



Academic Master Plan

22/23 developed principles
23/24 finalized academic master plan

Rev. 1 8-10-23
Rev. 2 8-17-23
Rev. 3 6-14-24

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Introduction

The RCC Academic Planning Principles were developed with academic department chairs during Winter and Spring terms of 2023. These academic principles were to guide institutional planning and were the precursor to the development of a comprehensive academic master plan that occurred the following year with expanded participation in the development of goals, enrollment plans and environmental scanning.

Academic Philosophy

Rogue Community College is committed to providing an excellent education that prepares students for success in their chosen careers and in life. By embracing these values, we are confident that we can provide our students with an exceptional educational experience that prepares them for success in their careers and in life.

1. *Access and Equity: We believe in providing educational opportunities to all students, regardless of their background or circumstances, and strive to create an inclusive and welcoming environment where everyone can thrive.*
2. *Student-Centered Learning: We prioritize the needs and goals of our students, and design our programs and services to meet their diverse needs and learning styles.*
3. *Excellence in Teaching and Learning: We are dedicated to fostering a culture of continuous improvement and innovation in teaching and learning, and we support faculty in their efforts to develop and implement effective pedagogical strategies.*
4. *Rigorous and Relevant Curriculum: We offer programs and courses that are grounded in academic rigor and that prepare students for real-world challenges and opportunities.*
5. *Collaboration and Engagement: We believe in the power of collaboration and community engagement to enhance learning and promote student success, and we encourage our students, faculty, and staff to participate actively in our community and beyond.*

The Process

The academic planning principles look at the strengths, weaknesses, and opportunities across our district, focusing on ensuring we keep doing what we are doing well and look at where growth opportunities may exist. Evaluating the mix of transfer and career and technical education programs was built in to ensure we are providing appropriate program offerings to support transfer and workforce training programs across the region.

Through this process, the goal was to better define and share our campus identities broadly with both internal and external stakeholders and identify our strengths and weaknesses in order to support the planning effort.

Upon completion of developing academic principles, goals were identified and additional supporting information was added to the document including environmental scanning resources and strategic enrollment management plans. During the 23/24 academic year, academic goals that aligned these principles with the college strategic plan were created. Faculty and academic leadership collaborated through several meetings to identify targets and timelines to achieve these priorities. Participants in the process are listed in Appendix A. This final Academic Master Plan was approved by ATC on June 14th, 2024.

Guiding Principles behind the Student Experience

In support of aligning the academic principles plan with institutional values, the group also provided recommendations on the overall student experience. The group recommended that students should:

- be able to complete their entire chosen program on a single campus
- feel safe and welcome on any campus
- have robust student supports at each campus that are customized to match the campus identity or align with the needs of signature programs
- have spaces to work independently or collaboratively on their work
- know what services are available on each campus or online and be able to easily locate them
- have access to services that match their enrollment schedule – day, evening, online



Redwood Campus

“our more traditional college campus”

Located in Grants Pass, Redwood Campus is the first RCC campus and has a more traditional campus feel with 80 acres of wooded campus that includes many buildings, ample parking, food services, a gymnasium, hiking trails, a student center, and multiple places for students to collaborate and study all surrounded by a beautiful outdoors. Redwood Campus is home to several career and technical education programs, transfer programs, short-term training and community-focused offerings, including providing support for small businesses through the Small Business Development Center. The size of the campus and existing facilities allows Redwood Campus to be responsive to program growth and expansion as well as be a premier resource in the community to support outside events. Students at Redwood Campus have access to a broad set of support services and resources, including study spaces, tutoring services, a library, computer labs, military services resource center, access and disability resources, counseling, and Rogue Central.

Signature Programs offered at the Redwood Campus include:

- Automotive*
- Business Computer Support Technician
- Early Childhood and Elementary Education
- Electronics
- GED/ESL/Pre-College
- Massage Therapy*
- Welding

**only offered at RWC*

Future Programs

- Allied Health: CNA2, Dental Assistant, Medical Assistant, Pharmacy Technician, Phlebotomy
- EMT
- Human Services

Future Opportunities

- Rogue Bowl outdoor performing arts center and premier community event center
- Outdoor fitness/recreation
- Expanded Student Life

Campus Needs

- Modernization of some of the older facilities
 - E Building planned
 - Automotive/Transportation Technology Expanded/Improved Facilities
- Return GED Testing



Riverside Campus

“our urban transfer campus”

Located in downtown Medford, the Riverside Campus provides programming that is easy to access via public transportation. Through shared space with Southern Oregon University, the campus is able to provide a rich offering of transfer programs that prepares students for many degree paths at university partner schools. The expansive general education course offerings taught by experienced faculty allow Riverside Campus to offer and support a large number of transfer programs by utilizing faculty expertise and supporting facilities. Students have access to a broad set of support services and resources, including study spaces, tutoring services, access and disability resources, both the RCC and Jackson County library, computer labs, counseling, and Rogue Central. While student spaces are adequate, staff space is at capacity, which limits some growth opportunities in resources for students.

Signature Programs offered at the Riverside Campus include:

- Business
- Early Childhood Education
- Engineering*
- GED/ESL/Pre-College
- Human Services*
- Music*

**only offered at RVC*

Future programs

- Onsite university partner programs additions or expansion
- Spanish Language Early Childhood Education AAS degree

Campus Needs

- A safer place for students, staff and the community
- Parking
- More office spaces and flexible use spaces



Table Rock Campus

“our premier workforce training campus”

The Table Rock Campus, located in the industrial area of White City, provides a comprehensive offering of career and technical education programs that prepare students to enter the workforce in a wide variety of careers. State-of-the-art healthcare facilities and industrial technology spaces provide students with high-quality lab and hands-on experiences. Community, state, federal and grant supports have allowed for the development of advanced training programs with students working on the most relevant equipment used in the workforce. Students have access to a broad set of support services and resources, including study spaces, tutoring services, a library, computer labs, military services resource center, counseling, and Rogue Central.

Signature Programs offered at the Table Rock Campus include:

- Apprenticeship training*
- Computer Support Technician
- Dental Assisting*
- Design and Digital Media*
- Diesel Technology*
- Electronics
- EMT/Paramedicine*
- Fire Science*
- GED/ESL/Pre-College
- Manufacturing*
- Medical Assisting*
- Nursing (CNA, LPN, RN)*
- Phlebotomy*
- Welding

**only offered at TRC*

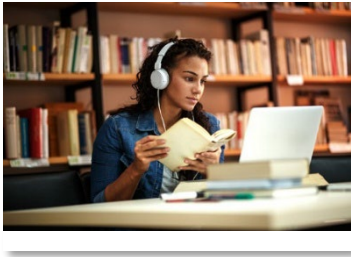
note: some healthcare programs require taking science lab courses at a different campus

Future Programs

- CNA2
- Dental Hygiene
- Onsite OIT Transfer program(s)

Campus Needs

- Offer general education and pre-requisite courses along with additional space to offer those courses to allow students to complete all coursework in signature programs
- More student spaces in A building
- Food



Rogue Online

“where learning can happen anywhere”

Our online learning allows students to take courses or complete programs anywhere. A variety of programs and courses are offered, and online services continue to expand to meet student needs. Students have virtual access to many of the same services as those attending in person classes.

Signature Programs with online degrees and/or certificates:

- Associate of Arts – Oregon Transfer
- Associate of General Studies
- Business
- Computer Support Technician
- Design and Digital Media
- Early Childhood

Future

- Work with advisory committees to determine expansion opportunities

Campus Needs

- Develop systems to better connect students who are fully remote to campus resources
- Increases faculty training, supports and technology
- Address proctoring issues and philosophy around required proctoring
- Respond to student survey and forum comments around course design inconsistency
- Create team to evaluate Blackboard Ultra and build timeline for transition to updated platform with enhanced features
- Identify services not available remotely and evaluate what we could do to make them available
- Develop Spanish language supports – Concourse, Blackboard, Student Support Pages, etc. into all Rogue Online activities
- Address accessibility issues – ALL courses and content, build into structure
- Improved admissions process to address student verification issues
- Zoom classroom improvements for remote learners

Academic Goals and Alignment to the Strategic Plan

Redwood Campus Goals:

1. Modernize Facilities: *WIG 4 Objective 10*

- Goal: Complete the planned modernization of older facilities, such as the E Building, to enhance the learning environment and support program growth.
Target: Spring 2025
 - *Congressionally Directed Spending funds utilized to support capital improvements*
 - *Perkins funds and donations utilized to secure needed equipment*
- Goal: Expand and renovate the Automotive/Transportation Technology Space to accommodate program expansion and provide state-of-the-art training facilities.
Target: Fall 2026
 - *Open new Transportation Technology Center*
- Goal: Offer GED Tests at RWC to support full program completion at single campus
Target: Fall 2024

2. Enhance Program Offerings: *WIG 3 Objective 8*

- Goal: Launch new programs in Allied Health, including Certified Nursing Assistant, Dental Assistant, Medical Assistant, Pharmacy Technician, and Phlebotomy to meet the needs of the local workforce.
Target: Spring 2025
- Goal: Introduce EMT and Human Services programs to provide students with diverse career pathways.
Target: Winter 2025 Human Services – begin offering classes
Target: Winter 2025 EMT lecture courses offered
Target: Winter 2026, EMT labs offered
- Goal: Support Evening Program offerings for working population
Target: Identify viable and needed program(s) 24/25 and offer by Fall 2026

3. Community Engagement and Partnerships: *WIG 3 Objective 7*

- Goal: Update the Rogue Bowl outdoor performing arts center for provide premiere performing space for students and create a community event space that foster community engagement and cultural enrichment.
Target: Spring 2024
- Goal: Improve outdoor fitness and recreation facilities to promote health and wellness among students and create more opportunities for courses and programming.
Target: Fall 2027

4. Expand Student Life and Support Services: *WIG 2 Objective 4*

- Goal: Enhance student life offerings and resources, including clubs, organizations, and extracurricular activities, to promote campus engagement and student well-being.
Target: 2024/2025 bring 5 new clubs or events to RWC related to co-curricular programming
- Goal: Create student spaces that support diverse, marginalized and under-represented populations
Target: Fall 2026

Riverside Campus Goals:

1. Safety and Infrastructure Improvement: *WIG 4 Objective 10*

- Goal: Implement measures to enhance safety for students, staff, and the community, including improved lighting, security systems, and emergency response protocols and increase the feeling of safety by students and staff in support of a safe and secure learning environment.
Target: Set baselines using SENSE/CCSSE 24/25
- Goal: Address parking shortages by promoting alternative transportation solutions.
Target: Fall 2025

2. Facilities Expansion: *WIG 3 Objective 9*

- Goal: Identify or construct additional office spaces and flexible-use spaces to accommodate the growing staff and support resources for students.
Target: Fall 2025
- Goal: Upgrade existing facilities to create more student-centered spaces conducive to collaboration and academic success. Create student spaces that support diverse, marginalized and under-represented populations.
Target: Fall 2026
- Goal: Upgrade existing classrooms to provide modern technology that promotes expanded delivery options and creates more flexible learning spaces
Target: Fall 2026

3. Program Expansion and Partnerships: *WIG 3 Objective 7*

- Goal: Expand onsite university partner programs and explore opportunities for new program additions or expansions to meet the diverse needs of students and workforce demands.
Target: 2 complete post RCC programs/certifications offered at HEC by Fall 2026
- Goal: Introduce a Spanish Language Early Childhood Education AAS degree to support linguistic diversity and cultural competence in early childhood education.
- Target: Fall 2025

Table Rock Campus Goals:

1. Comprehensive Program Delivery: *WIG 1 Objective 1*

- Goal: Offer general education and prerequisite courses onsite to complement signature programs, allowing students to complete all coursework in one location and streamline their educational pathway.

Target: All gen eds included in any TRC program available to take at TRC by 25/26 academic year

- *Add science labs to campus (biology with flex for future)*
- *Ensure some classrooms seat 48 to complement science labs*
- *Add large general purpose classroom 100+*
- *Add flexible use lab spaces*

2. Improved Student Life and Support Services: *WIG 3 Objective 7*

- Goal: Address the need for food services on campus to provide students with convenient dining options and enhance the overall campus experience.

Target: Fall 2026

- *Option A: Outsource commercial kitchen/catering similar to RWC*
- *Option B: Commercial Cooking Certificate program to meet both industry demand and on campus food service needs*

- Goal: Expand student spaces in the A building to provide additional study areas and resources for students across various programs.

Target: Centralized majority of student support programs by Fall 26

- *Expand facilities or remodel A building spaces*

- Goal: Create student spaces that support diverse, marginalized and under-represented populations

Target: Fall 2026

3. Program Diversification and Growth: *WIG 2 Objective 5*

- Goal: Offer automotive program

Target: Begin offering year 1 of automotive program by Fall 2026

- *Add bays/classrooms, expand TRC-A*

- Goal: Introduce new or expanded healthcare programs, such as CNA2, Dental Hygiene, and onsite OIT Transfer program(s), to meet evolving workforce demands and provide students with more options for career training in high demand healthcare field get: Dental Hygiene Accreditation by Fall 2024

Target: CNA2 or combined CNA training offered by Fall 2024

Target: Offer one complete OIT) completion program) by Fall 2027

Target: Through partnerships, offer 1 new program by Fall 2026 in high wage high demand

Rogue Online Goals:

1. Enhanced Student Support: *WIG 2 Objective 4*

- Goal: Develop systems to better connect fully remote students to campus community and resources, including academic advising, counseling, tutoring services, ASG, AZP, and clubs.
Target: Redesign digital access points to simplify entry and access for students by Spring 2026
 - *Focus on Rogue Online/Blackboard first*
- Goal: Increase faculty training and support for online instruction to ensure high-quality course delivery and student engagement.
Target: Work with TLC to outline three-year training plan by Spring 2025

2. Technology Integration and Accessibility: *WIG 4 Objective 12*

- Goal: Evaluate and transition to updated platforms, such as Blackboard Ultra, to enhance the online learning experiences for students by offering improved features and greater accessibility.
Target: Blackboard Ultra implemented by Fall 2024
 - *Provide Ultra preview at Fall 2023 Inservice*
 - *Offer opportunity for faculty to pilot Ultra in Winter 2024*
 - *Expanded faculty participation in pilot Spring 2024*
 - *Expanded paid professional development opportunities*
 - *Lab tutor training to support students*
 - *75% Summer 2024 courses offered via Ultra*
 - *Expanded paid professional development*
 - *Lab tutor training to support students*
 - *Implement Ultra Launch Party with videos and messaging to students*
 - *100% Fall 2024 courses offered via Ultra*
 - *Expanded paid professional development*
 - *Lab tutor training to support students*
- Target: Hire instructional systems support specialist (digital accessibility) by July 2024
 - *Focus on KPI accessibility targets*

3. Language and Cultural Support: *WIG 1 Objective 3*

- Goal: Integrate Spanish language supports into all Rogue Online activities, including course materials, communication platforms, and student support services, to better serve Spanish-speaking students.
Target: In collaboration with HSI Taskforce, establish needs and set targets in 24/25

Enrollment Management

High School Enrollment SEM Plan and Taskforce

Rogue Community College serves high school students primarily residing in Jackson and Josephine Counties. The two counties, known as the Rogue Valley, include 4,422 square miles and are home to a total of 309,374 residents. Jackson county is the more populated of the two with 221,644 residents and Josephine County has 87,730 residents, respectively.

There are eight school districts in Jackson County that host eighteen public schools and three private schools. There are two school districts in Josephine County that host nine public schools and at least four private schools to meet the needs of the high school students.

To align with the overarching institutional objective of achieving enrollment stability, Rogue Community College is committed to building partnerships with local high school entities to better serve our young adults. A targeted expansion of high school partnerships over the ensuing three years is imperative with focused efforts to meet goals. The High School Enrollment Taskforce set out to establish goals and benchmarks, whereby high school students would comprise a higher percentage of RCC's overall student body, and aligning with the overarching enrollment growth strategy.

RCC is heavily focused on dual credit, early college, workforce opportunities and recruitment into the First Time Fall Cohort (FTFC) in Jackson and Josephine Counties. Specialized efforts and tuition discounts have been created to expand services and offerings in order to increase student enrollment and community partnerships. An expansion of high school partnerships is focused on strategic efforts for early outreach, advising, and course alignment and offerings, all necessary to stabilize enrollments.

The High School Enrollment Taskforce established strategies connected to the following goals with specific targets and enrollment benchmarks from 2023-24 through the 2025-26 academic years.

1. Dual Credit (College Now) students will represent a larger % of the RCC student body.
2. More students will earn Early College credits while in high school.
3. Early Registration: Increase high school seniors registering for RCC classes in May for next academic year.
4. RCC will partner with local high schools to offer credit or non-credit cohorted workforce programs designed for employment within identified sector interest.
5. Increase Hispanic students enrolled in Early College and College Now courses.

While these goals and strategies align with enrollment, the work to collaborate with and build strategies with faculty exist, in order to increase CollegeNow teachers, courses and sections.

For more information about the high school enrollment Taskforce, SEM plan, and data, contact Nicole Sakraida at nsakraida@roguecc.edu.

Hispanic Enrollment Taskforce

The fastest growing demographic in the country identify as Hispanic or Latinx, and representation at Rogue Community College is important. As colleges educate our communities, the community benefits. A better educated community contributes to a more participative community, and economic upward mobility. As the demographic has grown in southern Oregon, so has the Hispanic student body at RCC. Hispanic/Latinx students represented 23.2% of the student headcount in Fall 2023-24.

Rogue Community College has been identified as an Emerging Hispanic Serving Institution (eHSI) by the Hispanic Association of Colleges & Universities and the nonprofit Excelencia in Education. The number of students who identify as Hispanic or Latinx at RCC has been growing steadily over the past decade as the state's overall Hispanic or Latinx population has grown by more than 30%. A full-time equivalent (FTE) student enrollment rate of 25% (among other eligibility requirements), would allow RCC to apply for federal grants under the Title V (Developing Hispanic Serving Institutions) program.

To reach the newly established KPI (winter 2024), the Hispanic Enrollment Taskforce will continue their work on the established strategies set forth.

KPI2.A. Number of Hispanic / Latinx students enrolled fall term in credit classes.

Target: Increase the number of Hispanic / Latinx students enrolled fall term annually by 50, from 894 (Fall 2023) to 944 (Fall 2024)

The overall enrollment efforts and strategies use to increase Hispanic and Latinx students at RCC are outlined in the Hispanic/Latinx Enrollment SEM plan. Rogue's overall rationale for pursuing this status is:

1. To enhance the quality of education and expand educational opportunities for current and future Hispanic or Latinx students, the fastest growing population in the U.S.
2. To help RCC shift from a support model that is more reactive (to changes in demography) to a more proactive, intentional model of recruitment, support and retention for Hispanic and Latinx students
3. To support current Hispanic students in a more meaningful way that increases student enrollment and student success, as well as providing more opportunities for students with varied immigration status
4. To align with RCC's core values of Diversity, Equity and Inclusion to create a welcoming learning environment that instills a sense of belonging

The work with both of these taskforces will continue to review and look to collaboration with academic programs in order to support both high school partnerships and increasing enrollment and retention of Hispanic and Latinx students.

Environmental Scanning

Environmental scanning is a crucial tool for Rogue Community College (RCC) to effectively plan and develop future programmatic offerings. By systematically examining industry trends, educational developments, and regional workforce requirements, RCC can:

1. **Recognize Changes:**
 - Identify emerging trends in various industries.
 - Understand technological advancements and shifts in job market demands.
 - Stay updated on changes in educational standards and practices.
2. **Find Gaps:**
 - Detect gaps between the skills taught in current programs and those needed in the workforce.
 - Identify underserved industries or sectors within the region.
 - Pinpoint areas where student interest is growing but program offerings are limited.
3. **Build a Strategy:**
 - Develop new programs or modify existing ones to align with industry needs.
 - Create partnerships with local businesses and organizations for practical training opportunities.
 - Ensure that graduates are equipped with relevant, in-demand skills that meet regional employment requirements.

By conducting an environmental scan, RCC can proactively adapt its curriculum and services, ensuring they remain relevant and beneficial to students and the local community. This strategic approach helps RCC fulfill its mission of preparing students for successful careers while supporting regional economic development.

Process for conducting environmental scan for existing CTE programs at RCC:

1. Data Collection

Objectives:

- Gather relevant data from various sources.
 - [Oregon Secretary of State Audit](#)
 - [CEDS](#)
 - [Oregon Talent Assessment](#)
 - [NCHEMS Study](#) - Landscape Study done for OPC/OCCA
 - LightCast data analysis tool - <https://lightcast.io/about/data>
 - State of Oregon Employment Department data- <https://www.qualityinfo.org/>
 - RCC programmatic Industry Advisory yearly or bi-annual meeting notes
 - Regional Workforce Board quarterly sector strategy meeting notes
 - Direct input from local employers
 - Data on nearest locations of similar training opportunities
 - Tuition cost of program
 - Identify the National Center for Education Statistics classification of instructional programs (CIP) codes and the U.S. Bureau of Labor and Statistics occupational (SOC) codes associated with the program

Activities:

- Review industry reports, labor market data, and educational research.
- Analyze local, state, and national trends in education and employment.
- Compare CIP and SOC codes with local job titles
- Prepare a summarized report for individual CTE department.

Output:

- Present report to the CTE Department faculty and Dean of key findings prior to department's self-study review.

2. Data Analysis-Program departments to conduct**Objectives:**

- Compare and contrast report data and key findings with programmatic information

Activities:

- Collect and report student enrollment data, completion rates, job placement rates, and licensure pass rates
- Collect and report any informal or formal student survey data
- Review and assess the relevancy and currency of curriculum and course materials
- Analyze labor market data to assess alignment with regional workforce needs.

3. Stakeholder Engagement and Strategy Development**Objectives:**

- Engage stakeholders to discuss findings and gather input
- Develop strategic recommendations based on the assessment.

Activities:

- Hold meetings or workshops with faculty, students, alumni, and/or industry partners to present findings.
- Facilitate discussions to gather feedback and suggestions for improvement.
- Formulate actionable recommendations for program improvements, including curriculum updates, new program development, and enhanced student support services.
- Prioritize initiatives based on impact and feasibility.
- Complete comprehensive program review report.
- Develop a timeline and budget for improvements towards alignment to support industry needs.

Appendix A: Participants in Development

Ann Trausch, Faculty Electronics

April Hamlin, Dean of Student Success

Bridey Mendoza Moore, Faculty Early Childhood and Elementary Education

Carmen Mons, Faculty Dental Assisting

Chiharu Sai, Faculty Music

Christina Wooten, Faculty Business

Corrie Alexander, Faculty Science

Dave McKeen, Faculty Electronics

David Koehler, Dean Health and Public Safety

Debora Coen, Faculty Humanities

Deneen Silva, Director of Nursing and Allied Health

Doug Gardner, Faculty Math

Dusty Rittenbach, Faculty Science

Erika Giesen, Faculty Social Science

Gary Heigel, Faculty Emergency Services

Jeanine Henriques, Dean of Curriculum and Academic Support

Jennifer Konarske, Faculty Allied Health

Jennifer Richards, Faculty HPER

Jim Shaw, Faculty Emergency Services

Juliet Long, Vice President Student Learning and Success

Kim Freeze, Dean of Science and Technology

Kristi Kowalski, Faculty Adult Basic Skills

Lisa Parks, Dean of Business and Workforce Development

Lori Lundine, Faculty Adult Basic Skills

Manny Pacheco, Faculty Social Science

Margaret Brewer, Faculty Nursing

Marie Maguire-Cook, Faculty

Mary Middleton, Faculty Math, RCCEA President

Melissa Polen, Faculty Business

Michael Bullard, Faculty Manufacturing

Navarro Chandler, Dean of General Education and Transfer

Nicole Sakraida, Dean of Enrollment Management

Pete Ridgeway, Faculty Automotive

Rhonda Misner, Faculty HPER

Robert Felthousen, Faculty Library

Rose Converse Soriano, Faculty Computer Science

Rusty Riis, Faculty Emergency Services

Ruth Swain, Director Small Business Development Center

Ryan Maple, Faculty Foreign Language

Sally Siebert Snyder, Assistant to VP of SLS

Steven Crum, Faculty Science

Steven Swift, Faculty Visual Arts & Design

TaiLese Roeloffs, Faculty Emergency Services

Ted Daw, Faculty Diesel Technology

Terrie Sandlin, Faculty Outcomes and Assessment

Tiffany Clarkin, Faculty Massage Therapy

Todd Giesbrecht, Faculty Welding

Verne Underwood, Faculty Humanities

Appendix B: Credit Program offerings by campus 22/23

	RWC	RVC	TRC	ONLINE 50%+	OTHER
AAOT, AGS					
ASSOCIATE OF ARTS OREGON TRANSFER	X	X		X	
ASSOCIATE OF ARTS OREGON TRANSFER - ART INTEREST					
ASSOCIATE OF ARTS OREGON TRANSFER - COMMUNICATION INTEREST					
ASSOCIATE OF ARTS OREGON TRANSFER - ELEMENTARY EDUCATION INTEREST					
ASSOCIATE OF ARTS OREGON TRANSFER - ENGLISH LITERATURE INTEREST					
ASSOCIATE OF ARTS OREGON TRANSFER - HISTORY INTEREST					
ASSOCIATE OF ARTS OREGON TRANSFER - MATH INTEREST					
ASSOCIATE OF ARTS OREGON TRANSFER - PSYCHOLOGY INTEREST					
ASSOCIATE OF ARTS OREGON TRANSFER - SOCIOLOGY/SOCIAL WORK INTEREST					
ASSOCIATE OF GENERAL STUDIES					
ASSOCIATE OF GENERAL STUDIES - ARCHTECTURE INTEREST					
ASSOCIATE OF GENERAL STUDIES - ART INTEREST					
ASSOCIATE OF GENERAL STUDIES - BIOLOGY INTEREST					
ASSOCIATE OF GENERAL STUDIES - CHEMISTRY INTEREST					
ASSOCIATE OF GENERAL STUDIES - GEOLOGY INTEREST					
ASSOCIATE OF GENERAL STUDIES - PHYSICS INTEREST					
ASSOCIATE OF GENERAL STUDIES - PRE-PROFESSIONAL MEDICINE INTEREST					
OREGON TRANSFER MODULE					
APPLIED TECHNOLOGY PATHWAY					
AUTOMOTIVE TECHNOLOGY AAS	X				
AUTOMOTIVE TECHNOLOGY: AUTOMOTIVE SPECIALIST	X				
COMPUTER SUPPORT TECHNICIAN	X		X	X	
COMPUTER SUPPORT TECHNICIAN: COMPUTER SOFTWARE SPECIALIST	X		X	X	
DIESEL TECHNOLOGY AAS			X		
DIESEL TECHNOLOGY: DIESEL SPECIALIST			X		
ELECTRONICS TECHNOLOGY AAS	X		X		

ELECTRONICS TECHNOLOGY: ELECTRONICS TECHNICIAN	X		X		
EMBEDDED SYSTEMS TECHNICIAN	X		X		
HIGH TECHNOLOGY STUDIES	X		X		
INDUSTRIAL WELDING TECHNOLOGY AAS	X		X		
INDUSTRIAL WELDING TECHNOLOGY CERT	X		X		
INDUSTRIAL WELDING TECHNOLOGY: WELDER'S HELPER	X		X		
INDUSTRIAL WELDING TECHNOLOGY: GTAW WELDER	X		X		
INDUSTRIAL WELDING TECHNOLOGY: SMAW WELDER	X		X		
INDUSTRIAL WELDING TECHNOLOGY: WIRE WELDER	X		X		
MANUFACTURING/ ENGINEERING TECHNOLOGY AAS			X		
MANUFACTURING/ ENGINEERING TECHNOLOGY TRANSFER TO OREGON TECH			X		
MANUFACTURING/ ENGINEERING TECHNOLOGY: CNC TECHNICIAN			X		
MANUFACTURING/ ENGINEERING TECHNOLOGY: CNC OPERATOR			X		
ARTS, HUMANITIES, COMMUNICATION PATHWAY					
DESIGN AND DIGITAL MEDIA AAS	X		X	X	
DESIGN AND DIGITAL MEDIA CERT	X		X	X	
DESIGN AND DIGITAL MEDIA: ADOBE® APPLICATIONS TECHNICIAN	X		X	X	
DESIGN AND DIGITAL MEDIA: SOCIAL MEDIA TECHNICIAN	X		X	X	
DESIGN AND DIGITAL MEDIA: UI-UX TECHNICIAN	X		X	X	
DESIGN AND DIGITAL MEDIA: VIDEO PRODUCTION TECHNICIAN	X		X	X	
EMERGING MEDIA AND DIGITAL ARTS TRANSFER TO SOU	X		X	X	
DIGITAL CINEMA TRANSFER TO SOU	X		X	X	
BUSINESS PATHWAY					
BUSINESS ASOT				X	
BUSINESS ASSISTANT (Three tracks: Admin Support, Actg Asst, Asst Mgr)				X	
BUSINESS ASSISTANT BUSINESS AND INFORMATION SPECIALIST				X	

BUSINESS ASSISTANT: CUSTOMER SERVICE				X	
BUSINESS ASSISTANT: RETAIL SALES AND SERVICE				X	
BUSINESS ASSISTANT: SMALL BUSINESS MANAGEMENT				X	
BUSINESS TECHNOLOGY AAS				X	
BUSINESS TECHNOLOGY: ACCOUNTING OPTION				X	
BUSINESS TECHNOLOGY: MANAGEMENT/ MARKETING OPTION				X	
BUSINESS TRANSFER TO SOU				X	
HEALTH PROFESSIONS, PUBLIC SAFETY PATHWAY					
BASIC HEALTH CARE	X		X	X	
DENTAL ASSISTANT			X		
FIRE SCIENCE AAS			X		
FIRE SCIENCE: FIREFIGHTER			X		
HEALTH AND PHYSICAL EDUCATION TRANSFER TO SOU	X		X	X	
HEALTH INFORMATICS TRANSFER TO OREGON TECH			X	X	
MASSAGE THERAPY CERT	X				
MASSAGE THERAPY: ENTRY-LEVEL THERAPIST	X				
MEDICAL ASSISTANT	FALL?		X	X	
MEDICAL ASSISTANT: PHLEBOTOMY	FALL?		X	X	
MEDICAL OFFICE ASSISTANT			X	X	
NURSING AAS			X		
OUTDOOR ADVENTURE LEADERSHIP TRANSFER TO SOU	X				
PARAMEDICINE AAS			X		
PARAMEDICINE: EMERGENCY MEDICAL SERVICES			X		
PARAMEDICINE: EMERGENCY MEDICAL SERVICES: EMT			X		
PHARMACY TECHNICIAN	FALL?		X		
PRACTICAL NURSING			X		
SCIENCE, ENGINEERING AND MATH PATHWAY					
COMPUTER AND EMBEDDED SYSTEMS ENGINEERING TECHNOLOGY TRANSFER TO OREGON TECH	X		X	X	
COMPUTER SCIENCE ASOT	X		X	X	
COMPUTER SCIENCE TRANSFER TO SOU	X		X	X	

CYBERSECURITY TRANSFER TO OREGON TECH	X		X	X	
ENGINEERING TRANSFER TO OREGON TECH - CIVIL		X		X	
ENGINEERING TRANSFER TO OREGON TECH - ELECTRICAL		X		X	
ENGINEERING TRANSFER TO OREGON TECH - MECHANICAL		X		X	
ENGINEERING TRANSFER TO OREGON TECH - RENEWABLE ENERGY		X		X	
INFORMATION TECHNOLOGY TRANSFER TO OREGON TECH	X		X	X	
SOFTWARE ENGINEERING TECHNOLOGY TRANSFER TO OREGON TECH	X		X	X	
SOCIAL AND BEHAVIORAL SCIENCE, EDUCATION PATHWAY					
EARLY CHILDHOOD DEVELOPMENT TRANSFER TO SOU	X	X		X	
EARLY CHILDHOOD EDUCATION AAS	X	X		X	
EARLY CHILDHOOD EDUCATION CERTIFICATE	X	X		X	
EARLY CHILDHOOD EDUCATION/ BASIC	X	X		X	
EARLY CHILDHOOD EDUCATION/ INTERMEDIATE	X	X		X	
ELEMENTARY EDUCATION TRANSFER TO SOU	X	X		X	
FAMILY SUPPORT SERVICES AAS	X	X		X	
FAMILY SUPPORT SERVICES CERT	X	X		X	
FAMILY SUPPORT SERVICES CPC	X	X		X	
HUMAN SERVICES AAS	X	X		X	
HUMAN SERVICES: ALCOHOL AND DRUG COUNSELOR	X	X		X	
HUMAN SERVICES TRANSFER TO SOU	X	X		X	
SUSTAINABLE COMMUNITY DEVELOPMENT FOCUS AWARD	X	X		X	
APPRENTICESHIPS					
APPRENTICESHIP: CONSTRUCTION TRADES, GENERAL APPRENTICESHIP (AAS)			X		
APPRENTICESHIP: CONSTRUCTION TRADES, GENERAL APPRENTICESHIP (CERT)			X		
APPRENTICESHIP: CONSTRUCTION TRADES, GENERAL APPRENTICESHIP, ASSEMBLER PRE-ENGINEERED METAL BUILDINGS CPC			X		

APPRENTICESHIP: ELECTRICIAN APPRENTICESHIP TECHNOLOGIES (AAS)			X		
APPRENTICESHIP: ELECTRICIAN APPRENTICESHIP TECHNOLOGIES (CERT)			X		
APPRENTICESHIP: ELECTRICIAN APPRENTICESHIP TECHNOLOGIES LIMITED ELECTRICIAN APPRENTICESHIP TECHNOLOGIES CC (CERT)			X		
APPRENTICESHIP: INDUSTRIAL MECHANICS/MAINTENANCE TECHNOLOGY (AAS)			X		
APPRENTICESHIP: INDUSTRIAL MECHANICS/MAINTENANCE TECHNOLOGY (CERT)			X		
APPRENTICESHIP: INDUSTRIAL MECHANICS/MAINTENANCE TECHNOLOGY MECHANICAL MAINTENANCE APPRENTICESHIP CPC			X		
OTHER PROGRAMS					
NON CREDIT TRAINING CERTIFICATE: CERTIFIED PRODUCTION TECHNICIAN			X		
COMMERCIAL TRUCK DRIVING			X		
CERTIFIED NURSING ASSISANT	X		X		

Appendix C: Workforce Development (non-credit)

Rogue Community College is committed to responding to workforce demands within our service areas and surrounding rural communities who gain employment in those areas. Responding to workforce demands includes providing programs that support the pipeline to high-demand jobs that economically drive the region. Non-credit programs and courses can respond quicker to industry demands than traditional for-credit programs.

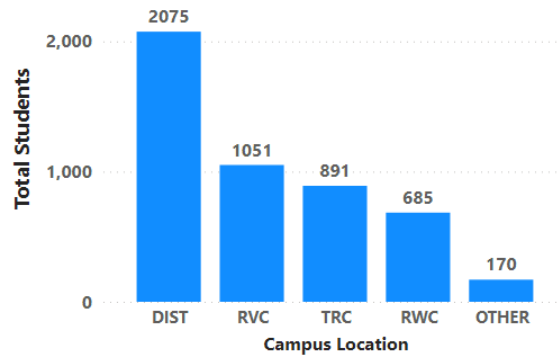
Programs that provide qualified workers in high-demand jobs include Commercial Truck Driving (for both class A and class B,) Certified Nursing Assistant, Peer Support Specialist, Community Health Worker, Real Estate Broker Licensure, and Property Management Licensure. Other non-credit courses that are designed to skill-up incumbent workers include Wildland Fire training and Forklift Operator Safety. Other non-credit courses are designed to keep employees in compliance such as Water and Wastewater certificate renewal and various continuing education units courses with targeted content for specific industry needs such as massage therapy and human services units.

Growing and expanding workforce training programs and courses at RCC requires strong industry partnerships that include utilizing employer spaces when applicable, such as with practicum experiences such as clinicals with Nursing Assistant that take place in skilled nursing facilities. Challenges with space include large equipment such as Commercial Truck Driving, which currently resides at TRC but requires space for students to practice backing up and parking which cannot be accommodated on campus currently. Renting space in large areas that have appropriate specs to handle large trucks and trailers in regards to weight and square footage is difficult because industry needs their spaces. Other considerations and expenses are managed in Commercial Truck Driving training to ensure students having a safe and accessible learning space including renting and placing bathrooms and having access to safe water sources for off-site training activities. To grow workforce programs that support industry demands will require thoughtful and strategic integration into traditional planning policies and procedures.

Appendix D: Students Attending at Each Campus 22/23

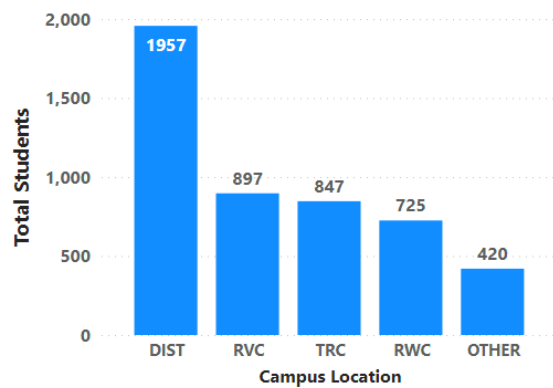
Fall 2022

Total Students Attending Each Campus*



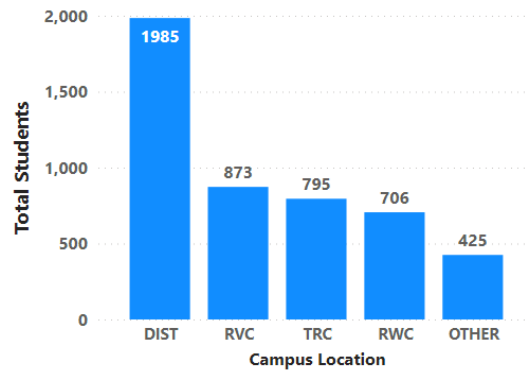
Winter 2023

Total Students Attending Each Campus*



Spring 2023 as of 3/30/23, registration still in progress

Total Students Attending Each Campus*



Note: Students may attend multiple instructional locations, thus could be counted individually at each location.