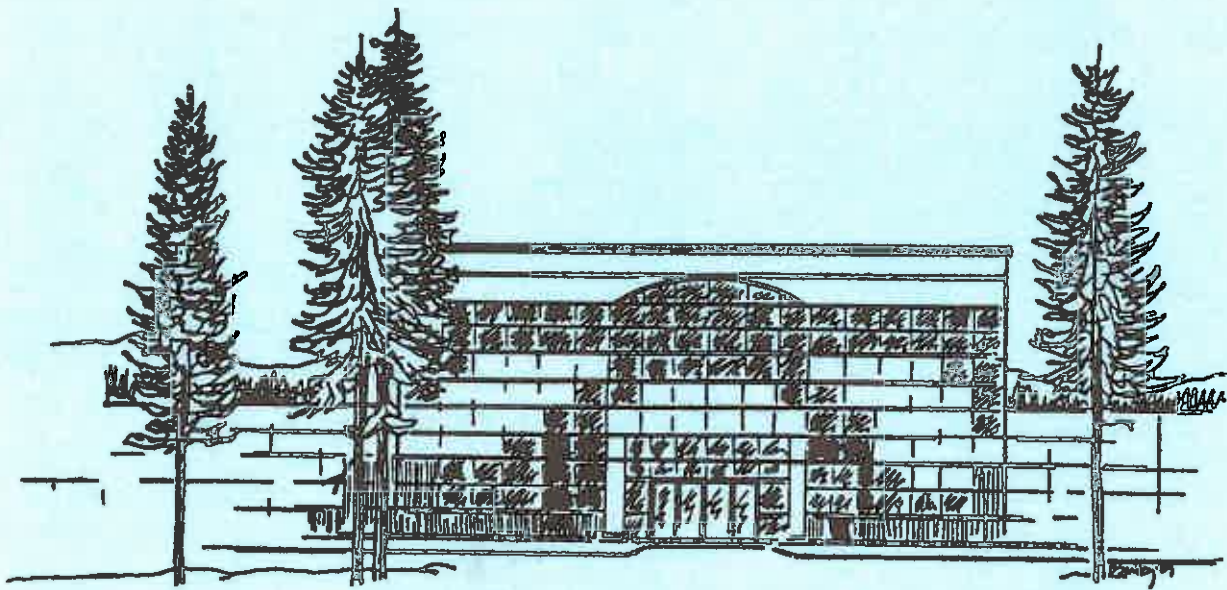


Central Oregon  
Community College

LONG  
RANGE  
PLAN

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1990-2000

Central Oregon Community College

Long Range Plan 1990-2000

April 1, 1989

Long Range Planning Committee

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## Introduction

### The Planning Process

The current year, 1989, marks the final year of a decade that has brought some important changes to Central Oregon Community College. It has been the College's custom and policy to prepare long range plans at the beginning of each new decade to address the issues that seem to be emerging. The College prepared a plan for the 1962-72 period, one for the 1974-84 period, a plan for the 1980s, and now, a plan for the 1990s.

Each of these long range plans has documented the current status of the College and summarized the College's directions and values for the future years. No plan, nor any committee, can foresee the future, of course, but a ten-year plan can serve as a useful statement of the institution's position on emergent issues and concerns. Former President Dwight D. Eisenhower is reported to have said that plans themselves are of little value, but the process of planning is vitally important in human affairs. In this sense, a long range plan offers an opportunity for the College to articulate a collective perception of its own future.

The Long Range Planning Committee was formed in September of 1988 by the Central Oregon Community College Board of Directors. The committee was charged with the task of preparing by May 1989 a long range plan for the next decade. Representation on the committee includes members of the College Board, administrators, students, staff, and faculty.

During the fall of 1988 and the winter of 1989, the committee met to consider three separate items. These were: a) issues likely to impact the College's future during the 1990s, b) goals and objectives for meeting these issues, and c) the implications that the issues have for the College's search for a new president.

The committee has formulated a set of six goals for the 1990s. The goals, which the College Board requested in the form of "broad, philosophical precepts," have been made specific by attaching a set of objectives to each. These objectives are refined further in section II with detailed discussions of each objective.

Although the committee has tried to attach enough specific detail to make each goal meaningful, the nature of long range planning is essentially general. In this respect it differs from strategic planning, which seeks to translate goals into actions.

Planning goes on in several different modes at Central Oregon Community College. Instructional departments prepare five-year plans for their operations that include curriculum, staffing, and program development. Special areas of the College such as athletics or performing arts prepare plans for their activities. Service areas like financial aid or admissions prepare plans. All computer-related decisions require review by a computer planning committee. Collective bargaining is, among other things, a way of planning. The annual budget is a very important planning tool for the entire institution. All of these plans are reviewed at several levels by the College's internal committees and administration.

### Background

In preparation for this planning cycle, members of the Long Range Planning Committee reviewed long range plans from other institutions, recent material on long range planning in community colleges, and some material about planning in general.

Three documents, however, figured more prominently than others into the committee's deliberations. The first of these is the Oregon Department of Education's "Six Year Plan for Community Colleges, 1987-1993." The second is Emerging Trends: New Oregon Perspectives for the Year 2010, prepared by the Commission on Futures Research. The final document is Building Communities: A Vision for a New Century, prepared by the American Association of Junior and Community Colleges (AACJC).

The State Board's six-year plan sets some goals for community colleges and some for the State Board of Education. Since this document is the closest, in some respects, to the Central Oregon Community College plan, section III offers a brief analysis and a response to its major points.

The two other documents are cited specifically in section II, the "goals and objectives" portion of the plan. Their contributions to our thinking will be found throughout much of the rest of the plan as well.

### Purpose

As outlined by the Central Oregon Community College Board of Directors, the Long Range Plan has three distinct purposes:

- a) To present an overview of the College in 1989
- b) To set goals and objectives for the coming decade
- c) To collect and present data supporting the plan

## PART I PROFILE OF THE COLLEGE

### Mission Statement

The Central Oregon Community College Board of Directors has adopted the following mission statement for the College.

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

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

### Historical Overview

Central Oregon Community College began service to the Central Oregon region in the 1949-50 academic year. The first term was organized by the Bend School District as a response to a bill passed by the Oregon legislature during the winter of 1949. The legislation permitted local school districts to offer lower-division college courses, but provided no funding for the new venture.



The Bend school board appropriated \$8000 for the 1949 fall term and engaged four instructors who were to commute between Bend and Klamath Falls, offering evening classes in Klamath Falls on Wednesdays and Thursdays and in Bend on Mondays and Tuesdays. One hundred and seven students registered for classes during the fall of 1949.

During the early 1950s, the fledgling institution continued its evening offerings of lower-division collegiate courses in Bend. The connection with Klamath Falls did not survive the first year. In the spring of 1950 the Bend school superintendent asked Don Pence, who was the school district music director, to assume responsibility for the college program. Three years later, the state's General Extension Division appointed Pence full-time director of Central Oregon College, as the new institution was originally named.

The same year, 1953, saw the establishment of a practical nursing program, which was the first vocational program offered at the college.

By the middle 1950s, the college was outgrowing its evening program in borrowed quarters at Bend High School. The Oregon legislature was pursuing plans for state funding of two-year colleges, and Mr. Pence was proposing a separate campus for Central Oregon College.

Local voters approved a budget for the college in the spring of 1957. By the fall term, the college had 12 faculty, 265 students, and more than 7000 volumes in the college library. Don Pence was appointed as its first official president. The Central Oregon College Foundation incorporated in 1955, and started raising money for student financial aid.

The formation of the College District began in the fall of 1959 with a petition drive among voters in Deschutes, Crook, and Jefferson counties. In the spring of 1960, the petitions were filed with the State Board of Education. The State Board confirmed the new district, but the location of Central Oregon College was in dispute as a competition erupted between Redmond and Bend for the College's permanent site. In October of 1961, the State Board chose Bend as the location, on the basis of population and the historic connection of the College and the Bend school system.

The final boundaries of the College District included Crook, Jefferson, and Deschutes counties, as well as portions of Wasco county to the north and portions of Lake and Klamath counties to the south. The composition of the College Board of Directors was based upon representatives elected in seven zones established throughout the District for that purpose.

In the spring of 1962, district voters elected the first Central Oregon Community College Board. The Board turned its attention to the pressing need for a campus, and chose a site on Awbrey Butte, slightly west of Bend. The original 140-acre tract of land was a gift of Mr. and Mrs. Robert Coats of Bend. Gifts of land adjoining the new site were made by Elaine Mooers and Dr. J.C. Vandervort. These additions, plus two purchases, brought the campus to a total of 193 acres.

Despite considerable pressure to rush into developing the new site, the new Board chose to retain the Eugene architectural firm of Wilmsen, Endicott, and Unthank to prepare a detailed master plan for the campus. The Eugene firm's work was worth the wait. Although the campus is steep and sometimes inconvenient in the winter, it remains one of the most beautiful college campuses in the Northwest.

In Space, Style, and Structure: Building in Northwest America, George McMath remarks that "The college board had the rare foresight to hire an architect prior to site selection and had the additional good judgement to accept his recommendation. The general design concept for the campus was to blend the man-made structures into the site. The buildings, low in profile and scaled to the landscape, have been situated in an informal manner to permit the preservation of trees and other natural features, and to provide a choice of views of the magnificent scenery."

At the time of its construction, the design of the campus was featured in four national magazines: Architectural Record, Newsweek, Architecture West, and Innovations in Wood.

The first Central Oregon Community College Board also directed the President to prepare the first Long Range Plan for the College, to cover the years between 1962 and 1972. Not surprisingly, much of the 1962 Plan dealt with the specifics of building the long-anticipated campus.

Construction began in 1963, and the first three buildings--Ochoco, Modoc, and Deschutes--were complete by the spring of 1964. The next year saw the completion of Jefferson Hall, Metolius Hall, and the Student Union. In 1966 and 1967, the college added a dormitory, an arts building, and the library.

On November 11, 1965, the campus was formally dedicated by Oregon Governor Mark Hatfield. President Pence received the College's charter in ceremonies that included the State Board of Education and the Central Oregon Community College Board. In the fall of 1967, the Northwest Association of Secondary Schools and Colleges confirmed the College's status as an accredited institution.

During the building years of the 1950s and 1960s, the college was financed by annual budget elections, a pattern that continued through the 1970s. Buildings were financed by bond issues which also required voter approval. In December of 1965, district voters handed the College its first financial defeat, rejecting a \$700,000 bond issue that was to have financed construction of a proposed physical education building, a vocational-technical building, and a music building. In 1969, however, district voters approved a second \$700,000 bond issue that provided funds for the physical education and vocational buildings.

The College's annual operating budget was growing rapidly during these years, at a pace that sometimes outstripped growth in Central Oregon's economy. In a one-year period, for example, the operating budget jumped from \$242,187 (in 1965-66) to \$554,033 (in 1966-67). Operating budgets submitted during the late 1960s and through the 1970s often required modification and re-submission before the voters approved them. The annual anxiety about the budget election became a feature of campus life.

By the middle 1960s, Central Oregon Community College enrollment had grown to nearly 700 students. Programs available included lower-division transfer courses leading to the Associate of Arts degree and vocational courses leading to the Associate of Science degree or certificates in business, office machine repair, data processing, electronics, forestry, nursing, and mechanical technology. The Continuing Education program offered courses in adult basic education, apprenticeship, and a variety of general interest subjects.

Activities available to students included intercollegiate athletics, student government, performing arts, interest clubs, the student newspaper, and the honor society.

By 1967, the faculty had grown to 45 full-time positions, and there were 5 full-time administrators. Staff positions consisted of 12 secretaries, 2 bookkeepers, a data processing clerk, the bookstore manager, and 4 maintenance personnel.

In the spring of 1967, during a time of confrontation on college campuses across the nation, relations between the faculty and Dr. Pence deteriorated to a point that threatened the stability of the College. In April the College Board asked the Oregon Department of Education to appoint a board of inquiry to investigate, and in May, the College's budget levy was defeated by a substantial margin. Dr. Pence resigned the presidency, and the College Board asked Dr. Bruce Nolf, Assistant Professor of Geology, to assume the responsibilities of that office until a permanent appointment could be made.

The presidential search conducted in the summer of 1967 resulted in the appointment of Dr. Frederick Boyle, Dean of Faculty at Rockingham Junior College in North Carolina, as Central Oregon Community College's second president.

Dr. Boyle began his presidency with thrusts in three separate directions: the internal organization of the College, faculty development, and a renewed building program. By the end of the decade he had made advances in each area. Three new committees, each composed of faculty, administration, and student representatives, provided an arena for participatory decision-making. The 1969 bond issue provided funds for the physical education building and the vocational building. And, in July of 1969, Dr. Boyle brought to the College Board of Directors a new policy that would grant faculty members tenure.

In an open letter to District residents written in 1970, Dr. Boyle commented that if Central Oregon Community College "...is to have any kind of distinction, it will gain that distinction on the basis of the kind of teaching and learning" that take place on campus. He remarked further that "it is my hope that you, as a resident of the district, have recognized some of the major improvements in the college during the last three years."

The 1970s saw the College working toward goals of community service and academic quality. In the early 1970s, the College began to fill faculty and administrative positions from nationwide searches. As the College grew, the net effect of this was to create a well-qualified professional staff, who were current in their fields, and who did not carry the taint of provincialism so common in rural colleges.

Service to the Central Oregon communities took the form of a diverse array of educational and cultural services during this period. Indeed, those two kinds of service were singled out in the first goal of the College's 1974 Long Range Plan. The 1974 Plan called for the establishment of community education centers in the major communities throughout the District. These centers continue to provide concrete evidence of the College's commitment to communities it serves.

As the only institution of higher education in the region, the College not only provided post-secondary educational programs, but also provided cultural services including an academic library, musical and dramatic performances, and lyceum speakers.

In 1976 the College built Pioneer Hall. This new building housed the business, medical records, social sciences, and mathematics departments, as well as the College's growing computer operations. Pioneer was sited well to the northeast of

the central quadrangle. This followed a precedent set by the siting of the physical education and vocational buildings on the west side of College Way. As the campus spread onto the undeveloped portions of the 193-acre site, building access and parking improved.

With a gentle nudge from legislation which established collective bargaining in Oregon's colleges and universities, the faculty and classified staff moved into this mode in 1975 and 1976. The classified staff were represented by a union, and the faculty was represented by the Faculty Forum, which changed its nature from an academic senate to a bargaining agency.

The faculty expanded during the 1970s from 54 in 1970 to 63 at the end of the decade. Lower-division collegiate courses in business, the liberal arts, and the sciences accounted for 46% of the total college enrollment--as measured in Full-Time Equivalency or FTE units of 45 credits--of 1391 FTE in 1978-79. Vocational programs accounted for 25% of the enrollment, and community education, adult basic education, occupational supplementary, and apprenticeship programs accounted for 29%.

The Central Oregon Community College Foundation increased its level of activity during the 1970s, raising more money each year for student financial aid. The Foundation also began to build a permanent endowment, which provided stability to the Foundation's financial strength. In 1980 the Foundation hired its first professional director.

As the College passed its 25th anniversary and completed its third decade, the pressures of growth and inflation were forcing substantial increases in the operating budget each year. The annual budget elections consumed significant amounts of time and energy within the institution. Worse, the uncertainty surrounding each year's budget forced decisions about positions and programs to be postponed until the end of the academic year--often until the summer. To remedy this situation, the College mounted a campaign for a permanent tax base. This would provide a predictable sum of money each year from District property tax revenues. This tax base, along with state reimbursement and the students' tuition, would comprise three separate legs of the College's revenue structure.

In 1982, the District voters passed a tax base for the College. Under Oregon law, the tax base would increase up to 6% each year; with prudent management, this would end the need for annual budget elections. The financial stability that the tax base brought allowed for significant improvements in planning, program development, and staffing.

The theme of the Long Range Plan for the 1970s was campus development, and five major buildings have resulted from this effort. In addition to building Ponderosa and Mazama during the 1970s, the College built three more major buildings during the 1980s. Ochoco Hall science wing was completed in 1981, financed by state and local funds. The wing included five new laboratories, as well as classrooms and faculty offices linking Ochoco and Modoc halls. In 1983, the College added the Pinckney Center for the Arts. This performance and gallery complex filled a need for a large performance and meeting space on the campus and in the community. The names of Pence Hall and the adjoining Pinckney Center commemorate the College's founding president and dean of instruction.

The final building was planned late in the decade. This is the Cascade Center, which will be completed in 1989. The new structure is sited west of College Way with Mazama and Ponderosa, the physical education and vocational buildings. The Cascade Center will house the social science department, the President's Office, admission services, student records, community education, adult basic education, and the small business development program.

The 1980s have brought several changes to the campus, but probably none is more notable than the impact of computer technology. In 1982 the College embarked on a program of "computer literacy" for the faculty, administration, and staff. As a result, computer training programs were organized for all sectors of the College. At the same time, computer courses became more popular among students, with courses in computer science and applications especially popular.

The College's vocational programs changed radically as computer technology penetrated areas of industry and human services. Currently, the office administration program, the industrial technology program, the drafting program, the office machine technology program, the automotive program, the electronics program, and the business technology program are heavily computer oriented. In the lower-division collegiate area, science, math, writing and music courses use computers. Students use computers in three labs in Pioneer Hall, two labs in Ponderosa, one in Ochoco, and one in Jefferson.

Now in its fortieth year, Central Oregon Community College continues to reach toward the goals set by its founders. The promise of educational opportunities for the citizens of Central Oregon is as important now as it was forty years ago. Times have changed, and educational needs have changed with them, but the vision that began the College continues in the aspirations of students and the idealism of educators.

## Central Oregon Community College in 1989

### Students

In 1989, Central Oregon Community College students, like students at other community colleges throughout the nation, display a substantial diversity of goals, ages, and origins.

In the last ten years, the total enrollment at the college-- as measured in Full Time Equivalency or FTE units of 45 credits-- has grown from a total of 1391.6 FTE in the 1978-79 academic year to an estimated 1837 FTE in the 1988-89 academic year. This growth has not come at a uniform rate, however. The total enrollment rose to a peak of 1748 FTE in 1980-81, then declined to 1449 FTE in 1984-85, before continuing on its rising course. The reasons for this fluctuation are complex, and may reflect changes in regional demographic and economic patterns, as well as changes in students' programs.

In 1978-79, 46% of the College's total enrollment was in lower-division credit or college transfer courses. Vocational preparatory courses accounted for 25% of the enrollment, and the remainder (29%) was in a third category made up of occupational supplementary courses, adult basic education, apprenticeship, and community education. Currently, in 1988-89, 59% of the enrollment is in lower-division credit, 18% is in vocational preparatory, and 23% is in the third category.

	<u>LDC</u>	<u>Vocational</u>	<u>Other</u>	<u>Total FTE</u>
1978-79	641.2	346.5	403.9	1391.6
1988-89	1092.7	327.3	416.8	1837.0 est.

Figures for credit enrollment show that part-time students outnumber full-time students. In the fall of 1988, there were 1500 part-time credit students and 1100 full-time credit students. Comparing the fall-term enrollments in 1984 with 1988, however, shows that the percentage of full-time credit students has increased from 39.7% in 1984 to 42.3% in 1988.

Students coming to Central Oregon Community College are overwhelmingly in-district students. In the fall of 1988, over 92% were Central Oregon residents when they came to the College. Five percent were residents of other parts of Oregon, and 3% were not Oregon residents. The students' origins are more diverse, however. Thirty-four percent of the 2268 high school graduates had graduated from Central Oregon high schools, 28% had graduated from other Oregon high schools, and 37% had graduated from high schools in other states.

Most Central Oregon Community College students do not enter college immediately after high school. Analysis of students' ages shows that 46% of our fall 1988 students were in the 17-25 age group. Twenty-two percent were in the 26-35 age group, 12% were in the 36-40 age group, and 11% were in the 41-50 age group. Students over 50 were represented on campus; these students constituted 9% of the total. Comparing 1988 statistics with 1985 statistics shows 44% in the 17-25 range in that year, 29% in the 26-35 range, 10% in the 36-40 range, and 10% in the 41-50 range.

Information about students' gender shows that women students outnumbered men by a ratio of 3 to 2 in the fall of 1988. Similar information from 1985 shows that the same ratio prevailed then. From the standpoint of ethnic origins, Central Oregon Community College students are a rather homogeneous group. Current enrollment information shows 2238 students listing "Caucasian," as their ethnic origin, 12 listing "Asian," 36 listing "Native American," and 2 listing "Black." This coincides generally with the same data from other years. It also coincides with the ethnic profile of Central Oregon.

### Faculty

The composition of the full-time faculty at Central Oregon Community College reflects the College's commitment to recruiting the most qualified applicants identified in nationwide searches. Individual faculty members' backgrounds include degrees and experience at colleges and universities from all regions of the United States.

The average length of service at the College among the 68 members of the teaching faculty is 10.5 years. Central Oregon Community College has a tenure policy that requires a tenure decision in the fifth teaching year. The Tenure Committee is composed of the Vice President for Instruction and five faculty members elected on a two-year rotation. The Tenure Committee considers evaluations from the instructional administrators in their recommendations for or against tenure. Tenure decisions are made on the basis of the candidate's teaching proficiency, service to the college, and level of professional activity.

In addition to tenure, the College has a long-standing policy of academic rank and promotion. The Promotions Committee is composed of faculty and administrators who meet to deliberate promotion recommendations from the various academic departments and divisions. Like tenure, promotion is based on the quality of the candidate's teaching, service to the College, and professional activity.



Another fact of professional life for Central Oregon Community College's faculty and administration is the professional improvement policy. Professional improvement is aimed at keeping all the members of the professional staff active in their disciplines. Professional improvement plans are filed by each member of the faculty and administration. Funds are budgeted to help sponsor a summer's work away from the campus every fourth year.

Another source of support for professional development is the College's sabbatical policy, which makes funds available for year-long and summer sabbaticals. Faculty and administrators may apply for full-year sabbaticals after 8 years' service to the College. Sabbaticals can provide as much as 85% of the recipient's regular salary. Awards are recommended by the Sabbatical Committee, which is composed of members from the faculty and administration. Criteria for sabbaticals emphasize both the applicant's professional development and the contribution that the proposed sabbatical would make to the College as a whole.

Faculty members' preparation and credentials are established by the requirements of their areas. In the vocational programs, most faculty members' backgrounds blend educational and industrial, military, or clinical experience.

In 1987, the College Board proposed a new hiring policy that would seek candidates with a doctorate for teaching positions in the lower-division collegiate areas. This change in policy confirmed a growing trend towards hiring candidates with doctorates in the science, social science, and humanities departments. Seven tenure-track appointments were made in the lower-division collegiate areas for the 1987-88 and 1988-89 academic years. Four of the new faculty members had completed doctorates, and the remaining three were at the dissertation stage. Currently, 20 of the 42 full-time faculty teaching lower-division collegiate courses have a doctorate or are completing doctoral programs.

### Administration

The College's basic policies for hiring and professional improvement apply to administrators as well as faculty.

The administrative staff is organized around four senior-level positions: the Vice President of Instruction, the Vice President of Student Services, the Dean of Business Affairs, and the Director of College Relations. Each of these four areas has, in turn, administrative staff positions attached to it. There are eight administrative staff positions in instruction, eight in student services, four in fiscal services, and one in community relatio

The faculty is organized into a series of divisions and departments, reflecting academic disciplines and related programs. The one division remaining from an earlier organizational scheme is the vocational division, which includes the faculty in forestry, office machine technology, electronics, industrial technology, office administration, and health records. The departments are fine arts, business, humanities, science, social science, math, nursing, and physical education. Faculty members chair each of the departments; the vocational division is headed by an administrative appointment.

### Board of Directors

The Central Oregon Community College Board of Directors is elected from seven zones established to represent the college district. Three of the seven positions represent the Bend area, which has the greatest concentration of population. The remaining four represent the areas surrounding Madras, Prineville, LaPine, and Redmond. Board members are elected for four-year terms. The Board elects a Chair each year.

Both the College and the Central Oregon communities have been very well served by the individuals elected to the College Board.

### Programs

Programs available at Central Oregon Community College currently include two-year Associate of Science and Associate of Arts programs and one-year certificate programs in some vocational areas. The Associate of Arts is the lower-division transfer degree; students enrolled in AA degree programs may adopt a specific academic major, but many do not since lower-division course requirements tend to be similar for many majors. Associate of Science students pursue a specific vocational program.

Beginning in 1990, the College will offer three degrees: the Associate of Arts, the Associate of Science, and the Associate of Applied Science. This change will reflect similar changes in other community colleges in Oregon. Both the Associate of Arts and the Associate of Science will be transfer degrees under the new program, and the Associate of Applied Science will be the two-year vocational degree.

Vocational programs currently offered at the College are listed below with the number of full-time students indicating a major in each during the 1988 fall term.

Automotive Technology	28
Business Computer Specialist	25
Business Technology	123
Drafting/Graphics	13
Office Machine Technology	14
Electronics/Engineering Tech	23
Engineering Technology	11
Fire Science Structural	20
Wildland Fire Management	1
Forest Technology	55
Hotel and Restaurant Mgmt	32
Industrial Maintenance	5
Industrial Technology	1
Manufacturing Processes	27
Medical Records Tech	46
Nursing	138
Office Administration	80
Part-time vocational	46

The following programs are the lower-division collegiate majors currently offered at the College. Again, the numbers record the full-time students in each major in the fall of 1988.

Agriculture	5
Architecture	16
Biological Sciences	27
Business Administration	200
Criminal Justice	36
Education	121
Engineering	35
Fine Arts	57
Fish and Wildlife	8
Forestry	1
Health Services	37
Humanities	42
Liberal Arts	307
Math/Computer Science	27
Office Administration	1
Physical Sciences	11
Social Sciences	91
Part-time and undeclared	414

More specific programs are available in the lower-division collegiate subjects, especially in the sciences, social sciences, and humanities.

## Services

In addition to its instructional programs, Central Oregon Community College provides services outside the classroom for students and other community members.

Academic advising by the teaching faculty is available to students and prospective students.

Athletics and club sports are available for full- and part-time students' participation. The College physical education facilities, including gym, weight room, and exercise physiology lab, are available to community residents.

The COCC Campus Store sells books for courses as well as other items to the campus community.

Career counseling is available to students at any time in their programs.

Child care is provided as a convenient service for parents who are attending classes. The child care program is run on a cooperative basis to keep costs affordable.

Professional counselors provide counseling to students with personal problems.

Students with academic problems, particularly in the math and language areas, can take developmental courses to prepare them for college work.

Financial aid available to students includes federal programs as well as private local funds. Financial aid counseling can help students make difficult decisions about personal financial choices.

Student housing is available in Juniper Hall. For students who prefer living on campus, this program offers convenience and economy.

The COCC library extends borrowing privileges to students and community members. The library is one of the ten federal depository libraries in Oregon. Library technologies include OCLC interlibrary loan system and DIALOG on-line searching.

Music groups available for student and community participation include vocal and instrumental groups.

The COCC Native American program offers special counseling and activities for Native American students, especially those from Warm Springs.

Placement services help students find full- or part-time work.

Student activities include a broad range of social, cultural, and community events for student participation.

A nurse-practitioner provides student health services to COCC students with general health problems. A physician is also available on a referral basis.

The student government offers motivated students a chance to participate in the management of COCC student affairs.

The College theatre groups offer students and community members the opportunity to participate as cast or audience in theatre or dance productions.

Students experiencing difficulty in specific classes can get help from the College's tutoring program. Tutoring is free to the student, and the tutors available include other students and professional teachers.

### Culture of the College

The Swiss linguist Ferdinand de Saussure noted that languages resemble rivers: they are always changing, yet they remain the same. The same case could be made for other human institutions. Although Central Oregon Community College has changed a great deal in its forty-year history, some important sources of continuity have remained.

Together these sources of continuity form the "culture" of the institution--i.e., those elements that remain constant while programs, personnel, and policies change.

The three most conspicuous of these elements are the College's commitment to excellence, to participatory decision-making, and to independent courses of action.

Recently the term "excellence," when applied to institutions, has become somewhat of a cliché. Central Oregon Community College's dedication to superior performance goes back to its roots, however, extending from the College's recruitment policies, through its system of academic rank, its instructional programs, its operations, and its athletic teams. The College as a whole tends to be achievement oriented.

Innovative programs like the professional improvement system offer incentives and support for faculty development. The Burlington Northern teaching awards recognize excellence in the classroom. A recent example of instructional achievement was the ranking of our nursing program as sixth among two-year schools, and eighth among two- and four-year schools throughout the U.S.

Other examples of individuals' achievements include professional publications, offices in professional organizations, a National Science Foundation research fellowship, and Fulbright Fellowships for research and teaching. Recent group achievements include the recognition of our automotive program, and the College Choir's European tour. For the past two years, the College's Nordic and Alpine ski teams have won national championships.

At Central Oregon Community College, the practice of participatory decision making goes beyond the campus-wide committee structure to embrace many aspects of College governance. Faculty, administration, board members, and students have been able to work together to solve problems and to set policy in most areas of the College. This creates an atmosphere of familiarity and mutual respect.

As the first of Oregon's community colleges, Central Oregon Community College has won a reputation for its independence of thought and action. Programs such as the privately-endowed Visiting Scholar Program depart from conventional community college practice. While this kind of program might not be appropriate for a large urban community college, it is precisely appropriate for COCC, bringing intellectual stimulation to the campus and the communities the College serves.

Central Oregon Community College negotiated the first block transfer agreements with Oregon's four-year institutions. Our joint venture with Oregon State University offered the first baccalaureate degree program on a community college campus in the state. The College library is one of the few community college libraries with federal depository status. In the summer of 1988, Central Oregon Community College was the host institution for the first National Endowment for the Humanities seminar offered at a community college. The College's exercise physiology laboratory, built in 1987, is one of the most sophisticated facilities of its kind on the west coast.

Achievements like these are impressive, and have served students and District residents well, but they are most noteworthy as testimony to the climate that prevails here. They are evidence of the energy, dedication, and occasional audacity of the men and women who comprise Central Oregon Community College.

## PART II GOALS FOR THE DECADE

This section of the Long Range Plan presents the six basic goals for the 1990s. Each of these goals states in broad terms a new direction or a renewed commitment for the next decade. Accompanying each goal is a set of objectives designed to translate the goals into more specific terms. The objectives are not arranged by priority, nor are the lists necessarily comprehensive.

Two of the six goals--goals I and II--address the instructional programs of the College. Goal III presents some opportunities for enhancing the quality of student life. Goal IV asks the institution to increase its participation in the economic development of the region, and Goal V looks toward building relations with the Central Oregon communities. The final goal--VI--is an internal one, calling upon the College staff, faculty, and administration to retain and improve the prudent management practices that have characterized Central Oregon Community College for the last forty years.

Goal I - During the 1990s, Central Oregon Community College resolves to provide instruction distinguished by excellent faculty, curriculum, and instructional resources.

Goal II - During the 1990s, Central Oregon Community College resolves to identify and meet the full range of post-secondary educational needs in the College District.

Goal III - During the 1990s Central Oregon Community College resolves to promote services, facilities, and programs which will enrich the quality of student life outside the classroom.

Goal IV - During the 1990s Central Oregon Community College resolves to participate in the economic development of Central Oregon by offering services responsive to local, regional, and national needs.

Goal V - During the 1990s, Central Oregon Community College resolves to strengthen its partnership with the communities of Central Oregon through information services, public programming, and college development activities.

Goal VI - During the 1990s, Central Oregon Community College resolves to maintain its standards of quality through the prudent management of human, fiscal, and material resources.

Comparing the goals for the 1990s with goals for the 1970s and the 1980s reveals some interesting changes and some continuities as well. The table of goals in the appendix compares the three sets of goals on a line-by-line basis.

The goals for the 1990s reflect the Long Range Planning Committee's conviction that the greatest challenge facing the College during the next decade will be presented by the projected 3-5% annual growth in enrollment and programs. Maintaining high quality and adequately diverse services in this environment will stretch the College's resources to their limit. Meeting this challenge will require good judgment from all parts of the institution; it will also require a commitment to excellence at all levels.

### Goal I

During the next decade, Central Oregon Community College resolves to provide instruction distinguished by excellent faculty, curriculum, and instructional resources.

### Discussion

Goal I asks for a renewed commitment to instructional excellence, recalling the College to the core of its mission. While the quest for quality is by no means a new theme on this campus, it is an especially timely goal now, at the beginning of what promises to be a decade of more rapid institutional growth than the 1980s.

Follow-up studies of Central Oregon Community College students in both the lower-division collegiate and vocational areas single out instructional quality as the most impressive feature of their years at the College. Instructors' pedagogical skills, their preparation and currency in their fields, and their willingness to work with students are the central ingredients in their success.

In addition to the strength of the faculty, the strength of the curriculum also creates instructional quality. Curriculum needs constant attention. Courses, programs, and academic majors all go out of date if they are not kept current. New ideas, new technologies, and new applications of existing technologies must be incorporated into the curriculum on a regular basis.

The third element in instructional quality is the network of resources that the College needs to maintain its instructional program. The Central Oregon Community College library requires continual updating and expansion to support a growing curriculum. Science and vocational laboratories require new equipment and need to be able to accommodate growing numbers of students. The



same is true of the computer laboratories. The vocational programs are especially dependent upon laboratory resources; here, the quality of the instructional resources is often inseparable from the quality of the educational experience.

### Objective 1

The College will manage its hiring practices to ensure that new faculty members are well prepared in their subjects and well prepared to teach effectively.

### Discussion

Building Communities, the American Association for Community and Junior Colleges' report, singles out "the recruitment and retention of a top quality faculty" as the key to the "intellectual and social environment of the college."

Staffing Central Oregon Community College's full- and part-time teaching positions requires the dedication to search out the best qualified instructors. For full-time appointments, this usually requires national searches and on-campus interviews. All appointments should be made on the basis of the candidate's preparation and experience, and evidence of a commitment to teaching is especially important.

In the process of screening applicants for teaching positions, committees need to consider candidates' pedagogical skills as the primary criterion for appointment. This emphasis is reinforced in the College's procedures for evaluation, promotion, and tenure.

The candidates' preparation varies in different areas of the College. Candidates in vocational programs normally demonstrate academic preparation plus experience in industry or public agencies. Candidates who will be assigned to teach lower-division collegiate courses need to demonstrate academic preparation in a coherent program beyond the master's degree level. Current College policy requires these candidates to have completed (or nearly completed) a doctorate in an appropriate discipline.

Part-time positions should be filled from local or regional searches with careful investigation of the applicants' teaching experience and credentials. All part-time instructors in lower-division collegiate courses need a master's degree in the subject area.

## Objective 2

The College will ensure that faculty and instructional administrators are evaluated on a regular basis.

### Discussion

The procedures for evaluating the full-time faculty, as currently set in the policy manual, call for extensive evaluation by students, other faculty members, and administrators every year until tenure, and every other year after that. Additional evaluations may be required during consideration for promotion--which is awarded on a competitive basis--as well as tenure.

Procedures for evaluating part-time faculty and instructional administrators need to be standardized across campus to provide opportunities for regular and comparative evaluations.

## Objective 3

The College will provide small-sized classes where size is important to student-teacher interaction.

### Discussion

Certain areas of the curriculum require close contact between the instructor and the students. These areas include--among others--laboratory courses, field-based courses, writing and speech courses, and courses relying on certain items of equipment. Maintaining reasonable section size in these areas is essential to good teaching.

Class size in developmental courses is important as well. The AACJC report Building Communities proposes that "class size in the core curriculum and developmental study courses be restricted" to facilitate teaching and learning.

## Objective 4

The College will require and support appropriate professional improvement by faculty and administration.

### Discussion

The College's professional improvement system is currently set by College policy and by contract with the faculty. The basic provisions of the system require an on-going plan which sets out the academic, technical, and professional growth of the faculty member and proposes the activities planned to achieve it.

The College provides funds to help support the off-campus portion of the cycle, which includes a minimum of a summer's work outside Central Oregon each four years.

Closely allied to professional improvement is the College's sabbatical system, which provides funds for summer sabbaticals and full-year sabbaticals. Professional improvement and sabbatical support is available by proposal. The Sabbatical Committee--composed of faculty and administration--reviews proposals and awards funds once each year. Special provisions are made for people pursuing advanced degrees.

This system, with various modifications, has demonstrated its value over the years. The net effect has been to keep the faculty and administration current--i.e., to keep them abreast of their fields and active in their academic disciplines. The AACJC report on community colleges in the next century recognizes the importance of professional development and suggests that a portion "of the instructional budget... should be set aside for professional development."

#### Objective 5

The College will maintain faculty workloads at a level consistent with good curricular management and high quality teaching.

#### Discussion

Teaching loads for the full-time faculty need to reflect two considerations: total numbers of students and responsibilities beyond teaching. Full-time faculty members have to create and maintain the curriculum in all of the instructional areas. If the teaching load is too high, the curriculum will suffer. Similarly, if the teaching load is too high for good instructor/student interaction, the quality of the educational experience will suffer. The current (1989) ratio is 26.6 credit FTE to 1 full-time faculty member. The ratio in 1980 was 24.1 to 1. A ratio of 25 credit FTE to 1 full-time faculty member should be a reasonable goal for the future. Although the ratio will vary in different parts of the curriculum, this goal should prevail across the campus.

## Objective 6

The College will direct the Instructional Affairs Committee to continue its analysis and evaluation of the curriculum.

### Discussion

In the 1987-88 academic year, the Instructional Affairs Committee completed a review of all the credit courses and programs. The review included updating course descriptions, and comparing COCC courses with similar courses offered at other two- and four-year colleges in Oregon. The review resulted in the deletion of some old courses from the curriculum, and the addition of some new ones.

In 1989, the Instructional Affairs Committee proposed a new set of requirements for the AA and AS degrees. This proposal came in direct response to the Oregon Legislature's bill 2913, calling for a common curriculum in two- and four-year schools, but it responded also to a growing sentiment for strengthening the core curriculum. The AACJC echoes this sentiment in its report: "strengthening general education [requirements] is one of the most urgent obligations community colleges confront."

Objective 6 calls for the Instructional Affairs Committee to review all credit courses and degree programs each 5 years. The next curriculum review would be scheduled for the 1992-93 academic year.

## \* Objective 7

The College will ensure that budgets for the library, laboratories, and other instructional support services keep pace with changes in programs and enrollment.

### Discussion

Instructional support services--including science and technology laboratories, library materials, library services, computers, software, peer tutoring, and the math and writing labs--are vital to the quality of many COCC courses. They are equally vital to students' opportunities to succeed in many courses. Maintaining the level of funding for these services as the College adds students and programs will ensure their continued contribution.

### Objective 8

The College will ensure that budget priorities reflect the primacy of the instructional programs.

### Discussion

The College's commitment to the primacy of its instructional programs should extend into the budgeting process each year to guarantee the resources needed for excellent instruction.

### Objective 9

The College will maintain its commitment to assure the transfer of lower-division collegiate courses to all four-year institutions in Oregon.

### Discussion

The College is committed to the smooth and convenient transfer of all lower-division credit courses to four-year institutions. The instructional division will continue to work with individual students who are transferring, preparing them for transfer through advising and following up on their experiences after transfer. The instructional division will also continue to negotiate and enforce block transfer agreements with Oregon colleges and universities. These agreements allow students with the Associate of Arts degree to meet all lower-division distribution requirements at entry.

## Goal II

During the 1990s, Central Oregon Community College resolves to identify and meet the College District's full range of post-secondary educational needs.

### Discussion

Goal II speaks to the scope or breadth of instructional programs. The Oregon community college system was founded on the concept of providing community-based post-secondary coursework in credit programs and in community education.

Since each college district is unique and community colleges must remain responsive to the educational needs of the communities they serve, different colleges emphasize different kinds of programs. The State Department of Education's "Six Year Plan for Community Colleges" reminds us that Oregon Revised Statute 341.009 puts "comprehensive educational programs, including the needs unique to the various communities," first among community college goals.

Central Oregon is an especially dynamic part of the state, frequently singled out as an area of rapid demographic and economic growth. Meeting the educational needs created by this growth will require the College's full attention during the 1990s.

The objectives for Goal II address two kinds of needs: needs for programs, and needs for access to programs. Creating courses and programs is often far simpler than making them accessible to students. If students cannot attend the programs or cannot succeed in them, the programs have not served their purpose.

An important element of Goal II is the social dimension. Community colleges tend to be one of the best local resources for meeting social change. The technological, economic, and social changes widely anticipated for the 1990s will dislocate many Central Oregonians from their current ways of life. The authors of Emerging Trends: New Oregon Perspectives for the Year 2010 see two implications for community colleges. "Job dislocation will increase needs for retraining and income maintenance," and "higher level skills will be required to cope with changing job demands and multiple career shifts."

Central Oregon Community College's role in meeting these social needs will be to see that effective programs from the adult basic literacy level through graduate courses are available for Central Oregon residents.

### Objective 1

The College will continue to provide, or expand where possible, its current range of lower-division collegiate, vocational, and community education programs.

### Discussion

This objective directs the College to consider the continuity of each of its types of instructional services. As the only source of post-secondary services located in the region, Central Oregon Community College has a responsibility to provide college courses and programs to the broadest range of people that it can, while meeting its fundamental commitment to quality. Current evidence suggests that the 1990s are likely to be a time of steady growth for the College. Since some programs will grow more rapidly than others, it will be important to maintain a balance among them.

## Objective 2

The College will work with the Central Oregon Consortium for Higher Education (COCHE) to help make upper-division and graduate programs available to district residents.

## Discussion

The question of Central Oregon residents' access to baccalaureate degree programs has become an issue in recent years. In 1982, the College began a joint program with Oregon State University which led to a baccalaureate degree in Liberal Studies. Since then, other public and private institutions have offered similar programs in different fields of study. Central Oregon Community College's contribution to these programs has included classrooms and laboratories, faculty, library services, and--recently--coordination and scheduling.

The Central Oregon Consortium for Higher Education would create at the College a central office which would offer baccalaureate degree students advising, enrollment, financial aid, and other services. The proposal would also coordinate the efforts of all the colleges and universities offering programs in Central Oregon. Courses from one institution would satisfy requirements at another, and institutions would not duplicate each other's services. Central Oregon Community College would also be reimbursed for its contribution to the program, and funds would be available for library and instructional resource development.

The COCHE proposal offers an expedient and cost-effective way to meet the growing need for upper-division and graduate coursework in Central Oregon. The academic programs offered through COCHE are those of the contributing colleges and universities. They transcript the students' work and award the degrees. Central Oregon Community College's role in the proposed consortium would be to provide facilities, to deliver student services, and to ensure the orderly operation of the system.

The Oregon Department of Education's "Six Year Plan for Community Colleges" includes a statement that provides an aegis for innovative ventures like COCHE: "The community college, therefore, is meant to be a highly flexible community resource, offering for many individuals an alternative to traditional public and private four-year institutions."



### Objective 3

The College will examine students' needs for developmental coursework through an enhanced assessment program. The College will ensure that developmental courses are available for students at the collegiate developmental and adult basic education levels.

### Discussion

Objective 3 recognizes that an important element of access to educational opportunities is the level of preparation students bring with them when they come to the College. Students who are well prepared in mathematics, writing, and reading typically do well in their programs; those who are not prepared in these subjects often have difficulty.

To ensure that students who need developmental work are able to get it, the College must maintain effective means of assessing students' level of preparation, placing students who need developmental work into developmental courses, and monitoring the results. In addition to offering developmental courses at both the collegiate and adult basic education levels, the College needs to offer tutoring services, writing center services, and help sessions. These auxiliary services are especially important to students who are having difficulty succeeding in college courses.

### Objective 4

The College will create a mechanism that will prepare each year a systematic review of the community's need for new programs or courses in the lower-division collegiate, vocational, or community education areas.

### Discussion

The creation of new courses and programs occurs throughout the College on a continuous basis. New courses are added to the curriculum and old courses are removed from it as the various instructional departments consider changes in their disciplines and students' needs. New credit courses and programs require approval from the Instructional Affairs and College Affairs committees on campus, and the State Department of Education in Salem, before they become part of the curriculum. Non-credit courses, however, require approval only from the College's Community Education division.

The proposed system would solicit suggestions from off-campus sources for new courses and programs. These sources would include vocational advisory committees, employers, unions and labor groups, chambers of commerce, professional or trade

associations, and COCC alumni from throughout the district. After evaluation for their practicality, timeliness, longevity, and cost, the proposed courses would be sent to the appropriate academic departments, who would prepare formal proposals to the Instructional Affairs Committee.

### Objective 5

The College will schedule off-campus and evening credit offerings for the convenience of students who cannot attend day classes on campus.

### Discussion

Objective 5 speaks to the need for coherent scheduling of off-campus and evening credit courses. Although the College has always provided courses in the evenings and at the community centers, adjusting the balance of these offerings is difficult. Previously, students who worked full-time were limited to taking classes during the evenings. Changes in work patterns in recent years, however, have made day classes accessible to many working students. Similarly, changes in technology--especially reliance on computers--have made some courses difficult or impossible to take off-campus.

To provide coherent scheduling of evening and off-campus courses, the College should prepare a needs analysis for the entire district to determine how many part-time students are seeking degrees, and what their needs are. The instructional departments should then prepare a three-year rolling schedule of off-campus and evening courses to meet these needs. The courses should be guaranteed, so that students can plan ahead with a degree of certainty.

Finally, College publications should indicate those programs that cannot be completed off-campus or in the evenings so that students can make reasonable choices.

### Goal III

During the 1990s, Central Oregon Community College resolve to promote services, facilities, and programs which enrich the quality of student life outside the classroom.

#### Discussion

The COCC campus serves as the social and cultural center of many students' lives. College-sponsored residence halls, athletic programs, social activities, child care services, performances, and cultural events are all important to students. These elements also contribute to the quality of education students receive. This is especially true in Central Oregon, where these services and opportunities are not as widely available as they would be in a more populous area.

As the AACJC report Building Communities: A Vision for a New Century reminds us: "the term community should be defined not only as a region to be served, but as a climate to be created."

Goal III also speaks to the relations between the College and the student. Enrollment and admission services, counseling, academic advising, financial aid, and placement services are all important to students' success.

#### Objective 1

The College will provide services that meet the social, physical, and cultural needs of the diverse student body it serves.

#### Discussion

To meet this objective, the College needs to determine what the students' extracurricular activity needs are and then ensure that a balanced program is available to meet them. Components of this program include athletics, social activities, and cultural events. Both intramural and selected intercollegiate athletics are fostered on campus. Cultural events involve performers from the campus as well as those from outside. Social activities should be aimed at people of different age groups.

Proper scheduling and promotion of these programs is essential to their success. Involvement by the College faculty, administration, and staff can also contribute to the success of student events.

## Objective 2

The College will develop a sense of spirit to enliven the students' connection and involvement with the institution.

### Discussion

Involvement in College-wide activities or special interest groups can heighten students' sense of active participation in their own education. In the language of the AACJC report, "the traditions of the college as a community of learning should be strengthened" to enhance the students' sense of identity and purpose.

## Objective 3

The College will provide personal, accurate, and current enrollment services for new and continuing students.

### Discussion

Enrollment services include admissions, student records, financial aid, placement testing, and advising. These services are complex, but essential for a successful educational experience. Objective 3 calls on the instructional and student services areas of the College to coordinate enrollment procedures for increased effectiveness and convenience.

## Objective 4

The College will provide specialized services that meet students' individual needs in order to reduce barriers to attendance and success.

### Discussion

Objective 4 directs the College to examine the special needs individual students may have. The student services staff should investigate student attrition and interview students who withdraw from the College. This may identify opportunities for helping students who experience difficulty with college work or college life.

Students with special needs--handicapped or disabled students--should have a central contact on campus to coordinate the various services the College can provide.

### Objective 5

The College will provide assistance to students making career and life planning decisions.

#### Discussion

This objective would integrate three separate elements of student services: career counseling, job placement, and life planning. Career counseling refers to services that help students who are undecided about their career plans make concrete choices. Services in this area include aptitude testing, career information, and planning workshops. Job placement coordinates full- and part-time job opportunities for COCC students and graduates. Life planning provides counseling for students and prospective students who are undecided about personal directions.

To improve these services, the staff in each of the three areas should coordinate their efforts. An important part of the new effort should be follow-up studies of COCC graduates, with special attention to their career and employment choices.

### Objective 6

The College will complete its interactive computerized student information system.

#### Discussion

An integrated computer-based system should coordinate the following services: admissions, financial aid, student records, and fiscal services. With this system in place, record-keeping and student tracking operations would be significantly simpler and more accurate.

One benefit of such a system would be simplified registration, which would improve students' access to the College. The current registration process could be streamlined to reduce students' waiting time and diminish the uncertainty about getting enrolled in specific classes.

## Objective 7

The College will systematically consider new services and programs to meet student needs.

### Discussion

This objective directs the College to evaluate how well it is performing the services it currently provides to students, and then to identify new services that could be provided. Student surveys, follow-up studies, and community suggestions are all possible sources of information about potential services.

## Goal IV

During the 1990s, Central Oregon Community College resolves to participate in the economic development of Central Oregon by offering services responsive to local, regional, and national needs.

### Discussion

Goal IV asks the College to renew its cooperation in Central Oregon's economic growth. As Central Oregon changes--along with other parts of the country--from an industrial to a post-industrial economy, major changes are occurring in the area's business, employment, and social structures. In the opinion of the authors of Emerging Trends: New Oregon Perspectives for the Year 2010, Oregon--like the rest of the nation--is "moving from an industrialized society to an information society."

From the time of Central Oregon's settlement until the 1970s, it's economic growth was based upon the production of industrial and agricultural commodities. Since 1970, most economic growth has occurred in more sophisticated industrial production, services, and tourism. The net effect of this has been the dislocation of industrial workers, changes in ownership patterns, and the infusion of capital from outside the region.

Because of its attractiveness and "quality of life," Central Oregon is still able to choose some of the elements of its economic future--a luxury denied most small communities in the Northwest. Central Oregon Community College can contribute to these choices in a variety of ways, all of which are important to the region's economic future.

### Objective 1

The College will work with local employers to offer short-term training programs for employees or prospective employees.

### Discussion

In addition to the regular degree and certificate programs, the College also offers short-term training programs tailored to meet specific needs that employers or others might have. These are currently referred to as "employer driven" programs. The Business Development and Training office of the Small Business Development Center arranges these training programs. When the program includes college credit, the Business Development and Training office coordinates with the academic department responsible for the subject area.

### Objective 2

The College will continue to provide business expansion and retention programs for the Central Oregon communities.

### Discussion

In a time of social change, as we envision the 1990s to be, entrepreneurship and small business formation is vitally important to economic health. For many Central Oregonians, the key to success during the next decade will be creating a job rather than finding a job. In the view of the authors of Emerging Trends: New Oregon Perspectives for the Year 2010: "displaced workers and mid-career baby boomers seeking new career opportunities will spur entrepreneurial growth" throughout Oregon.

Small businesses currently employ 75% of Central Oregon's workers and create most of the new jobs. Business expansion and retention programs like Central Oregon Community College's Small Business Development Center (SBDC) offer direct help to small businesses. Through counseling and training programs for the small business owner/manager, the SBDC can help reduce the high incidence of first- and second-year failures among new businesses.

### Objective 3

The College will continue its direct participation in agencies and groups devoted to economic development.

### Discussion

During the past, the College has taken a direct role in such economic development councils and groups as the Central Oregon Economic Development Council, the Central Oregon Recreation Association, and the Central Oregon Intergovernmental Council. This policy seems appropriate and will be continued.

### Objective 4

The College, with other agencies on Central Oregon, has a role in maintaining for public use publications about demographic and economic trends in the area.

### Discussion

Current and reliable publications about Central Oregon are essential to good planning for economic or for educational development. Unfortunately, these materials are often difficult to obtain and may not always be up-to-date. To help alleviate this situation, the College should collect and maintain for public access published data from as many sources as are available.

## Goal V

During the 1990s, Central Oregon Community College will strengthen its partnership with the communities of Central Oregon through public programs, information services, and college development activities.

### Objective 1

The College will communicate locally, regionally, and nationally through the public media, in college publications, and by sponsoring public events.

### Discussion

Increasing Central Oregonians' awareness of the College forges links between the College and the communities it serves. Information about the College encourages community members to participate as students or as citizens in College programs.



Awareness also encourages community members to communicate with the College, providing vital information about local needs and opportunities.

### Objective 2

The College will regularly seek community perceptions of its services and programs through formal and informal channels.

### Discussion

Central Oregon residents have developed their perception of the College through interactions that span the forty years that the College has been a part of the region. Newcomers to Central Oregon, however, often bring with them assumptions about community colleges that apply to other institutions but not necessarily to COCC. Since the community's perception is important to the success of the College, the college relations staff needs to monitor that perception and provide additional information as needed.

### Objective 3

The College will provide visibility and accessibility to the College Board through public presentations and local appearances.

### Discussion

The Central Oregon Community College Directors are the elected representatives of the people of Central Oregon. For effective service to both the College and their communities, Board members need to be visible to the public they represent. Personal appearances by Board members and media coverage of College events can help raise the Board's visibility.

### Objective 4

The College will participate in social programs designed to improve the quality of life for district residents when those programs coincide with the College's mission, are appropriate for the district, and represent a responsible use of the College's resources.

### Discussion

One means of interacting with the Central Oregon communities is to provide local sponsorship of such federal programs as Head Start, which helps families with young children, or Changing Directions, which helps displaced homemakers. Other programs are

available for senior citizens. When these programs fit the needs of Central Oregon residents, they can make solid contributions to the quality of life in the region. The programs must also fit the College's mission. Since each program diverts resources from other efforts, the College must weigh the advantages and costs of any proposed program.

#### Objective 5

The College will continue its efforts in supporting, promoting, and nurturing the fine and performing arts.

#### Discussion

Central Oregon Community College has been involved in the fine and performing arts in Central Oregon since the inception of the institution in 1949. The first goal of the 1974 Long Range Plan called for leadership in both educational and cultural programming. The Magic Circle Theatre, the Central Oregon Concert Chorus, the Central Oregon Symphony, the Juniper Opera Company, the Central Oregon Concert Band, the Magic Circle Dance Theatre, the COCC Big Band Jazz Band, and other performing groups sponsored by the College have brought live performances to tens of thousands of Central Oregonians.

The College's performance groups typically include members from the campus and from the off-campus communities. Both the production and the presentation of these cultural events offer opportunities for partnership between the College and the Central Oregon communities.

#### Objective 6

The College will ask the COCC Foundation to continue to increase its assistance to full- and part-time students through scholarships, grants, and short-term loans each year.

#### Discussion

The Central Oregon Community College Foundation was founded in 1955, before the College itself was chartered or the Board of Directors formed. Since then, the Foundation's support has aided many students who would otherwise have been unable to reach their educational goals. Foundation activity has also strengthened ties between the College and the Central Oregon communities.

During the last decade, the Foundation has matured. The total College endowment has grown to a sum approaching two and one-half million dollars. This is a significant achievement, and clear evidence of the community's confidence in the College.

As the institutional growth that the Long Range Planning Committee projects for the 1990s occurs, the pressure on public sources of funding will increase, and the Foundation will be even more important to the College than it has been in the past.

Objective 6 calls for the College to encourage the Foundation in its primary goal of augmenting financial aid programs. The flexible and responsive aid that the Foundation offers is an important factor in many students' success.

#### Objective 7

The College will maintain a balanced number of performance scholarships for academically, athletically, technically, and artistically talented students regardless of need.

#### Discussion

Performance scholarships, as opposed to need-based financial aid, offer financial support to students who can bring unique talents to the College. These students enrich the College environment by contributing their talents to various performance, academic, and technical programs.

The current performance scholarship system includes Board Scholarships for students who have demonstrated outstanding achievements in academic or technical subjects during their high school years. Talent Grants, a second scholarship program, award tuition to students who have talents in athletics, the performing arts, foreign languages, and other areas.

Objective 7 calls for the College to maintain its commitment to performance-based scholarships, encouraging talented students to bring their contributions to our campus or to remain at COCC for their second academic year.

#### Objective 8

The College will contact alumni for communication and support.

#### Discussion

Graduates of the College represent a connection between the College and the community that needs exploration. Alumni are good sources of information about the college and about their

communities. They are also potential sources of support for the Foundation and other development programs.

Meeting this objective will require the community relations office to identify COCC graduates from former years, locate them, and contact them. It will also require keeping lists of graduates each year to add to the alumni pool.

### Goal VI

During the 1990s, Central Oregon Community College resolves to maintain its standards of quality through the prudent management of its human, fiscal, and material resources.

#### Discussion

This final goal for the decade reminds us that none of the other goals can reach fruition without a solid infrastructure of well managed human and financial resources.

As the College grows through the 1990s, the available revenues will come under increasing pressure. The College currently derives 60% of its budget from local property taxes, 25% from state reimbursement, and 12% from tuition. State reimbursement increases at about 3% each year, and the College's tax base increases at 6%. If enrollment meets its projected 3-5% increase each year, the cost of providing classes and services for students will soon outstrip existing resources.

There are, of course, several solutions to this impending impasse. One is to seek a higher tax base, another is to petition the state for a higher rate of FTE reimbursement, and a third is to limit enrollment. Whichever strategy, or combination of strategies, the College chooses, prudent management of existing resources will ensure the continuity of operations and the best use of what is available.

Emerging Trends: New Oregon Perspectives for the Year 2010 summarizes the situation from a statewide perspective: "Limited public resources--coupled with increased demands--will create an intensive search for improved productivity and effectiveness in education and human services."

### Objective 1

The College will establish an operating plan which keeps fiscal resources and expenditures in balance. The plan will also set funds aside for deferred maintenance and future facilities.

### Discussion

Three-year fiscal projections are essential planning tools for the institution. With the aid of these projections, budget managers can anticipate future needs and future resources.

### Objective 2

The College will create an information system which provides accurate and timely management information on the current state of institutional finances.

### Discussion

An improved financial reporting system would make budget managers' tasks more convenient and more accurate. The new system should enter purchase orders in the general ledger system, provide expenditure totals by expense category for the entire College, and integrate the budget into the financial reporting system.

### Objective 3

The College will maintain intermediate (3-year) and long-term (10-year) plans for existing College facilities.

### Discussion

As the campus enters its twenty-fifth year, some of the original buildings, and others as well, could benefit from major remodeling or refurbishing. Over the years, various departments have modified the buildings to increase their utility, to add space, or to improve energy efficiency. Consolidating these plans into master plans for each building would improve building use campus-wide, and would allow short-term changes to be made with long-term objectives in mind.

#### Objective 4

The College will update its building plans and site requirements with attention to land acquisition, student housing, and community centers.

#### Discussion

In addition to developing plans for more effective use of existing buildings, the College needs to update its master plan for campus development. Building plans have figured into the three previous ten-year plans. In 1974 the College prepared a master plan for campus development. Events in recent years, however, suggest that an update may be in order. These new considerations include the following: general enrollment projections, specific space requirements for specific programs, opportunities for acquiring more land, additional (and perhaps non-traditional) student housing.

#### Objective 5

The College will develop and implement in-service training programs to meet specific needs.

#### Discussion

Well conceived in-service training programs can contribute to the College's effective service by improving the efficiency of all College personnel, including staff, faculty, and administrators. Specific possibilities for in-service sessions might include such topics as personal computer operations and organizational communications.

### PART III PLANNING PARAMETERS

This section of the Long Range Plan presents some of the information that the Committee used to develop its sense of what the future portends for Central Oregon Community College. Data presented here has been taken from the best published sources available and then excerpted or interpreted to bring it into focus. Data not cited has been gathered from unpublished sources on campus or in the Central Oregon communities.

#### Central Oregon Demographics

The 1970s were a period of rapid growth in Central Oregon. Crook and Jefferson counties grew more quickly than the statewide average of 25% for the decade, and Deschutes County, with a growth of over 100%, was Oregon's fastest growing county in the 1970s. The 1980s saw a much slower rate of growth--perhaps no more than 5% for the entire period. The 1990s promise to return Central Oregon to a rapid growth mode, but the precise characteristics of that growth are difficult to project.

Three agencies within Oregon maintain data to provide estimates of current population and projected growth. These are the Center for Population Research and Census at Portland State University (PSU Center), the Oregon Department of Human Resources (Employment Division), and the Oregon Department of Transportation (ODOT). Private firms such as Donnelley Demographics--a division of Dun and Bradstreet--collect their own data. Private and public utilities also maintain their own data and generate their own projections. The U.S. Census Bureau provides basic census figures for all these demographic analyses.

Recently the Deschutes County Planning Department and other Central Oregon agencies have challenged the accuracy of data from the Center for Population Research and Census. The County estimates that the Center's figures may be as far off as 10,000 residents. Settling the dispute over these figures is beyond the scope of this Plan, of course, but the controversy points out an important fact: all sources agree that Central Oregon is growing, but no two agree how rapidly or to what extent.

During the 1980-1986 period, Central Oregon--with the rest of the state--suffered from a lingering economic recession. Population growth for Oregon during these years amounted to roughly 1%. During the same years, the total population of the three Central Oregon counties grew at 4.4%, clearly outstripping the state as a whole.

Population Estimates of Oregon and Counties

<u>Area</u>	<u>1980</u>	<u>1982</u>	<u>1984</u>	<u>1986</u>	<u>% Change</u>
Crook	13091	12900	13000	13500	3.1%
Deschutes	62142	64350	64000	65400	5.2%
Jefferson	11599	12225	12150	12000	3.5%

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Source: Oregon Dept. of Human Resources

Estimates of the 1990 population in the three counties vary as follows:

Population Projections for 1990

<u>Area</u>	<u>Dept. Trans.</u>	<u>Empl. Div.</u>	<u>PSU Center</u>	<u>Des. Co.</u>
Crook	13695	13750 +	14100	
Deschutes	71703	68750 +	75800	80000 +
Jefferson	12042	12300 +	14000	

Both the PSU Center and the Oregon Department of Transportation estimate that rates of growth for the 1990-2000 period will be higher than those in the 1980-1990 period.

Population Projections for the 1990s

<u>Area</u>	<u>1990</u>	<u>1995</u>	<u>2000</u>	<u>% Change</u>
Crook				
PSU	14100	15100	16200	14.9%
ODOT	13695	13977	14371	4.9%
Deschutes				
PSU	75800	88800	102100	34.7%
ODOT	71703	79645	94715	32.0%
Jefferson				
PSU	14000	15500	16900	20.7%
ODOT	12042	12328	12667	5.1

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Source: Oregon Dept. of Human Resources

Central Oregon's total increase for the 1990s, then, is projected by the PSU Center at 31,300, for an increment of 30.1%. The Oregon Department of Transportation projections suggest a total increase of 24,313 or 24.9% for the decade.

These two figures--30% and 25%--provide convenient high and low projections for Central Oregon's growth during the 1990s. Projecting to 2010, the Oregon Department of Transportation (February 1988) calculates that Deschutes County will lead the state with a total growth of 58% for the 20-year period.



In addition to the changing rate of population growth, Central Oregon is currently experiencing what one Deschutes County planning official describes as a "radical shift in population characteristics." To simplify a complex picture, Central Oregon's "livability" draws people to the region whenever they perceive opportunities for employment.

This partially explains the uneven rate of growth through the 1970s and the 1980s. It also suggests that the rate during the 1990s will depend on economic conditions. An active economy may produce a rate much higher than projections, while a slow economy will almost certainly produce a lower rate of growth.

Most of the newcomers to Central Oregon are seeking employment; they are not retired. As a result, the rate of labor force participation in Central Oregon is nearly 69%, which is well above the state average. This rate of participation produces higher than average unemployment rates for Central Oregon, even in prosperous times.

#### Central Oregon Economics

The 1970s saw a strong surge in the economy of the Central Oregon Community College District. The original economic base of agriculture and lumber commodity production grew to include wood products manufacturing, tourism, and construction. During the recession of the early 1980s, however, this mix was vulnerable to declines in lumber and wood products, agriculture, and construction. Tourism provided the strongest growth sector in the regional economy.

As the economy revived in the middle 1980s, the growth industries included tourism, lumber, wood products manufacturing, and electronic technology. With Bend's emergence as the largest city in Oregon east of the Cascades, it has become a regional center of government and professional services. These include local, state, and federal administration, and medical, financial, and legal services. Bend has also become a center of trade for much of the region.

The current mix of non-farm wage and salary employment sources shows the continuance of a trend that began in the 1970s.

Central Oregon Non-Farm Wage and Salary Employment

<u>Sector</u>	<u>1972</u>	<u>1978</u>	<u>1986</u>	<u>1989</u>
Manufacturing Total	28.8%	23.1%	21.9%	21.2%
Lumber/wood	23.3%	17.9%	16.5%	15.5%
Food products	0.9%	0.8%	0.4%	0.4%
Nonmanufacturing Total	71.2%	76.95	78.1%	78.8%
Trade	21.8%	22.7%	24.0%	24.4%
Services	12.4%	16.4%	21.7%	22.3%
Government	20.5%	19.1%	18.5%	17.5%

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Source: Oregon Dept. of Human Resources

The Oregon Department of Human Resources estimates that the 1990s will continue the trend set in the late 1980s. Service-centered employment should increase, gradually replacing manufacturing to bring Central Oregon into harmony with state-wide patterns. Tourism, including resort construction, is likely to continue its growth. High-tech industry has obtained a foothold in Bend and Redmond, and seems likely to figure into Central Oregon's future.

In 1989, the total labor force in the three Central Oregon counties has reached 49,400 workers. Of these, 45,200 or 91.4% are currently employed. The most recent figures available for per capita income were taken in 1984. These indicate that the per capita rate in Crook County was \$10,525, in Deschutes County \$10,337, and in Jefferson County \$10,284. These figures are well below the national average of \$12,772 and the Oregon average of \$11,613 for 1984.

Central Oregon Total Employment in the 1980s

<u>Area</u>	<u>1985</u>	<u>1987</u>	<u>1989</u>
Crook Co. Labor Force	6220	6580	6620
Unemployment	560	600	600
Total Emp.	5660	5980	6020
Deschutes Labor Force	32970	35340	36560
Unemployment	3590	3100	3140
Total Emp.	29380	32240	33420
Jefferson Labor Force	5790	6100	6220
Unemployment	580	480	460
Total Emp.	5210	5620	5760

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Source: Ore. Dept. of Human Resources

In the four years between 1985 and 1989, Central Oregon added nearly 5000 jobs. Projections of the number of jobs to be created in the 1990s suggest that this rate of increase will accelerate.

Central Oregon Non-farm Employment in the 1990s

<u>Area</u>	<u>1990</u>	<u>1995</u>	<u>2000</u>	<u>Annual Rate</u>
Crook	4499	4643	5004	1.01%
Deschutes	28539	33739	38371	2.13%
Jefferson	4001	4102	4333	0.73%

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Source: Oregon Dept. of Transportation

Comparing population projections with employment projections suggests that the increase in jobs will exceed the increase in workers by the end of the 1990-2010 period.

Population and Employment, 1987-2010

<u>Area</u>	<u>Population Change</u>	<u>Employment Change</u>	<u>Difference</u>
Crook Co.	12.4%	26.2%	13.8%
Deschutes	58.6%	62.3%	3.7%
Jefferson	12.4%	18.3%	5.9%

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Source: Oregon Dept. of Transportation

Central Oregon Community College Enrollment Trends

Analysis of the College's enrollment patterns during the 1970s and the 1980s shows that the enrollment follows Central Oregon demographic and economic trends. Generally, the 1970s were a period of rapid growth in the area's economy and population base. This growth was reflected in the College's enrollment.

During the 1980s, the disruptions in the economy and the slow growth of the population produced a decline in student numbers from 1982-83 to 1985-86.

The College's enrollment from 1980-81 to 1988-89 followed this pattern:

Central Oregon Community College Enrollment by FTE\*

<u>Year</u>	<u>FTE</u>
1980-81	1748.17
1981-82	1685.89
1982-83	1596.30
1983-84	1489.97
1984-85	1449.47
1985-86	1581.44
1986-87	1651.82
1987-88	1752.85
1988-89	1837.00 (est.)

\* FTE (Full-time Equivalency)= 45 credits/year

Comparing the enrollment pattern to population and employment patterns yields some interesting results:

College Enrollment with Population and Employment

<u>Academic Year</u>	<u>FTE</u>	<u>Population</u>	<u>Employment</u>
1980-81	1748.17	87,300	36,880
1981-82	1685.89	88,800	37,530
1982-83	1596.30	89,475	35,620
1983-84	1489.97	88,300	37,270
1984-85	1449.47	89,200	39,680
1985-86	1581.44	90,950	40,250
1986-87	1651.82	90,900	42,350
1987-88	1752.85	90,900	43,840
1988-89	1837.00	103,900	44,790

\* FTE (Full-time Equivalency)= 45 credits/year

The College's lowest enrollment year (1984-85) comes one year after a decline in population (1983) and two years after a decline in employment (1982). Academic years do not translate precisely into calendar years, of course, but a chain of connections between a decline in the economy, which produced a decline in the population base, which in turn affected the College enrollment, seems to be operating here. What remains to be understood is why the lag occurs between the economic recovery in 1984 and the enrollment recovery in 1987-88.

The answer to this question may lie in the changing mix of Central Oregon Community College students. In 1978-79, vocational and apprenticeship courses comprised 30.8% of the total enrollment. Ten years later, the same group comprised 24%

of the total. Lower-division collegiate and developmental courses comprised 51.7% of the total in 1978-79, and climbed to 63.2% of the total in 1988-89.

This suggests that the student population in the vocational programs may be recovering from the social and economic dislocation of the early and middle 1980s more slowly than the students in the lower-division collegiate programs. Other factors impeding the growth of the vocational programs include the dwindling numbers of veterans--who generally take vocational courses--and the diminishing role of manufacturing in the local economy.

### Central Oregon Community College Enrollment Projections

Projections for the College's enrollment during the 1990s range from a high estimate of 5%/year to a low estimate of 3%/year. In all probability, the actual pattern of enrollment will not be steady, but will fluctuate from year to year as economic and demographic forces come into play. The rates of change from the 1985-86 to 1988-89 period have been higher than the projections for the 1990s.

#### Enrollment Patterns in the Late 1980s

<u>Year</u>	<u>Increase</u>	<u>Percentage</u>
1985-86	131.97 FTE	9.1%
1986-87	70.38 FTE	4.5%
1987-88	101.03 FTE	6.1%
1988-89	84.15 FTE	4.9%

These four years offer an average rate of increase of 6.15%/year. According to the best current estimates, it is unlikely that this rate of increase will be sustained into the 1990s because of the limited numbers of students available and the limited resources of the College.

The projected 3% to 4% rate of growth, however, represents a more plausible and more manageable scenario.

#### Projected Enrollment in FTE, 1989-2000

<u>Year</u>	<u>3%</u>	<u>4%</u>
1989-90	1892	1910
1990-91	1948	1986
1991-92	2007	2065
1992-93	2067	2148

<u>Year</u>	<u>3%</u>	<u>4%</u>
1993-94	2129	2234
1994-95	2193	2323
1995-96	2259	2416
1996-97	2327	2513
1997-98	2396	2614
1998-99	2468	2718
1999-2000	2542	2827

At the 3% rate, the total projected gain for the decade would be 650 FTE, or a 34% growth. At the 4% rate, the projected gain would be 917 FTE, for 48% growth. These figures are generally compatible with the projections for growth in employment and in population for the decade.

### Central Oregon School District Projections

According to Emerging Trends: New Oregon Perspectives for the Year 2010, Oregon will add 83,000 students to its public school enrollment between the mid-1980s and 2000. This increase comes as an "echo" effect of the baby boom years of the 1950s. The impacts of this increased enrollment will include additional demands for financial resources and for human resources as well.

School districts in Central Oregon project moderate growth for the first few years of the 1990s. The seven school districts within the Central Oregon Community College district have prepared their estimates by different methodologies, but the results are comparable.

### School District Projections

<u>District</u>	<u>1989 High School Enrollment</u>	<u>Projections</u>
Bend/LaPine	2529	1%-2.8% to 1995
Crook County	713	3.9%-4.2% to 1991
Culver	79	8% (all grades)
Gilchrist	137	slight decline
Jefferson Co.	536	little growth
Redmond	1235*	2% (all grades)
Sisters	193*	8% (all grades)

\* Sisters high school students currently attend Redmond H.S.

In recent years, about 20% of Central Oregon high school seniors have enrolled at Central Oregon Community College after graduation. Projected growth rates for the school districts--especially Bend/LaPine, Crook County, and Redmond--suggest that the College's 3% rate is roughly consistent with local school officials' predictions.

Central Oregon Community College Budget

The College has followed a conservative financial policy over the years which has earned the confidence of Central Oregon voters. This policy has also made it possible for the institution to carry a sum of money forward at the end of each fiscal year. Oregon law requires all public institutions to maintain a positive financial balance--that is, expenditures must not exceed revenues. In practice, this means that all fiscal years must end with a cash balance.

In 1989, the accumulated cash balance from the last few years is being invested in the new Cascade Education Center. Since the building is being purchased with cash, the College will not incur any new debt. This means that the College will be able to save the interest costs that usually accompany new construction.

The following table lists the total budget for each year--which includes funds carried forward--as well as actual revenues and actual requirements. The difference between revenues and requirements produces the ending cash balance.

Budget History, 1978-1988

<u>Year</u>	<u>Total Budget</u>	<u>Revenues</u>	<u>Requirements</u>
<u>1978-79</u>	4,293,251	3,897,079	3,799,442
<u>1979-80</u>	4,451,882	4,663,885	4,576,670
<u>1980-81</u>	5,423,659	5,079,160	4,954,883
<u>1981-82</u>	6,997,000	6,042,636	5,872,499
<u>1982-83</u>	7,003,116	6,534,554	5,808,831
<u>1983-84</u>	7,774,521	6,988,209	6,364,066
<u>1984-85</u>	8,334,764	7,453,617	6,791,225
<u>1985-86</u>	9,761,638	8,039,596	7,985,405

<u>Year</u>	<u>Total Budget</u>	<u>Revenues</u>	<u>Requirements</u>
<u>1986-87</u>	10,142,148	8,729,696	7,857,032
<u>1987-88</u>	11,651,995	9,244,323	8,839,216
<u>1988-89</u>	13,675,162	9,350,336	11,231,277*

\* includes new building

Total growth in actual revenues during the 1978-79 to 1987-88 period was 137.2%. Total growth in actual requirements during the same period was 132.6%. This leaves a cumulative difference of 4.6% between revenues and requirements for the nine-year period. This difference represents a reasonable safety factor during a period when both revenues and requirements varied quite widely from year to year.

#### Annual Budget Growth

<u>Year</u>	<u>Revenue Growth</u>	<u>Requirement Growth</u>
1979-80	19%	20.5%
1980-81	8%	8.3%
1981-82	19%	18.5%
1982-83	8.5%	-1.1%
1983-84	7.1%	9.6%
1984-85	6.7%	6.7%
1985-86	7.9%	17.6%
1986-87	5.9%	-1.6%
1987-88	6.7%	12.5%

Projections for the next three years (1989-90, 1990-91, 1991-92) show that the rapid growth at the end of the 1980s will affect the College's financial picture well into the 1990s. Revenue growth is limited to the 6% annual increase in the district tax base, tuition raises, and the 3% annual increment in the State's funding formula. Since tuition and fees cover only 12% of the cost of classes, property tax and State funding determine the College's actual revenues. Requirements, on the other hand, will reflect the actual expenses of meeting the demand for classes, services, and facilities.

#### Budget Projections

<u>Year</u>	<u>Total Budget</u>	<u>Revenues</u>	<u>Requirements</u>
<u>1989-90</u>	12,618,648	9,954,937	10,724,568
<u>1990-91</u>	12,268,538	10,374,458	11,047,970
<u>1991-92</u>	12,018,421	10,797,853	11,515,280



Obviously, at some point beyond 1991-92, the budget must return to a closer match between revenues and requirements, either by increasing revenues or by curtailing services, or both.

The Campus and the Community Centers

Development on the College's 193-acre campus currently includes fifteen major buildings, five minor buildings, and associated landscaping, parking, and service facilities. The College maintains community centers in Bend, Redmond, Prineville, Madras, LaPine, Sisters, Warm Springs, and Christmas Valley. These centers, which are leased in each community, provide classroom and office space.

Major Buildings on Campus

<u>Building</u>	<u>Year</u>	<u>Gross Footage</u>	<u>Usable Footage</u>
Deschutes	1964	5174	4684
Jefferson	1964	5122	4708
Modoc	1964	4736	3258
Ochoco	1964	5149	4718
Grandview	1965	25722	23520
Metolius	1965	8402	7639
Library	1966	16389	15207
Juniper	1967	19630	16577
Pence	1967	11908	10829
Mazama	1971	36114	34720
Ponderosa	1971	31334	29160
Pioneer	1976	24752	23130
Science Wing	1981	16460	14109
Pinckney	1983	14931	n.a.
Cascade	1989	33000 est.	n.a.

The completion of the Pinckney Center for the Arts in 1983 marked the end of a long quest for performance and gallery space on campus. The Center was designed to accommodate a variety of performance types, including the Magic Circle Theater and the Central Oregon Symphony as well as the College Dance Theater and smaller performing groups. The Center is also adaptable for other occasions, such as the Central Oregon Community College Foundation's annual Meal of the Year. The gallery space adjacent to the Center is used to hang visiting art shows as well as shows originating on campus.

When the Cascade Educational Center is completed in the fall of 1989, it will house three separate elements of the College: the President's office and the board room, the social science department, and the enrollment services--including financial aid, student records, and admissions. Classroom space in the new

building varies from small seminar rooms to large tiered lecture halls. Two of the classrooms will be equipped with tele-communications equipment.

The Cascade Center is sited west of College Way, below the central quadrangle of the campus. This site will be more convenient to visitors and will permit easier access for evening classes, especially during the winter months. The location will also tap the extensive lower portion of the campus for parking and for other developments, such as a proposed arboretum featuring indigenous plants.

Goal 6, Objective 4, calls for the College to update its building plans with special attention to land acquisition and student housing. As the city of Bend develops to the west, the campus--which was rather remote when building began in 1963--is becoming surrounded by residential developments. The next few years will offer what well may be the last opportunity to acquire more land adjacent to the present campus.

Bend's growth has also affected the housing market. The Central Oregon Regional Housing Authority estimates the vacancy factor in the Bend rental market at less than 1%. This means that many students have difficulty finding affordable housing convenient to campus. Additional dormitories or non-traditional student housing units may be necessary in the next decade.

### State Planning Parameters

In 1986 the Oregon Department of Education prepared a six-year plan for community colleges in the state. The plan offers five principles for community college operations through 1993. These are the following: excellence, access, diversity, accountability, and stability. While the Central Oregon Community College Long Range Planning Committee endorses these principles, the 1990 Plan offers some different interpretations.

The state plan proposes that the community colleges cultivate excellence by several methods. One of these is by recruiting and retaining the best faculty members available. This coincides with Goal I, Objective 1, in our plan. Another source of excellence is to "assure that students are taught appropriate courses." This apparently refers to curriculum and connects with Goal I, Objective 5. The state plan looks to the currency of vocational and occupational programs as an additional source of excellence. This coincides with Goal II, Objective 3, as well as the implications for curriculum in Goal I.

The College's Goal II meets the broad principle of accessibility, which is the State Board's second goal. Goal II, Objective 1, meets the State Board's third principle, diversity.

Objective 2, which calls for Central Oregon Community College's participation in the Central Oregon Consortium for Higher Education, also addresses the diversity issue.

The two remaining State Board principles are accountability and stability. The State approaches accountability through objectives calling for follow-up studies of community college graduates, transfer agreements with four-year schools, and resource sharing among two- and four-year schools. Since all of these are parts of the College's current practices, they do not appear as specific goals or objectives in our plan. They are all, however, important to the College's continuing operations.

The final principle--stability--addresses the fiscal relations between the community colleges and the State. The Long Range Planning Committee heartily endorses all proposed improvements in this area.

#### Synthesis: Central Oregon Community College in the 1990s

The Long Range Planning Committee's general perception of the next decade includes the points of consensus listed below. It is entirely possible, however, that some of the factors perceived as constants during the winter and spring of 1989 will not remain constant in the years to come. Areas of possible change include the economic progress of the region, the Oregon Legislature's plans for funding community colleges, the four-year schools' admissions policies, and the COCC Board's perception of the College's mission. As changes occur, it will be necessary to review the Long Range Plan and to make whatever modifications appear necessary.

- a) Central Oregon will experience a decade of demographic and economic growth.
- b) Central Oregon Community College will grow to an FTE of 2500 to 2800 students by 2000.
- c) The College's financial growth will not keep pace with the growth in students and programs unless the state funding formula or the local tax base is changed by mid-decade.

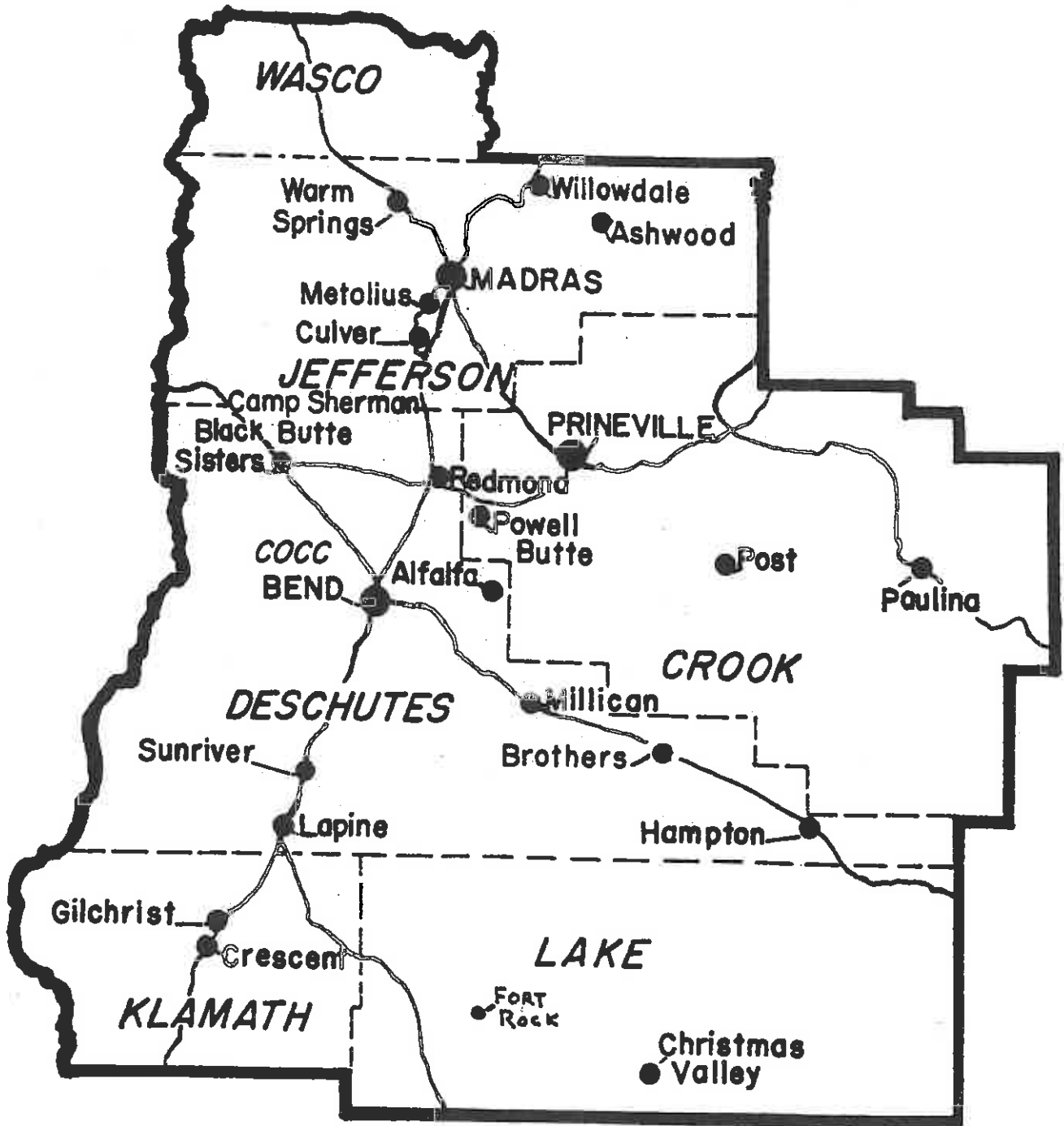
On a more general level, the Long Range Planning Committee has agreed on the following additional points:

- d) Programs in demand in the 1990s will be more sophisticated. Computer-based programs will increase, as will service oriented programs. Programs like Forestry and Nursing, already near capacity and currently recognized for their quality, will change little. Other programs will grow and mature.

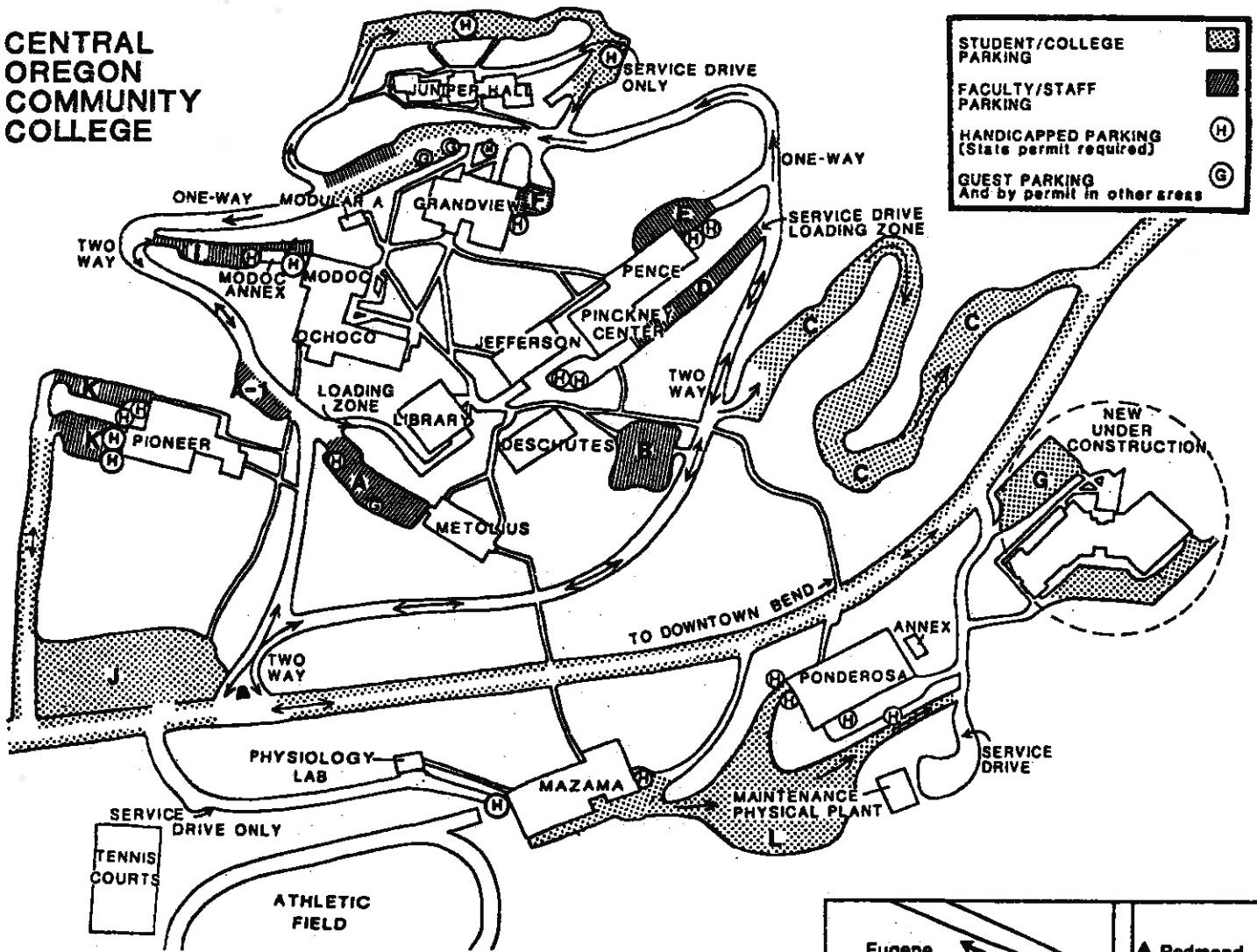
- e) Lower-division collegiate programs will grow as the baccalaureate degree is more widely perceived as an economic necessity.
- f) Upper-division courses and degree programs will be more widely available in Central Oregon through the auspices of the Central Oregon Consortium for Higher Education.
- g) Adult education programs, including basic literacy and vocational supplementary programs, will grow as workers prepare themselves to meet the demands of increased economic competition.
- h) Students' expectations of the College will increase. These expectations will include such services as financial aid, child care, student housing, and others.
- i) The Central Oregon communities will expect increased College participation in the economic development of the region.

APPENDIX

# CENTRAL OREGON COMMUNITY COLLEGE DISTRICT (10,000 SQUARE MILES)



# CENTRAL OREGON COMMUNITY COLLEGE



## Campus Building Directory

**JUNIPER HALL**  
Residence Hall

**GRANDVIEW STUDENT CENTER**  
Bookstore  
Counseling  
Dean of Students  
Financial Aid  
Food Service  
Newspaper  
Student Government  
Student Health

**MODOC/OCHOCO LIBRARY**  
Audio/Visual  
Oregon Room  
William Robinson Room

**JEFFERSON**  
Business Development/  
Training Services  
Developmental Studies  
Security Office

**DESCHUTES**  
Language and Literature

**PENCE**  
Fine & Performing Arts

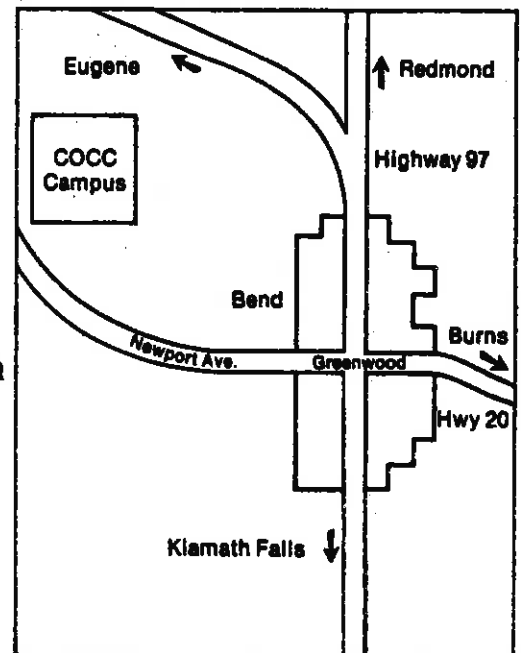
**PINCKNEY CENTER**  
Theatre and Art Gallery

**METOLIUS**  
Administration Building

**PIONEER**  
Business  
Computer Center  
Health Records  
Hitchcock Auditorium  
Mathematics  
Social Science

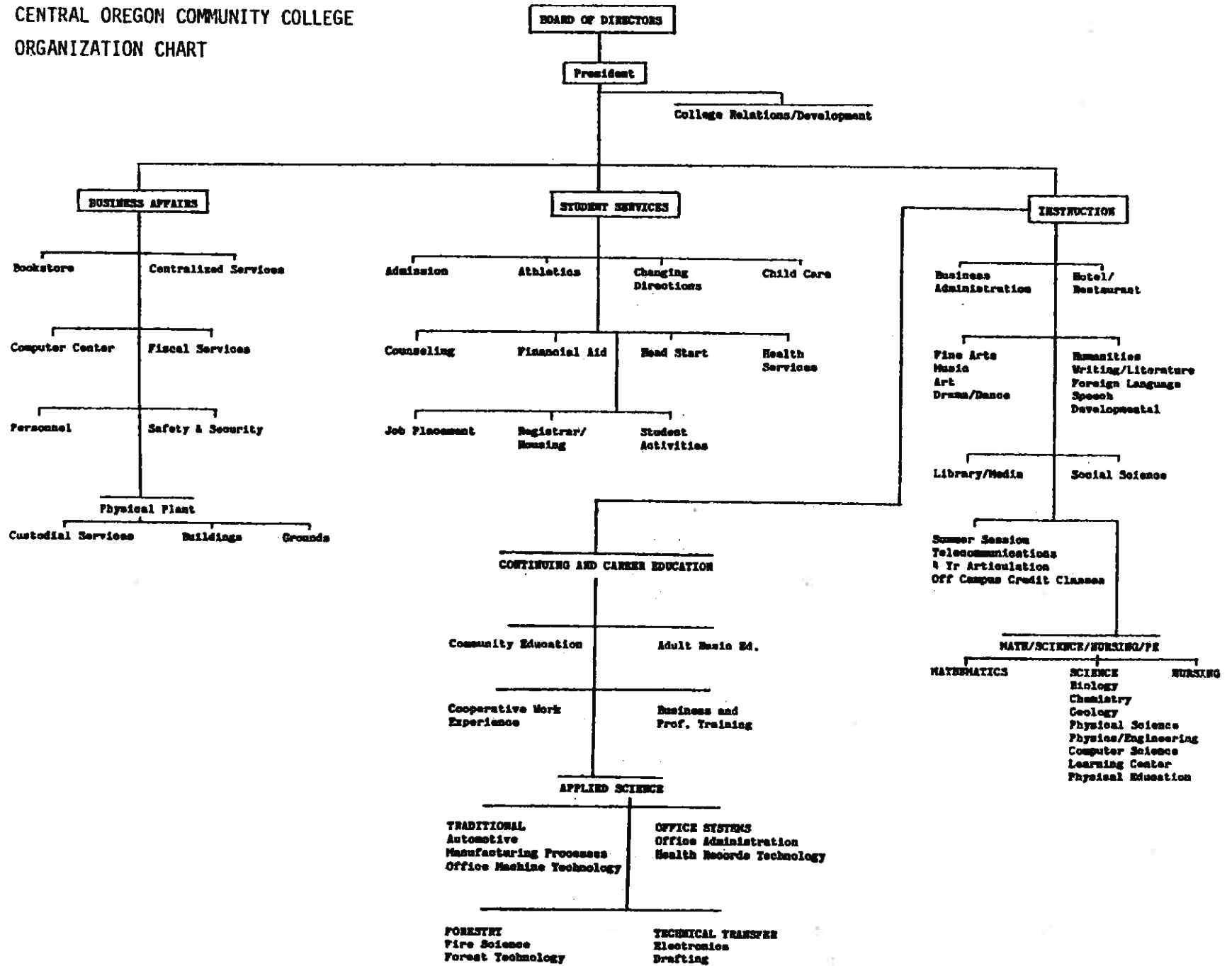
**MAZAMA**  
Athletics  
Fitness Center  
Gymnasium  
Physical Education  
Racquet Ball

**PONDEROSA**  
Career Education



Public Information — 385-5505  
Admissions — 385-5500  
Performing Arts — 385-5511  
President's Office — 385-5517

CENTRAL OREGON COMMUNITY COLLEGE  
 ORGANIZATION CHART





#### GOALS FOR THE 1970's

- 1) COCC will broaden and extend its cultural and educational services to the community.
- 2) COCC will assure that each of its programs and services is of the highest possible quality.
- 3) COCC will offer programs responsive to the changing needs of the area and its people.
- 4) COCC will provide services to students beyond classroom instructional services.
- 5) COCC will maintain the quality of institutional operations and management.

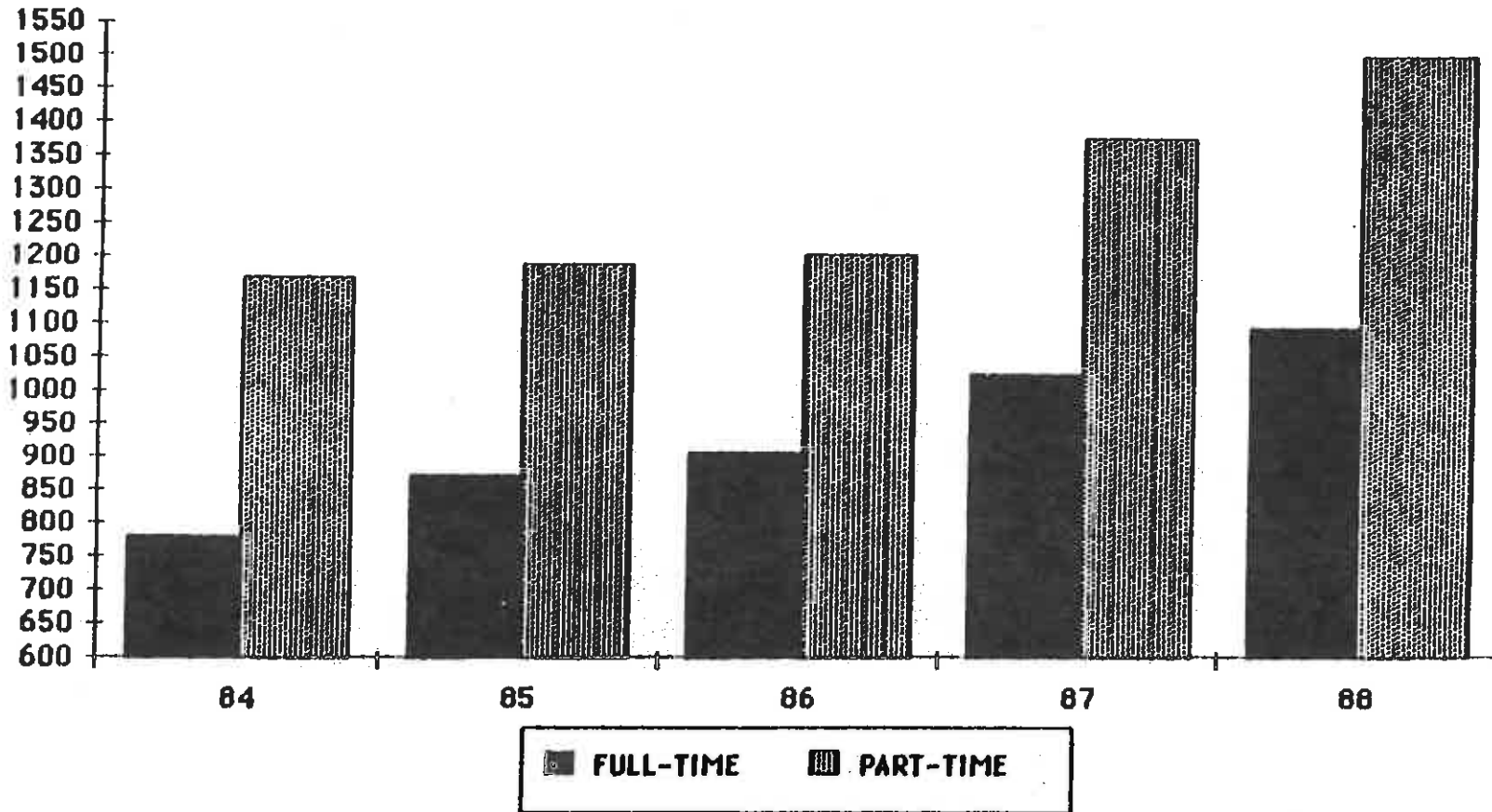
#### GOALS FOR THE 1980's

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

#### GOALS FOR THE 1990's

- 1) During the 1990's COCC will provide instruction distinguished by excellent faculty, responsive curriculum, and appropriate instructional resources.
- 2) During the 1990's, COCC resolves to identify and meet the District's full range of post-secondary educational needs.
- 3) During the 1990's COCC will promote programs, facilities, and services which enrich students lives outside the classroom.
- 4) During the 1990's, COCC will participate in the economic development of Central Oregon by offering services responsive to local, regional, and national economic needs.
- 5) During the 1990's, COCC will strengthen its partnership with the community through public programming, informational service, and college development activity.
- 6) During the 1990's, COCC will maintain its standards of quality through prudent management of its human, fiscal, and material resources.

# HEADCOUNT OF FULL & PART-TIME STUDENTS



CENTRAL OREGON COMMUNITY COLLEGE

**Eleven Year Summary - Reimbursable F.T.E.  
1978-79 - 1988-89**

	<u>LDC</u>	<u>VOC PREP</u>	<u>OCC SUPP</u>	<u>APPREN</u>	<u>ABE<sup>1</sup></u>	<u>DEVEL</u>	<u>SELF IMP</u>	<u>YEAR TOTAL<sup>2</sup></u>
78-79	641.20	346.50	50.20	31.80	78.40	78.40	165.10	1391.60
79-80	760.23	387.30	53.09	30.22	119.80	81.11	186.65	1618.40
80-81	820.86	441.37	62.81	27.48	136.66	82.80	176.19	1748.17
81-82	896.46	374.01	47.73	16.06	132.08	87.47	131.68	1685.49
82-83	859.96	340.84	58.84	6.44	139.31	71.80	119.11	1596.30
83-84	848.03	306.10	52.51	14.23	91.91	62.28	114.91	1489.97
84-85	795.93	284.43	74.80	13.89	89.83	64.17	126.42	1449.47
85-86	830.40	314.94	105.28	14.70	99.55	70.23	146.34	1581.44
86-87	854.23	291.08	119.77	16.60	119.40	70.00	180.74	1651.82
87-88	1033.85	279.53	113.46	13.03	94.07	75.20	143.71	1752.85
88-89	1081.35	295.91	99.73	19.22	104.80	67.72	155.05	1823.78

<sup>1</sup>ABE F.T.E. for the years 1978-79 through 1982-83 includes contracted out-of-district F.T.E.

<sup>2</sup>Gain between 1978-79 and 1988-89 is 432.18 F.T.E.

Student Records  
8/16/89

**F.T.E. COMPARATIVE ENROLLMENT BY COURSE CONCENTRATION-WEEK 4**

	<b>FALL 84</b>	<b>FALL 85</b>	<b>FALL 86</b>	<b>FALL 87</b>	<b>FALL 88</b>
<b>LOWER DIVISION</b>					
<b>APPLIED SCIENCE</b>					
Drafting/Graphics	1.20	0.51	1.13	1.31	2.16
Electronics		3.98	2.44	1.82	2.36
Indus. Mechanics					2.53
Welding					0.09
<b>TOTAL</b>	<b>1.20</b>	<b>4.49</b>	<b>3.57</b>	<b>3.13</b>	<b>7.14</b>
<b>COMMUNITY RELATED</b>					
Business Admin.	38.27	39.28	35.60	44.91	43.39
Office Administration	6.62	5.38	6.67	5.04	8.01
Career Ed (Hum Dev.)	1.38	2.45	2.18	4.13	4.40
Basic English/Commun.	12.37	8.52	8.64	8.16	9.99
<b>TOTAL</b>	<b>58.64</b>	<b>55.63</b>	<b>53.09</b>	<b>62.24</b>	<b>65.79</b>
<b>MATH, SCIENCE, PE, HEALTH</b>					
Mathematics	21.96	23.99	24.24	28.20	29.71
Computer Science	19.83	15.22	12.71	11.67	12.04
Health	9.37	12.11	12.58	15.09	14.99
Physical Education	5.79	5.34	5.78	9.71	8.75
Biology	9.39	9.89	13.00	17.60	18.42
Chemistry	8.91	10.11	7.87	12.33	13.38
Engineering	6.83	2.54	3.13	3.11	1.24
Geology	3.11	2.67	3.18	3.42	4.54
Physics	3.91	4.71	4.80	4.78	5.56
General Science	2.31	2.91	1.78	2.67	2.58
<b>TOTAL</b>	<b>91.41</b>	<b>89.49</b>	<b>89.07</b>	<b>109.18</b>	<b>111.21</b>
<b>HUMANITIES, SOCI SCI, FINE ARTS</b>					
Art	10.81	11.55	13.29	15.07	15.72
Literature	5.27	4.81	6.20	7.00	10.33
Writing & Journalism	22.93	28.07	32.40	37.60	39.87

	FALL 84	FALL 85	FALL 86	FALL 87	FALL 88
Foreign Languages	9.42	13.16	11.68	16.45	19.64
Criminal Justice	2.93	2.00	2.20	2.00	2.47
Music	12.26	10.13	10.27	11.07	13.53
Speech	3.40	5.74	7.13	10.73	9.53
College Studies	2.00		2.00		
Anthropology	0.67	1.47	2.53	4.20	5.40
Economics	6.40	5.81	7.27	7.13	8.14
Geography	2.34	3.53	2.93	6.07	6.32
History	8.40	9.33	11.07	14.87	11.53
Political Science	1.27	1.67	2.13	1.93	2.00
Philosophy	0.00	1.20	0.73	1.87	0.00
Sociology	3.94	5.20	5.93	7.27	7.73
Education	1.87	2.77	3.51	2.57	2.57
Psychology	13.39	11.80	9.00	10.80	14.66
Theater	2.36	2.29	3.07	3.36	3.79
Library	6.22	7.58	8.98	5.76	5.31
<b>TOTAL</b>	<b>115.88</b>	<b>128.11</b>	<b>142.32</b>	<b>165.75</b>	<b>178.54</b>
<b>TOTAL LOWER DIVISION</b>	<b>267.13</b>	<b>277.72</b>	<b>288.05</b>	<b>340.30</b>	<b>362.68</b>
<b>TOTAL DEVELOPMENTAL</b>	<b>24.50</b>	<b>29.44</b>	<b>29.42</b>	<b>32.81</b>	<b>29.93</b>
<b>VOCATIONAL TECHNICAL</b>					
<b>APPLIED SCIENCE</b>					
Automotive	4.04	9.53	9.28	5.93	8.53
Electronics	3.51		0.28	1.15	0.71
Forestry	9.56	10.85	10.00	10.93	17.84
Indus. Mechanics	7.33	5.91	5.90	4.81	2.38
Nursing	22.27	24.73	21.78	21.42	22.61
Office Machine	9.80	7.20	8.28	5.88	5.07
Drafting/Graphics	0.95	2.13	3.51	0.82	3.71
Welding			2.82	1.66	7.84
Machine Shop			1.57	1.91	3.52
<b>TOTAL</b>	<b>57.46</b>	<b>60.35</b>	<b>63.42</b>	<b>54.51</b>	<b>72.21</b>

	FALL 84	FALL 85	FALL 86	FALL 87	FALL 88
<b>COMMUNITY RELATED</b>					
Health Records	9.04	9.33	9.98	9.07	9.68
Business Admin. (Voc.)	9.19	14.26	17.96	17.76	15.93
Office Admin. (Voc.)	11.17	13.52	8.77	8.32	6.50
<b>TOTAL</b>	<b>29.40</b>	<b>37.11</b>	<b>36.71</b>	<b>35.15</b>	<b>32.11</b>
<b>MATH, SCIENCE</b>					
Occup. Math	0.96	2.51	1.87	1.55	2.33
Basic Chemistry					0.00
<b>TOTAL</b>	<b>0.96</b>	<b>2.51</b>	<b>1.87</b>	<b>1.55</b>	<b>2.33</b>
<b>TOTAL VOC. TECH.</b>	<b>87.82</b>	<b>99.97</b>	<b>102.00</b>	<b>91.21</b>	<b>106.65</b>
<b>TOTAL CREDIT</b>	<b>379.45</b>	<b>407.13</b>	<b>419.47</b>	<b>464.32</b>	<b>499.26</b>
<b>NON-CREDIT/COMMUNITY EDUCATION</b>					
<b>VOCATIONAL</b>					
Occup. Supp. (Credit)				2.70	3.30
Occup. Supp. (Non-Cr.)	13.08	19.78	23.81	21.82	17.71
Apprenticeship	5.03	6.52	5.35	4.96	6.66
<b>TOTAL</b>	<b>18.11</b>	<b>26.30</b>	<b>29.16</b>	<b>29.48</b>	<b>27.67</b>
<b>OTHER REIMBURSABLE</b>					
General Self-Improv.	38.56	37.78	53.62	43.78	49.06
<b>NON-REIMBURSABLE</b>					
General Interest	3.72	4.95	4.86	5.91	5.76
<b>TOTAL</b>	<b>42.28</b>	<b>42.73</b>	<b>58.48</b>	<b>49.69</b>	<b>54.82</b>
<b>ADULT BASIC EDUCATION</b>	<b>24.02</b>	<b>25.61</b>	<b>23.05</b>	<b>21.81</b>	<b>22.47</b>
<b>TOTAL NON-CREDIT</b>	<b>84.41</b>	<b>94.64</b>	<b>110.69</b>	<b>100.98</b>	<b>104.96</b>
<b>COLLEGE TOTAL</b>	<b>463.86</b>	<b>501.77</b>	<b>530.16</b>	<b>565.30</b>	<b>604.22</b>

ELEVEN-YEAR FTE  
PROJECTED RANGE\*

<u>Year</u>	<u>3%</u>	<u>4%</u>
1989-90	1879	1897
1990-91	1935	1973
1991-92	1993	2052
1992-93	2053	2134
1993-94	2115	2219
1994-95	2178	2308
1995-96	2243	2400
1996-97	2311	2496
1997-98	2380	2596
1998-99	2451	2700
1999-2000	2525	2808

\*These estimates are based on a three-four percent average annual enrollment increase over the next eleven years. It assumes a state and local economy and a population that are experiencing moderate growth (similar to the current rate). If the state or Central Oregon experiences economic difficulties similar to the early 1980s, or if we see growth far exceeding current rates, the actual enrollment will be more reflective of local economic and population trends.

These projections do not take into account change (dropping or adding) in the program offering at the College.

RESIDENT LABOR FORCE, UNEMPLOYMENT AND EMPLOYMENT, ANNUAL AVERAGES 1/

CROOK COUNTY, OREGON

	<u>1984</u>	<u>1985</u>	<u>1986</u>	<u>1987 2/</u>	<u>1988 2/</u>	<u>1989 2/</u>
CIVILIAN LABOR FORCE	6,390	6,220	6,550	6,580	6,610	6,620
UNEMPLOYMENT	650	560	660	600	580	600
Percent of Labor Force	10.2	9.0	10.1	9.1	8.8	9.1
TOTAL EMPLOYMENT	5,740	5,660	5,890	5,980	6,030	6,020

DESCHUTES COUNTY, OREGON

	<u>1984</u>	<u>1985</u>	<u>1986</u>	<u>1987 2/</u>	<u>1988 2/</u>	<u>1989 2/</u>
CIVILIAN LABOR FORCE	32,530	32,970	34,850	35,340	36,160	36,560
UNEMPLOYMENT	3,860	3,590	3,590	3,300	3,100	3,140
Percent of Labor Force	11.9	10.9	10.3	9.3	8.6	8.6
TOTAL EMPLOYMENT	28,670	29,380	31,240	32,040	33,060	33,420

JEFFERSON COUNTY, OREGON

	<u>1984</u>	<u>1985</u>	<u>1986</u>	<u>1987 2/</u>	<u>1988 2/</u>	<u>1989 2/</u>
CIVILIAN LABOR FORCE	6,020	5,790	6,080	6,100	6,150	6,220
UNEMPLOYMENT	750	580	560	500	450	460
Percent of Labor Force	12.5	10.0	9.2	8.2	7.3	7.4
TOTAL EMPLOYMENT	5,270	5,210	5,520	5,600	5,700	5,760

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

2/Projections made May 1987.

Source: Research and Statistics Section, Oregon Employment Division



LABOR FORCE CHANGES IN JEFFERSON COUNTY, 1980-1986

	Annual Average		Change Number	1980-86
	1980	1986		Percent
Civilian Labor Force	5,140	6,080	940	18.3
Unemployment	410	560	150	36.6
Total Employment	4,730	5,520	790	16.7
Total Wage and Salary Empl.	3,680	3,830	150	4.1
Manufacturing, Total	830	1,000	170	20.5
Lumber and Wood Products	540	780	240	44.4
Other Manufacturing	290	230	-60	-20.7
Nonmanufacturing, Total	2,850	2,820	-30	-1.1
Construction	80	40	-40	-50.0
Trans., Comm., Utilities	110	80	-30	-27.3
Trade	870	830	-40	-4.6
Finance, Ins., Real Estate	120	90	-30	-25.0
Services & Miscellaneous	700	850	150	21.4
Government	970	940	-30	-3.1

LABOR FORCE CHANGES IN DESCHUTES COUNTY LABOR, 1980-1986

	Annual Average		Change Number	1980-86 Percent
	1980	1986		
Civilian Labor Force	30,980	34,830	3,850	12.4
Unemployment	3,660	3,590	-70	-1.9
Total Employment	27,320	31,240	3,920	14.3
Total Wage and Salary Empl.	22,130	24,730	2,600	11.7
Manufacturing, Total	3,420	4,550	1,130	33.0
Lumber and Wood Products	2,420	3,020	600	24.8
Other Manufacturing	1,000	1,530	530	53.0
Nonmanufacturing, Total	18,710	20,180	1,470	7.9
Construction	1,740	1,250	-490	-28.8
Trans., Comm., Utilities	1,270	990	-280	-22.0
Trade	5,320	6,200	880	16.5
Finance, Ins., Real Estate	1,960	1,760	-200	-10.2
Services & Miscellaneous	4,150	5,690	1,540	37.1
Government	4,270	4,300	30	0.7

LABOR FORCE CHANGES IN CROOK COUNTY, 1980-1986

	Annual Average		Change Number	1980-86
	<u>1980</u>	<u>1986</u>		<u>Percent</u>
Civilian Labor Force	5,670	6,550	880	15.5
Unemployment	940	660	-280	-29.8
Total Employment	4,730	5,890	1,160	24.5
Total Wage and Salary Empl.	3,830	4,270	440	11.5
Manufacturing, Total	1,290	1,630	340	26.4
Lumber and Wood Products	1,240	1,600	360	29.0
Other Manufacturing	50	30	-20	-40.0
Nonmanufacturing, Total	2,540	2,640	100	3.9
Construction	100	110	10	10.0
Trans., Comm., Utilities	110	150	40	36.4
Trade	800	840	40	5.0
Finance, Ins., Real Estate	100	140	40	40.0
Services & Miscellaneous	540	570	30	5.6
Government	890	830	-60	-6.7

**OREGON LABOR FORCE PARTICIPATION RATES**

	<u>1982</u>	<u>1983</u>	<u>1984 1/</u>	<u>1985</u>	<u>1986</u>	<u>1989 Projected</u>
<b>Oregon</b>						
Total Population	2,656,185	2,635,000	2,660,000	2,675,800	2,659,500	2,682,500
16 and over	2,025,820	2,015,600	2,039,310	2,056,440	2,048,780	2,056,500
Civilian Labor Force	1,324,000	1,341,000	1,335,000	1,316,000	1,347,000	1,373,000
Labor Force Participation Rate	65.4	66.5	65.5	64.0	65.8	66.5
<b>Crook</b>						
Total	12,900	12,950	13,000	13,400	13,500	13,800
16 and over	9,595	9,670	9,670	10,120	10,300	10,530
Civilian Labor Force	5,610	5,680	6,390	6,220	6,550	6,620
Labor Force Participation Rate	58.5	58.7	66.1	61.5	63.6	62.9
<b>Deschutes</b>						
Total	64,350	63,300	64,000	65,400	65,400	69,500
16 and over	48,300	47,310	47,750	49,360	49,590	52,860
Civilian Labor Force	31,040	31,570	32,530	32,970	34,830	36,560
Labor Force Participation Rate	64.3	66.7	68.1	66.8	70.2	69.4
<b>Jefferson</b>						
Total	12,225	12,050	12,200	12,150	12,000	12,400
16 and over	8,785	8,580	8,670	8,610	8,480	8,750
Civilian Labor Force	5,500	5,480	6,020	5,790	6,080	6,220
Labor Force Participation Rate	62.6	63.9	69.4	67.3	71.7	71.1

1/ Due to changes in estimating procedures, civilian labor force data and labor force participation rates for local areas for 1984 and beyond may not be consistent with earlier years.

Source: Population estimates are from the Oregon Center for Population Research and Census. Civilian labor force estimates are from the Oregon Employment Division. Calculations are by the Research and Statistics Section of the Oregon Employment Division.

ANNING CATEGORIES PY 1988-89  
PA TITLE II-A 7/

DISTRICT 10  
Crook, Deschutes and Jefferson Counties

General Population (All Ages) 1/

	<u>0-13</u>	<u>14-15</u>	<u>16-21</u>	<u>22-54</u>	<u>55-64</u>	<u>65+</u>	<u>Total</u>	<u>Percent</u>
Total	21,300	2,798	8,066	43,963	7,373	11,300	94,800	100.0
% of All Ages	22.5	3.0	8.5	46.4	7.8	11.9	100.0	
Male	10,858	1,413	4,144	22,388	3,478	5,042	47,323	49.9
Female	10,443	1,385	3,922	21,575	3,895	6,258	47,477	50.1
White	19,242	2,614	7,370	41,479	7,241	11,105	89,051	93.9
Black	29	0	14	38	4	5	89	0.1
Am. Ind.	893	131	372	1,120	70	104	2,692	2.8
Asian	128	8	48	229	13	18	444	0.5
Spanish	988	45	262	1,066	45	67	2,473	2.6
Other	20	0	0	32	0	0	52	0.1

Economically Disadvantaged (Age 14+) 2/

	<u>14-15</u>	<u>16-21</u>	<u>22-54</u>	<u>55-64</u>	<u>65+</u>	<u>Total</u>	<u>Percent</u>
Total	506	1,954	6,991	1,502	3,287	14,240	100.0
% of All Ages	3.6	13.7	49.1	10.5	23.1	100.0	
Male	243	866	3,100	549	1,201	5,959	41.8
Female	263	1,088	3,892	953	2,086	8,281	58.2
White	433	1,674	6,267	1,463	3,201	13,038	91.6
Black	0	5	12	2	4	23	0.2
Am. Ind.	57	151	336	21	46	613	4.3
Asian	2	17	53	4	8	85	0.6
Spanish	13	106	322	13	27	482	3.4
Other	0	0	0	0	0	0	0.0

**PLANNING CATEGORIES PY 1988-89**

**JTPA TITLE II-A \*/**

**PAGE - 2**

**DISTRICT 10**  
**Crook, Deschutes and Jefferson Counties**

	<u>Economically Disadvantaged 3/ High School Dropouts</u>		<u>AFDC 4/ Recipients</u>		<u>AFS Jobs 4/ Participants</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Total	3,900	100.0	704	100.0	386	100.0
Male	1,580	40.5	114	16.2	95	24.6
Female	2,321	59.5	590	83.8	291	75.4
14 - 15	0	0.0	110	15.6	0	0.0
16 - 21	619	15.9	228	32.4	17	4.4
22-54	1,370	35.1	364	51.7	362	93.8
55-64	453	11.6	2	0.3	7	1.8
65+	1,458	37.4	0	0.0	0	0.0
White	3,268	83.8	606	86.1	350	90.7
Black	11	0.3	4	0.6	1	0.3
Am. Ind.	433	11.1	67	9.5	25	6.5
Asian	11	0.3	2	0.3	1	0.3
Spanish	177	4.5	25	3.6	9	2.3
Other	0	0.0	0	0.0	0	0.0

\*/ Totals may not balance exactly due to rounding.

1/ Total population for PY 1988 (July 1988-June 1989) projected forward by Regional Economists based on historical births, deaths, and net migration data (Portland State University estimates) and local labor market and economic projections. Age and sex distributions from Lawrence Berkeley Laboratory Labor Market Projections Model and Portland State University. Racial/ethnic distributions based on 1980 Census, with Asian group modified by expected immigration of Southeast Asian refugees.

2/ Economically Disadvantaged totals from 1980 Census, updated to PY 1988 based on the projected change in the ratio of State to National personal income and the change in the National "125% of Poverty Income" population.

3/ 1980 Census counts of economically disadvantaged high school dropouts updated using the projected change in economically disadvantaged population by area modified by the projected change in the percent of high school dropouts in the general population. Sex, age and race distributions based on a special printout of the 1980 Census Public Use Data Sample.

4/ Projections by Adult and Family Services Division (AFS). Sex, age and race distributions reflect March 1987 AFDC local area client characteristics.

See more detailed definitions at end of tables.

DISTRICT 10  
Crook, Deschutes and Jefferson Counties

<u>Dislocated Workers 1/</u>		<u>All UI Recipients 2/</u>		<u>Unemployed 15+ Weeks 3/</u>	
		<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
	Total	7,895	100.0	1,678	100.0
No Job Tenure Requirement	Male	5,319	67.4	1,054	62.8
Unemployed Only 1,660	Female	2,575	32.6	624	37.2
Unemployed & Re-employed 3,240					
	16-21	341	4.3	47	2.8
One Year Job Tenure	22-54	6,876	87.1	1,451	86.5
Unemployed & Re-employed 1,660	55-64	618	7.8	158	9.4
	65+	59	0.8	22	1.3
	White	7,456	94.4	1,586	94.5
	Black	27	0.3	7	0.4
	Am. Ind.	118	1.5	27	1.6
	Asian	251	3.2	48	2.9
	Spanish	20	0.3	5	0.3
	Other	23	0.3	6	0.3

\*/ Totals may not balance exactly due to rounding.

1/ Projection based upon a 1986 U.S. Dept. of Labor (BLS) study of dislocated workers. Oregon's 1986 estimate projected to PY 1988 using the expected change in unemployment. Statewide projection allocated to local areas based on the distribution of long-term unemployed UI claimants in 1986-87.

2/ Total number of persons expected to receive unemployment insurance benefits (all UI programs) during PY 1988. Sex, age, and race distributions reflect the characteristics of 1986-87 UI claimants in each area.

3/ total number of UI recipients expected to be unemployed for 15 or more weeks.

See more detailed definitions at end of tables.

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DISTRICT 10\* NONAGRICULTURAL WAGE & SALARY EMPLOYMENT

	1972		1978		1986		1989**	
	<u>Employment</u>	<u>% of W &amp; S</u>	<u>Employment</u>	<u>% of W &amp; S</u>	<u>Employment</u>	<u>% of W &amp; S</u>	<u>Employment</u>	<u>% of W &amp; S</u>
Total Wage & Salary	18,610	100.0%	29,050	100.0%	32,830	100.0%	35,030	100.0%
Manufacturing Total	5,360	28.8	6,720	23.1	7,180	21.9	7,410	21.2
Durable Goods	5,010	26.9	6,120	21.1	6,560	20.0	6,720	19.2
Lumber & Wood	4,340	23.3	5,200	17.9	5,400	16.5	5,430	15.5
Other Durable Goods	670	3.6	920	3.2	1,160	3.5	1,290	3.7
Nondurable Goods	350	1.9	600	2.1	620	1.9	690	2.0
Food Products	170	0.9	230	0.8	130	0.4	140	0.4
Other Nondurable Goods	180	1.0	370	1.3	490	1.5	550	1.6
Nonmanufacturing, Total	13,240	71.2	22,330	76.9	25,650	78.1	27,620	78.8
Construction	960	5.2	1,910	6.6	1,400	4.3	1,950	5.0
Transp., Comm., & Utilities	960	5.2	1,400	4.8	1,220	3.7	1,220	3.5
Trade	4,050	21.8	6,600	22.7	7,890	24.0	8,540	24.4
Finance, Ins., & Real Estate	1,150	6.2	2,100	7.2	1,990	6.1	2,190	6.2
Service & Miscellaneous	2,310	12.4	4,760	16.4	7,110	21.7	7,800	22.3
Government	3,810	20.5	5,560	19.1	6,070	18.5	6,140	17.5

\*Includes Crook, Deschutes & Jefferson Counties

\*\* Projected

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DISTRICT 10  
1985 OCCUPATIONAL MIX OF MAJOR INDUSTRIES

	<sup>1/</sup> Total all Industries	Durable Mfg.	Non durable Mfg.	Con- struc- tion	Trans Comm. Util.	Trade	Finance	Service	<sup>2/</sup> Government
<b>Total Employment</b>	31,071	6,336	562	1,580	1,274	6,958	1,871	9,593	2,392
<b>Managers &amp; Administration</b>	5.1%	3.7%	6.9%	8.7%	6.0%	3.2%	9.3%	5.5%	5.3%
<b>Professional &amp; Technical</b>	17.0	3.0	9.4	6.2	10.8	2.6	7.8	38.7	30.9
<b>Sales Related</b>	11.5	0.6	8.0	0.6	6.4	37.4	28.0	2.8	0.7
<b>Clerical &amp; Admin Support</b>	14.8	6.6	16.9	10.8	18.3	9.1	37.0	18.5	23.0
<b>Service Occupations</b>	16.2	1.1	0.7	1.1	0.6	29.3	12.6	24.2	13.6
<b>Agric, Forestry, Fishing</b>	3.8	6.5	0.5	0.7	1.3	0.7	2.0	1.0	11.3
<b>Prodn, Const, Ops, Maint</b>	31.5	78.5	57.5	72.0	56.8	17.8	3.4	9.3	15.3

1/ Total all industries equals sum of major industries plus several small miscellaneous industry categories not shown on table.

2/ Government employment represents SIC industries pertaining to work unique to government (i.e. legislative, taxation). Government employees are also included in other industries such as construction, services and finance.

DISTRICT 10  
CROOK, DESCHUTES & JEFFERSON COUNTIES  
LABOR MARKET DATA FOR SELECTED OCCUPATIONS

Occupation	SYP * Train. Time	1987 Estimated Entry Wage	1988 Projected Employment	1988 Proj. New # Open. @	1988 Proj. # of Unemployed	Key Industries	
						SIC Key** Industries of New Hires	* * * Potential of Annual New Hires
Amusement/Rec Attndts	1 mo-6 mos	\$3.45/hr	123	10	3	799 (80%)	138
Bartenders	Short-1 mo	\$3.95/hr	293	18	37	581 (79%)	413
Bookkprs & Acctng Clks	3 mos-1 yr	\$4.75/hr	736	47	103	Across All Industries	546
Cashiers	Short-3 mos	\$3.62/hr	495	11	127	541,581,799 (64%)	471
Comb Food Prep/Serv Wkrs	Short-1 mo	\$3.41/hr	495	25	10	581 (92%)	620
Cooks: Inst/Cafeteria	1-2yrs	\$4.60/hr	93	5	14	805,821 (65%)	52
Cooks: Restaurant	6 mos-4 yrs	\$4.30/hr	321	22	53	581,701 (91%)	463
Cooks: Short Order	6 mos-1 yr	\$3.50/hr	128	6	4	581,799 (86%)	169
Cooks: Spec Fast Food	1-6 mos	\$3.38/hr	114	8	1	581 (95%)	174
Counter Attendants	Short-3 mos	\$3.53/hr	69	1	18	581,594,701 (80%)	71
Dining Rm & Cafet Attds	Short-1 mo	\$3.40/hr	175	7	6	581,701 (76%)	203
Food Prep Workers	Short-3 mos	\$3.52/hr	372	20	59	581 (78%)	504
Forklift/Ind Truck Ops	1-3mos	\$6.50/hr	355	13	35	24,51 (79%)	146
Gardener/Groundskeeper	1 mo-1 yr	\$4.00/hr	178	15	41	078,65,799 (68%)	174
General Office Clerks	Short-6 mos	\$4.01/hr	605	34	161	Across All Industries	378
Guards & Watch Guards	1-6 mos	\$4.25/hr	129	16	30	739 (52%)	124
Janitors & Cleaners	Short-1 mo	\$3.95/hr	583	55	42	65,734 (39%)	441
Licensed Prac Nurses	1-2 yrs	\$6.17/hr	210	11	7	801,805,806 (99%)	89
Maids & Hskpg Cleaners	Short-1 mo	\$3.55/hr	408	37	44	701 (78%)	407
Nurse Aides/Orderlies	3-6 mos	\$3.73/hr	248	15	26	805,806 (96%)	206
Other Secretaries	1-2 yrs	\$5.80/hr	799	40	84	Across All Industries	540
Police Patrol Officers	1-2 yrs	\$7.81/hr	113	3	4	864,913 (92%)	37
Sales Reps: Non-tech	3 mos-2 yrs	\$3.79/hr+comm	221	16	41	50,51,799 (76%)	168
Sales Reps: Tech	6 mos-4 yrs	\$4.10/hr+comm	31	2	5	50 (39%)	18
Salespersons: Parts	6 mos-2 yrs	\$4.34/hr	91	3	4	55 (76%)	55
Salespersons: Retail	1 mo-1 yr	\$3.75/hr+comm	1,597	118	175	Trade (95%)	1,125
Tellers	6 mos-1 yr	\$5.12/hr	199	5	21	602 (100%)	13
Truck Drivers-Hvy Tk/Tr	1-6 mos	\$7.08/hr	611	26	127	161,24,421,51,736 (79%)	540
Truck Drivers-Light Del	1-6 mos	\$9.54/hr	160	7	40	421,51 (54%)	114
Typists	3 mos-1 yr	\$4.09/hr	79	2	4	701,80,82,Fed Govt (76%)	41
Typists: Word Proc Equip	3 mos-1 yr	\$6.68/hr	36	2	2	Services (68%)	19
Waiters & Waitresses	1-3 mos	\$3.39/hr+tips	739	36	123	581,701 (89%)	1,026

Labor Market Data for Selected Occupations

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- \* SVP, specific vocational preparation time, listed in the Dictionary of Occupational Titles 1977 Ed. Time required to learn the techniques, acquire the information, and develop the facility for average job performance. Includes both classroom and on-the-job training.
- @ Projected new openings due to industry growth and labor force separations including death, retirement, and disability. Does not include openings due to other types of turnover.
- • Industries where most of the new hires are likely to occur. The % refers to the % of total new hires accounted for by the industries listed. The Standard Industrial Classification (SIC) two and three digit codes are provided. See the SIC two digit list for industry titles in Appendix. For three or four digit industry titles, see the 1972 SIC manual which classifies establishments by their primary economic activity determined by the principal product or service.
- • • Potential new hires estimates the annual number of job openings for an occupation that will occur excluding rehires. Use data as an indicator of the impact of occupational turnover on demand by comparing new hires with the projections of new openings for 1986. The new hires rate was calculated by applying 1986 industry new hire rates for District 10 to the occupational employment in those industries. Not all occupations turn over at the same rate within an industry. However, most of the occupations listed probably turn over by at least the industry average.

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	<u>1977</u>	<u>1978</u>	<u>1979</u>	<u>1980</u>	<u>1981</u>	<u>1982</u>	<u>1983</u>	<u>1984</u>	<u>1985</u>	<u>1986</u>
U.S.	\$7,289	\$8,133	\$9,025	\$9,910	\$10,940	\$11,470	\$12,093	\$13,114	\$13,867	\$14,461
Oregon	7,370	8,270	9,134	9,817	10,399	10,527	11,224	12,011	12,622	13,217
Portland-										
Vancouver CMSA*	7,765	8,709	9,686	10,497	11,247	11,450	12,006	12,981		
Eugene MSA	6,640	7,388	8,083	8,415	8,959	9,078	9,760	10,565		
Medford MSA	6,047	6,874	7,570	8,206	8,652	8,786	9,571	10,468		
Portland PMSA**	7,894	8,872	9,861	10,701	11,458	11,676	12,237	13,247		
Salem MSA	6,546	7,205	7,969	8,570	9,174	9,552	9,987	10,838		

1/ 1977-1986 U.S. and Oregon figures reflect BEA 1969-1985 income revision. 1977-1984 MSA and County figures are not yet revised.

\*Clackamas, Multnomah, Washington, Yamhill, and Clark County.

\*\*Clackamas, Multnomah, Washington, and Yamhill County.

\*\*\*The personal income time series for this area re discontinuous due to a large military wage and salary revision made for 1977-82 only.

Source: U.S. Bureau of Economic Analysis

## OREGON POPULATION PROJECTIONS

	1980 CENSUS	1985	1990	1995	2000	% CHANGE 1980-1990	% CHANGE 1990-2000	% CHANGE 1980-2000
BAKER COUNTY	16134	16400	17100	17700	18400	6.0	7.6	14.0
BENTON COUNTY	68211	69300	73900	79000	84300	8.3	14.1	23.6
CLACKAMAS COUNTY	241919	247900	275100	305000	335100	13.7	21.8	38.5
CLATSOP COUNTY	32489	33200	35100	36900	38700	8.0	10.3	19.1
COLUMBIA COUNTY	35646	36700	39600	42600	45700	11.1	15.4	28.2
COOS COUNTY	64047	61900	64800	67300	69500	1.2	7.3	8.5
CROOK COUNTY	13091	13000	14100	15100	16200	7.7	14.9	23.7
CURRY COUNTY	16992	17700	19000	20200	21200	11.8	11.6	24.8
DESCHUTES COUNTY	62142	65300	75800	88800	102100	22.0	34.7	64.3
DOUGLAS COUNTY	93748	91300	99000	106900	114700	5.6	15.9	22.3
GILLIAM COUNTY	2057	2000	2100	2200	2200	2.1	4.8	7.0
GRANT COUNTY	8210	8100	8500	8900	9400	3.5	10.6	14.5
HARNEY COUNTY	8314	7300	7700	8100	8500	-7.4	10.4	2.2
HOOD RIVER COUNTY	15835	16300	17500	18600	19700	10.5	12.6	24.4
JACKSON COUNTY	132456	135200	148100	161500	175000	11.8	18.2	32.1
JEFFERSON COUNTY	11599	12500	14000	15500	16900	20.7	20.7	45.7
JOSEPHINE COUNTY	58855	60000	67200	74900	82600	14.2	22.9	40.3
KLAMATH COUNTY	59117	59300	63100	66600	69900	6.7	10.8	18.2
LAKE COUNTY	7532	7700	8200	8600	9100	8.9	11.0	20.8
LANE COUNTY	275226	271000	292000	312900	334200	6.1	14.5	21.4
LINCOLN COUNTY	35264	37400	40200	42800	45200	14.0	12.4	28.2
LISS COUNTY	89495	90400	96900	103300	109500	8.3	13.0	22.4
MALHEUR COUNTY	26896	27500	29500	31600	33600	9.7	13.9	24.9
MARION COUNTY	204692	208800	228300	247900	267700	11.5	17.3	30.8
MORROW COUNTY	7519	7300	8800	10400	12100	17.0	37.5	60.9
MULTNOMAH COUNTY	562640	562200	572400	579300	581400	1.7	2.1	3.9
POLK COUNTY	45203	44600	48300	52000	55700	6.9	15.3	23.2
SHERMAN COUNTY	2172	2200	2300	2400	2500	5.9	8.7	15.1
TILLAMOOK COUNTY	21164	21700	22700	23600	24400	7.3	7.5	15.3
UMATILLA COUNTY	58861	61400	67400	73700	80000	14.5	18.7	35.9
UNION COUNTY	23921	24700	26500	28500	30400	10.8	14.7	27.1
WALLOUA COUNTY	7273	7400	7900	8500	9100	8.6	15.2	25.1
WASCO COUNTY	21732	23000	24100	25100	26100	10.9	8.3	20.1
WASHINGTON COUNTY	245808	266500	301900	337400	373400	22.8	23.7	51.9
WHEELER COUNTY	1513	1400	1500	1500	1500	-0.9	0.	-0.9
YAMHILL COUNTY	55332	57300	63400	69300	75300	14.6	18.8	36.1
THE STATE OF OREGON	2633105	2675900	2884000	3094600	3304300	9.5	14.6	25.5

Portland State University