

**CO**

**CC**

Central

Oregon

Community

College

**LONG-RANGE PLAN**

College Way

Bend, OR 97701

(503)-382-6112

Central Oregon Community College

Long Range Plan

Adopted December 9, 1981

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CENTRAL OREGON COMMUNITY COLLEGE  
LONG-RANGE PLAN

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This revision of the Central Oregon Community College Long Range Plan has come about largely through the efforts of the Long Range Plan Steering Committee. The Committee was established by the Board of Directors to examine the various factors which impact upon the College and to make recommendations about the general directions in which it felt the College should be moving. The membership of the Committee was broadly representative of the major interest groups within the College family, and, as such, brought to the process a diversity of viewpoints about the College. It included students, faculty, classified staff, administrators, members of the Governing Board, and members of the public.

The members of the Committee devoted many hours of their personal time to discussion and debate about those economic, demographic, and other factors which will shape the College over the next few years, and in recommending general directions for the College and a broad framework within which short range decision making could take place.

It was clearly the intent of the Committee that the Long Range Planning document was a working document which should serve as a base from which regular and on-going planning would proceed. As a working document it will be reviewed and revised as changing conditions are more clearly understood, and as their impacts upon the College are realized.

I would like to thank all of those who served on this Committee for their willingness to devote their time and effort to help the College. Their assistance with this project will provide the groundwork for future planning and decision making at the College.

  
Frederick Boyle

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## CHAPTER I

### Introduction

In 1974, Central Oregon Community College adopted a ten-year Long Range Plan which has provided direction and focus for the school since that time. However, in the years since that document was adopted, many changes have taken place in the College, the people it serves, and in the environment in which the College exists. Therefore, it has been appropriate for the College to examine, once again, its hopes and aspirations and to propose to the Board of Directors a reaffirmation of those goals and objectives which are still of service to the Institution and the community as well as the adoption of new directions where conditions seem to warrant.

Rewriting the Central Oregon Community College Long Range Plan provides the Institution with an opportunity to re-examine the basic tenants under which it has existed over the past 30 years. It is an opportunity to look at the Institution's basic philosophy, purposes and goals and to make whatever modifications might seem appropriate to insure that it continues to provide high quality post-secondary educational opportunities and services to the citizens of Central Oregon.

It is an opportunity to examine the resources available to the College and to the environment in which the College exists. It is these factors which define the starting point from which future directions must be derived.

Most importantly, it is an opportunity to try to anticipate the post-secondary educational needs of Central Oregon over the next few years and begin to develop the programs and structures which will enable the College to respond effectively to the changing needs of the residents of its District.

It is important to note that because the College exists in an environment which is not static, the specific activities and future directions out-

lined in any planning document tend to become obsolete well before the end of the period covered by the plan. As a result, this document must be examined in the light in which it was created. It is not intended to be an absolute indicator of where the College should be at the end of the planning period. It is a set of recommendations concerning the general directions in which it appears the College should be going.

Although it can be stated that the basic philosophy and purposes of COCC will probably remain constant, as new opportunities and challenges present themselves over the planning period, the College has an obligation to the citizens of its district to make changes in the specific directions and programs which will best meet district post-secondary educational needs as effectively as is possible within budgetary constraints.

It is expected that the Board will review and revise the recommendations contained in this document regularly over the next five years to insure that it continues to reflect the changing needs of Central Oregon.

#### Statement of Purpose

The statement of purpose which appeared in the 1974 Long Range Plan is as follows:

"The strength of a democratic society rests on the base of an intelligent citizenry. Central Oregon Community College is one of the many institutions of higher learning contributing to this base. The College's charge given to COCC by residents of the District at the time of its formation, is to provide post-high school and adult-level educational opportunities to all who seek them.

In meeting this charge, COCC attempts to fulfill the role inherent in its name--that of a truly 'comprehensive' community college.

COCC therefore offers programs to:

1. Provide one and two-year programs of transferable College

- work for those who seek a baccalaureate degree.
2. Provide two-year technical programs for those individuals who seek employment as technicians.
  3. Provide one-year vocational programs for those individuals who seek employment in the trades.
  4. Provide a wide range of courses for individuals who wish to enrich their lives through learning but who do not seek a full-time curriculum program.
  5. Provide various financial, academic, counseling, health, and other personal services to students in order that they have every opportunity to succeed in their chosen program."

The 1974 Plan then went on to compare the efforts of COCC against a list of twelve suggestions made by the Carnegie Commission on Higher Education. In every category, COCC had either taken steps to comply with the suggestions of the Commission or was in the process of undertaking activities designed to address the concerns of the Commission.

In the six years since the 1974 Plan, the College has continued to respond to the educational needs of the citizens of its district in ways which are consistent with the original statement of purpose and the Carnegie Commission suggestions. While the major emphasis of the College has remained consistent since its first statement of purpose, the mission statement being suggested here has been revised somewhat to reflect the changing nature of the community and the students attending COCC. It is also intended to reflect more accurately the actual scope of the College in its relationship with the community.

#### Mission Statement

The mission of Central Oregon Community College is to provide post-high school and adult level educational opportunities for all members of the community who are capable of benefitting from instruction, in the following areas:

1. Transfer/Lower Division Education - Courses and programs paralleling the lower division courses of the Oregon State Colleges and Universities.
2. Occupational-Vocation-Technical Education - Occupational/vocational training and retraining programs for technicians or skilled workers; skills upgrading for those currently employed, and apprenticeship training.
3. Continuing and Community Education - A wide range of educational experiences for individuals who seek to enrich and improve their lives.
4. Student Personnel Services - Programs and services designed to support and enhance a learner's ability to benefit from instruction.
5. Community Service - Resources and facilities to support and develop community-based activities which are educational or learning-oriented in the broadest possible sense.

In addition to a statement of purpose, the 1974 Plan contained goals for the Decade 1974-1984. These goals were as follows:

1. Service to the Community - Central Oregon Community College will undertake a major effort to broaden and extend its educational and cultural programs and services to make them more accessible to the residents of the District.
2. Institutional Excellence - Central Oregon Community College shall make every reasonable effort to assure that each of its programs and services is of the highest possible quality.
3. Diversity and Flexibility - Central Oregon Community College will offer programs of formal instruction of one and two-year duration; workshops of short duration, seminars, and a variety of other formal and informal learning and cultural opportunities of sufficient diversity, and in a sufficient variety of locations, to be responsive to the changing needs of the area and the people the College serves.
4. Service for Students - In addition to the classroom instruction-

al services provided for students, the College will provide a range of student activities, support services, and guidance services so that students may achieve those short-term and long-term goals which are important to them and to the educational process.

5. Management - The administrative officers of Central Oregon Community College will provide a high level of services to the faculty, staff, and students of the College consistent with appropriate statutes, policies, and good management practices. The administration will manage the resources of the College in an effective and efficient manner and provide reports to its constituents of the management process.

For the next five year period, these same basic goals of the College have been restated:

It shall be the goal of Central Oregon Community College:

1. to make learning opportunities available to the greatest number of residents of the District consistent with course and program qualification requirements.
2. to admit to the College high school graduates or other eligible individuals who can profit from the instruction offered.
3. to provide services for students which will enable them to enrich their personal and educational experiences.
4. to maintain a variety of high quality courses and programs while providing maximum flexibility.
5. to provide educational services to students at a reasonable percentage of their cost.
6. to make programs responsive to individual, community, and regional needs.
7. to assure regular citizen participation in the affairs of the College.
8. to establish a financial base for the College to enhance planning and stability.
9. to build, remodel and maintain the physical facilities and grounds of the College so they are serviceable, accessible, aesthetically pleasing and energy efficient.



## CHAPTER II

This chapter will provide an overview of the historical development of Central Oregon Community College as well as a view of important physical, economic, and demographic characteristics of Central Oregon which must be taken into consideration in the development of the College.

### History

Central Oregon Community College is the oldest community college in Oregon, having been founded in 1949 as a cooperative venture between the General Extension Division of the Oregon State System of Higher Education and the Bend public school system.

The College functioned under the provisions of the "Dunn Bill," an Oregon statute allowing a public school district to enter into a contract with the General Extension Division to provide lower-division college courses.

From that first year until 1957, the Bend public school system provided the sole financial support for the College. In 1957, a new Oregon law provided for state funding in the amount of \$150 for each full-time community college student.

In 1962, residents of the six Central Oregon counties approved formation of the "Central Oregon Area Education District" as allowed under the 1959 Oregon law providing for the creation of community college districts. The measure was approved by a margin of 4,692 to 1,362.

The district, whose name was later changed to the "Central Oregon Community College District," consists of Crook, Deschutes, and Jefferson counties, the northern portions of Klamath and Lake counties, and that portion of the Warm Springs Indian Reservation lying within Wasco County. The district encompasses 9,565 square miles.

In 1963, construction began on the first phase of the present COCC campus and the first classes on the new campus were held in the Fall term of 1964.

The College gained its first formal accreditation from the Northwest Association of Secondary and higher schools in 1967 and is scheduled for a re-accreditation visit in the Spring of 1982.

Under Dr. Don Pence, COCC's first full-time director and president (1953-1967), and now under Dr. Frederick H. Boyle, its second chief executive, the institution has built an enduring reputation for academic quality and responsible fiscal management.

### Site

The COCC campus is located on a 193-acre site on the western slope of Awbrey Heights, two miles west of Bend.

The initial 120 acres of the site was a gift from Robert L. Coats family of Bend. An additional 20 acres was a gift from Elaine Mooers. Five acres of land at the top of Awbrey Butte was purchased as an observatory site. In July of 1974, an additional 48 acres of land was purchased adjoining the western boundary of the campus.

The campus is divided by College Way, the only traffic artery now serving the campus and a private residential area to the north. College way was constructed by Deschutes County in 1964, but legal responsibility for it now rests with the City of Bend.

A plat of the campus site can be found in Appendix A.

### Facilities

The main campus of COCC consists of twenty structures. Of these, thir-

teen are permanent buildings, three are modular units, and three are converted mobile homes. The remaining structure is a small greenhouse.

Three of the permanent buildings are located below College Way. These are Ponderosa Hall (vocational-technical programs), Mazama Physical Education Center, and the Maintenance Building. The remaining permanent buildings (Metolius Hall, Jefferson Hall, Deschutes Hall, Modoc Hall, Ochoco Hall, Explorer Learning Resources Center, Grandview Student Center, Juniper Residence Hall, Pioneer Hall, and the greenhouse) are located above College Way.

The most recent additions to the campus facilities include Pioneer Hall, completed in 1976, and a new addition to Ochoco Hall recently completed. Both Pioneer Hall, a facility designed to accommodate instruction in Business, Mathematics, the Social Sciences, Office Management and Medical Records Technology, and the new wing of Ochoco, designed to provide expanded space for the Sciences and Nursing, represent the accomplishment of specific high priority construction goals outlined in the 1974 Plan.

As a further example of the extent to which the 1974 Long Range Plan for facilities continues to serve the College, the Board of Directors recently approved construction of a multi-use facility to be used as a "theater/fine arts gallery". This facility is presently under construction as an addition to Pence Hall. The current design calls for the eventual joining of Jefferson Hall with Pence Hall through the new addition at a later time.

Although one of the "A" priorities in the 1974 Plan was the construction of Community Education facilities in several communities throughout the District, economic and other conditions have dictated against this taking place. Instead, the College has leased office space and instructional facilities in the major population centers in the District to serve the needs of those residents. Presently these are offices staffed, at least

part-time, in Warm Springs (donated space), Madras, Prineville, Redmond, Sisters, La Pine, and Gilchrist.

Appendix B contains a list of the current campus buildings, their total square footage and the number and type of teaching stations available.

Appendix C provides campus maps and the relative location of each of the campus buildings.

### Programs

Since its beginning in 1949, COCC has evolved from "junior college", providing only transfer oriented courses, into a truly comprehensive community college offering courses equivalent to the first two years of a Bachelor's Degree, courses in vocational and technical specialties, and other courses to meet the specific educational needs of the residents of the District.

Many of the courses which transfer to upper division colleges and universities have been organized into programs with special emphasis or "majors". The current catalog lists forty-one areas where students can work toward a major emphasis. These include:

- Anthropology
- Art
- Biological Sciences
- Botany
- Business
- Business Administration
- Business Education
- Chemistry
- Computer Science
- Criminal Justice
- Early Childhood Education
- Economics
- Education
- Engineering
- English
- Fisheries and Wildlife
- Foreign Languages

Forestry  
French  
General Science  
Geography  
Geology  
German  
Health Education  
History  
Home Economics  
Horticulture  
Literature  
Mathematics  
Music  
Philosophy  
Physical Education  
Physical Science  
Physics  
Political Science  
Pre-professional (Law, Medicine, Dentistry, Pharmacy)  
Psychology  
Secretarial Science  
Sociology  
Speech  
Theater  
Zoology

For students completing all requirements in these areas, the College awards an Associate of Arts degree.

The Associate of Science Degree is awarded to students completing required studies in any one of eleven technical areas. These areas include:

Automotive Technology  
Business Technology  
Electronics Technology  
Electro-Mechanical Technology  
Industrial Technology  
Health Records Technician  
Legal Secretary  
Medical Secretary  
Office Clerical Training  
Office Machine Technician  
Registered Nurse

In addition to full two-year technical programs, students may choose vocational programs of one year duration or less in the following areas:

Automotive Mechanics

Automotive Parts Sales  
Drafting  
Industrial Mechanics  
Licensed Practical Nurse  
Machine Shop  
Nurse Assistant  
Office Clerical  
Health Records Curriculum  
Admissions Clerk  
Ward Clerk  
Health Records Clerk  
Medical Records

Successful completion of these programs results in the award of a Certificate of Completion.

Courses which are intended basically to meet the specific education needs of the District are not arranged into identifiable "programs," as each is able to stand alone. The College is authorized by the State of Oregon to teach over 400 courses which are eligible for reimbursement; although the College has not had sufficient local demand to actually teach all of these approved courses. In addition to the reimbursable courses the College is authorized to teach, the College offers courses which are not eligible for State reimbursement if the demand is sufficient to make them self-supporting. The only limitation on these offerings is that there must be a minimum enrollment and that a qualified instructor is available. Offerings in this category include courses such as landscape painting for the general public, management workshops designed for special interest groups, and adult basic education for citizens who would like to complete a high school diploma or obtain a GED certificate.

#### Enrollment

Of the 170 students enrolled in one or more courses during the first term of COCC's operation in 1949, twenty-six were listed as being full-time. In that first effort to provide post secondary educational opportunities for the residents of Central Oregon, nine courses were offered - all of them intended to transfer.

Recent enrollment statistics reveal how much the College has matured over the last thirty years. In the 1979-80 school year, over 7500 different people were enrolled in one or more classes offered by COCC. This includes people enrolled in all of the College's four major instructional areas: transfer, vocational-technical, developmental, and community education. In the Fall term of 1980, there were about 2,137 students enrolled in credit courses while 1,952 students enrolled in non-credit offerings of the College.

Perhaps a more significant indicator of institutional growth is the student full-time equivalent (FTE) figures for recent years. In 1974-75, the year the last Long Range Plan was approved, the College had a total of 1383 FTE. This was distributed as follows: 669 in transfer courses, 380 in vocational-technical courses, and a total of 334 in developmental and non-credit courses. In contrast, enrollment in 1979-80 totaled 1607 FTE distributed as follows: 754 in transfer courses, 386 in vocational-technical courses, 167 in developmental courses and 222 in community education (non-credit) courses.

Appendix D indicates specific enrollment figures for each of the last 14 years along with charts indicating enrollment distributions over the period.

### Staff

As enrollment has increased so, also, has the size of the professional and support staff required to serve the needs of students. In 1949, COCC operated with four part-time, lower division instructors who divided their time between Bend and Klamath Falls. Currently, the College boasts a staff of sixty-nine full-time professional instructors, counselors and librarians; 20 full-time professional administrative staff; three Program Aide III's and 63 classified employees. These figures do not include the many part-time instructors used for credit and non-credit courses nor does it reflect part-time or full-time administrative or support positions fund-

ed through external grants or contracts.

The current organization charts appear as Appendix E.

### The Physical Environment

The Central Oregon Community College District consists of Crook, Deschutes, Jefferson counties, the northern portion of Klamath and Lake Counties, and that portion of the Warm Springs Indian Reservation lying within Wasco County. This area not only approximates what could be termed as "Central Oregon" from a standpoint of geographical centrality in Oregon, but it also coincides with an area where lumbering, agriculture, and tourism are the main economic activities.

A variety of landforms are found in the COCC District. The high Cascades, which border the western part of the region, divide Eastern and Western Oregon in more ways than one. Western Oregon, which covers about 1/3 the area of the State, contains 86.5 percent of the population. This western part of the State "enjoys" the mild, moist, temperate, marine climate for which Oregon is noted. Vegetation is green, lush, and quite dense in places. The growing season is favorable for a variety of mid-latitude fruits and vegetables. Heavy stands of Douglas Fir provide basis for a widespread lumber industry. Portland, located at the confluence of the Columbia and the Willamette Rivers, has become the prime city of Oregon, with a wide range of commercial and industrial activities.

Central Oregon, by way of a contrast, is sparsely populated. The region has a dry, continental climate, one marked with low precipitation (10"-20") except in areas adjacent to the Cascades and on the windcovered slopes of the Ochocos and the Paulinas. Most of the precipitation falls during the October through March period, with Bend (12" precipitation) receiving on an average of about 3 feet of snow in the period. The growing season varies from about 90 days at Bend to 100 days at Redmond, 112 at Prineville, and 120 days at Madras. Frosts can occur any month of the year in Central Oregon. Consequently, farm produce consists mainly



of such crops as small grains, potatoes, hay, and mint. Grazing of livestock is important in areas receiving irrigation.

The Deschutes, Crooked, and Metolius Rivers drain much of Central Oregon, and, prior to converging at Billy Chinook Reservoir, each provides opportunities for fishing, often in scenic settings. Throughout the COCC District, landforms include snow-capped, glaciated, volcanic peaks, deeply dissected plateaus, picturesque buttes, rolling hills, and pumice or lava-covered plains.

The extensive forest lands of Central Oregon form the basis for logging operations which, in turn, support lumber and wood products industries in Bend, Redmond, Madras, Prineville, Gilchrist, La Pine, and Warm Springs.

#### Population and Employment in Central Oregon

While the College serves all or parts of six counties, the major population and employment centers are located in Crook, Deschutes and Jefferson Counties. Some feel for the degree to which population is concentrated in the three counties may be gained from the following statistics published by the Bend Chamber of Commerce. Based on preliminary census figures for 1980, the Central Oregon market area, approximately the same area as the College District, has an estimated population of 89,376, of which Deschutes, Crook, and Jefferson Counties account for 84,676 people, or over 94% of the total.

Because most available population and employment statistics are county based, the following discussion will focus on the three counties which fall entirely within the College District.

#### Population

Population statistics for the three Central Oregon Counties have indicated a consistent pattern of growth over the last 40 years. In recent years, as can be seen in the following figures, the rate at which the area has grown has increased substantially.

County	1940	1950	1960	1970	1980*	% Increase	
						1940/80	1970/80
Crook	5,533	8,991	9,430	9,985	12,900	133.1	29.2
Deschutes	18,631	21,812	23,100	30,442	60,664	225.6	99.3
Jefferson	2,042	5,536	7,130	8,548	11,112	444.2	30.0

\*1980 preliminary census figures

These figures point out that in the period between 1940 and 1950, the population of the three Counties grew by 10,133 people or an increase of over 38%. In contrast, between 1970 and 1980, the population grew by 35,701 people - an increase of almost 73%. For comparison purposes, between 1940 and 1950, the entire State of Oregon grew in population by almost 40% while the growth between 1970 and 1980 was just over 25%.

Examination of the figures shows that the population in each of the Central Oregon Counties has grown by a greater percentage than the State as a whole, with Deschutes County showing the largest percentage increase, a growth in population over the last decade of just under 100%.

Within Deschutes County, the city of Bend and its surrounding areas have grown very rapidly, accounting for a large proportion of the total County growth. This is evidenced both in the increasing number of subdivisions and mobile home parks and in the expanded number and variety of retail businesses located in the Bend area. Within the last two years, two new major shopping centers and several smaller specialty centers have opened for business.

Two rather unique characteristics related to the population of Central Oregon include the fact that the area, already identified for its scenic beauty and for its recreational facilities, has witnessed an influx of retirees and has seen the growth and development of three large resorts which cater to those looking for a second home or condominium. These resorts - Black Butte Ranch, Inn of the Seventh Mountain, Sunriver, plus Kah-Nee-Tah, operated by the Confederated Tribes of Warm Springs - also attract many tourists, and (except for Black Butte Ranch), each houses

conventions.

The second characteristic is that, in addition to the large number of retired people who have decided to make Central Oregon their home, there is also a large group of younger people who have moved into the area because of its many natural and recreational attractions. This growth in population in the child bearing age group has caused the local public school systems to be faced with substantially increasing student populations. This is contrary to major national trends where public school enrollments are increasing more slowly than in the past and often show an actual decrease in student population.

#### Public School Enrollment Within the COCC District

With the growth of the Central Oregon population so, too, have the public school enrollments in the area grown. Figures substantiating this are included below for the major school districts in the COCC service area. Close examination of these figures will highlight the fact that the most rapidly growing districts are located in the Bend, Redmond, and Sisters areas.

Year	Bend	Redmond	Crook County	Jefferson County	Gilchrist	Culver	Sisters
1969	4704	2481	2498	2127	414	271	*
1970	4888	2704	2418	2115	415	249	*
1971	5111	2949	2441	2131	436	277	*
1972	5344	3148	2530	2135	439	284	*
1973	5523	3304	2630	2215	429	292	*
1974	5683	*	2541	2314	453	304	165
1975	5788	3306	2528	2243	453	305	164
1976	6113	3488	2446	2255	449	321	197
1977	6595	3618	2424	2447	475	312	238
1978	7216	3915	2451	2349	494	307	288
1979	7388	4064	2418	2403	487	310	313
1980	7553	3850	2420	2345	492	303	401

\*Unavailable at the time of this study

As can be seen from the newspaper article in Appendix F, the Bend public school system expects that the pattern of growth established over the past few years will continue well into the future. They are projecting the need for thirteen additional schools by the end of the century. Of the two newest facilities, a junior high and high school, the high school is presently operating near its rated capacity and the junior high is actually over its rated capacity.

The article also points out the growth expected in the Redmond School District over the next few years - a rate of almost 6% per year.

The fact that there is a relationship between public school enrollment and enrollment statistics at the College is illustrated by the figures below. While the relationship is not precise, there can be little doubt that the number of high school graduates and the percentage of that group deciding to attend COCC effects the enrollment of the College. The statistics compare the number of students in grade 12 for the large high school districts served by COCC with the head count of COCC's students attending the following Fall term and listing high school attended.

Bend Schools

Year	Grade 12	COCC/Fall Term	Percent
1969	375	248 (1970)	66.1
1970	358	227 (1971)	63.4
1971	357	212 (1972)	59.4
1972	353	220 (1973)	62.3
1973	425	277 (1974)	65.2
1974	400	246 (1975)	61.5
1975	399	249 (1976)	62.4
1976	463	277 (1977)	59.8
1977	465	264 (1978)	56.8
1978	532	329 (1979)	61.8
1979	487	345 (1980)	70.8
1980	541	356 (1981)**	65.8

\*\*2nd Week Enrollment Figures

Jefferson County Schools

<u>Year</u>	<u>Grade 12</u>	<u>COCC/Fall Term</u>	<u>Percent</u>
1969	138	35 (1970)	25.4
1970	141	40 (1971)	28.4
1971	137	45 (1972)	32.8
1972	128	59 (1973)	46.1
1973	119	33 (1974)	27.7
1974	138	45 (1975)	32.6
1975	126	55 (1976)	43.6
1976	116	29 (1977)	25.0
1977	150	29 (1978)	19.3
1978	158	54 (1979)	34.2
1979	184	76 (1980)	41.3
1980	132	61 (1981)**	46.2

Crook County Schools

<u>Year</u>	<u>Grade 12</u>	<u>COCC/Fall Term</u>	<u>Percent</u>
1969	200	62 (1970)	31.0
1970	283	51 (1971)	18.0
1971	169	40 (1972)	23.7
1972	165	48 (1973)	29.1
1973	167	58 (1974)	34.7
1974	166	69 (1975)	41.6
1975	149	72 (1976)	48.3
1976	158	68 (1977)	43.0
1977	165	61 (1978)	37.0
1978	177	79 (1979)	44.6
1979	188	68 (1980)	36.2
1980	180	73 (1981)**	40.6

Redmond Schools

<u>Year</u>	<u>Grade 12</u>	<u>COCC/Fall Term</u>	<u>Percent</u>
1969	176	101 (1970)	57.4
1970	179	84 (1971)	46.9
1971	162	85 (1972)	52.5
1972	198	88 (1973)	44.4
1973	178	100 (1974)	56.2

\*\*2nd Week Enrollment Figures

Redmond Schools (Cont.)

<u>Year</u>	<u>Grade 12</u>	<u>COCC/Fall Term</u>	<u>Percent</u>
1974	*	103 (1975)	*
1975	234	132 (1976)	56.4
1976	252	129 (1977)	51.2
1977	241	94 (1978)	39.0
1978	272	125 (1979)	46.0
1979	302	130 (1980)	43.0
1980	291	131 (1981)**	45.0

\*Unavailable at the time of the survey

\*\*2nd Week Enrollment Figures

Although a significant proportion of the enrollment at the College consists of recent high school graduates, the trend toward more older students returning to school after an absence from the educational system of several years tends to moderate the direct influence of the number of high school graduates on the enrollment of the College. There are indications that as many as 45-50% of the full-time credit students enrolled have been out of high school one year or more before first enrolling at COCC. As a result, the total enrollment at the College may depend almost as much on employment and economic trends as it does on high school enrollments.

Employment and Economic Trends in Central Oregon

One of the most reliable sources for information about employment and economic trends in Oregon is the Annual Economic Report drafted for each Oregon county by the regional manpower economist of the Oregon State Employment Division, Department of Human Resources. As a result, the 1980 reports for the three major counties of the COCC District will comprise the basis for discussion of the major employment and economic issues which impact upon the College.

While the economy of the region is relatively uniform, there are sufficient differences between the three counties to merit a separate treatment of each.

Crook County

	<u>1979</u>	<u>1980 (Est.)</u>	<u>1981 (Est.)</u>
Civilian Labor Force	5570	5500	5700
Unemployment	9.9%	16.0%	10.0%
Manufacturing	1720	1450	1760
Wood Products	1670	1400	1700
Non-Manufacturing	2690	2550	2740
Trade	840	780	850
Service	610	580	630
Government	900	900	910

Additional statistical tables can be found in Appendix G.

The economy of Crook County is based very heavily on lumber and wood products manufacture with substantial impact from the government and agriculture sectors as well. Because of the concentrated reliance on lumber and wood products as a source of employment, the County has suffered from very high unemployment rates as a result of the national slump in the wood products industry. This rate has reached as high as 20% on occasion over the past year.

However, the Annual Report goes on to say:

"Improved prices this year for potatoes, hay, grains, and cattle should make 1980 one of the best experienced by farmers over the past several years. Government employment, particularly at the federal-state level, continues to provide a stabilizing effect, as well as providing a major source of summer jobs for youth."

While significant economic recovery is not anticipated unless the market for lumber and wood products improves, there are several areas where some relief might be anticipated. The area economist feels that "the pleasant climate and enormous recreation potential of the area will continue to result in growing population and labor force." Although "expansion of employment in the lumber and wood products industry above previous peak levels is highly unlikely, ....the relative lack of development of the trade and service industry in Crook County presents a potential opportunity for existing or new business...."

Labor force statistics indicate that the labor force in the County has increased more slowly than the population over the past 10 years. "As of September 31, 1980, the Prineville office of the State Employment Division listed 587 active job applicants. Of these, 299 were female, 192 were receiving unemployment insurance benefits, 104 were on welfare, 38 were handicapped, 5 were minorities, 51 were veterans, and 154 were under the age of 22."

"In 1978, estimated per capita income in Crook County was \$7,501, compared to a statewide figure of \$8,076. Estimated median family income for 1979 was \$17,789, 18th highest among Oregon's 36 counties."

Deschutes County

	<u>1973</u>	<u>1979</u>	<u>1980 (Est.)</u>	<u>1981 (Est.)</u>
Civilian Labor Force	16,890	28,510	29,000	29,700
Unemployment	6.2%	9.1%	12.1%	8.4%
Manufacturing	3,080	3,860	3,700	4,020
Wood Products	2,150	2,620	2,420	2,700
Non-Manufacturing	10,260	18,260	17,900	19,170
Trade	3,860	5,250	5,500	5,800
Service	2,000	3,920	4,100	4,300
Government	2,570	3,810	3,850	3,920

Additional statistical tables can be found in Appendix H.

The economy of Deschutes County has evolved over a period of time from one which was dependent almost wholly on agriculture, lumber and wood products into the most diversified manufacturing base east of the Cascade Mountains. While lumber and wood products have remained the most significant sector of the economy, agriculture is becoming of less economic importance. Substantial growth has been seen in the areas of construction, real estate, wholesale and retail trade, and government employment. Additionally, the development of a large recreation-oriented business sector has created many seasonal jobs in the service and trade sectors.

Much of the expansion in the economic base of the County has come about



because of the significant increase in population. The geographic beauty of the area, along with its climate and year round recreational opportunities, has made it an ideal location for retirement and for those wanting to move into a more rural environment. Since 1970, the County's population has grown almost 100%, the largest percentage increase of any county in Oregon. As a result of this growth, Bend has assumed the role of the regional distribution shopping and medical center for Central Oregon.

Recent trends in the national economy and the wood products industry have had a significant impact on the County's economy. Unemployment increases were seen, not only because a large number of new residents came to the area without employment, but also because of the downturn in the lumber industry and the effects of the recession and high energy costs on the other major sectors of the economic base.

The short-term outlook for the Deschutes County economy is one of moderate recovery. The area manpower economist expects that "...while most current predictions foresee falling interest rates...., little hope is expressed for a real boom in housing construction during 1981 (which would improve employment opportunities in the lumber and wood product industry) ....By next spring (1981), a rising trend in employment throughout the manufacturing sector should occur, but unless new enterprise is attracted to the County, there is little likelihood that pre-1980 recession employment levels will be attained....Unemployment rates throughout (1981) should be 2 or 3 percentage points below those of 1980, but will remain well above the statewide average as employment is unlikely to rise far enough about 1980 levels to accommodate the interim growth in the labor force, unless an abrupt leveling off of population growth occurs."

The labor force statistics for Deschutes County show an increase of 120% over the past 10 years compared to a population increase of a little under 100%. This is ascribed chiefly to an increased number of women and youths participating. According to the area manpower economist, "As of September 31, 1980, the active files of the local State Employment Division offices list 2,814 job applicants. Those included 1,342 females, 168 handicapped, 57 minorities, 303 welfare recipients, 405 veterans, and 1,238 unemployment insurance claimants."

"For 1978, per capita income in Deschutes County was \$7,350, ranking the county 17th among Oregon's 36 counties. In the early years of the decade the county ranked 9th, with the relative decline likely due to the rapid expansion of employment in service industries in comparison to manufacturing. For 1979, median family income was an estimated \$18,370, compared to a statewide median of \$19,497."

Jefferson County

	<u>1973</u>	<u>1979</u>	<u>1980 (Est.)</u>	<u>1981 (Est.)</u>
Civilian Labor Force	4,110	4,830	4,830	4,880
Unemployment	5.8%	7.5%	8.3%	6.1%
Manufacturing	710	840	820	870
Wood Products	500	590	560	600
Non-Manufacturing	2,070	2,860	2,830	2,920
Trade	680	920	900	900
Service	500	680	680	700
Government	610	950	950	960

Additional statistical tables can be found in Appendix I.

The economy of Jefferson County is fairly diversified and is based primarily on manufacturing, agriculture and tourism. As a result of this diversity, recent problems with agricultural income have not impacted the County's employment rate to the extent that they may have elsewhere. The largest employer in the County is Confederated Tribes of Warm Springs which operate a highly competitive lumber and wood products mill, as well as, the Kah-Nee-Ta Resort and Convention Center on the Warm Springs Reservation. The recent location of several new small manufacturing firms in the area which are not dependent on wood or agricultural products, along with considerable economic activity on the Reservation should contribute to the relative stability of the County's economy. However, with no major new employment opportunities projected, the area manpower economist summarizes the short-term outlook for the County as follows:

"....1981 could best be characterized as a year of recovery, with no major employment gains expected....The coming year should see moderate improvement in the local economy, with the annual average unemployment rate falling by about a half a percentage point."

The labor force statistics of the County show that "over the decade (1970-1980), major employment gains have occurred in manufacturing, both in lumber and wood products and in other types of manufacturing, as the county's industrial base has become increasingly diversified. This diversification, with products ranging from millwork and boats to agricultural machinery and golf equipment, has been an important factor in holding down unemployment rates. Employment in services, related to resort development and government, has also registered sharp gains.... As of Sept. 31, 1980, the Madras office of the State Employment Division listed 489 job applicants. Of these, 226 were female, 144 were receiving unemployment insurance benefits, 42 were veterans, 134 were minorities, 31 were handicapped, and 82 were on welfare.... The 1978 per capita income in Jefferson County was \$6,572, ranking the county 31st among Oregon's 36 counties. In 1975 the county's ranking was 16th, pointing up the effects of the abrupt fall in agricultural income of the past few years. For 1979, median family income was estimated as \$16,374, compared to a statewide median of \$19,497."

#### Other Factors Which Impact on Planning

Several additional factors which have become more significant since the completion of the 1974 Long Range Plan will have a probable impact on the directions COCC takes over the next five years.

#### The Changing College Student

While the Community College has long considered itself an institution which offers opportunity to anyone who can benefit from instruction, the composition of the student body is beginning to reflect an acceptance of the fact that people of all ages feel the need to return to school. The average age of credit students taking one or more classes at COCC is now well over 27 years. Many of these students are returning to class after having worked for a number of years, been in the military, or been a homemaker. For these students, traditional educational and support services are often not satisfactory. This may be particularly true of the growing group of women who want to obtain a marketable skill or a bachelor's degree after having been a homemaker for a period of time.

Single individuals both male and female, who are the head of household units, also need a different kind of support if they are to achieve their educational goals. Additionally, there are the special needs of handicapped individuals which must be addressed by the College.

While it is difficult to list every group of potential students who may require special assistance to reach (or define) their educational goals, it is clear that the educational programs and services which met the needs of the COCC students of the 50's, 60's, and 70's may no longer be adequate to meet the needs of the student of the 80's. This is most especially true of those supportive services intended to help students achieve their individual educational and training goals.

#### Public Support of Community Colleges

Across the nation, taxpayers have become reluctant to increase financial resources for education at the same rates as during the 60's and early 70's. Many factors have contributed to this hardening of public support for education, not the least of which is a widespread concern about the levels of taxation in the face of rising inflation.

Although COCC has had a record of sound, conservative fiscal management, it, too, has found that voters are more reluctant to raise their taxes. Since 1976, the College has had a number of tax levy elections fail and, as a result, has had to trim budgets below the maintenance level on several occasions. As can be expected, these actions tend to be cumulative and the need for equipment and facility maintenance or new capital expenditures which is deferred from one year simply reappears the next.

The reluctance of taxpayers to continue to increase their tax burden has not been limited to the local property tax level which directly supports the College. As a result, there has had to be a tightening of budgets at the State level as well. This has impacted on COCC in the form of a limitation on the amount of reimbursement the College has received from the State. In fact, reimbursement from State sources

fell to about 30%, far short of the 49% goal which community colleges desire.

Thus, in a period of high inflation when costs of educational services are rising rapidly, there is no indication that there will be a dramatic turn-around in the public's willingness to continue to support these increases through the taxing process.

### Energy Costs

When COCC and many other community colleges were first established, the cost of transportation to and from campus was relatively inexpensive. As we are all aware, the era of cheap energy is over. Today the rising cost of commuting is one of the most significant parts of the total cost of going to school. As there is no indication that the trend toward more expensive energy will reverse itself in the near future, and because COCC was conceived as a commuter institution with only limited facilities for students to live on or near campus, rising commuting costs must be given careful consideration as we move into the 80's.

Not only is the rising cost of energy significant for College planning with respect to the problems of commuting, it is also having a significant impact on the cost of operating the physical facilities of the Campus. Thus, all planning recommendations must be considered in the light of their impact on the energy efficiency of the Campus.

### State-Level Planning Assumptions

The State of Oregon Department of Education has generated a set of planning assumptions to be used by community colleges for their state-level planning effort. While all of them are not specifically applicable to Central Oregon Community College, they do reflect many general trends and can be used beneficially for the College's internal planning efforts. For this reason they are included here.

### Planning Assumptions

Listed below are twenty-one assumptions for education planning as presented in the Oregon Educational Coordinating Commission's planning paper of May 1980 entitled Trends Impacting Education and Assumptions for Planning: 1979-85. These assumptions serve as an "underlying foundation" for the Commission's development of individual planning issue papers.

### General Assumptions

Assumption 1: Public Priorities. Oregonians will continue to support education as a high priority in the 1980's and to expect improvement in educational quality.

Assumption 2: Inflation. Education costs will be subject to strong inflationary pressures in the eighties, and inflation will be a primary concern of both educational agencies and state policy makers.

Assumption 3: Energy. There will be major price increases for energy in the future, forcing education to place priority attention on reduced consumption and energy efficient alternatives.

Assumption 4: Economy. While Oregon's economy will be uneven geographically, and the national trend for the 1980's is uncertain at this point, a major state recession or economic downturn is not expected to occur during the period.

### Population and Enrollment Assumptions

Assumption 5: Population. The Bonneville Power Administration (BPA) population estimates should be used until the 1980 census results are available for projecting population growth through 1990.

Assumption 6: Elementary and Secondary Enrollments. Oregon elementary and secondary enrollments will grow at roughly the same rate as age cohorts in the state population growth, subject to changes in kindergarten or high school attendance patterns.

Assumption 7: High School Dropouts. The number of public secondary students leaving high school to pursue vocational or post secondary education options will increase in the 1980's.

Assumption 8: High School Graduates. The participation rate of high school graduates going directly to college will remain about the same (2/3), resulting in a decline in numbers of these students in post

secondary institutions. (In Central Oregon, population growth projections indicate no significant decline in high school enrollments over the next 10 years, if employment can expand sufficiently to maintain near current growth rates.)

Assumption 9: 18 to 21 Year Olds. The participation rate of 18 to 21 year olds will remain constant in the 1980's, with the overall number of students in this age group decreasing. (Population increases in Central Oregon will result in continuing growth in this age group, unlike other areas of the State.)

Assumption 10: Adult Students. The number of older students will increase through the 1980's due to the increase in the age pool. However, their participation rate in post secondary educational institutions will remain stable (around 12.5 percent for those aged 25 to 35 years and 3.7 percent for those 36 and older.)

Assumption 11: Part-time Students. Post secondary institutions will accommodate the increasing number of part-time students.

#### Revenue and Expenditure Assumptions

Assumption 12: Spending Limits/Tax Relief. Local and state revenues available to Oregon education in the 1980's will be significantly affected by state and federal budget cutting and spending limit proposals at all levels of government.

Assumption 13: General Fund. Education's share of the state General Fund will remain relatively constant in the 1980's, although enrollment level and state priorities may alter the respective dollar share of the various educational segments.

Assumption 14: Student Financial Aid. Need-based assistance for low and middle income students will increase in the 1980's in dollar amounts but may not keep pace with inflation.

#### Educational Assumptions

Assumption 15: Educational Services. A range of educational services will continue to be provided, with pressures for new service decisions expected to be balanced by efficiencies or reduction in existing programs.

Assumption 16: Teacher/Faculty Vitality. There will be increased need for district, institutional, and state efforts to permit new hiring and

promote appropriate staff development activities at all levels of education.

Assumption 17: Coordination. Pressure will increase from state policy makers to define more clearly the roles and responsibilities among educational segments and institutions in Oregon.

Assumption 18: Out-of-State Activities. Declining of steady state enrollments on home campuses in the 1980's will continue to provide incentives for post secondary institutions to extend programs across state borders. Such activities will be the subject of increased monitoring by state-level coordinating agencies. (Probably not applicable to COCC.)

Assumption 19: Regional Reciprocity. Reciprocal agreements with neighboring states will be expanded.

Assumption 20: Student Achievement Standards. Public pressure will continue for competency assurance and improved measures of educational accountability at all levels of education in the eighties.

Assumption 21: Institutional Standards. Statewide steady state enrollment in the 1980's, with individual institutions struggling to maintain their existing sizes, will continue to exert pressures to lower institutional standards in areas such as admissions and retention.

### Implications for COCC Planning

For planning purposes, it is necessary to estimate the impact which the major factors discussed in the previous sections will have on enrollment patterns at the College. While many factors tend to counteract one another and there is no precise way in which their individual impact upon enrollment can be judged, several trends appear to be sufficiently strong to enable a reasonable judgment to be made about their approximate impact.

- A. Even in the face of relatively high unemployment, the population of Central Oregon will continue its rapid growth. This growth will bring increasing enrollments in the public schools of the area, and, if the College can continue to attract the same proportions of students from the local high schools as it has in the past, will bring increasing enrollments of traditional college students to the College.



- B. The increasing population of the area should cause increased demand for non-credit community education-type courses.
- C. The regional economic and employment outlook, coupled with the population growth, will accelerate the number of non-traditional students who seek to obtain training and skills which will help them achieve better jobs or careers.

The following chart indicates actual enrollment figures for the College for the period between the 1974/75 school year and the 1979/80 year and the projected enrollments through 1985/86 school year. The projected figures were derived from an examination of both historical enrollment patterns and "best estimate" projections of the impact which the various factors discussed in the previous sections of this chapter will have on the College over the next five years. These figures represent the projected enrollments which the College can expect to serve during the "life" of this planning document.

	<u>74/75</u>	<u>75/76</u>	<u>76/77</u>	<u>77/78</u>	<u>78/79</u>	<u>79/80</u>
Total FTE	1383	1502	1512	1377	1445	1607
Reimbursable FTE	1309	1424	1426	1321	1377	1588
	<u>Est.</u>	<u>Est.</u>	<u>Est.</u>	<u>Est.</u>	<u>Est.</u>	<u>Est.</u>
	<u>80/81</u>	<u>81/82</u>	<u>82/83</u>	<u>83/84</u>	<u>84/85</u>	<u>85/86</u>
Total FTE	1754	1855	1947	2042	2134	2250
Reimbursable FTE	1656	1757	1848	1941	2032	2147

As with any estimates based upon incomplete information, these projections are subject to error. However, these figures compare very favorably with those projected in the 1974 Plan and are the figures which are being supplied to the State of Oregon for its Community College planning.

It is expected that as additional information about actual enrollments is obtained and as the economic and employment picture becomes clearer,

these projections will undergo regular revision. Both short term and long term planning should always make use of the best available information prior to implementing any planning recommendations.

### CHAPTER III

The goals of Central Oregon Community College outlined in Chapter I must be used to provide a framework within which detailed planning and budgeting take place. The goals address the major philosophical foundations which differentiate a community college from other segments of higher education. They stress the need for a continuing commitment to provide quality post-secondary education programs and services which are broadly accessible to as many residents of the District as is economically and educationally feasible. They also acknowledge the continuing need to provide supportive services for students so they can more effectively take advantage of the instructional programs of the College. The need for effective cost restraints is also stressed as a service to both students and to taxpayers. Finally, the goals reaffirm a commitment to retain a local orientation through the use of a local Board of Directors and continuing efforts to meet the needs of the District for programs and services.

Each of these goals provides a general direction which is important for the future of the College. Each also allows many alternative methods by which the College might seek to achieve these general goals. Some of the possible alternatives are outlined in the objectives below. They are intended to help identify areas which may require particular attention during the detail planning and budgeting process which will occur during the next few years.

**GOAL 1. TO MAKE LEARNING OPPORTUNITIES AVAILABLE TO THE GREATEST NUMBER OF RESIDENTS OF THE DISTRICT CONSISTENT WITH COURSE AND PROGRAM QUALIFICATION REQUIREMENTS.**

Over the years, Central Oregon Community College has consistently worked to make its programs and services available to as many residents of its District as was educationally and financially realistic. The College currently offers courses throughout the District and has employed area coordinators whose responsibility is to develop and administer course offerings which meet the unique needs of their community. The localized approach to curriculum design has enabled residents of each area to exert a direct influence on the kinds of courses which are offered in

their communities. Once the area coordinators have identified the needs of their communities, they can then draw upon the resources of the College to provide the services needed.

In the larger communities, the area coordinators and Adult Basic Education courses are housed in leased offices and classroom space. These facilities provide a physical location which can be identified with the College in communities throughout the District. Although these facilities are not as satisfactory as having a college-owned building located in each major community, they will continue to be used to provide a tie between the main campus and the more distant areas of the District until community needs can no longer be satisfactorily served by this method or until the economic climate of the area improves to the point where local residents are willing to finance college-owned satellite community education centers.

Even under ideal conditions where the College would have community education centers in the major population areas, it should be clear that certain courses will not be able to be scheduled away from the specialized laboratories, classrooms and equipment found on the main campus. Thus, for many of the more technical offerings in the vocational programs and the laboratory courses associated with the transfer science sequences, the ideal of bringing the course into distant communities is not likely to be achieved using traditional methods. Not only are there limitations on the ability of the College to offer highly technical laboratory courses in the more distant areas of the District, but there are also limitations caused by the geographic and demographic character of the area.

It is difficult to offer a full range of courses throughout a large and relatively sparsely populated District because sufficient enrollment often cannot be generated in outlying communities to make it economically justifiable. The challenge which is facing the College is one of identifying and testing alternative delivery systems or other techniques which might provide educationally effective ways to improve the accessibility of college programs and services at a cost which is within reason.

While it is important for the College to improve the accessibility of

its programs and services, it's also important to maintain a level of quality which will make the services beneficial for the students. Because the quality of many of the services being offered is dependent on the quality of the regular staff and facilities which are available from the main campus, the College must stress continued improvement of these resources in order to help improve accessibility throughout the remainder of the District.

It is not expected that the objectives listed for any of the institutional goals will be all inclusive nor do they outline in detail the approaches which should be taken by COCC to move toward these goals. Rather they represent areas of concern which will require attention from the College as it makes detailed plans and budgets to accomplish these plans over the next couple of years. Each objective represents only one aspect of the overall goals for COCC.

#### Goal 1. Objectives

\*To increase the accessibility of College services to residents of the District through the use of the mobile classroom and various traditional or new instructional technologies.

\*To provide cultural leadership for the residents of the District through a variety of events held both on campus and throughout the District either through cooperative efforts with other organizations or through the sponsorship of the College.

\*To make campus programs more accessible by investigating the feasibility of new scheduling systems, transportation assistance, housing options and other techniques which would serve to reduce the restrictions inherent in campus-based programs serving a large geographic area in an era of high energy costs.

\*To continue to place a priority on the establishment of community-oriented education centers to serve outlying areas of the District where existing facilities are inadequate to meet community needs. Where practical,

community education centers should include provisions for cooperative use and cost sharing between the College and other potential non-profit users.

\*To ensure that expanded accessibility does not diminish COCC's traditional determination to provide the highest quality instructional programs to serve the needs of the citizens of Central Oregon.

GOAL 2. TO ADMIT TO THE COLLEGE HIGH SCHOOL GRADUATES OR OTHER ELIGIBLE INDIVIDUALS WHO CAN PROFIT FROM THE INSTRUCTION OFFERED.

The Oregon Revised Statutes indicate that "Admission to Community Colleges should be open to high school graduates or to non-high school graduates who can profit from the instruction offered." Using this legislative mandate, Central Oregon Community College has chosen to actively encourage potential students possessing a broad range of backgrounds and skill levels to take advantage of the learning opportunities provided. As a result, the College must continue to provide prospective students with accurate and understandable information which will help them evaluate the costs and benefits of the learning opportunities available,

Because COCC is the only institution of higher education serving Central Oregon, it has a special obligation to maintain close working relationships with the high schools of the area. This relationship is necessary to ensure that high school students who are also the potential students of the College are well aware of the programs and services available to them. Not only will these efforts improve the general level of student awareness about the services of the College, but they may also enable the College to encourage some students who have not considered further education to give thought to its potential benefits.

Concurrent with the efforts to improve and expand working relationships with area high schools, it will also be necessary for the College to improve its ability to communicate relevant information about learning opportunities directly to residents of the District who may not be enrolled in high school. This effort is as important as the high school

contact program as is indicated by the proportion of COCC students who do not enter the College directly from high school. As this proportion increases, the need to expand and improve communication channels outside of the traditional educational community becomes increasingly important.

The College should also continue to develop a coordinated marketing effort intended to reach all of the citizens of Central Oregon. This effort will be used to inform them of the services available through the College which may be of benefit to them or their neighbors. This activity will not only help alert individuals to the potential benefits of the available programming, but it will also help inform the general public about the kinds of services their taxes are supporting at Central Oregon Community College.

#### Goal 2. Objectives

\*To initiate and maintain rapport with District and non-aligned high schools in the area through regular and routine contacts as well as other means to help ensure that potential students are aware of the educational opportunities available at COCC.

\*To implement a coordinated effort to help inform the citizens of Central Oregon of the unique character and strengths of COCC so that there may be an improved awareness of the scope of services available for all eligible individuals, including non-traditional students.

#### GOAL 3. TO PROVIDE SERVICES FOR STUDENTS WHICH WILL ENABLE THEM TO ENRICH THEIR PERSONAL AND EDUCATIONAL EXPERIENCES.

The ability of a college student to benefit from the instructional program in which he is enrolled is often affected by factors outside of the program itself. Help is sometimes needed to assist him in making decisions about educational and career goals. Personal and economic problems can interfere with his ability to make progress once his basic goals have been established and many students, especially those living on campus, find that social and athletic activities are an important

part of an integrated collegiate experience. Each of these factors, along with many others, can have a direct and significant impact on the student's ability to learn and thereby on the effectiveness of the instructional programs of the College.

Central Oregon Community College historically has devoted substantial resources to providing supportive services for students that are designed to help the individual gain the maximum benefit from his educational program. Over the years, the focus of these services has changed as the needs and characteristics of the students have changed. In the future, the College must maintain this spirit of flexibility as it strives to provide appropriate support services for its students.

The challenge which will face support services at the College over the planning period is one very similar to that faced by the instructional program. As the College continues to increase access to its programs and services, the characteristics of the student body change. Success in providing educational opportunities for more residents of the District means that support services are going to be required for a broader range of student needs. It is clear that an individual returning to school after an absence of several years will require different kinds of supportive services than a student who has just graduated from high school.

To meet this challenge, the College must maintain a constant awareness of the characteristics and needs of its diverse student body so that support services can be designed to help each individual to the extent needed for his personal success. As the instructional delivery systems of the College become more diverse, support services also must be modified so that students throughout the District may have access to them.

The College must continue to place an emphasis on the provision of assistance for students who need help in areas like career and educational goal setting or personal and economic problems. Further, to retain all of the quality aspects of a collegiate education for its students, the College must not neglect the importance of the co-curricular



activities like athletics, student government and social or cultural events. It is necessary to provide students with a wide range of opportunities in which formal and informal learning can take place.

Over the past few years, reasonably priced student housing has caused a great amount of concern. Currently, the private market has been able to satisfy the demand; however, an economic turnaround would probably raise the problem once again. It is clear that with the existing dormitory space sufficient to house only about 10% of the total full-time student enrollment, the College presently cannot satisfy any large increase in student demand. And, as student enrollment increases, it is realistic to assume that there will be a corresponding increase in demand for reasonable priced housing. As a result, the College should endeavor to find ways in which it can effectively assist students in obtaining reasonably priced housing. It should hold open the option of providing more College-owned housing units if they are justified and they can be financed without undue strain on the operating budget.

An example of how the changing characteristics of the students attending COCC have dictated a need for changing student services is the situation faced by the growing number of students who are responsible for a small child. The College is actively attempting to provide academic and individual support services which meet the unique educational needs of this group of students, and is aware that their academic success is also dependent on low cost child care being available.

Recently, a Cooperative Child Care Program coordinated by the College was able to assist over 50 student-parents in their efforts to attend classes by arranging for the trading of child care services among the group. The College will continue to be faced with this problem as more non-traditional students seek education. A high priority must continue to be placed on efforts to assure the availability of reasonable cost child care services for students attending school. The College should work closely with existing organizations, if possible, to encourage a consistent approach to the needs of these students which does not detract from existing services while still meeting the requirements of the student-parents.

### Goal 3. Objectives

\*To maintain an awareness of the changing nature of college students as well as the modifications in supportive services which are required as a result of these changes.

\*To investigate availability and/or assist in the development of reasonable cost, quality child care services.

\*To provide a range of co-curricular activities including athletics, intramural and lifetime sports activities, artistic performance, student governance, and communications suitable to the composition of the student body.

\*To assist students in their efforts in obtaining reasonable cost lodging either in college-owned or private facilities.

\*To actively promote lifelong learning as a tool to be used to fulfill an individual's personal and educational goals.

### GOAL 4. TO MAINTAIN A VARIETY OF HIGH QUALITY COURSES AND PROGRAMS WHILE PROVIDING MAXIMUM FLEXIBILITY.

Incorporated into this institutional goal are three of the most important concepts associated with any comprehensive community college. First, there is the concept of variety and diversity; second is the concept of quality and third is the concept of flexibility. Each is important to the ability of the College to provide the kinds of post-secondary educational opportunities needed by the residents of the College District.

Course and program diversity must be maintained to ensure that the College is able to provide learning opportunities suitable to the needs of the residents of the District. Within the constraints imposed by institutional mission, the College must be able to offer a full range of instructional programming geared to the ability levels of the students enrolling. The challenge which is facing the College is to be able to maintain the diversity of its offerings within the existing economic climate while

still giving consideration to the geographic and population characteristics of the District. Historically, the College has been unable to offer a wide range of specialized courses at locations away from the main campus because of an inability to enroll sufficient students to justify the costs.

The diversity of course and program offerings both on-campus and off-campus must be tempered by the practical necessity to maintain the standards of quality for which COCC has become known. The College will remain committed to the quality of its offerings even though that may mean that it will be unable to provide as wide a variety of courses as it otherwise might. The concept of quality within the College is reflected in several basic institutional priorities. Quality programs and services require faculty, staff and facilities to provide instruction. The College has endeavored to secure the services of the most highly qualified personnel available through an aggressive program of regional and national recruitment. It has also undertaken a strong affirmative action program intended to ensure that potential employees are screened only on criteria which are important for success in the position for which they are applying. The College will continue to seek the services of the most highly qualified individuals possible for available positions within existing economic and budgetary constraints.

Not only is the initial employment of an individual significant to the ability of the College to provide quality services for students and citizens but continued professional and employee development is also crucial to maintain the expected quality level. Therefore, the College will also continue to stress the importance of personal professional development activities by requiring each professional employee to make an individual commitment to self-improvement appropriate to his area of responsibility.

To a considerable degree, the quality of the services provided by the faculty and staff of the College is also dependent upon a clear understanding of and commitment to the philosophical and practical differences between a community college and other institutions of higher education.

COCC will continue to require that its faculty and staff be committed to serving the diverse student body which is characteristic of community colleges. The College will also continue a commitment to the concept that instruction is the most important aspect of a faculty member's responsibility.

To help assure that the level of quality of programs and services does not deteriorate, the College will maintain an on-going program of evaluation and reporting. By insisting upon accountability for the effective use of available resources, the College will assure students and taxpayers that their time and money is being effectively used to achieve the maximum educational impact. Further efforts will also continue to assure students that transfer courses will, in fact, transfer and courses taken to prepare for an occupation will provide the basic skills needed for successful entry and progress in that occupation.

#### Goal 4. Objectives

\*To maintain an on-going program of accountability to the people of the District through the College Board of Directors by conducting regular evaluations of College services and reporting these results to the Board.

\*To work cooperatively with other institutions of higher education both within the State of Oregon and the Pacific Northwest to help students transferring from one institution to another.

\*To continue the practice of employing the most highly qualified staff available within the constraints of limited resources through the use of regional, and/or national recruitment where necessary.

\*To maintain quality of the professional staff by requiring of each a commitment to self-improvement activities equivalent to one term of graduate school every three years and to emphasize the importance of such activities by providing opportunities to obtain assistance with part of the costs.

\*To insist upon a commitment on the part of ALL employees of the College to the concepts and philosophy unique to community colleges, i.e., "The

community college is an educational institution which is intended to fill the institutional gap in education by offering broad, comprehensive programs in academic as well as vocational-technical subjects. It is designed to provide terminal two-year programs for some, serve a transitional purpose for others who will continue college work and serve to determine future educational needs for other students. For adults it can provide means for continuation of their academic education, vocational training or the attainment of entirely new skills as demands for old skills and old occupations are supplanted by new technologies."\*

**GOAL 5. TO PROVIDE EDUCATIONAL SERVICES TO STUDENTS AT A REASONABLE PERCENTAGE OF THEIR COST.**

A crucial aspect of the COCC commitment to provide post-secondary educational opportunities for Central Oregon residents who might benefit from instruction is the need to keep the costs of services to students and taxpayers at a level which will not preclude large numbers of residents from attending the College while maintaining tax levels which are acceptable to the community. Costs to students can be maintained at a reasonable level in two basic ways. The College must continue its efforts to keep the direct cost of tuition, fees and other charges as low as possible and must insure that adequate financial aid is provided to offset some of the direct costs of college attendance for students with financial needs.

To keep the direct costs of tuition, fees and other charges reasonable, the College must continue its efforts to manage available resources so that the maximum educational return is received for each dollar invested. Through the use of effective, modern management techniques, the College will continually manage and evaluate its programs and services to ensure that resources are being used effectively and efficiently. Regular reports to the Board of Directors will be made so that they can monitor progress.

Where appropriate, the College will institute organizational changes which

\*O.R.S. 341.009 (1)

will improve its ability to provide cost effective services and, to the extent that it is economically feasible, technological improvements will be instituted when improved efficiency or effectiveness can be attained.

While improved management and instructional techniques can be used to reduce the amount direct costs to students will increase, financial assistance can be used to offset some of these costs for the individual student. Adequate financial aid resources must be maintained to provide assistance to students who would otherwise not have the economic resources to be able to afford the tuition, fees and other costs associated with attendance at College. The College will attempt to make use of both public and private sources of funds to be able to provide an adequate combination of resources to meet the needs of most students with economic problems.

Although it is the goal of the College to keep costs to students reasonable, its potential for achievement is limited by the growing need for fiscal resources in an inflationary period. If the College is to remain a viable institution providing quality services to the District, the faculty, staff and administration must endeavor to balance the need for low student and taxpayer cost against a level of financing which will not affect the long-term ability of the College to continue its mission. However, the College will always attempt to keep tuition and fees at a level which will not discourage attendance but will provide enough incentive to students to value their educational opportunities.

#### Goal 5. Objectives

\*To make available sufficient financial assistance so that no qualified student is precluded from attending the College because of financial hardship.

\*To manage the human, physical, and fiscal resources of the College in an effective and efficient manner and to evaluate the results and report to the Board of Directors regularly.

\*To maintain tuition and fees at a level which will not discourage attendance at the College, yet will be realistic in terms of the College's need for financial resources.

GOAL 6. TO MAKE PROGRAMS RESPONSIVE TO INDIVIDUAL, COMMUNITY, AND REGIONAL NEEDS.

As Central Oregon's community college, COCC was established to provide a variety of post-secondary educational opportunities for the residents of the area. An integral part of its mission as a public, two-year college is to design its services so they are responsive to the needs of its students, its community and the State.

Responsiveness to the needs of students extends beyond simply making programs available at a relatively reasonable cost, just as responsiveness to the needs of the community extends beyond the preparation of potential employees with specific skills. Although each of these are significant and critically important to the basic mission of the institution, responsiveness also includes the policies of the College and its resources with respect to the total scope of community life. Responsiveness is a willingness to exert the extra effort needed to give all students the best possible chance of benefitting from the programs of the College.

Because the College has taken the role of a comprehensive community college, it seeks to attract students from every ability level who can benefit from the programs offered. Incorporated into this diverse student group are substantial numbers of people who have the ability to benefit from the instructional programming but have not had prior success in their educational endeavors or have been away from the system long enough to make them unsure of their ability to undertake college level work. These high risk students are of particular concern to COCC as it plans for the next few years.

An institutional commitment to improve the ability of the College to serve the high risk student has recently been established. This commitment has included extra efforts on the part of the instructional staff and modifications in some of the supportive services necessary to assist high risk

students achieve up to their capabilities. Continuation of these extra efforts are expected to occur as the College revises some of its' basic instructional philosophy.

From the perspective of COCC as an active member of the community, the College will continue to encourage its' employees to share their skills and talents with others and to help provide educational leadership within their communities. Because the College employs numerous highly qualified professional faculty and staff who reside in the community, a pool of skilled resources is available to help solve community problems. By sharing their skills, employees can provide direct assistance while, at the same time, helping to improve the relationship between the College and the other segments of the community.

To the extent that it is consistent with its' basic mission, the College as an organization will work with other community groups to help solve community problems or provide educational leadership. Additionally, by providing a neutral forum site for discussion of controversial ideas or solutions, the College can continue to assist the community in solving its most difficult problems.

#### Goal 6. Objectives

\*To increase the responsiveness of the College to high risk students, efforts will be undertaken to improve student retention rates through increased and improved assessment, instructional techniques, remedial course work, counseling and advising, and/or other activities designed to improve student success.

\*To contribute to the overall good of the College District by encouraging members of the faculty, staff and students to participate in community and civic organizations in order to assist in the solution of community problems and improve and enhance the quality of community life.

\*To the extent that it is consistent with its primary educational mission, the College will work with others to provide community leadership in educational and civic concerns.



GOAL 7. TO ASSURE REGULAR CITIZEN PARTICIPATION IN THE AFFAIRS OF THE COLLEGE

As a community-oriented College, COCC places a high priority on continuation of its direction and control being provided through an elected Board of Directors who represent the citizens and taxpayers of the District. Through this mechanism, the College obtains a unique perspective on the needs of the District and on the taxpayers' willingness to provide the financial resources necessary to meet those needs. Local control also serves to reinforce the basic orientation of the College to provide services to meet local District needs. Because the College is convinced that a Board of Directors elected from among the residents of its District provides the strongest local orientation of any alternative systems of governance, the College will resist attempts which might arise from other governmental agencies to dilute the authority of the Board.

While the authority and responsibilities of the local Board of Directors is found in the enabling legislation for community colleges in Oregon, no such legal basis is found for the active involvement of District citizens in the affairs of the College. However, COCC retains the conviction that its ability to serve local needs and its perspectives can be strengthened by making use of the skills available from the residents of the College District. Therefore, it is the intent of the College to continue its efforts to tap the expertise of the residents of the area by encouraging their participation in College affairs as members of advisory committees and other College groups which may be used to provide community input into College services and decision making. By encouraging regular citizen participation in College affairs, a higher level of understanding of community needs will be obtained within the College. Also, by involving community members in advisory and other groups, the College will gain better understanding in the community itself. This sharing can help improve communications between the College and the public. It can also help the College establish institutional priorities which reflect the best opinions of both College personnel and community residents and taxpayers.

Goal 7. Objectives

\*To maintain the local direction and control of the College through a Board of Directors elected from eligible District residents

\*To encourage District residents to lend their expertise to the College through participation as members of advisory groups and other committees requiring citizen input to help assure that programs and services are responsive to community needs and changing conditions.

#### GOAL 8. TO ESTABLISH A FINANCIAL BASE FOR THE COLLEGE TO ENHANCE PLANNING AND STABILITY

Through the years the College has had exceptional support from the taxpayers of the District to provide the resources it has needed to continue to grow and prosper. Recently, however, a number of factors, both local and national, have combined to make it more difficult and time consuming to get the annual budget election passed.

Because this lack of financial stability creates an attitude of uncertainty, it is much more difficult to adequately plan for the orderly development of the College. In some cases, the College has had to defer routine maintenance for existing equipment and facilities beyond the point of sound educational or economic judgement. The annual efforts which must be devoted to the budget and election process have increased to the point that they have a real potential to interfere with the basic educational mission of the institution.

For these reasons the College will give a high priority to the establishment of a tax base which will enable the school to plan for additional financing. It should be understood that the establishment of a tax base would in no way reduce the College's obligation to be fiscally responsible nor would it change the traditionally conservative budgeting process which has been established at the College since its' beginning.

Along with the establishment of a tax base the College will continue to work with the other community colleges of the State to try to obtain State support for educational programs at the level which was established as a goal. Under existing economic conditions this will be a very diffi-

cult, if not impossible, task. However, it should remain a commitment of the State's community colleges and the State government to continue to work toward attaining this goal as soon as economic and other conditions permit.

Goal 8. Objectives

\*To work toward the establishment of a tax base sufficient to fund the College without budget elections for a period of not less than three years.

\*To continue working with other community colleges in Oregon in efforts to move the legislative and administrative branches of the State government closer toward the long sought goal of a consistent forty-nine per cent State support for community colleges.

GOAL 9. TO BUILD, REMODEL AND MAINTAIN THE PHYSICAL FACILITIES AND GROUNDS OF THE COLLEGE SO THEY ARE SERVICEABLE, ACCESSIBLE, AESTHETICALLY PLEASING AND ENERGY EFFICIENT.

As a means of keeping institutional costs within reason, every avenue must be explored which will help reduce the rate at which costs escalate. Management efficiency, instructional innovation and other techniques have already been discussed under various other institutional goals. A major institutional cost which has not yet been covered is associated with facilities and grounds. The College's goal has always been to make the campus and its' buildings an attractive place for students. This is evidenced by the continuing adherence to the original architectural style and by the beautiful location of the campus.

In the years ahead the College is going to be facing several challenges which will require it to evaluate the priorities placed on facilities and grounds. The price of energy will surely continue to rise. Therefore, a greater effort will be needed to ensure that campus facilities are as energy efficient as possible to keep the rising costs from impacting too heavily on student and taxpayer costs. Coupled with the efforts to make existing facilities energy efficient, the College should strive to

make any new buildings energy efficient and, if possible, use lower cost renewable energy resources wherever educationally sound and economically practical.

Increasing energy costs will not be the only challenge associated with its' facilities and grounds which will face the College. Because of the beautiful hillside site of the campus, accessibility to programs and services is very difficult for handicapped individuals. The College must continue to remain aware of the difficulties imposed on handicapped individuals by its' campus and strive to make all of its' programs and services accessible to them. While this will undoubtedly be a long term project, it should remain a priority of the institution if the College is to serve all of the residents of the District. Unfortunately, because of the cost associated with making the physical facilities fully accessible, it may be necessary to provide relatively less expensive special services to attain accessibility rather than to make the higher cost facility modifications.

The College is also under an obligation to maintain the facilities and grounds in a serviceable condition. Routine facility maintenance must be included in the regular budgeting process or the College may be faced with higher costs in the future to renovate facilities which have become unserviceable. It is the intent of the College that this will not happen. Priority consideration must be given to keeping the facilities in a condition which will enhance the learning environment rather than detract from it.

#### Goal 9. Objectives

\* To be particularly aware of the geographical constraints the campus facilities place upon handicapped students and to strive to make programs and services accessible to them.

\*To incorporate energy efficient designs in all new college construction and remodeling projects and to use renewable energy sources where they are technically and economically attractive. At a minimum, efforts will

continue to improve utilization of energy whenever an opportunity presents itself throughout the College.

\*To locate new construction and services so that they will encourage student and public access and will tend to integrate the various segments of the campus.

## CHAPTER IV

The goals and objectives discussed in Chapter III reflect the broad scope of the mission of COCC. As the College establishes its annual priorities through the budget process, it must give consideration and thought to the place of each goal within the overall purposes of the institution.

The prioritization of the activities to be undertaken by the College is the process by which decisions will be made about the importance of each objective in achieving overall institutional goals. The process of establishing these priorities must be flexible and must provide for modification as conditions change. Therefore, from a planning perspective, the process of establishing priorities and the criteria which will be used to evaluate alternative strategies are as important as the individual priorities themselves at any one point in time.

### Planning Criteria

Central Oregon Community College was originally established to provide the first two years of a transfer program for the residents of Central Oregon. From this beginning, the College has expanded into a full service comprehensive community college providing a wide range of instructional and educational programming. It is clear, however, that as the only institution of higher education in Central Oregon, the College must retain as one of its top priorities, a commitment to its original purpose because residents of the area are not provided with local alternatives. As a result, the College will establish as a basic criteria the maintenance of a core transfer curriculum which will enable students completing a two-year program to transfer to upper division status at one or more of the Oregon State colleges or universities.

A second criteria upon which priority decisions will be made is the importance of the continuation of occupational and vocational programs at the College. As a comprehensive community college, the institution is expected to provide training for students which will enable them to obtain

at least entry level skills in an occupation or vocation. In providing these types of educational services, the College will continue to maintain sufficient flexibility in its curriculum to meet the changing needs of vocational students for entry level job skills.

To insure that the vocational curriculum of the College does not become outdated or obsolete, efforts will be undertaken to develop at least one new occupational program over the next three years. For example, currently the College is working at the possibility of reinstituting a program in Computer Information Systems for Business. This does not commit the College to begin offering any new programs, however. It is simply to indicate that the College will undertake the developmental work, including community needs assessment, program cost studies, and student interest indicators needed prior to implementation of the new vocational programs.

In conjunction with the commitment to investigate the feasibility of new vocational programs, existing occupational programs will be subject to examination to ensure that they are meeting real student and community needs. Programs which cannot satisfy this criteria will be phased out or modified so that students are provided with educational offerings which are effective programs for obtaining entry level employment skills.

A necessary supplement to the instructional programs of the College, and thus the third criteria which must be considered when making prioritization decisions, are the support services for students enrolled in the transfer and vocational programs. These support services for students must be of sufficient scope to assure that students needing help will have reasonable access to that assistance. At a minimum, the College must provide assistance with admissions, records, personal and career counseling, financial aid, and social or cultural activities. Additionally, because COCC has students who are residents on campus, it must provide for their health and well-being.

Support services for students are not limited to the traditional student service areas. For many students, the most important support service

provided by the College is instructional. Because students enrolling in the transfer and vocational programs do not always have adequate basic educational skills to successfully handle college level material, their ability to benefit from the instruction being offered is impaired. The College would prefer to see all students leave the elementary and secondary educational system of this country with adequate skills to handle college level work, however, until that happens, the College will be obligated to provide an opportunity for those without such skills to improve their competency to the point where they can be successful in college level instructional programs. Thus a fourth criteria by which priority decisions must be measured involves the continuing need to provide instruction in the basic skills for those who arrive at the College without adequate basic educational competencies.

A fifth budget criteria involves a commitment by the College to provide instructional programming for members of the community who are not interested in enrolling in one of the basic instructional programs. This aspect of the College's program is intended to make the benefits of the College's instruction accessible to potential students throughout the District. Generally, people enrolling in these course offerings simply want more information about a subject or want to upgrade existing skills to improve their employability or their personal life. As a significant part of the mission of a comprehensive community college, this aspect of the instructional program provides the greatest opportunity to be of service to large numbers of District residents; while at the same time it is most vulnerable to potential misunderstandings about what constitutes a college level program and what the basic mission of the College should be.

While the College could still satisfy its original mission without a program of community education, it would no longer remain the same comprehensive institution that has received the support of Central Oregon residents over the last thirty years.

In establishing operational and budgetary priorities, it should be clear that these basic criteria will be examined thoroughly to assess the impact



which potential decisions will have on the total scope of the College. Consideration will be given to a variety of factors, none of which will be considered in isolation of others. Consideration will be given to student needs and demands; the basic mission of the College; costs; benefits compared to other College priorities; and the ability of the College to maintain and support decisions at a level consistent with traditional quality at COCC. In all cases, the impact of the decisions on students will remain a primary criteria by which alternatives will be evaluated, as will community needs and institutional mission.

### Facilities

While the 1974 Long Range Plan concluded with a series of specific recommendations concerning facility needs and construction priorities, existing economic conditions and the reluctance of voters to approve new bond issues would seem to provide little hope that large scale construction projects are likely over the next few years unless conditions change. However, since the 1974 Plan was adopted, most of the critical construction priorities recommended in that document have either been completed or are in the process of being implemented. It should be noted that the College has not constructed the Community Education facilities which were suggested for study, but has chosen the option of leasing suitable space as was also suggested. The fact that present economic conditions preclude serious projections of major new construction projects over this planning period does not diminish the need for additional space and major remodeling to efficiently serve the projected number of students who will be attending COCC in the future.

As the College continues its' efforts to make programs (both credit and non-credit) more accessible to a large proportion of the residents of the District, the need for more Community Education facilities will probably grow. It is more important than ever, however, to assure the taxpayers of the District that construction will be considered only under circumstances where available, existing local facilities are not adequate nor adaptable to the needs of the College and the community, and that, even under these circumstances, the College would work with other local

agencies to ensure that any construction would be multi-purpose and designed to serve as broad a spectrum of community needs as possible. In conjunction with any multi-purpose construction projects undertaken, cooperative funding for both the initial construction costs and the ongoing maintenance costs would be sought from all agencies which would make use of the facilities.

The College is going to be facing decisions about the need to complete the interior work on the Multi-Purpose Arts facility. Since the facility was designed so that its completion could be accomplished in phases, the initial construction included only sufficient interior work and equipment to make the facility reasonably functional. As further interior work and equipment are added, the College's potential to provide a more diverse range of experiences for students and community will be expanded.

One particularly important aspect of the phased approach to the completion of this facility is the large unfinished space on the lower level of the building, part of which is to be used to house a new Centralized Services facility. The remainder provides flexibility for the College as it seeks to meet the space needs of future students. By maintaining the option of being able to finish it as the needs of students are more clearly identified, the College can help assure that unanticipated space needs can be met without extensive remodeling or expensive reconstruction.

As energy costs rise, the College will be working, in a number of ways, to help reduce the need for students to commute to the Bend campus. Together with examining the potential benefits of new course scheduling, transportation assistance and greater use of technology to deliver instruction to students, COCC must also examine the potential need to make more relatively inexpensive housing available to students. While the current housing market in the community is capable of providing some relief for students who need inexpensive housing, this situation is not expected to last. If College projections are accurate, increasing numbers of students will be seeking housing closer to the campus as the

cost of commuting increases over the next few years. Careful consideration must be given to expanding College-owned facilities when and if the demand for housing increases.

A second area which will require consideration as a result of the anticipated student population increase is the capacity of the existing library facility to provide the services required by students needing more sophisticated learning resources. Several options are available which would provide varying amounts of library space and student study areas. The additional shelf space and study areas might be gained within the existing facility by re-allocating space. This option would require the relocation of some existing offices and the remodeling of several little used areas of the library. This option could be accomplished more easily if there were convenient alternative locations for the Board Room, the Media Offices and perhaps the Audio-Visual Room which are now all housed within the library facility.

A second alternative could involve enclosure of the central area of the facility where there is now a multi-story open area. Consideration should be given to the feasibility and implications of "filling-in" this space with a second floor. Some areas which should receive serious study prior to pursuing this alternative would include the aesthetics of a ceiling where there is now open space and the structural feasibility of constructing a second floor in this area of the building.

A third option provides the greatest flexibility and the best chance for well integrated space use. It would also probably be the most expensive. This option includes the construction of a one or two story addition to the present facility. Providing additional space in this fashion would allow the integration of media services and traditional library services into a unified center where students would have access to a variety of different learning resources in a single location.

Since the library will be in need of a major capital investment for re-carpeting within a few years, consideration should be given to undertaking the project to add the additional space at the same time the re-

carpeting is done. The combined project would not only reduce the impact on students of two separate library remodeling efforts, but might also provide some economies through combined bidding and potential savings due to a larger project size.

A third major construction project which should be given consideration is a new general classroom facility. As the College has grown over the past few years, construction priorities have been directed to satisfying the need for specialized instructional facilities. To a large degree, these specialized needs have been or are about to be satisfied. It would seem to be time now to focus attention on the adequacy of existing general classroom space. There are increasingly common instances when it is difficult to schedule classes at the desired time because of the lack of a general purpose classroom. This is especially true during the peak morning and early afternoon hours and in the evenings when large numbers of on-campus Community Education classes are competing for space with credit offerings. The scheduling problem could become even more critical if new scheduling formats are implemented to help reduce the costs to students of commuting to campus. It is suggested that continuing attention be given to assessing the need for a general classroom facility and that it be given a high priority when enrollment and other conditions warrant.

The College should also continue to give consideration to several of the projects mentioned as "B" priorities in the 1974 Plan which are still uncompleted.

While the regional need for covered aquatic facilities has now been met through the construction of the new swimming pool at Juniper Park by the Bend Parks and Recreation Department, the potential need for an expansion of the existing physical education facilities on campus remains. It is clear from the demand for use of the existing facilities, both for instructional and recreational purposes, that sufficient space, especially handball/racquetball courts, is not now available. Therefore, it is understandable that the project to construct additional locker and dressing areas, a small activity gymnasium, additional storage space, and two handball courts should continue to receive consideration, if

the conditions leading to the current construction moratorium change.

The project to construct new administrative facilities also should continue to remain on the College priority list. While conditions in the Administration building have improved substantially as many instructional and administrative functions formerly housed in the facility have moved into new quarters, the Registrar's Office, the Admissions Office and the Business Office are not yet located in space which encourages efficient and effective service to students and the public. Likewise, there continues to be a need for better facilities for Board meetings, as they are still held in the library with the inherent difficulties associated with that location. This consideration is even more significant when it is recognized that, for all practical purposes, the current Board meeting room is inaccessible to handicapped students and citizens who might desire to attend public Board meetings. As a further indication of the need for a new or remodeled administrative facility, the President still has no access to a meeting or conference room of any size in the existing facility. This often requires him to use his office for meetings which would be more effective if held elsewhere.

APPENDIX A  
CAMPUS PLAT MAP

# CENTRAL OREGON COMMUNITY COLLEGE'S Property



PROPERTY LINE ———  
CAMPUS ROADS - - - - -

MT. WASHINGTON DRIVE

SHEVLIN PARK ROAD

COLLEGE WAY

TENNIS COURTS

PLAYING FIELD

P.E.

VOCH. TECH  
MAIN

PARKING

PIONEER

WODOC

OCHOCO

LIBRARY

ADMINISTRATION

JEFFERSON

ARTS

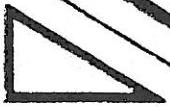
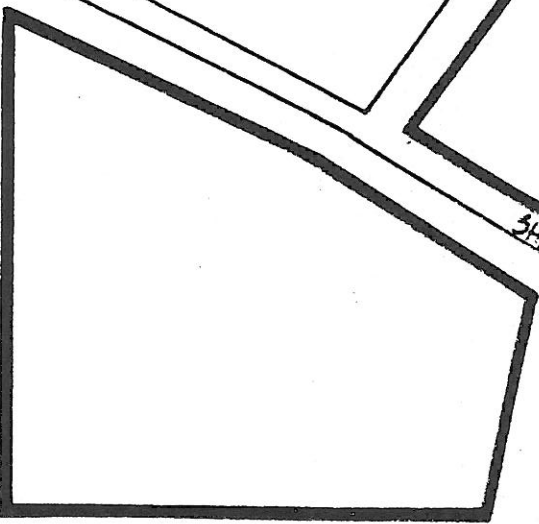
PENCE

RESCHTIES

STUDENT CENTER

JUNIOR RESIDENTS

PARKING



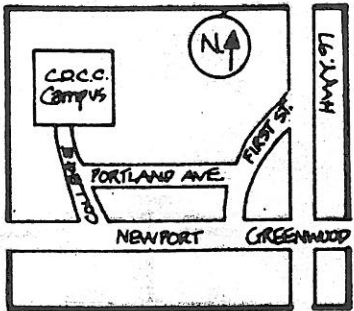
APPENDIX B  
FACILITY STATISTICS



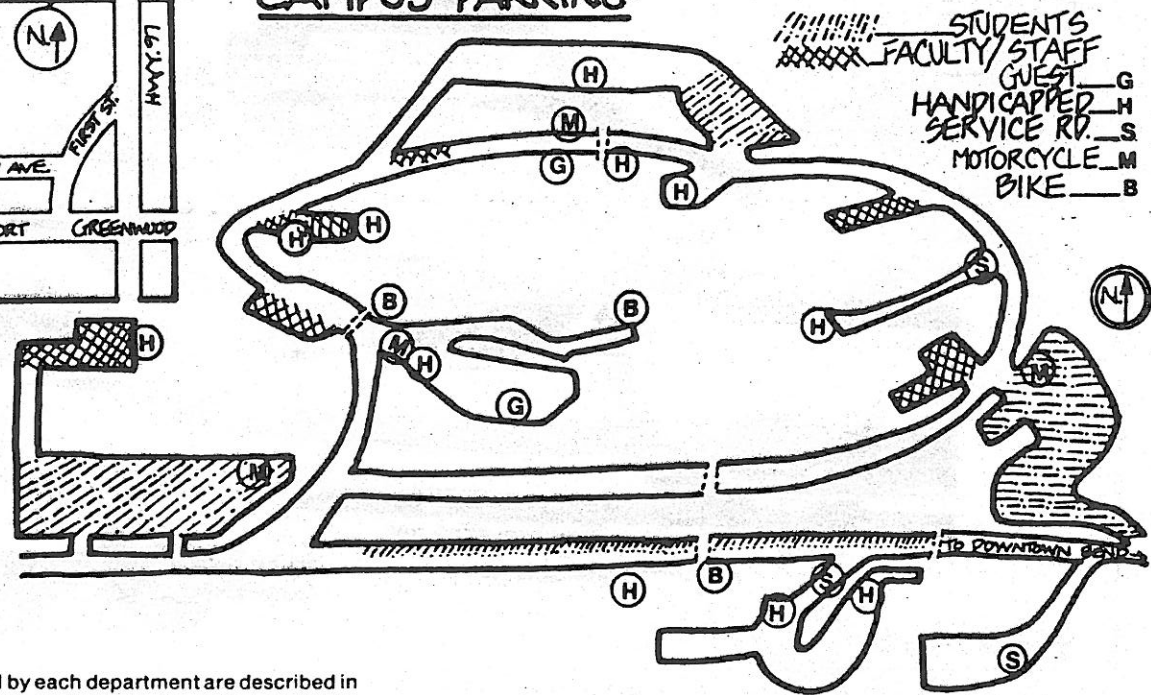
CENTRAL OREGON COMMUNITY COLLEGE  
LONG RANGE PLAN  
MAJOR PERMANENT BUILDINGS

Major Buildings	Year First Constructed	Gross Sq. Footage	Usable Sq. Footage	Sq. Footage Instructional Area	Student Instructional Stations	Other Stations (Office, Lounge, Et
DESCHUTES	1964	5,174	4,684	3,319	143	15
JEFFERSON	1964	5,122	4,708	2,822	76	13
MODOC	1964	5,161	4,736	3,258	36	6
OCHOCO	1964	5,149	4,718	3,651	114	4
GRANDVIEW	1965	25,722	23,520	--	--	306
METOLIUS	1965	8,420	7,639	--	--	31
EXPLORER LEARNING CENTER	1966	16,389	15,207	--	--	213
JUNIPER	1967	19,630	16,557	--	--	140
PENCE	1967	11,908	10,829	7,695	122	6
MAZAMA	1971	36,114	34,720	26,415	95	608
PONDEROSA	1971	31,334	29,160	23,299	255	42
PIONEER	1976	24,752	23,130	14,778	534	66
NURSING/SCIENCE WING	1981	16,460	14,109	9,967	250	28
		211,355	193,717	95,204	1,625	1,478

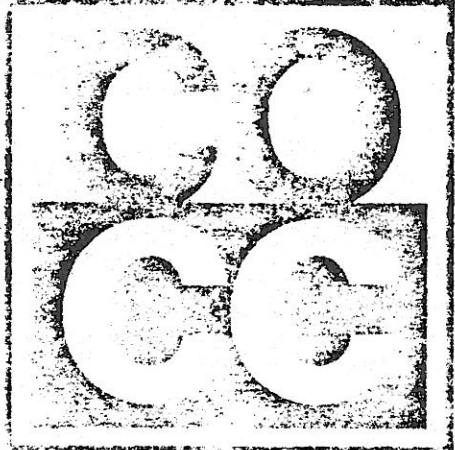
APPENDIX C  
CAMPUS MAPS



## CAMPUS PARKING



# CAMPUS



# M A P

### DEPARTMENTS

Programs offered by each department are described in the college catalog available in the Office of Public Information and the Admissions Office, Metolius Hall. To call these departments from off campus, dial the main campus number, 382-6112, and ask for the department.

### PARKING

All students who park on campus must register their vehicles with the Business Office and display registration decals. This service is free. Visitors may obtain a free temporary parking permit from any office.

### COMMUNITY EDUCATION

Most of COCC's community education programs are housed on campus and other outreach centers within the College district.

Adult Basic Education and the Targeted Services offices are located on the second floor in Metolius Hall. To reach Adult Basic Ed., call the main campus number, 382-6112, ext. 400. The extension for Targeted Services is 237. General community education course inquiries should be directed to ext. 321.

COCC GRAPHICS BY

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APPENDIX D  
FULL-TIME EQUIVALENT ENROLLMENT STATISTICS

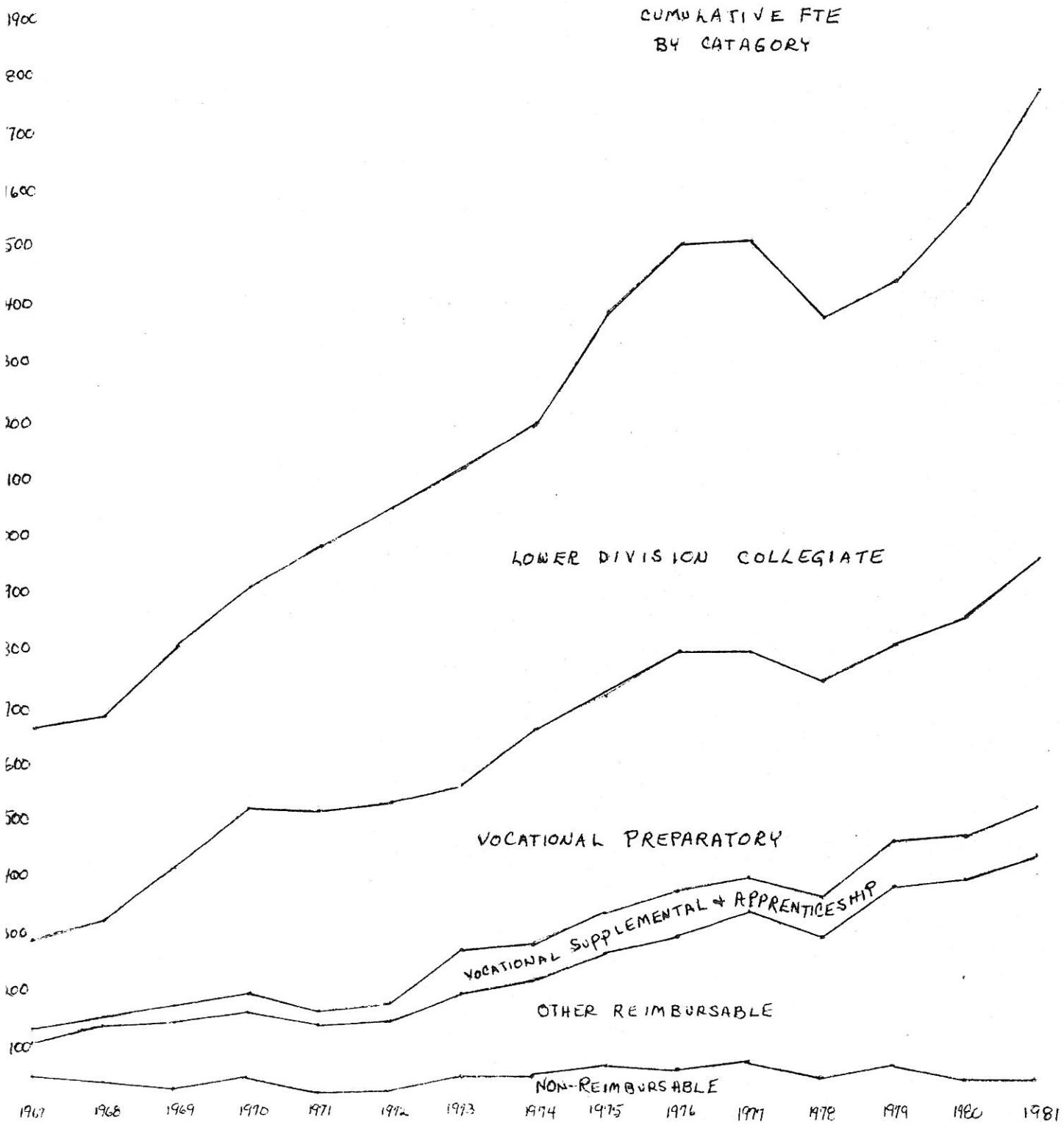
CENTRAL OREGON COMMUNITY COLLEGE  
LONG RANGE PLAN  
APPENDIX  
FULL TIME EQUIVALENT  
ENROLLMENT STATISTICS  
(1967 - 1980)

Year	Vocational- Technical Education	College Transfer	Community Education & Developmental	* Non- Reimbursable	Separate Contract	Total
1967-68	192	352	102	29	--	675
1968-69	265	399	116	7	19	806
1969-70	352	400	118	12	22	904
1970-71	361	476	124	11	2	974
1971-72	390	508	121	18	3	1,040
1972-73	357	571	147	41	--	1,116
1973-74	408	568	172	39	--	1,187
1974-75	447	669	208	59	--	1,383
1975-76	504	711	235	52	--	1,502
1976-77	455	723	268	66	--	1,512
1977-78	453	638	247	42	--	1,380
1978-79	428	641	316	59	--	1,444
1979-80	465	754	352	37	--	1,608

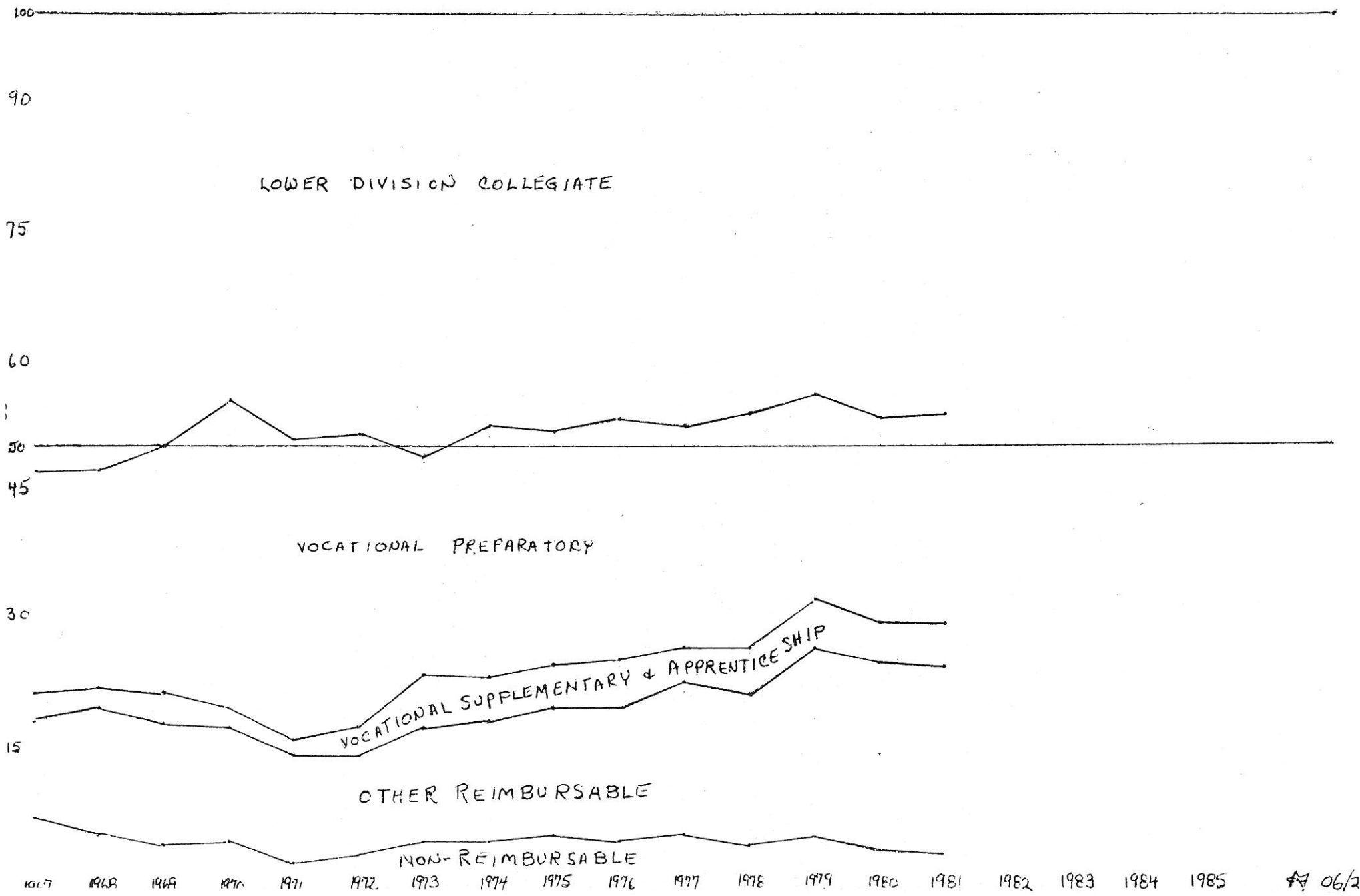
\*While no State reimbursement is received for these students, adequate enrollment is generated in each class to provide funds to cover the cost of instruction.

1/30/81

CUMULATIVE FTE  
BY CATEGORY

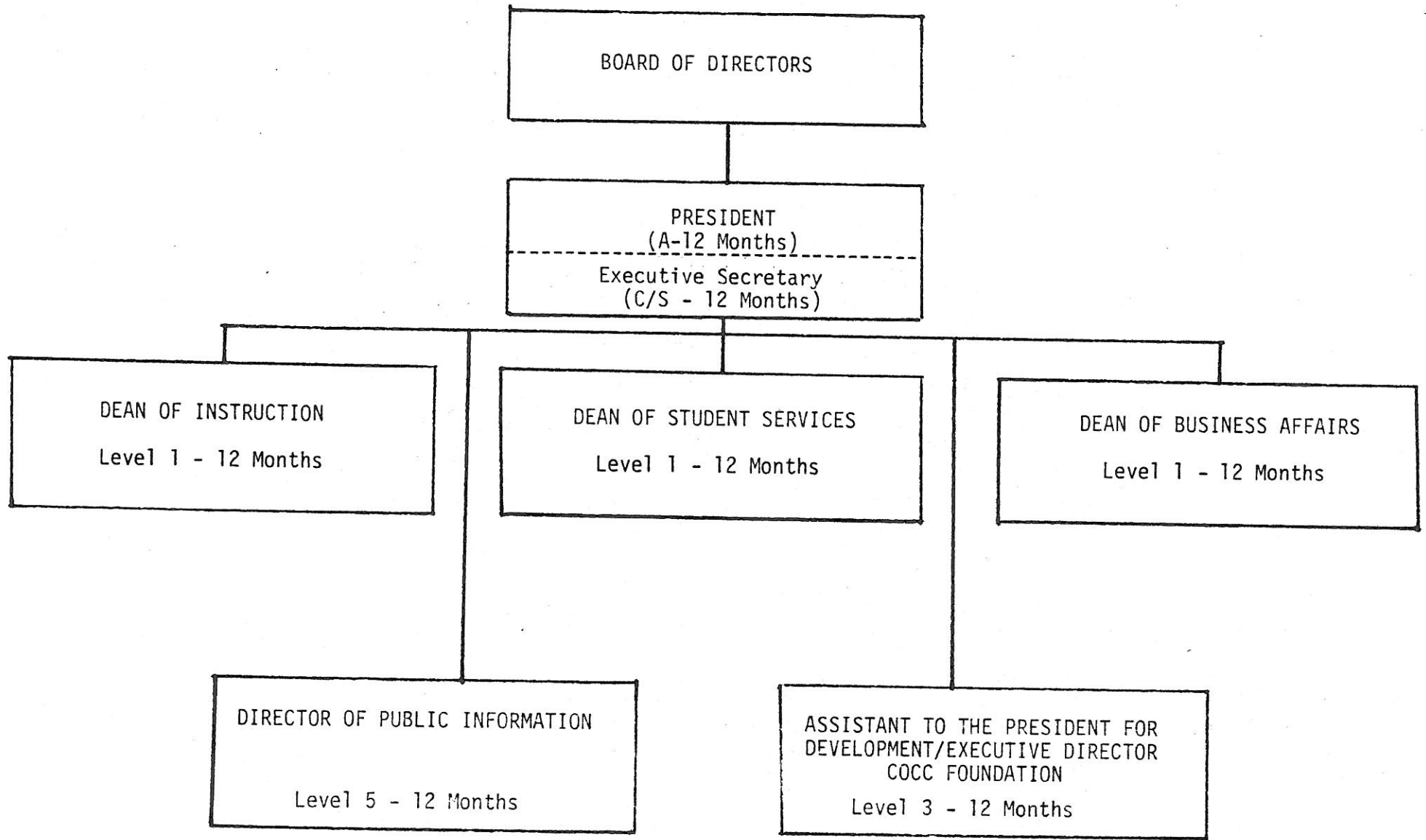


PERCENTAGE OF TOTAL FTE  
BY CATEGORY

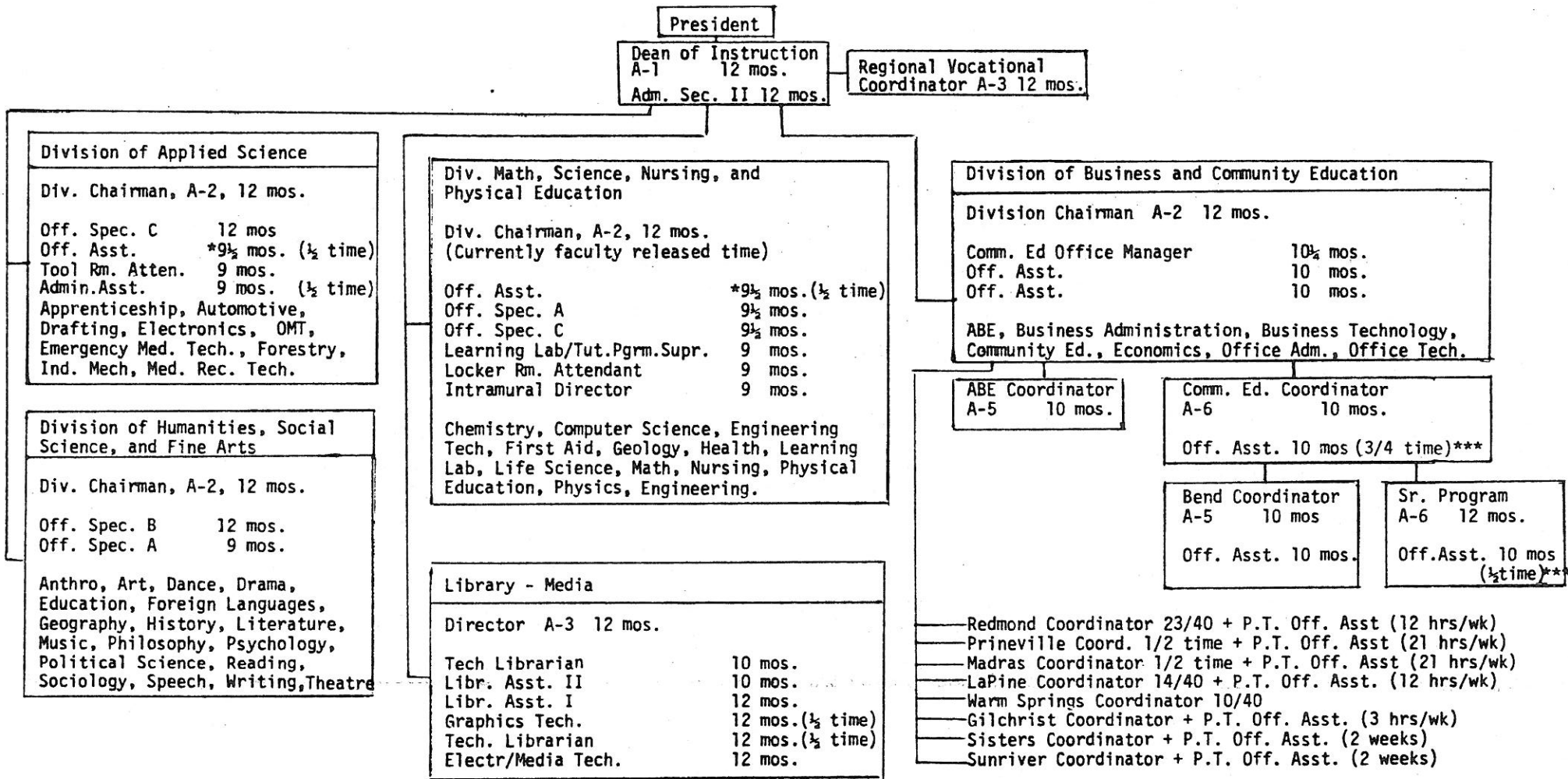


APPENDIX E  
ORGANIZATION CHARTS



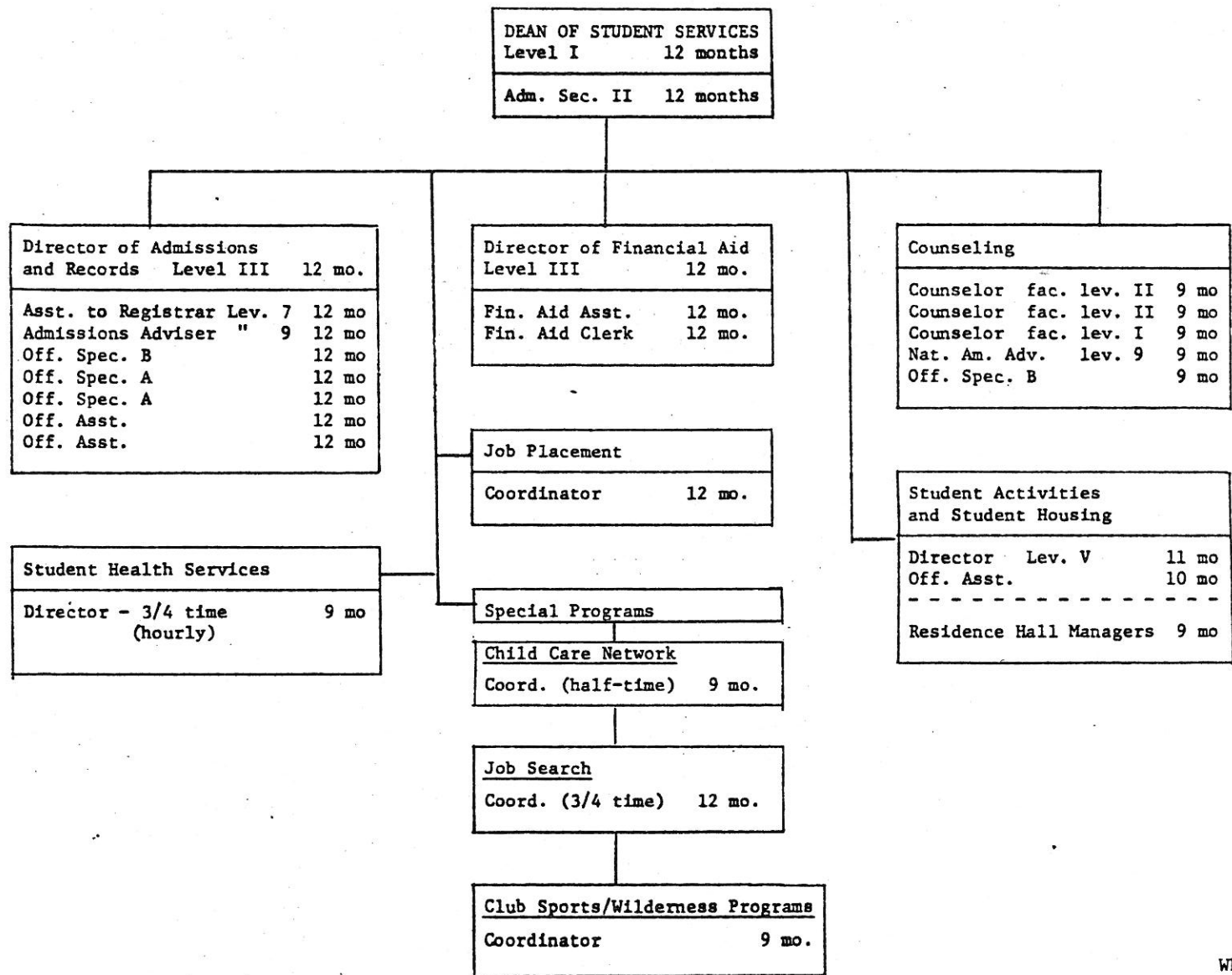


A: Administration  
 Level: Range of Responsibility/Administration  
 C/S: Confidential/Supervisory



\*Shared, Nursing/Applied Science  
 \*\*\*Shared, Targeted Services/Sr. Program

John Weber  
 9-23-81



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DEAN OF BUSINESS AFFAIRS  
 Administrative Secretary  
 C/S B  
 Switchboard Operator  
 IV

DIRECTOR OF  
 FINANCIAL SERVICES

Asst. Asst.  
 C/S A

Asst. Clerk V

Asst. Clerk  
 Federal Programs  
 III

Business Office  
 Clerk III

DIRECTOR OF  
 DATA SERVICES

Personnel  
 Clerk  
 C/S A

Systems  
 Analyst/  
 Manager

Appl.  
 Programmer/  
 Analyst

Computer  
 Ctr. Asst.  
 VII

Office  
 Asst. II

Eve. Computer  
 Data Entry  
 Opr. III

DIRECTOR OF  
 PHYSICAL PLANT

Custodial  
 Supervisor C/S A

Phys. Pl. Wkr. II  
 II

Phys. Pl. Wkr. II  
 II

Phys. Pl. Wkr. IV  
 VI

Phys. Pl. Wkr. III  
 III

Phys. Pl. Wkr. II  
 II

Phys. Pl. Wkr. II  
 II

Phys. Pl. Wkr. IV  
 VI

Phys. Pl. Wkr. IV  
 VI

Phys. Pl. Wkr. V  
 VIII

Phys. Pl. Wkr. II  
 II

Phys. Pl. Wkr. II  
 II

Phys. Pl. Wkr. IV  
 VI

Phys. Pl. Wkr. II  
 II

CENTRALIZED SERVICES  
 SUPERVISOR

Memory Typist IV

Office Asst. II

Office Asst. III

Office Specialist A  
 IV

Office Specialist B  
 V

SAFETY & SECURITY  
 SUPERVISOR

Security Officer  
 VIII

Security Officer  
 IV

Security Officer  
 IV

Security Officer  
 IV

Security Officer  
 IV

Traffic Control-  
 ler II

BOOKSTORE  
 SUPERVISOR

Bookstore Cle  
 IV

APPENDIX F  
BEND SCHOOL DISTRICT  
ENROLLMENT PROJECTIONS  
NEWS ITEMS

# Bend schools to double

By Katia Blackburn  
Bulletin Staff Writer

The Bend School District will double its student population by the year 2000, a long-range planning report presented to school board members Tuesday night reveals.

Although other Central Oregon school districts also anticipate growth, none has recently made comparable long range projections.

According to the Bend report, researched and written by a committee of school administrators and two private consultants, approximately 13 new schools will have to be built by the year 2000 to accommodate the estimated 15,000 students who will be living in the district by then. The district now has about 7,500 students.

The district's enrollment will

grow by an average of 4.9 percent per year, the report said.

"Everyone in the group found this information startling," admitted Walt Gullett, committee spokesman and vice principal of LaPine High School.

The report encouraged the school district to establish a long-range planning committee to take a close look at the district's coming growth. A formerly active planning committee consisting of board members Del Schulzke, Vim Bryant and chairman Glenda Helling was immediately re-established Tuesday to study the report.

Other suggestions given in the report include:

- Forming a second committee to study building a new elementary and new junior high school in Bend in the next two to three years.

- Considering land purchases for future school sites.

- Starting to form a district "philosophy" on the possibility of using split-shift and year-round programming.

In Redmond, Superintendent Homer Kearns said today that enrollment there is expected to grow 5.6 percent per year over the next five years.

Jefferson County School District 509-J projects a small increase for the 1981-82 school year over the current year's enrollment, according to a district spokesman. The district has no long-range projections. Crook County and Sisters school districts have no projections.

BEND BULLETIN

JAN. 28<sup>TH</sup> 1981

APPENDIX G  
LABOR FORCE SUMMARY  
(CROOK COUNTY)

CROOK COUNTY

LABOR FORCE SUMMARY  
(By Place of Residence)

	Annual Average			Change From			
	CY	CY	CY	CY 1980-1981		CY 1979-1980	
	1981	1980	1979	No.	Pct.	No.	Pct.
Civilian Labor Force <u>1/</u>	5,700	5,500	5,570	+200	+ 3.6	- 70	- 1.3
Unemployment	570	880	550	-310	-35.2	330	60.0
Percent of Labor Force	10.0	16.0	9.9	xxx	xxx	xxx	xxx
Total Employment <u>2/</u>	5,130	4,620	5,020	510	11.0	-440	- 8.0

NONAGRICULTURAL WAGE & SALARY EMPLOYMENT  
(By Place of Work)

TOTAL	4,500	4,000	4,410	+500	+12.5	-410	- 9.3
Manufacturing	1,760	1,450	1,720	310	21.4	-270	-15.7
Lumber & Wood	1,700	1,400	1,670	300	21.4	-270	-16.2
Other Manufacturing	60	50	50	10	20.0	0	0
Nonmanufacturing	2,740	2,550	2,690	190	7.5	-140	- 5.2
Construction	110	80	100	30	37.5	- 20	-20.0
Transp., Comm. & Utilities	130	120	140	10	8.3	- 20	-14.3
Trade	850	780	840	70	9.0	- 60	- 7.1
Fin., Ins. & Real Estate	110	90	100	20	22.2	- 10	-10.0
Service & Miscellaneous	630	580	610	50	8.6	- 30	- 4.9
Government	910	900	900	10	1.1	0	0

NOTE: Estimates are subject to revision.

1/ Includes employed and unemployed individual 16 years and older. Data are adjusted for multiple job holding and commuting.

2/ Includes nonagricultural wage and salary, self-employed, unpaid family workers, domestics, agriculture and labor disputants.



CROOK COUNTY RESIDENT LABOR FORCE, UNEMPLOYMENT & EMPLOYMENT 1979 1/

	Annual Average	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
CIVILIAN LABOR FORCE	5,570	5,610	5,580	5,540	5,580	5,640	5,720	5,570	5,780	5,430	5,490	5,480	5,420
UNEMPLOYMENT	550	660	760	750	610	510	470	470	450	420	380	530	630
Percent of Labor Force	9.9	11.8	13.6	13.5	10.9	9.0	8.2	8.4	7.8	7.7	6.9	9.7	11.6
TOTAL EMPLOYMENT	5,020	4,950	4,820	4,790	4,970	5,130	5,250	5,100	5,330	5,010	5,110	4,950	4,790

CROOK COUNTY NONAGRICULTURAL WAGE & SALARY EMPLOYMENT 1979 2/

TOTAL WAGE AND SALARY	4,410	4,350	4,230	4,190	4,390	4,490	4,570	4,460	4,650	4,440	4,500	4,380	4,220
Wage & Salary Empl. Index (1972=100)	116.4	119.5	119.5	119.2	121.8	121.2	115.9	114.1	115.5	111.6	113.6	113.5	111.6
MANUFACTURING, TOTAL	1,720	1,770	1,710	1,670	1,720	1,750	1,770	1,680	1,790	1,710	1,750	1,690	1,580
Lumber & Wood	1,670	1,720	1,660	1,620	1,670	1,710	1,720	1,530	1,740	1,660	1,700	1,640	1,530
Other Manufacturing	50	50	50	50	50	40	50	50	50	50	50	50	50
NONMANUFACTURING, TOTAL	2,690	2,580	2,520	2,520	2,670	2,740	2,800	2,780	2,860	2,730	2,750	2,690	2,640
Construction	100	70	70	80	110	120	130	130	120	120	100	90	80
Transp., Comm. & Utilities	140	150	140	130	140	140	140	150	140	140	130	130	120
Trade	840	800	820	820	850	860	820	840	820	820	900	860	860
Finance Ins. & Real Estate	100	100	100	100	100	100	100	110	110	110	100	100	100
Service & Miscellaneous	610	630	580	580	620	620	620	610	630	640	620	600	600
Government	900	830	810	810	850	900	990	940	1,040	900	900	910	880
LABOR-MANAGEMENT DISPUTES	0	0	0	0	0	0	0	0	0	0	0	0	0

1/ Includes employed and unemployed individuals 16 years and older by place of residence. Data are adjusted for multiple job-holding and commuting. Includes nonagriculture wage and salary, self-employed, unpaid family workers, domestics, agriculture and labor disputants.

2/ This nonagricultural wage and salary employment series is based on the 1972 Standard Industrial Classification (SIC) manual as amended by the 1977 supplement. The data are by place of work and persons working multiple jobs are counted more than once. Workers involved in labor-management disputes are excluded from the wage and salary employment totals.

LABOR FORCE SUMMARY FOR CROOK COUNTY  
(By Place of Residence)

	Sept. 1980	Aug. 1980	Change	% Change	<sup>3/</sup> Sept. 1979
Civilian Labor Force <u>1/</u>	5,570	5,810	-240	- 4.1	5,430
Unemployment	810	1,060	-250	-23.6	420
Percent of Labor Force	14.5	18.2	xxx	xxx	7.7
Seasonally Adjusted Percent	N/A	N/A	xxx	xxx	N/A
Total Employment <u>2/</u>	4,760	4,750	+ 10	+ 0.2	5,010

NOTE: Estimates are subject to revision.

- 1/ Includes employed and unemployed individuals 16 years and older. Data are adjusted for multiple job holding and commuting.
- 2/ Includes nonagricultural wage and salary, self-employed, unpaid family workers, domestics, agriculture, and labor disputants.
- 3/ Due to revised estimating procedures between Dec. 1979 and Jan. 1980, data for 1980 and that of previous years are not strictly comparable.

CROOK COUNTY NONAGRICULTURAL WAGE & SALARY EMPLOYMENT  
(By Place of Work)

	Sept. 1980	Aug. 1980	Sept. 1979	Change From	
				Aug. 1980	Sept. 1979
Total	3,920	3,910	4,440	+10	-520
Wage & Salary Empl. Index	98.5	97.1	111.6	xxx	xxx
Manufacturing	1,320	1,260	1,710	60	-390
Lumber & Wood	1,270	1,210	1,660	60	-390
Other Manufacturing	50	50	50	0	0
Nonmanufacturing	2,600	2,650	2,730	-50	-130
Construction	120	120	120	0	0
Transp., Comm., Utilities	130	130	140	0	- 10
Trade	760	770	820	-10	- 60
Finance, Ins., & Real Estate	100	100	110	0	- 10
Service & Miscellaneous	580	580	640	0	- 60
Government	910	950	900	-40	10
Labor-Management Disputes	0	0	0	0	0

APPENDIX H

LABOR FORCE SUMMARY  
(DESCHUTES COUNTY)

DESCHUTES COUNTY

LABOR FORCE SUMMARY  
(By Place of Residence)

	Annual Average			Change From			
	CY 1981	CY 1980	CY 1979	CY 1980-1981		CY 1979-1980	
				No.	Pct.	No.	Pct.
Civilian Labor Force <u>1/</u>	29,700	29,000	28,510	+ 700	+ 2.4	+490	+ 1.7
Unemployment	2,500	3,500	2,590	-1,000	-28.6	910	35.1
Percent of Labor Force	8.4	12.1	9.1	xxx	xxx	xxx	xxx
Total Employment <u>2/</u>	27,200	25,500	25,920	1,700	6.7	-420	- 1.6

NONAGRICULTURAL WAGE & SALARY EMPLOYMENT  
(By Place of Work)

TOTAL	23,190	21,600	22,120	+1,590	+ 7.4	-520	- 2.4
Manufacturing	4,020	3,700	3,860	320	8.6	-160	- 4.1
Durable Goods	3,520	3,220	3,390	300	9.3	-170	- 5.0
Lumber & Wood	2,700	2,420	2,620	280	11.6	-200	- 7.6
Other Durable Goods	820	800	770	20	2.5	30	3.9
Nondurable Goods	500	480	470	20	4.2	10	2.1
Food Products	130	120	120	10	8.3	0	0
Other Nondurable Goods	370	360	350	10	2.8	10	2.9
Nonmanufacturing	19,170	17,900	18,260	1,270	7.1	-360	- 2.0
Construction	2,000	1,500	2,100	500	33.3	-600	-28.6
Transp., Comm. & Utils.	1,200	1,100	1,200	100	9.1	-100	- 8.3
Trade	5,800	5,500	5,250	300	5.5	250	4.8
Fin., Ins. & Real Estate	1,950	1,850	1,980	100	5.4	-130	- 6.6
Service & Miscellaneous	4,300	4,100	3,920	200	4.9	180	4.6
Government	3,920	3,850	3,810	70	1.8	40	1.1

NOTE: Estimates are subject to revision.

1/ Includes employed and unemployed individual 16 years and older. Data are adjusted for multiple job holding and commuting.

2/ Includes nonagricultural wage and salary, self-employed, unpaid family workers, domestics, agriculture and labor disputants.

DESCHUTES COUNTY RESIDENT LABOR FORCE, UNEMPLOYMENT & EMPLOYMENT 1979 1/

	Annual Average	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
CIVILIAN LABOR FORCE	28,510	27,540	27,590	28,310	28,290	28,490	29,550	29,240	29,030	28,710	28,460	28,510	28,330
UNEMPLOYMENT	2,590	3,200	2,990	2,760	2,260	2,120	2,290	2,380	2,270	2,240	2,430	2,980	3,130
Percent of Labor Force	9.1	11.6	10.8	9.8	8.0	7.4	7.8	8.1	7.8	7.8	8.5	10.5	11.0
TOTAL EMPLOYMENT	25,920	24,340	24,600	25,550	26,030	26,370	27,270	26,860	26,760	26,470	26,050	25,530	25,200

DESCHUTES COUNTY NONAGRICULTURAL WAGE & SALARY EMPLOYMENT 1979 2/

TOTAL WAGE AND SALARY	22,120	20,680	20,850	21,830	22,360	22,460	23,340	22,780	22,790	22,830	22,280	21,790	21,430
Wage & Salary Empl. Index (1972=100)	180.0	174.7	179.1	182.5	183.1	182.2	181.3	179.9	180.2	179.2	179.3	179.4	178.6
MANUFACTURING, TOTAL	3,860	3,820	3,840	3,980	4,000	3,380	4,000	3,840	3,920	3,940	3,910	3,620	3,500
Durable Goods	3,390	3,400	3,370	3,480	3,530	3,410	3,640	3,380	3,460	3,470	3,440	3,160	3,040
Lumber & Wood	2,620	2,640	2,610	2,710	2,740	2,760	2,730	2,620	2,530	2,650	2,630	2,380	2,320
Other Durable Goods	770	760	760	770	790	650	760	760	530	520	610	780	720
Nondurable Goods	470	480	470	500	470	470	460	460	460	470	470	460	460
Food Products	120	110	110	120	120	120	120	120	120	120	120	110	110
Other Nondurable Goods	350	370	360	380	350	350	340	340	340	350	350	350	350
NONMANUFACTURING, TOTAL	18,260	16,800	17,010	17,850	18,360	18,880	19,340	18,940	18,870	18,890	18,370	18,170	17,930
Construction	2,100	1,410	1,550	1,390	2,050	2,180	2,450	2,620	2,330	2,510	2,190	2,170	1,860
Transp., Comm. & Utilities	1,200	1,130	1,140	1,150	1,180	1,200	1,210	1,200	1,200	1,210	1,240	1,260	1,240
Trade	5,250	5,000	4,910	5,090	5,220	5,250	5,340	5,370	5,490	5,320	5,240	5,350	5,320
Finance Ins. & Real Estate	1,980	1,690	1,740	1,820	1,920	2,040	2,210	2,360	2,210	2,130	2,060	1,820	1,790
Service & Miscellaneous	3,920	3,780	3,900	4,060	4,010	3,850	3,970	3,950	4,040	3,940	3,800	3,820	3,940
Government	3,070	3,780	3,770	3,840	3,980	4,060	4,150	3,440	3,600	3,780	3,840	3,750	3,770
LABOR-MANAGEMENT DISPUTES	0	0	0	0	0	0	0	0	0	0	0	0	0

1/ Includes employed and unemployed individuals 16 years and older by place of residence. Data are adjusted for multiple job-holding and commuting. Includes nonagriculture wage and salary, self-employed, unpaid family workers, domestics, agriculture and labor disputants.

2/ This nonagriculture wage and salary employment series is based on the 1972 Standard Industrial Classification (SIC) manual as amended by the 1977 supplement. The data are by place of work and persons working multiple jobs are counted more than once. Workers involved in labor-management disputes are excluded from the wage and salary employment totals.

LABOR FORCE SUMMARY FOR DESCHUTES COUNTY  
(By Place of Residence)

	Sept. 1980	Aug. 1980	Change	% Change	<sup>3/</sup> Sept. 1979
Civilian Labor Force <u>1/</u>	30,370	30,500	-130	-0.4	28,710
Unemployment	3,550	3,820	-270	-7.1	2,240
Percent of Labor Force	11.7	12.5	xxx	xxx	7.3
Seasonally Adjusted Percent	N/A	N/A	xxx	xxx	N/A
Total Employment <u>2/</u>	26,820	26,680	+140	+0.5	26,470

NOTE: Estimates are subject to revision.

1/ Includes employed and unemployed individuals 16 years and older. Data are adjusted for multiple job holding and commuting.

2/ Includes nonagricultural wage and salary, self-employed, unpaid family workers, domestics, agriculture, and labor disputants.

3/ Due to revised estimating procedures between Dec. 1979 and Jan. 1980, data for 1980 and that of previous years are not strictly comparable.

DESCHUTES COUNTY NONAGRICULTURAL WAGE & SALARY EMPLOYMENT  
(By Place of Work)

	Sept. 1980	Aug. 1980	Sept. 1979	Change From	
				Aug. 1980	Sept. 1979
Total	21,830	21,640	22,830	+190	-1,000
Wage & Salary Empl. Index	172.0	171.8	179.9	xxx	xxx
Manufacturing	3,510	3,460	3,940	50	- 430
Durable Goods	3,090	3,040	3,470	50	- 380
Lumber & Wood	2,530	2,490	2,650	40	- 120
Other Durable Goods	560	550	820	10	- 260
Nondurable Goods	420	420	470	0	- 50
Food Products	120	120	120	0	0
Other Nondurable Goods	300	300	350	0	- 50
Nonmanufacturing	18,320	18,180	18,890	140	- 570
Construction	1,800	1,820	2,510	- 20	- 710
Transp., Comm., Utilities	1,190	1,210	1,210	- 20	- 20
Trade	5,170	5,160	5,320	10	- 150
Finance, Ins., & Real Estate	2,090	2,190	2,130	-100	- 40
Service & Miscellaneous	3,910	3,950	3,940	- 40	- 30
Government	4,160	3,850	3,780	310	380
Labor-Management Disputes	0	0	0	0	0

APPENDIX I  
LABOR FORCE SUMMARY  
(JEFFERSON COUNTY)

JEFFERSON COUNTY

LABOR FORCE SUMMARY  
(By Place of Residence)

	Annual Average			Change From			
	CY 1981	CY 1980	CY 1979	CY 1980-1981		CY 1979-1980	
				No.	Pct.	No.	Pct.
Civilian Labor Force <u>1/</u>	4,880	4,830	4,830	+ 50	+ 1.0	0	0
Unemployment	300	400	360	-100	-25.0	40	11.1
Percent of Labor Force	6.1	8.3	7.5	xxx	xxx	xxx	xxx
Total Employment <u>2/</u>	4,580	4,430	4,470	150	3.4	-40	- 0.9

NONAGRICULTURAL WAGE & SALARY EMPLOYMENT  
(By Place of Work)

	1981	1980	1979	Change 1980-1981	% Change 1980-1981	Change 1979-1980	% Change 1979-1980
TOTAL	3,790	3,650	3,700	+140	+ 3.8	-50	- 1.4
Manufacturing	870	820	840	50	6.1	-20	- 2.4
Lumber & Wood	600	560	590	40	7.1	-30	- 5.1
Other Manufacturing	270	260	250	10	3.8	10	4.0
Nonmanufacturing	2,920	2,830	2,860	90	3.2	-30	- 1.0
Construction	100	70	90	30	42.9	-20	-22.2
Transp., Comm. & Utilities	120	120	120	0	0	0	0
Trade	920	900	900	20	2.2	0	0
Fin., Ins. & Real Estate	120	110	120	10	9.1	-10	- 8.3
Service & Miscellaneous	700	680	680	20	2.9	0	0
Government	950	950	950	10	1.1	0	0

NOTE: Estimates are subject to revision.

1/ Includes employed and unemployed individual 16 years and older. Data are adjusted for multiple job holding and commuting.

2/ Includes nonagricultural wage and salary, self-employed, unpaid family workers, domestics, agriculture and labor disputants.



JEFFERSON COUNTY RESIDENT LABOR FORCE, UNEMPLOYMENT & EMPLOYMENT 1979 1/

	Annual Average	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
CIVILIAN LABOR FORCE	4,830	4,570	4,620	4,690	4,700	4,780	5,010	5,040	5,060	4,900	5,010	4,830	4,810
UNEMPLOYMENT	360	500	490	410	300	220	290	370	330	360	300	350	450
Percent of Labor Force	7.5	10.9	10.6	8.7	6.4	4.6	5.8	7.3	6.5	7.4	6.0	7.3	9.4
TOTAL EMPLOYMENT	4,470	4,070	4,130	4,280	4,400	4,560	4,720	4,670	4,730	4,540	4,710	4,480	4,360

JEFFERSON COUNTY NONAGRICULTURAL WAGE & SALARY EMPLOYMENT 1979 2/

TOTAL WAGE AND SALARY	3,700	3,400	3,470	3,620	3,720	3,780	3,880	3,780	3,860	3,790	3,820	3,690	3,680
Wage & Salary Empl. Index (1972=100)	144.4	139.3	143.1	145.8	145.5	145.6	144.5	144.4	146.3	143.9	146.2	143.9	144.6
MANUFACTURING, TOTAL	840	770	820	850	870	880	920	810	840	840	860	830	830
Lumber & Wood	590	520	530	560	580	600	650	660	620	600	600	590	590
Other Manufacturing	250	250	290	290	290	280	270	150	220	240	260	240	240
NONMANUFACTURING, TOTAL	2,860	2,630	2,650	2,770	2,850	2,900	2,960	2,970	3,020	2,950	2,960	2,860	2,850
Construction	90	60	60	80	90	90	130	130	130	110	100	80	70
Transp., Comm. & Utilities	120	100	100	100	90	120	130	140	150	140	140	130	130
Trade	900	810	790	840	890	930	940	950	930	940	940	920	920
Finance Ins. & Real Estate	120	110	120	120	120	120	120	120	120	120	120	110	120
Service & Miscellaneous	680	640	650	660	660	650	670	780	820	690	680	650	650
Government	950	910	930	970	1,000	990	970	850	870	950	980	970	960
LABOR-MANAGEMENT DISPUTES	0	0	0	0	0	0	0	0	0	0	0	0	0

1/ Includes employed and unemployed individuals 16 years and older by place of residence. Data are adjusted for multiple job-holding and commuting. Includes nonagriculture wage and salary, self-employed, unpaid family workers, domestics, agriculture and labor disputants.

2/ This nonagriculture wage and salary employment series is based on the 1972 Standard Industrial Classification (SIC) manual as amended by the 1977 supplement. The data are by place of work and persons working multiple jobs are counted more than once. Workers involved in labor-management disputes are excluded from the wage and salary employment totals.

LABOR FORCE SUMMARY FOR JEFFERSON COUNTY  
(By Place of Residence)

	Sept. 1980	Aug. 1980	Change	% Change	<sup>3/</sup> Sept. 1979
Civilian Labor Force <u>1/</u>	5,270	5,180	+ 90	+1.7	4,900
Unemployment	330	350	- 20	-5.7	360
Percent of Labor Force	6.3	6.8	xxx	xxx	7.3
Seasonally Adjusted Percent	N/A	N/A	xxx	xxx	N/A
Total Employment <u>2/</u>	4,940	4,830	+110	+2.3	4,540

NOTE: Estimates are subject to revision.

- 1/ Includes employed and unemployed individuals 16 years and older. Data are adjusted for multiple job holding and commuting.
- 2/ Includes nonagricultural wage and salary, self-employed, unpaid family workers, domestics, agriculture, and labor disputants.
- 3/ Due to revised estimating procedures between Dec. 1979 and Jan. 1980, data for 1980 and that of previous years are not strictly comparable.

JEFFERSON COUNTY NONAGRICULTURAL WAGE & SALARY EMPLOYMENT  
(By Place of Work)

	Sept. 1980	Aug. 1980	Sept. 1979	Change From	
				Aug. 1980	Sept. 1979
Total	3,780	3,700	3,790	+80	-10
Wage & Salary Empl. Index	142.8	139.5	143.2	xxx	xxx
Manufacturing	820	820	840	0	-20
Lumber & Wood	560	560	600	0	-40
Other Manufacturing	260	260	240	0	20
Nonmanufacturing	2,960	2,880	2,950	80	10
Construction	100	100	110	0	-10
Transp., Comm., Utilities	120	130	140	-10	-20
Trade	890	870	940	20	-50
Finance, Ins., & Real Estate	120	110	120	10	0
Service & Miscellaneous	750	780	690	-30	60
Government	980	890	950	90	30
Labor-Management Disputes	0	0	0	0	0