

a long range plan
for
facilities and services

1974 - 1984
central oregon community college
bend, oregon

Central Oregon Community College

Long-Range Plan

1974-1984

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Adopted July, 1974

CENTRAL OREGON COMMUNITY COLLEGE
LONG-RANGE PLAN

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CHAPTER I - THE PLANNING PROCESS

In 1962, Central Oregon College undertook a long-range planning effort. The publication which outlined the College's hopes and aspirations was entitled Central Oregon Area Education District, Master Plan for Facilities and Services, 1962-1972. That plan served the college well and provided the necessary direction for the transition from an evening college, operating in a local high school and heavily oriented toward college transfer, to a comprehensive community college serving the postsecondary educational needs of the 10,000 square miles of the Central Oregon Community College District.

It is time again to propose directions for the future. It is the purpose of this publication to present to the Board of Directors of Central Oregon Community College a plan for the decade 1974-1984.

It is anticipated that the Board will review the proposal and suggest revisions and additions that are important to the development of the college.

At this stage of development, the purposes of the plan are as follows:

- A. To re-examine the college's historical goals and objectives in order to determine their validity and feasibility for the next decade.
- B. To briefly review the historical development of the college.
- C. To review demographic data about the area served by the college including school enrollments and projections, population figures, and economic data.
- D. To produce recommendations which can be utilized by the college as it charts its future.

Statement of Purpose

A number of years ago, the following statement of purpose was adopted by the staff of Central Oregon Community College:

"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 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."

Has the college fulfilled its purposes?

Development clearly has taken place in each of the areas listed above and Central Oregon Community College has become a college of scope and purpose, a truly important resource for the people of Central Oregon.

How does the college compare with national trends in community college education?

The best way to see the relationship between Central Oregon Community College and what is developing in other community colleges in Oregon and across the nation is to call attention to the work of the Carnegie Commission on Higher Education. In a report entitled The Open-Door Colleges: Policies for Community Colleges, June 1970, one of sixty-four reports on Higher Education, the Commission listed 12 recommendations in relation to community colleges. These recommendations are included here so that the reader can draw his or her own conclusions as to whether or not the College has drawn a course for itself which fits the concept of what a community college is supposed to be.

This section of the plan will include statements as to the nature of the College as well as statements highlighting areas and issues which need to be given attention.

CARNEGIE COMMISSION RECOMMENDATIONS

COMMISSION SUGGESTION #1

THE COMMUNITY COLLEGE HAS PROVED ITS GREAT WORTH TO AMERICAN SOCIETY. COMMUNITY COLLEGES SHOULD BE AVAILABLE, WITHIN COMMUTING DISTANCE, TO ALL PERSONS THROUGHOUT THEIR LIVES, EXCEPT IN SPARSELY POPULATED AREAS WHICH SHOULD BE SERVED BY RESIDENTIAL COLLEGES.

College Response

Central Oregon Community College can be defined as a community college which serves a generally rural area interspersed with a few small cities or population centers. The area is large and population is widely dispersed. The size of the district creates problems in commuting for students who live at the edges of the district. The college-owned dormitory has provided an important residential alternative to commuting for those students, but it is clear that the college must give more serious consideration to new and unique means to bring services to the people.

COMMISSION SUGGESTION #2

THE CARNEGIE COMMISSION FAVORS THE COMPREHENSIVE COMMUNITY COLLEGE WITH ACADEMIC, OCCUPATIONAL, AND GENERAL EDUCATION PROGRAMS AS AGAINST MORE SPECIALIZED TWO-YEAR COLLEGES. THE COMPREHENSIVE COLLEGE PROVIDES ITS STUDENTS WITH A WIDER RANGE OF OPTIONS.

College Response

Central Oregon Community College has devoted considerable thought and energy to development as a comprehensive community college. Vocational-technical programs, college transfer programs, and adult continuing education programs are viewed as missions of equal importance. The college has attempted to offer a wide range of programs and courses and has attempted to provide support services which assist district residents to enter and complete courses and programs of their choosing.

COMMISSION SUGGESTION #3

COMMUNITY COLLEGES SHOULD REMAIN TWO-YEAR INSTITUTIONS AND NOT EXPECT TO BECOME FOUR-YEAR OR GRADUATE INSTITUTIONS. THEY HAVE AN IMPORTANT ROLE TO PLAY AND SHOULD NOT ABANDON IT.

College Response

Central Oregon Community College expects to continue as a community college - that is, an institution which serves a postsecondary function in a designated educational district.

In holding this goal, the college assumes that no other similar institution of higher education or four-year college or university will be established in Central Oregon within the foreseeable future.

COMMISSION SUGGESTION #4

FULL TRANSFER RIGHTS SHOULD BE PROVIDED QUALIFIED GRADUATES OF COMMUNITY COLLEGES BY COMPREHENSIVE STATE COLLEGES AND UNIVERSITIES. THERE SHOULD BE NO ARTIFICIAL CEILING FOR STUDENTS WITH PROVEN ACADEMIC ABILITY AND INTEREST.

College Response

Students from Central Oregon Community College have experienced little difficulty in transferring to four-year colleges and universities. Generally, students transferring from Central Oregon Community College to a four-year college in the state are treated as though they had completed their work at that college. It is expected that articulation efforts between postsecondary institutions will continue and that students of good record will continue to move freely from one college to another.

COMMISSION SUGGESTION #5

OCCUPATIONAL PROGRAMS SHOULD BE GIVEN THE FULLEST SUPPORT AND STATUS WITHIN COMMUNITY COLLEGES. THESE PROGRAMS NEED TO BE FLEXIBLY GEARED TO THE CHANGING REQUIREMENTS OF SOCIETY. THE HEALTH-SERVICE PROFESSIONS, IN PARTICULAR, WILL BE EXPANDING RAPIDLY, AND TRAINING FOR THEM CAN BEST BE GIVEN IN THE COMMUNITY COLLEGES.

College Response

The college will continue to design and implement programs which lead the student to acquire employable skills. However, developing these occupational programs at Central Oregon Community College (and at other semi-rural community colleges) will require a more intensive level of state-local planning and cooperation. Oregon's colleges which serve semi-rural areas will need more assistance and understanding from the state--particularly from such state-level agencies as the Educational Coordinating Council and the burgeoning number of manpower and planning agencies which are involved in curriculum and program allocation. These agencies will need to assist rural community colleges in designing and implementing occupational programs even though graduates of the programs may have to leave the rural area in order to obtain employment related to this training.

COMMISSION SUGGESTION #6

THE CARNEGIE COMMISSION SUPPORTS OPEN ACCESS TO THE "OPEN-DOOR" COLLEGE FOR ALL HIGH SCHOOL GRADUATES AND OTHERWISE QUALIFIED INDIVIDUALS. THE COMMUNITY COLLEGES HAVE A PARTICULAR ROLE TO PLAY IN ASSURING EQUALITY OF OPPORTUNITY TO ALL AMERICANS. THE COMMISSION, WHILE SUPPORTING OPEN ACCESS, DOES NOT BELIEVE THAT ALL YOUNG PEOPLE EITHER WANT HIGHER EDUCATION OR CAN BENEFIT FROM IT. MANY OF THOSE WHO CAN BENEFIT FROM HIGHER EDUCATION AND WANT IT WOULD BE BETTER OFF IN OTHER ENDEAVORS FOR A TIME AFTER HIGH SCHOOL BEFORE ENTERING HIGHER EDUCATION. FOR THIS LATTER GROUP THE COMMUNITY COLLEGE CAN STAND AS A CONTINUING OPEN OPPORTUNITY OVER A PERIOD OF YEARS.

College Response

Central Oregon Community College is committed to the concept of "open access" to the "open-door" college. During the next two or three years, local and state agencies need to give careful consideration to this concept so that planning for postsecondary educational opportunities accentuates the unique mission of each type of institution of higher education to assure that opportunities for students are not advertently or inadvertently narrowed.

COMMISSION SUGGESTION #7

THE COMMUNITY COLLEGE SHOULD CHARGE NO TUITION, OR LOW TUITION.

College Response

Central Oregon Community College will continue to support the concept that high tuition charges to students tend to deny access to those students who may find the community college most beneficial.

COMMISSION SUGGESTION #8

GUIDANCE--OCCUPATIONAL AND PERSONAL--IS A PARTICULARLY IMPORTANT FUNCTION FOR THE COMMUNITY COLLEGE, WHICH SERVES SO MANY STUDENTS WHO ARE IN THE PROCESS OF CHOOSING THEIR LIFETIME OCCUPATIONS AND THEIR LIFE STYLES. IT IS AN EXCELLENT PLACE FOR THOSE WHO ARE UNCERTAIN ABOUT THEIR CAREERS AND ABOUT THEIR LIVES TO CANVASS THEIR OPPORTUNITIES AND MAKE THEIR CHOICES.

College Response

Central Oregon Community College attempts to lend maximum assistance to each student in the process of seeking admission to the college, selecting appropriate courses and programs, making the transition to further education or employment and finding answers to the unique personal issues which arise from time to time.

COMMISSION SUGGESTION #9

THE COMMUNITY COLLEGE HAS A SPECIAL RESPONSIBILITY TO ENRICH THE CULTURAL LIFE OF ITS NEIGHBORHOOD AND TO BE AN ACTIVE CENTER FOR ART, MUSIC AND DRAMA, AND INTELLECTUAL DISCUSSIONS.

College Response

The college is now undertaking an important effort to involve the citizens of the district in planning for the college's development as a cultural center for the area.

COMMISSION SUGGESTION #10

THE CARNEGIE COMMISSION BELIEVES THAT THE OPTIMUM SIZE OF A COMMUNITY COLLEGE IS 2,000 TO 5,000 STUDENTS. IF IT IS MUCH SMALLER, IT CANNOT PROVIDE A ROUNDED PROGRAM AT REASONABLE COST. IF IT IS MUCH LARGER, IT WILL COMPOUND UNNECESSARILY THE PROBLEMS OF COMMUTING AND PARKING, AND IT WILL BE LESS LIKELY TO BE A PART OF ANY SINGLE NEIGHBORHOOD. MORE PEOPLE CAN BE SERVED MORE CONVENIENTLY BY SEVERAL COLLEGES OF REASONABLE SIZE THAN BY ONE LARGE INSTITUTION.

College Response

Planning for the next decade as described in this document anticipates an enrollment of 2,000 full-time equivalent students (FTE) by 1982 or earlier.

COMMISSION SUGGESTION #11

THE COMMUNITY COLLEGE BY THE NATURE OF ITS PURPOSES SHOULD RELATE TO ITS LOCAL COMMUNITY AND BE GOVERNED BY A LOCAL BOARD OR, AT LEAST, HAVE A LOCAL ADVISORY BOARD.

College Response

This concept is a very important part of the tradition of community colleges in Oregon. The local board, made up of citizens elected from the local district, will continue to be assigned the legal authority to plan the development of the local community college.

COMMISSION SUGGESTION #12

FINANCING SHOULD BE INCREASED AND EQUITABLY SHARED BY FEDERAL, STATE, AND LOCAL GOVERNMENTS. IN PARTICULAR, THE FEDERAL GOVERNMENT SHOULD PROVIDE START-UP GRANTS FOR THE ADDITIONAL COMMUNITY COLLEGES NEEDED TO PROVIDE NATIONWIDE COVERAGE.

College Response

This plan is based on the assumption that the current funding system for both operation and capital construction (a varying combination of state and district funds) will not be altered substantially in the next decade except within the current system, to provide a larger share from state sources. It is anticipated that Oregon will continue to look upon its community colleges as "low cost" institutions of higher learning for an increasing percentage of the state's population.

The original statement of philosophy for Central Oregon Community College and the Carnegie Commission Recommendations combine to provide a solid conceptual base on which to build this long range plan and to provide the necessary understanding to move assuredly to the section of the plan which deals with goals and actions.

For purposes of this plan, the college has adopted five statements which represent goals to be sought during the next decade. In this chapter they will be presented as goals or statements of general purpose. Later chapters will develop the concepts further and will outline specific suggestions and steps to accomplish the goals.

Goals for the Decade 1974-1984

Goal Statement I - 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.

Goal Statement II - 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.

Goal Statement III - 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.

Goal Statement IV - Service for Students

In addition to the classroom instructional 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.

Goal Statement V - 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 progress.

CHAPTER II - CENTRAL OREGON - CENTRAL OREGON COMMUNITY COLLEGE

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 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.

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 the Robert L. Coats family of Bend. An additional 20 acres was a gift from Elaine Mooers. 5 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

Of the 13 buildings located on the COCC campus, three (Vocational-Technical, Physical Education, and Maintenance) lie west of College Way. The remaining buildings (Administration, Life Science, Physical Science, Social Science and Fine Arts, Business, Language and Literature, Student Union and Dormitory) lie east of College Way, as do two temporary buildings which serve as a Student Health Center and Supplementary Counseling Office.

Other campus physical improvements include four tennis courts and a physical education activity field

A building schedule of prior construction can be found in Appendix B, and a campus map showing the location of each building can be found in Appendix C. Square footage and teaching station statistics for these facilities are found in Appendix B.

Programs

Because of its original relationship with the Oregon State System of Higher Education, COCC has maintained a tradition of academic strength in the liberal arts and sciences. During the first ten years of its operation, the college emphasized the development and maintenance of a two-year, college-transfer program.

With the coming of the 1960s, however, COCC began to increase the number and quality of its vocational-technical programs and now offers 13 one- and two-year occupational programs, listed below:

One-year Programs

Industrial Mechanics
Forestry Aide
Practical Nursing
Medical Transcription
Secretarial Training

Two-year Programs

Automotive Technology
Business Technology
Forestry Technology
Electronics Technology
Office Machines Repair
Medical Record Technology
Secretarial Training

In addition, the college offers the following pre-professional, lower division courses which lead to the degree of Associate of Arts and to advanced standing in colleges and universities:

| | |
|--------------------------|---------------------|
| Accounting | Health Education |
| Art | Home Economics |
| Biological Sciences | Literature |
| Botany | Mathematics |
| Business Administration | Music |
| Composition and Writing | Natural Resources |
| Chemistry | Physical Education |
| Economics | Physical Science |
| Engineering | Physics |
| English | Political Science |
| Fish and Game Management | Psychology |
| Forestry | Secretarial Science |
| French | Social Science |
| General Science | Speech |
| Geography | Zoology |
| Geology | |
| German | |

Enrollment

During the first term of COCC's operation (1949), 170 students enrolled for one or more of the nine college transfer courses offered. Of that number, 26 were listed as "fulltime" students.

The most recent enrollment statistics (Winter Term, 1974) show that a record 2,792 students were enrolled in one or more courses within the four major divisions of the college--lower division collegiate, vocational-technical, developmental studies, and community education.

The mix of full-time, reimbursable students (587 in lower division, 403 in vocational-technical, and 147 in developmental studies and community education) illustrates not only the steady enrollment growth the college has enjoyed since 1949, but also the institutional effort to meet the district's occupational and continuing educational needs.

The growth in enrollment in the last seven years can be seen in Appendix K.

Staff

During its first term of operation, COCC operated with four part-time, lower-division instructors who divided their time between Bend and Klamath Falls, the site of another fledgling, two-year extension college that ceased operation at the end of the same term. The current teaching and counseling staff now totals 65 professionals. In addition, there are 10 professional personnel with administrative responsibilities and a support staff numbering approximately 40.

Organizational charts, plus information about teaching faculty and counselors can be found in Appendices D through E. In capsule form, this is Central Oregon Community College today.

In addition to this brief picture of the college it will be necessary for planning purposes to have a precise understanding of the area which the college serves.

Characteristics of the Central Oregon Community College District

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 87 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 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.

In sum, the physical environment in Central Oregon enhances the opportunities for sustaining the three main economic functions listed above. These will be discussed in detail in the next section.

Population and Employment in Central Oregon

This section uses employment statistics supplied by the State of Oregon, Department of Employment. Statistics and discussion focus on Crook, Deschutes, and Jefferson Counties, the three counties which cover the bulk of the population and the employment within the COCC District.

The labor force for the three Central Oregon counties for 1973 averaged 25,410. This figure reflects an increase of 4178 from 1970. This increase of approximately 20 percent is, perhaps, one of the best indicators of the extensive economic growth and expansion experienced in Central Oregon in recent years. Much of this growth has occurred in Deschutes County. More specifically, within Deschutes County, the Bend area has shown the greatest building boom.

Deschutes County

The civilian labor force averaged 16,890 in Deschutes County for the year 1973. (Unemployment averaged 6.2%.) Several key aspects of the growth and nature of employment in Deschutes County can be identified.

1. There has been tremendous growth in employment within Deschutes County during the past ten years, and this growth has accelerated since 1970. The following statistics represent the total civilian labor force in Deschutes County for the years listed, as well as the increases over the three-year periods. Employment increases from 1970 to 1973 were double those from 1967 to 1970.

| <u>Year</u> | <u>Annual Average Labor Force</u> | <u>Increase (3 year interval)</u> |
|-------------|---------------------------------------|---------------------------------------|
| 1964 | 9,850 | |
| 1967 | 11,360 | 1,510 |
| 1970 | 13,140 | 1,780 |
| 1973 | 16,890 | 3,750 |

2. The employment pattern for Deschutes County is changing as shown by the following table which indicates percentages for key employment industries for the years listed.

| | Employment Percentage | | | |
|---|-----------------------|-------------|-------------|-------------|
| | <u>1964</u> | <u>1967</u> | <u>1970</u> | <u>1973</u> |
| Agriculture | 9.5 | 7.3 | 5.9 | 4.3 |
| Manufacturing Lumber and Wood Products | 16.4 | 16.1 | 13.3 | 13.6 |
| Other manufacturing | 3.9 | 4.4 | 5.0 | 5.9 |
| Contract construction | 3.9 | 4.8 | 3.9 | 6.4 |
| Transport-Comm-Utilities | 5.1 | 4.8 | 4.7 | 5.2 |
| Wholesale & Retail Trade | 18.1 | 18.7 | 18.4 | 18.0 |
| Finance & Real Estate | 3.7 | 3.5 | 5.8 | 6.2 |
| Government | 15.3 | 15.7 | 17.0 | 16.2 |
| Service and Misc. | 9.8 | 10.4 | 12.4 | 12.6 |

Employment in agriculture has declined considerably over the last ten years, probably due to increased mechanization and to the conversion of some agricultural lands to residential living.

While total employment in the manufacture of lumber and wood products has increased by 630 employees, on a percentage basis of the total labor force, there has been a slight relative decline in the importance of this industry. Employment in other manufacturing jobs doubled from 450 (1964) to 930 (1973). Contract construction employment tripled from 1964 (360) to 1973 (1,020). The function of Redmond and Bend as wholesale-retail centers for Deschutes County is reflected in the numerical employment increase from 1,680 (1964) to 2,860 (1973). Large increases in government employees, service (and miscellaneous categories) contributes to the diversity of the employment situation in Deschutes County. Labor force statistics for Central Oregon are found in Appendix F through I.

Crook County

The civilian labor force averaged 5360 for the year 1973. Unemployment averaged 6.2 percent. The manufacture of lumber and wood products provides over one-third of the employment in Crook County. In the non-manufacturing section, retail trade, government, and agriculture combined to account for another 2/5ths of the labor force. In other words, there is little diversification of employment types in Crook County. Furthermore, with so much emphasis on the manufacturing of lumber and wood products, the Crook County economy is most vulnerable to problems related to high mortgage rates and diminishing housing starts in the nation as a whole. Retail trade would also suffer accordingly during times of lower employment.

Jefferson County

In 1973, the average annual civilian labor force stood at 4,110. (Unemployment averaged 5.8%). In many respects, the employment pattern in Jefferson County is similar to that in Crook County, except that the growing season in Madras, which is longer than that in Prineville, helps favor agriculture. The following statistics (1973), which list major industries only, indicate the similarities and the differences in the employment picture for Crook and Jefferson Counties.

| <u>Industry</u> | <u>Crook % Employed</u> | <u>Jefferson % Employed</u> |
|----------------------------------|-------------------------|-----------------------------|
| Agriculture | 10.7% | 18.3% |
| Manuf. Lumber & Wood Products | 34.6% | 12.9% |
| Trade | 13.5% | 17.6% |
| Government | 14.9% | 15.8% |
| Transport Utilities | 3.6% | 3.9% |
| Services, Others | 8.2% | 12.9% |

Because of the close relationship between population growth and economic growth (including employment) population growth is unlikely to be rapid unless a new major industry or activity becomes established in either Crook or Jefferson Counties. This has been the situation in both counties in recent years.

Population

The following statistics indicate the population increase in each of the three counties in Central Oregon since 1940.

| <u>County</u> | <u>1904</u> | <u>1950</u> | <u>1960</u> | <u>1970</u> | <u>1974</u> |
|---------------|---------------|---------------|---------------|---------------|---------------|
| Crook | 5,533 | 8,991 | 9,430 | 9,985 | 11,400 |
| Deschutes | 18,631 | 21,812 | 23,100 | 30,442 | 37,340 |
| Jefferson | 2,042 | 5,536 | 7,130 | 8,548 | 9,090 |
| | <u>26,206</u> | <u>36,339</u> | <u>39,660</u> | <u>48,975</u> | <u>57,830</u> |

In the twenty-five year period 1940-1965, growth amounted to a 75 percent increase in population, a little less than the 81 percent increase for the State of Oregon for the same period. Since 1960, there has been a rapid population growth in Central Oregon, with Deschutes County experiencing the greatest share of the growth. The city of Bend and the Bend urban area have grown markedly, as evidenced by population statistics, and as indicated by the planning and development of subdivisions and mobile home parks. A Bend Bulletin newspaper article (Appendix L) reporting on the work of a consulting firm involved in the Bend Urban Area Plan is included to demonstrate the strong growth referred to above, as well as to re-emphasize the economic factors responsible for this growth.

Population estimates compiled by Keith Olds of Pacific Power and Light Company, for Central Oregon on January 1, 1974, (Appendix M-1) indicate marked differences from the statistics issued by Portland State University. At least two other sets of available population figures show similar discrepancies at this time.

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.

Furthermore, there are several other developments or subdivisions scattered throughout Central Oregon whereby second home, cabins on temporary sites for campers, trailers, etc., are to be found. Perhaps it is not surprising that Central Oregon lacks consistent population statistics.

Public School Enrollments Within the COCC District

Enrollment in the public schools in the COCC District, not surprisingly, closely reflects population changes. The following figures summarize the trends in recent years for the major school districts throughout Central Oregon.

| <u>Year</u> | <u>Bend</u> | <u>Redmond</u> | <u>Crook Cty.</u> | <u>Jefferson Cty.</u> | <u>Gilchrist</u> | <u>Culver</u> |
|-------------|-------------|----------------|-----------------------|---------------------------|------------------|---------------|
| 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 |

Bend public schools have experienced increased school enrollment which has exceeded their building program. At this time, discussion is taking place as to the location and the plans for one or possibly two schools to alleviate the overcrowding at the junior and the senior high levels.

Full-time enrollment at COCC is strongly, but not exclusively, influenced by the number of graduates from COCC district high schools and by the percentage of graduates deciding to enter COCC. Students entering COCC who indicate Bend, Redmond or any other community as their home address, may or may not have graduated from the high school in that city. The following statistics compare the number of students in grade 12 for the various larger high schools in the COCC district with the head count of COCC students attending the following fall term and listing high school attended.

Bend School Enrollments

| <u>Year</u> | <u>Grade 12</u> | <u>COCC Fall Term</u> | <u>Elem. School Grades 1-6</u> | <u>Junior High Grades 7-9</u> |
|-------------|-----------------|---------------------------|------------------------------------|-----------------------------------|
| 1969 | 375 | 248 (1970) | 2347 | 1217 |
| 1970 | 358 | 227 (1971) | 2427 | 1292 |
| 1971 | 357 | 212 (1972) | 2547 | 1321 |
| 1972 | 353 | 220 (1973) | 2651 | 1400 |
| 1973 | 425 | - (1974) | 2674 | 1535 |

Madras Schools Enrollments

| <u>Year</u> | <u>Grade 12</u> | <u>COCC Fall Term</u> | <u>Elem. School Grades 1-6</u> | <u>Junior High Grades 7-9</u> |
|-------------|-----------------|---------------------------|------------------------------------|-----------------------------------|
| 1969 | 138 | 35 (1970) | 1137 | 536 |
| 1970 | 141 | 40 (1971) | 1112 | 541 |
| 1971 | 137 | 45 (1972) | 1142 | 560 |
| 1972 | 128 | 59 (1973) | 1159 | 533 |
| 1973 | 119 | - (1974) | 1179 | 578 |

Crook County School Enrollments

| <u>Year</u> | <u>Grade 12</u> | <u>COCC Fall Term</u> | <u>Elem. School Grades 1-6</u> | <u>Junior High Grades 7-9</u> |
|-------------|-----------------|---------------------------|------------------------------------|-----------------------------------|
| 1969 | 200 | 62 (1970) | 1220 | 634 |
| 1970 | 283 | 51 (1971) | 1209 | 603 |
| 1971 | 169 | 40 (1972) | 1232 | 601 |
| 1972 | 165 | 48 (1973) | 1335 | 627 |
| 1973 | 184 | - (1974) | 1285 | 687 |

Redmond Schools Enrollments

| <u>Year</u> | <u>Grade 12</u> | <u>COCC Fall Term</u> | <u>Elementary Grades 1-8</u> |
|-------------|-----------------|---------------------------|----------------------------------|
| 1969 | 176 | 101 (1970) | 1704 |
| 1970 | 179 | 84 (1971) | 1857 |
| 1971 | 162 | 85 (1972) | 2022 |
| 1972 | 198 | 88 (1973) | 2124 |
| 1973 | 178 | - (1974) | 2251 |

Analysis and Summary of Central Oregon Economy and Population Growth and Relationships to COCC's Future Enrollment.

The previous sections outlined the physical environment, the employment situation and other features of the local economy, the population growth, and public school enrollments in Central Oregon. On the basis of this data and recent trends noted in the local economy, some judgements concerning the growth of COCC are presented here.

The natural beauty of Central Oregon, the sunny climate, the varied year-round recreational opportunities, and the attractive size of communities will continue to attract more people to the area. These local characteristics are or may be aided by a number of forces elsewhere. Included in these forces are urban environmental problems - air pollution, noise, traffic congestion-and the more impersonal nature of large metropolitan areas. California, once the dreamland of many families in the United States up to recent years, is now losing more people to Arizona, Oregon and other Western states than it is gaining from these states. At the same time, California is gaining population from the mid-West and the East Coast.

Many Americans, dissatisfied with their current situation are discovering Central Oregon. Retirees seek out recreational subdivisions (as evidenced by studies in the LaPine area) and other subdivisions south of Bend. Younger families seek the chance to start a new life in Central Oregon communities. College students have, do, and will continue to combine the chances to get an education with opportunities to participate in outdoor activities and otherwise enjoy the Central Oregon environment.

All of these forces and trends indicate that Central Oregon Community College should grow at a rate of no less than 6 percent per year with an outer limit of growth of approximately 10 percent.

The difficulty of population and enrollment projections for the Central Oregon Area and for Central Oregon Community College has been pointed out earlier. Because of the unavailability of base data, it is difficult to provide a year-by-year enrollment chart for Central Oregon Community College.

Increases in enrollment have fluctuated greatly over the last six or seven years. Selection of an average percentage to apply to the future is somewhat precarious. For purposes of projecting an 8 percent increase will be applied over the next three years and then 6 percent will be applied each year through 1985. It is felt that these percentages are conservative. The enrollment projections from this application of percentage increases are as follows:

| | | | | | | |
|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| <u>1973-74</u> | <u>1974-75</u> | <u>1975-76</u> | <u>1976-77</u> | <u>1977-78</u> | <u>1978-79</u> | <u>1979-80</u> |
| 1140 | 1231 | 1330 | 1436 | 1522 | 1613 | 1710 |
| <u>1980-81</u> | <u>1981-82</u> | <u>1982-83</u> | <u>1983-84</u> | <u>1984-85</u> | | |
| 1813 | 1921 | 2037 | 2159 | 2289 | | |

Although great confidence cannot be claimed for the year-by-year figures, it is quite reasonable to predict that Central Oregon Community College will reach an FTE (full-time equivalency) enrollment of 2,000 during the 1982-84 biennium. It is that figure, 2,000 FTE, which will serve as the basis for the planning in this document.

CHAPTER III - GOALS FOR THE DECADE 1974-1984

Chapter I briefly outlined five major goals for the decade 1974-1984. This chapter will develop each of the statements in more detail with special emphasis on its relationship to the future of Central Oregon Community College.

Goal Statement I

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.

The district which Central Oregon Community College serves is large, fragmented, and geographically isolated from other major population centers of the state. The geographical isolation, the mountainous impediment to ease of travel, and the fact that Central Oregon Community College is the only institution of higher education in the area highlight the importance of the programs and services which the college offers. The size of the District implies that the college must seek unique and innovative methods for delivery of educational services. Methods that work in areas of high population density may not work in Central Oregon.

As the college attempts to realize the goal of service to people, it will be confronted with two major questions.

1. What services and programs should be located on the main campus?
2. What services and programs should be taken to the people of the district where they live and work?

There is no easy and immediately apparent answer to these questions. The answer will be sought within the broad framework of what a college education is purported to be, what the needs of the people of the district are, and where and how individual courses can be adapted to a coordinated plan for educational accomplishment.

It is clear that the concept of a college, as it is viewed throughout Central Oregon, requires the development of the main campus. Staff, equipment, and facilities must be adequate on the main campus to provide the core of specialized laboratories, classrooms, and services which contribute to a college learning environment.

It is important to remember also, that the staff on the main campus will provide the planning and integrative services necessary to maintain a community-based program of educational services.

Central Oregon Community College has given considerable effort over the last six or seven years to increasing educational services directly in the communities of the district. One handicap under which the college has labored is the lack of a clearly identifiable presence in the communities of the district. It is important that additional effort be given to developing such a presence in these communities. This presence must include physical facilities identifiable as Central Oregon Community College as well as people presence and program presence. Population in the district is not sufficient to develop branch campuses as is possible in heavily populated metropolitan areas. However, establishing full service branch campuses is not the only way to deliver services. A thrust now underway has great potential for further development as a means of delivery of services to the people of the district.

A year ago in one community, and as recently as two months ago in another community, the college employed "area coordinators" to assist in building more extensive relationships between the college and these communities. The "area coordinators" are residents of the communities in which they work and are knowledgeable about the people and the unique characteristics of their communities.

Area coordinators have begun to develop programs in these communities which are of direct and specific interest to local residents. Further development of this approach would provide a good vehicle for delivery of educational services. Development might take a form as follows:

1. Continue to develop college-community educational centers in each of the major communities of the district.
2. Assign to each instructional division of the college a portion of responsibility for developing means to deliver instructional services to the communities based on periodic and formalized appraisal of needs and wishes as expressed by the citizens of the community.
3. Solicit assistance from public school officials, county and community officials, business and industrial leaders, and citizens in general in designing and implementing the center concept in each community.
4. Ask these same officials to assist in studying the type of facility to be located in each community. Many of the programs and courses will need to continue

to be offered in the schools of the community, but a carefully designed college-community center could operate a number of programs during the day.

5. Ask that study be given both to the short-term and long-term merits of rental of existing facilities as compared with construction of a basic beginning unit of a college-community education center.

If the college is to provide greater equality of educational opportunity to all post-secondary age citizens of our district, it is clear that wherever financially feasible, we must extend a broader range of our programs into the communities of Central Oregon.

If the college is to serve the people of the district well, members of the college staff will have to become more actively involved with the communities and people in the district.

If the college is to serve the people of the district well, the college will need greatly increased assistance from community citizens in planning the type of programs and services which will benefit the people of the community.

Goal Statement II

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.

This concept of excellence has implications for programs, professional staff, and facilities.

Programs

When speaking of excellence or quality of programs, it is evident that there are no universally agreed upon standards or measuring devices. Excellence of a course, a program, or a course of study is most likely defined by whether or not the program or course accomplishes what it purports to seek to accomplish. The concept of excellence in this context signifies a predetermined goal to be sought. Excellence is attained when students reach the goal and find that the goal was worthy of accomplishment. The major goal of a single course at COCC may be to give students general and specific skills that will aid them throughout their college careers or may more narrowly prepare them for a higher level course. The major goal of a college transfer program is to give students the necessary cognitive skills to transfer to a four-year college or university and to succeed in that environment. The major goal of a vocational-technical program is to provide students with the theoretical and manipulative skills necessary for successful employment.

In each of the three situations noted above, the search for excellence is aided greatly when all college personnel who teach and work with students have a thorough and accurate analysis of the nature of the situations the students will find themselves in after leaving Central Oregon Community College, be it a job or further education.

This concept implies that individual faculty members and the college as a whole, through its research facilities, needs to continue and keep current analyses of the following:

1. Quantitative and qualitative requirements for successful course and program completion at Central Oregon Community College.
2. Quantitative and qualitative indexes of requirements of jobs or positions for which curriculums are planned and in which students seek employment.
3. Quantitative and qualitative descriptions of the current requirements of upper-division programs in Oregon's four-year colleges and universities.

*employment
activities*

The need for accurate information in each of these areas is of great importance in the search for excellence and calls for more faculty and staff involvement and a more extensive research capability within the college.

One other program goal which is not so linearly related on a one-to-one basis to a job or specific skill, but yet, is of extreme importance in a college setting, is the goal of nurturing within students a commitment to further learning.

Learning and teaching are intimately related. The many different levels and types of students served by Central Oregon Community College call for innovative and flexible techniques of teaching. Keeping up-to-date with one's discipline and continually analyzing one's teaching methods are individual goals sought by each faculty member.

Staff

The goal of excellence as it relates to professional staff dictates that the college must center its efforts in two areas.

The first effort will come in the area of definition of educational purpose so as to develop an understanding of and a commitment to the philosophy of the community college. All staff members of the college must make a continuing commitment to this philosophy and must continue to assist in implementing the philosophy within the college and throughout the district. It must be understood that this kind of commitment demands more time, energy, and resources than offering all classes at one central location. The college anticipates receiving the necessary financial support to carry out this work.

The second effort will come in the general areas of initial employment practices, professional improvement, evaluation procedures, promotion, and tenure. Evaluation procedures, promotion procedures and procedures for awarding tenure are intimately related and their proper functioning will require understanding of the quest for excellence as well as considerable personal courage and dedication on the part of those who recommend in these matters.

In order to continue the trend of employing individuals who are uniquely qualified to serve in a community college setting, college personnel will have to give more attention to the range of recruitment procedures that are available. The current federal government activity in equal opportunity and affirmative action places special burdens on COCC to, in fact, offer a better opportunity for minority and female candidates to be considered for positions at the college. To meet these obligations, the college will, no doubt, need to continue the process of developing more formalized recruitment procedures and more formalized methods of record keeping. The area of recruitment will have to be broadened from the West Coast region to at least the Western United States. These efforts imply a substantial increase in the funds available for recruitment activities.

Excellence will be related in a very direct way to the opportunities that are available for professional improvement activities including sabbaticals, support for in-state and out-of-state meetings, and assistance for participation in discipline and curricular meetings. It is clear that the college and the staff members will need to share in the cost of many of these activities. However, the benefit of these activities to students and to the college is so great that special attention must be given to having the college assume a proportionately heavier responsibility than the individual faculty member will be able to do.

Facilities

It is important that facility development at Central Oregon Community College keep pace with enrollment increases, with program additions, and with new methods of instruction. Enrollment projections and demographic data in Chapter II indicate that the college will have to provide space and equipment to serve at least 2,000 FTE students in the next eight to ten years. With three years as the minimum time span from program planning to facility completion under the most ideal conditions, it is mandatory that the first steps past the planning effort be undertaken immediately.

3/4 sabbatical

For the last three years the college has relied heavily on adding on, patching up, or shifting around, as the solution to building needs. Opportunities for this type of response are totally exhausted. This plan then must present alternatives for development of new facilities for the college. The plan will, in one way or another, touch every part of the college and must present a comprehensive view of the college as a whole.

In order to assure that we are planning for the real needs of our citizens, we must develop better ways of securing their assistance in planning for the college's future. As the people of the area participate in designing the future of the college, so they will creatively support the programs and facilities that will be necessary to fulfill that vision.

Subsequent chapters will speak more clearly to the planned program of design and construction of facilities. Although procedures for citizen involvement are not outlined in this document the residents of the district will be aware in the next few months of these procedures as they are implemented.

Goal Statement III

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.

The goals of diversity and flexibility cannot be reviewed separately from the goals of community service and institutional excellence.

As pointed out in the chapter on characteristics of Central Oregon, the area is undergoing rapid and significant change. If the college is to fulfill its functions, it must remain a flexible institution able to adopt new programs and willing to phase out obsolete programs.

Flexibility speaks to the ability to meet changing circumstances on the one hand while diversity speaks to choice and opportunity for students. The concept of the "open door" college only has meaning for students when the college offers a sufficient variety of programs so that each student can find a program to serve his individual needs. Diversity also speaks to entry level. The college must offer programs at a number of different entry levels so that students can enter, be successful, go on, or stop at appropriate points.

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The one recurring tendency that every community college faces is the inclination to constantly upgrade programs to a higher level in the thought that seeking higher and higher levels is in fact the nature of the quest for excellence. The tragedy of this particular kind of upgrading of programs comes when there is a concurrent failure to offer opportunities in the field at the previous level. Using the general area of occupational education as an example, there are a variety of levels of entry to the world of work. As an example, one might consider the differing levels of skill necessary to secure initial employment as a machinist as compared with the entry level skills for a tool and die maker.

Multiple entry levels for college transfer courses implies that the college must continue to develop courses and teaching techniques which take students at any given skill level and develop the necessary cognitive understandings needed to progress through the college transfer program that those students have selected. Entry level and rate of progress should be designated for those who need to start at a more fundamental level and progress slower than some assume is the norm. Opportunities must be available for those who can start at an advanced level and move at a more rapid rate than the assumed norm.

Diversity and flexibility relate directly to course and curriculum design but also have bearing on the types of buildings and spaces which are designed for classrooms and laboratories. Buildings and instructional spaces must be designed around flexible arrangements which lend themselves to multiple use and to ease of transition to another use. This will be true of all buildings but especially so in vocational-technical areas where curriculums will be initiated, revised, and terminated as the job market changes.

Goal Statement IV

Service for Students

In addition to the classroom instructional 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.

The process of "learning" to make important decisions about ones life is a long and difficult one. The community college is a natural setting in which to provide experiences that will help the individual develop the confidence needed in making such decisions. Central Oregon Community College offers services to students to assist them in developing skills in the decisional process.

One area in which great numbers of students seek assistance is

in identifying, preparing for, and entering an occupation. The goal of COCC is to lend maximum assistance to each student in this process. As a first step, the college helps the student identify COCC as the "right college." Once the student has decided to attend COCC, the College assists him in the admission process, helps him explore and make an occupational choice, helps him complete the program dictated by this choice, and helps him make the transition to further education or employment.

All district residents should have access to information and services for students offered by the College. The vast area of the district makes this task difficult. The college will explore better means of providing information and supportive services to the citizens in outlying areas.

The present program of contacting high school students will be refined, and additional guidance services for high school students will be added. In an effort to provide assistance in choosing a career, the college will offer a program in career development and planning. This program will include individual advising and counseling. In addition, courses or workshops of varying lengths will be offered to assist students in assessing their aptitudes, skills, and interests. In order to make the information about a particular occupation as current and meaningful as possible, the college will offer career information seminars on campus. On-the-job visitations and job placement services will be established.

A broad based program of physical education, recreation, athletics, and social activities is supported by the college. These activities provide opportunities for personal growth and development which are difficult to obtain by other means. Off-campus employment and the academic schedule of community college students often does not allow time for these types of activities. The college will make every effort to expand the program of activities in a direction that will attract the maximum number of participants. These programs are sponsored by different divisions within the college. The Student Services Division, in cooperation with the Associated Students provides a varied program of activities which include concerts, film presentations, and social functions. The Athletic Department provides opportunities for recreational sports, intramurals, and intercollegiate athletics.

Some of the activities utilize the Physical Education Building; others depend heavily on access to the Student Union. The space available in the Student Union is no longer sufficient to meet the demand. The Physical Education Building is full most evenings and weekends when it is open to the public.

The college currently offers several services which are designed to enable a student to enter college and stay in college. As the college grows, these services will also be altered to fit the new needs of students. The services that are currently in this category are (1) financial aid, (2) housing and food, (3) health, and (4) bookstore services.

Goal Statement V

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 progress.

Central Oregon Community College is at a critical point in time and size in relation to the management of an institution.

The pattern of support for education, particularly postsecondary education, is changing. The factors behind this change include declining enrollments at many institutions, increasing importance given to vocational education, and reluctance on the part of the public to give unqualified support to educational institutions.

There are changes--some subtle and some not so subtle--as an institution grows. Different sized institutions require somewhat different kinds of management patterns. A significant change occurs as an institution grows above the range of 900 to 1200 students. It becomes more difficult for individuals to assume a variety of functions, and pressure increases to have identifiable individuals assigned to specific functions. This growth in size and complexity makes it more and more difficult for the higher level administrative officers to actively participate in the detailed day-to-day work of the institution but requires that they be able to delegate this function in order that they may give attention to a broader range of management activities. Implicit in this statement is the requirement that they have available competent personnel to whom this work may be delegated.

In order to effectively meet these challenges, more emphasis on the use of personnel in positions of line responsibility will be made. While persons in these positions may perform functions--i.e., a division chairman might teach some classes--their role as administrators will fit into a line of responsibility within the organizational structure.

Another way in which individuals may be relieved of somewhat extraneous duties in order that they may spend their time and energies on specifically assigned tasks is through centralization of effort to accomplish those jobs that cut across lines within the institution. Examples of this kind of centralization are the recently implemented Centralized Support Office (supply, duplicating, mail, delivery service) and a more structured and centralized means of personnel

selection and employment. The college will continue to identify and implement centralization or consolidation in other areas where such action is appropriate. D.P.

An additional and continuing effort will be made to develop the college's operating budget and chart of accounts into a more significant and effective management tool. The budget should be, and will be, used as a planning device for future activities rather than an incremental reflection of the past.

CHAPTER IV - DEVELOPMENT OF COLLEGEWIDE SERVICES AND FACILITIES

The goal statements outlined in earlier chapters have attempted to focus on the crucial characteristics of a "college" and more specifically what it means to be a community college.

Central Oregon Community College has improved and expanded since it was first involved in master planning in 1962. A few statements from the 1962 Master Plan:

"It is anticipated that the Central Oregon Community College enrollment in the day program will be approximately 400 students with the opening of fall term in 1964..."

"The enrollment for 1967-68 is assumed to be 560; for 1968-69, 590; 1969-70, 620; and from then on, for purposes of this physical facility projection, the constant figure of 622 is used. The writer feels that the 1972 enrollment will be well in an excess of the 622 figure assumed to be reached by 1970, but for purposes of being consistent with previous estimates made by the writer and published by the State Department of Education, the 622 will be assumed as a constant from 1970 to 1972." ¹

The 1962 plan was exceptionally well conceived considering that Central Oregon Community College was the pioneer among Oregon community colleges. Enrollment projections were conservative but that is to be expected given the then prevailing state of understanding of community colleges. Despite good planning, the rapidly growing enrollments and limited availability of funds to build the campus have created a serious situation for the college. Special problems now face the college as it looks to provide facilities and staff for 2,000 students.

Ochoco and Modoc Halls, the buildings which house science and mathematics, illustrate the problem. These buildings were planned to house only that number of science students normally represented within a total enrollment of 622. The college enrollment is now approximately twice the number predicted in the 1962 plan. The buildings provide three laboratories; one laboratory each for (1) biology-botany-zoology-anatomy-physiology, (2) physics-geology-physical science, (3) chemistry; as well as three classrooms for lecture instruction. They also provide office space for a total of ten faculty members.

¹ A Ten-Year Projection and an Application for State Assistance to Finance A School Building or Buildings for Central Oregon College, A Report Prepared for the Oregon State Department of Education by the Central Oregon College Administration and Board of Directors, (Bend, Oregon, Sept. 15, 1962), p. 30.

The buildings provide very little storage space, no student project spaces and no lecture halls for large group instruction. The facilities are already overcrowded to the point of damaging the instructional program. There is no conceivable way that the present facilities will serve 2,000 students. It is clear that new science facilities must be built and existing facilities must be redesigned for other uses.

The problems with size and utilization in regard to Ochoco and Modoc are similar to problems presented in other campus buildings. The college finds itself in a critical situation in relation to general classrooms, laboratories, offices, storage space, and service areas for maintenance and repair. The urgency of the situation tends to highlight the importance of this planning endeavor.

The Present Campus

Before the details of concrete proposals are put forward, it is very important to analyze what the general nature of the campus will be over a longer span of years than is dealt with in this ten-year projection.

First, whatever planning is undertaken, the integrity of the upper campus (above College Way) must be maintained. It would be poor long-range planning to propose building and service locations which would, in fact, make the buildings on the upper (Eastern) edge of the campus obsolete or impractical to use.

At the present time, the "crossroads" (student and faculty traffic) of the campus is in front of and below the Student Union Building. As enrollment grows, the "crossroads" will, because of practical aspects of the site, tend to move downhill and in a slightly south-westerly direction, toward the present Vocational-Technical Building. This movement of the campus center, if planned for, will benefit the college. The college's learning resource service (library and related services) should continue to be located at the center of the campus. The long-range (15 to 20 years) location of a learning resource building has an important bearing on what is proposed for the immediate future.

The first step in the facility planning would be to select a site where, at some future date (15 to 20 years), a Learning Resource Center could be built. It is not proposed that the facility be built at this time. However, it is strongly recommended that a site for such a facility be reserved as a part of this long-range plan.

The second issue is the current and projected potential for the availability of energy. Even though the scarcity of energy resources has diminished with the recent easing of the gasoline shortage, only the most naive optimist would predict energy will

be available as readily and as cheaply as it has been in the past. Special attention must be given to location of new facilities, to size of facilities, to design factors which conserve heat and electricity, and to traffic patterns which provide for as much ease of pedestrian movement as is possible on a hilly site.

In considering the size of facilities, for example, the college must give further emphasis to compacting present and future buildings into as small an area as possible without destroying the unique aesthetic quality of the present campus.

Learning Resource Services

Learning resource services may be a term not completely clear to the reader. Most readers will be familiar with the library as a place where books, periodicals, maps, and reference materials are available for use in the library or to check out for home study. The Learning Resource Center and learning resource services are new terms to express new ideas about the facilities and services needed to assist the teaching-learning process. Learning resources includes the traditional services of the library, but encompasses much more. Individual tutoring services, reading instruction, individualized learning laboratories, diagnostic testing services, production of audio-visual material, are all included within the concept of the Learning Resource Center. In short, the learning resource service is a reservoir of talent and material to be drawn upon by students of all abilities as they engage in the overall learning process.

Because of the importance of learning resource services to the total instructional program of the college, it is important to give special emphasis to the concept before proceeding to other issues.

The cost of constructing a new Learning Resource Center at this time would be so great it would be impossible to generate additional funds for the specialized laboratory and general classroom spaces needed to support the instructional program. The need to broaden learning resource services, however, is a major priority. Rather than new construction now, the service concept should be sought through the use of present library facilities and one or two buildings in the immediate proximity of the library. The building most strategically located for such service is Jefferson Hall. The strategic location of Jefferson when coupled with the fact that secretarial sciences and business and medical record technology have outgrown the building, make the inclusion of Jefferson within the Learning Resource Center concept a natural first step.

The first, and most crucial recommendation of this long-range plan then is to select a site for future construction of a Learning Resource Center. In the interim period, it is recommended that the present library and Jefferson Hall be combined as a planning unit for the establishment of learning resource services. Remodeling of Jefferson Hall will be necessary. Some services presently in the library will probably be moved to Jefferson. This will allow the service function of the library to be re-examined. Relocation within the library to provide more quiet individual study areas can be carried out with minimal remodeling.

As with all redesigning of present buildings, additional attention will be given to the conservation of energy. In connection with Jefferson Hall it is recommended that the main entrance be located on the East side of the building in order to reduce the heat loss now experienced with single doors located at each end of the building. Location of the main entrance on the East side of the building will allow better utilization of the space within the building for the purposes recommended.

Priorities for Construction

The material and recommendations which follow will specify two levels of priority.

Priority A will signify that the need for space is critical and the building or facility should be built as quickly as possible. Priority B will signify that the need for space is pressing, and although the space is needed now, other facilities are more critical.

The order of listing of buildings under priority A does not indicate rank order of importance. All of the priority A recommendations should be approved within one planning and funding program.

Science and Mathematics (Priority A)

As noted earlier, the current facilities for science and mathematics, Ochoco and Modoc Halls, were among the first to be constructed on the campus. Current enrollment data and the most conservative enrollment projections show why these facilities are inadequate and will soon be so inadequate as to be a threat to the quality of the programs offered. Special laboratory, preparation, and teaching areas for the life and physical sciences are essential in new construction.

Instruction in mathematics can be effectively carried out in general classroom facilities but access to computational equipment and provision for small group assistance and individualized instruction must be made. Mathematics can be housed in the existing buildings, Ochoco and Modoc, provided parts of the interiors of these facilities are modified to meet the needs stated above.

Business Secretarial, Allied Health, Law Enforcement
(Priority A)

As noted earlier, Jefferson Hall is currently inadequate to serve the college's expanding programs in business, office administration, medical records, and law enforcement. The demographic and economic data provided in chapter II indicate a rapidly expanding employment in these and related areas such as the management of recreational facilities. The college must undertake a major effort to meet the demand for educated and trained business, industrial, government, and service personnel essential to Central Oregon's future.

This effort, which is already underway, dictates more adequate facilities for these areas in new construction. These facilities must provide not only traditional classroom spaces, but also must incorporate specialized instructional areas needed to prepare our graduates to work with sophisticated equipment found in the modern office, law enforcement agency, hospital, and government agency.

Fine Arts - Music, Drama, Art
(Priority A)

Attention should be recalled to Carnegie Commission Recommendation #9 listed in chapter I (page 6).

"The Community College has a special responsibility to enrich the cultural life of its neighborhood and to be an active center for art, music and drama, and intellectual discussions."

The time has come for Central Oregon Community College to give more attention to services designed to involve young and old in cultural and artistic activities whose purpose is to enhance the quality of human experience and human association. The college stands today at the focal point of a multitude of creative and artistic activities that are developing throughout the Central Oregon area. Furthermore, the college stands with a solid record of achievement in the arts and with the desire to serve as a catalyst for further development; unfortunately, the college stands with limited facilities to meet the challenge.

Through the generosity of the Bend Foundation, the college has received a grant of funds to plan a Cultural Arts (Fine Arts)* Center for the college and for the area.

The Cultural Arts Center would provide a base of operation for a wide variety of activities in the arts. From this Center, programs in drama, music, art, dance, and other of the fine arts would radiate out into the communities of Central Oregon. To this Center and to the people of the district would come musicians, painters, sculptors--arts of national and international stature.

* In this document the terms Fine Arts and Cultural Arts are used interchangeably to encompass a wide range of man's creative and artistic endeavors.

For the people of the district, the Cultural Arts Center would provide opportunities for festivals, exhibitions, musicals, contests, community concerts, and an unlimited variety of activities of special interest to church groups, youth groups, senior citizens, service clubs, and other civic agencies of the district.

During the next few months, citizens of the area will be working with college staff members and consultants in the Arts as a part of the Cultural Arts Center Grant from the Bend Foundation in preparing and designing the kind of program in the Arts which will serve the people of Central Oregon.

The planning group for the Arts is faced with one very crucial limiting factor--the ability of the college to generate adequate funds to provide facilities.

The scope of new building requirements is such that it will be impossible, as with the Learning Center, to build a totally new facility to house all the Arts. However, with ingenuity in planning, innovative use of some existing facilities and some construction financed partially by private funds and partially by public funds, it should be possible to create the Cultural Arts Center as a concept and as a functioning program.

Music

Pence Hall, the present home of the social sciences, music, painting, ceramics, and theater, is the critical building in all of the planning for the Cultural Arts. A decision needs to be made first on what use will be made of this building. Only then can decisions be made as to the type of additional facilities that will be needed to fill out the concept of a Center for the Cultural Arts.

A number of possible assignments for Pence Hall have been studied, but there seems to be one which commends itself on almost every point. Pence Hall was originally designed as a music-speech building. Most of the rooms in the building were prepared structurally and accoustically for use in connection with music activities. This fact suggests the building for continuation as the music portion of a Cultural Arts Center.

This recommendation has considerable merit if the other Cultural Art facilities and activities can be located close enough to give credence to the Center concept. At this writing it is felt that such close association is possible. Should this not be possible, additional consideration should be given to the use of Pence Hall. The building could be utilized to house the social sciences. Such a decision would indicate that new music facilities should be built along with other aspects of the Cultural Arts Center.

Drama

Drama, as an academic discipline within the college transfer program, and drama as The Magic Circle Theater producing plays with and for the people of the district, requires similar support staff and facilities. Places to rehearse and perform are essential to the academic effort and to the public effort. A theater designed to serve these needs is the sine qua non of the total Cultural Arts Center.

It is recommended that the construction of a building to house performance activities be given a high priority in this plan. It is recommended that considerable attention be given to planning the performance facility so that it may be made available for community use on a pre-scheduled basis very much similar to the way the present gymnasium is used.

It is not appropriate to specify design for the facility in this document other than to say the design will have to grow out of careful consideration of other needs as well as the internal needs of college programs.

It was postulated in the grant request submitted for foundation support that private funds might be sought for a portion of the Cultural Arts Center. The theater building, although it is hoped the building will be more than a theater, is the facility which best lends itself to partial private financing. A rationale needs to be chosen which will assist in the decision as to what proportion of the finance of the Cultural Arts Center might be sought from private as opposed to public funds.

It is recommended that approximately 40%-50% of the anticipated cost of a theater building be sought from private sources. The rationale for this percentage application assumes that from 50%-60% of the use of the facility will be in connection with the regular program of the college. The other 40%-50% of use will be for performance type activities or for general community use.

Art

Another instructional facility needs to be built in close associate with Pence Hall (music) and the performance facility. This facility should be designed to provide instructional space for drawing, painting, sculpturing, ceramics, jewelry, weaving, crafts and other multi-dimensional forms of creative expression. We might refer to this facility as an Art facility.

This facility will provide classrooms and laboratories to support the regular academic programs. These facilities can logically be funded from available public funds and should be new construction.

Vocational-Technical Center

(Priority A)

The college must continue to give special attention to vocational-technical education. The changing needs for educated and skilled technicians dictates that facilities for vocational-technical programs be easily modified. As existing programs (apprenticeship trades, automotive, electronics, forestry, industrial mechanics, licensed practical nursing, office machines repair) are modified to meet the changing needs of these fields of employment, and as new program areas are identified and developed, the facilities we now have will require modification to accommodate new programs and to provide area for:

1. individualized instruction
2. audio-visual instructional equipment
3. additional classrooms
4. teaching laboratories.

The recent conversion of one of our two large multipurpose classrooms in the Vocational-Technical Building to a nursing laboratory will require the construction of new classroom space. The rapidly growing use of audio-visual instructional equipment and machine-aided, self-paced instruction must also be provided for in new construction.

Student Union Building

(Priority A)

It should be remembered that the Student Union Building at Central Oregon Community College is being funded by students of the college. Each full-time student pays \$9.75 per quarter toward the cost of the building to fulfill a promise that public funds would not be used to repay bonds which were authorized by the people of the district.

Scheduling of the present Student Union is so heavy at this time that many students, faculty, and community requests for use of the building must be refused.

An addition to the building is badly needed. Fortunately the building was designed so that it could be extended to the North. It is recommended that an addition be planned to the Student Union for construction as soon as possible. The addition should be two-story in keeping with the present profile of the building. It is recommended that the cost of the addition be born jointly by students and by the general college funding plan on a 50 percent basis; that is, one-half to be financed from student fees, one-half from college sources.

The upper floor should be planned as an addition to the dining facilities of the Union with attention given to inclusion of smaller dining areas that could be closed off for small group dining and opened up to a large space as needed. The lower floor should be incorporated with the present lower floor and the total area planned to serve the needs of the student services staff and the student body.

Community Education Centers
(Priority A)

The growth of the community education programs in communities of the district is evidence of the need for, and the interest in, these offerings.

Without the current and future cooperation of local school districts in providing facilities, operation of community education programs would be impossible. However, we cannot expect local school districts to provide facilities that the college needs to expand vocational, college, and special interest courses to district residents who cannot commute to the Awbrey Butte site. Furthermore, since public school facilities are generally in use during the day, facilities are needed to house the local coordinator and to provide for daytime courses for those who seek them.

Chapter III (p. 21 and 22) recommends an approach for service to the communities. In Chapter III, it is recommended that planning be carried out as follows:

1. Continue to develop college-community educational centers in each of the major communities of the district.
2. Assign to each instructional division of the college a portion of responsibility for developing means to deliver instructional services to the communities based on periodic and formalized appraisal of needs and wishes as expressed by the citizens of the community.
3. Solicit assistance from public school officials, county and community officials, business and industrial leaders, and citizens in general in designing and implementing the center concept in each community.
4. Ask these same officials to assist in studying the type of facility to be located in each community. Many of the programs and courses will need to continue to be offered in the schools of the community, but a carefully designed college-community center could operate a number of programs during the day.

5. Ask that study be given both to the short-term and long-term merits of rental of existing facilities as compared with construction of a basic beginning unit of a college-community education center.

Until citizens of the communities suggest otherwise, it is recommended that the long-term needs of the citizens of the area will be most effectively served by construction of a basic unit of a Community-College Center in each of the major communities of the area. It is felt that the Community-College Center concept could be developed in a manner which could capture the imagination and support of the people of the area. It is possible that three-to-five acre sites could be dedicated for such use from public lands or could be acquired through donation in each of the communities. The Community-College Centers would be designed by the college's architect to capture the flavor of the college and the community in which the center would be located.

As a minimum each Center should include:

1. Office space for the college's Community Education coordinator.
2. Limited multi-purpose classroom space for daytime (and evening) use.
3. Facilities (paved pad, electrical and water connections) for mobile vocational laboratories with access to permanent multi-purpose classroom space.
4. Provision for audio-visual (TV, slide tape, etc.) instruction and Adult Basic Education and Adult High School self-paced instruction.
5. Limited small group (work shop, seminar, community meetings) area.

Community Education Offices
(Priority A)

Space available to personnel who organize and direct the college's Adult Education and Community Education effort is totally inadequate. It is not suggested that new facilities be built to house these activities. However, early availability of other Priority A facilities will allow us to find space for these services in existing buildings. It is quite possible that the needs are so urgent that the college will have to rent temporary relocatable space in the next few months.

Physical Education, Recreation and Athletics
(Priority B)

One of the most interesting and exciting plans for the future was submitted by the staff members of health, physical education, and athletics.

The plan is based on the concept that the individual's physical, mental and emotional health are enhanced by participation throughout life in carefully planned physical activity.

The physical education staff sees an expanding program within the college to educate students and citizens to the values inherent in lifetime activities. The program being designed calls for an expansion to the physical education building to provide additional locker and dressing areas, a small activity gymnasium, additional storage space and two handball courts.

The situation in regard to a covered aquatic instruction facility (swimming pool) is somewhat confused with both Redmond and Bend seeking funds to build such facilities. The college should take no action to impede the success of Redmond and Bend in their efforts. To the contrary, the college should be totally supportive of these endeavors.

The physical education staff has listed the aquatic instruction area as their first priority, with the addition to the physical education building as a second priority.

It is recommended that the college staff assist both Redmond and Bend in their efforts to secure covered swimming pools. If either or both communities are successful, the college should investigate the possibility of joint use of the facilities. If neither community is successful, then it would be appropriate to consider an aquatic instruction facility for the college at greater length.

At this time it is recommended that attention be given to an addition to the physical education building. If the college is to continue a high level of service to its students and to the community, such an addition will be necessary.

Administrative and Planning Offices
(Priority B)

Services to students and citizens are presently being hampered by location and size of administrative and planning offices. As a part of the total long-range plan, the college needs to set aside a site for development of these offices sometime in the future.

The most pressing needs for facilities is as follows:

Registrar and Admissions Office

The function of this office is central to the flow of students into and out of the college. The record keeping and record information function of the office make it one of the most highly utilized facilities on the campus. This office should be located so as to be more accessible to the potential student, the inquiring visitor, and to the general public.

Business Office

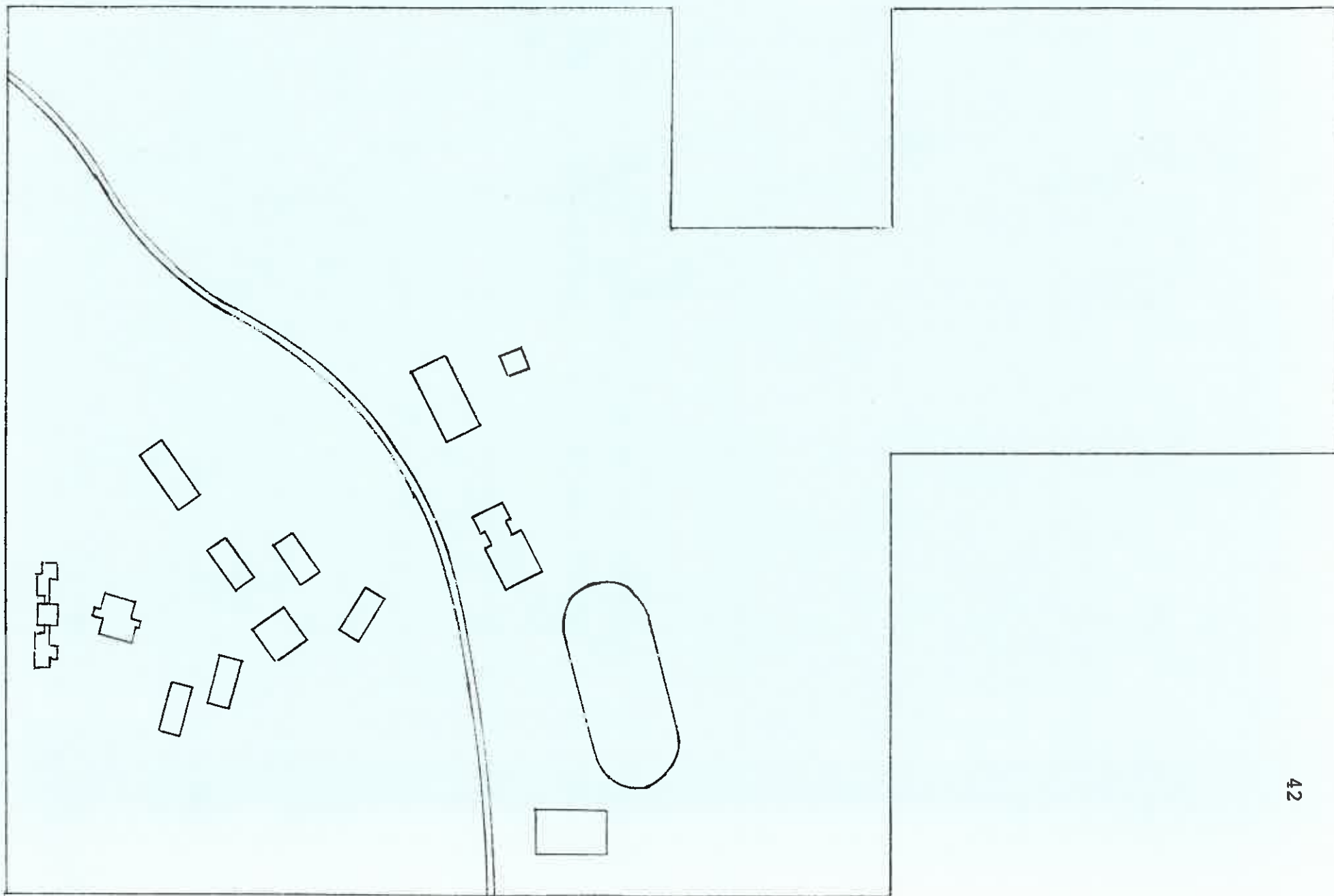
The management objective for the college outlined in Chapter III dictates new facilities for the business services of the college. The registrar and admissions office and the business office should be closely associated with each other for ease of public access and for utilization of common equipment.

President's Office and Board Room

At the time it becomes appropriate to build new facilities for the registration and business offices of the college, it will also be appropriate to build a President's office and Board of Director's meeting room. At the present time, the Board of Directors meets in the library. Access to this area is difficult for the public, and visitors to board meetings detract from the library atmosphere.

PLAT OF CAMPUS SITE

APPENDIX A



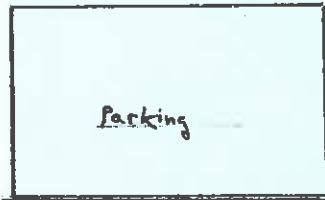
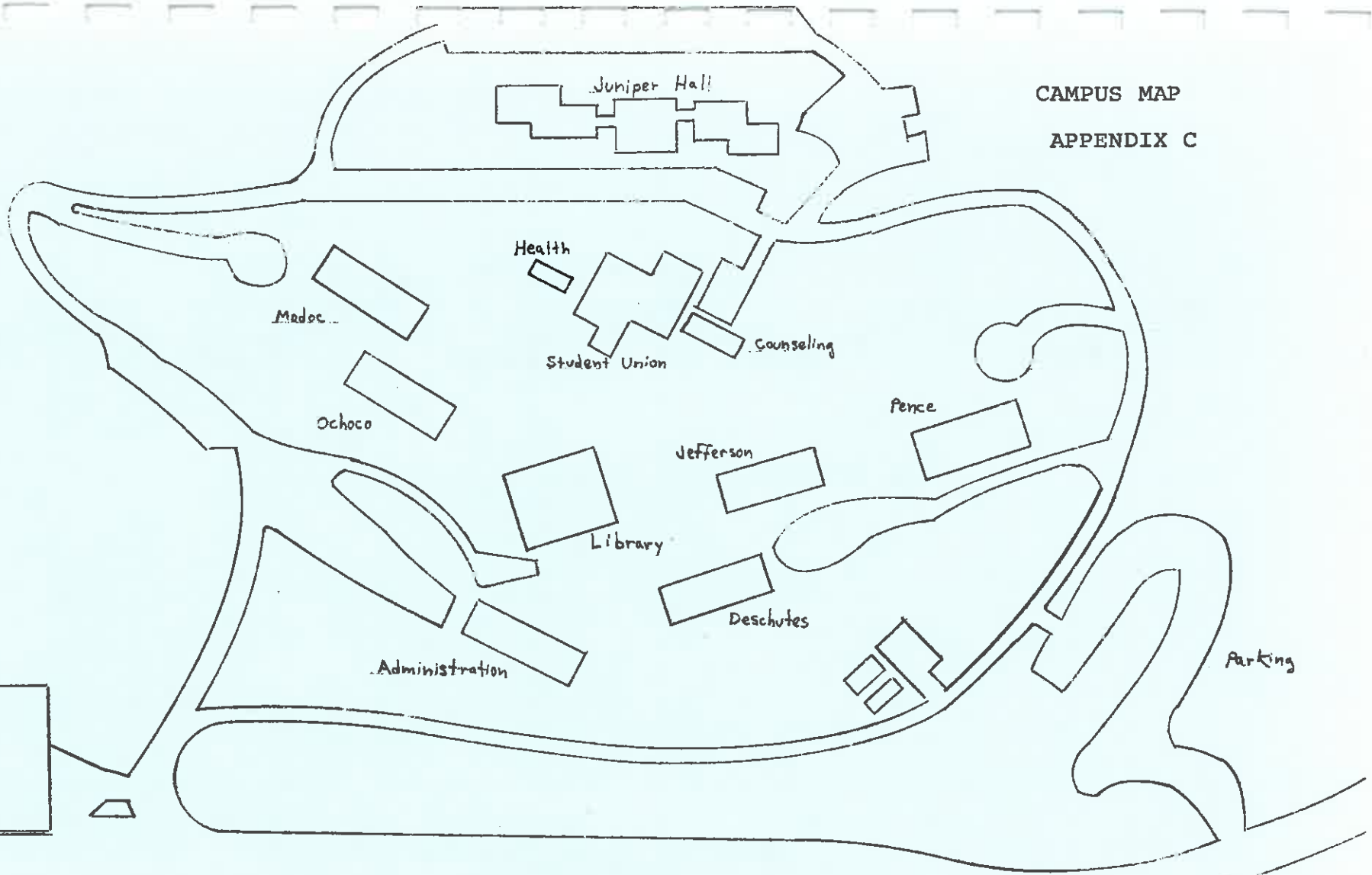
CENTRAL OREGON COMMUNITY COLLEGE

LONG RANGE PLAN

APPENDIX B

| <u>Building</u> | <u>Year Constructed</u> | <u>Total Square Footage</u> | <u>Square Footage for Instruction</u> | <u>Number of Student Teaching Spaces</u> |
|----------------------|-----------------------------|---------------------------------|---|--|
| Administration | 1965 | 7,267 | 1,828 | 149 |
| Library | 1966 | 14,225 | 2,022 | 298 |
| Student Union | 1965 | 12,287 | -- | -- |
| Juniper Hall | 1967 | 16,557 | -- | -- |
| Deschutes | 1964 | 4,780 | 2,700 | 149 |
| Jefferson | 1964 | 4,782 | 2,640 | 111 |
| Modoc | 1964 | 4,748 | 2,232 | 56 |
| Ochoco | 1964 | 4,789 | 2,256 | 101 |
| Pence | 1967 | 10,345 | 6,230 | 275 |
| Physical Education | 1971 | 33,830 | 17,094 | 187 |
| Vocational-Technical | 1971 | 29,632 | 18,271 | 227 |

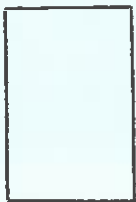
CAMPUS MAP
APPENDIX C



Parking

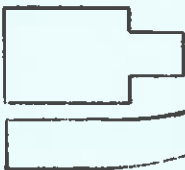
Parking

Tennis Courts



Playing Field

P.E.
Building



Maintenance

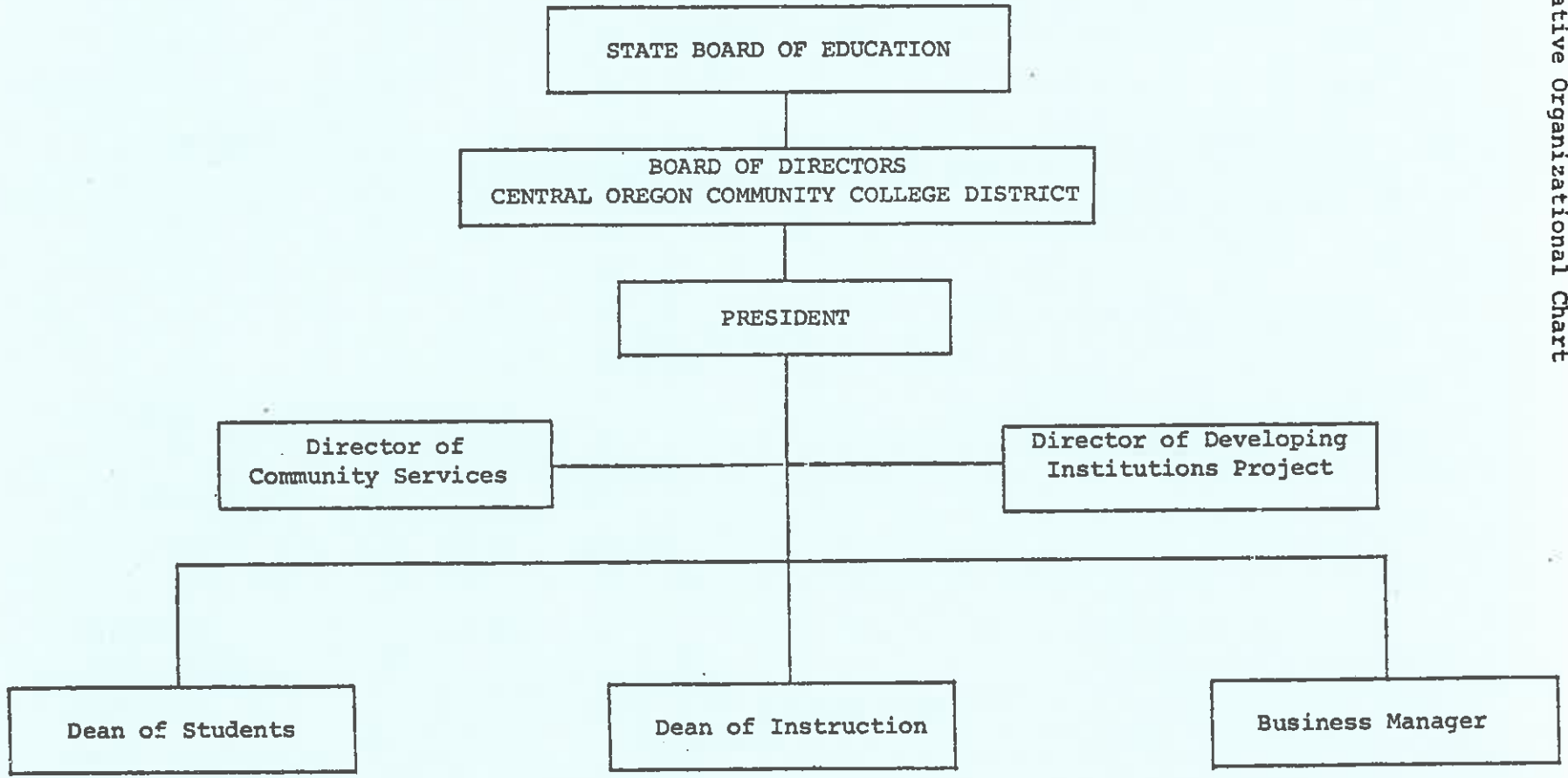
Vo-Tec Building



CENTRAL OREGON COMMUNITY COLLEGE

LONG-RANGE PLAN

APPENDIX D-1

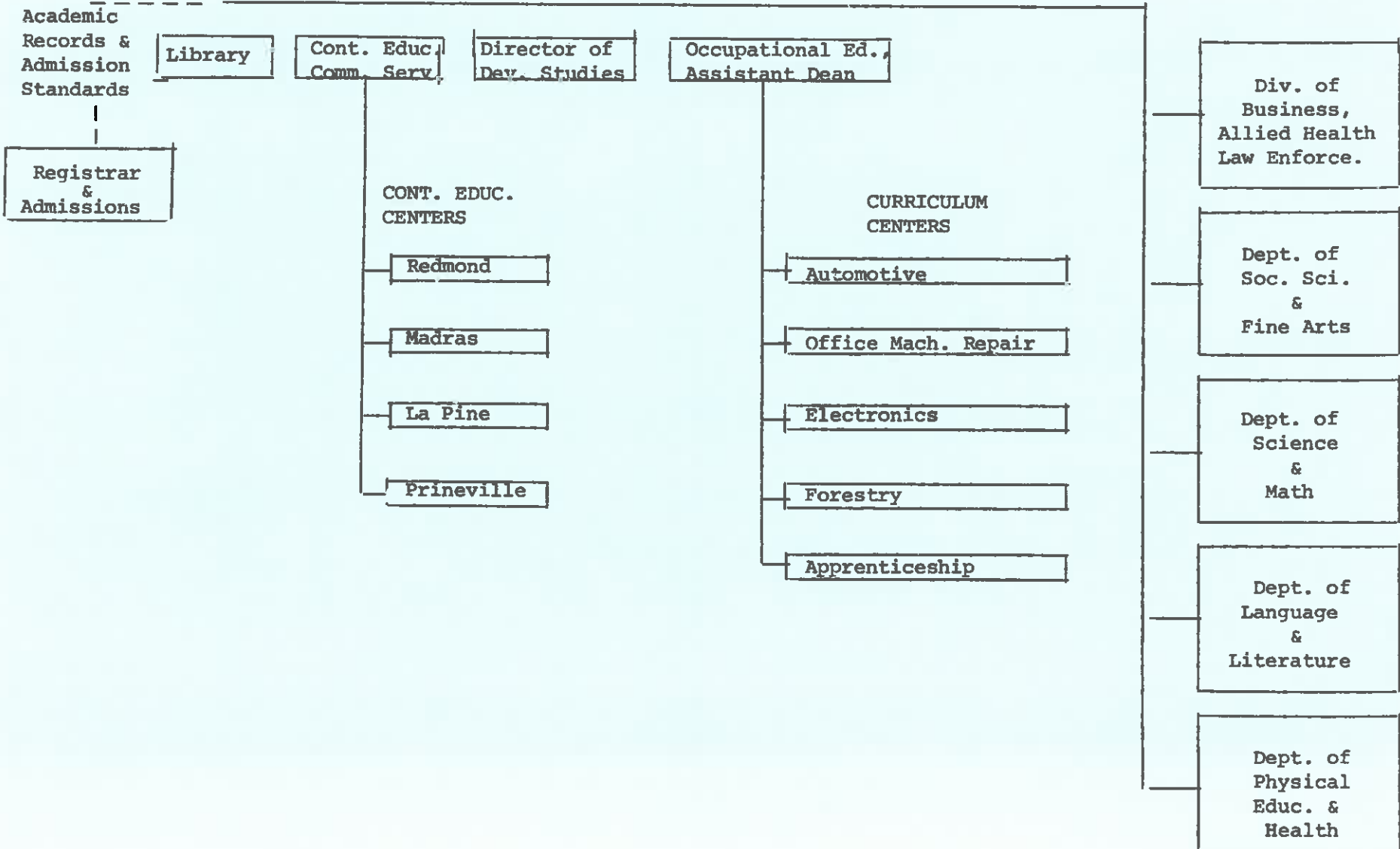


CENTRAL OREGON COMMUNITY COLLEGE

LONG-RANGE PLAN

APPENDIX D-2

DEAN OF INSTRUCTION

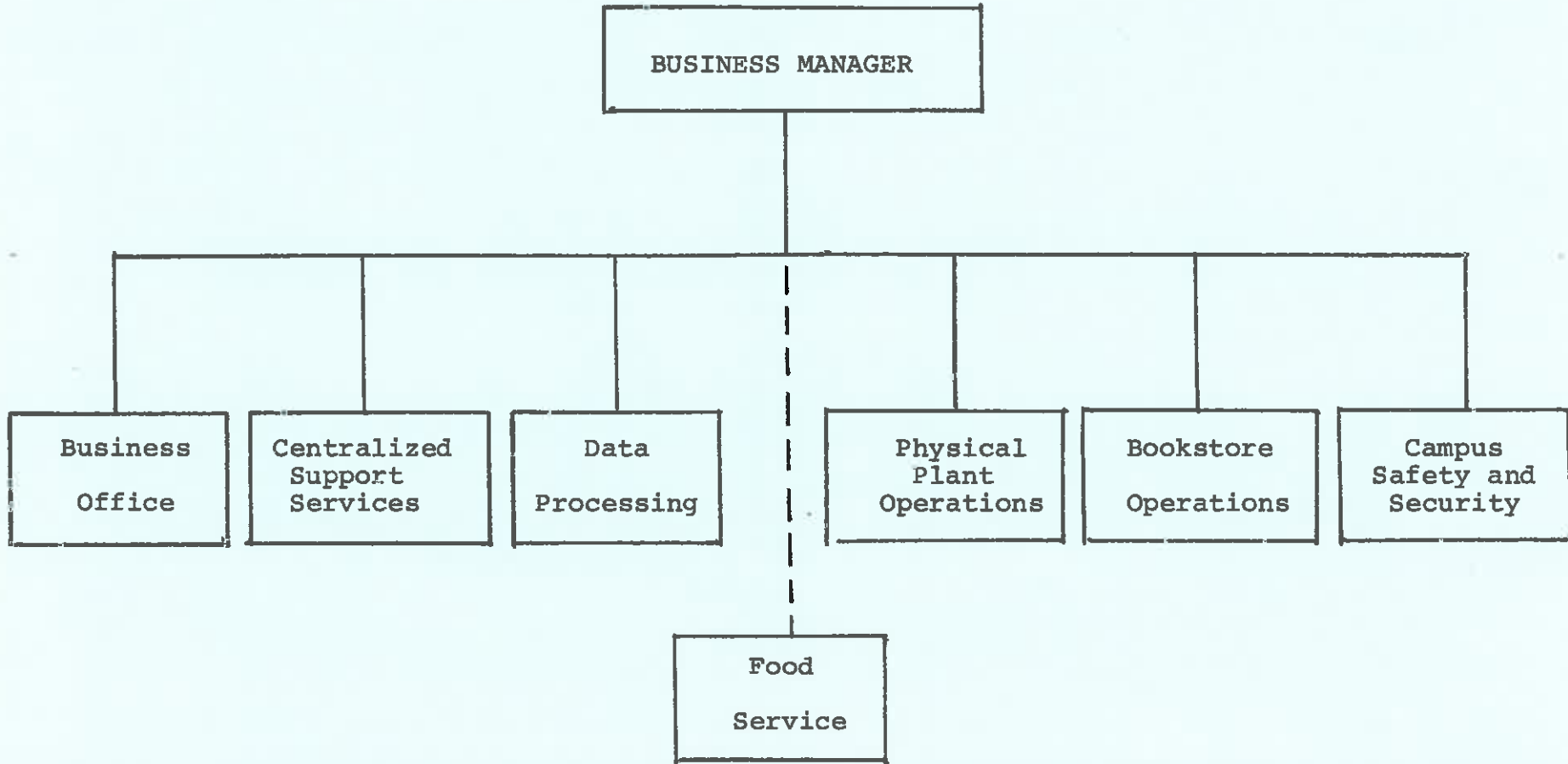


Instructional Organizational Chart

CENTRAL OREGON COMMUNITY COLLEGE

LONG-RANGE PLAN

APPENDIX D-3

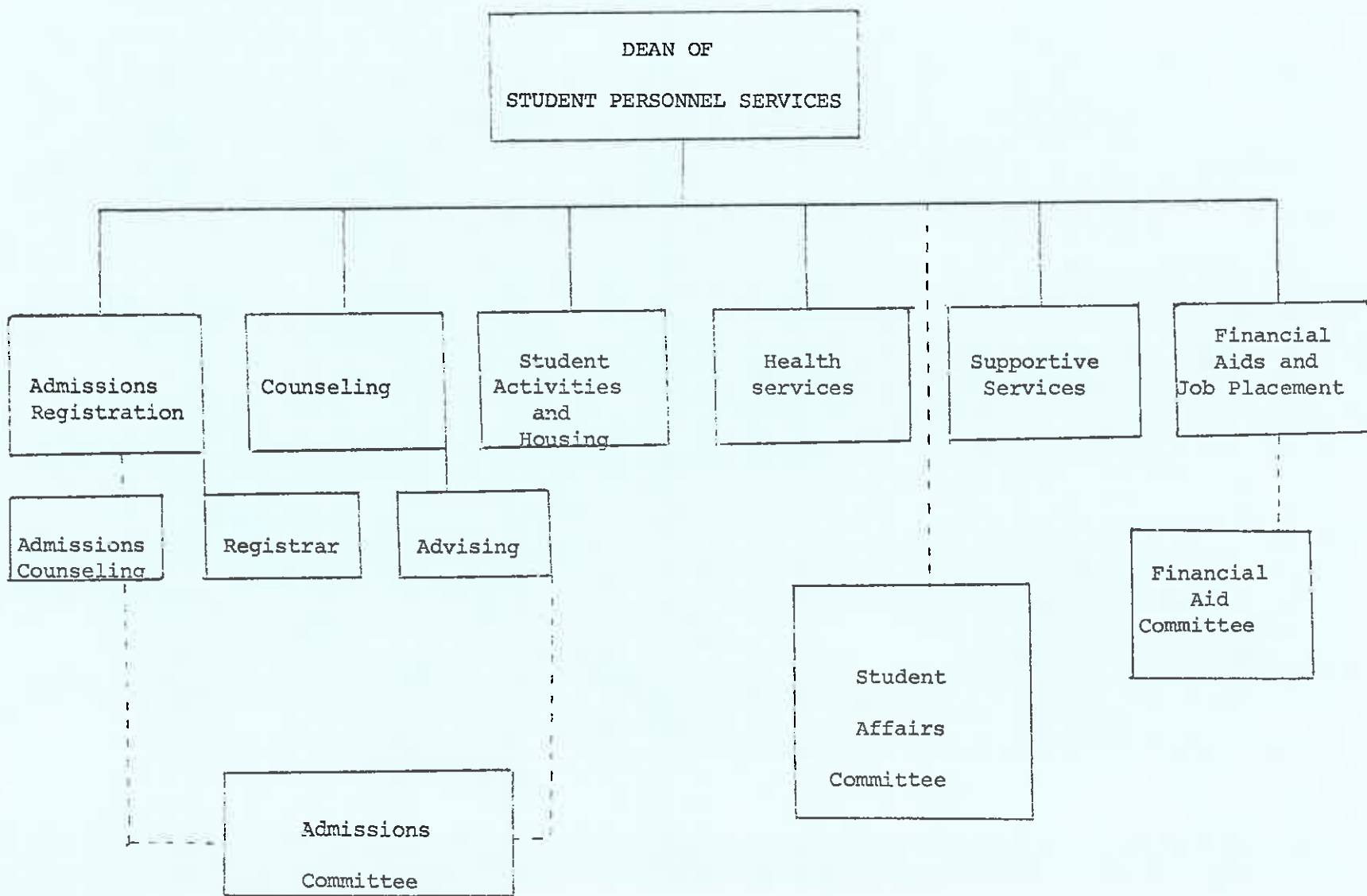


CENTRAL OREGON COMMUNITY COLLEGE

LONG-RANGE PLAN

APPENDIX D-4

STUDENT SERVICES ORGANIZATIONAL CHART



CENTRAL OREGON COMMUNITY COLLEGE

LONG-RANGE PLAN

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APPENDIX E

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- Richard R. Meddish, Admissions Officer and Registrar
B.A. in Social Science, 1960, Shimer College, Illinois
M.A. in College Personnel Administration, 1962, Syracuse University, New York.
- Robert C. Paulson, Jr., Coordinator of Media Services
B.A. in Biology, 1965, University of Northern Iowa, Cedar Falls
M.A. in Instructional Development and Technology, 1972, Michigan State University, East Lansing, Michigan
- Pat E. Ross, Business Manager
B.S. in Business Administration, 1956, University of Oregon
- George C. Zahl, Dean of Student Personnel Services
B.S. in Business Administration, 1950, University of Oregon
M.Ed. in Secondary Administration, 1956, University of Oregon
Ed.D. in Student Personnel Work in Higher Education, 1965, University of Arizona

CENTRAL OREGON COMMUNITY COLLEGE

LONG-RANGE PLAN

APPENDIX F

Research and Statistics
March 1973 Benchmark
February 1974

State of Oregon
EMPLOYMENT DIVISION
Dept. of Human Resources

LABOR FORCE IN DESCHUTES COUNTY, 1973

| INDUSTRY | Annual Average | Jan. | Feb. | Mar. | Apr. | May | June | July | Aug. | Sept. | Oct. | Nov. | Dec. |
|---------------------------------|-------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| CIVILIAN LABOR FORCE | 16,890 | 15,850 | 15,760 | 16,140 | 16,630 | 16,930 | 18,010 | 17,570 | 17,460 | 17,270 | 17,080 | 17,190 | 16,800 |
| WORKERS IN LABOR-MGMT. DISPUTES | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 40 | 10 | 0 | 0 | 0 | 0 |
| UNEMPLOYMENT | 1,040 | 1,290 | 1,100 | 1,110 | 990 | 840 | 1,170 | 970 | 870 | 760 | 860 | 1,220 | 1,270 |
| PERCENT OF LABOR FORCE | 6.2 | 8.1 | 7.0 | 6.9 | 6.0 | 5.0 | 6.5 | 5.5 | 5.0 | 4.4 | 5.0 | 7.1 | 7.6 |
| EMPLOYMENT | 15,850 | 14,560 | 14,660 | 15,030 | 15,640 | 16,090 | 16,840 | 16,560 | 16,580 | 16,510 | 16,220 | 15,970 | 15,530 |
| Agricultural | 680 | 600 | 580 | 600 | 750 | 720 | 720 | 800 | 790 | 740 | 710 | 600 | 580 |
| Nonagricultural | 15,170 | 13,960 | 14,080 | 14,430 | 14,890 | 15,370 | 16,120 | 15,760 | 15,790 | 15,770 | 15,510 | 15,370 | 14,950 |
| Self-empl., Unpd. Fam. & Dom. | 1,830 | 1,700 | 1,710 | 1,760 | 1,790 | 1,860 | 1,930 | 1,940 | 1,900 | 1,850 | 1,840 | 1,820 | 1,770 |
| Wage & Salary Workers | 13,340 | 12,260 | 12,370 | 12,670 | 13,100 | 13,510 | 14,190 | 13,820 | 13,890 | 13,920 | 13,670 | 13,550 | 13,180 |
| Manufacturing | 3,080 | 2,880 | 2,990 | 2,930 | 3,030 | 3,100 | 3,210 | 3,230 | 3,210 | 3,180 | 3,130 | 3,120 | 2,960 |
| Durable Goods | 2,810 | 2,610 | 2,730 | 2,660 | 2,770 | 2,820 | 2,920 | 2,950 | 2,920 | 2,920 | 2,880 | 2,850 | 2,700 |
| Lumber & Wood | 2,150 | 2,060 | 2,130 | 2,040 | 2,150 | 2,150 | 2,210 | 2,260 | 2,240 | 2,230 | 2,200 | 2,100 | 2,010 |
| Other Durable Goods | 660 | 550 | 600 | 620 | 620 | 670 | 710 | 690 | 680 | 690 | 680 | 750 | 690 |
| Nondurable Goods | 270 | 270 | 260 | 270 | 260 | 280 | 290 | 280 | 290 | 260 | 250 | 270 | 260 |
| Food Products | 110 | 110 | 110 | 110 | 100 | 120 | 120 | 110 | 120 | 100 | 100 | 110 | 110 |
| Other Nondurable Goods | 160 | 160 | 150 | 160 | 160 | 160 | 170 | 170 | 170 | 160 | 150 | 160 | 150 |
| Nonmanufacturing | 10,260 | 9,380 | 9,380 | 9,740 | 10,070 | 10,410 | 10,980 | 10,590 | 10,680 | 10,740 | 10,540 | 10,430 | 10,220 |
| Contract Construction | 1,020 | 770 | 820 | 940 | 980 | 1,020 | 1,170 | 1,160 | 1,180 | 1,190 | 1,130 | 1,030 | 900 |
| Trans. -Utilities | 830 | 820 | 840 | 830 | 830 | 780 | 800 | 880 | 890 | 860 | 840 | 810 | 770 |
| Trade | 2,860 | 2,650 | 2,650 | 2,720 | 2,840 | 2,970 | 3,090 | 2,820 | 2,780 | 2,900 | 2,970 | 2,990 | 2,990 |
| Finance, Ins. & Real Estate | 980 | 900 | 830 | 920 | 1,010 | 1,090 | 1,170 | 1,110 | 1,150 | 1,040 | 940 | 840 | 820 |
| Service & Miscellaneous | 2,000 | 1,780 | 1,820 | 1,920 | 1,920 | 2,000 | 2,070 | 2,070 | 2,050 | 2,070 | 2,040 | 2,100 | 2,100 |
| Government | 2,570 | 2,460 | 2,420 | 2,410 | 2,490 | 2,550 | 2,680 | 2,550 | 2,630 | 2,680 | 2,620 | 2,660 | 2,640 |

Prepared by the Manpower Economist stationed in the Klamath Falls Employment Division Office.

CENTRAL OREGON COMMUNITY COLLEGE

LONG-RANGE PLAN

APPENDIX G

State of Oregon
EMPLOYMENT DIVISION
Dept. of Human Resources

Research and Statistics
March 1973 Benchmark
February 1974

LABOR FORCE IN CROOK COUNTY, 1973

| INDUSTRY | Annual Average | Jan. | Feb. | Mar. | Apr. | May | June | July | Aug. | Sept. | Oct. | Nov. | Dec. |
|---------------------------------|-------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| CIVILIAN LABOR FORCE | 5,360 | 5,180 | 5,050 | 5,100 | 5,100 | 5,230 | 5,550 | 5,680 | 5,720 | 5,630 | 5,540 | 5,360 | 5,190 |
| WORKERS IN LABOR-MGMT. DISPUTES | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 0 | 0 | 0 | 0 |
| UNEMPLOYMENT | 330 | 360 | 350 | 440 | 350 | 290 | 250 | 240 | 190 | 200 | 340 | 440 | 460 |
| PERCENT OF LABOR FORCE | 6.2 | 6.9 | 6.9 | 8.6 | 6.9 | 5.5 | 4.5 | 4.2 | 3.3 | 3.6 | 6.1 | 8.2 | 8.9 |
| EMPLOYMENT | 5,030 | 4,820 | 4,700 | 4,660 | 4,750 | 4,940 | 5,300 | 5,440 | 5,520 | 5,430 | 5,200 | 4,920 | 4,730 |
| Agricultural | 540 | 500 | 500 | 500 | 560 | 580 | 630 | 630 | 640 | 560 | 500 | 470 | 460 |
| Nonagricultural | 4,490 | 4,320 | 4,200 | 4,160 | 4,190 | 4,360 | 4,670 | 4,810 | 4,880 | 4,870 | 4,700 | 4,450 | 4,270 |
| Self-empl., Unpd. Fam. & Dom. | 540 | 530 | 510 | 510 | 500 | 530 | 560 | 590 | 590 | 570 | 550 | 530 | 510 |
| Wage & Salary Workers | 3,950 | 3,790 | 3,690 | 3,650 | 3,690 | 3,830 | 4,110 | 4,220 | 4,290 | 4,300 | 4,150 | 3,920 | 3,760 |
| Manufacturing | 1,740 | 1,790 | 1,710 | 1,700 | 1,670 | 1,670 | 1,820 | 1,830 | 1,860 | 1,860 | 1,800 | 1,610 | 1,560 |
| Durable Goods | 1,720 | 1,770 | 1,690 | 1,680 | 1,660 | 1,650 | 1,800 | 1,810 | 1,840 | 1,840 | 1,780 | 1,590 | 1,540 |
| Lumber & Wood | 1,700 | 1,750 | 1,670 | 1,660 | 1,640 | 1,630 | 1,770 | 1,780 | 1,810 | 1,810 | 1,760 | 1,570 | 1,520 |
| Other Durable Goods | 20 | 20 | 20 | 20 | 20 | 20 | 30 | 30 | 30 | 30 | 20 | 20 | 20 |
| Nondurable Goods | 20 | 20 | 20 | 20 | 10 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 |
| Nonmanufacturing | 2,210 | 2,000 | 1,980 | 1,950 | 2,020 | 2,160 | 2,290 | 2,390 | 2,430 | 2,440 | 2,350 | 2,310 | 2,200 |
| Contract Construction | 100 | 100 | 80 | 80 | 90 | 100 | 120 | 130 | 120 | 130 | 120 | 110 | 100 |
| Transp-Utilities | 180 | 160 | 150 | 140 | 130 | 180 | 210 | 200 | 190 | 190 | 180 | 190 | 190 |
| Trade | 680 | 630 | 630 | 640 | 650 | 660 | 720 | 710 | 720 | 720 | 690 | 690 | 700 |
| Finance, Ins. & Real Estate | 90 | 90 | 90 | 90 | 90 | 90 | 90 | 90 | 90 | 90 | 90 | 90 | 80 |
| Service & Miscellaneous | 410 | 390 | 400 | 380 | 400 | 410 | 420 | 420 | 430 | 420 | 410 | 410 | 420 |
| Government | 750 | 630 | 630 | 620 | 660 | 720 | 730 | 840 | 880 | 890 | 860 | 820 | 710 |

Prepared by the Manpower Economist stationed in the Klamath Falls Employment Division Office.

CENTRAL OREGON COMMUNITY COLLEGE

LONG-RANGE PLAN

APPENDIX H

State of Oregon
EMPLOYMENT DIVISION
Dept. of Human Resources

Research and Statistics
March 1973 Benchmark
February 1974

LABOR FORCE IN JEFFERSON COUNTY, 1973

| INDUSTRY | Annual Average | Jan. | Feb. | Mar. | Apr. | May | June | July | Aug. | Sept. | Oct. | Nov. | Dec. |
|---------------------------------|----------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| CIVILIAN LABOR FORCE | 4,110 | 3,760 | 3,780 | 3,860 | 4,130 | 4,280 | 4,530 | 4,370 | 4,330 | 4,010 | 4,140 | 4,140 | 3,990 |
| WORKERS IN LABOR-MGMT. DISPUTES | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| UNEMPLOYMENT | 240 | 350 | 270 | 280 | 220 | 160 | 290 | 270 | 160 | 150 | 130 | 340 | 280 |
| PERCENT OF LABOR FORCE | 5.8 | 9.3 | 7.1 | 7.3 | 5.3 | 3.7 | 6.4 | 6.2 | 3.7 | 3.7 | 3.1 | 8.2 | 7.0 |
| EMPLOYMENT | 3,870 | 3,410 | 3,510 | 3,580 | 3,910 | 4,120 | 4,240 | 4,100 | 4,170 | 3,860 | 4,010 | 3,800 | 3,710 |
| Agricultural | 710 | 530 | 530 | 530 | 690 | 810 | 860 | 880 | 950 | 860 | 850 | 580 | 490 |
| Nonagricultural | 3,160 | 2,880 | 2,980 | 3,050 | 3,220 | 3,310 | 3,380 | 3,220 | 3,220 | 3,000 | 3,160 | 3,220 | 3,220 |
| Self-empl., Unpd. Fam. & Dom. | 380 | 340 | 350 | 350 | 380 | 400 | 400 | 400 | 390 | 350 | 380 | 380 | 380 |
| Wage & Salary Workers | 2,780 | 2,540 | 2,630 | 2,700 | 2,840 | 2,910 | 2,980 | 2,820 | 2,830 | 2,650 | 2,780 | 2,840 | 2,840 |
| Manufacturing | 710 | 680 | 690 | 700 | 770 | 780 | 780 | 730 | 680 | 670 | 690 | 710 | 700 |
| Durable Goods | 610 | 590 | 590 | 600 | 660 | 680 | 690 | 630 | 590 | 580 | 590 | 600 | 600 |
| Lumber & Wood | 500 | 490 | 480 | 470 | 540 | 550 | 560 | 490 | 480 | 470 | 500 | 500 | 520 |
| Other Durable Goods | 110 | 100 | 110 | 130 | 120 | 130 | 130 | 140 | 110 | 110 | 90 | 100 | 80 |
| Nondurable Goods | 100 | 90 | 100 | 100 | 110 | 100 | 90 | 100 | 90 | 90 | 100 | 110 | 100 |
| Nonmanufacturing | 2,070 | 1,860 | 1,940 | 2,000 | 2,070 | 2,130 | 2,200 | 2,090 | 2,150 | 1,980 | 2,090 | 2,130 | 2,140 |
| Contract Construction | 50 | 40 | 40 | 60 | 50 | 60 | 60 | 50 | 60 | 50 | 50 | 50 | 40 |
| Trans. -Utilities | 150 | 110 | 110 | 120 | 130 | 160 | 160 | 160 | 180 | 180 | 180 | 170 | 170 |
| Trade | 680 | 630 | 660 | 690 | 690 | 700 | 740 | 630 | 600 | 600 | 690 | 750 | 760 |
| Finance, Ins. & Real Estate | 80 | 80 | 80 | 80 | 80 | 80 | 80 | 70 | 80 | 80 | 70 | 70 | 80 |
| Service & Miscellaneous | 500 | 420 | 440 | 440 | 490 | 490 | 510 | 640 | 680 | 460 | 480 | 470 | 460 |
| Government | 610 | 580 | 610 | 610 | 630 | 640 | 650 | 540 | 550 | 610 | 620 | 620 | 630 |

Prepared by the Manpower Economist stationed in the Klamath Falls Employment Division Office.

CENTRAL OREGON COMMUNITY COLLEGE

LONG-RANGE PLAN

APPENDIX I

LABOR FORCE IN DESCHUTES COUNTY, OREGON
1962 - 1972

| Category | Annual Average | | | | |
|--------------------------------------|----------------|--------|--------|--------|--------|
| | 1962 | 1965 | 1968 | 1970 | 1972 |
| Total Civilian Labor Force | 9,190 | 10,300 | 11,570 | 13,140 | 15,790 |
| Workers in Labor Management Disputes | -0- | -0- | -0- | 40 | 70 |
| Unemployment | 630 | 540 | 620 | 950 | 950 |
| Total Employment | 8,560 | 9,760 | 10,950 | 12,150 | 14,770 |
| Agriculture | 970 | 830 | 740 | 720 | 730 |
| Manufacturing (Total) | 1,740 | 2,130 | 2,350 | 2,340 | 3,100 |
| Lumber and Wood Products | 1,330 | 1,640 | 1,740 | 1,620 | 2,030 |
| Food Products | 90 | 110 | 120 | 110 | 120 |
| Other Manufacturing | 320 | 380 | 490 | 610 | 950 |
| Contract Construction | 230 | 450 | 380 | 480 | 810 |
| Transportation-Commercial-Utilities | 500 | 490 | 540 | 570 | 660 |
| Wholesale/Retail Trade | 1,480 | 1,790 | 2,110 | 2,230 | 2,700 |
| Finance, Insurance, and Real Estate | 280 | 370 | 410 | 710 | 950 |
| Service and Miscellaneous | 790 | 960 | 1,220 | 1,510 | 1,730 |
| Government | 1,370 | 1,440 | 1,800 | 2,060 | 2,280 |
| Self-employed, Unpaid, and Domestics | 1,200 | 1,300 | 1,400 | 1,530 | 1,810 |

(Source: State of Oregon Employment Division,
Department of Human Resources)

CENTRAL OREGON COMMUNITY COLLEGE

LONG-RANGE PLAN

APPENDIX J

MAGNITUDE OF CHANGE
LABOR FORCE IN DESCHUTES COUNTY, OREGON
1962 - 1972

| <u>Category</u> | <u>1962 - 1972</u> | | <u>1968 - 1972</u> | | <u>1962 - 1968</u> | |
|--------------------------------------|--------------------|----------------|--------------------|----------------|--------------------|----------------|
| | <u>Amount</u> | <u>Percent</u> | <u>Amount</u> | <u>Percent</u> | <u>Amount</u> | <u>Percent</u> |
| Total Civilian Labor Force | 6,600 | 71.8 | 4,220 | 36.5 | 2,380 | 25.9 |
| Workers in Labor-Management Disputes | 70 | -- | 70 | -- | -0- | -- |
| Unemployment | 320 | 50.8 | 330 | 53.2 | -10 | -1.6 |
| Total Employment | 6,210 | 72.5 | 3,820 | 34.9 | 2,390 | 27.9 |
| Agriculture | -240 | -24.7 | -10 | -1.4 | -230 | -23.7 |
| Manufacturing (Total) | 1,360 | 78.6 | 750 | 31.9 | 610 | 35.1 |
| Lumber and Wood Products | 700 | 52.6 | 290 | 16.7 | 410 | 23.6 |
| Food Products | 30 | 33.3 | -0- | 0.0 | 30 | 33.3 |
| Other Manufacturing | 630 | 196.9 | 460 | 93.9 | 170 | 53.1 |
| Contract Construction | 580 | 252.1 | 430 | 113.2 | 150 | 65.2 |
| Transportation-Commercial-Utilities | 160 | 32.0 | 120 | 22.2 | 40 | 8.0 |
| Wholesale/Retail Trade | 1,220 | 82.4 | 590 | 28.0 | 630 | 42.6 |
| Finance, Insurance, and Real Estate | 670 | 239.3 | 540 | 131.7 | 130 | 46.4 |
| Service and Miscellaneous | 940 | 119.0 | 510 | 41.8 | 430 | 54.4 |
| Government | 910 | 66.4 | 480 | 26.7 | 430 | 31.4 |
| Self-employed, Unpaid, and Domestic | 610 | 50.8 | 410 | 29.3 | 200 | 16.7 |

(Source: State of Oregon Employment Division,
Department of Human Resources)

CENTRAL OREGON COMMUNITY COLLEGE

LONG-RANGE PLAN

APPENDIX K

ENROLLMENT STATISTICS
1967 - 1974

| <u>Year</u> | <u>Vocational- Technical Education</u> | <u>College Transfer</u> | <u>Community Education and Developmental</u> | <u>* Non- Reimbursable</u> | <u>Separate Contract</u> | <u>Total</u> |
|-------------|--|-----------------------------|--|------------------------------------|------------------------------|--------------|
| 1967-68 | 193 | 351 | 102 | -- | -- | 646 |
| 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 | 369 | 506 | 148 | 12 | 3 | 1,038 |
| 1972-73 | 357 | 571 | 149 | 39 | -- | 1,116 |
| 1973-74 | 408 | 568 | 172 | 39 | -- | 1,187 |

*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.

LONG-RANGE PLAN

APPENDIX L

How many people live in county?

By Sheridan Fahnestock
Bulletin Staff Writer

The 1980 federal census can't come too soon for local government and utility planners who need to know how many persons they serve.

They now have at least four sets of population figures.

Depending on which statistician one listens to, Deschutes County now has a population of 37,340; 43,705; 50,838, or 52,500.

In 1970, the federal census found the county had 30,442 residents, of whom 13,710 lived in Bend.

The area's population is not just of statistical interest. The figures mean money to local governments which share state revenues on a population basis, and which must plan for rises or decreases in the school-age population.

The figures are important to utilities and the U.S. Postal Service, which must build in advance of projected needs.

The latest state-certified population for Bend is 15,560 residents, as of last July 1.

This February, according to a study reported last month by John Hossick, city planner, Bend had 17,215 residents, the urban area had 25,690 residents, and the county's population was 37,340 persons.

That study was done by Albert D. Keisker and Associates, Los Angeles, for Bend's comprehensive planning firm, Patterson, Langford and Stewart, Medford.

The jail advisory committee was told last week, however, that the Pacific Northwest Bell Telephone Co. and the United Telephone Co. of the Northwest believe Deschutes County has 43,705 residents.

The Postal Service, however, thinks 52,200 persons live in the county.

Not so, says Keith Olds, customer service manager for the Pacific Power and Light Co.

The utility's computer, assuming there are 2.98 persons, on the average, for each electric meter in the county, calculated there are 16,491 persons living in Bend, 28,578 in the Bend urban area, and 50,838 in the county.

In all of Central Oregon, Olds's study reported, there are 74,204 residents.

Olds said "not everyone has a phone, but 99 per cent have electrical power, just about everybody except maybe someone who doesn't believe in energy, and who's living up in the woods someplace."

Olds admitted his study did not take into account multiple hookups served by one electric meter at mobile home parks.

"If anything, I think you're going to find my figures are low," Olds said.

Olds added he expects the largest population increase to occur among mobile home dwellers, and predicted there will be more mobile homes sold than single-family frame houses constructed in the county this year, for the first time.

Olds said there were 704 single family frame homes built in the county last year, but because of high land and mortgage prices, probably only about 424 would be constructed this year.

Mobile home sales, however, should go past the 700 mark this year.

"What else can people do" for low-cost housing, he asked.

CENTRAL OREGON COMMUNITY COLLEGE

LONG-RANGE PLAN

APPENDIX M - 1

POPULATION BY AREA (CENTRAL OREGON) AT JANUARY 1, 1974

(Residential meters times 2.98 equals number of people at each residential unit)

| | | | | | |
|--------------------------------------|----------------|---------------|------------------------------|----------------|---------------|
| <u>Inside City of Bend</u> | 5,534 x 2.98 = | 16,491 | <u>City of Madras</u> | 687 x 2.98 = | 2,047 |
| <u>Outside (urban)</u> | 3,056 x 2.98 = | 9,107 | <u>Outside</u> | 1,931 x 2.98 = | 5,754 |
| C.E.C. Coop. | 1,000 x 2.98 = | 2,980 | <u>Total</u> | | <u>7,801</u> |
| <u>Total Bend area</u> | | <u>28,578</u> | | | |
| | | | | | |
| <u>City of Redmond</u> | 1,537 x 2.98 = | 4,580 | Coop Jefferson Cty. | 900 x 2.98 = | 2,682 |
| <u>Outside (urban)</u> | 1,433 x 2.98 = | 4,270 | | | |
| | | | <u>Total Jefferson Cty.</u> | | <u>10,483</u> |
| <u>Total</u> | | <u>8,850</u> | | | |
| | | | | | |
| Coop. E.E.C. Des. Cty. | 2,500 x 2.98 = | 7,450 | <u>Totals Central Oregon</u> | | |
| Mid-State Des. Cty. | 2,000 x 2.98 = | 5,960 | Deschutes County | 50,838 | |
| | | <u>13,410</u> | Crook County | 12,883 | |
| <u>Total Deschutes County 1-1-74</u> | | <u>50,838</u> | Jefferson County | <u>10,483</u> | |
| | | | | | |
| <u>City of Prineville</u> | 1,672 x 2.98 = | 4,983 | TOTAL | <u>74,204</u> | |
| <u>Outside (urban)</u> | 1,901 x 2.98 = | 5,665 | | | |
| <u>Total</u> | | <u>10,648</u> | | | |
| | | | | | |
| Coop. Crook County | 750 x 2.98 | <u>2,235</u> | | | |
| <u>Total Crook County</u> | | <u>12,883</u> | | | |

Estimated by Keith Olds
 Pacific Power & Light Company
 P. O. Box 1209
 Bend, Oregon 97701
 Tel. 382-1011

CENTRAL OREGON COMMUNITY COLLEGE
LONG-RANGE PLAN

APPENDIX M-2

Population, Births and Deaths by County of Residence, Oregon, 1972

| COUNTY OF RESIDENCE | ESTIMATED POPULATION 7/1/72 | BIRTHS | | DEATHS | |
|---------------------|--------------------------------|--------|--------------------|--------|--------------------|
| | | Number | Rate ^{1/} | Number | Rate ^{1/} |
| STATE | 2,183,270 | 31,308 | 14.3 | 20,216 | 9.3 |
| Baker | 15,200 | 224 | 14.7 | 188 | 12.4 |
| Benton | 59,800 | 721 | 12.1 | 292 | 4.9 |
| Clackamas | 178,400 | 2,535 | 14.2 | 1,411 | 7.9 |
| Clatsop | 28,800 | 410 | 14.2 | 380 | 13.2 |
| Columbia | 30,070 | 412 | 13.7 | 258 | 8.6 |
| Coos | 57,300 | 908 | 15.8 | 478 | 8.3 |
| Crook | 10,610 | 165 | 15.6 | 119 | 11.2 |
| Curry | 13,300 | 172 | 12.9 | 121 | 9.1 |
| Deschutes | 33,800 | 569 | 16.8 | 323 | 9.6 |
| Douglas | 73,950 | 1,336 | 18.1 | 634 | 8.6 |
| Gilliam | 1,980 | 28 | 14.1 | 24 | 12.1 |
| Grant | 6,910 | 116 | 16.8 | 73 | 10.6 |
| Harney | 6,900 | 121 | 17.5 | 62 | 9.0 |
| Hood River | 13,540 | 187 | 13.8 | 148 | 10.9 |
| Jackson | 100,100 | 1,507 | 15.1 | 982 | 9.8 |
| Jefferson | 8,980 | 151 | 16.8 | 61 | 6.8 |
| Josephine | 38,500 | 606 | 15.7 | 507 | 13.2 |
| Klamath | 51,940 | 897 | 17.3 | 455 | 8.8 |
| Lake | 6,740 | 108 | 16.0 | 59 | 8.8 |
| Lane | 227,200 | 3,276 | 14.4 | 1,606 | 7.1 |
| Lincoln | 26,100 | 351 | 13.4 | 271 | 10.4 |
| Linn | 75,540 | 1,189 | 15.7 | 664 | 8.8 |
| Malheur | 23,380 | 421 | 18.0 | 211 | 9.0 |
| Marion | 157,200 | 2,234 | 14.2 | 1,462 | 9.3 |
| Morrow | 4,320 | 66 | 15.3 | 44 | 10.2 |
| Multnomah | 560,000 | 7,362 | 13.1 | 6,408 | 11.4 |
| Polk | 37,060 | 507 | 13.7 | 328 | 8.9 |
| Sherman | 2,100 | 22 | 10.5 | 26 | 12.4 |
| Tillamook | 18,400 | 238 | 12.9 | 222 | 12.1 |
| Umatilla | 45,450 | 675 | 14.9 | 476 | 10.5 |
| Union | 20,660 | 310 | 15.0 | 205 | 9.9 |
| Wallowa | 6,210 | 67 | 10.8 | 66 | 10.6 |
| Wasco | 20,520 | 264 | 12.9 | 217 | 10.6 |
| Washington | 178,300 | 2,537 | 14.2 | 1,027 | 5.8 |
| Wheeler | 1,820 | 36 | 19.8 | 15 | 8.2 |
| Yamhill | 42,190 | 580 | 13.7 | 393 | 9.3 |

^{1/} Rates per 1,000 population

