape players, listening devices, etc.)
12. Proctor students taking tests

This area will be the operational heart of the Phoenix from which all books and videos will circulate (check out). This will also be the home of the test proctor. Windows from this area into the Testing and Quiet Testing rooms (see below) will allow the staff member on duty to proctor test takers in the adjoining rooms.

Testing Room
Uses:
13. Administer proctored tests (telecourses, some Web-based courses makeup exams and retakes)
14. Administer tests to students who need a special environment to concentrate.

Quiet Testing
Uses:
15. Administer proctored tests (telecourses, some Web-based courses, makeup exams and retakes)
16. Administer tests to students who need a special environment to concentrate.

The Testing room and Quiet Testing rooms will be used by students taking exams

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Video Viewing Room
Uses:
17. Viewing telecourse videotapes.

This area will have approximately 6 viewing stations. These will serve students who wish to complete telecourse work while on campus as well as students who do not have access to telecourse channels at their homes.

Joint Staff Work Spaces for Tutoring Center faculty and Circulation Desk Staff
Uses:
18. Office space
19. Storage
20. Project area

The TRC Phoenix team has identified space for staff and part-time faculty that is adjacent to the large, centrally located Tutoring Center.

Four (4) Full-time faculty offices
Uses:
21. Office space

Two offices for Developmental Education faculty are located adjacent to the Tutoring Center, providing students with access to instructors either from the Tutoring Center or the hallway. The remaining two offices are located

adjacent to the Computer Lab/Reference Area and will be used by the librarian and a yet-to-be identified faculty member.

ABE/ESL Classrooms/Computer Lab
Uses:
22. ABE classes in reading, writing, language arts, and mathematics
23. GED classes in reading, writing, language arts, mathematics, science and social studies
24. ESL classes in speaking, listening, reading and writing

This area will be an open computer lab for students when not being used for class sessions. Final decisions on the number of computers will be determined during the remainder of the planning process.

AN ANALYSIS OF THE REVENUES AND EXPENDITURES ASSOCIATED WITH THE PROGRAMS AVAILABLE AT THE FACILITY

Based on the theory of cost savings through concentration of services, one piece of the College Re-design Initiative (2002-present) was a restructuring of the college budget to reflect spending and line items at three campuses. In essence, RCC is a year ahead of need in so doing. A full TRC budget for FY2003-04 was established with dedicated line items moved to TRC to follow the programs and services also moved to that campus. This was done on the assumption that RCC would occupy the former Tyco Building in September 2003. Delays in title transfer have in turn delayed remodeling, so occupancy is now set for Spring 2004. (Spring term begins March 29, 2004.)

As demonstrated by the Math Department budget below, staffing follows programs and services. Part-time staffing is pro-rated by best estimates of need. Dollars will follow programs and services as they are phased into operation at TRC. No new people, programs, or services are planned—only movement from one location to another: same services, new location. The only change is that during FY2003-05, preference will be given to grant and other dollars for TRC equipment over that of already-established campuses.

TRC Mathematics Department Budget

Life Insurance	$36.00
Unemployment	$0.00
Part-time Faculty	$33,687.00
Full-time faculty	TBA
Summer term Salaries	$5,191.00
Learn and Earn Hourly	$1,152.00
Supplies	$401.00
Software	$296.00
Fees/Dues	$70.00
Staff Travel	$271.00
Non-staff Travel	$14.00
Equipment < $5000	$68.00
Total for Location	**$142,798.00**

ADEQUACY OF INSTRUCTIONAL EQUIPMENT ASSOCIATED WITH THE PROGRAMS AVAILABLE AT THE FACILITY

Each Rogue Community College instructional program undergoes a thorough Program Review each academic year. These Program Review documents from 1994 through 2003 will be in the Evaluator Workroom, H-2 on the Redwood Campus. Each instructional program evaluates the adequacy of equipment on a yearly basis. If equipment is not compatible with established program outcomes, the need is addressed in the following year's budget (or in the current year's budget if a crisis status exists).

Since only current programs (or furloughed programs being renewed at TRC) will be in operation for the first years, equipment that was adequate in 2003-04 is assumed to be adequate for 2004-05, with the usual repairs and replacements as indicated by the Equipment Repair and Replacement schedule.

Additionally, RCC has literally tons of Manufacturing Program technical equipment waiting to be moved to the new facility. The Manufacturing Program has been on furlough since 1999-2000. Estimates for relocating and setting up the equipment at TRC run as high as $50,000 due to the weight and sensitivity of the CNC, CAD, and CAM machinery. With a new student base, a revised program structure, and a more spacious facility, the program should thrive and the excellent equipment will be back

in use. This renewal is being initiated by the current short-term Integrated Manufacturing Program. Plans are for the furloughed Manufacturing Technology degree to be gradually retooled into a slightly different A.A.S. degree, then articulated to transfer students easily into four-year degree programs at SOU and OIT.

Connectivity, Communication, and Cost-Efficiency

A strong addition to the successful cost-savings of combining programs and services at one location will be the DLT Grant—a Distance Learning Telemedicine Grant from the Rural Utilities Services Department of the United States Department of Agriculture. This grant for $286,486 will fund purchase of a video-conferencing bridge. Accompanying the bridge will be two videoconferencing systems for Kerby (Illinois Valley) and three for Table Rock Campus. Connections to other bridges at various Education Service Districts and at other Oregon community colleges will provide access without travel to "multi-point" meetings, conferences, and classes not only in the RCC service district, but also statewide. Instructors in one location can teach, see, talk to, and interact with students at other campuses of sites.

AN ASSESSMENT OF STUDENT LEARNING OUTCOMES

The reader is invited to review materials in Standard II of the *Fall 2003 Focused Interim Report*. Student learning outcomes for every Instructional program and for Developmental Education programs were evaluated, revised or added to, as appropriate, and then assessed during 2002-03. Department-by-department results are in the Standard II report.

Since only currently operating programs will be moving to TRC, the outcomes have been adequately assessed for the coming year.

In Fall 2003, the program review processes begin again. They will include a review of student learning outcomes, appropriate revisions, and assessment of success at meeting those outcomes. All programs that will eventually find a home at TRC will be evaluated at their current locations.

STUDENT SATISFACTION WITH THE PROGRAMS AVAILABLE AT THE FACILITY

RCC employs the Noel-Levitz *Student Satisfaction Inventory* to track student satisfaction with a number of factors, including program satisfaction. The inventory in given in fall of each academic year. Since TRC

programs will open in Spring 2004, the first inventory will occur in Fall 2004.

Copies of the 2002 Inventory are available on site. Copies of the 2003 Inventory will be available in March/April 2004.

AVAILABILITY AND ADEQUACY OF STUDENT SERVICES AT THE TABLE ROCK FACILITY

Student Information Delivery Work Team Report

This represents the Phase I planning by the re-design team. Further work is in progress at present, for implementation by Spring 2004.

Recommendation: Create a learner-centered service and information delivery system that best meets the needs of students and other customers. The system will take all current diverse services and re-engineer them with students more fully represented at the center of all efforts.

PRIMARY SYSTEM COMPONENTS

Rogue Central represents integrated services co-located for increased efficiencies and staffed by cross-trained information specialists who:

1. Assist with registration, financial aid, student identification cards, cashiering, and course placement advising;

2. Serve as the gateway to student services such as counseling, career services, orientation, library access, bookstore, placement testing, collections, and degree advising;

3. Provide general college information regarding such topics as tutoring, student government, student life, organizations, student employment, international studies, etc.; and

4. Welcome centers will be staffed at each campus to serve the general public with information about the college, including scheduled events, college services, college programs, and community relations activities.

My Rogue is an interactive, customizable home page for each student that connects instructors, students, and programs in Web-based learning communities that feature many of the services available from Rogue Central. This "portal" technology will allow students to receive information of specific interest to them. It will also permit the College to contact students directly with timely messages concerning registration, financial aid, graduation, etc. As college services shift from face-to-face encounters to Web-based technology, ***My Rogue*** will feature quick and easy access for students having appropriate technology at home or accessing the system from RCC computer stations.

A. Key steps to achieving the goal on an organizational level:

1. Determine the decision-making structure from vision to implementation.

Identify key personnel and create an implementation team that represents each current division. This team will develop recommendations on the service mix for each campus and identify an effective organizational structure that will support the consistent delivery of student services across the college as a whole.

2. Develop a plan with Human Resources and the classified union for elimination of some current positions and creation of new generalist positions based on learner-centered functions, not on departmental needs.

Determine appropriate pay rate(s) and group(s) for well-trained, multi-skilled specialists. Plan to make the change as cost-neutral as possible. Other issues to address include:

- ❖ Hiring
- ❖ Employee scheduling
- ❖ Supervision/oversight of employees
- ❖ Performance reviews
- ❖ Comprehensive employee training plan
- ❖ Part-time vs. full-time job duties

3. Design the service and information delivery system involving all decision makers and staff, using data gathered from student and staff surveys.

Identify the appropriate service mix for each of the three campuses and determine normal staffing levels at each campus that account for fluctuations in service demand throughout the year. Determine service hours for each campus. Identify the services that will be provided. Develop a calendar and transition plan for shifting employees into new areas of responsibility.

Assess current behind-the-scene tasks from each service area and identify processes to be redesigned, reassigned, or discontinued. Design workflow to accommodate counter time and desk time for each employee. Create a culture around the service delivery system and its staff that focuses on valued information specialists.

4. Integrate appropriate technology into the service and information delivery system.

Identify services that can be automated and provided online in order to reduce reliance on staff, reduce costs, and increase staff productivity. Develop incentives for students to use technology rather than to rely on college staff.

Involve the IT department in developing flexible systems, especially in setting up a "Virtual Information Center" for students and staff that may be adapted to meet the needs of each campus community. Assess current software systems and adapt them as needed to serve the needs of information specialists.

5. Develop site plans that maximize the effectiveness of service delivery.

Determine physical layout and space requirements for students and staff, including the integration of technology. Include staff in the facility design phase of the project.

B. Key steps to achieving the goal on the external customer (students/general public) level:

Gather data to identify services that are important to students and the public and those that are essential to the college's mission. Survey students to determine their preferred service and information delivery methods and solicit suggestions for improvement. Ensure that future surveys gather responses on student service areas represented by this system.

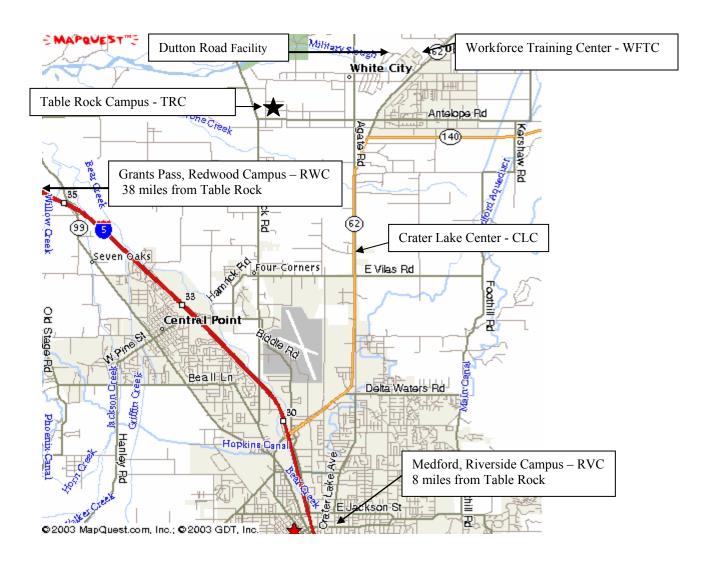**C. Key steps to achieving the goal on the internal customer (staff/faculty) level:**

Gather data to identify services that are important to staff and faculty and those that are essential to the college mission. Survey faculty and staff to determine their preferred service and information delivery methods and solicit suggestions for improvement.

Address the needs of part-time faculty for computer access. Identify possible sites for "faculty computing lab" space. Identify services and processes that could be automated and provided by faculty and staff themselves thereby reducing reliance on staff, reducing costs, and increasing staff productivity. Identify possibilities for providing staff training in using appropriate technologies**.**

Institutional Strategic Planning Goals Addressed

Goal 1　The College will expand instruction and services to meet the needs of the entire district.

Goal 5　The College will align its priorities to continually provide quality programs, services, and affordable access.

Goal 9　The College will increase efforts to enrich student life, the learning environment, and foster individual responsibility and mutual respect.

Goal 10　The College will increase efforts to provide quality alternative access and learning opportunities.

Goal 11　The College will strengthen and develop the quality of its staff and faculty as well as foster a safe, humane, and supportive working and learning environment.

Table Rock Campus Vicinity

ATTACHMENT II

TABLE ROCK REDESIGN TEAM MEMBERSHIP

Phase I: July 15, 2002-December 9, 2002

Campus Leader: Galyn Carlile, Dean, Instructional Services—RVC-F1
                    Diana Moynahan, Assistant to the Dean of Instructional Services—RVC F2
Facilitator: Betsy Fuller, Assistant to the President—RWC--H

Team Members:

NAME	POSITION	LOCATION July 2002
Arlen Blenkush	Coordinator, Fire Science	RVC-D
Dennis Chapin	Department Head, Diesel Technology	CLC
Mary Gehret	Administrative Coordinator, BCLS	RWC—L
Peter Goyer	Computer Technician, Help Desk	RVC—G
Jim Gray	Coordinator, Industrial Welding	RWC—Y
Kimberly Haney	Training Services Coordinator II	MSLC
Cindy Hauser	Associate Dean, Instructional Services	RWC—P RVC—F
Judy Hayes	Advanced Secretary, Instructional Services	RWC—P
Ralph Henderson	Department Head, Construction Technology	CLC
Jeanne Howell	Associate Dean, BCLS	WFTC
Sandy Hollister	Lead Instructor, DEPOT	DTC
Bill Jiron	Training Services Coordinator II	WFTC
Grant Lagorio	Building & Grounds Maintenance Worker, Facilities	RVC—G
Dave McKeen	Department Head, Electronics	RWC—Y
Tom Miller	Librarian	RVC—A
Dale Prohaska	Training & Distance Education Manager	DTC
Linda Renfro	Associate Dean, Developmental Studies	RVC—G
Jenny Rossknecht	Assistant to Dean, Administrative Services	RWC—C
Kathi Sharrard	Intermediate Secretary, Human Resources	RWC—H
Penny Shipley	Instructor, Student Employment	RWC—JO
Chris Simper	Instructor, Automotive Technology	RWC—S
Lee Ann Stoner	Advising Assistant II, Counseling	RWC-SS
Claudia Sullivan	Director, Enrollment Services	RWC—W (SS) RVC—G
Ann Trausch	Electronics Instructor	RWC—D RVC—B
Verne Underwood	Department Head/Instructor, Humanities	RVC—E
Bart VanSyoc	Director of Facilities	RWC—FO RVC

Revised 10/31/02

TABLE ROCK CAMPUS TEAM MEMBERSHIP

Phase II: January 2002-March 2004

Campus Leader: Galyn Carlile, dean, Instructional Services (2002-03 position)—RVC—F-1
                    Chief Academic Officer, Accreditation Liaison Officer
                    Table Rock Campus Dean (2003-04)

Facilitator: Betsy Fuller, Assistant to the President—RWC--H

Team Members:

NAME	POSITION	LOCATION Fall 2003
Arlen Blenkush	Coordinator, Fire Science	RVC-D
Janet Brougher	Coordinator, Mathematics	RVC-C
Terri Budesa	Enrollment Services	RVC-G
Dennis Chapin	Department Head, Diesel Technology	CLC
Peter Goyer	Computer Technician, Help Desk	RVC-B
James Hamilton	Assistant Director, Financial Aid	RWC--JO
Cindy Hauser	Associate Dean, Instructional Services	RVC—F-6
Judy Hayes	Advanced Secretary, Instructional Services	RVC—F-5
Ralph Henderson	Department Head, Construction Technology	CLC
Jeanne Howell	Associate Dean, WFTC	WFTC
Bill Jiron	Training Services Coordinator II	WFTC
Dennis Kimzey	Department Head, Mathematics	RWC-W/LC
Rich Kirk	Director, Instructional Media	RWC—CH
Grant Lagorio	Building & Grounds Maintenance Worker, Facilities	RVC—G
Dave McKeen	Department Head, Electronics	RWC—Y
Tom Miller	Coordinator, Library Services	RVC—A
Diana Moynahan	Assistant to Dean of Instructional Services	RVC—F-2
Laura Peterson	Coordinator, Business Technology	RVC—B
Dale Prohaska	Training & Distance Education Manager	RWC—L
Linda Renfro	Associate Dean, Developmental Studies	RVC—G
Moreland Smith	Part-time Math Instructor	RVC
Ann Trausch	Electronics Instructor	RWC—D RVC--B
Bart VanSyoc	Director of Facilities	RWC—FO RVC
Valerie Wallace	Intermediate Secretary, Public Safety	RVC--D

ATTACHMENT IV

TABLE ROCK CAMPUS MANAGEMENT TEAM

This group of personnel has been meeting regularly to plan logistics for the move to Table Rock Campus. They are actively involved in the process of remodeling decisions and coordinated the selection of programs and training to be offered at the new campus.

Name	Fall 2003 Position	Fall 2003 Location
Galyn Carlile	Dean, Instructional Services	RVC—F-1
Cindy Hauser	Associate Dean, Instructional Services	RVC—F-6
Jeanne Howell	Associate Dean, Workforce Training Center	WFTC-SORCC (VA Dom)
Linda Renfro	Associate Dean, Developmental Studies	RVC—G
Rich Kirk	Director, Instructional Media	RWC—CH
Tom Miller	Coordinator, Library Services	RVC—A
Judy Hayes	Advanced Secretary, Instructional Services	RVC—F-5
Diana Moynahan	Assistant to the Dean of Instructional Services	RVC—F-2
Dave McKeen	Department Chair, Electronics	RWC--Y

ATTACHMENT V: TABLE ROCK CAMPUS STAFFING
April 25, 2003

Name	TRC Position Title/Responsibilities
Abbie Arthur	Classified, EMT Technician
Steve Bayne	FT Faculty, Truck Driving
Linda Barnes	FT Faculty, Counseling
Bill Biggs	FT Faculty, Electronics Technology
Arlen Blenkush	PT Faculty, Fire Science Coordinator
Larry Blower	Classified, Training Services Coordinator
Terri Budesa	Classified, Rogue Central Services Coordinator
Rich Burdick	FT Faculty, Truck Driving
Peggy Burfield	Classified, Clerical Assistant
Galyn Carlile	Dean, Table Rock Campus Chief Academic Officer Accreditation Liaison Officer
Dennis Chapin	FT Faculty, Diesel Technology Department Head
Margot Coffie	Classified, Secretary
Barbara Cournoyer	Classified, Advanced Secretary
Tim Dearing	Classified, Diesel Services Technician
George Doersch	Classified, Electronics Lab Technician
Peter Goyer	Classified, Computer Technician, Help Desk
Cindy Hauser	Associate Dean, Table Rock Campus, Academic and Professional-Technical Programs
Judy Hayes	Classified, Advanced Secretary
Ralph Henderson	Faculty, Construction Technology Department Head
Cheryl Hewson	Classified, Clerical Assistant
Wanda Holder	FT Faculty, ABE/GED
Jeanne Howell	Associate Dean, Table Rock Campus (Workforce Training)
Leslie Huntington	FT Faculty, Emergency Medical Technology Coordinator
Marjorie Hylton	Classified, Clerk-Specialist, Instructional Media
Bill Jiron	Classified, Training Services Coordinator II, WFTC
Dennis Kimzey	FT Faculty, Mathematics Department Head
Rich Kirk	Management, Director of Distributed Learning and Media
Grant Lagorio	Classified, Building & Grounds Maintenance Worker
Bob McGowan	FT Faculty, Truck Driver Instructor
Dave McKeen	FT Faculty, Electronic Technology Department Head
Tom Miller	FT Faculty, Reference Librarian
Diana Moynahan	Management, Assistant to the Dean
Sheri Muzzioli	Classified, GED Alternate Chief Examiner
Elizabeth Patton	Classified, Commercial Truck Driver Program Specialist
Laura Peterson	FT Faculty, Business Technology Coordinator
Cathy Pierson	Management, Apprentice Coordinator
Linda Renfro	Associate Dean, Table Rock Campus, Developmental Education
Jeanne Shraub	Classified, Construction Lab Technician
Alena Siddon	Classified, Intermediate Secretary
Lori Sours	FT Faculty, Developmental Education
Ann Trausch	FT Faculty, Electronic Technology
Valerie Wallace	Classified, Intermediate Secretary

ATTACHMENT VI

FTE ENROLLMENT PROJECTIONS 2003-2011

Projected FTE Growth Table Rock Campus	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	Growth 2002-2004	Growth 2004-2007	Growth 2007-2010
Construction (TRC)	53	55	57	60	63	66	69	72	74	1.02	1.05	1.05
Criminal Justice (TRC)	0	0	26	27	29	30	32	33	34	1.02	1.05	1.05
Diesel Mech/AutoMech (TRC)	47	48	50	52	55	58	61	64	65	1.02	1.05	1.05
Electronics (TRC)	0	0	50	52	55	58	61	64	65	1.02	1.05	1.05
EMS (TRC)	0	0	44	46	49	51	53	56	59	1.02	1.05	1.05
Fire Science (TRC)	0	0	0	0	0	0	0	0	0	1.01	1.03	1.03
HPER (TRC)	0	20	20	21	21	22	23	23	23	1.01	1.03	1.03
Workforce Training	216	221	233	243	252	260	268	276	284	1.02	1.04	1.03
DE Classes (Table Rock)	0	0	0	0	0	0	0	0	0	1.02	1.04	1.03
Tutorial Center FTE (Table Rock)	0	0	0	0	0	0	0	0	0	1.02	1.04	1.03
Humanities (TRC)	0	5	20	21	22	22	23	24	24	1.02	1.04	1.03
Landscape Mgmt (TRC)	0	0		0	0	0	0	0	0	1.02	1.04	1.03
Manufacturing (TRC)	0	0	18	19	20	21	22	23	24	1.02	1.05	1.05
Mathematics (TRC)	0	5	20	21	22	22	23	24	24	1.02	1.04	1.03
NEW TECHNICAL PROGRAMS (TRC	0	0	0	15	16	17	17	18	19	1.02	1.05	1.05
Science (TRC)	0	0	0	0	0	20	21	21	22	1.02	1.04	1.03
Social Science (TRC)	0	0	10	10	11	11	11	12	12	1.02	1.04	1.03
Table Rock Subtotal	**316**	**354**	**548**	**587**	**613**	**657**	**683**	**710**	**730**			
Annual Growth Rate		11%	35%	7%	4%	7%	4%	4%	3%			