2002-2012
COCC MASTERPLAN
CENTRAL OREGON COMMUNITY COLLEGE DISTRICT

— *APPENDICES* Volume 2 —

WARM SPRINGS
MADRAS
SISTERS
PRINEVILLE
REDMOND
BEND
LA PINE
NORTH LAKE COUNTY

WEGROUP 56
ARCHITECTS · PLANNERS · INTERIORS YEARS OF SERVICE
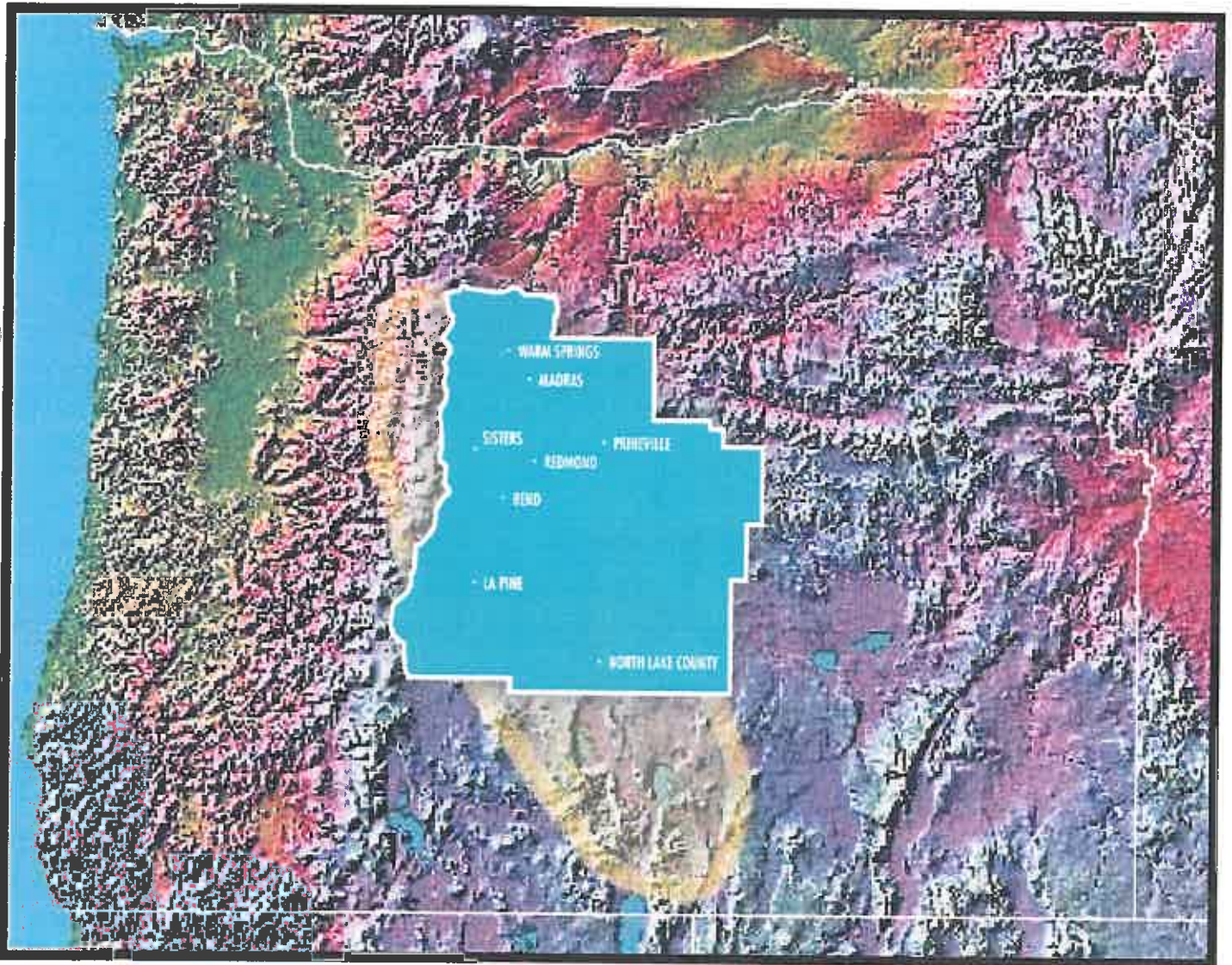
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1.   Steering Committee

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Central Oregon Community College District

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1.   Steering Committee

College Board

Name		Title
James C.	Carnahan	Bend (Zone 6)
Anthony	Dorsch	Redmond (Zone 3)
Connie	Lee	Bend (Zone 5)
John	Overbay	Sunriver (Zone 7), Chairperson
Donald V.	Reeder	Madras (Zone 1)
John	Rhetts	Bend (Zone 4)
Kate	Van Vorhees	Prineville (Zone 2)

COCC Campus Steering Committee

Name		Title	Email	Phone
Sharla	Andresen	Financial & Contracts Analyst	sandresen@cocc.edu	(541) 383-7208
Bob	Barber	COCC President	bbarber@cocc.edu	(541) 383-7201
Celeste	Brody	Instructional Dean	cbrody@cocc.edu	(541) 383-7562
Tom	Carroll	Professor of Economics	tcarroll@cocc.edu	(541) 383-7234
Barbara	Davey	Construction Projects Manager	bdavey@cocc.edu	(541) 383-7287
Dagmar	Eriksson	Secretary, Student Enrollment Services	eriksson@cocc.edu	(541) 383-7211
Ray	Hoyt	Associate Dean for Training and Industry	rhoyt@cocc.edu	(541) 383-7744
Jim	Jones	Vice President and Chief Financial Officer	jjones@cocc.edu	(541) 383-7209
Matt	McCoy	Vice President, Institutional Advancement	mmccoy@cocc.edu	(541) 383-7210
Carol	Moorehead	Associate Dean for North Campus and Extended Learning	cmoorehead@cocc.edu	(541) 383-2902
Ron	Paradis	Director of College Relations	rparadis@cocc.edu	(541) 383-7599
Margaret	Peterson	Chair, Allied Health	mpeterson@cocc.edu	(541) 383-7762
Ramona	Phillips	Accountant	rphillips@cocc.edu	(541) 383-7585
Bart	Queary	Vice President of Instruction	bqueary@cocc.edu	(541) 383-7206
Lee	Rayburn	Chief Information Officer	lrayburn@cocc.edu	(541) 383-7247
Richard	Thompson	Dean of Students and Enrollment Services	rthompson@cocc.edu	(541) 383-7262
Kathy	Walsh	Instructional Dean	kwalsh@cocc.edu	(541) 383-7530
Gene	Zinkgraf	Director of Campus Services	gzinkgraf@cocc.edu	(541) 383-7776

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Central Oregon Community College District

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2. Space Needs

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Central Oregon Community College District

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Space Needs

RNC Bldg. #7 - 11-02-01

PROGRAM: Professional Tech.Bldg			CONTACT: Carol Moorehead					
		Current Year 2001		Year 2007		Year 2012		
STAFF	Sq. Ft.	Qty.	Area	Qty.	Area	Qty.	Area	Notes
PT Faculty	180		0	6	1080		0	
FT Faculty	144		0	6	864		0	
Admin Office	200		0	2	400		0	
			0				0	
			0		0		0	
					0		0	
			0		0		0	
			0		0		0	
Subtotal		0	0	14	2344	0	0	

ANCILLARY AND SUPPORT SPACES

	Sq. Ft.	Qty.	Area	Qty.	Area	Qty.	Area	Notes
Storage	500			1	500		0	
Toolroom	1200		0	1	1200		0	
Reception area	500		0	1	500		0	
Staff workroom	360		0	1	360		0	
Meeting room	300		0	2	600		0	
Study area	200		0	2	400		0	
Snack bar/vending	400		0	1	400		0	
			0		0		0	
Subtotal	3460	0	0	9	3960	0	0	

CLASSROOM

	Sq. Ft.	Qty.	Area	Qty.	Area	Qty.	Area	Notes
Computer Lab	1000		0	2	1000		0	
CAD Computer Lab	1200		0	2	2400		0	
Computer Lab	520		0	2	1040		0	
General classroom	600		0	3	1800		0	
General classroom	1000		0	4	4000		0	
Seminar room	500		0	2	1000		0	
Automotive Tech Lab	4400		0	3	13200		0	
Auto Collision or diesel	12000		0	1	12000		0	
Subtotal	21220	0	0	19	36440	0	0	

Central Oregon Community College District

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Space Study (continued)

	Current Year		Year 2007		Year 2012	
	Qty.	Area	Qty.	Area	Qty.	Area
TOTAL STAFF/SQUARE FOOTAGE	0	0	42	42744	0	0
CIRCULATION FACTOR		0		1282		0
GRAND TOTAL STAFF/SQUARE FOOTAGE		0		44026		0

Notes and Comments:

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COCC MASTERPLAN
Central Oregon Community College District

2002-2012

Space Needs

RNC Bldg. #1A - 11-02-01

PROGRAM: Business Partnership Bldg.				CONTACT: Carol Moorehead				
STAFF	Sq. Ft.	Current Year 2001		Year 2007		Year 2012		Notes
		Qty.	Area	Qty.	Area	Qty.	Area	
Office/Workstations	200		0	4	800		0	
FT Faculty	144		0	6	864		0	
Office/Workstations	144		0	4	576		0	
			0				0	
			0		0		0	
					0		0	
			0		0		0	
			0		0		0	
Subtotal		0	0	14	2240	0	0	

ANCILLARY AND SUPPORT SPACES

					0		0	
			0	1			0	
Reception area	500		0	1	500		0	
Staff workrooms	360		0	2	720		0	
Meeting rooms	300		0	6	1800		0	
Study area	200		0	2	400		0	
Restaurant	2500		0	1	2500		0	
			0		0		0	
Subtotal	3860	0	0	13	5920	0	0	

CLASSROOM

Technology training classrm	1000		0	2	2000		0	
Computer Lab	1000		0	2	2000		0	
Computer Lab	520		0	2	1040		0	
General classroom	600		0	4	2400		0	
General classroom	1000		0	4	4000		0	
Seminar room	500		0	4	2000		0	
Lecture/Conf. Room	18,000		0	1	18,000		0	
			0		0		0	
Subtotal	22620	0	0	19	31440	0	0	

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COCC MASTERPLAN
Central Oregon Community College District

Central Oregon Community College District

2002-2012
Space Study (continued)

	Current Year		Year 2007		Year 2012	
	Qty.	Area	Qty.	Area	Qty.	Area
TOTAL STAFF/SQUARE FOOTAGE	0	0	46	39600	0	0
CIRCULATION FACTOR		0		1188		0
GRAND TOTAL STAFF/SQUARE FOOTAGE		0		40788		0

Notes and Comments:

WA.

3. Long Range Plan (Mission Vision Ends)

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4.   Vision Concept Paper

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Vision Concept Paper
Central Oregon Community College Board of Directors
2000

The Vision Concept Paper complements and supports Central Oregon Community College's Mission and Vision Statement with broad guidelines that direct the management of COCC and its relations with others. This document is not intended as a promise or guarantee, but a summary of what the College hopes to achieve.

General Considerations Guiding COCC's Development in the Next Ten Years

Central Oregon Community College is dedicated to serving students by providing opportunities for individual learners to grow. The College will continue its primary focus on serving adult learners in its traditional community college programs: associate degree and transfer programs; applied degrees and certificates; adult basic and developmental education; and a wide range of community education offerings. Since the needs of businesses, public sector organizations and the workforce are changing more rapidly than ever, COCC will respond with expanded programs for business and service sector training and workforce development. The global nature of business, issues and events provides an opportunity for the College to bring an international perspective to its local services. Further, COCC will closely monitor changing conditions and growth in the communities it serves, and remain well-informed regarding their evolving educational needs. All College operations will demonstrate a continuing commitment to listening and reflecting the views of citizens within its service district.

Service

COCC will be the hub for lifelong learning and professional development in Central Oregon. It will maintain and enhance its position by taking an active role in attending to students' educational needs and striving constantly to promote students' success.

All COCC programs will aim to expand the reach of lifelong learning opportunities throughout the district, and promote universal access to education based on an open-door admissions policy. Programs will assist students in developing the skill levels needed to succeed in an international labor marketplace.

Recognizing that educational progress will differ for each individual learner, COCC remains committed to providing educational opportunities for adult learners at all levels of skill and knowledge, according to the individual's ability to benefit from instruction. Adult basic education and other remedial and developmental services for adults will remain important parts of COCC programs.

In support of its emphasis on training for family wage jobs, a major part of new COCC programs will involve developing training programs for businesses and other entities. These training activities will support regional business efforts to remain on the leading edge of their industries through better educated employees who are equipped to meet their employment and career goals.

To support delivery of programs, COCC will make innovative use of distance education technologies, provide referrals to others' programs, and broker programs more appropriately

provided by others. The College will create linkages and partnerships at multiple levels, including local, state, regional, national and international.

Full development of the North Campus in Redmond, including the Regional Technical Training Complex, will provide access to a complete range of COCC services, and opportunities for expanded partnerships with business, regional and state governments, and other institutions of learning. The RTTC will provide expanding capacity to meet district-wide needs in applied technical education and preparation for family wage jobs.

Community Relationships

COCC will participate fully in open, inclusive communication and collaboration efforts throughout the district. This includes creating high levels of awareness and visibility for COCC programs and services. It also means creating meaningful and effective working relationships with business, government and education partners, and keeping information and ideas flowing between COCC and the media, legislators and community leaders.

COCC will develop effective college-business partnerships for workforce training and participate with many partners in other economic development efforts, as we work together toward making Central Oregon an effective competitor in the global economy.

The College recognizes its natural connection with elementary and secondary schools within its district. COCC aims to build effective working relationships, characterized by mutual respect, with Central Oregon's public and private schools. We support thoughtful approaches to problem-solving, which integrate education's sequential phases and provide smooth transitions for students.

COCC will constructively participate in, encourage, and support inter-institutional cooperation to expand higher education offerings in Central Oregon. To this end, the college will facilitate the efforts of multiple higher education providers to deliver a broad array of specific degrees. COCC's aims are to maintain flexibility and responsiveness to local needs in these expanded offerings; to ensure broad-based access; and to promote effectiveness and efficiency in its administrative services to students. COCC will serve as an effective advocate for expanding higher education opportunities throughout Central Oregon.

COCC will commit its best efforts to further developing an expanded partnership with Central Oregon University Center, and also combining services with other institutions, e.g., Eastern Oregon University and Oregon Institute of Technology, where appropriate. Eventually, COCC will function as an educational hub supporting "Central Oregon University," an upper-division campus of the Oregon University System. To ensure a critical mass of students for this upper-division institution, COCC seeks to grow to 5,000 FTE students by the 2003-2004 academic year.

Community Diversity and Well-Being

COCC's focus on students and educational programs provides unique opportunities for the College to be an important social, cultural and leadership resource in the communities it serves. COCC embraces these opportunities – on its own and in partnership with others.

COCC will reduce or remove barriers which might limit educational opportunities for any group of individuals within our service district. The College seeks to be responsive to the diverse needs of the broadest possible range of population groups. In order to implement these commitments, COCC will: increase its understanding of the challenges and opportunities involved in serving a diverse population; handle diversity issues with sensitivity and awareness of local/district interests and attitudes; model awareness and appreciation of diversity within our organization; and encourage dialogue and collaboration across all lines of difference within our communities.

While carrying out its primary educational mission, COCC will contribute to the well-being of the community through its efforts to promote community-wide health and wellness; to provide, support and encourage cultural programming events, including fine arts and the performing arts; assist in the conservation of Central Oregon's natural resources; assist in the development of international and global perspectives; and prepare students to be educated, effective participants in the democratic process.

Funding and Growth

The demand for adult education services in Central Oregon is growing rapidly and evolving in its most basic characteristics. In such a context, there exists significant risk and uncertainty regarding future funding levels. While funding is currently stable, the same cannot be said for funding of anticipated growth, new programs, and new technologies.

COCC's financial future is affected substantially by its relationship with the State of Oregon and, as a result, is increasingly determined by statewide political and statewide financial considerations. Having a greater percentage of COCC's public funding allocated by the state, rather than coming directly from local property taxpayers, changes the College's relationship to the state and to local communities. Program growth will require increasing both publicly funded services and entrepreneurially-generated, privately-supported services. The College will diversify and expand its resource base by identifying and developing alternative funding sources.

In addition, COCC will demonstrate its effective stewardship of public funds and its awareness of resource limits by making deliberate choices among alternatives that support COCC's mission, matching funding levels to demonstrated program needs and emphasizing program evaluations based on demonstrated service levels to students.

5.   COCC Academic Plan

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COCC ACADEMIC PLAN
2000-2005

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April 2001

PREFACE

The Vision and Ends developed by the Board of Directors define the kind of academic institution COCC will be within the next 5 years. Growth and demographic change in Central Oregon and the new presence of a higher education institution in our community influence the direction that instructional departments will follow in realizing the Board Ends in that period. This Academic Plan is the initial roadmap for that journey. Implementation of this plan will be a continuing process, and the pace at which we progress will depend upon a number of circumstances, including the availability of financial resources.

The plan is divided into the following primary sections:

I.   The Board of Directors' Vision and Ends
II.   External Considerations of Importance in developing the Academic Plan
III. Core Strategies to realize board goals through academic programs and processes
IV.   The Academic Scorecard: Benchmarks we will regularly consult to monitor our progress.

I. THE BOARD OF DIRECTORS' VISION AND ENDS

The Central Oregon Community College Board of Directors adopted a policy governance model in 1994. The board created eight "Ends" to define the way in which Central Oregon Community College should serve its 10,000 square mile, 100,000-population district. In the last two board revisions of these ends, the eight ends have been consolidated into six. They are analyzed and monitored annually. The current ends, approved April 12, 2000, are listed below.

I.A Board Ends

Because of COCC Central Oregon communities will . . . .

1. Have an adult population with the proficiencies and learning skills necessary for lifelong employment at a family wage level.

2. Have an adult population with academic achievements and learning skills necessary to successfully pursue education at and beyond the community college level.
3. Work collaboratively to achieve shared purposes.
4. Have wide-ranging opportunities to enhance learning, wellness, quality of life, and cultural appreciation.
5. Support diversity.
6. Interact effectively with state, regional, national and global communities.

II.   EXTERNAL CONSIDERATIONS OF IMPORTANCE

II.A   A growing and changing region

Central Oregon has grown from a sleepy logging and recreational area into the fastest-growing region in the state, with its center, Bend, now a city of more than 50,000. This growth both increases demand for enrollment and signals change in regional needs. Central Oregon now provides cutting edge regional services, education, and light manufacturing. Central Oregon will continue to experience profound economic, social, environmental and cultural change, characterized by rapid growth and diversification.

II.B   A changing student body

Two thirds of the College's student body is composed of older, returning students, most of whom seek to prepare for a career change. See Fig. II.1, below. As the average age of the general population shifts upward over the next decade, it is likely that the number of returning students seeking a second or third career will increase. These students are often place-bound and likely to pursue their programs as part-time students. We can expect increasing competition for these students by non-traditional entities offering internet instruction. COCC will need to continue to serve these students and their traditional college-age peers (also a growing cohort) by offering an education appropriate to a rapidly changing workplace, especially the acquisition of communication and problem-solving skills.

COCC Credit Student Ages

Legend:
- 17-22
- 23-29
- 30+
- 16 & under
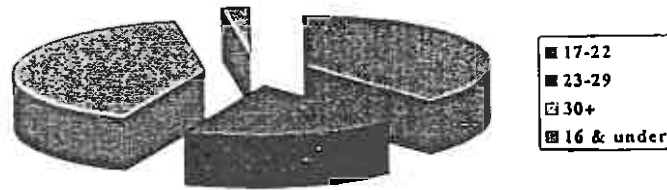
II.C A changing faculty

Fifty percent of the current faculty have come to COCC since 1986. A large number of additional new faculty are expected over the course of this Plan. Furthermore, the College has recently begun to encounter sharp competition nationally in its recruitment of qualified replacements. This unprecedented rate of turnover provides an opportunity to strengthen certain areas of the curriculum but also carries the risk of instability. It will challenge the College to engage the imagination and commitment of so many new faculty members and create a more balanced faculty in terms of ethnic and minority group representation. The College's nationally-recognized faculty evaluation program and extensive professional improvement program will be key tools for meeting the first challenge. The College's Diversity Plan contains implementation strategies to meet the second of these challenges.

II.D Evolving higher-education opportunities in the region: partnerships, articulation, and change in educational expectations

The expected presence of a branch university as soon as Fall 2001 offers opportunities for growth and articulation and brings challenges for planning instructional offerings. A higher education partner offering baccalaureate and graduate programs will affect our student mix, bringing us more students with clear transfer expectations. The College will seek to maintain our own unique identity and support our mission while serving those lower division needs.

Higher education articulation efforts are already underway with a number of partners. More than 20 institutions provide coursework in our service district, and COCC has supported and coordinated those efforts through University Center, Central Oregon Advisory Board (CORAB), and other articulation agreements.

Additionally, many virtual colleges and universities already provide forms of service and curricula in Central Oregon. Most expect COCC's excellent library to provide the scholarly and technical resources necessary to the curriculum. As electronic competition and collaboration become common many mechanisms will need to be in place to ensure

that quality is maintained. As one response, the college library recently became the only community college member of ORBIS, a consortium of over 15 colleges and universities in the Northwest which provides a lending system allowing patrons direct access to member library collections. Additional plans include keeping library staff active in all regional library consortiums, initiating a library advisory committee (comprised of faculty, library staff, and distance education staff) to plan for acquisitions and change, and close cooperation between the library director and the University Center.

II.E Funding controlled at state level.

Prior to legislation in the 1990's, COCC funding was local and under the control of the Board of Directors. However, Oregon's Community College Funding Model is currently the mechanism through which the College receives more than 55% of its general fund resources. The Model allocates funds through a three year weighted average of FTE produced by each College. There is no consideration of any of the other services traditionally provided by community colleges such as performing arts events, community development, or community lecture series. Additionally, the rate of reimbursement per FTE is the same *regardless of the cost of delivery of a particular course.* Put another way, the funding formula is blind to the reality that some courses cost more to deliver than others do. Additionally, the FTE funding level is not an entitlement. The State allocates a sum of money and the value of an FTE is determined simply by dividing the total dollars by the total FTE. It is thus possible that if FTE grow faster than dollars, the formula would assign fewer dollars per FTE in a subsequent year than it did in the previous year. The Oregon Community College Funding Model creates both budgetary uncertainty and a potential leveling effect. In order to maintain the program mix consistent with the Board ends, the College will need to scrutinize programs carefully, manage enrollment, seek additional external funding sources, and, if possible, reform state funding.

III. CORE STRATEGIES TO REALIZE BOARD GOALS THROUGH ACADEMIC PROGRAMS AND PROCESSES DURING THIS PLANNING PERIOD:

A. Maintain student FTE mix while achieving desirable growth
B. Enhance teaching and learning
C. Improve retention
D. Create a diverse academic community and reflect diversity in curriculum
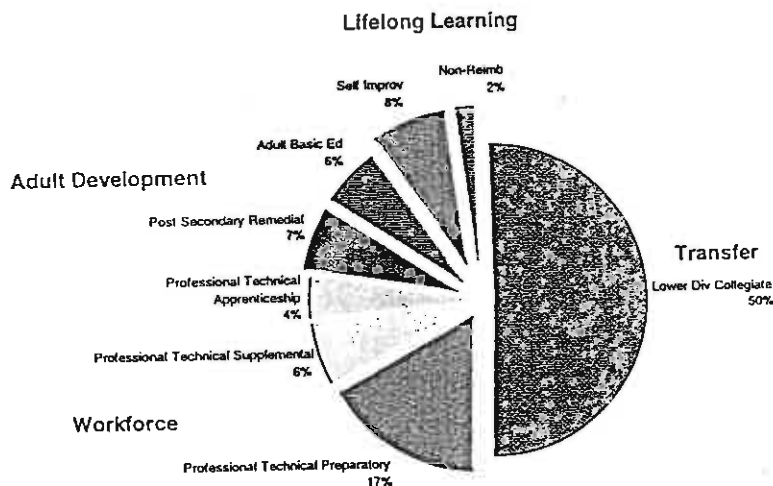E. Strengthen assessment and accountability

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The first four strategies reflect widely-held principles that have guided instructional planning at COCC: community growth has resulted in enrollment and program growth, and as we have grown, we have maintained a mix of programs consistent with the Board's vision and ends for the College; the emphasis on teaching, learning, and retention are consistent with the College's identity as a teaching-centered institution and

its focus on excellence; the diversity goals have been developed by the Diversity Steering Committee beginning in 1999. Assessing our effectiveness in a systematic way is the most challenging strategy in this plan.

IIIA. MAINTAIN STUDENT FTE MIX WHILE ACHIEVING DESIRABLE GROWTH:

III.A.1   The current mix
III.A.2   New programs
III.A.3   Enrollment growth and new faculty positions
III.A.4   Space needs

III.A.1   THE CURRENT STUDENT FTE MIX:

Lifelong Learning
Non-Reimb 2%
Self Improv 8%
Adult Basic Ed 6%
Adult Development
Post Secondary Remedial 7%
Professional Technical Apprenticeship 4%
Professional Technical Supplemental 6%
Workforce
Professional Technical Preparatory 17%
Transfer
Lower Div Collegiate 50%

From 1999-2000 OCCURS Final Enrollment Report, July 2000

The student FTE mix identified in this chart was created from 1986 through 2000 through a systematic effort to meet the needs of the community and implement the ends of the Board. COCC is committed to maintaining the proportions of the current student FTE mix for as long as it is appropriate to our Board ends and our service district needs.

In general, the program mix reflects approximately the emphasis of the six Board ends. While 50% of the mix is lower division transfer by definition, many of the lower division transfer courses directly support Professional Technical program students. For example, in the period from 1990-1994, nursing graduates averaged 116 credits. Of those, only 66 are required nursing courses. The rest of the classes are transfer courses such as anatomy, writing and chemistry that support nursing courses. Integration of professional

technical with transfer programs is basic to COCC academic planning. Over the course of this plan, each instructional department will offer at least one professional technical program.

III.A.1.a Current Degree Structure:

- Associate of Applied Science degree
- Associate of Arts Oregon Transfer degree
- Associate of Science degree
- Associate of General Science degree

This Plan is founded on the assumption that our current degree offerings comprise an area of strength: the mixture allows us to achieve Board ends, the degrees are fully articulated at the State level, they are closely monitored under our Academic Affairs Committee and instructional administration, and they contain basic skill requirements that ensure development of basic communication and computation skills in all graduates.

The viability of COCC's 4-degree structure has recently been reaffirmed by 1997-1999 task forces of the Academic Affairs Committee. According to the Basic Skills Task Force Report, 1999, "COCC has established four separate degrees over time to extend students' choices and make degrees responsive to the differences in [our] students' educational needs, objectives, and programs."

III.A.1.b Certificate programs

Many programs offer a certificate of completion. Such certificates require from one to four quarters (full time enrollment) to complete. They are intended to prepare students for immediate employment or advancement in various fields. The College periodically adds some certificate programs and eliminates others, in response to changing market and student needs. Certificate programs will be closely integrated with academic departments and will reflect COCC standards for general education requirements.

III.A.1.c Workforce articulation and Training Programs

The College recognizes the value of training and workforce development as required by business and industry throughout the region. COCC has organized the delivery of this effort through the COCC Training Center, the Business Development Center, College Centers, the Business Department, and various other departments. Currently COCC is re-organizing resources, to be centered in the newly-named Center for business and Industry; to provide an efficient, effective service and delivery system through the College's district.

III.A.1.d Collegiate Developmental courses are available at five levels in mathematics, three in writing, and two in reading. Students are directed to such

courses on the basis of entry assessment and advisor recommendation. COCC integrates such courses with academic departments to provide integrated proficiency-based learning across the curriculum. It is expected that our increasing shift toward competency based instruction and our implementation of mandatory placement will increase the number of students directed to the developmental instruction they require on entry to the College.

III.A.1.e Adult Basic Education/ESL: Provides pre-college instruction, including GED preparation, high school completion courses, instruction in basic reading, writing, mathematics, study skills, and English for non-native speakers. Life skills, parenting skills, career skills, career planning, and education planning are further components of a community-based skills center program.

III.A.1.f College Centers: The College's commitment to access throughout our district is one of our strengths in relation to Board Goals. College Centers offer education services to locations throughout the college district. Community education, adult basic skills programs, community-based skills centers, business and workforce development, computer labs, open campus (distance learning) classes and many student and enrollment services can be accessed through these centers. Advisory committees help college center staff to closely monitor the changing conditions and growth of a community assuring Central Oregon Community College remains well-informed regarding evolving educational needs. The Centers will continue to offer community education courses and will increase the availability of credit offerings at the Centers, partly through distance education, in ratios reflective of the desired student FTE mix.

Redmond North Campus: Will develop from a college center to a professional technical campus with many programs and support courses. Currently includes college center services and one stop connections (housing the Redmond Workforce Connection providing a single avenue to services for job seekers and employers), as well as limited on site degree (AAS in business administration) and developmental offerings. **The Manufacturing and Applied Technology Center (MATC)** will open in Fall 2001 as an innovative training facility offering open-entry, open-exit modularized competency and credential-based curricula in manufacturing technology, welding, Computer Assisted Design, Computer Aided Manufacturing, Computer Numerical Control, robotics and precision wood-products manufacturing. The student-centered, assessment driven approach will enable the MATC to offer a wider range of skill development than students and employers are likely to find anywhere else in the Northwest or perhaps in the nation.

III.A.2 IDENTIFYING AND DEVELOPING NEW PROGRAMS

Since the adoption of the 1994 Board goals, the College has reviewed regional demographic information, employer surveys, student requests, waiting lists, and advisory council feedback to design and add professional programs in the following areas:

DEGREES

Cultural Resource Management (pending approvals)
Automotive/Diesel
Computer and Information Systems
Early Childhood Education

Water/Waste Water
Allied Health Options: Medical and Dental Assistant and Dietary Manager
Massage Therapy
Professional Golf Management
Criminal Justice
Emergency Medical Services
Landscape and Turfgrass Management
Geographic Information Systems
Drafting Technology Options: Architectural, Mechanical
Business Administration- Hospitality, Tourism, Recreation Management
Wildland Fire Science Management
Structural Fire Science Technology
Exercise Science
Health Promotion
Outdoor Recreation Leadership

CERTIFICATES

Automotive Diesel
Addictions Studies
Computer and Information Systems
Dietary Manager- 1 year
Dental Assisting – 1 year
Massage Therapy – 1 year
Cascade Culinary Institute- 4 terms
Automotive Chassis Specialist- 2 terms (department certificate)
Field Service Photocopier Tech. - 1 year
Computer-Aided Drafting/Design – 1 year
Undercar Certificate
Engine Machinist
Driveability Technician
Auto/Truck Counterman
Transmission Technician

The following systems exist for identifying regional need, developing a program to meet that need, and monitoring the program in light of that need:

- New Program Task Force Report
- The State planning network for workforce and the Workforce Investment Board
- The COCC Training Center, the Business Development Center, and the College Centers
- Advisory Committees for each professional-technical program

Based on identification of regional need, over the course of this Plan COCC will strengthen its offerings in business, manufacturing, nursing, allied health, criminal justice, natural resources, industrial resources, geographic information systems and fire science, and applied communications. The College will also cooperate with other colleges and universities to broker such programs as might be needed but not currently offered by COCC. In addition, articulation

agreements with the high schools in the COCC district have grown and become formalized since 1990. COCC will continue to increase the meaningful articulations with high schools and to work toward establishment of excellent student preparation at entry.

III.A.3 ENROLLMENT GROWTH AND NEW FACULTY POSITIONS

General growth has been at 3 to 5% per year for all but one of the last 15 years. With sufficient resources, that rate can be sustained until 2005 based on current under-served demand and estimated new population. **Thus, to serve our growing population, COCC targets the desired annual growth in instructional offerings at a minimum of 5% annually over the course of this Plan.**

However, such growth requires new resources since COCC is currently at capacity for its instructional staff. There are two general guidelines that help plan for full time faculty size. A ratio of 80 % instruction delivered by full time faculty is desirable. A ratio of around 35 student FTE per Full time faculty member is desirable.

In 1999-2000, 60 % of COCC's 1840 sections were taught by 89 full time faculty members. Our quality target is to have 80% of all sections taught by full time faculty members. Since sections vary from 1 credit to more than 5 credits, we can only approximate the appropriate number of faculty members to meet this goal. However, the percentage of sections also correlates with the load that is available to full timers. The current budget allocates 2,608 load units for part timers and 4005 load units for full timers.

Twenty-nine new faculty members are required to meet the 80% target for current enrollment at the 80-20 ratio; 118 full time faculty for 4,000 student FTE. (34 to 1 ratio) If we meet the goal of 5000 student FTE by 2005, we would require an additional 22 for a total of 51 new full time faculty over a 5 year period. One hundred forty faculty members are required for 5,000 student FTE for a 36 to-1 student to faculty ratio. In order to reach this goal, the College would need to add 10 faculty members in each of the next 5 years. It is important to note that the College would experience little or no growth in the absolute amount of teaching by part timers during this period. If we can add these faculty members both quality goals will be met for credit instruction.

Annual instructional planning and departmental 5-year plans suggest that new faculty positions are needed in the following areas: *(Note: numbers in parentheses indicate number of positions).*

- Automotive (1): Diesel

- Forestry/Geographic Information Systems (3)

- Manufacturing (1) Composites

- Computer Information Systems (4)-2 degree specialists and 2 generalists

- Fine Arts (8)-Fine Arts 5-10 Year Plan proposes adding 8 new faculty positions:
4 in Visual Arts (Graphic Design, Sculpture, Art History, Drawing),
2 in Music (Band Director, Jazz Studies), and
2 in Theater (Performance Technology/Design, Broadcast Communication/ Production)]

- Business (4)

- Social Science Dept.-(5) Criminal Justice, Psychology, Anthropology , Early Childhood Education, & Geography

- Humanities (6) Asian languages, writing (3), Spanish, communications

- Math (4) Mathematics Education/Developmental Mathematics, Applied Mathematics/Technical Mathematics, Statistics, General Mathematics

- Health and Human Performance (2)

- Allied Health (4)-Medical Assisting, Veterinary Tech, Dental Hygiene, EMT. Allied Health/ Nursing Program's growth plans project cross-disciplinary use of existing (2) faculty...& new director positions for each of Allied Health's programs.

- Science (4)-Sciences Dept. 2-5-10 Year Plan proposes adding 4 new full time faculty: 2 in biology, 1 in chemistry, and 1 in physics/geology/physical science.

- Library (3) faculty positions

III.A.4 SPACE NEEDS

Approximately 15% of desired growth can be housed in the College's current infrastructure. The remainder would fill the planned Higher Education Building and the new space on the Redmond North Campus. If this growth takes place and the higher education partner fills the Higher Education space, the College will again be out of space before 2005. We do not currently have office space for the new faculty stated above.

III.B ENHANCE TEACHING AND LEARNING

The Board Mission and Vision commit COCC not only to the mix of programs described above, but to a level of performance that ensures COCC's leadership role in the community and in the delivery of these programs and services. This commitment to the highest standard of instruction is also stated in the achievement expectations which further Board End 3: that "COCC will be governed by policies that reflect collaboration, shared purpose, and innovative thinking" and that "COCC will work continuously to improve and develop the institution."

III.B.1 Standards which promote instructional excellence:

- COCC is committed to the principle of freedom of inquiry. To this end COCC will make its campuses and classrooms places in which all ideas may be freely examined. All efforts will be made to foster civil discourse and open inquiry.
- Believing that the liberal arts and sciences are a strong part of our core, COCC will continue its broad and deep general-education foundation in all professional/technical degrees as well as transfer oriented degrees. The College will encourage courses that develop in students the individual attributes of initiative, exploration, independent critical inquiry, assimilation, appreciation, and community service.
- COCC expects and will continue to promote clear ethical analysis, ethical behavior and a conscious civility and civic duty. Students will have ample opportunity to learn and observe the practices of ethical thought and behavior as well as the practices of civility and civic responsibility. Faculty and staff will continue to be supported in their service to the community.
- The College will promote innovation, discovery, and excellence by establishing an environment that encourages creative thinking, the highest standards of professional development, and change.

III.B.2 Programs and strategies which enhance teaching and learning:

- **Faculty Professional Improvement Review Program:** The Faculty Professional Improvement Review Committee and the Professional Improvement Guidelines have been in place for 10 years and create a standard for and a clarity about expected professional development, standards which are clearly strengths in our instructional efforts. Over the course of this Plan, we will introduce greater accountability, so that all tenure-track faculty have current and approved plans. And we will undertake efforts (partly funded under the new Collective Bargaining Agreement) to extend such efforts to adjunct faculty, and to provide professional development activities for all faculty.

- **Faculty Evaluation Procedures:** The current practices have received national recognition, especially for the involvement of peer evaluators throughout the

process. The challenge over the course of this Plan will be to maintain the high standards of performance and of attention to these processes while adding substantial numbers of new faculty.

- **Technology Across the Curriculum:** Technologies ranging from video to the World Wide Web are changing the ways in which teaching and learning can be accomplished. Faculty will increasingly explore these avenues which allow them to teach better, expand access, and increase efficiency. To meet such demand, technical support services will expand and instructional support will integrate on-campus and distance learning training resources and staff. Learning through technology and alternative formats is becoming routine for our students: they use email to seek information from instructors and fellow students; they conduct research over the internet; they are introduced to the technology current in their discipline; they appreciate the flexibility, currency, interactivity, and learner-centered features of technology-mediated instruction. Student demand for high-quality flexible learning options at an affordable cost will continue to grow. Alternative revenue sources will be needed to fund such program growth.

  - **The Digital Learning Environment:** The World Wide Web has become a powerful instructional tool, allowing course enhancements or full course delivery in a virtual environment. Such instruction will evolve to incorporate multimedia elements, moving beyond basic text presentation. Specialized work teams will be needed to allow fuller use of the online medium, bringing together programmers, artists, and instructional designers to work with instructors on course development. Open architecture for web-based projects will be needed to allow integration of purchased components as well as locally-developed resources for distributed learning.

  - **Distance Education:** The goal of distance learning at COCC is to utilize distributed delivery strategies to improve access to COCC programs and services for adult learners who are restricted from traditional access by distance or are otherwise place-bound. In the current model, courses are delivered entirely through video and/or digital technology. Curriculum goals include offerings that allow completion of the Associate of Arts Oregon Transfer degree entirely by distance learning within the COCC district, selected Associate of Applied Science degrees, and the general education and skills courses common to most AAS programs. In addition, distributed learning modes will be used to provide wider access to other areas of the college curriculum when appropriate to address constraints of time and distance. Delivery of distributed education will emphasize multiple modalities, and the program will provide essential student services to students in a distance format. The program will continue to invest in faculty development and to closely monitor the quality of courses and programs. COCC will seek alternative revenue sources to fund the growth of the program.

- **Library and Media services:** Library and media collections will expand to include relevant historical and new materials supporting research and knowledge in all new program offerings. Collections for all areas will remain up-to-date and well supplied for current programs. Collections will continue to reflect a mix of print, microform, and electronic media expertly selected for the educational needs of the College. The library will take innovative approaches to access and delivery of all types of information to its clients. Media services will serve instructional technology needs that support the educational and intellectual goals of the campus and related sites. Library/information instruction will contribute to the skill sets required for degrees.

III.C IMPROVE RETENTION

Improved retention efforts usually address the following areas of concern:

1. Students are prepared when they enter.
2. Students are advised appropriately.
3. Adequate support services exist to assist students in achieving academic success.
4. Faculty address different learning styles and work to achieve student success.

COCC has retention rates rather consistent with those of community colleges of similar size and location, but higher rates of retention would strengthen our programs (better filling second year courses, allowing for predictable enrollment in planning) and signal greater student success. Additionally, retention through our programs and into the upper division programs of the Branch will better ensure success of that articulation effort.

Currently, task forces have formed under the direction of the Dean of Student and Enrollment Services to propose improvements to the advising process (especially making the orientation programs more effective and efficient) and to propose a student retention plan.

III.D CREATE A DIVERSE ACADEMIC COMMUNITY AND REFLECT DIVERSITY IN THE CURRICULUM.

The Diversity Steering Committee (convened 1999) has identified the following diversity goals:
- provide access to professional development programs in multiculturalism and diversity for staff
- increase the recruitment and retention of students of diverse cultures and backgrounds
- increase the diversity of staff
- encourage cultural diversity through events
- encourage curriculum development to reflect the importance of diversity

The Diversity Committee monitors progress toward these goals and ensures that effectiveness indicators are measured and reviewed. The hiring of a Diversity Coordinator to provide leadership and support to insure full implementation of the College's commitment to diversity has been proposed.

III.E STRENGTHEN ASSESSMENT AND ACCOUNTABILITY

Measuring institutional effectiveness:

COCC measures effectiveness in instruction in many ways, including student satisfaction surveys, faculty evaluation documents, enrollment data, student retention rates, student employment rates, student transfer rates, numbers and kinds of articulation agreements, program and degree reviews (See Accreditation Standard 1.B.1). Operational planning for the instructional budget occurs in an open, collaborative process among the department chairs with leadership from the administration. The various measurements that are collected inform those discussions: for example, the pressures of enrollment tell us where we need new positions, community need tells us where we need new programs.

While COCC has consistently collected relevant data that confirm instructional effectiveness, and has fed that data into the operational planning and budgeting process, we have not yet published and reviewed the data in a systematic way. Additionally, instructional departments have made great strides in the last three years in moving toward outcomes assessment of courses and programs. Feeding this instructional effectiveness data into academic planning will also change and, we believe, strengthen that process. Measuring instructional effectiveness in a systematic way is thus a major goal of this plan and involves the following actions:

1. *Effectiveness indicators will be published. (See the "Academic Scorecard").*
2. *Data will be gathered at consistent and regular intervals.*
3. *Measurements will be published, including the Vice President's Biennial State of Instruction Report, delivered to the Board and the campus community.*
4. *Instructional goals will be revised biennially in light of those measurements.*
5. *Future budget planning will ensure implementation of the Academic Plan.*

The Academic Scorecard:

To make the measurements clear and accessible, we are publishing some key effectiveness indicators and benchmarks, which will serve as annual snapshots, measuring our progress in achieving the goals of the Academic Plan. In several cases, the benchmarks are widely held institutional goals (5% growth, the 80/20 full-time/part-time faculty ratio). In other cases, instructional administration has set the benchmarks to achieve an annual stretch in effectiveness. See Appendix 1 for explanation of this data.

Principles of Accountability:

The Board of Directors has approved the following Principles of Accountability, defining the basic principles which underlie the systematic assessment process represented by the Academic Scorecard. *Note: For purposes of this document "program" means "degrees, certificates, programs and services."*

1. **Overall accountability**
   - Student success measured for every program
   - Program performance measured for every program
   - Program suitability measured for every program
   - Program integrity measured for every program

2. **Student success**
   - Students are prepared when they enter and when they exit
   - Students place appropriately in jobs or further education
   - Students have the tools to continue to grow and change

3. **Program performance**
   - Programs attract and graduate students at appropriate rates
   - Programs are actively sought and commended by employers
   - Programs are cost effective

4. **Program suitability**
   - Programs benefit the citizens and businesses of the College district
   - Programs are articulated with the other post-secondary institutions in our state
   - Programs are articulated with appropriate high school programs

5. **Program Integrity**
   - Program faculty are regularly and rigorously evaluated
   - Programs are regularly evaluated according to national standards
   - Program material is evaluated for college level and technical and academic excellence
   - Programs maintain the highest academic and ethical standards

IV. THE ACADEMIC SCORECARD

Listed measures provide snapshots which tell us whether we need to look to a much wider array of measures to seek reasons for achievement which differs from expectations. See Appendix 1 for explanation of the measurements and benchmarks. Benchmarks are for Fall, 2002.

Maintain Student FTE Mix While Achieving Desirable Growth	Current	Benchmark
1. Maintain Student FTE mix: % lower division transfer/%professional technical/other	50/50	50/50
2. 5% Enrollment Growth annually	5%	5%
3. Full-time/part-time faculty ratio	60/40	80/20
4. Reduction in # of names on waiting list Fall quarter	535	200

Enhance Teaching and Learning		Benchmark
1. Student satisfaction levels on course evaluations	6.4	6.4
2. Number of professional-development events for part-time instructors	0	8
3. % of faculty with approved Professional Improvement Plans	74%	100%
4. % of students who move successfully to another educational institution		+10%
5. Students meet college standards for satisfactory academic progress		+10%

Improve Retention		Benchmark
1. % of students re-enrolling from fall quarter to winter quarter	69%	78%
2. % of students re-enrolling from spring quarter to next fall quarter	55%	65%
3. % of enrollees completing degrees in 3 years	20%	25%
4. % of degree-seeking students whose entry level skills are assessed	100%	100%

Create a Diverse Academic Community and Reflect Diversity in Curriculum		Benchmark
1. % of applicants from diverse cultures and backgrounds		+ 10%
2. % of students from diverse culture and backgrounds (Fall quarter)	8%	+ 10%
3. % of students from underserved areas within COCC district		+ 10%
4. Retention of students from diverse cultures and backgrounds		+ 20%
5. # of events		
6. # of MIC offerings annually	8	10
7. # of languages taught	3	4

Strengthen Assessment and Accountability		Benchmark
	Measured 2000	Exceed 2001
1.Biennial measurement of exceed items on Scorecard: • Student FTE Mix • Enhanced teaching and learning • Improved retention • Diversity		
2. Vice President's Biennial State of Instruction Report	0	1
3. % of courses with published effectiveness indicators	29%	50%
4. % of programs with published effectiveness indicators	0	1
5. # of degrees with published outcomes	1	4
6. % of courses measuring student success in terms of published outcomes		
7. % of students achieving success on course competency measurements		
8. # of programs measuring effectiveness		
9 # of programs achieving success by such measures		

APPENDIX 1: EXPLANATION OF MEASUREMENTS AND BENCHMARKS FOR ACADEMIC SCORECARD

A. Maintain student FTE mix while achieving desirable growth

1. See chart, Current Student FTE Mix, p. 5. Based on annual enrollment report sent to OCCURS each July.

2. Targeted annual growth rate, see p. 9 of Plan.

3. Full Time/Part Time faculty ratio: see p. 9 of Plan.

4. Current figure is Fall, 2000.

B. Enhance Teaching and Learning

1. 6.4 on a 7. scale is the overall average of student evaluations from the Student Evaluation Database, Winter 1999 to Summer 2000.

2. In 1999-2000, no professional development events were scheduled for part time faculty. For 2000-2001, eight such events have been planned by Celeste Brody, Instructional Dean.

3.   74% of faculty had approved Professional Improvement Plans in 99-00.

4.   Based on annual OCCURS/OUS community college match for students attending COCC in one year and moving to an Oregon public four-year institution the next year. (Does not measure other transfers).

5.   Fall term certificate and degree seeking students only.

C. Improve Retention

All data supplied by Helen Pruitt, Dec. 2000

1. % of fall 1999 students who enrolled winter term 2000 (minus concurrent high school students and fall term graduates): 68.845%

2. % of Spring 2000 students who enrolled fall term 2000 (minus concurrent high school students and spring term graduates: 53.3%.

3. Based on a cohort of 388 first-time, full-time degree/certificate seeking students who entered COCC fall term 1996 and completed by August 1999.

5.   All degree seeking students are required to take the Asset Placement exam on entry.

D. Create a Diverse Academic Community

Measurements #1-5 and corresponding benchmarks taken from Nov. 2000 Diversity Plan.

6. 8 MIC (Multicultural Infusion) course offerings in 2000-2001 course schedule (fall, winter, spring).

E. Strengthen Assessment and Accountability

3. There are a total of 245 different courses listed on the 2 course competency inventories (1999 and 2001) posted to the Chairmoot Competencies conference. There are 850 courses in the course inventory, as calculated by Betty McKee.

APPENDIX 2: OUTCOMES FOR DEGREES AND PROGRAMS

1. Associate of Arts OUTCOMES

The degree as a whole:

- Promotes self-development that will produce a well-rounded, critically reflective member of society, one who is prepared to continue productive life-long learning.
- Meets academic needs of students continuing their education at a level beyond community college in liberal arts and sciences. The AA degree meets AAOT (Associate of Arts, Oregon Transfer) lower-division general education requirements for all public Oregon universities and some private colleges.

Basic Skills Requirements:

- the student will construct sustained and coherent discourse
- the student will synthesize ideas and document secondary sources
- the student will understand the dynamics of oral communications in large or small groups
- the student will understand quantitative and analytical skills at a level beyond Intermediate Algebra in an interdisciplinary and/or civic context.
- the student will use electronic technology to access and process information
- the student will apply a wide range of health information to health choices

  Accountability measures:

  - Achievement of individual course competencies
  - Placement in basic skills courses based on assessment of entry level skills
  - Grade of C or better required in Basic Skills courses

Depth Requirement: Sequences in Humanities, Lab Science, Social Science

- the student will have attained the proficiency to speak to subtle and abstract issues within each of these disciplines
- the student shall apply understanding and skills from each course to the other courses within a sequence.

Breadth Requirement: One or more courses that broaden the range of study within each area

- the student will demonstrate basic knowledge in several content fields
- the student will understand ways of thinking, tools used, and kinds of solutions possible in several disciplines or fields

  Accountability measures:

  - Student competency measured in terms of individual course outcomes
  - Student achievement of requirements for graduation
  - Periodic degree review by Academic Affairs Committee
  - State requirements for the AAOT
  - Transcript reflects courses in which College controls quality of instructor, curriculum, assessment.
  - Curriculum Committee reviews all new courses proposed for degree requirements.

APPENDIX 3: OUTCOMES FOR DEGREES AND PROGRAMS

1. Associate of Arts OUTCOMES

Institutional Accountability measures:

- periodic degree review by Academic Affairs Committee
- transcript reflects courses in which College controls quality of instructor, curriculum, and assessment
- state requirements for the AAOT
- the Curriculum Committee reviews all new courses proposed for degree requirements.

The degree as a whole:

- promotes self-development that will produce a well-rounded, critically reflective member of society, one who is prepared to continue productive life-long learning
- meets academic needs of students continuing their education at a level beyond community college in liberal arts and sciences. The AA degree meets AAOT (Associate of Arts, Oregon Transfer) lower-division general education requirements for all public Oregon universities and some private colleges.

Basic Skills Requirements:

- the student will construct sustained and coherent discourse
- the student will synthesize ideas and document secondary sources
- the student will understand the dynamics of oral communications in large or small groups
- the student will understand quantitative and analytical skills at a level beyond Intermediate Algebra in an interdisciplinary and/or civic context
- the student will use electronic technology to access and process information
- the student will apply a wide range of health information to health choices.

Accountability measures:

- achievement of individual course competencies
- placement in basic skills courses based on assessment of entry level skills
- grade of C or better required in Basic Skills courses.

Depth Requirement: Sequences in Humanities, Lab Science, Social Science

- the student will have attained the proficiency to speak to subtle and abstract issues within each of these disciplines
- the student shall apply understanding and skills from each course to the other courses within a sequence.

Breadth Requirement: One or more courses that broaden the range of study within each area

- the student will demonstrate basic knowledge in several content fields
- the student will understand ways of thinking, tools used, and kinds of solutions possible in several disciplines or fields.

- student competency measured in terms of individual course outcomes
- student achievement of requirements for graduation.

2. Associate of Science OUTCOMES

Institutional Accountability measures:

- periodic degree review by Academic Affairs Committee
- transcript reflects courses in which College controls quality of instructor, curriculum, and assessment
- the Curriculum Committee reviews all new courses proposed for degree requirements.

The degree as a whole:

- promotes self-development that will produce a well-rounded, critically reflective member of society, one who is prepared to continue productive life-long learning
- meets academic needs of students continuing their education at a level beyond community college in liberal arts and sciences. The AS degree meets lower-division general education requirements for specific programmatic requirements for a specific public university or private college.

Basic Skills Requirements:

- the student will construct sustained and coherent discourse
- the student will synthesize ideas and document secondary sources
- the student will understand the dynamics of oral communications in large or small groups
- the student will understand quantitative and analytical skills at a level beyond Intermediate Algebra in an interdisciplinary and/or civic context
- the student will use electronic technology to access and process information
- the student will apply a wide range of health information to health choices.

Accountability measures:

- achievement of individual course competencies
- placement in basic skills courses based on assessment of entry level skills
- grade of C or better required in Basic Skills courses.

Depth Requirement:

- the student will complete an introductory sequence in the program area
- the student will have attained the proficiency to speak to subtle and abstract issues within this discipline
- the student will complete at least two courses within a sequence and will complete a third course in the same area
- the student shall apply understanding and skills from each course to the other courses within a sequence
- the student will complete at least two courses from the third area.

Accountability measures:

- achievement of individual course competencies
- achievement of requirements for graduation.

Program Requirement:

- the student will complete at least 24 credits in a discipline that is program specific as well as institution specific.

  Accountability measures:

  - student competency measured in terms of individual course outcomes
  - student achievement of requirements for graduation.

3. Associate of Applied Science OUTCOMES

Institutional Accountability measures:

- periodic degree review by Academic Affairs Committee
- state requirements for the AAS
- transcript reflects courses in which College controls quality of instructor, curriculum, and assessment
- the Curriculum Committee reviews all new courses proposed for degree requirements.

The degree as a whole:

- prepares student for immediate employment upon completion of the degree
- student should be aware that parts of the degree may not transfer to other colleges and universities
- promotes self-development that will produce a well-rounded, critically reflective member of society, one who is prepared to continue productive life-long learning.

Basic Skills Requirements:

- the student will construct sustained and coherent discourse
- the student will synthesize ideas and demonstrate the responsible use of sources
- the student will use electronic technology to access and process information
- the student will apply a wide range of health information to health choices
- the student will understand quantitative and analytical skills at a level appropriate to the program requirements.

.Additional Basic Skills Requirement Depending on the Program:

- the student will understand the dynamics of oral communications in large or small groups.

  Accountability measures:

  - achievement of individual course competencies
  - placement in basic skills courses based on assessment of entry level skills
  - grade of C or better required in Basic Skills courses.

Program Requirements:

- the student will have attained the proficiency to speak to subtle and abstract issues within their program area
- the student will demonstrate an understanding of human relations factors that are program specific.

Breadth Requirement: Three or more general education courses outside the program area.

- the student will demonstrate basic knowledge in several content fields.

    Accountability measures:

    - student competency measured in terms of individual course outcomes
    - student achievement of requirements for graduation.

4. Associate of General Studies OUTCOMES:

Institutional Accountability measures:

- periodic degree review by Academic Affairs Committee
- state requirements for the AGS
- transcript reflects courses in which College controls quality of instructor, curriculum, assessment
- the Curriculum Committee reviews all new courses proposed for degree requirements.

The degree as a whole:

- provides an alternative to the Associate of Arts and Associate of Science to pursue a broad general education and accomplish personal educational goals

- provides a coherent body of college level course work in core skills and general education and meets academic needs of students who desire greater flexibility to customize additional course requirements to reflect their personal interests, transfer intentions or career goals.

Basic Skills Requirements:

- the student will construct sustained and coherent discourse
- the student will synthesize ideas and document secondary sources
- the student will understand the dynamics of oral communications in large or small groups
- the student will understand quantitative and analytical skills at a level beyond Intermediate Algebra in an interdisciplinary and/or civic context
- the student will use electronic technology to access, process and research information
- the student will apply a wide range of health information to health choices.

General Education Requirements

- the student will demonstrate basic knowledge in several content areas including humanities, lab science, social science, business , and professional/technical studies
- the student will demonstrate an in depth knowledge of college level course work in personally selected content areas.

    Accountability measures:

- student competency measured in terms of individual course outcomes
- student achievements of requirements for graduation.

Additional degree outcomes are under development by the Academic Affairs Committee.

6.   Student & Campus Life/Enrollment Services Plan

WEGROUP
ARCHITECTS · PLANNERS · INTERIORS

7. Student Housing Feasibility Study

WEGROUP
ARCHITECTS · PLANNERS · INTERIORS

Student Housing Feasibility Study

Introduction and Basic Assumptions

This Student Housing Task Force was assembled to develop findings for the possibility of expanding student housing and conference services. We need to be able to provide an appropriate level of student housing and conference services to meet the current and increasing growth of Central Oregon Community College. In addition, we need to consider sufficient housing to incorporate the additional needs if a four-year institution is to share campus facilities and services

I.   **Why Student Housing**

   a.   Relationship to the Educational Mission

> Successful student housing should support the educational mission of the college. In a study of commuter students and those living in campus residences, Parscarella et al (in Kuh, 1994) found that students who lived on campus exhibited greater gains in critical thinking than those who commuted did. Residential living may be most influential in fostering cognitive growth in areas that are not closely linked to specific course or curricular experiences. General cognitive growth during college is fostered not just by course work and academic involvement, but also by social and intellectual interaction with peers and faculty. Such interactions are more likely to occur when students live on campus than if they commute.

   b.   Relationship to Student Life

> The capacity for on campus housing influences the needs and success of student/campus life programs. Student Life includes such programs as lectures, films series, concerts, performing arts, intramural sports, outdoor recreation, club sports, athletics, student governance, community service, campus clubs, and student directed initiatives. A diverse and comprehensive student life program is a key element of a vibrant campus community. All these offerings connect the student to the institution, providing venues for social and intellectual interaction with peers, faculty, and staff. With a larger residential community and additional programs there will be increased opportunities for non-residential students as well. Studies have demonstrated that students who are involved in activities outside of the classroom succeed at a higher rate than those who choose not to connect with the institution.

   c.   Relationship to Summer Conferences

> Expanding the capacity of student housing also allows us to increase our summer conference business as well as provide student housing for our expanded summer school efforts. An effective summer conference program is a revenue generator for the college. College Housing Northwest (CHNW), our current contractor for student housing and summer conferences, utilizes the profits of their summer conference business to minimize any increase to student room fees, as well as provide new services and new amenities to the current facilities.

   d.   Relationship to FTE

> Campus student housing influences FTE. The availability of on campus housing is a criteria many students consider when choosing a college. In a study of student housing by COCC in the early nineties, a significant number of students living in Juniper hall indicated they would not be enrolled at COCC if on campus housing wasn't available. Expanded capacity, if marketed appropriately could increase FTE at the institution.

II. Current Status

a. Current Housing Status and Demographics

Juniper Hall has a capacity of 106 students. The demographics of the residents as of fall 1999 are listed below:

Men- 64 ❖ Women - 42   In-district - 14 ❖ Out-of-district - 92

The out-of-district breakdown is as follows:

Out of state - 22 ❖ Oregon - 70 ❖ Portland Metro area - 22

b. Recent Housing Occupancy Rates/Waiting Lists/Applications

term	F '95	W '96	S '96	F '96	W '97	S '97	F '97	W '98	S '98	F '98	W '99	S '99	F '99	W '00	S '0(
Occupancy	84	69	51	96	88	74	99	73	63	103	91	74	106	99	86
Number of application				172			169			134			147		

As the table indicates the hall is at or near capacity each fall. Retention has increased by approximately 35% from 1996. Applications are those received with the application fee. The decrease in '98 and '99 was a management decision to discourage applications when there was not a possibility of entry for fall term. In addition, inquiries for our off-campus-housing list have noticeably increased this academic year.

c. Fall Enrollment Reports

Term	Fall 95	Fall 96	Fall 97	Fall 98	Fall 99
Credit FTE	825	845	931	937	1106
Non-Credit FTE	127	146	108	148	156
Total FTE	952	991	1039	1085	1262
Credit Headcount	3240	3363	3751	4042	4142
Non-Credit Headcount	2817	3275	3167	2980	3116
Total Headcount	6057	6638	6918	7022	7258

d. University Center Enrollment

Year	1997/98	1998/99
FTE	184	205
Headcount	576	555

e. Conferences

Year	Conference business in dollars	Number of major groups
Summer 1996	$17,747.00	NA
Summer 1997	$14,841.00	N/A
Summer 1998	$45,989.00	19
Summer 1999	$37,826.00	12
Projected 2000	$35,000.00	11

f. Condition of Existing Facility

The current housing facility, Juniper Hall, was built in the Fall of 1967. The COCC population at that time was 800 FTE. The COCC credit population for the academic year 1999-2000 is 3,180 FTE with a total credit headcount of 6,321.

According to Bob Koskey, Maintenance Supervisor of Central Oregon Community College, the Building, minus the ADA aspect, is sound. However, the Building was designed poorly from the beginning for a number of items.

One is heat. The only areas that have adequate heat control are the lounge, TV room, game room, and apartment. The heating could be upgraded and have air conditioning included, but at great expense. The window casings and glass are in need of replacement throughout the building as well.

Another area is the plumbing. The Building's plumbing has no chaseways or access and therefore no serviceability. At some point all of the bathrooms will need to be redesigned, reconfigured and rebuilt due to major water leaks from the plumbing.

Currently the Electrical system of the building is adequate for its designed use.

III. Future Demands

a. Projected Student Population Growth – COCC

The student population has generally grown at a rate between 3 and 5% for the last 15 years. If we anticipate this growth to continue, using a 4% growth factor the number of students enrolled in credit classes will be as follows for the years 2000-2004:

Term	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004
Credit Headcount	4308	4480	4659	4846	5039
Credit FTE	1312	1365	1420	1476	1535

Based on current literature, most colleges strive to house approximately 15% of their students in the initial phase of construction. If COCC wishes to house 15% of its FTE credit enrollment in on-campus housing, the housing complex of Fall 2004 will need to have 230 beds.

b. Projected Student Population Growth – COUC

The Central Oregon University Center anticipates sustained growth at about 8% per year for the next several years. If the Center increases as anticipated the number of students enrolled in UC programs will be:

Term	2000-01	2001-02	2002-03	2003-04	2004-05
Headcount	647	699	755	815	888
FTE	221	239	258	279	301

If the College wishes to house 15% of the COUC student population in addition to 15% of its FTE enrollment, the number of beds will need to increase by 45 – COCC and COUC could very well need and fill a 275 bed facility in Fall 2004.

c. Projected Growth of Conference Programs

Conference projections for next five years are $38,000 in 2001 increasing to $55,000 by 2005. Securing just two large scholastic conferences, maintaining current sport camps and two more moderate sports camps/scholastic conferences would yield the above projections.

3

d. Future Housing Trends in Bend - Affordability and Availability

In D.L. Bratton Appraisal Services's October 1999 Bend Apartment Newsletter the Bend area has noted a "significant increase in rental rates and continuing low vacancies." D.L. Bratton's survey showed that the established apartment (those built before 1990) rental rate is $480 per month for a 2 bed unit. "Throughout the 1990's rental rates for established apartment complexes have remained very flat. It would seem that Bend might be in the beginning stages of increased rental rates." According to surveyed property managers, there is a strong demand for apartments with waiting lists being common. For new apartment complexes, those built after 1990, the average rental rate is $530 per month and vacancies remain low as well.

In D.L. Bratton's April 2000 Bend Apartment Newsletter the Bend area again noted a "significant increase in rental rates for established units and continuing low vacancies thoughout the entire market." The survey showed that the established 2-bed unit apartment rental rate has increased to $495 since their April 1999 newsletter with a vacancy rate of 1.54%. For new units, the average rental rate remained the same at $530 per month with a .23% vacancy rate.

IV. **Needs and Amenities To Consider for Expansion of Services**

a. Needs and Amenities identified from the Student Housing Surveys

Current COCC students enrolled in 6 credits or more were surveyed during fall term, 1999. The complete survey results are attached as Appendix A. Seventy percent (70%) of students completing the survey indicated they would rent an apartment on campus if available and affordable. The students were also asked what amenities they would like to see included in any student-housing complex as well as the top ten amenities they would like included in each individual apartment unit. The top priorities as identified by COCC students are:

Within the housing complex	Within the individual unit
Swimming pool	Private bath
Patios/balconies	In-room laundry facilities
Storage	Private kitchens
Covered Parking	Carpet
Weight Room	Internet access
Laundry	Campus network connection
Convenience store/deli	Cable TV
Courtyards	Air conditioning
Study areas	
Computer Lab	

The students currently residing in Juniper Hall were also asked to indicate the top amenities they would have liked to see in Juniper Hall:

Computer lab
Convenience store
Internet access
Private kitchens
Private bathrooms
Weight Room
Recreation Room
Carpeting
Cable TV
Air conditioning

4

b. Current trends in student housing

1. Design

In a recent symposium on residence-life programming (Agron, August 1997) six experts in the field of student housing discussed the current role of housing on today's campuses. All agreed that campus life is a very important recruiting tool and thus residence halls should be attractive, warm and inviting. Housing complexes must reflect the best of community and collegial living and learning. Research shows that students who choose to live on-campus are generally better students who maintain higher grade point averages. Residence halls should help create a learning environment that fosters retention of such students.

The current student comes from homes that offer a sense of privacy and security. Most students have never shared a bedroom. In addition, with more older and nontraditional students enrolled in college, residence halls should be geared to accommodating an adult population wishing privacy and amenities unheard of thirty years ago when many dormitories were built. However, privacy should not preclude a sense of community. The new residence halls must be designed to offer privacy but also many community-focused green spaces, study areas, labs, and exercise facilities.

Based on an extensive review of the literature (see bibliography attached), most colleges are turning to the apartment complex model for housing. Some larger schools retain their current dormitories and use apartments to expand their outreach to non-freshman students. Smaller schools developing housing for the first time are constructing apartment complexes of varying sizes. Some of the larger developments also include a few traditional dorm rooms on each · floor.

The predominant trend in student housing is a four-bedroom apartment with a full kitchen, two bathrooms, and a living/dining area. Some complexes also offer a two-bedroom facility. Each complex may have 6 to 8 apartments distributed in a suite-type setting separated from another identical complex by a common outdoor courtyard. The facilities offer many amenities in a compact design. According to the most recent Residence Hall Construction Report (American School and University, 1999), the median new residence hall looks like this:

Cost: $4.1 million
Size: 25,000 sf
Residents: 120
Cost/SF: $130.51
SF/Resident: 294
Cost/Resident: $37,662

A summary of statistics for 1995 – 1999 is attached as an appendix to this document.

The 10th Annual Residence Hall Construction Report also provides data on the amenities provided in today's housing.

Amenities	Percent
Exercise Room	26.7%
Air conditioning	91.4%
Carpeting	47.8%
Classrooms	16.7%
Computer access to library	80.0%
Dining Hall	6.7%
Elevators	73.9%
Gang Lavatories	3.3%
Private/apartment lavatories	56.7%

Internet access	96.7%
Kitchens	63.3%
Laundry	93.3%
Security Systems	80.0%
Shared lavatories	63.3%
Television rooms	93.3%

In addition to the above list, most colleges are either eliminating food service meal plans or, in larger institutions that can financially support meal plans, turning to large commercial vendors to provide a food court that is open on a 24-hour basis. Cable TV is almost universally provided.

Overall, the trend in student housing is to build facilities targeted to your individual market. Colleges should look closely at their student population and build appropriate accommodations.

2. Financing

According to George K. Baum & Company Investment Bankers the Current Trends in Student Housing are:

a. Tax-Exempt (Revenue Bonds) - This is the most commonly used form of financing new student housing construction. These bonds are backed solely by the revenues generated by the housing project and are non-recourse to the College.

b. Tax-Exempt (Limited Obligation Bonds) -- These are a combination of revenue and obligation bonds. Limited obligation bonds occur when there is some additional form of financial backing provided by the College.

c. Tax-Exempt (General Obligation Bonds) -- This is another commonly used form of financing because of the lower cost of borrowing afforded the College. This financing receive the full financial backing of the College and are therefore recourse to the institution.

d. Taxable -- Although this is a much less employed form of financing, some College's find this favorable because it keeps the financing off the balance sheet. With Taxable financing a second entity has a financial incentive in the project.

3. Managing Student Housing

a. Student Development Approach

Successful residence life programs are connected to the mission of the college and are student centered. They focus on student learning/development outside the classroom; they structure an environment that promotes academic success, personal growth, personal responsibility, community building, student governance and a rich social environment. The professional and student staff insures a safe and enjoyable living space that will complement and enhance the student's personal, academic, and social development.

b. Self-Operation vs Contracted Services

Both self-operation and contracted services can provide the college with an effective and enjoyable student experience and a financially successful operation. Those in opposition to contracted services fear the student development potential in the residence life experience will be minimized by an outside contractor. Another concern is that the outside contractor may put their bottom line before the needs of the students.

The key to the success of either choice of operation is a well-defined purpose. If the college provides on campus housing because it relates directly to the educational mission of the college, housing will be successful. To insure delivery of student development components, the college must include those details in the contract with the Management Company. Like any successful contracted service the college enters into, it needs to be viewed as a partnership. The college cannot abdicate its responsibility for the success of any contracted service. In terms of a student-housing contract, the college needs to provide effective oversight of the student housing operation to insure both the students and institution benefits from the partnership.

V. Impacts on Internal and External Stakeholders

a. Internal

Additional student housing will impact many college departments. Much of this impact will simply be greater demand for services. The departments that will be impacted include:

- Campus Services – additional grounds to keep, increased security needs (custodial will be provided as part of management contract)
- Information Technology Services – increased network traffic, more computer labs to maintain
- High Desert Management – different relationship with student since no food service will be required; will have to market its services to student residents
- Student Life – increased programming and participation may require additional staff
- HHP/Mazama staff – increased use of facilities and increased programming may require additional staff
- Instructional Support, i.e. Library Services, Testing and Tutoring – increased demand for services and longer hours may require more staff

b. External

If the College chooses to build additional student housing the community surrounding the campus will be impacted due to greater potential for disputes over noise, behavioral problems, etc. The College must work closely with its neighbors as it plans the complex to ensure their needs and concerns are addressed. Potential external parties impacted include:

- Adjoining Property Owners – noise, privacy, security issues will all need to be addressed in collaboration with neighbors
- Private off Campus Housing – schedule meetings with off campus housing providers prior to construction to minimize problems surrounding perceived competition, etc.
- Bend Metro Park and Recreation District – establish a joint planning committee to review park/recreation needs

VI. Construction Considerations and Recommendation

a. Type of Housing

After reviewing the literature, visiting college campuses, and talking with student housing directors, the COCC Student Housing Team recommends that the College construct new student housing facilities. Initially, we recommend a complex consisting of four bedroom apartments. After this initial period and assuming the first phase is successful, we would recommend separate facilities for family housing consisting of two and three bedroom apartments. Due to possible conflicts in life style, age, leisure activities, study habits and other demographic considerations, family housing should be located in an area slightly removed from the first phase. After these two phases have been built, future phases may also include more traditional housing with dual-

occupancy dormitory rooms. Dormitory room housing must not be built until COCC has sufficient students to offer a high-quality food service plan for those students without kitchen facilities.

All phases of construction should be built with flexibility in mind. Common rooms for exercise, play and study should be part of each building. To encourage prospective students to attend COCC and to enlist the support of their parents, the complexes must be built in an aesthetically pleasing way with attention to green spaces. To design the very best possible facility at the lowest cost, a professional student housing design architect should be contracted with as a consultant at the very minimum.

The committee recommends that the first phase of student housing include:

- A complex of 2 main buildings with 20 to 22 apartments each; housing a total of 170 - 175 students. (The required number of ADA units and RA units will impact the total number of apartments and students.)
- Each building would be three stories tall with 4-bedroom apartments surrounding a central core. The top two floors would have two wings of 4 apartments each. The first floor would have 3 apartments per wing (or fewer depending on ADA requirements). Each floor would have a communal study room and storage area
- The center core of each building would house the communal study rooms and the first floor would have an exercise room and recreation room in addition to the study area.
- A conference center with a kitchen, small conference rooms and a large meeting room should be either part of the complex or situated close to the complex for conference use and catered events
- The apartment buildings will be constructed near the conference facilities
- The entire complex will feature green areas between all buildings
- Small play/park areas will be designed within the green space
- The overall environment should provide privacy, security in a park-like setting

b. Size of Housing

Phase one of student housing will house approximately 170 - 175 students. Each apartment will house four students in four bedrooms with two shared bathrooms, a shared kitchen and living room. Storage space and a small laundry area will also be incorporated. Each unit will be approximately 1,200 sf. Each building will include 22 (or slightly fewer) apartments in a three-story design to reduce the amount of land required.

In close proximity to the 2 apartment buildings, a separate, smaller conference-type building will be designed to house large meetings, group meals, and small group activities. A kitchen and conference room will complete the design.

The total square footage for the phase one housing complex is estimated to be approximately 90,000 sf for the apartments and conference facility. Covered parking, parking lots, and green space will also be required.

c. Siting of Housing – Where and Why?

The housing complex should be built in an easily accessible, relatively flat parcel of land. To ensure room for further expansion, phase one should be built in a central core of land with additional acreage available on all four sides. COCC should encourage students to walk on campus as much as possible and therefore the housing complex must not be built in the very far reaches of college land.

To attract conference programs, the housing should be close to campus buildings, easy to find with considerable parking available. Covered parking should be provided for at least a portion of the residents with a commensurate increase in monthly rent.

d. Function

The function of housing is to attract prospective students to COCC and to provide a safe, clean, secure space that appeals to parents. According to the current literature and experience of other schools, housing very often sways undecided students and parents in their final decisions. Well-maintained, attractive residential spaces will encourage more students to want to attend COCC and will ensure their parents of a safer environment than off-campus housing. The housing communal areas should focus on students and their needs. Additionally, the facilities will be used to attract conference programs during the summer and therefore the conference building should be furnished and finished to such an end. According to the housing director at one state school, Eastern Oregon University, nicer facilities require less maintenance and upkeep. Students have more respect for their surroundings when the facilities are attractive and appealing.

Based on the experience of other institutions and upon the advice of several housing directors, the college should offer most apartments as unfurnished units. The College should, however, have furniture stored for those apartments set-aside for summer conference use. The conference building as well as the communal areas of the residence facilities should be designed and furnished to appeal to students and parents alike.

e. Other Related Spaces – food service, group study rooms, computer labs, exercise rooms

It is the recommendation of the committee that COCC not require a food service plan until we are able to house at least 600 students. At that time, we may be able to afford a 24-hour food court with a large variety of choices. Until that time, we recommend an investment in a convenience store/deli that would be located in the conference center or some other central location. The convenience store/deli should be open long hours to accommodate student-eating habits. Although the college will not require food service at this time, High Desert Management (or some other provider) may market its services to students in creative ways to provide some food service to residents. Possible ideas could include catered dinners, deli meals, etc.

Each apartment building will have a study room per floor for group study or quiet, individual work. The first floor of each building will also have an exercise room and computer lab. The exercise room should have a few aerobic machines and some strength training devices in addition to some televisions and VCRs. The computer labs should allow for 8 computers and peripherals.

The conference center should accommodate a large meeting room, i.e., approximately 2,500 sf, along with a kitchen and smaller meeting rooms. Conference attendees as well as the community will use the center.

f. Green Space

Each building should be situated in a park-like setting with some recreation areas designed for barbecues and lawn games. All apartments should have a balcony or patio that overlooks these spaces.

VII. Financial Considerations and Recommendation

Several options for financing were reviewed by the committee. Certificates of Participation, Off Balance Sheet Financing, Private Donations and/or Public Grants, Land Leasing, and Private Financing were the primary focus of the team's review.

Based on this review, the COCC Student Housing Team recommends financing the new student housing facilities through a Land lease.

What is a Land lease? COCC would lease a portion of it's land to a Privatized Student Housing Company such as College Housing Northwest, Student Suites or American Campus Communities for a annual lease payment or a percentage of the operating profits. That company would then construct a Residential Hall. After 30 years, the land would be returned to COCC.

The advantage of this approach is that the Privatized Student Housing Company would take the risk of financing the project and operating the project. A contract would need to be drafted to insure COCC is a part of the construction and management team.

Such contracts are not uncommon in Student Housing. Currently Oregon State University is working with College Housing Northwest on a pro bono basis and is considering using a land lease for future housing needs.

VIII.   **Management Considerations and Recommendation**

It is our recommendation to continue our management relationship with College Housing Northwest. Understanding that this contract, as other contracted services, is subject to the public RFP process. The relationship over the past five years has been an effective partnership and has allowed the college to focus on other priorities while still maintaining a quality residential life program for Central Oregon Community College. As we enter a future development stage, CHNW can offer (and already has) a great deal of support and expertise in our efforts. There have not been any demonstrated actions to date that would suggest that we not continue with this innovative and successful model

The Student Housing Committee recommends that the College engage in the development of new student housing. First steps should include the appointment of a campus-wide programming committee, discussions with housing management companies and meetings with architectural firms and consultants.

References

Interviews:

Mike Daugherty, Eastern Oregon University
Mike Eyster, University of Oregon
Gary Meddaugh, College Housing Northwest
Tom Scheuerman, Oregon State University

Site Visits:

Southwestern Oregon Community College – March 3, 2000
Southern Oregon University – March 3, 2000
Westminster College, Salt Lake City – April 2, 2000
Western Wyoming Community College, Rock Springs, Wyoming – April 3, 2000
Casper College, Casper, Wyoming – April 4, 2000
Sheridan College, Sheridan, Wyoming – April 4, 2000
Rocky Mountain College, Billings, Montana – April 5, 2000

Internet Research:

Web pages for those community colleges in the Western United States who had student housing facilities were reviewed. In addition, the committee looked at institutions that recently built or remodeled housing facilities. Sites of particular interest included:

Arizona
Central Arizona College – Coolidge
Eastern Arizona College – Thatcher

California
University of California-Davis
College of the Redwoods
Marymount College – Palos Verdes
Columbia College – Sonora

Colorado
Northwestern Community College - Rangley ·

Montana
Montana State – Billings
Montana State – Bozeman

Oregon
Eastern Oregon University – La Grande

Articles:

Abramson, P. "The High Cost of Living" <u>American School and University</u>, July 1993:36.

Agron, J. "A Larger Scale - 10th Annual Residence Hall Construction Report" <u>American School and University</u>, July 1999:50.

Agron, J. "Home Grown – 9th Annual Residence Hall Construction Report" <u>American School and University</u>, July 1998: 34.

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Birdsey, T., McKinney, J. and Stouffer, J. "Driving Residence-Hall Design" <u>American School and University</u>, May 1998:66.

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Hunter, R. "Think Like a Developer" <u>American School and University</u>, December 1996:28.

Koch, D., Wesse, D., and Stickney, R. "New Trends in Student Housing" <u>Facilities Manager</u>, May/June, 1999.

Kuh, G,. Douglas, K., Lund,J., and Ramin-Gyurnek, J. "Student Learning Outside the Classroom: Transcending Artificial Boundaries" ASHE-ERIC Higher Education Report No.8, Washington D.C.; The George Washington University, School of Education and Human Development, 1994.

Levine, A. and Cureton, J. "Collegiate Life – An Obituary" <u>Change</u>, May/June 1998:14.

Lords, E. "More Community Colleges are Building Dormitories" <u>Chronicle of Higher Education</u>, November 12, 1999:54.

Lydon, K. "Residence Halls Revamp to Lure Students" <u>Building Design & Construction</u>, August 1997:24

Sutton, J. "Serving Up Something Different" <u>American School and University</u>, May 1995:46.

Van Der Werf, M. "Colleges Turn to Private Companies to Build and Run Student Housing" <u>The Chronicle of Higher Education</u>, June 11, 1999.

8.   Traffic Study

WEGROUP
ARCHITECTS · PLANNERS · INTERIORS

KITTELSON & ASSOCIATES, INC.

TRANSPORTATION PLANNING/TRAFFIC ENGINEERING

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July 13, 1999

Project #: 3628

Mr. Barry Johnson
W&H Pacific
920 SW Emkay, Suite C100
Bend, OR 97702

RE: Central Oregon Community College University Center - Bend, Oregon

Dear Barry:

Pursuant to your request, Kittelson & Associates, Inc. has prepared a transportation impact analysis for the proposed Central Oregon Community College (COCC) University Center. This letter summarizes the existing transportation conditions in the site vicinity and estimates the impact of the proposed University Center on the surrounding transportation system under 2004 p.m. peak hour conditions. Figure 1 shows a map of the site vicinity. As a part of the year 2004 analysis, it was assumed that Regency Street will be extended to Mt. Washington Drive.

EXECUTIVE SUMMARY

Based on the results of the analysis, it is concluded that the proposed Central Oregon Community College University Center can occur while maintaining acceptable levels of service on the surrounding transportation system with the recommended mitigation measures. The findings and recommended transportation improvements are summarized below.

- Under 2004 conditions the Newport Avenue/College Way intersection operates at level-of-service (LOS) "F" and will warrant the installation of a traffic signal. As identified in previous traffic impact studies conducted in the vicinity of COCC, it is recommended that this intersection be signalized in the next five years. To satisfy 20-year traffic demands at the intersection, the city should consider constructing southbound and eastbound exclusive left-turn lanes and a westbound exclusive right-turn lane at the time the intersection is signalized. Although the turn lane improvements are not required in the next five years, they will be required by the year 2019, regardless of whether the college continues to expand its enrollment.
- As an alternative to signalization, the City of Bend may want to consider the installation of a roundabout at the Newport Avenue/College Way intersection. In year 2004, the intersection would operate acceptably as a roundabout. No turn lanes would be required.

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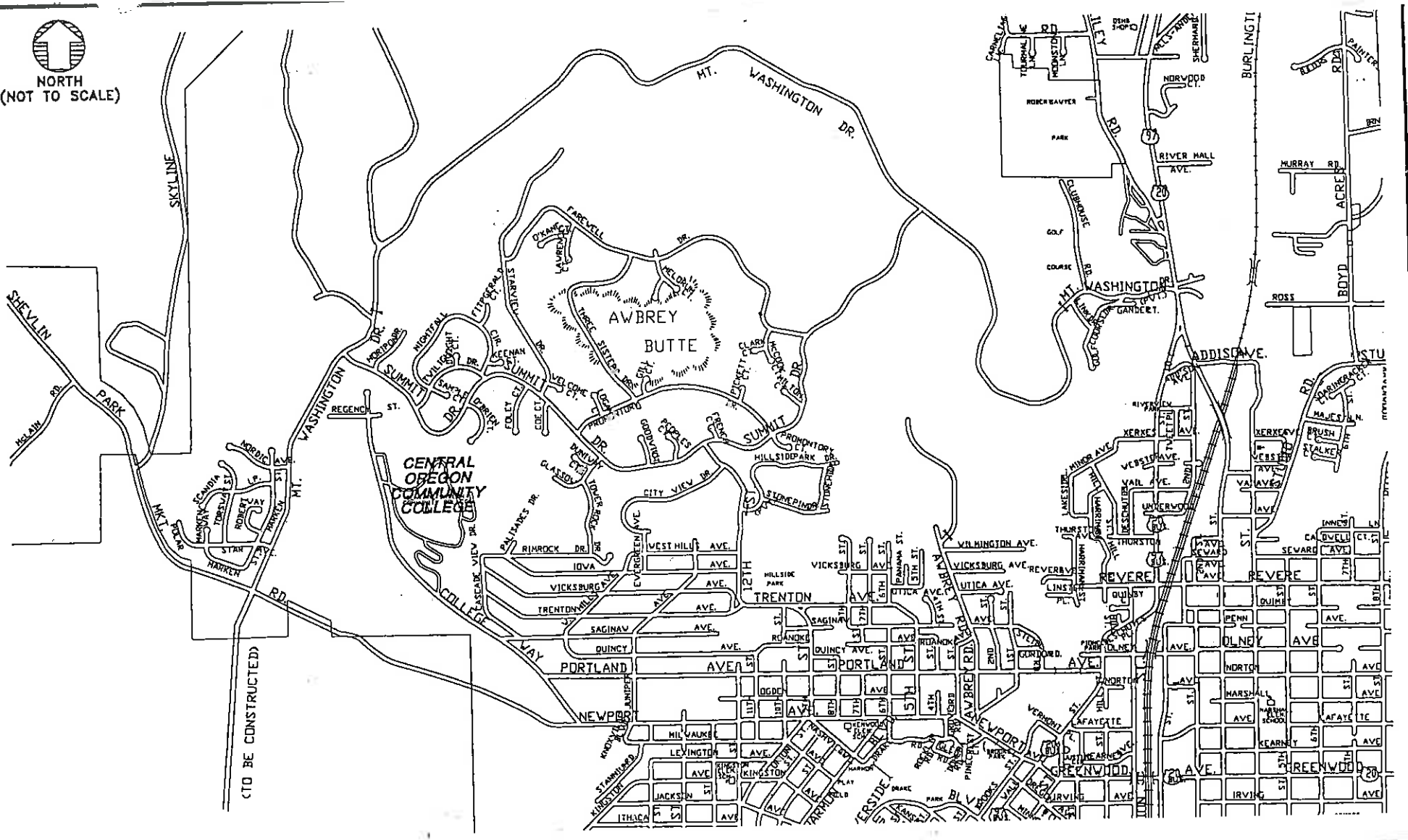
SITE VICINITY MAP

| CENTRAL OREGON COMMUNITY COLLEGE UNIVERSITY CENTER BEND, OREGON | FIGURE 1 | |

- The remainder of the intersections in the site vicinity are expected to operate acceptably with the continued expansion of the COCC.
- When Regency Street is extended to Mount Washington Drive, the Regency Street/College Way intersection should be stop-controlled. The city and college should monitor the intersection for future modifications to the traffic control at the intersection.
- If the Regency Street extension is not constructed, the Portland Avenue and Newport Avenue intersections with College Way will continue to function acceptably with increased student enrollment.

EXISTING CONDITIONS

The proposed Central Oregon Community College University Center is located in the northern section of the existing COCC campus. COCC is generally bordered to the north by Summit Drive, to the west by Mount Washington Drive, and to the east by the Awbrey Butte area. Today, College Way serves as the primary access to the college. An extension of Regency Street from College Way to Mount Washington Drive has been proposed to serve as a second access into COCC.

In the site vicinity, College Way is classified by the City of Bend as a collector street from Newport Avenue to Saginaw Avenue. College Way has bicycle lanes and on-street parking but does not have sidewalks to the south of COCC. On-campus, sidewalks are provided and speed tables have recently been constructed on the street as a traffic calming measure. Table 1 summarizes the existing transportation facilities in the site vicinity. Figure 2 illustrates the existing lane configurations and traffic control devices at the study intersections.

Table 1
Existing Transportation Facilities

Roadway	Classification	Cross-Section	Posted Speed (mph)	Sidewalks?	Bicycle Lanes?	On-Street Parking?
College Way	Collector/Local	2 lanes	40	On-campus only	Yes	Yes
Newport Avenue	Minor Arterial	2 lanes	30	Yes	Yes	No
Shevlin Park Road	Minor Arterial	2 lanes	45	No	Yes	Yes
Portland Avenue	Collector	2 lanes	25	No	No	Yes

Existing Traffic Volumes and Levels of Service

Per the direction of City of Bend staff, the following study area intersections were analyzed:

- Summit Drive/Mt. Washington Drive,
- College Way/Portland Avenue,
- Newport Avenue/College Way, and
- Mt. Washington Drive/Regency Street (currently proposed).

NORTH
(NOT TO SCALE)

AWBREY BUTTE

WASHINGTON DR.
REGENCY ST.
SUMMIT
SHEVLIN
PARK
COLLEGE WAY
PORTLAND AVE.
NEWPORT
TRENTON
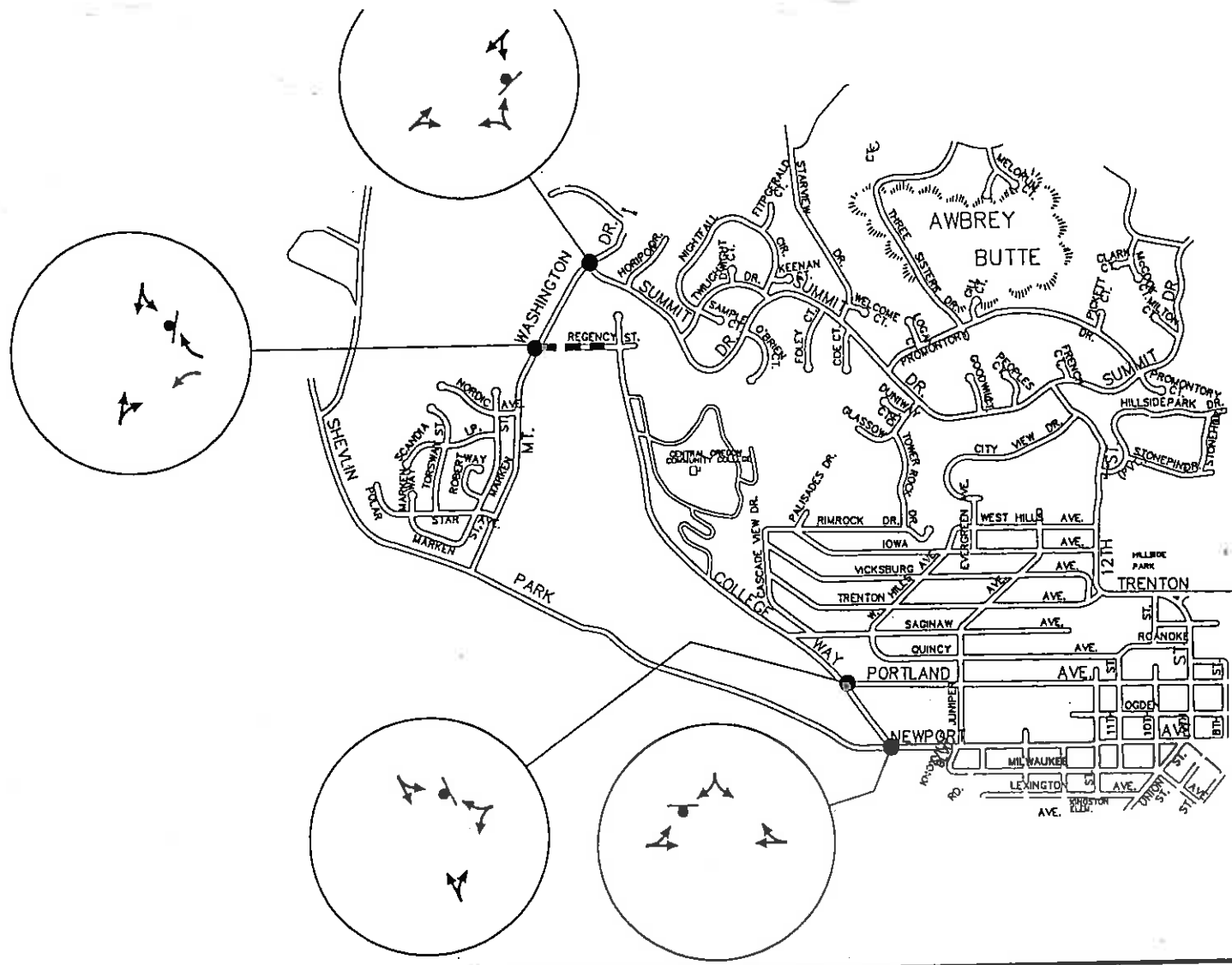
LEGEND

- - - PROPOSED EXTENSION
- STOP SIGN

EXISTING 1999 LANE CONFIGURATIONS AND TRAFFIC CONTROL DEVICES

| CENTRAL OREGON COMMUNITY COLLEGE UNIVERSITY CENTER BEND, OREGON | FIGURE 2 | K |
| JULY 1999 | | 3628F002 |

Weekday evening peak hour intersection turning movement counts were obtained from the *College Way Tract Rezone, May 1998* report and were verified with a p.m. peak hour traffic count recorded at the Newport Avenue/College Way intersection in April 1999.

A level-of-service analysis was performed at the study area intersections using procedures outlined in the *1994 Highway Capacity Manual (HCM)*. To ensure that this analysis was based on a reasonable worst-case scenario and to be consistent with accepted practice, the peak 15-minute flow rates during the weekday p.m. peak hours was used in the evaluation of all intersection levels of service. For this reason, the analysis reflects conditions that are only likely to occur for 15 minutes out of each average weekday p.m. peak hour. Traffic conditions during all other time periods will likely be better than those described in this report. The existing p.m. peak hour traffic volumes are shown in Figure 3. Table 2 shows the existing levels of service during the weekday p.m. peak hour.

Table 2
1999 Existing Conditions Levels of Service
Weekday P.M. Peak Hour (4:35 - 5:35 P.M.)

Intersection	Signalized			Unsignalized			
	V/C	Average Delay (sec/veh)	LOS	Critical Movement	V/C	Average Delay (sec/veh)	LOS
Summit Drive/Mt. Washington Drive				WB	0.04	3.7	A
Portland Avenue/College Way				WB	0.12	4.7	A
Newport Avenue/College Way				SB	0.64	21.9	D

SB=Southbound; WB=Westbound

As shown in Table 2, all study area intersections currently operate at acceptable levels of service during the weekday p.m. peak hour. *Attachment "A" contains all of the level-of-service worksheets for this analysis.*

2004 TRANSPORTATION IMPACT ANALYSIS

A year 2004 analysis was performed to determine the impacts the development will have on the transportation system. Year 2004 background (without site traffic) traffic volumes were developed by applying a three percent annual growth rate to the existing traffic volumes and by adding the site-generated traffic volumes associated with buildout of the proposed residential/commercial subdivision located in the northwest corner of the College Way/Newport Avenue/Shevlin Park Road intersection (College Way Tract Rezone, Kittelson & Associates, Inc., May 1998). In addition, it is assumed that the Regency Street extension to Mt. Washington Drive (West Connection to Mt. Washington Drive) will be complete. Figure 4 shows the 2004 p.m. peak hour background traffic volumes and Table 3 shows the corresponding levels of service.
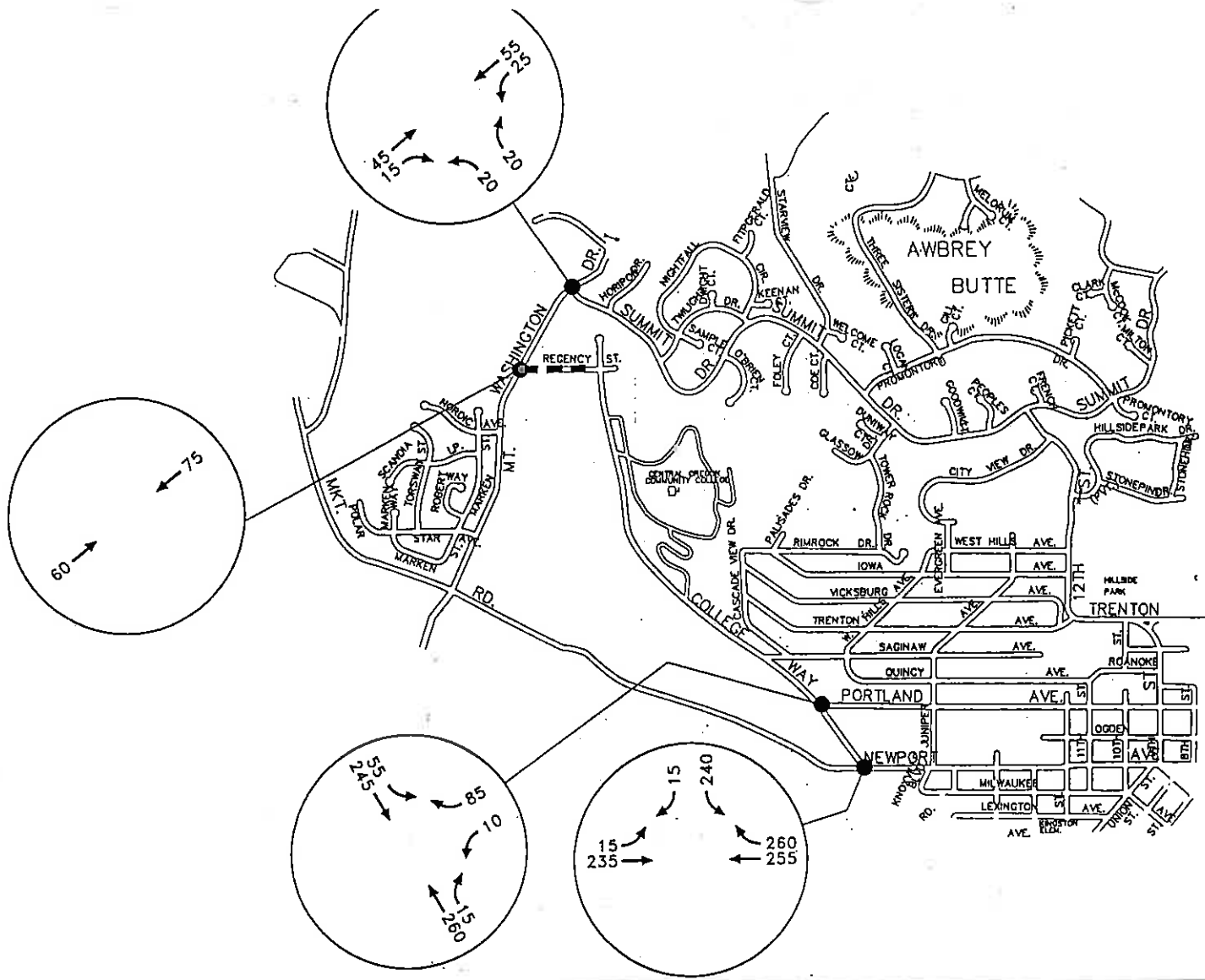
EXISTING 1999 TRAFFIC VOLUMES
WEEKDAY PM PEAK HOUR

NORTH
(NOT TO SCALE)

■■ ■ PROPOSED EXTENSION

CENTRAL OREGON COMMUNITY COLLEGE UNIVERSITY CENTER BEND, OREGON	FIGURE 3	K
JULY 1999		

NORTH
(NOT TO SCALE)

AWBREY BUTTE
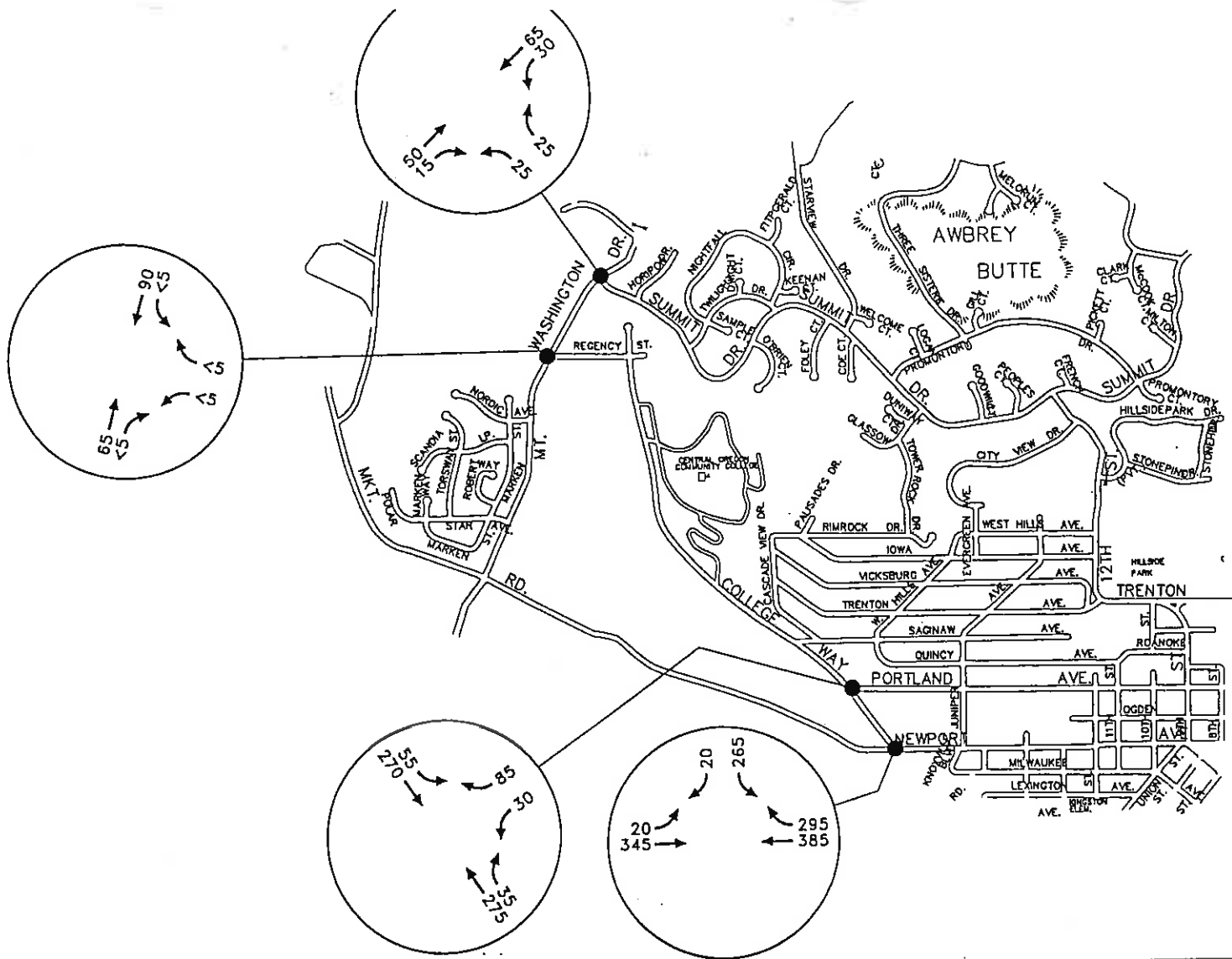
**2004 BACKGROUND TRAFFIC VOLUMES
WEEKDAY PM PEAK HOUR**

CENTRAL OREGON COMMUNITY COLLEGE UNIVERSITY CENTER	FIGURE	
BEND, OREGON	4	K
JULY 1999		

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It should be noted that there are several developments that are being considered on the west-side of Bend, such as buildout of the Tennant and Brooks Resources Corporation (BRC) property to the west of the site. Continued growth (e.g., the proposed Elementary School) in the vicinity of COCC was addressed in this study through the application of a three percent annual growth factor; at the time that specific development plans are proposed by Tennant or BRC, the impacts of that property will be addressed through a separate traffic impact study.

As will be discussed later in this report, the recommended improvements at the study intersections as part of this study will result in intersection operations that are far below capacity, which will provide flexibility for additional growth and development in the area.

Table 3
2004 Background Conditions Levels of Service
Weekday P.M. Peak Hour (4:35 - 5:35 P.M.)

Intersection	Signalized			Unsignalized			
	V/C	Average Delay (sec/veh)	LOS	Critical Movement	V/C	Average Delay (sec/veh)	LOS
Summit Drive/Mt. Washington Drive				WB	0.06	3.8	A
Portland Avenue/College Way				WB	0.18	6.1	B
Regency Street/Mt. Washington Drive				WB-LT	0.01	4.3	A
Newport Avenue/College Way				SB	>1.0	>45	F
Unsignalized *Signalized w/SB &EB LT Lanes, WB RT Lane*	0.42	6.4	B				

SB=Southbound; WB=Westbound; LT=Left Turn ; RT = Right Turn

As shown in Table 2, all of the study intersections will operate acceptably under 2004 background traffic conditions with the exception of the Newport Avenue/College Way intersection, which is anticipated to operate over capacity and LOS "F". To address this capacity deficiency, a traffic signal warrant analysis was performed for the Newport Avenue/College Way intersection. The results of the analysis are shown in Table 4.

As shown in Table 4, under 2004 background conditions, the Newport Avenue/College Way intersection will meet warrants 1 and 11. *Attachment "B" contains the traffic signal warrant worksheets for this analysis.* Table 3 shows that the intersection will operate at an acceptable LOS "B" if signalized with southbound and eastbound left-turn lanes and a westbound right-turn lane. While the southbound and eastbound left-turn lanes are not required to obtain an acceptable LOS under background conditions, it is recommended that they be installed with the signal and westbound right-turn lane to accommodate the future capacity needs identified in the *College Way Tract Rezone, May 5, 1998.* It should be noted that the appropriate queue lengths at the intersection were identified in the College Way Tract Rezone study. As described in the study, 250 feet of storage is required for the southbound left-turn lane, 50 feet of storage is required for the eastbound left-turn lane, and 75 feet of storage is required for the westbound right-turn lane to accommodate 20-year volumes.

Table 4
Signal Warrant Evaluation - Newport Avenue/College Way
2004 Background Conditions (Without Site Traffic)

Warrant	Description	Street	Actual Volume		Required Volumes[2]	Warrant Met?
			Peak Hour	Eighth Highest Hour[1]		
1	Minimum Vehicular Volume	Newport Avenue College Way	1,045 285	730 200	500 150	Yes
2	Interruption of Continuous Traffic	Newport Avenue College Way	1,045 285	730 200	750 75	No
11	Peak Hour Volume	Newport Avenue College Way	1,045 285		1,045 195	Yes

1. Estimated to be 70% of the peak hour.
2. Warrants 1 and 2 are based on the eighth-highest hour and Warrant 11 is based on the peak hour.

The City of Bend is also investigating the possibility of installing roundabouts on the west-side of Bend, instead of traffic signals, where appropriate. Analysis of year 2004 background volumes, using the SIDRA analysis package, revealed that the Newport Avenue/College Way intersection would operate at a level-of-service "B."

Proposed Site Plans

COCC has been experiencing an increase in student population in excess of five percent per year over the past ten years. This trend is anticipated to continue throughout the future. One of the ways the college is planning to meet the demands of increasing student enrollment is through the construction of the proposed University Center. The intent of the center is to provide a link to four-year institutions around the state. At this time, COCC is not planning to expand to incorporate four-year degree programs. If and when the college decides to expand, it will likely need to complete a Master Plan to address both on-site and off-site transportation and circulation issues.

The proposed site plan for the University Center is shown in Figure 5. As shown in the figure, the University Center will be accessible via College Way and the proposed Regency Street extension to Mount Washington Drive.

Trip Generation/Distribution

As shown in Figure 3, Central Oregon Community College (COCC) currently generates 345 inbound and 300 outbound trips during an average weekday p.m. peak hour. The construction of the University Center will not directly result in an increase in the number of trips generated by the college. However, enrollment at the college is expected to continue increasing at a rate of five percent per year (as discussed in the Central Oregon Community College North Access Study, Kittelson & Associates, Inc., April, 1998).

Based on a five percent growth per year, the number of trips generated by the college is expected to increase by 95 trips inbound and 80 trips outbound during the p.m. peak hour for a total of 440

NORTH
(NOT TO SCALE)

REGENCY STREET

COLLEGE WAY
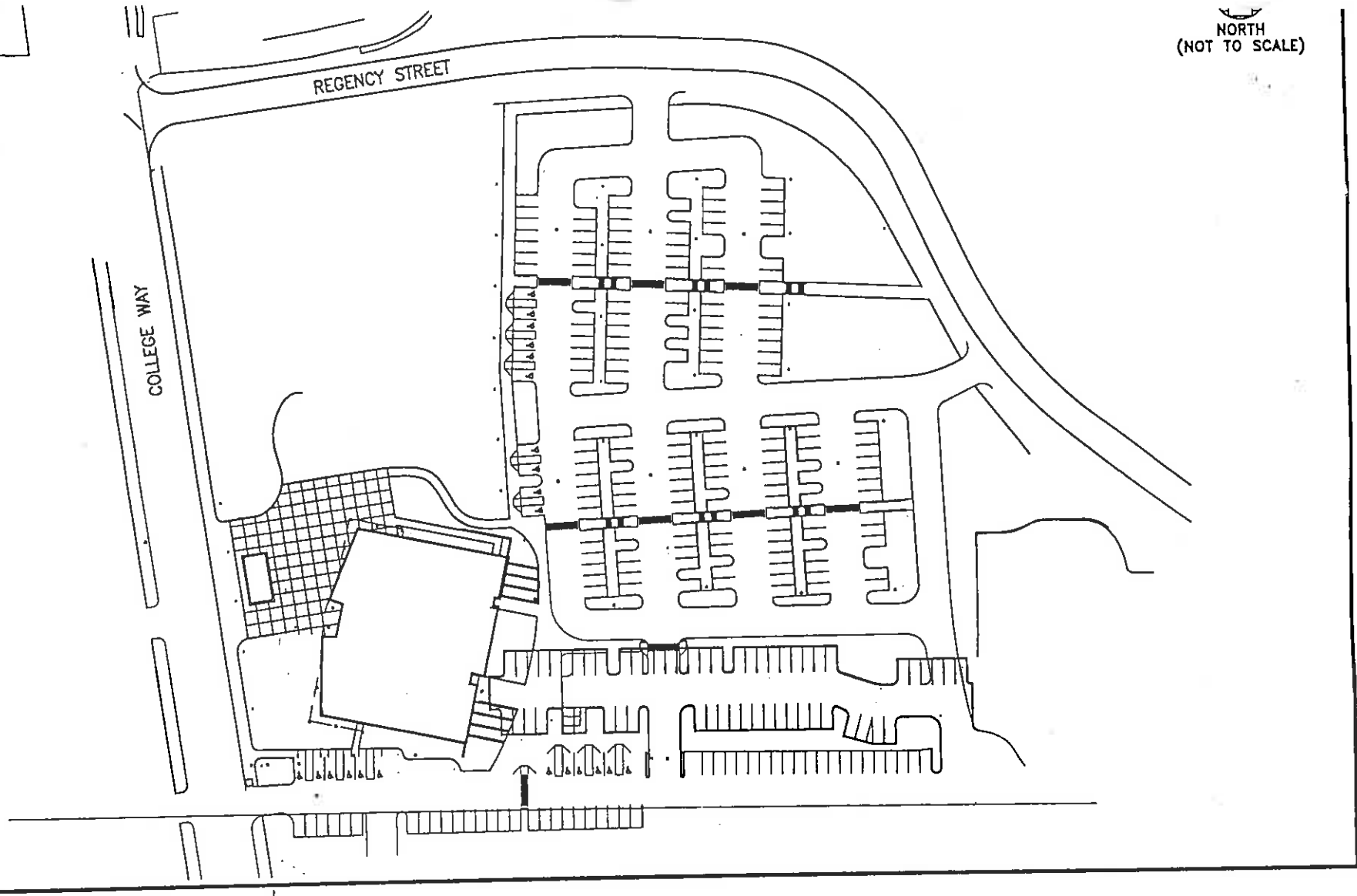
UNIVERSITY CENTER
SITE PLAN

CENTRAL OREGON COMMUNITY COLLEGE UNIVERSITY CENTER	FIGURE	
BEND, OREGON	5	K
JULY 1999		

3628F005

inbound trips and 380 outbound trips in the year 2004 p.m. peak hour.

The distribution of the trips generated by the increase in students was based on the trip distribution estimates previously established in the *Central Oregon Community College North Access Study* (April 1998) report. This distribution is shown in Figure 6.

The assignment of the incremental increase in traffic volumes related to the increased enrollment is shown in Figure 7. It should be noted that the volumes shown in Figure 7 assume that the Regency Drive extension is constructed.

2004 Total Traffic Conditions

The site-generated traffic volumes shown in Figure 7 were added to the 2004 background traffic volumes in Figure 4 to obtain the 2004 p.m. peak hour total traffic volumes shown in Figure 8. For this analysis, it was assumed that the Newport Avenue/College Way intersection will be signalized. Table 5 shows the results of the level-of-service analysis for the 2004 total traffic conditions.

Table 5
2004 Total Traffic Conditions
Levels of Service – Weekday P.M. Peak Hour (4:35 - 5:35 P.M.)

Intersection	Signalized			Unsignalized			
	V/C	Average Delay (sec/veh)	LOS	Critical Movement	V/C	Average Delay (sec/veh)	LOS
Summit Drive/Mt. Washington Drive				WB	0.06	3.9	A
Portland Avenue/College Way				WB	0.23	7.1	B
Regency Street/Mt. Washington Drive				WB-LT	0.02	4.5	A
Newport Avenue/College Way - *Signalized w/SB &EB LT Lanes, WB RT Lane*	0.47	7.1	B				

SB=Southbound; WB=Westbound; LT=Left Turn; RT = Right Turn

Under 2004 traffic conditions, all study area intersections are expected to operate acceptably assuming the recommended improvements to Newport Avenue/College Way intersection are in place.

On-Campus Circulation

The proposed University Center will access College Way via a loop road in the vicinity of the College Way/Regency Street intersection. At this time, the volumes at the College Way/Regency Street intersection will require the installation of stop-signs on the Regency Street approaches. As the enrollment continues to increase, the college and the city should monitor intersection operations for required modifications to the intersection control.
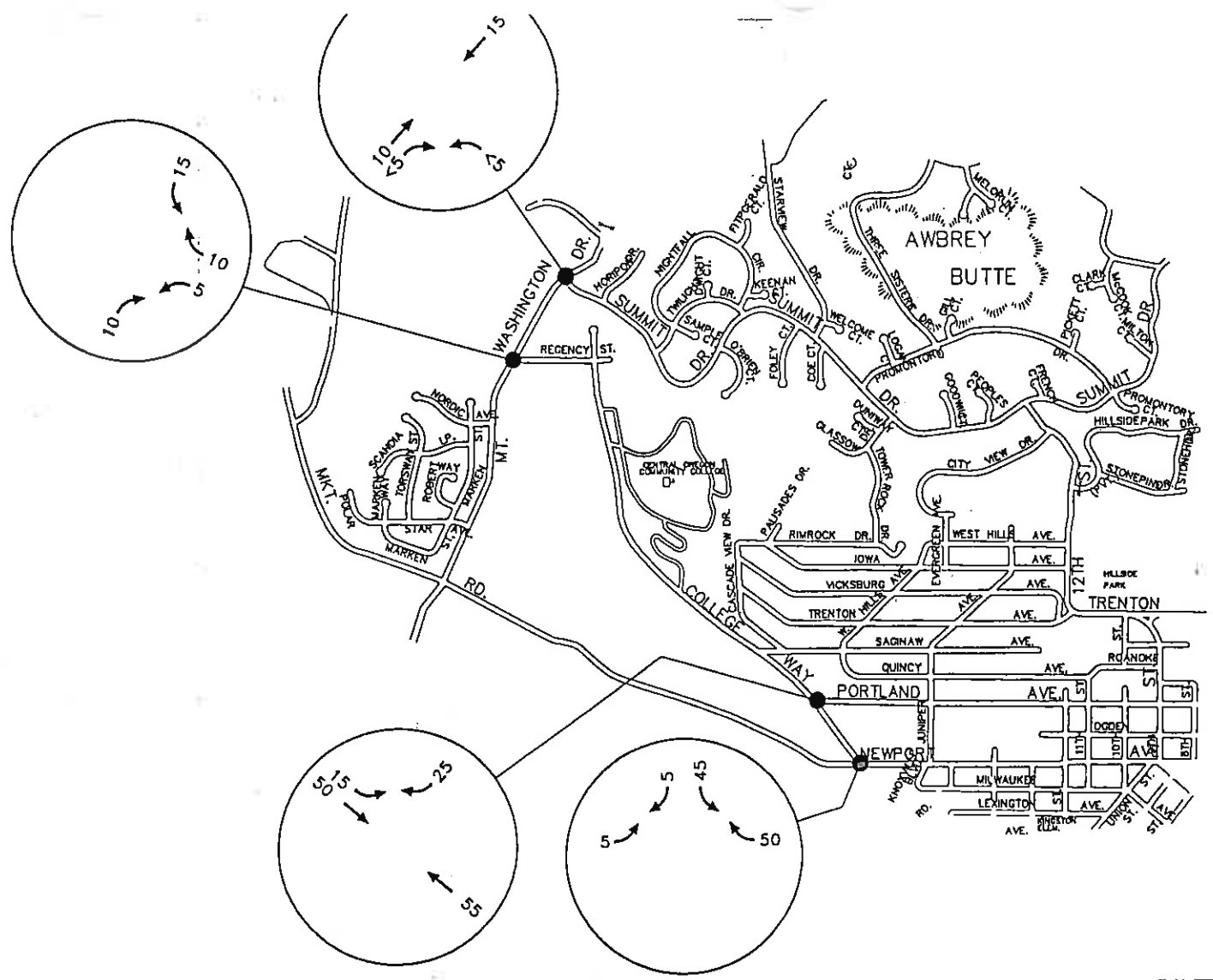
NORTH
(NOT TO SCALE)

AWBREY
BUTTE

15%

9%

1%

25%

50%
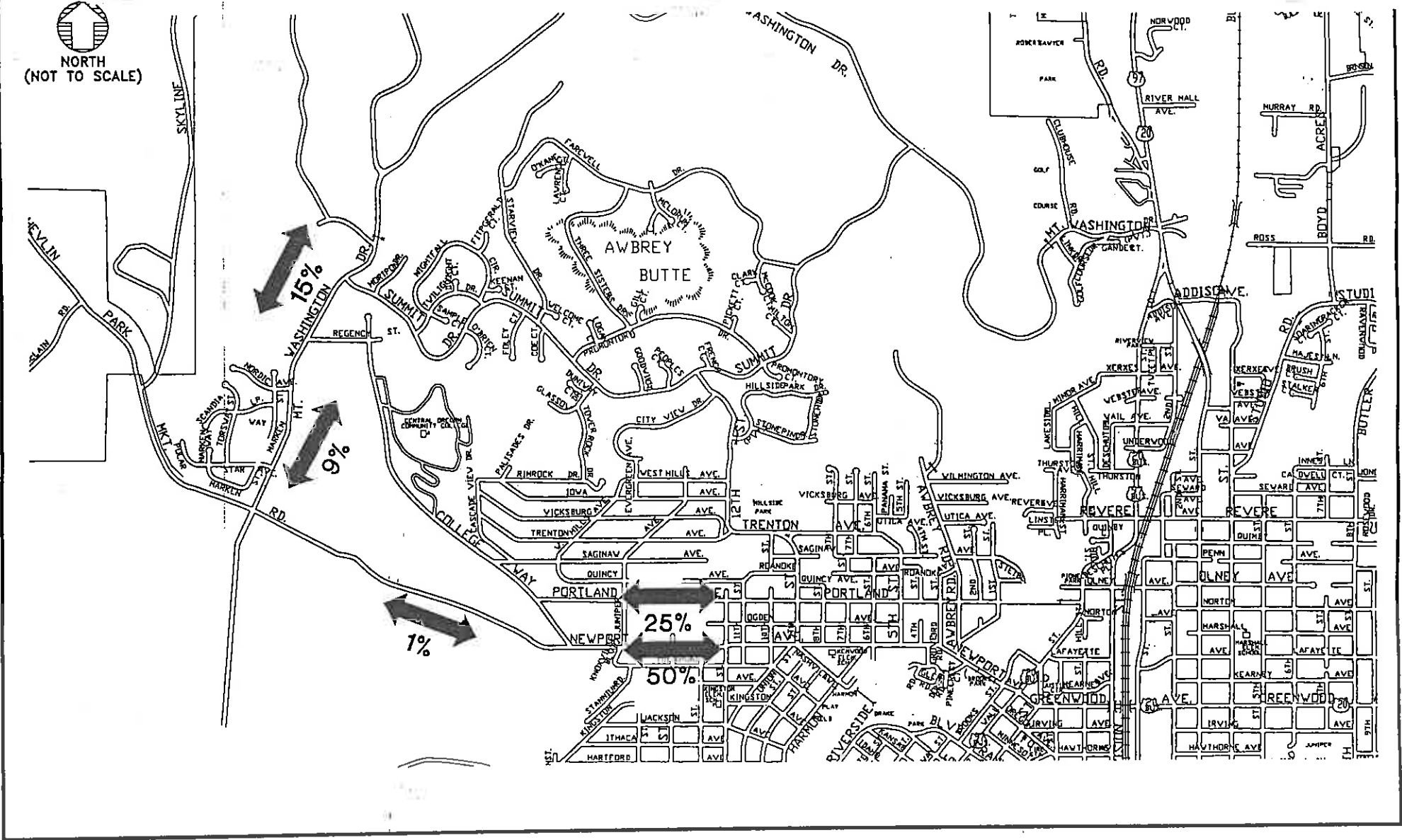
ESTIMATED DISTRIBUTION
OF COCC TRIPS

CENTRAL OREGON COMMUNITY COLLEGE UNIVERSITY CENTER
BEND, OREGON

JULY 1999

FIGURE

6

NORTH
(NOT TO SCALE)

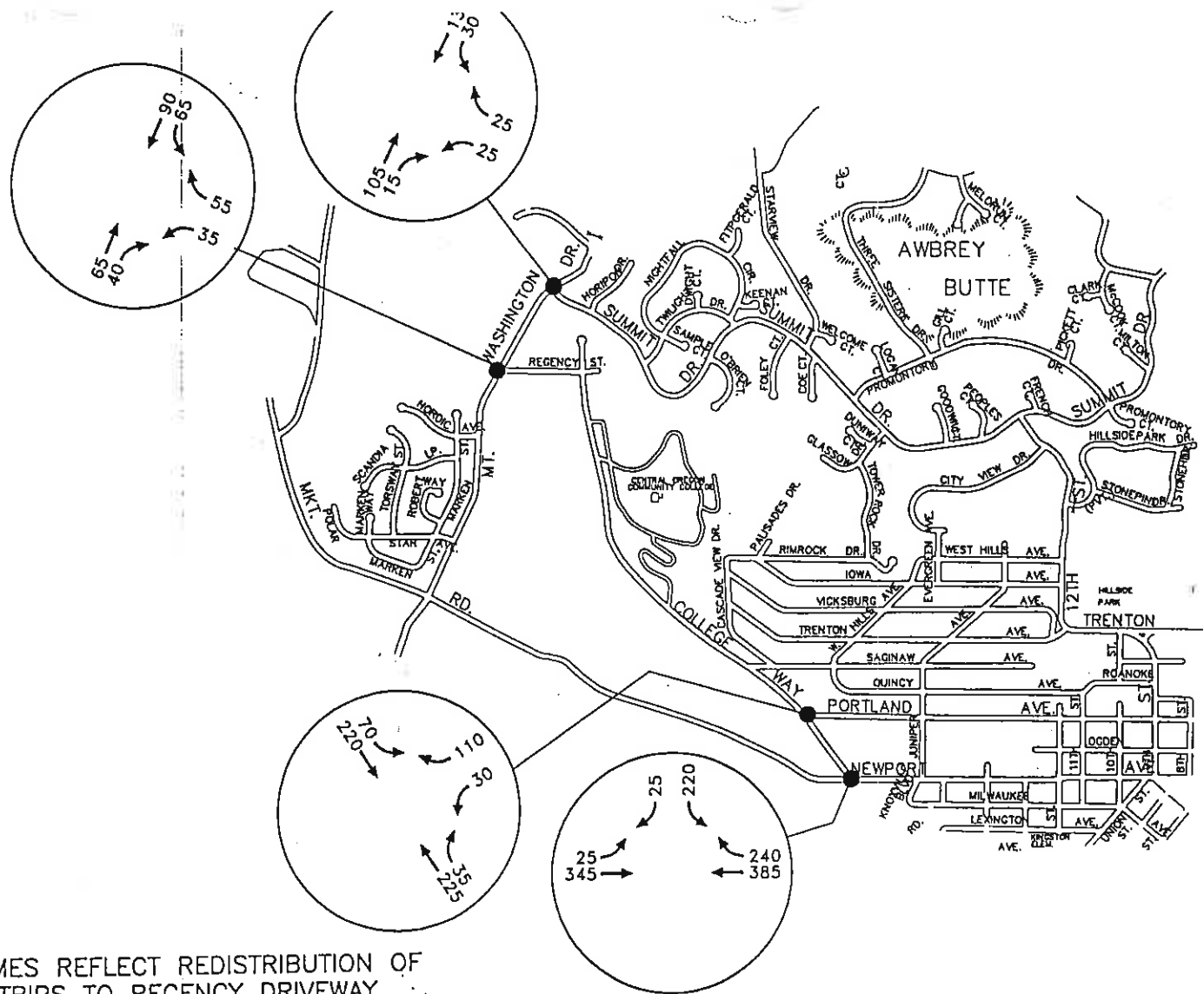AWBREY BUTTE

WASHINGTON DR.

15

15

10

5

10

5

10

15

5

5

10

50 15

25

55

5 45

5

50

CENTRAL OREGON COMMUNITY COLLEGE

PORTLAND AVE.

NEWPORT AVE.

TRENTON

2004 P.M. PEAK TRIPS	
INBOUND	95 ADDITIONAL TRIPS (440 TOTAL)
OUTBOUND	80 ADDITIONAL TRIPS (380 TOTAL)

2004 COCC–GENERATED TRIPS
WEST CONNECTION TO MT. WASHINGTON DRIVE
WEEKDAY PM PEAK HOUR

CENTRAL OREGON COMMUNITY COLLEGE UNIVERSITY CENTER BEND, OREGON	FIGURE
JULY 1999	7

3628F007

NORTH
(NOT TO SCALE)

AWBREY BUTTE

WASHINGTON DR.
REGENCY ST.
SUMMIT DR.
COLLEGE WAY
PORTLAND AVE.
NEWPORT
TRENTON
12TH ST.

*VOLUMES REFLECT REDISTRIBUTION OF
COCC TRIPS TO REGENCY DRIVEWAY.

90 65
55
35
65 40

30
25
105 15 25

70
220   110
30
35
225

25   220
25   240
345   385

2004 TOTAL TRAFFIC VOLUMES
WEEKDAY PM PEAK HOUR

CENTRAL OREGON COMMUNITY COLLEGE UNIVERSITY CENTER	FIGURE
BEND, OREGON	8
SEPTEMBER 1999	

3628F008

Regency Street Extension to Mount Washington Drive

Currently, Regency Street is proposed to be extended from College Way to Mount Washington Drive to provide a second access into COCC and to address the increasing traffic demands to/from areas to the north of Bend. This connection will enable students, staff, and faculty to easily access Mount Washington Drive for travel to the north and east. Because this connection has not been constructed yet, a separate analysis of year 2004 traffic volumes was conducted to ensure that the Newport Avenue/College Way and Portland Avenue/College Way could accommodate the increases in traffic without the second access into the college. Figure 9 shows the redistributed year 2004 total traffic volumes if all of the college traffic were required to use the existing access to COCC. The LOS analysis for the redistributed volumes is shown in Table 6.

Table 6
2004 Total Traffic Conditions - No Regency Street Extension
Levels of Service - Weekday P.M. Peak Hour (4:35 - 5:35 P.M.)

| Intersection	Signalized			Unsignalized			
	V/C	Average Delay (sec/veh)	LOS	Critical Movement	V/C	Average Delay (sec/veh)	LOS
Summit Drive/Mt. Washington Drive				WB	0.06	3.9	A
Portland Avenue/College Way				WB	0.24	7.4	B
Newport Avenue/College Way - *Signalized w/SB &EB LT Lanes, WB RT Lane*	0.49	7.1	B				

SB=Southbound; WB=Westbound; LT=Left Turn

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of the analysis, the following conclusions and recommendations can be made regarding the year 2004 intersection operations.

- All study area intersections currently operate at acceptable levels of service.
- Under year 2004 background traffic conditions, all intersections are expected to operate acceptably with the exception of Newport Avenue/College Way which will operate at LOS "F".
- The Newport Avenue/College Way intersection will meet MUTCD signal warrants 1 and 11 under 2004 background traffic conditions. This intersection will operate acceptably when signalized with a westbound right-turn lane. In addition, southbound and eastbound left-turn lanes should be constructed to meet 20-year traffic demands at this intersection.
- Under 2004 total traffic conditions with build out of the site, all intersections are expected to operate acceptably assuming the recommended improvements to the Newport Avenue/College Way intersection are incorporated.

NORTH
(NOT TO SCALE)
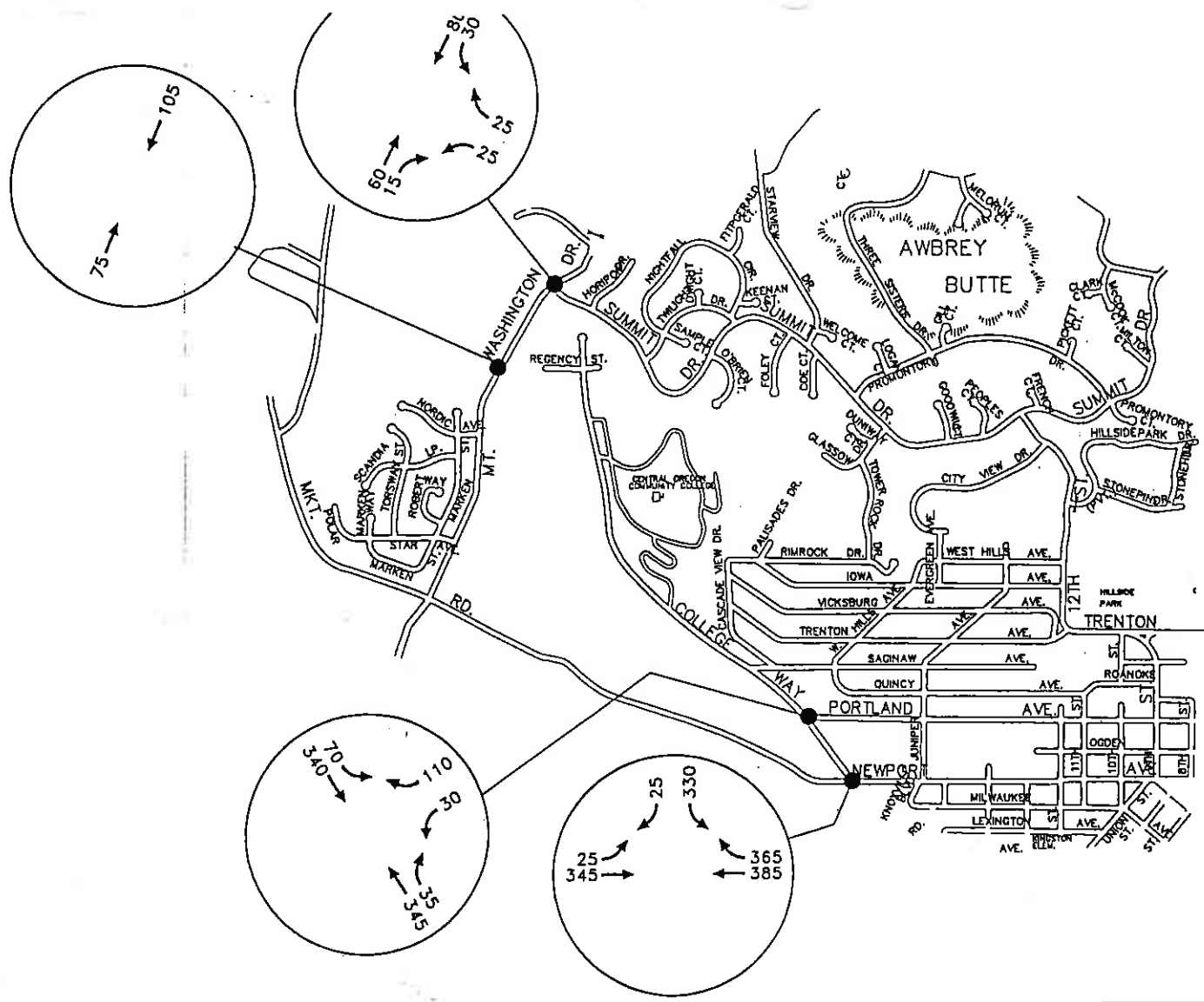
2004 TOTAL TRAFFIC VOLUMES
WITHOUT REGENCY STREET EXTENSION

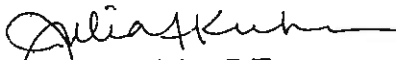| CENTRAL OREGON COMMUNITY COLLEGE UNIVERSITY CENTER	FIGURE	
BEND, OREGON	**9**	K
JULY 1999		

3628F009

- • A roundabout could be constructed at the Newport Avenue/College Way intersection instead of a traffic signal.

- • When Regency Street is extended to Mount Washington Drive, the Regency Street/College Way intersection should be stop-controlled. The city and college should monitor the intersection for future modifications to the traffic control at the intersection.

- • If the Regency Street extension is not constructed, the Portland Avenue and Newport Avenue intersections with College Way will continue to function acceptably with increased student enrollment.

If you have any questions regarding this analysis please call us.

Sincerely,
KITTELSON & ASSOCIATES, INC.

Julia A. Kuhn, P.E.
Senior Engineer

Dina M. Sykora
Engineering Associate

Attachments: "A" - Level-of-Service Worksheets
"B" - Traffic Signal Warrant Worksheets

KITTELSON & ASSOCIATES, INC.

TRANSPORTATION PLANNING/TRAFFIC ENGINEERING

610 SW ALDER, SUITE 700 • PORTLAND, OR 97205 • (503) 228-5230 • FAX (503) 273-8169

July 24, 2001

Project #: 3628

Barry Johnson
W&H Pacific
920 SW Emkay, Suite C100
Bend, OR 97702

RE: Addendum to Central Oregon Community College TIA

Dear Barry:

This letter serves as an addendum to the traffic impact study prepared for the proposed University Center on the Central Oregon Community College (Kittelson & Associates, Inc., July 13, 1999). The purpose of this letter is to identify the potential redistribution of traffic generated by the college with the opening of the Regency Street access to Mount Washington Drive.

The July report evaluated the impacts of redistributing only the new trips generated by the college to the Regency Street entrance. It is reasonable to expect that a proportion of the existing trips to the college will also be redistributed to the new entrance. Figure 6 of the July report summarizes the estimated distribution of trips to the new entrance. As shown in Figure 6, approximately 24 percent (15 percent to/from the north, 9 percent to/from the south) of the trips generated by the college will use the Regency Street entrance after it opens. The redistribution of the trips generated by the college is reflected in the attached Figure 8.

The resulting level-of-service at the critical College Way/Newport Avenue intersection is shown in Table 1 below. As shown in the table, if all-way stop-control is implemented, the intersection will operate acceptably with the level of buildout anticipated during the next five years.
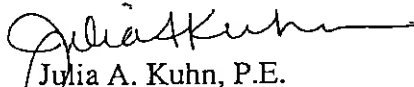
Table 1
Year 2004 Total Traffic Conditions

Intersection	All-Way Stop-Control		Two-Way Stop-Control			
	Average Delay (sec/veh)	LOS	Critical Movement	V/C	Average Delay (sec/veh)	LOS
Newport Avenue/College Way - *with westbound right-turn lane*	13.7	B	SB	> 1	> 45	F

SB=Southbound; WB=Westbound; LT=Left Turn; RT = Right Turn

I trust that this letter addresses your questions regarding the redistribution of trips generated by the college with the opening of the Regency Street extension. Please call me if you have any questions.

Sincerely,
KITTELSON & ASSOCIATES, INC.

Julia A. Kuhn, P.E.
Senior Engineer

9.   Regional Technical Training Complex (Redmond Campus)

REGIONAL TECHNICAL
Training Complex
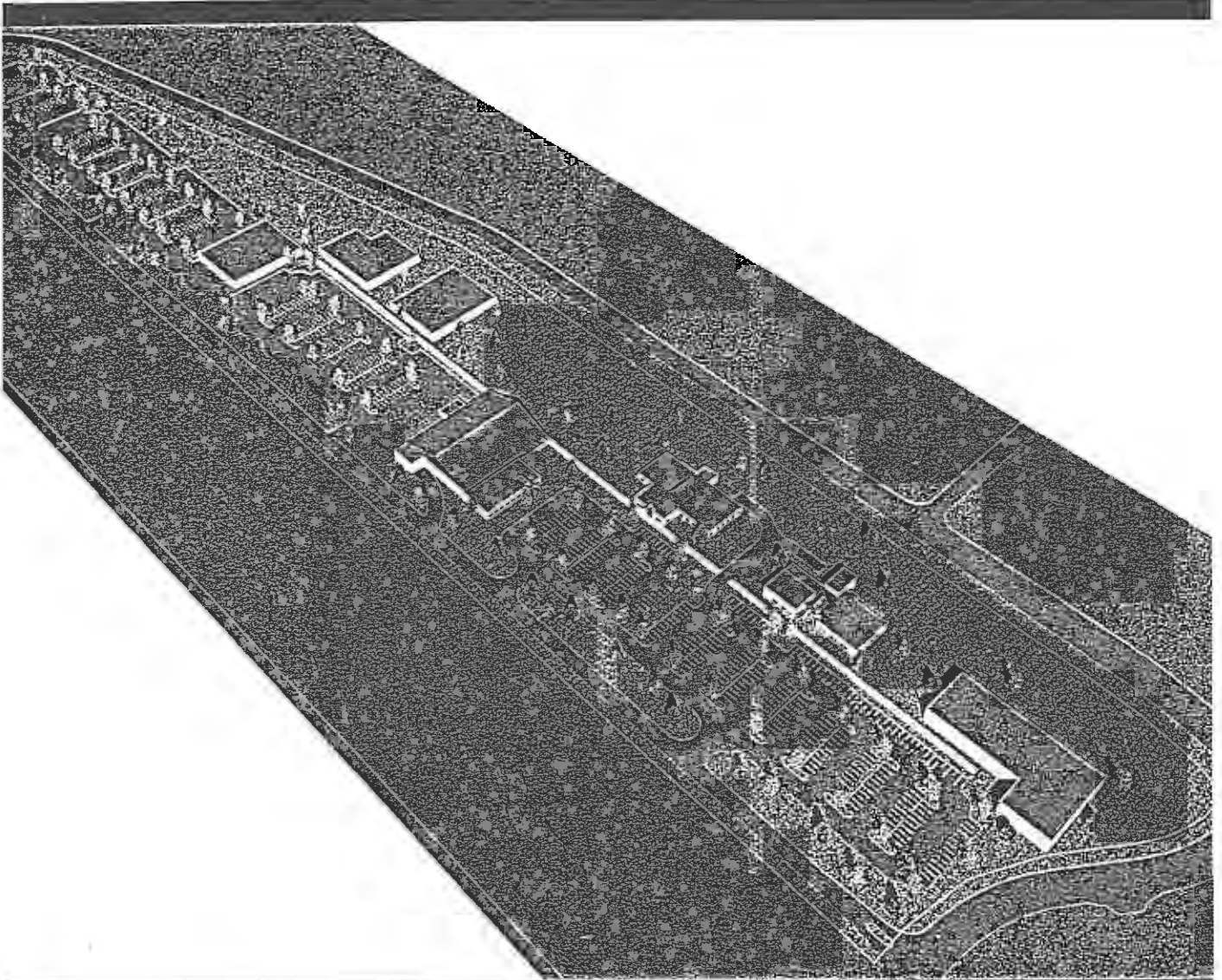
CENTRAL OREGON
COMMUNITY COLLEGE

CENTRAL OREGON COMMUNITY COLLEGE

North Campus Development
Regional Technical Training Complex

Table of Contents

Executive Summary

Purpose:

Central Oregon Community College (COCC), along with regional business and education partners, seeks to develop a plan for a Regional Technical Training Complex (RTTC) at the Redmond Campus as a precursor to facility construction. The overall goal of this project is to expand and extend educational opportunities to current, transitional and emerging workers in Central Oregon. It is anticipated that a more educated workforce will draw more advanced industries to the area increasing the number of family wage jobs. A well-conceived and rigorously planned technical training complex that addresses the needs of targeted growth industries (as per Regional Strategies Six-Year Program Plan) will foster community and economic development and strengthen the socio-economic environment of Crook, Deschutes and Jefferson counties.

Key Findings:

➤ The concept of a Regional Technical Training Complex (RTTC) was well received with overall endorsement.

➤ Employers confirmed, even entry-level jobs now require a level of technological sophistication.

➤ Manufacturing training will need to be general enough to prepare the student for a variety of manufacturing processes.

➤ Programs and systems need to be flexible to provide timely responses to the needs of business and industry.

➤ Central Oregon Community College should coordinate curriculum development with businesses.

➤ Programs should provide training in work ethics and attitude.

➤ Entry-level workers are lacking basic skills: reading, writing, oral communication skills and computational skills.

Process:

➤ A project coordinator was hired.

➤ Current needs assessment data, industry projections, and forecasts were analyzed.

➤ Individual interviews were conducted to more than 40 business, industry and community leaders.

➤ Implementation strategies and program objectives were developed.

➤ Basic architectural drawings were developed based on the program objectives.

Programs Requested Include:

Agriculture programs	Speech
Construction	Employee labor practices
Plumbing	Quality service
Electrical	Entry-level management
Telephone equipment maintenance	Budgeting - non-financial manager
Accounting degree	Leadership skills
Chemistry	Supervisory training
Physics	Computer skills
Foreign languages	Computer network administration

Top 3 Recommended:

Basic skill development
Fabrication/millwright/welding
Computer skills – MS Office, web classes, computer aided drafting.

10. Diversity Plan

Central Oregon Community College
Diversity Plan

I.   Introduction

In January 1999, President Robert Barber appointed a Diversity Steering
Committee to address diversity issues at Central Oregon Community
College (COCC). The Committee spent winter and spring terms, 1999
reviewing resources and discussing strategies for promoting diversity at
COCC. At the end of spring term the team developed and distributed two
survey instruments, one to all college employees and the other to a
random sample of students. The Committee has used the data collected
from these surveys as the foundation for this initial plan. Surveys will be
distributed on a biennial basis in the future and will be used to track
COCC's progress in reaching the goals presented in this and future plans.

II.   Glossary

Diversity – The Committee deliberated on a definition of diversity that
would underlie the plan and all future discussions. As a result of these
deliberations, the Committee chose to use the term diversity as broadly as
possible to include but not be limited to the following:

        Race
        Ethnicity/National Origin
        Gender
        Sexual Orientation
        Age
        Disabilities
        Religious Beliefs
        Socio-economic Class
        Educational Background

Many institutions further divide diversity into secondary elements, those
characteristics that can be changed such as religious beliefs or economic
status, and primary facets, individual characteristics that cannot be altered
such as age or racial makeup. The COCC Diversity Committee felt that all
factors making us unique individuals should be weighted equally.

Multicultural – The committee defined multicultural to be the
acknowledgment and respect for the uniqueness of various cultures,
religions, races, ethnicities, attitudes, and opinions within an environment
such as COCC.

People self-identifying themselves as members of one or more of the diverse backgrounds above are noted in this document as "persons/students/individuals of diverse cultures or backgrounds."

III.   Statement of Vision

In 1995, the COCC Board of Directors adopted ends statements that included achievement expectations and benchmarks. One of the ends was to "be a community which supports diverse populations and models tolerance." In 2000, the ends statement was revised to "because of COCC, Central Oregon communities will support diversity." The new language reflects a commitment by the College to take a more active role in fostering diversity on the COCC campus as well as in the community. This plan is written to facilitate achieving this important end.

The overall commitment of the College and the Diversity Committee is to create a welcoming campus climate that supports the rights of individuals and reflects respect for diverse cultures, backgrounds, and ideas.

The plan when implemented will:

- provide access to professional development programs in multiculturalism and diversity for staff
- increase the recruitment and retention of students of diverse cultures and backgrounds through outreach efforts and expanded student services
- increase the diversity of staff through recruitment, outreach and retention efforts
- encourage cultural diversity through events, exhibits, artwork, and other educational programs
- provide release time for faculty to develop and adapt curriculum to reflect the importance of diversity

IV.   Diversity Committee

A. Current Committee
Barbara Davey, Chair, Equal Employment Opportunity Office
Eric Buckles, Director of Human Resources
Cynthia Engel, Nancy Chandler Visiting Scholar Program Coordinator
Annie Engel, COCC Student
Nancy Jumper, Madras College Center Director
Julie Keener, Associate Professor, Math Department
Matt McCoy, Vice President for Institutional Advancement
Steve O'Brien, Professor/Counselor
Diana Perry, Technical Support Specialist
Alicia Vik, Admissions and Records Program Advisor

B. Committee Make-up

Diversity Committee members will serve two-year terms with terms beginning in January and ending in December. To promote continuity, terms will be staggered. The committee will include the following:

Director of Human Resources or designated representative – permanent member
Equal Employment Opportunity/Affirmative Action Officer – permanent member
Office of Institutional Advancement – One permanent member

Two representatives from each of the following: faculty, staff, students, and community – to be appointed by the President.

C. Committee Oversight

Members of the Diversity Committee will initially oversee the activities and strategies described in this plan. However, as programs and services are implemented and oversight responsibilities grow, the Committee acknowledges the need for a permanent position to direct diversity activities and manage a Multicultural Center. The Committee anticipates this position will be a half-time administrative position and recommends that the position is filled in fall, 2001. The Committee will serve in an advisory role to the Diversity Coordinator. A job description is provided as Appendix A.

V. Institutional Goals

A. **Institutional Climate – The diversity of individuals will be respected and reflected in all interactions. All people will be made to feel welcome on the COCC campus.**

Goal – Central Oregon Community College will increase the level of awareness among its students and employees about diversity

Implementation Strategies:

1. Expand and enhance staff educational activities which promote diversity

2. Expand and enhance educational programs for students which foster diversity

3. Develop regional community and college events which celebrate diversity

Timelines:

1. Increase COCC involvement in the Oregon Diversity Institute – fall 1999

2. Conduct at least one staff training event per term – winter 2000.

3. Organize and coordinate at least one regional community multicultural event per year – winter 2000.

4. Establish an open forum for students to discuss diversity issues – winter 2000

5. Join with regional community groups to create a Central Oregon diversity conference – fall 2000.

6. Conduct follow-up surveys of staff and students - spring 2001 and biennially.

7. Create a multicultural student/community center whose primary mission is to promote diversity concepts through its programs and services – fall 2002. (Helped create temporary center in fall 2000 – currently planning grand opening. Additional time will be spent during winter and spring 2001 in defining the center.)

8. Integrate diversity goals with all organizational activities and committees – fall 2003.

Measurements:

1. COCC's 2001 diversity climate surveys will show an increase in participation rates of 10% over the 1999 surveys.

2. COCC's 2001 diversity climate surveys will show a 10% increase in level of awareness regarding diversity issues.

3. The 2001 COCC staff survey results will indicate 10% more staff agree that COCC encourages and supports diversity (49% agree – 1999 survey).

B. **Equal Employment Opportunity/Equity – College staff, faculty, and administration reflect the diversity of the community we serve.**

Goal - Provide equal opportunities for people of all backgrounds in areas of recruitment, retention, professional development, and promotion.

Implementation Strategies:

1. Develop EEO/diversity training sessions to deliver to department-wide meetings as new positions within departments are approved

2. Update the Screening Committee brochure to reflect the College's views

3. Revise COCC equal employment opportunity/affirmative action statements to include sexual orientation

4. Review all position descriptions to eliminate language which may exclude people of diverse cultures or backgrounds

5. Increase recruitment and outreach efforts of diverse populations in the local communities

6. Research new avenues for expanding recruitment, e.g., listservs, electronic bulletin boards, targeted publications.

7. Reach all staff with a professional development program by collaborating with the Professional Development Task Force and the Faculty Professional Improvement Program.

8. Develop staff mentoring programs

Timelines:

1. Expand regional recruitment efforts in local communities – winter 2000

2. Broaden national recruitment efforts – winter 2000

3. Update Screening Committee brochure – winter 2000

4. Review hiring practices with departments – winter 2000

5. Conduct follow-up survey of staff – spring 2001 and biennially

6. Create professional improvement programs for staff – spring 2001

7. Implement staff mentoring programs – fall 2002

Measurements:

1. Increase by 10% the number of people from diverse cultures and backgrounds in hiring pools – compare recruitment pools from 1999 – fall 2001.

2. Increase the number of COCC staff enrolled in Professional Development Programs by 50% - compare baseline data from fall 1999 - spring 2001.

3. All new staff personnel participate in first-year mentoring program – fall 2002

C. **Recruitment, Enrollment and Retention of Students from Diverse Cultures and Backgrounds – The College environment fosters awareness of diversity through expanded educational programs, sponsored activities and student services.**

Goal One – Improve participation of students of diverse cultures and backgrounds in all educational programs.

Implementation Strategies:

1. Provide release time for faculty to attend training sessions in multicultural education techniques.

2. Provide release time for faculty to develop curriculum that meets the statewide standards for MIC coursework.

3. Expand efforts in recruiting students from diverse cultures and backgrounds.

4. Hire program specialists to develop targeted programs and services for students from diverse cultures and backgrounds, e.g., Native American Program Advisor.

Timelines:

1. Increase campus tours and outreach visits – spring 2000

2. Work with regional K-12 and community groups to increase recruitment targeted at specific populations – fall 2000

3. Hire a half-time campus recruitment coordinator – fall 2001

4. Increase scholarships for economically disadvantaged students – fall 2001

5. Create a diversity instructional fund for faculty release time to train faculty and develop multicultural curriculum – fall 2001

6. Develop media campaigns targeted at wider markets – fall 2002

7. Expand non-traditional educational programs, e.g., weekend college, intensive summer programs - fall 2003

Measurements:

1. The IPEDS report reflects a 10% increase in the number of students from diverse cultures and backgrounds – fall 2002

2. The four-week enrollment report indicates a 10% increase in the number of students from underserved areas within the COCC district – fall 2002

Goal Two – Improve retention of students from diverse cultures and backgrounds in all educational programs.

Implementation Strategies

1. Develop a multicultural student/community center

2. Enhance the Tutoring and Testing Center to include mentoring programs

3. Expand learning assistance services to all College Centers

4. Conduct a campus-wide curriculum reform program that incorporates MIC classes

5. Develop a multicultural professional improvement program for all staff

6. Create student clubs to support diversity and leadership

7. Increase student life programs to enhance multicultural educational activities

Timelines:

1. Provide additional space to student groups from diverse cultures and backgrounds for meetings and events – fall 2000

2. Increase peer counseling, mentoring, learning assistance and tutoring programs on the Bend campus as well as all College Centers – fall 2001

3. Develop student clubs and leadership programs for students of diverse cultures and backgrounds – fall 2001

4. Create a multicultural student/community center – fall 2002

Measurements:

1. Increase the number of student clubs for students from diverse cultures and backgrounds by two over fall 1999 – fall 2000

2. Increase the number of students enrolled in mentoring/learning assistance programs by 20% as compared to fall 1999 - fall 2001

3. Increase the retention of students from diverse cultures and backgrounds in all programs by 20% over fall 1999 data - fall 2001

Goal Three – Increase the number of students from diverse cultures and backgrounds who complete educational programs and assist in their transfer from local public schools to community colleges to four-year institutions.

Implementation Strategies:

1. Create regional advisory teams to monitor progress of students from diverse cultures and backgrounds through all educational programs including transition from developmental programs to degree and certificate programs.

2. Create financial aid and grant packages that will increase retention by providing built-in incentives for academic progress.

Timelines:

1. Establish teams of community members, college staff and faculty to oversee academic progress of students enrolled in developmental programs wishing to transition to college credit programs – fall 2001

2. Develop student peer groups to provide mentoring and tutoring services to students enrolled in developmental programs – fall 2001

3. Provide financial assistance to students enrolled in developmental programs based on academic progress – fall 2003

Measurements:

1. Increase the number of students transitioning from developmental programs to college credit programs by 10% as compared to spring 99 – fall 99 data – fall 2002

2. Increase the number of students originally enrolled in developmental programs who successfully complete a college credit program by 10% over spring 99 data – fall 2003

VI.   Budget

A. Year One Annual Budget Requirements (2000-01)

Institutional Climate Goal

Expand staff educational activities - $4,500 per year (3 training events per academic year)

Expand educational programs and services for students - $1,500 per year (3 discussion forums per year)

Organize and coordinate community events - $2,000 per year

Subtotal Budget   **$8,000**

Equal Employment Opportunity Goal

Expand recruitment and outreach efforts in local community - $1,000 per year for publications and local travel

Broaden national recruitment efforts - $2,000 per year

Subtotal Budget   **$3,000**

Recruitment and Retention of Students Goal One

Increase campus tours and outreach visits – $1,000 per year

Increase scholarships for economically disadvantaged students –
$3,000 per year

Provide release time for faculty to develop multicultural course
content - $2, 000

Organize and Expand the "Career and College Fair for Students of
Color" - $2,000

Subtotal Budget   **$8,000**

Recruitment and Retention of Students Goal Two

Increase mentoring, learning assistance, tutoring programs -
$2,000 per year

Develop student clubs and leadership programs - $2,000 per year

Subtotal Budget   **$4,000**

Recruitment and Retention of Students Goal Three

Develop student peer mentoring groups - $1,500 per year

Subtotal Budget   **$1,500**

Year One (2000- 01) Total Budget   **$24,500**

B. Year Two Annual Budget Requirements **(2001– 02 and beyond)**

Budget as noted above   **$24,500**

Multicultural Center Administration (as of **fall 2001**)

Diversity Coordinator - $21,000 per year (half-time administrative
position level 20 - see Appendix B for Position Description)

Miscellaneous expenses - $3,000 per year

Subtotal Budget   **$24,000**

Year Two (2001-02) Total Budget   **$48,500**

Appendix A – Position Description – Diversity Coordinator

CENTRAL OREGON COMMUNITY COLLEGE
Job Description and Specifications

POSITION TITLE: Diversity Coordinator   SUPERVISOR: TBD

PRIMARY PURPOSE

The Diversity Coordinator assists the College in achieving it mission to serve the District by providing quality educational programs, compelling learning experiences and supportive environments that enable students and staff to meet the challenges of living and working in a multicultural environment.

DESCRIPTION OF DUTIES AND TASKS:

Provide leadership and support to insure the College's commitment to diversity.

Provide leadership, advocacy, support, and a student development plan to insure student involvement and commitment to diversity.

Work collaboratively with students and staff to assist them in creating and promoting a welcoming, supportive and inclusive climate within the College community.

Provide leadership in implementing innovative recruitment, access and retention strategies to promote and increase diversity of students.

Coordinate programs and events that promote understanding and educate the campus and community on diversity issues.

Serve as a mentor/advocate to student organizations and clubs as needed.

Assist Human Resources in developing and implementing innovative recruitment, employment, retention, promotion and professional development opportunities to increase diversity of administrators, faculty and staff.

Assist instructional leadership and faculty with curriculum development that promotes knowledge and understanding of diversity.

Represent the College to public and private, local, state, and regional organizations and agencies on matters related to diversity.

Knowledge Skills and Abilities

Demonstrated expertise in event planning and an ability to work collaboratively will all members of the campus community.

Demonstrated knowledge and understanding of multicultural and diversity issues and concerns

Demonstrated competence is designing, developing and conducting educational training programs that support the College diversity mission

Demonstrated experience in office management, including supervision of students and staff and managing budgets

EDUCATION: Bachelor's degree, with Master's preferred.

11.   Student/Faculty Survey Documents

WEGROUP
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CAMPUS MASTER PLAN
INDIVIDUAL UNIT INPUT GUIDE

Unit, department, or enterprise: <u>Student Life - Day Care Facility</u>
Date information needed: <u>November 1, 1999</u>
<u>Prepared by:</u>   <u>Mike Smith</u>

Current Snapshot
Though COCC is beautiful campus, there is not a large managed open space or trails system connecting the buildings on campus. No aquatic facilities exist on campus at this time.

<u>Limitations</u>

    NA

Anticipated Needs

    a. 2000/2003
        Study conducted to determine the feasibility of an on-campus day care facility

    b. 2003-06

    c. 2007-10*
        Depending on recommendation of study build day care facility

* In conjunction with of Student Housing and academic plans of the college, a day care facility may be a amenity provided within the student housing complex that serves as a laboratory for a early childhood education program.

CENTRAL OREGON COMMUNITY COLLEGE
MASTER PLAN 2000-2010

FACILITY REQUIREMENT SURVEY

ase answer the following questions to the best of your ability. Provide any other information you think
;ht help us understand your needs.

ppropriate, attach a simple diagram on the back of this form.

)artment Requesting Space: <u>Student Life Aquatic Center ---</u>

:re has not been detailed discussion about the Aquatic Center on campus. The context that it has been
:ussed in is the College being a partner with Bend Metro Park and Recreation District, and possibly the
ld LaPine School District if a second community aquatic facility were to be sited within close
ximately of the campus either on Park District, Bend LaPine School District or College Property.

1ction *(What is intended to occur in this space)*:

1ctional Design Requirements *(List any special plumbing, electrical or equipment needs)*:

:ailed Space Needs *(Number of rooms, types of rooms, hours of use, square footage or number of
upants, if known. If this space would be similar to other space on campus, please identify that space)*:

;thetic Design Requirements:

ects this facility or space might have on other spaces or programs:

ditional information:

CAMPUS MASTER PLAN
INDIVIDUAL UNIT INPUT GUIDE

Unit, department, or enterprise: <u>Student Life - College Center</u>
Date information needed: <u>November 1, 1999</u>
<u>Prepared by:</u>   <u>Mike Smith</u>

Definition:
A student/ campus center serves a number of functions for a college campus. For a community college the term better suited may be a "College Center." It is gathering place for students and staff, or sometimes referred to the "living room of the campus." In addition a college center provides office, meeting, and performance space for student organizations and clubs. An extensive college center provides a "one stop" approach to a variety of student services. These include but not limited to:

study lounges	computer labs	dining facilities	bookstore	copy center
recreation room	TV room	Office of Student Life	tutoring	counseling
health services	housing /transportation	ATM service	Photo ID	diversity center

A college center was a high priority of the "Vision of Student Life 2000" document prepared by Student Affairs in 1997. A strategically placed, extensive college center will have a tremendous influence in building community on campus.

Current Snapshot
Some of the services and amenities listed above are provided in a decentralized method throughout campus. Grandview provides some of the amenities college center: dining services, student offices, study lounge, student newspaper, student health center, office of student life, Photo Id and Housing services.

The other services are scattered around classes:

<u>Boyle Education Center</u>
    Native American program   International Student program   Counseling
    Student employment
<u>Library</u>   <u>Centralized/ Bookstore Building</u>
    Tutoring, Computer Lab   Bookstore, Copy center
<u>Pioneer</u>   <u>Pence Hall</u>
    Computer Lab, performance space   performance space, fine arts gallery

Small student lounges exit in all buildings.

<u>Limitations</u>
    Prior to the Boyle Education Center being constructed, Grandview contained the above listed services as well as counseling, job placement, career service, financial aid, changing directions, child care, recreation room, and the office of Dean of Students. With the only dining services on campus the building did attract a significant number of students and staff on a regular basis served the campus as a student center. As the campus has grown and services have been decentralized, the Grandview location no the appropriate location for a college center.

Anticipated Needs s

    a. 2000-2003
       A feasibility study conducted and if favorable, construction of a new building or remodel of an existing building should take place by 2003
    b. 2003-06
       Additional services not included in initial construction could be considered
    c. 2007-10

12.   Facility Request Matrix

Exhibit 5.f
May 9, 2001

INFORMATION ITEM

Prepared by Bob Barber

A. Issue

Facilities Matrix Draft

B. Discussion/History

This past year individuals and campus groups have been asked by the College's Institutional Support Committee led by Professor Tom Carroll to identify the long term facility and capital construction needs for the college. A concept summary is attached. A more elaborate matrix including square footage projections, multi-uses, etc. will be forwarded to WE Group, the college architects. WE Group has had experience with long-range facility planning including the writing of the 1990-2000 COCC Campus Development Plan -- which the college has successfully used over the last decade.

The next Campus Development Plan will follow the philosophy that the District is the COCC Campus, and include college center development as well as Branch Campus considerations. This is a preliminary view for the Board. The staff is interested in receiving any additional input from Board Members with regard to possible facility or capital construction needs. Please contact Jim Jones, Vice President and Chief Financial Officer with any comments (383-7209).

Exhibit 5.f
Revised Draft
May 9, 2001

FACILITIES REQUESTS MATRIX -- UNPRIORITIZED

DEVELOPED BY THE INSTITUTIONAL SUPPORT COMMITTEE

APRIL 17, 2001

Project Contact Department	Function ISC	Effects ISC
CIS Instructional Classrooms Glenn	Computer classes. In order for to provide these classrooms, another building will need to be built or a major change to an existing building	
Allied Health and Nursing Building Peterson	This space will provide a unified building for all of the health related programs on campus, all of which are desperately short on laboratory space. In addition to sharing and increasing lab space, a common building will be especially effective for sharing expensive health related equipment, for maximizing teaching and learning resources, and sharing faculty and clerical support.	This program will free up space for the Science Department, which also is extremely short on lab space. The building will also provide for adequate growth in the health related areas, in terms of both two and four year program development.
Humanities Building Buck Humanities	Instructional classrooms and office.	Would create additional general purpose and computer classrooms for other departments whose classes are scheduled through Scheduler 25.
Additional Science Classrooms and Offices Emerson Science	Lab, instrument room and small classroom.	Dependent on Nursing/ Allied Health finding another home.
Additional Space for Fine Arts Krempel	Faculty and staff offices, studio art classes, music classes & rehearsals; theatre classes and rehearsals; set & costume construction; gallery exhibits; box office; music, dance & theatre performances & recitals for small medium and large audiences.	Student Life (ASCOCC) would be easier to schedule with F.A. events. Visitor parking nearby during business hours would improve public access to gallery exhibits and box office sales. Class size could be increased.
Tutoring and Testing Building Smith, Kellie Tutoring and Testing	Tutoring for COCC Students. Testing for Educational Testing Service, COCC Faculty, University Center related colleges, high security professional testing. Tutoring & testing for ADA qualified students.	The closer the tutoring is to Humanities and Math depts., the easier it is for students to find and use the service. Computer based testing cannot be conducted in just any room with computers. Exclusive use of computers for testing is required.
Additional Classes for Entrepreneurial Education Glenn CIS	Computer Entrepreneurial Education.	If this room is added to an existing building (for example, Pioneer), other departments will be affected as well as ITS. If this is off campus, then the cost of a lease will need to be considered.

DRAF .STITUTIONAL SUPPORT COMMITTEE FACILITIES MATRIX

Project/Contact/Department ISC	Function ISC	Effects ISC
Culinary Arts Tim Hill Business Administration	Prepare teaching facility for culinary arts. In addition, a more suitable location is needed to feed the general public with better access to parking. Feeding the public is necessary pedagogical function.	If we use remodeled space as originally proposed, the multi-cultural would have to be moved. If a new space were erected, such as being part of the new student center, new third floor of Ponderosa Hall or part of a new facility to serve student residences, then it would not impact anyone.
Diesel Program Mays Automotive/Diesel	Requesting current manufacturing spaces - Ponderosa lab 014 - classroom/lab 101 - classroom 102. (See remodel of Ponderosa proposal.)	Spaces may be used by other departments or programs. Classroom 102 would make a wonderful E.E. seminar room.
Offices for 51 new Faculty by 2005 Queary	Annual evaluation and inclusion with other projects.	COCC and OSU-CC
More Offices and Space for ITS Rayburn ITS	Two offices now. 3 in 2001/2002 and 3 in 2002/2003.	
Campus Center Building Thompson/Smith	A student/campus center would serve a number of functions for a college campus. For a community college the term better suited may be a "College Center." It is gathering place for students and staff, or sometimes referred to the "living room of the campus."	A genuine college center will enhance the sense of campus community at the Bend campus. A campus / student center has capacity, if programmed effectively, to increase retention at the institution.
Multi-Cultural Center Davey Diversity Committee	Student-centered multicultural activities, meetings.	This space should be part of the campus center building for housing all student-centered programs, activities.
Student Housing Thompson/Smith	Provide on campus living space for students.	Additional student housing will enhance the sense of campus community at the Bend campus.
Place of Reflection Barber President's Office	A quiet space that provides opportunity for personal reflection and spiritual growth. Ecumenical from the start. A place for contemplation, especially for residential students over time.	Probably not placed near noisy space, little impact on others.
Arboretum/Park/Trails Jones Vice President & CFO	A college arboretum will be created which will be located throughout the campus. The various trees will be identified and a "tour route" developed for people to walk/take to see the trees. It should be both scientifically interesting and beautiful and nourishing to the soul.	Minimal. The campus would be more beautiful and aesthetically pleasing.
Fitness and Aquatic Center Thompson	A fitness / recreation center provides opportunity for participants to engage in a number of indoor instructional and extracurricular activities	If the short term needs were satisfied, it would allow more effective use of gym space and enhance the instructional environment as well as provide more effective use of the gym space.

DRAF. ...STITUTIONAL SUPPORT COMMITTEE FACILITIES MATRIX

Project Contact Department	Function ISC	Effects ISG
Mazama Expansion Colton HHP	Expand opportunities for activity type classes. I.e. - yoga (*3 classes-full), tai chi (full), 1 or 2 per quarter. Stretch & relaxation (*1 full), CPR (*8/year). Dan Early & Steve O'Brien have also requested this type of space for their class needs.	
Outdoor Recreation Center Lish HHP	Rock climbing wall (indoor climbing), outdoor equipment rental space (gear storage and office space), outings program office space.	
Athletic Fields (3) Smith, Mike	Various field games: soccer, softball, flag football, ultimate frisbee, and total fitness. These would be delivered through instructional classes, club sports, intramurals as well as various community groups (Bend Parks and Recreation District, COSA, and Bend United soccer clubs).	The development of another athletic field will enhance the programs the HHP, club sports and intramural programs as well as the community at-large.
COCC/ Community Performing Arts Center Queary	Being discussed by broad based arts committee.	
OSU Cascades Campus Instructional Building	OSUCC has asked that our plan include 2 additional buildings.	
Bend College Center Moorehead College Center	Instruction, office, administration, general student admission/advising. This space would be a focus point for educational activities in the downtown community	This space would free up one office space and an administrative work area in the Boyle Center.
La Pine College Center College Center Support Moorehead	At 2,200 square feet, the current La Pine College Center is too small to accommodate the expected growth in the La Pine area. An appropriate facility is needed to accommodate the training needs parking and growth of the community.	
Madras College Center College Center Support Moorehead	At 2,200 sq. ft., the current Madras college center is too small to accommodate the expected growth in the Madras area.	The new prison opening in 2004 will contribute to that growth and provide an opportunity for COCC to provide training for inmates and employees. An appropriate facility is needed to accommodate the training needs and growth of the community.
Prineville College Center- College Center Support Moorehead	The current Prineville college center is approximately 4,000 sq. ft. in size. As the community grows, the building will become inadequate. Currently parking is not sufficient for the size of the building. Expected growth in the area suggests we should plan for a new building in 2009-2010.	
Sisters College Center	Sisters College Center serves COCC students living in the Sisters	At 2200 sq. ft., the current Sisters college center is too small to

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Project Contact Department	Function ISC	Effects ISC
College Center Support Moorehead	area. Programs provided include distance delivery of credit classes culminating in an AAOT, Community Education self-enrichment classes, open computer lab, business and Industry training and enrollment services for students.	accommodate the expected growth in the Sisters area. An appropriate facility is needed to accommodate education and training needs with expected growth in the community.
Warm Springs College Center Moorehead	The current WS college center consists of an office and two classrooms housed in an old school building. COCC should be prepared to collaborate with the branch campus to provide expanded space to accommodate increased training needs of the tribes.	The Warm Springs community has many educational challenges. Ultimately it will be up to the tribal council to provide leadership for this kind of effort. COCC and the branch campus should be ready to collaborate to facilitate future community training needs.
Redmond North Campus Regional Technical Training Complex, Phase III	Phase III development at the Redmond Campus (RNC) calls for a professional meeting and training center.	COCC can effectively bring world class and nationally recognized training opportunities to the Central Oregon region.
Redmond North Campus Learning Resource Center Moorehead	An instructional building that would house a career information and tutoring center, general & specialized classrooms, and a computer information classroom.	This building will provide much needed classroom space for a rapidly growing program in Redmond. It also effectively diminishes the demands on the Bend campus by providing course work geographically closer to a large segment of the college service area.
Redmond North Campus Phase IV development calls for an academic building to provide general and specialized classrooms and a large lecture hall.	As the campus grows, additional programs will be offered in Redmond. Many of these programs require specialized classrooms or labs.	The addition of programs in Redmond has a two-fold effect. 1. Provides programs and service to residents of N. Deschutes, Crook and Jefferson counties. 2. Eases space demands on the Bend Campus.
Possible Remodels: Remodel Juniper Hall Zinkgraf Campus wide	With the construction of new residence halls, Juniper Hall would become available for offices, meeting space and possibly classroom space.	
Remodel Grandview Zinkgraf Campus wide	Faculty offices, administrative space, classrooms. The space would become available with the construction of a new campus center building.	

Project Contact Department	Function ISC	Effects ISC
Remodel Ponderosa Hoyt	Gain possible seven offices. Gain two additional classrooms. Men's and Women's Locker and Shower Room. Forestry Cleaning Room. New Tool Room. Diesel lab. Diesel lab for Semi's and large diesel machines.	Additional office space for current faculty, part-timers, and others. Will allow Basic Electricity classes and Forestry computer classes to be taught and Forestry students to have a lab to use. A cleaner and more professional looking building. Can view the automotive shop for safety reasons. The Diesel lab will allow the students access to larger diesel vehicles and have room for storage of diesel parts.
Remodel Deschutes and Jefferson Zinkgraf Campus wide	Increase the number of faculty offices.	
Remodel BEC Lobby to Incorporate an Information Center McCoy	House Information Office – Greet and direct quests, answer phones, provide general information, ticket sales, operate reader board, supervise student assistants.	This will address the need for a better Information source/location for the Bend Campus.
Center for Business and Industry Location McCoy	Reorganization of the Training Center and Small Business Development Center into the Center for Business and Industry would provide an off-campus single point of contact. Space needs include office space, classrooms, a computer lab and common-use space.	The CBI space will provide training, business counseling, a Bend location for Community Education, and other entrepreneurial opportunities. Leasing space is a factor.

13.   OSU Cascades Campus Proposal

WEGROUP
ARCHITECTS · PLANNERS · INTERIORS

Central Oregon State University
A 21st-Century University

Branch campus proposal by
OREGON STATE UNIVERSITY

Part 1

The Vision

Central Oregon State University: A 21st-Century University

Executive Summary

Central Oregon State University (COSU) is much more than a branch campus. It is a 21st-Century University, a leading-edge model for engaging an entire community in top-quality, relevant higher education. COSU will link Central Oregon into a shared learning community, taking advantage of expert instruction and new educational approaches, the most advanced organizational models, and current information technologies. This new university in Central Oregon is integrated with one of the best community colleges in the nation, and involves outstanding complementary university partners who will provide the academic programs that are needed for the future. Quite simply, COSU will fast-forward the delivery of higher education by 5 to 10 years in Central Oregon.

This document serves as the official response of Oregon State University, and outlines our proposal to build a branch campus—indeed, a 21st-Century University—in Central Oregon to serve the higher education needs of the citizens of the region. For the purposes of this document, the campus will be referred to as Central Oregon State University (COSU).

A companion Website is available at www.cosu.orst.edu

The designers of COSU are Oregon State University (OSU), Eastern Oregon University (EOU), Oregon Institute of Technology (OIT), Central Oregon Community College (COCC), and more than 500 Central Oregonians who participated in 24 public meetings. Nearly 100 faculty and staff from COCC, OSU, OIT, and EOU also participated. This cooperative design process produced a bold plan for an upper division and graduate university firmly integrated with COCC. The COSU Board of Advisors (composed of Central Oregonians) will guide the appointment of the President from an immediate national search. The President's credentials will incorporate traditional academic administrative skills, and will also include leadership skills found in today's energetic entrepreneurial businesses.

Academic Programs

With its primary partners and other institutions, COSU will offer a dazzling array of credit and non-credit courses, programs, and undergraduate and graduate degrees designed for the needs and aspirations of Central Oregon.

The COSU curriculum is highly innovative. In addition to the core liberal arts program of biological and physical sciences, social sciences and humanities, a dozen majors and many minor degree programs will

be available. The majors are designed to meet documented needs identified by extensive assessments, including those conducted independently by OSU over the past two years in Central Oregon. Beyond the core curriculum, the programs planned for the first five years include: Applied Health, Business Administration, Computer Science, Information Technology, Education, Environmental Science, General Agriculture, Information Technology, Industrial Engineering, Human Development and Human Services, Liberal Studies, Museum Studies, Natural Resources, and Outdoor Recreation Leadership and Tourism. These majors and the many minors (for example, Business, Multimedia, and Environmental Information Science and Technology) are made possible because of the unique interdisciplinary organization of COSU, and integration with the solid foundation of lower division programs offered by COCC. In essence, the traditional disciplinary boundaries such as departments and colleges are eliminated. The focus of the curriculum is entirely on providing disciplinary and interdisciplinary education that will enable students to be successful in the information-age society of the 21st century.

The preparation of 21st-Century teachers to serve Central Oregon is crucial to the continuing vitality of this rapidly growing region. Attention to this need is at the core of the professional programs that COSU will initially provide. From day one, COSU will be welcoming students to elementary and secondary teacher education programs at the undergraduate and graduate levels, with already established "feeder" connections to COCC, links that reach right into the local school classrooms, and regular, senior faculty in place. Expanding access to licensure to include all major areas, the provision of specialized graduate level Education degrees in areas of highest demand, and continuing professional development will be provided to teachers in the area. The gains of significant added value for the preparation of teachers will take place within an innovative business model that closely integrates the evolving requirements of the "customer" (Central Oregon citizens and their schools) with the qualities of the graduates delivered by the producer (COSU). The Native American Teacher Education Program adds yet another dimension.

COCC will continue its unique and special mission, and will provide adult life long education, ongoing professional growth, and Associate degrees. Much of the COCC curriculum will also serve students who subsequently wish to pursue bachelors and graduate degrees. Most of the curriculum transitions have already been developed between COCC and COSU faculty. These connections will permit smooth transitions and a seamless student support system for COCC and COSU students. Indeed, COSU is integrated with COCC in terms of academic programs, finances, and student and enrollment services.

OSU has been offering liberal studies courses and degrees in Central Oregon for almost 20 years—more than 100 students have received OSU degrees in Central Oregon this past decade. The liberal arts and sciences are the core of any university, and OSU has excellent strength in these areas. In today's global information world, the fundamental educational needs of successful students have dramatically expanded into several professional and technical areas. The COSU partners (OSU, OIT, and EOU, who together have awarded more than 320 degrees to Central Oregon students since 1991) have the programs for the future, particularly, education, engineering, engineering technology, computer science, information technology, business, biotechnology, genomics and informatics, multimedia, agriculture, forestry, oceanography, pharmacy, and health sciences. As an elite Research I university (only Oregon State University and the University of Washington have achieved this status in all of the Pacific Northwest), it is clear that OSU and its primary partners will continue to provide the type of relevant, advanced education needed in the future.

From day one, COSU will be welcoming students to elementary and secondary teacher education programs at the undergraduate and graduate levels, with already established "feeder" connections to COCC, links that reach right into the local school classrooms, and regular, senior faculty in place.

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COSU faculty will concentrate on teaching, but they will also conduct research and contribute to the knowledge base of Central Oregon. This 21st-Century University will enhance the intellectual and economic health of Central Oregon in the tradition of the land-grant model, not only by teaching, but also by solving problems, providing advice and information, and offering a stimulating intellectual atmosphere. Moreover, students of COSU will face changing conditions in the future. Acquiring research skills by associating with COSU faculty, whose own research is defined by collaborative problem solving, will hone the students' skills in critical and analytical thinking, thus enhancing their prospects for success as employment opportunities change during the coming dynamic decades.

Alternative Delivery

COSU will provide a learning community for all Central Oregonians, regardless of whether they are formally enrolled as students. Today, people learn in many different ways; for example, many university students take some of their courses through "distance" education even though they live on campus. Distance education, including credit and non-credit courses and lifelong and professional development programs, is the fastest growing type of higher education in the nation. Fortunately, OSU and EOU have by far the best developed, accredited distance education systems in Oregon, and together, one of the largest and strongest on the West Coast. Over 200 courses are available leading to majors and minor degrees, including undergraduate and graduate, and certificate and licensure programs. COSU's credit offerings, many non-credit courses and customized training courses are available from COSU to Central Oregonians— any place and any time.

Economic Development

As a 21st-Century University, COSU will contribute significantly to the economic health of Central Oregon. Currently COSU partners invest over $6 million in Central Oregon each year for instructional and research activities. Further, we support more than 65 staff in the region providing educational programs and services for the community, and have 109 staff devoted to research that benefits Central Oregon. COSU is expected to create more than 400 new jobs, and to have a positive economic impact in the region of over $26 million in its fifth year of operation, as estimated by Economic Development for Central Oregon (EDCO). With its program of key credit and non-credit training courses (in areas such as engineering, technology, business, natural resources, supervisory leadership, and Web design), and working with the economic development structure in the region and beyond, COSU will be a strong economic driver in Central Oregon.

Partnerships

The full power of COSU can only be recognized by realizing its many partnerships. Examples include:

- The academic synergies and efficiencies that are gained, particularly by the complementary nature of the academic programs at OSU, OIT, EOU, and COCC

- Courses and degrees offered with COSU and/or by other institutions, including Portland State University, University of Oregon, Linfield College, Lewis and Clark College, Southern Oregon University, and Oregon Health Sciences University

After a difficult divorce, I was raising my children on my own and needed my degree in order to earn a better living. I completed my AA degree at Central Oregon Community College in 1997 and started OSU distance courses later that year. I took OSU classes in Bend, on the Web, and through independent study. I enjoyed every bit of it. It was always a positive experience.

It wasn't always easy, but today, I am a student graduating summa cum laude with a goal of becoming an attorney. And the sky's the limit!

Delia Costley Jones
OSU Class of 2000
Summa Cum Laude Graduate
Bend

- Programs offered by COSU and the Warm Springs Confederated Tribes
- Programs offered by COSU and the Oregon Museum of Science and Industry and The High Desert Museum

Although education and research (to a lesser degree) are the primary objective of COSU, the region will be immensely enriched by a number of the University's programs. These include numerous community development programs as well as cultural, artistic, and athletic programs. The following examples illustrate this richness of programs.

- The Teacher Preparation Value-Added Chain Model, which uses the business feedback model to improve K-12 teacher education with a prototype in the Redmond School District
- The Center for Community Governance with the Medgar Evers Institute, which will position Central Oregon as a national and international leader in community governance and human rights advocacy
- The Science and Mathematics Integrated Learning Experiences (SMILE) program, which is nationally acclaimed and provides science and mathematics enrichment to minority and low-income middle-school students
- Science Connections, a program that facilitates interactions between faculty and students from COSU and the OSU College of Science and the public schools in Central Oregon to enhance science teaching, especially in response to the new benchmarks required by the revised Oregon State Standards
- Academy for the Third Age, a new program from OSU Distance and Continuing Education to serve the growing community of senior and retired "life-span learners" in Central Oregon
- The Community Link Program, which, in collaboration with OSU Extension Offices, the OSU Research Center, COCC's Adult Community Learning Centers, and the Small Business Development Center, provides needs assessment, training, and community development to help rural communities strengthen their economic base, develop new markets for local products, and explore and develop sustainable economies
- The Community Learning Series, a community interactive program with nationally and internationally recognized experts on a variety of intellectual topics
- Music and Arts Programs, a wide range of programs presented with the Cascade Festival of Music, Central Oregon Arts Association, and other partners

Foundation for Success

This innovative 21st-Century University, Central Oregon State University, is possible because OSU and its OIT, EOU, and COCC partners have:

- A 90-year history of providing programs in Central Oregon, with current resident personnel of more than 65 faculty and staff and an annual investment of over $6 million;
- The only statewide (OSU, OIT) or east and central (EOU) Oregon missions, and have developed the necessary financial and administrative infrastructure;
- A proven, sophisticated, and aggressive student recruitment and retention program;

The OSU Science and Mathematics Integrated Learning Experiences (SMILE) program received a 1999 Presidential Award for Excellence in Science, Mathematics and Engineering Mentoring. The program has, for more than a decade, nurtured an interest in science and math among Oregon's Native American, Hispanic, African American, and economically disadvantaged youth.

of the strongest community colleges in the nation in COCC, with mr   0 years' experience
a highly qualified, doctorally trained faculty;

- A plan that encourages and facilitates the participation of other OUS institutions into a coherent program for Central Oregon;

- Extensive and successful experience with key enabling processes (such as an advisory board that operates much like a board of directors), and with promotion and tenure procedures for faculty with region-specific missions and goals;

- By far the greatest cooperative experience with Oregon community colleges, and a history of working in Central Oregon and with COCC for nearly 20 years;

- Formed an effective team of three primary partners integrated with COCC, possessing complementary programs, and will encourage the involvement of other university partners;

- Nationally recognized academic programs in liberal arts and sciences, and the disciplines deemed most important for the future;

- A shared commitment to the feasibility of the branch campus model in Central Oregon, together, providing momentum, focus, and future sustainability for the concept;

- One of the strongest distance education programs on the West Coast;

- A belief in the role that research should play in Central Oregon, and a desire to build these programs from Oregon's only Research I university;

- A thorough knowledge of the region's needs, learned from investments in independent assessments of educational and training needs, and from those provided through COCC, OSU, and the University Center;

- A plan that has been constructed in an entirely open process, involving 500 persons from Central Oregon and nearly 100 of the partner institutions' faculty and staff;

- A close working relationship with COCC, sharing the goal of producing a seamless experience for students;

- Excellent national reputations and accredited programs that confer instant credibility on Central Oregon State University; and

- An understanding of the higher education dreams and aspirations of Central Oregon, with a demonstrated commitment to open and unselfish partnership with the citizens of the region in working collaboratively toward that dream.

This proposal represents a comprehensive, innovative plan for establishing not just a branch campus in Central Oregon, but a 21st-Century University that will be sustainable and have a positive impact on the economic, social, and cultural health of the region. Created by three major Oregon educational institutions working together, it describes an integrated, collaborative approach that builds on established programs and responds directly to the stated wishes of students, government, business, K-12, COCC, and the citizens of the region.

Vision

We envision COSU as much more than a branch University. We see it as a model learning environment for the 21st century. The concept of a "21st-Century University" is an innovative approach to sharing and using knowledge that is currently being developed in a wide range of environments, from small, technically advanced departments in businesses to small organizations and communities, and to Oregon State University's own Honors College, described later in this proposal. In a 21st-Century University:

- Barriers between areas of expertise and specialization are broken down, the programs from the leading and primary partners form an integrated and coherent whole, and communication between and among the citizens of the 21st-Century University is fostered so that all participants learn from and depend upon the learning of others;

- Learning becomes a pervasive feature of the environment, fostered by the desires of the community, rather than controlled by the decisions of fragmented educational entities;

- Learning is recognized as essential by the community's citizens, both for professional productivity and for achieving the greatest personal intellectual satisfaction;

- Citizens of the community have access to a wide variety of life-long learning opportunities offered continually from multiple sources;

- The focus is on flexibility and responsiveness rather than relying upon the structures and institutional rigidities of a traditional university system;

- The latest technologies are used advantageously—indeed, the community is an environment in which new technological innovation is fostered;

- Many learning approaches are used in many time and space scales; and

- A solid, sustainable structure is maintained, enabling students to pursue predictable programs that lead to accepted credentials that are honored by employers and recognized by professional accrediting agencies, while simultaneously, interdisciplinary methodologies, team building, and collaborative thinking are fostered.

COSU is designed to become such a 21st-Century University for the Central Oregon region, one in which COSU, OSU Extension, Central Oregon Community College (COCC), and their partner institutions will support the educational needs of all citizens in Crook, Deschutes, and Jefferson counties. We believe that this consortium of partners will be among the most sophisticated learning communities in the country.

14.   Enrollment Services Documents

WEGROUP
ARCHITECTS • PLANNERS • INTERIORS

Facilities Report 2000-2010
Instructional Space
Capacity and Utilization

YEAR	CAPACITY HRS PER WK	UTILIZATION BY HOURS	UTILIZATION BY PERCENT	CHANGES
1999/2000	5980	1932	32%	none, base year
2000/2001	5852	2038	35%	capacity reduced 128 hrs/wk (2 new programs). utilization increased by 5.5% growth rate
2001/2002	5852	2150	37%	utilization increased by 5.5% growth rate
2002/2003	6096	2268	37%	capacity increased by new COU building 255 hrs/wk capacity increased by COCC instructional space in new COU building 58 hrs/wk capacity reduced with LMT on campus 37 hrs/wk capacity reduced when modular A leaves campus 32 hrs/wk utilization increased by 5.5% growth rate
2003/2004	6259	2393	38%	capacity reduced 128hrs/wk (2 new programs) capacity increased by Manufacturing moving to N. Campus 256 hrs/wk capacity increased by CADD moving to N. Campus 35 hrs/wk utilization increased by 5.5% growth rate
2004/2005	6646	2525	38%	capacity increased w/Juniper Hall available 276 hrs hrs/wk capacity increased w/Grandview Food Svcs space available 111 hrs/wk utilization increased by 5.5% growth rate

YEAR	CAPACITY HRS PER WK	UTILIZATION BY HOURS	UTILIZATION BY PERCENT	CHANGES
2005/2006	6646	2664	40%	utilization increased by 5.5% growth rate
2006/2007	6646	2811	43%	utilization increased by 5.5% growth rate
2007/2008	6518	2966	46%	utilization increased by 5.5% growth rate capacity reduced 128hrs/wk (2 new programs)
2008/2009	6518	3129	48%	

Definitions and Comments:

- Hours per week by classroom: Mon-Thurs, 8am-10pm and Friday, 8am-5pm = 23 hours per week.

- Capacity number was selected as of 12-1999.

- Utilization was determined by utilization by capacity resulting in utilization percentage.

- New construction and major remodeling: Space is allocated as (1) instruction 45%, offices and administration 15%, and unassigned space 40%.

- Classroom size: A 24 x 32 foot classroom was the model for computations (720 square feet)

- Changes (gains or losses in instructional classroom space) was applied to the capacity base by year change is anticipated. Large projects were assumed to have offices and unassigned space and the above formula applied.

- New programs: Instruction could not specify staffing, space required or time frame for implementation. The date initiated was selected and is arbitrary as is the space required of 2000 square feet per program.

2

15.   Institutional Advancement Plan

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COCC Institutional Advancement

Mission

To provide ongoing leadership in strategic planning, and to communicate and develop internal and external support for the College.

Institutional Advancement will be involved with college-wide strategic planning, making available to the College strategic planning techniques which prove successful.

College internal communities – faculty, staff, administration and students -- will all be part of a communications link concerning the College's future. Communications with external communities will also be enhanced.

Institutional Advancement seeks to provide guidance, communication, and variety and depth of support for the institution. The end result will be increased support for the College.

Vision

Institutional Advancement and the College will employ a coherent model to develop, communicate and implement strategic plans.

Institutional Advancement's vision is intentionally focused on the next 24 months, knowing circumstances and needs will change. By promoting useful College planning, IA seeks to facilitate a better understanding of the College's Mission and Vision and implementation of the Mission and Vision at all levels, bringing increased benefits to the College.

Institutional Advancement

<u>Mission</u>: To provide ongoing leadership in planning, and to communicate and develop internal and external support for the College.

<u>Vision</u>: Institutional Advancement and the College will employ a coherent model to develop, communicate and implement strategic plans.

Critical Success Variables	Rating of Current Performance (Scale 1poor – 5 good)
Planning – Planning is long-term strategic planning of a broad scope and magnitude. For the next two years further developing a shared focus across the College will be one of IA's primary tasks.	
Partnerships/Relationships –Partnerships and relationships are crucial to the College's success. This variable is important to the success of IA in the next 24 months because of the increased role collaboration activities are taking in COCC activities. IA will lay the groundwork for fruitful relationships for much of the College.	
Internal Communications – This involves improving all forms of communication among the Board, faculty, staff, administrators and students, on a college-wide basis, and covers both operational and strategic information distribution. Communicating vision and developing common understanding is fundamental to achieving our College mission.	
External Communications – This involves improving communication with entities outside of the college family concerning College activities, planning, and structure.	
Funding: Increase variety and stability – As the College grows the funding needed to maintain the high level of services while meeting increased demand will require additional sources of funding, as well as increased funding from existing sources. An overarching goal of increased funding is to create funding stability to support long-term strategic planning and project implementation.	
Endorsements – Public and private affirmations of support for the College include enrollment, statements of support, commitments to collaboration, funding commitments and others and are key indicators of the success of and support for the College.	

CSV	Goals or Objectives
1. Planning	Test and evaluate a coherent model for integrated campus planning. ♦ Evaluate/Assess current planning needs ♦ Evaluate/Assess current planning processes ♦ Develop a COCC approach to integrating and communicating college-wide plans ♦ Make available college-wide training in COCC approach to planning
2. Partnerships/Relationships	Maximize the mutual return of partnerships and relationships with the College ♦ Identify and evaluate existing partnerships ♦ Identify potential desired partnerships ♦ Strengthen existing partnerships of value to College, and establish new partnerships each year in accordance with needs ♦ End completed partnerships
3. Internal Communications	Improve communication within COCC with our constituent groups ♦ Evaluate/Assess internal communication mechanisms ♦ Increase sense of affiliation with the College ♦ Enhance communication 　　♦ better information 　　♦ more timely distribution of information 　　♦ targeted to needs of individual groups
4. External Communications	Expand communications with external stakeholders ♦ Evaluate/Assess current external audience communication mechanisms ♦ Expand current positive media coverage ♦ Expand communications beyond the media ♦ Increase sense of affiliation of external groups with the College
5. Funding	Increase the variety and stability of funding for the College ♦ Maximize public funding from federal, state, and local entities ♦ Complete capital campaign and plan post campaign needs ♦ Increase entrepreneurial activity revenue and partnership contributions ♦ Maximize revenue from tuition and fees
6. Endorsements	Maximize the number and level of endorsements of the College ♦ Increase student enrollment ♦ Increase external endorsements of the college

Chapter 3. Future Perspective

CSV	Goals or Objectives	Options	Strategy
1 Planning	Test and evaluate a coherent model for integrated campus planning.		
	1.1 Evaluate/Assess current planning needs	1.1.1 poll Managers 1.1.2 poll department heads 1.1.3 survey college	1.1 poll department heads (Winter 2000)
	1.2 Evaluate/Assess current planning processes	1.2.1 internal audit of processes 1.2.2 outside consultant 1.2.3 poll department heads 1.2.4 poll Managers	1.2 poll department heads (Winter 2000)
	1.3 Develop standard approach to planning	1.3.1 create new approach 1.3.2 use best existing approach 1.3.3 use approach not currently used at college	1.3 use best existing approach, or a better approach not being used at college (2000-2001)
	1.4 Offer college-wide training in standard approach to planning	1.34.1 IA train dept heads 1.4.2 use outside consultant 1.4.3 IA train trainers 1.4.4 develop self-train program for departments	1.4 IA train dept heads (2000-2001)
2 Partnerships/ Relationships	Maximize the mutual return of the partnerships and relationships to the College		
	2.1 Maximize the return of the partnerships and relationship to the College	2.1.1 review contracts 2.1.2 survey the College 2.1.3 poll department heads	2.1 Identify and evaluate existing partnerships ➤ conduct a comprehensive

			survey of the College and solicit partner evaluations (Winter/Spring 2000-2001)
		2.2.1 poll Managers 2.2.2 poll department heads 2.2.3 survey the College	2.2 Identify potential desired partnerships, (short term and long term) ➤ poll department heads, then run by Managers. Presidential sign-off (Spring 2001)
		2.3.1 increase College outreach efforts 2.3.2 diversify partnerships 2.3.3 involve more individuals from the College	2.3 Strengthen existing partnerships of value to College, and establish new partnerships each year as in accordance with needs ➤ improve & diversify College outreach utilizing more individuals from College (ongoing)
		2.4.1 Managers review existing partnerships 2.4.2 department heads review existing partnerships	2.4 End completed partnerships ➤ Managers review list, run by department heads, Presidential sign-off (ongoing)
3. Internal Communications	Improve communication within COCC with our constituent groups		
	3.1 Evaluate/Assess internal communication mechanisms	3.1.1 internal audit 3.1.2 use outside consultant	3.1 perform internal audit (Winter 2000)
	3.2 Increase sense of affiliation with the College	3.2.1 improve information distribution 3.2.2 increase faculty, staff,	3.2 improve communication

	3.3 Enhance communication: better information more timely distribution of information targeted to needs of individual groups	administration, student interaction and joint activities 3.2.3 develop "ownership" of institution F, S, A, S involvement 3.3.1 designate individual to input critical communications to conference system - centralize 3.3.2 circulate guidelines on communications 3. 3.3 create communications task force	and activities to increase "ownership" (ongoing) 3.3 centralize system and develop clear guidelines
4. External Communications	Expand communications with external stakeholders 4.1 Evaluate/Assess current external audiences communication mechanisms 4.2 Expand current positive media coverage 4.3 Expand communication beyond media [perhaps delete, or change to focus on the value of the COCC education product] 4.4 Increase sense of affiliation of external groups with the College	4.1.1 internal audit 4.1.2 use outside consultant 4.2.1 increase contact with media 4.3.1 Increase number of events in community 4.3.2 Capitalize on 50th Anniversary 4.4.1 improve outreach to community and fraternal organizations 4.4.2 add to distribution list for E-newsletter 4.4.3 offer tours of the college (College Ambassadors)	4.1 complete internal audit (Spring 2001) 4.2 increase number of contacts with all media (2000-2001) 4.3 Increase number of events in community (2000-2001) 4.4 improve community outreach efforts, including more speaking engagements, expanding E-newsletter list, and brining groups to the college (2000-2003)
5. Funding: Increase variety and stability	Increase the variety and stability of funding for the College 5.1 Maximize public funding from federal, state, and local entities	5.1.1 develop relations with/ increase outreach to funding entities 5.1.2 narrow focus of fundraising	5.1 improve relations with federal, state and local representatives in preparation

		efforts specific entity 5.1.3 seek 2001 –2002 biennium state appropriations	for future funding push (2000-2001)
	5.2 Complete capital campaign and plan for post campaign needs	5.2.1 announce publicly 5.2.2 seek major $100K+ donors 5.2.3 end campaign and declare victory 5.2.4 develop post campaign plan	5.2 seek major donors & plan for post campaign (2000-2001)
	5.3 Increase entrepreneurial activity revenue and partnership contributions	5.3.1 increase Training Center activities 5.3.2 increase BDC activities 5.3.3 increase EE activities from general instructional activities	5.3 develop a central coordination point for all College entrepreneurial activities – "Workforce Coordinator" (2000-2001)
	5.4 Maximize revenue structure	5.4.1 increase margins on existing revenue sources 5.4.2 identify additional revenue sources 5.4.3 develop incentive program	5.4 identify additional revenue sources (ongoing)
6. Endorsements	Maximize the number and level of endorsements of the College 6.1 Increase student enrollment	6.1.1 improve recruitment material 6.1.2 recruit outside Central Oregon 6.1.3 increase coordination with high schools	6.1 enhance and expand recruitment efforts (2000-2001)
	6.2 Increase general public's endorsement of the college	6.2.1 increase contact with all media in Central Oregon 6.2.2 improve outreach to community	6.2 improve community outreach efforts, including more speaking engagements, expanding E-newsletter list, and brining groups to the college (ongoing)

CSV	Goals or Objectives	Options	Strategy	Responsibility	Resources
1. Planning	1.1 Evaluate/Assess current planning needs 1.2 Evaluate/Assess current planning processes 1.3 Develop standard approach to planning 1.4 Provide college-wide training in standard approach to planning			1.1 IA* 1.2 CR**	1.1 IA 1.2 CR
2. Partnerships/ Relationships	2.1 Identify and evaluate existing partnerships 2.2 Identify potential desired partnerships, (short term and long term) 2.3 Strengthen existing partnerships of value to College, and establish 6 new partnerships per year 2.4 End partnerships detrimental to College			2.1 IA/ Foundation 2.2 CR	2.1IA/Foundation 2.2 CR

3. Internal Communications	3.1 Evaluate/Assess internal communication mechanisms
	3.2 Enhance communication:
	    better information
	    more timely distribution of information
				3.1 CR
				3.2 IA
					3.1 CR
					3.2 IA

4. External Communications	4.1 Evaluate/Assess current external communication mechanisms 4.2 Maintain current positive media coverage 4.3 Expand media coverage beyond the Bulletin			4.1 CR 4.2 Foundation	4.1 CR 4.2 Foundation
5. Funding: Increase variety and stability	5.1 Maximize public funding from federal, state, and local entities 5.2 Complete capital campaign 5.3 Increase entrepreneurial activity revenue and partnership contributions			5.1 Foundation 5.2 IA (with coordination from Instructional)	5.1 Foundation 5.2 IA 5.3 Instructional – from impacted Departments
6. Endorsements	6.1 Increase student enrollment 6.2 Increase media contact with, and coverage of, the college 6.3 Increase general public's endorsement of the college			6.1 IA 6.2 CR 6.3 Foundation 6.4 Others: Ex – Enroll. Services	6.1 IA 6.2 CR 6.3 Foundation 6.4 Others

* IA = Institutional Advancement
** CR = College Relations

16.   Technology Plan (Including Open Campus)

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17. Miscellaneous

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CAMPUS MASTER PLAN
INDIVIDUAL UNIT INPUT GUIDE
Prepared by: Richard Thompson

Admissions & Records

Current State:

Two administrators and five clerical staff provide admissions and registration services to approximately 17,000 students per year. Admission focuses on recent district high school graduates. Contact with area high schools is decreasing as is recruiting efforts outside of the local district.

Registration takes place quarterly primarily on the Bend campus through walk-in and telephone registration modes. Registration lines are long during in-person registration days. Limited credit registration also occurs at the other nine College Centers. With two exceptions, University Center program registration occurs through the "home" institution, as does financial aid processing.

Extension of Services

2000-2003- Extend active recruiting to include all of Oregon, parts of contiguous states. Stress programs, partnerships, and recreational opportunities. Increase admission presence at area high schools and increase recruiting efforts to special populations not included in high school contacts. Requires 1 1/2 FTE, travel budget, printing budget.

Anticipate 19,000 annual registrations at an annual 8% growth rate. Registration extended to a WEB based system moving 40% of registrations from walk-in to WEB during the first year and moving to 80% WEB registrations within two years. Registration occurs any time of day during extended but set registration periods. Requires ½ FTE for systems management.

Extend student financial aid functions to most university Center programs. Consolidate all student financial services into a single Student Financial Services Center. Include current financial aid functions and add a job location and employment function, referral to community resources function, and consumer awareness information. Requires 1 additional FTE, an office space, a workstation, and printing budget. Locate in Boyle.

An active partnership between the University Center and COCC supports an integrated recruiting and Enrollment Services strategy.

2003-2006

Extend marketing and admission recruiting to Western states. Move to year round registration process.

2006-2010

Registration and admission increases at a 5% rate including University Center admissions. All Registration and Admissions are integrated into a single process and under a single administrative office Requires 2FTE, 2 additional offices and related work equipment.

STUDENT CENTER

Current State: None

Extension of Services:

2000-2003

Planning begins for a campus center building.

2003-2006

Create a Campus Center building. The Center building is located near the most used entrance to the campus yet close to major traffic areas such as library, bookstore, and possibly student housing. It is easily accessible from on and off street parking as well as accmodates a transit drop off for public transportation system(s). The building offers study areas, food courts, meeting rooms, space for a cultural diversity center, vendor space, and recreational game area. Depending on space and program availability, the Center could also house such services as Service Learning, Counseling, Student government, Student Life and Career Information services. Hours extend to evening students. Ample computer stations allow students access to extensive student and other services available over the web. The Campus Center maintains a multicultural feel, promoting the diversity of our region through its art, design, and performance offerings. Bike parking is provided in a covered area with security provided through staffed· attendant – small fee charged like hotel parking.

2006-2010

·Food services include commercial fast food offerings as well as a full service restaurant open to the public.

STUDENT HOUSING

Current state:

COCC has a single dormitory style residence hall that houses approximately 102 students. The hall is old, noisy, and accommodates mostly traditional age college students. The College owns no apartment style or other family friendly campus housing.

Extension of Services:

2000-2003:

Build a new student-housing complex on or near the campus. The complex includes housing for traditional and non-traditional age students, single and married students and students with families. The mix and type of housing reflects the mix of the student body. (estimated 300 beds). Current Juniper hall moves from residence hall to other campus use.

2003-2006:

Build additional student housing to house 10% of the combined COCC and University Center enrollment (estimated 450 beds).

2006-2010:

Build addition student housing to house increases to 700-1000 beds.

NORTH CAMPUS

Current state:

The North Campus offers credit and non-credit registration and payment services on a walk-in basis. With the exception of limited advising visits from Bend campus staff, other student services available on the Awbrey Campus are not available at the North Campus.

2000-2003
To accommodate increased usage and to recognize the remote location, a small student center offers limited food service, storage lockers, lounge space, television, and pedestrian pick-up/drop off area.

2003-2006
Depending on the program mix, the student center is expanded to evening and weekend hours. Enrollment Services (admission, registration, financial aid, payment, advising, orientation, veterans) delivered by 1-2 full-time professional/clerical staff in an enrollment services area located at the North Campus.

ADVISING

Current state:

Pre-admission advising is limited to informal contact with an admission receptionist, One Stop staff, or pre-registration orientation sessions. Faculty assigned to students by the Registration office does major and career advising. They often feel overloaded and spend time "pre-advising" students. Students find advising results mixed. Student advising is by faculty appointment during the academic year. Summer advising is limited and is provided in a group setting only.

Extension of Services

2000-2003:

Implement WEB registration.

Implement a year-round Advising Center providing pre-enrollment and other advising services to prospective students and parents. The Center improves consistency of services during the academic year and throughout the summer quarter. It is collocated with other Enrollment Services in the Boyle building.

In the Advising Center, prospective students access information about programs, degree options, campus services, financial resources, etc. Information exchange takes place via on-line helps, in person exchange, and via the telephone. Students move from pre-admission decisions to registration decisions in a single location. Testing appointments and information are made as well as first time advising. The Center refers students to University Center programs and to University Center resources. Students receive testing appointments and possible first-time advising. Requires additional space in Boyle for 2-3 FTE staff, office equipment, and computers.

2003-2006:

Students access advising options most relevant to them and their goals; on-line interactive advising for experienced students, in person advising for students who want it, and telephone advising as requested. Academic advising, placement testing and student retention activities are housed in a single student success center comprising office space and student resource/work areas – 6 to 8 staff, room for 20-30 students seats. Area located near registration/admission offices.

MULTICULTURAL CENTER

Current State:

Multicultural activities are sporadic and lack overall coordination. There is no place on campus that cultural groups see as their special place; a place to relax, support and encourage one another. A place to plan and celebrate their culture with the rest of the

campus. COCC supports a part time faculty International Student Advisor, a part time Native American Student advisor and office space for a community supported part time advocate for Spanish speaking community members.

Extension of Services

2000-2003:

Develop a Multicultural Center housed in a single area near or in the Campus Center. The purpose is to provide an environment where diverse cultural groups work and relax, learn and practice acceptance, and provide a model for the formation of a diverse community. The area includes space for small and medium group gatherings, office space for three to four specialty advisors, lounge space for students, storage for cultural materials, space for displays and decorating. With the addition of specialty advisors for cultural groups, COCC Boyle becomes a model for multiculturalism in Central Oregon. Requires space or new building and budget for cultural support activities.

2006-2010:

COCC is regionally and nationally known center for cultural diversity modeling. 3 full-time specialty advisors for the areas major cultural groups are housed in a single area near or in the Campus Center.

WEEKEND COLLEGE

Current state:

Most weekend activities on campus comprise training programs and special community activities that require few if a student services.

2000-2003
Demand for "real time" education grows necessitating expanding weekend and evening student services. Requires 1FTE staffing to provide weekend Enrollment Services/Advising Center Services.

Spiritual Center

Current State:

There are some groups that meeting on campus that have as their focus the spiritual aspects of student's lives. The groups usually represent distinct faith affiliations and provide limited opportunities for wide participation.

Extension of Services:

2000-2003

Provide a place on campus for students to strengthen and refresh spiritually. The Center is used as a place of spiritual connection for individuals in quite reflection/meditation open to all persons of all faiths and beliefs. It is quite, located in a serene and accommodating part of campus.

Campus Day Care Facility

Current State:

The campus has no sponsored day care facility or specific relationship with community providers.

Extension of Services

2000-2003
Based on program growth in Early Childhood Education and Head Start programs, determine the need for an on campus child care facility. If need exists, build an on campus childcare facility with space for a teaching lab and possibly faculty teaching offices.

Outdoor Program Facility

Current State

The College offers a few outdoors recreational classes using college owned equipment. No outdoor recreation program is offered and equipment rental is not available.

Extension of Services

2000-2003

Develop a facility in conjunction with an Outdoor Recreation program that houses equipment, faculty space, and equipment service area. Include rental of equipment, space for equipment maintenance and repair, board and skill waxing facilities etc. The program and recreational opportunities are major recruiting selling points in an expanded marketing program.

General Campus Setting

Current State:

The campus occupies a large section of land with much open space, wooded walking and biking trails, natural landscape, and beautiful mountain views. The campus is surrounded by large sections of open, undeveloped land.

2000-2003

Development surrounding the campus will place houses, roads, and commercial buildings over all of the current undeveloped land near the campus. The campus should retain an undeveloped land goal to provide for biking, walking, relaxing, and studying in natural park-like settings through out the campus.

- All buildings are wired for closed circuit TV showing events, class schedule changes etc.

- The campus main streets have electronic reader systems for special events, campus routing info, etc.

- The exits are informative center huts with staffed attendant located in the street on the most likely route.

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