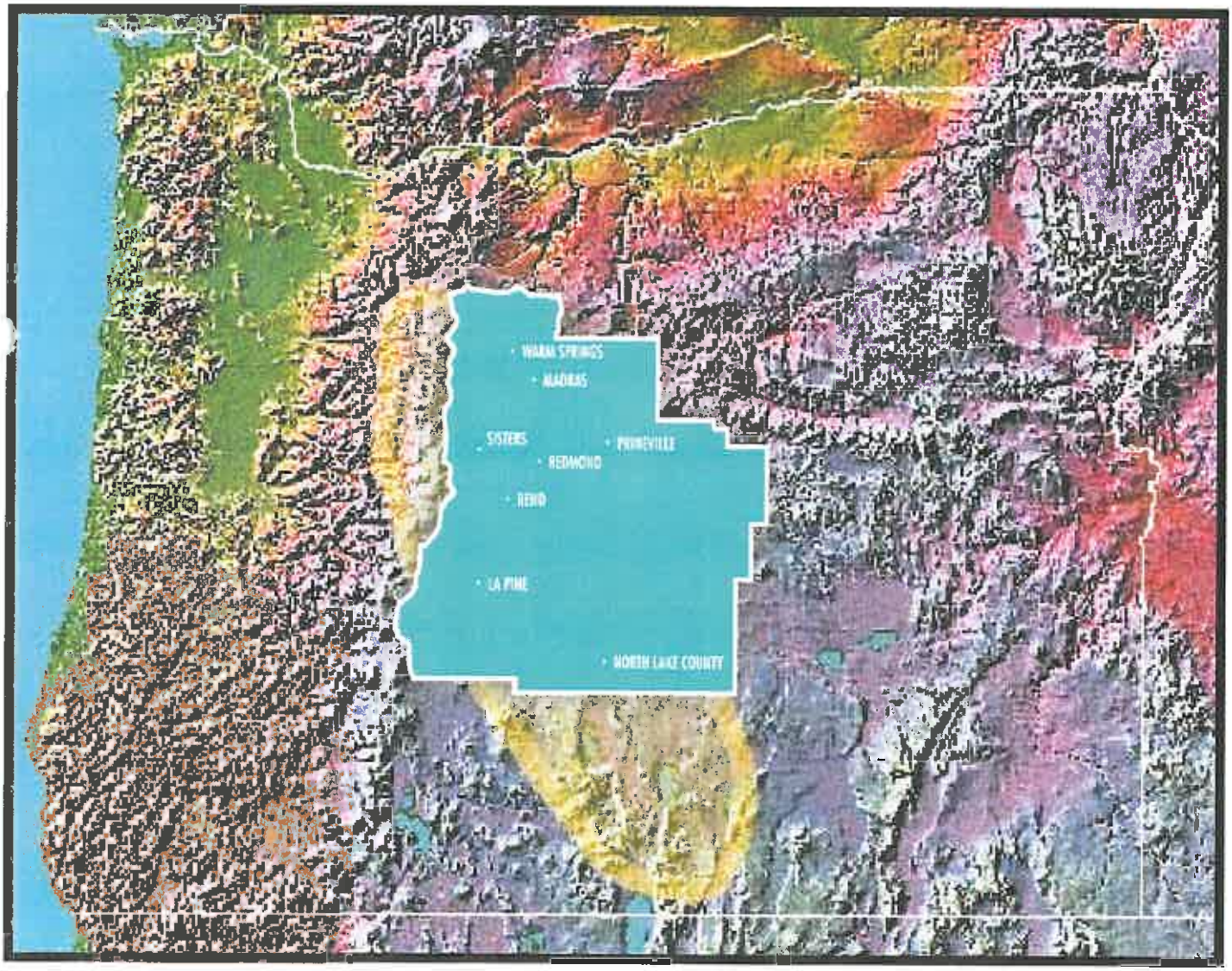
2002-2012

COCC MASTERPLAN

CENTRAL OREGON COMMUNITY COLLEGE DISTRICT

MASTERPLAN Volume 1



WEGROUP 56
ARCHITECTS · PLANNERS · INTERIORS

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1. Executive Summary

This 2002-2012 Masterplan for the Central Oregon Community College District addresses the current and future direction of the College. It updates the last Masterplan, **COCC Campus Development Plan 1990-2000**, and takes into consideration the future functions and growth of the Awbrey Butte campus, Redmond Campus, Madras Campus, and the Six College Centers located throughout the district. This Masterplan is intended to be a guide for orderly growth, for the renovation of existing facilities, and for the siting and development of future facilities. The Cost Estimate and Schedule, found later in this document outlines the financial and funding aspect of the plan (Phase I). This Masterplan is intended to be a living, working document and therefore, to keep it current and relevant, it should be updated every few years. It is formatted so that it can be easily modified.

Rotunda of the Library.

Working with the COCC Steering Committee; the College Board; interested faculty, staff, students and citizens; and community planners, WEGROUP developed this Masterplan using a participatory process. First, WEGROUP reviewed the existing space needs of the facilities and grounds and determined; with the College's input; the projected programming and associated space needs. This exercise led to the designation of development zones, circulation patterns, parking areas, defined gateways, and the college edges for each of the campuses. Then, based on the analysis and input from the COCC Steering Committee and interested citizens, WEGROUP developed a number of plan concepts. From this, a recommended plan was created to further enhance COCC as a vital community service institution.

The next step in the Masterplanning process was for the respective communities to review the concepts of their local

campuses. The detailed Masterplan concept provided in sections 4 through 8 reflects the collective recommendations of WEGROUP, the COCC Steering Committee, users, COCC Board, and community planners.

Phase I of the Masterplan calls for adding approximately 115,000 square feet of new construction. This includes a Science/Allied Health Building, General Classroom Building, Student/Welcome Center, and a residence hall on the Awbrey Butte Campus, and one or more new College Centers in yet to be determined locations outside of Bend. In addition, numerous renovations will occur throughout the District to update classrooms to current standards and needs. To accommodate the growth, especially on the Awbrey Butte Campus, the infrastructure, including roads, will be also expanded.

The total projected cost estimate to implement the Phase I Masterplan recommendations is $46.4 million.

The complete Masterplan study and supporting information is contained in two volumes, ***Volume One: Masterplan,*** and ***Volume Two: Appendices***.

2. Introduction

2.1 Background and Purpose

General

The Masterplan for Central Oregon Community College will help the Administration and Board of Directors anticipate what physical changes need to take place on their campuses and will help them initiate and accommodate these changes. The plan will be based on projected growth as well as future trends the campus may experience. It also will be responsive to the unique site, planning and architecture of the existing campus locations.

The Mission Statement adopted by the Central Oregon Community College Board of Directors will guide the planning process.

Mission:
Central Oregon Community College will be a leader in regionally and globally responsive adult lifelong eduction for Central Oregon.

The COCC Masterplan contains a set of goals and principles to serve as guidelines throughout the planning process. Many of these goals and principles are identified in documents developed by the College, many of which are located in the Appendix of this report. Others are based on the ideas of sensitive planning and architectural design. The Masterplan includes recommendations for campus improvements based on the synthesis of these documents and of the Steering Committees valuable input.

2.2 COCC History

2.2.1 In the Beginning

Central Oregon Community College began in 1949 as an extension of the Bend School District. Classes were held in the evening at the original Bend High School. By the middle of the 1950's, the College was outgrowing the space borrowed from the Bend School District. Local voters approved a budget for the College in the spring of 1957. The formation of the College District began in the fall of 1959 and by 1962 the College Board recognized the urgent need for a campus.

Old Bend High School (now Bend-La Pine School District Administration Building).

The site chosen was Awbrey Butte, just west of Bend. The original 140-acre parcel was a gift of Mr. and Mrs. Robert L. Coats of Bend. Other gifts of land adjoining the site were made by the Mooers family and Dr. J.C. Vandervort. These gifts, plus two purchases, have brought the current Awbrey Butte campus area to a total of 193 acres.

2.2.2 1960-1969

The decade of the 1960's saw the development of the Central Oregon Community College Awbrey Butte campus. In 1963, construction began on four buildings, Deschutes, Modoc (original), Ochoco, and Jefferson. The next year two more buildings were completed: Metolious and Grandview. In 1966 and 1967, the college added Juniper Hall, Pence and the original library (now called Modoc).

Early view of Awbrey Butte campus.

2.2.3 1970-1979

During the 1970's only three major buildings were constructed on campus. Mazama Gymnasium and Ponderosa were built in 1971 and Pioneer in 1976. In 1974, three tempo-

rary buildings and the Campus Services Buildings were constructed. An addition to Grandview was also completed in the 1970's.

2.2.4 1980-1989

In the 1980's there were four building projects completed. Ochoco, which connects Modoc (original) and Ochoco (the old building), was completed in 1981. In 1983, the Pinckney Center was built and in 1987, the Exercise Physiology Lab was constructed. In 1989, the Boyle Center was completed.

2.2.5 1990-1999

During the 1990's, four significant buildings were added- two on the Awbrey Butte Campus and two in Redmond. Money came from a successful bond measure, grants, partnerships, and money leveraged against future income. These projects included the Bookstore on the Awbrey Butte Campus in 1993; the Oregon Innovation Center/Redmond College Center and the Redmond Workforce Connection in 1997 and 1998, both at the Redmond Campus; and the Library in 1998. The money from the bond measure also allowed for renovations to the old library into an instructionalbuilding, now called Modoc. In addition, using College construction dollars, significant renovations were done on Grandview, and an addition was constructed on Ochoco, also increasing instructional space at Awbrey Butte.

Bookstore (1993)

2.2.6 2000 – Present

The addition of the Manufacturing and Advanced Technology Center (MATC) (Redmond Campus) was completed in time for the Fall, 2001 term. Cascades Hall, a 38,245 square foot general purpose classroom building is scheduled to be completed during the Summer of 2002 to serve the OSU Cascades Campus.

MATC Building at twilight.

2.3 College Space Allocation

Building	Campus	Year	Square Footage	
Deschutes	AB	1964	5,174	
Jefferson	AB	1964	5,122	
Modoc	AB	1964	4,736	
Ochoco (old)	AB	1964	5,149	
Grandview	AB	1965	25,722	
Metolius	AB	1965	8,402	
Library	AB	1966	16,389	
Juniper	AB	1967	19,630	
Pence	AB	1967	11,908	
			Subtotal	**102,232**
Mazama Gymnasium	AB	1971	36,114	
Ponderosa	AB	1971	31,334	
Modular-A	AB	1974	1,019	
Modoc Annex	AB	1974	1,019	
Maintenance	AB	1974	14,587	
Pioneer	AB	1976	24,752	
			Subtotal	**108,825**
Ochoco (addition)	AB	1981	16,460	
Pickney	AB	1983	14,931	
EPL (Exercise Physiology Lab)	AB	1987	1,490	
Boyle Center	AB	1989	38,450	
			Subtotal	**71,331**
Bookstore	AB	1993	10,950	
Redmond College Center (RCC)	RC	1997	13,500	
One Stop Building	RC	1998	13,788	
Library	AB	1998	72,500	
			Subtotal	**99,788**
Manufacturing and Advanced Technology Center (MATC)	RC	2001	40,000	
Cascades Hall	AB	(2002)	38,245	
			Subtotal	**78,245**
			Total To Date	**460,421**

AB = Awbrey Butte Campus, Bend
RC = Redmond Campus

Boyle Education Center (1989)

Library (1998)

2.4 College Centers

In addition to the Awbrey Butte and Redmond campuses, six College Centers operate to better serve the residents of the District. The COCC District covers over 10,000 square miles and includes all of Crook, Deschutes and Jefferson Counties, the southern part of Wasco County, and the northern portion of Klamath and Lake Counties. The College leases space for College Centers in the following areas:

College Center	Area
La Pine/Sunriver	3,700 sq. ft.
Madras	4,450 sq. ft.
North Lake County	270 sq. ft. (located at North Lake High School; uses space in building as needed)
Prineville	4,350 sq. ft.
Sisters	2,930 sq. ft.
Warm Springs	2,200 sq. ft. (plus shared office space)

Sisters College Center.

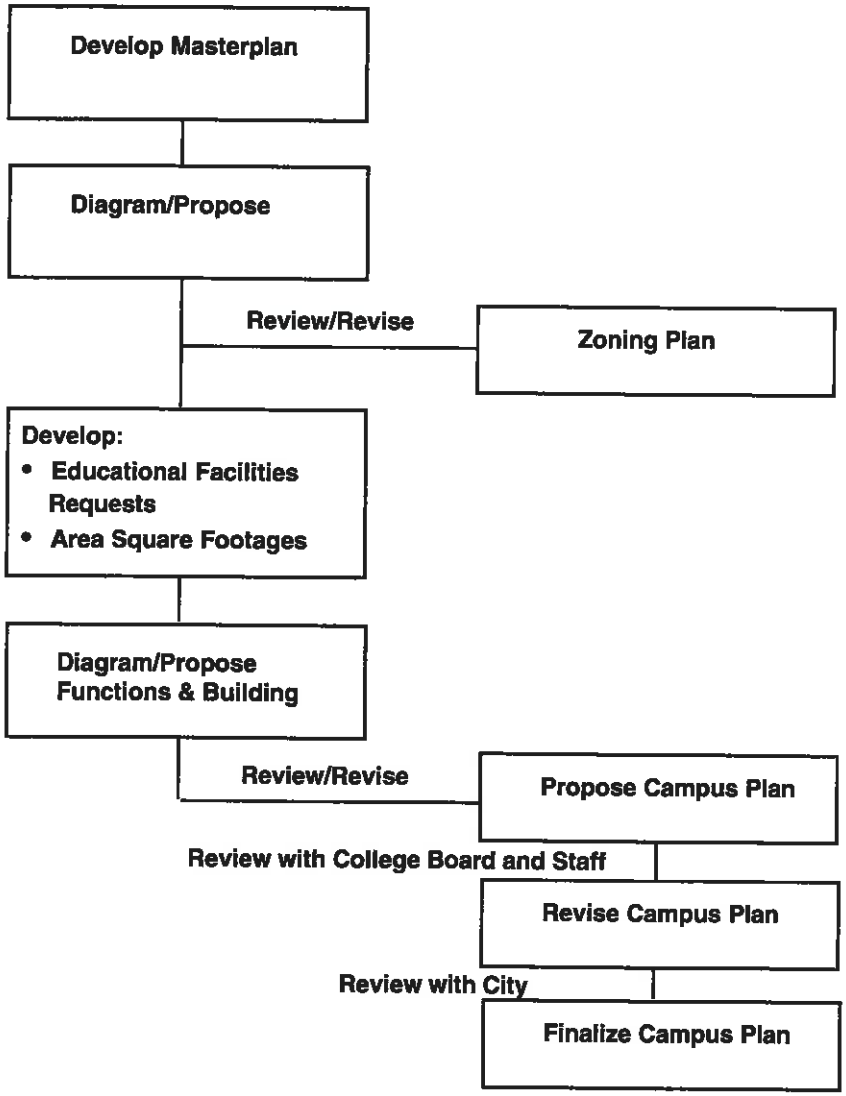
The College has on-going discussions with community leaders in areas throughout the District about the future of COCC in their communities. As was done in Redmond, COCC encourages the communities to look at land donations to the College, for future development as campuses.

Home of Warm Springs College Center.

Currently, a total of 383 full-time equivalent students (FTE's) are enrolled in credit classes offered in the College Centers.

2.5 Planning Process

The planning process is based on informed projection and must be flexible to adapt to unanticipated changes over time. In understanding this, the process, and therefore the Masterplan attempts to provide COCC with a document that can grow and change over time.



3. Educational Goals and Objectives

3.1 Mission Statement

As a leader in regionally and globally responsive adult lifelong education, Central Oregon Community College will provide instructional facilities across its district to promote professional growth and personal development for adults in the region.

COCC's facilities will support the vision that COCC campuses and centers will be hubs for regional higher education. Its campuses and college centers will connect with their respective communities and provide learning centers that are inviting, conducive to learning, and promote a sense of security. The college will maintain a high level of public stewardship by ensuring that campus and building designs integrate goals of sustainability and efficiency.

3.2 Educational Program Summary

General

The Awbrey Butte Campus houses many diverse instructional programs.

These include:

Allied Health
Business Administration
Computer and Information Systems
Fine Arts
Forestry
Health and Human Performance
Human Development
Humanities
Industrial Resources
Mathematics
Natural Resources
Structural Fire Science
Wildland Fire Science
Science
Social Science

Allied Health

Programs include: Dental Assisting, Dietary Management/ Nutrition, Emergency Medical Services (EMS), Health Information Technology (HIT), Massage Therapy, Medical Assisting, and Nursing.

The Allied Health programs prepare students for employment in the health-related professions.

Degree or certificate programs are offered in eight areas including Dental Assisting, Dietary Managers, Emergency Medi-

Students attending COCC have a wide array of classes and programs to choose from.

cal Services, Health and Human Performance/Exercise Science, Health Information Technology, Massage Therapy, Medical Assisting and Nursing. These programs are all designed for students who are interested in entering the medical workforce immediately upon graduation.

Each program emphasizes educating multi-skilled workers who are able to complete a wide variety of tasks within the medical setting. Course work includes both technical skills, such as computer applications, as well as the clinical skills specific to each health area.

Business Administration
Programs include: Cascade Culinary Institute, and Office Administration.

The courses in the associate of applied science degree programs are designed for persons preparing for immediate employment in business occupations. Business Administration degrees may be awarded indicating emphasis in the areas of specialization of Accounting, Marketing/ Management, Information Systems Management, or Hospitality, Tourism and Recreation Management.

Computer and Information Systems Department

COCC offers a one-year certificate and a two-year degree in Computer and Information Systems as well as customized computer training offerings.

Fine Arts
Programs include: Art, Dance, Music, and Theatre Arts.

Art

Currently Pence Hall houses art studios fully equipped with drawing tables, easels, a dark room, potter's wheels

and metalwork equipment. The College art gallery in the Pinckney Center brings a varied schedule of exhibitions throughout the year.

Music
COCC sponsors a Music program that is aimed at cultivating the talents of music students and also providing enjoyable musical outlets for all students as well as for the community. Currently performances are held in the Pinckney Center, Hitchcock Auditorium, and at various other locations throughout the District. For instruction, there are rehearsal rooms, and practice rooms furnished with pianos, classrooms and a listening room.

Theatre
The Theatre program at COCC is a mix of "hands-on" experience and classroom instruction. Dance at COCC is included in the Theatre discipline.

Health and Human Performance
Programs include: Exercise Science, Outdoor Recreation Leadership, Health Education, and the Exercise Physiology Lab.

The department of Health and Human performance provides a comprehensive program for individual development in the area of lifetime health and fitness. The Health and Human Performance program has four components:

(1) Health and Fitness for Life, which is designed to measure several indicators of a person's physical fitness status and to create an awareness of proper lifestyle habits.
(2) Health modules which introduce health related topics.
(3) Courses in physical activities in which students can upgrade skills and benefit from for an entire lifetime as well

as courses in health and exercise science designed to prepare students for eventual majors in health and exercise science.

(4) Outdoor education leadership classes.

Human Development
Programs include: Career Education and Service Learning

Humanities
Programs include: Foreign Languages, Literature, Philosophy, Speech, and Writing

The Humanities Department is committed to developing students' reading, writing, critical thinking and communication skills, and fostering an appreciation of human experience through exposure to the thought, literature, and language of other cultures.

Industrial Resources
Programs include: Apprenticeship, Applied Electronics, Automotive Technology, Electronics, and Manufacturing

Mathematics

Natural Resources
Programs include: Drafting/Graphic Communications, Forestry, Geographic Information Systems, Structural Fire Science, and Wildland Fire Science

Drafting

Central Oregon Community College offers a two-year Associate of Applied Science Degree in Drafting Technology and a one-year Drafting Technology Certificate. The

View of Cascades from Awbrey Butte Campus.

Vocational education classes were held in the Applied Sciences Building in downtown Bend until Ponderosa Hall was built.

program offers students an education in drafting, design and CADD (Computer-Aided Drafting/Design) related technology necessary for employment. The skills-to-work program qualifies students to enter the drafting industry as a CADD operator or a drafting technician. Demand continues to be strong for quality drafters

Forestry

Forest Resources Technology offers the Associate of Applied Science degree (AAS) in Forest Management, which is recognized by the Society of American Foresters. Students normally enter the program in the fall term, taking up to 30 hours of class (including extensive field laboratory trips) per week. At the end of the first year, students obtain summer work experience jobs - frequently with their future permanent employer.

Up to two years toward a Bachelor of Science degree in Forestry and related natural resource fields, with direct transferability to Oregon State University (OSU), University of Idaho, and University of Montana, can be taken at COCC.

Geographic Information Systems

Geographic Information Systems (GIS) is a series of computer hardware and software that is used to ask spatial questions about our surrounding environment. This is done using spatial digital data in the form of maps that can be combined with tabular data. Traditionally, spatial datasets were comprised of paper maps and, today, paper maps are still very common. However, maps that are linked to tabular data are increasingly more common and useful for analyzing our surrounding

environment. With a GIS, the environment can mean any spatial area that a person is interested in and may include an individual room, building, forest, ecosystem, country, or continent.

Structural Fire Science

The Associate of Applied Science (AAS) degree for Structural Fire Science is used to build technical skills and knowledge necessary for employment in rural fire protection districts, volunteer fire protection agencies and private or public fire departments. The program requires significant on-the-job training (OJT), where students receive hands on training in fire and emergency medical skills. OJT training is offered throughout various local agencies. Current COCC students are affiliated with local fire departments, emergency medical providers and wildland fire agencies.

Wildland Fire Sciences

Central Oregon Community College offers both a wildland fire science AAS degree and also provides individual wildland fire courses in cooperation with the East Slope Training Committee. These courses are sanctioned and authorized by the Pacific Northwest Wildfire Coordinating Group. National Wildfire Coordinating Group Certificates are issued for successful completion.

Science

Programs include: Biology, Chemistry, Engineering, Geology, Physical Science, and Physics/Engineering.

COCC offers the lower division courses necessary to complete the first two years of a Bachelor's degree program in

biology, botany, entomology, microbiology, fisheries and wildlife science, chiropractic medicine, pre-pharmacy, pre-veterinary medicine, and zoology. Many courses are available for the first two years of pre-medical, pre-dental, physics, chemistry, geology, and math programs. Preparatory courses for such medical-related programs as nursing, medical records, medical technician and physical therapy are also available.

Social Science

Programs include: Anthropology, Criminal Justice, Cultural Resource Management, Early Childhood Education, Economics, Education, Geography, History, Political Science, Psychology, and Sociology.

Social Sciences are composed of the disciplines which provide diverse views and explanations of human behavior. The past, present and future of humans as social beings are explored at different levels and in different contexts.

3.2.1 OSU-Cascades Campus Educational Program Summary

General

Working with COCC and other partner institutions in the state system of Higher Education, the OSU Cascades Campus offers a wide range of options to pursue a certificate, an undergraduate degree, or an advanced degree of study. Courses are taught by faculty or by distance learning technologies.

The OSU Cascades Campus has implemented a dual admission/duel enrollment program to create a smooth transition for students transferring from COCC to OSU Cascades Campus or to Oregon State University in Corvallis. All OSU credits, whether earned on the Corvallis campus, at the Cascades campus, or through distance technology is equivalent.

Distance and Continuing Education (DCE) students will be able to take advantage of improved library access, a broader selection of on-site classes, access to student services and advising, computer lab access, tutoring and assistance for distance classes, and used textbook buy-back opportunities.

The OSU libraries will partner with the COCC library to build on the current support offered at COCC. The Cascades Campus intends to build a collection of books, journals, and reference databases to support the curriculum offered at the OSU Cascades Campus.

Programs:

BA/BS – Liberal Studies
BS – Environmental Sciences
BS – General Agriculture
BS – Human Development and Family Sciences: Option in Early Childhood Development and Education
BS – Natural Resources: Options in Forest Resources Technology, Natural Resources Policy, and Resource Conservation

BA/BS – Liberal Studies

The BA/BS in Liberal Studies is an interdisciplinary degree offered by the College of Liberal Arts at Oregon State University. By taking classes in the arts, humanities, and social sciences, students gain power in critical thinking and problem solving, written and verbal communication skills, an appreciation for great art and literature, as well as an understanding of government, economic, and social systems. Graduates meet qualifications for careers in education, human services, communications, business, industry, and government.

BS – Environmental Sciences

The BS in Environmental Sciences is based on an interdisciplinary curriculum in basic science, environmental science, and humanities. This degree trains students to understand complex environmental issues, predict environmental change, and participate in responsible management of the environment. Career choices include Federal agencies, such as the U.S. Environmental Protection Agency or the U.S. Forestry Service, industry, and teaching.

BS – General Agriculture

The General Agriculture program provides flexibility in designing a course of study to meet individual student needs, whether preparing for a career in production agriculture, agribusiness, or community leadership in agriculture. Courses cover a wide range of topics, including animal science, crops, range, and agricultural business management. This program is offered cooperatively by OSU with partnering community colleges, Eastern Oregon University, Washington State University, and the University of Idaho.

BS – Human Development and Family Sciences: Option in Early Childhood Development and Education

Course work and field experience in Early Childhood

Development and Education at OSU prepares graduates to enhance young children's development within the broad context of family, culture, and community relationships.

BS – Natural Resources: Options in Forest Resources Technology, Natural Resources Policy, and Resource Conservation

The BS in Natural Resources is an interdisciplinary degree offered jointly through OSU's Colleges of Agricultural Sciences, Forestry, Liberal Arts, and Science. This major will provide a strong liberal arts education built around courses in natural and social sciences. **Graduates will** have the ability to work with issues and experts in a variety of resource fields as well as the capability to deal with social and political components of resource management.

In addition, other state colleges and universities offer programs through the Cascades Campus. These include:

Eastern Oregon University
BA – English (Discourse Studies): Middle/High School Initial Licensure

BA/BS – Multidisciplinary Studies: Primary/Elementary Initial Licensure

Initial Licensure (post-baccalaureate): Primary/Elementary or Middle/High School Education Initial Licensure

MTE – Master of Teacher Education (Practitioner): Standard or Continuing Teaching Licensure, Continued Professional Development

Minors: Discourse Studies, Elementary Education, and Secondary Education

Linfield College
BA/BS – Accounting
BA/BS – Information Systems
BA/BS – International Business
BA/BS – Management

Oregon Health & Science University
BS – Nursing
MS – Master of Science-Nursing, Innovative Leadership, and Management

Oregon Institute of Technology
BS – Information Technology

Portland State University
MBA – Master of Business Administration
MPA – Master of Public Administration
Certificate of Non-Profit Management (Noncredit, graduate level)

Southern Oregon University
Criminology Minor

University of Oregon
BS – General Science (Biology, Chemistry, or Geology)
BA/BS – General Social Science

3.3 Enrollment Projections

Information forthcoming.

4. Masterplan Goals

4. Masterplan Goals (unprioritized)

As a leader in regionally and globally responsive adult lifelong education, Central Oregon Community College will provide instructional facilities across its District to promote professional growth and personal development for adults in the region. COCC's facilities will support the vision that COCC campuses and centers will be hubs for regional higher education. Its campuses and College Centers will connect with their respective communities and provide learning centers that are inviting, conducive to learning, and promote a sense of security. The College will maintain a high level of public stewardship by ensuring that campus and building designs integrate goals of sustainability, efficiency and environmental sensitivity. These goals apply to all COCC campuses and facilities, existing and future.

4.1 General

a) Serve students through inviting campus environments conducive to learning.
b) Develop facilities that are healthy, safe and secure.
c) Strengthen COCC's role and image as a center for academic and cultural growth.
d) Develop campus concepts of appropriate density.
e) Utilize a participatory planning process to develop the COCC Masterplan to meet COCC's vision.
f) Use previous Facilities Masterplans as a basis to project current department needs and campus growth to 2012.
g) Encourage community integration.

4.2 Sustainability

Sustainability is using, developing and protecting resources at a rate and in a manner that will enable Central Oregon Community College to meet current and future needs. Sustainability requires simultaneously meeting both college and community needs while being sensitive to both environmental and economic concerns.

a) Develop *sustainable* campus design concepts.
b) Develop *sustainable* buildings.
c) Develop and integrate goals for sustainability and efficiency into the standards and practices of the college.
d) Increase the efficiency with which energy, water, material resources and land are used.
e) Reduce releases to air, water and land of substances harmful to human health and the environment.
f) Reduce and reverse adverse impacts on natural habitats and species.
g) Utilize sustainable site planning and landscape design.
h) Provide for the use of renewable energy sources wherever possible.
i) Design for and use high quality and energy efficient lighting fixtures while minimizing light pollution.
j) Provide for and construct energy efficient building shell.
k) Where possible, use energy efficient HVAC systems.
l) Encourage the use of environmentally preferable building materials/recycled building materials.
m) Begin a program of water conservation measures campus-wide.
n) Where feasible, begin recycling and waste management programs campus wide.
o) Encourage construction waste reduction and recycling.
p) Encourage more efficient use of the automobile, includ-

"The State of Oregon shall develop and promote policies and programs that will assist Oregon to meet a goal of sustainability within one generation - - by 2025.

A number of significant steps will be necessary to achieve a sustainable future and will require the participation of all Oregonians. As an initial effort under this executive order, the State of Oregon shall focus on improving its internal operations as state government's first step toward meeting the goal of sustainability. This step is the first of many to be taken as we advance the state toward a sustainable future."

Governor John A. Kitzhauber, M.D.
EO-00-07
May 17, 2000

"Since the science of sustainability, and product choices change all the time, this policy will need updates."

State of Oregon,
DAS Sustainable Facilities Standards and Guidelines

ing the mass transit and carpooling as well as striving to utilze efficient and alternate energy transportation vehicles whenever possible.

q) Encourage an understanding and appreciation for the environment and sustainability in students and staff.

r) Determine the long-term value of planning and design decision through Life Cycle Analysis.

4.3 Site

a) Zone Campus for efficient use of site.

b) Integrate buildings and circulation systems with existing site contours.

c) Work to respond to Campus context both internally and to the surrounding area.

d) Site buildings in order to maximize views.

4.4 Landscaping

a) Utilize native, low maintenance plant materials.

b) Minimize lawn areas and other high maintenance plant materials where appropriate.

c) Provide a greater variety of planting materials at key areas.

4.5 Parking/Circulation

a) Integrate parking and circulation with existing contours and trees.

b) Maximize parking opportunities within the site.

c) Situate parking to facilitate shared parking lots.

d) Locate buildings to accommodate pedestrian circulation and access to minimize the need for vehicular circulation.

4.6 Wayfinding

a) Integrate campus and building signage.

b) Identify gateways to campus.

The spectacular site and the natural landscape make the Awbrey Butte Campus something to be preserved and enhanced.

4.7 Facility Design

a) Create phased development plans to allow for incremental growth.
b) Create new and remodeled low maintenance facilities that are flexible and adaptable to change.
c) Design new and remodeled spaces that adapt to "information age classrooms" systems.
d) Integrate "One Percent for Arts" with architecture.

5.1 Campus Context

5.1.1 General Description

The main campus of Central Oregon Community College is located in Bend on the southwest slope of Awbrey Butte. The campus is situated on approximately 193 acres of sage, juniper and pine.

The campus is surrounded on the east by single-family residences and by single and multi-family residences to the west across Mount Washington Drive. In addition, along the lower north edge of campus is a development of multi-family residences. Multi-family housing and commercial developments are located to the south near the edge of Bend's central business district.

Bend, Oregon

Currently, buildings on campus with similar uses are located in relative close proximity to each other (with certain exceptions to be discussed later). At the eastern edge of campus, at the highest geographic point are the residence hall and the student center. Both buildings cater to student services. Below this area is the current main campus core. Surrounding a large green space are several classroom buildings and science laboratories, a multi-purpose building, and an administrative building.

College Way separates the western portion of the campus from the remainder of the campus. This region is comprised of the professional/technical classrooms, physical education facilities, maintenance facilities offices and storage yard, a classroom and administration building, and the library. The track and tennis courts are located next to the physical education building. Beyond these structures is an expanse of undeveloped land, which extends to the western border at Mt. Washington Drive.

Study of Awbrey Butte Campus in the 1980's.

Under construction on the northern edge of campus is Cascades Hall. It will house the new OSU Cascades Campus programs (scheduled to be opened Fall 2002).

5.1.2 Original Site Photo

This photograph was taken prior to construction of any facilities at the Awbrey Butte Campus. The lower part of the photograph shows the existing open space which was used by motorcycles and is now the location for the track and sport fields.

5.1.3 Current Site Photo (1999/2000)

This aerial photo shows the Awbrey Butte Campus as it exists today (except for the new construction of Cascades Hall on the north portion of campus scheduled to be completed in the fall of 2002).

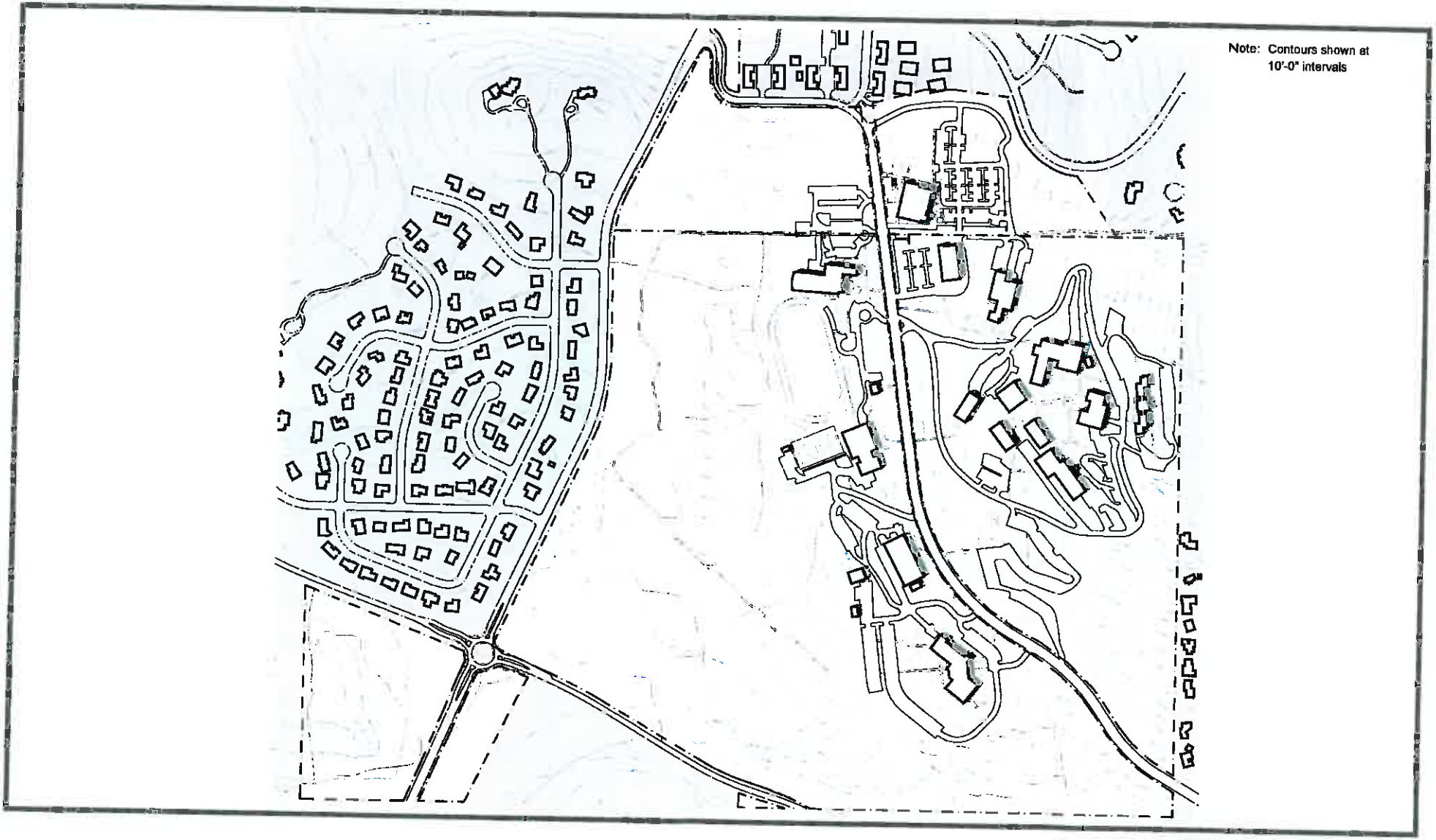
5.1.4 Topography

The campus lies on the west flank of the dormant Awbrey Butte volcano sited at elevations between approximately 3800 feet to 4000 feet. The Butte is predominately comprised of hard basalt lava rock. This basalt is geographically older than most of the basalt formations in the Bend area. Because of this, as demonstrated by recent construction projects on campus, it tends to be much more easily excavated than other parts of Bend.

Vegetation on the site consists mostly of native bunch grasses, Bitterbrush, Juniper and Ponderosa Pine. The are no wetlands or surface water found on site.

College Way, which bisects the campus into two distinct sides, roughly forms the topographic break point. The upper portion of campus, that which lies east of College Way, is steeper and possesses a majority of the views to the Cascade Mountains. The area west of College Way, although containing some localized areas that are steep, is generally of a more gentle slope. In an effort to work with the contours, the larger buildings and athletic facilities on campus have been built west of College Way. The large undeveloped low slope areas are located on the lower portion of Campus near the intersection of Shevlin Park Road and Mt. Washington Drive.

An early model showing the general layout of the campus.



Note: Contours shown at 10'-0" intervals

Masterplan- Existing Topography: Awbrey Butte Campus

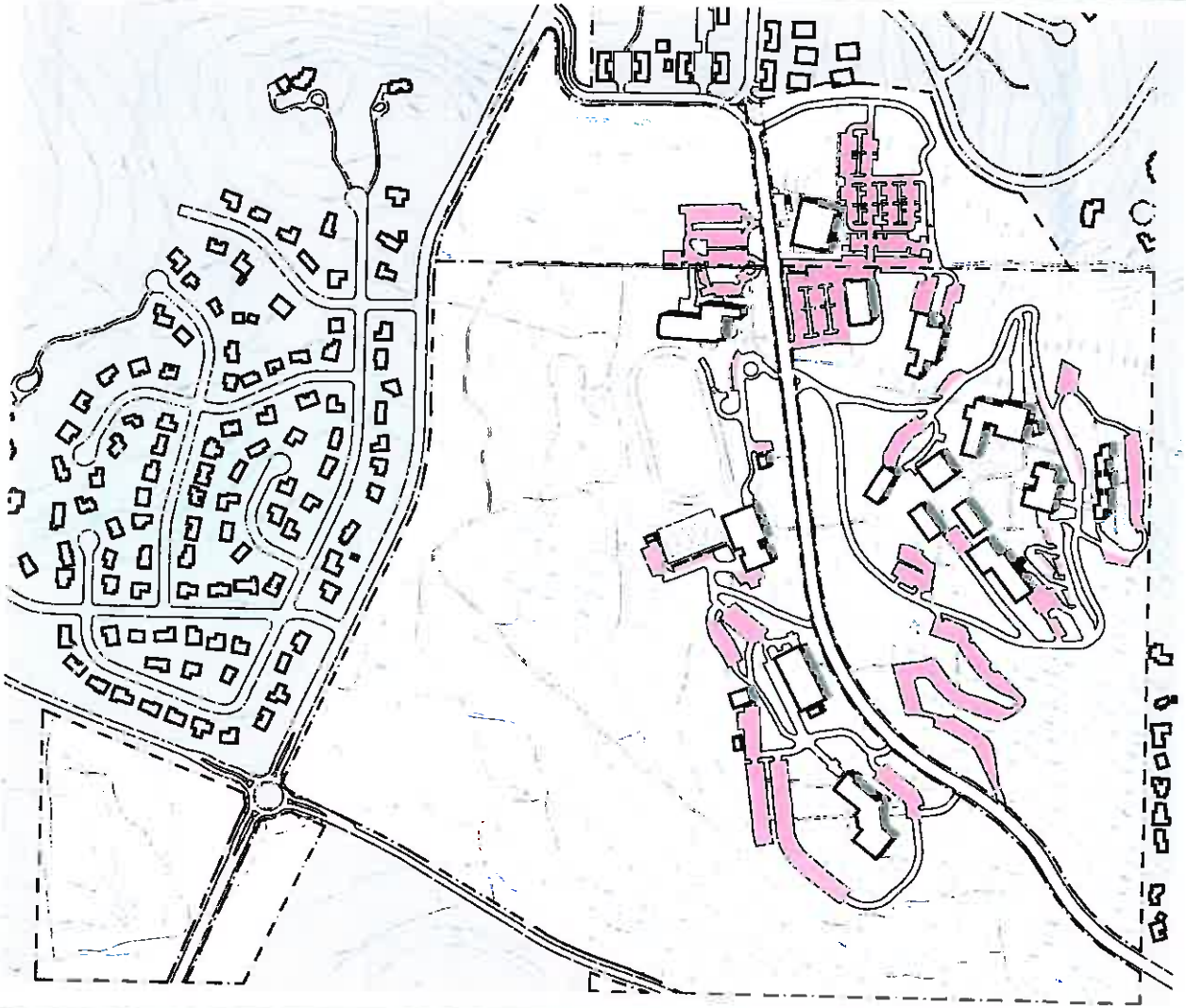
PLATE #1

WEGROUP

5.1.5 Parking

Several surface lots spread out amongst the perimeter of the campus buildings serve as the major areas of parking on campus. Because of the existing site conditions, most of the parking lots are of a small scale. They attempt to respect existing trees and contours with minimal site grading.

Parallel parking is also available along both sides of College Way at this time.



Masterplan- Existing Parking Areas:
Awbrey Butte Campus

PLATE #2

WEGROUP

5.1.6 Vehicular Circulation

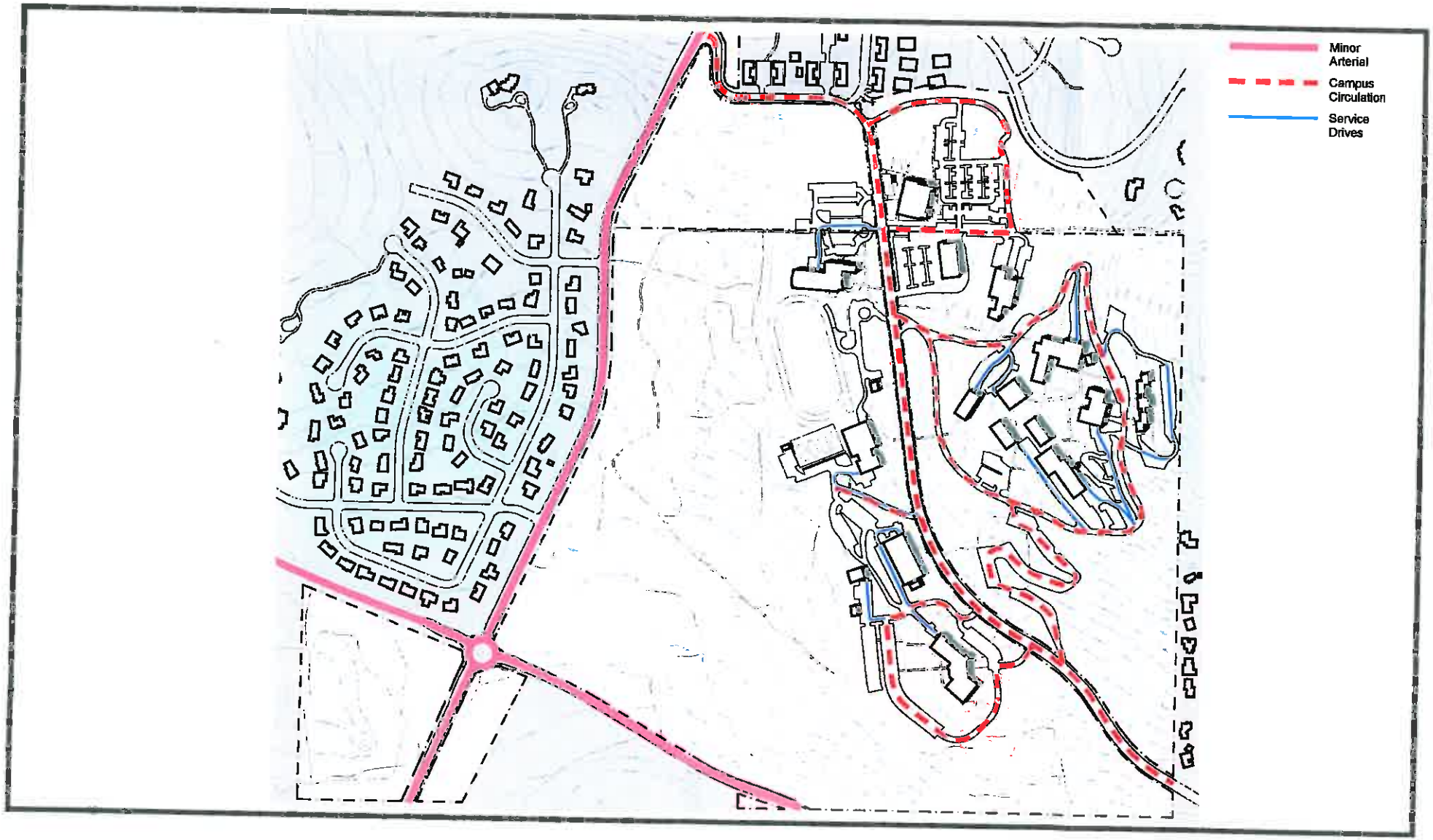
The main access to the College is from downtown Bend, via Newport Avenue. Travelers then proceed to the campus via College Way. A second entrance, the North Entrance, is available from Mount Washington Drive. College Way divides the campus into eastern and western quadrants and connects to Regency Place, which then creates the North Entrance at Mount Washington.

Shevlin Park Market Road and Mount Washington Drive are considered minor arterials by the City of Bend and may be used for future additional access to the campus. Newport Avenue, Shevlin Park, and Mount Washington Drive are scheduled to be developed further in the City of Bend Transportation Plan.

Currently, the primary means of transportation to and from campus is by private vehicle. Typically, commuters from outside of Bend travel the Highway 97 corridor and prior to reaching the city turn off the highway and skirt the central business district along its westward edge. From the north, commuters turn onto Mount Washington Drive and circle around the north and west slopes of Awbrey Butte. From the south, several exits off of the Parkway (Highway 97) allow access to collector streets feeding the campus.

Bicycles provide another means of transportation between Bend and the Campus. Bike lanes are present along College Way and Newport Avenue as well as along other arterials throughout town. COCC has a Shuttle Bus service which assists bike riders up College Way by providing bike racks. The bus service goes up College Way from the apartments and multi-family housing to the center of the College.

Service and delivery access to campus is along the same routes used by commuting students.



Masterplan- Existing Vehicular Circulation Plan: Awbrey Butte Campus

PLATE #3

WRGROUP

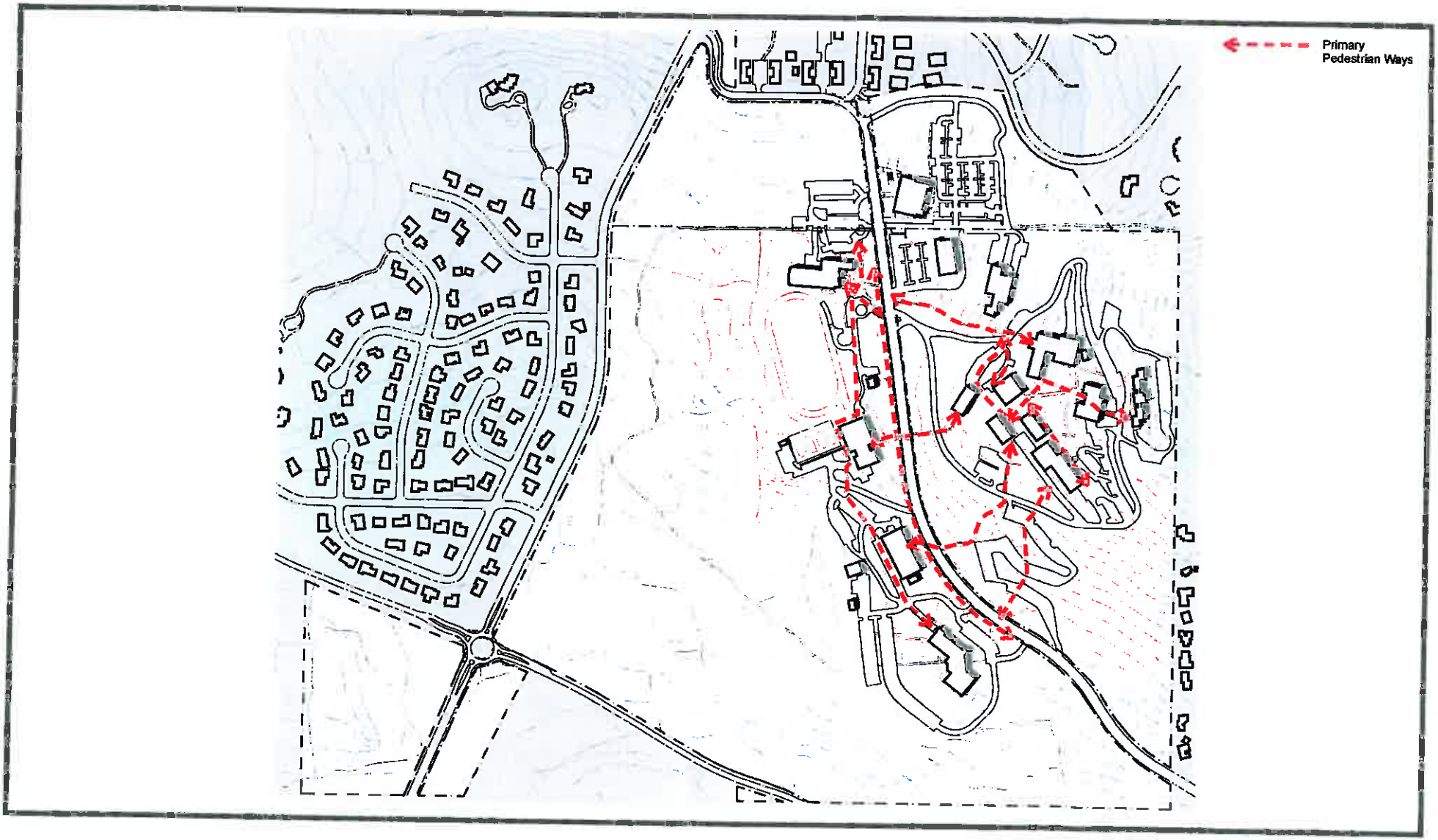
5.1.7 Pedestrian Circulation

Most of the pedestrian walkways have been appropriately located. Relating to building locations and to parking in some areas, students and faculty have created new paths between buildings. Maintenance of some of these walkways continues to be problematic, particularly in the winter months when snow and ice make their use difficult .

Lighting for some of these walkways is inadequate, and needs to be improved to accommodate safety concerns.

Pedestrian crossings on College Way consist of raised areas and curb extensions that have been painted to contrast them from the roadway. At present, the parallel parking on both sides of College Way has a detrimental effect on the visibility at these crossings. The curb extensions alleviate this to some extent.

The upper campus green space provides a wonderful area for pedestrian circulation between buildings.



Masterplan- Primary Pedestrian Ways:
Awbrey Butte Campus

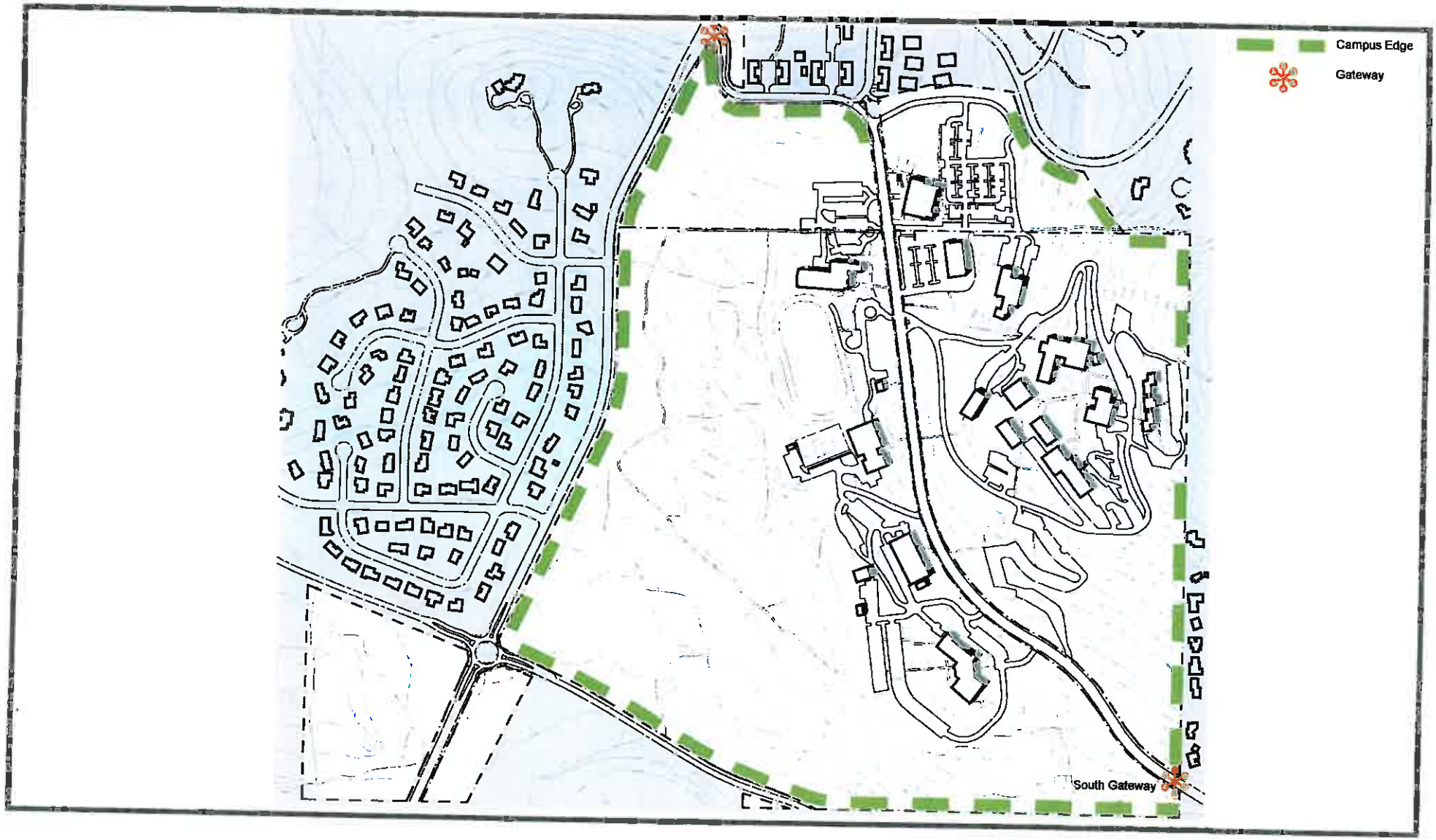
WEGROUP

5.1.8 Campus Edges and Gateways

Current campus edges provide residential neighbors a buffer zone. This buffer has been preserved to minimize light, visual and noise pollution onto local properties, as well as from those properties to the campus. In addition it allows for campus activities to occur with a minimum of disturbance to those living around COCC.

As development has increased in areas surrounding the campus site, conflicts and complaints between the campus community and its neighbors have become a greater concern. Any new development must anticipate and attempt to alleviate these problems.

The entrances to Central Oregon Community College currently lack any gateways of proper scale to welcome visitors and identify the campus. Campus edges and corners are also not clearly identified.



COCC MASTERPLAN 2002-2012

Masterplan- Existing Campus Edges/Gateways Plan:
Awbrey Butte Campus

PLATE #5

WEGROUP

5.1.9 Wayfinding / Signage

Currently campus and building signage is not well integrated. The wayfinding system is a mix of technologies and styles reflecting the history of the campus and has no integration or theme that helps visitors and students negotiate their way around and through campus.

In addition there is no consistent entry identification/ signage. The Boyle Education Center is on the existing campus edge which could service visitors coming from the south if better signage directed them toward it. But, coming from the north, a person must go all the way through campus to get to the visitor information at the Boyle Education Center in the south.

Existing Campus signage

5.1.10 Open Space/Landscape

The Awbrey Butte site has some spectacular views to the surrounding region, and open spaces can assist in taking advantage of these views. Open areas serve numerous purposes, often as important as the buildings themselves. These spaces help balance the built up environment to the natural landscape of the campus, and provide a connection to the natural world.

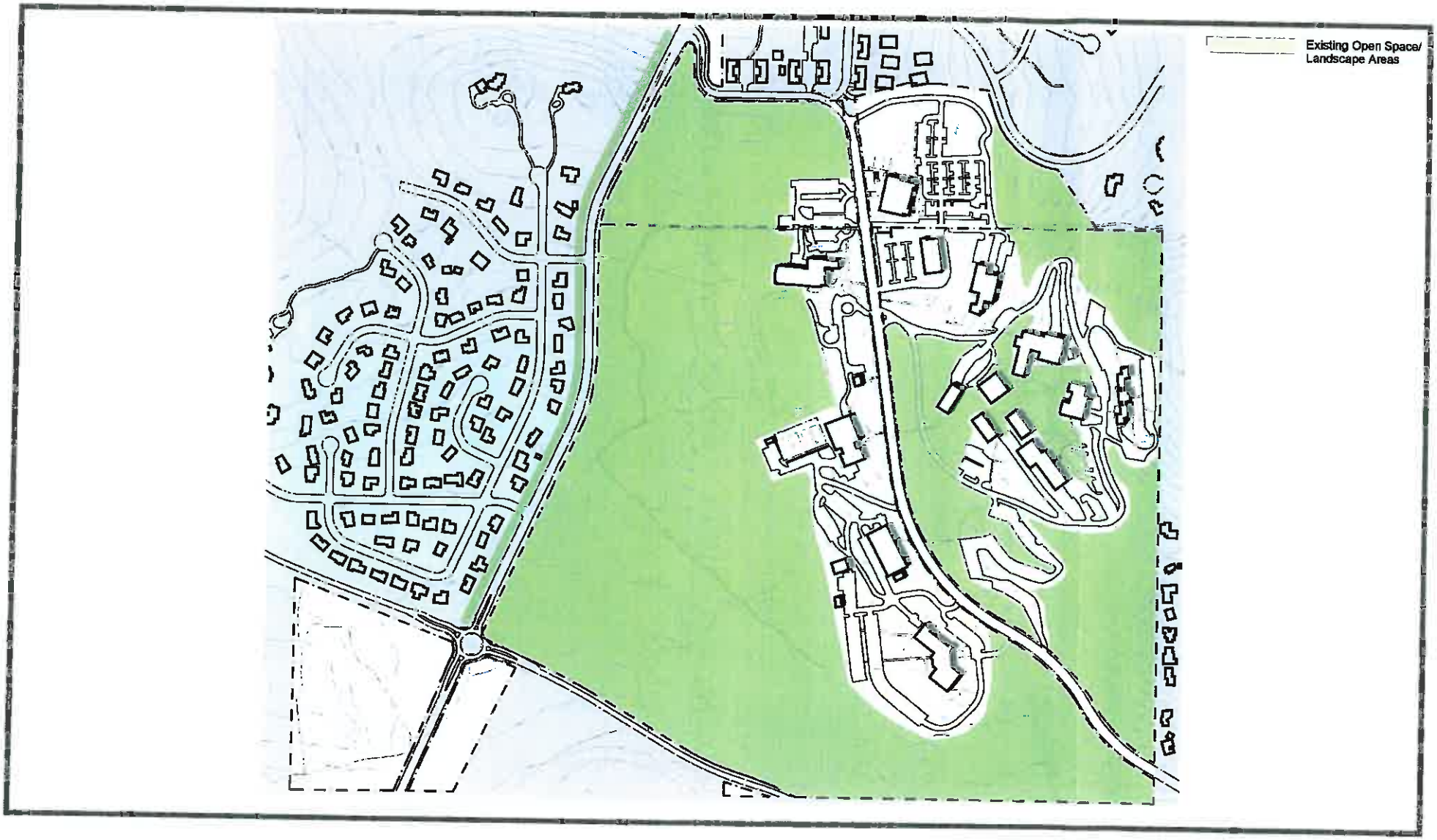
These same open spaces provide places for people to be alone, as well as places where groups of people can interact in ways that the college setting does best.

Open spaces also provide sanctuaries for the wildlife found on campus. COCC has continued to support and maintain landscaping that retain indigenous plant life and wildlife. This practice offers not only a benefit to wildlife including deer, but also to the College facilities, and personnel, as well as preserving campus water usage.

Additionally, a portion of the open space can be reserved for future development. Future land acquisition is and will be difficult due to the recent adjacent property development. This development will make it even more crucial to preserve and enhance the open space on the Awbrey Butte Campus.

The existing landscape also provides a barrier between the campus and the surrounding development, which works from the outside in, as well as from the inside out. Preservation of this natural screen is an important part of the Masterplanning efforts.

The open spaces on campus provide places for interaction, which is important in a college setting.



Masterplan- Existing Open Space/Landscape Plan:
Awbrey Butte Campus

PLATE #6

WEGROUP

5.1.11 Existing Utilities Plan

Utilities currently on campus include power, water, gas, storm sewer, sanitary sewer, data, and cable TV. Not all buildings are served by all utilities, but if the need arises buildings may be updated with some effort.

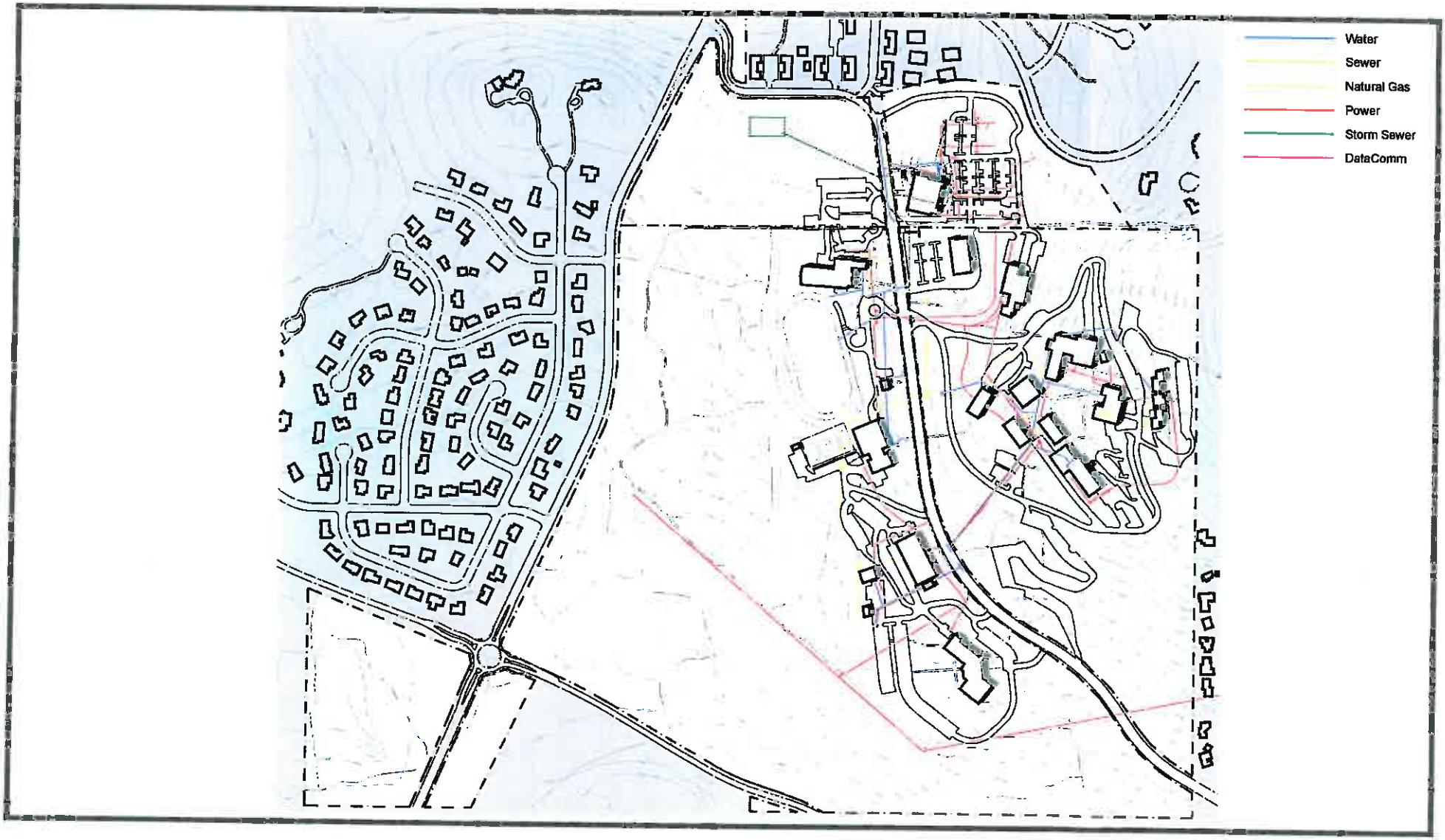
Campus power is brought in via the high voltage lines located along the western edge of campus development. From there is is fed to switch gear located SE of Ponderosa along College Way. Here is where the campus is primarily metered. A loop system has been developed to feed each building. If power is cut somewhere on campus, a system of switches can be manually thrown to reroute power for most of the buildings. This system is owned by P.P.& L.

The water and gas lines are located in College Way and is distributed throughout campus from various point along the system.

Drywells located below an existing retention pond handle most of the storm drainage of the upper campus (inside and above the existing eastern loop road). This runoff drains into catch basins located in the intersection of the loop road and College Way as well as in the Bookstore parking lot. From these basins it drains north along the east edge of College Way to near the SE corner of Cascades Hall, where it crosses the road and daylights into the retention pond.

Sanitary sewer was originally drained into drill holes that emptied into lava tubes below campus. Later a gravity fed sanitary sewer collection system was installed and the sewage is now sent to the munincipal plant for treatment. All buildings are gravity fed, except for the Bookstore and the Library which have force mains into the gravity system.

The data system's main patch panels and switching occurs in the lower level of Metolius, and is fed from a line in College Way. From this room the data lines are distributed throughout campus.



Masterplan- Existing Utilities Plan:
Awbrey Butte Campus

PLATE #7

WEGROUP

5.1.12 Existing Facilities (Awbrey Butte Campus)

Academic Space

1. Jefferson (1964)
2. Deschutes (1964)
3. Ochoco (old) (1964)
4. Modoc (1964)
5. Pence (1967)
6. Ponderosa (1971)
7. Modular-A (1974)
8. Modoc Annex (1974)
9. Pioneer (1976)
10. Ochoco (addition) (1981)
11. Old Library (1966) - Now Academic (1998 remodel)
12. Cascades Hall (2002)
13. Ponderosa Annex

Construction of Ochoco Addition (1981)

Campus Housing

1. Juniper (1967)

Physical Education/Recreation

1. Mazama (1971)
2. EPL (1987)

Construction photo.

Food Service

1. Grandview (1965)

Support Facilities

1. Metolius (1965)
2. Maintenance (1974)
3. Boyle Center (1989)
4. Library (1998)

Special Facilities

1. Pinckney Center for the Arts (1983)

5.2 Masterplan Concepts

5.2.1 Campus Zones

The campus zones suggested and articulated by the Masterplan include the following:

Academic
Higher Education
Campus Green
Open Space/Buffer
Health and Human Performance
Fine and Performing Arts
Residential
Auxiliary Services
College/Community Partnership
College/Business Partnership

The Academic Zone

Presently located on the upper side of College Way, this zone includes the addition and renovation of multiple buildings as well as the construction of several new facilities. In some instances less appropriate uses will be relocated as new buildings are built elsewhere on campus. These existing buildings will then be renovated for laboratories, classrooms or staff offices.

The goal is to create appropriate adjacencies and preferable campus densities so as to minimize inter-class commuting, thereby reducing walk times between classes as well as to lessen the reliance of the automobile to get from class to class. In addition, creating density appropriate to the Awbrey Butte campus allows for larger buffer zones at the campus edges. (See Open Space/Buffer Zone).

View of the Cascade mountains from Juniper Hall: the highest point on campus.

Higher Education/Academic Zone

This zone is located on the north end of campus. The Cascades Hall, currently under construction, provides a springboard for future developments in Higher Education. The site to the North, which spans College Way, provides a high profile connection at that end of campus, and also acts as a gateway for the campus as a whole. Additionally, the future clustering of similar buildings will provide a preferable campus density for the Higher Education portion of the campus. This zone is also adjacent to the Auxiliary Services Zone, which houses the Library, Student /Welcome Center, and the Bookstore.

The Campus Green

This zone is planned for the area that now consists of the existing playing field and running track. Prior to this site being a college campus, this was an open space where there was a motorcycle track in an open field.

Enclosing this Campus Green at present is the Library to the north and Mazama Gymnasium to the south. Bordering the west side of the Campus Green will be a new Computer Information Center and new Residence Halls. The proposed Student Center/ Welcome Center bordering the Campus Green will be located on the east side of the outdoor space, alongside College Way. The Student Center/ Welcome Center will introduce visitors and new students to the campus, as well as being a central focus to the College as a whole. Because of its importance, this building is envisioned as having a dramatic design presence compared to some other buildings on the campus.

The buildings created surrounding the Campus Green will be developed to support campus activities and services by their proximity, energizing the Campus Green at all times of the day. In addition, this space is seen as the new campus center, from

Soccer field and track: The area of the new Campus Green.

which all the other zones radiate. It is hoped that wayfinding and orientation will be greatly improved.

Open Space/Buffer Zone

This zone provides an open space between the campus and the surrounding developments to minimize light, visual, and noise pollution onto those properties, as well as from those properties to the campus. In addition, this zone uses the open spaces to provide areas of solitude and quiet as the campus and surroundings become increasingly dense. The width of this zone would vary as certain views and connections are emphasized.

The Open Space zones flanking College Way are intended to provide a similar natural screening element, as well as a processional leading toward the center of campus, the Campus Green, and Academic Zones.

Presently, the open space between the existing buildings on the upper academic area of campus is used quite extensively by students and staff. This provides cues on how other landscaped open spaces on campus should be constructed, maintained, and improved. Additional improvements for this area can only improve the quality and variety of uses therein.

Health and Human Performance Zone

Opportunities exist to connect the facilities used by the College to the surrounding community. One area this could likely occur is in the Health and Human Performance Zone. Placing this zone so that it borders Shevlin Park Road provides opportunities for access to and use of sports fields and facilities by both individuals from the College and community.

In addition, topographically, this portion of the site has the least slope, which works best for these types of activities for the least cost and/or disruption to the environment. Connections between this lower area and Mazama Gynmasium will be designed to tie these two facilities together.

Fine and Performing Arts Zone

Presently, when a first time visitor comes to the campus to attend a performance, they more than likely have a difficult time finding the venue. Additionally, the location of the Theatre on the sloped portion of the site presents problems in inclement weather for parking and pedestrian access.

The Fine and Performing Arts Zone has been located to allow for better access and parking as well as a more direct connection to the College/Community Partnership Zone. The lower elevation and less severe slope will provide for easier snow removal of parking lots, and access to College Way will allow for public transportation access when that becomes available in the future.

Residential Zone

This zone of the campus Masterplan is located along the west side of campus adjacent to the Campus Green. The new western loop road will serve as access to these residence halls. All new campus residences will be built in this zone. Adjacent to the residence halls, buildings will include the Computer Information Center, and the Student Center/Visitor Center (located in The Campus Green), the Mazama Gymnasium (located in the Health and Human Performance Zone), and the Library and Bookstore (located in the Auxiliary Services Zone). This zone is also close to the new Higher Education Zone for use by OSU Cascade Campus students. The intent of this zone is to be an active area where student residents feel safe and "at home".

Auxiliary Services Zone

This zone houses student and campus services not directly associated with classrooms or laboratories, but essential to the learning and social activities of a college campus. The Bookstore, the Library, and the Student/Welcome Center are all located within this zone.

In addition, the relocated Maintenance Facilities and Physical Plant Offices will be located within this zone, at the very southern edge of the campus (surrounded by an Open Space/Buffer to the boundary).

Library.

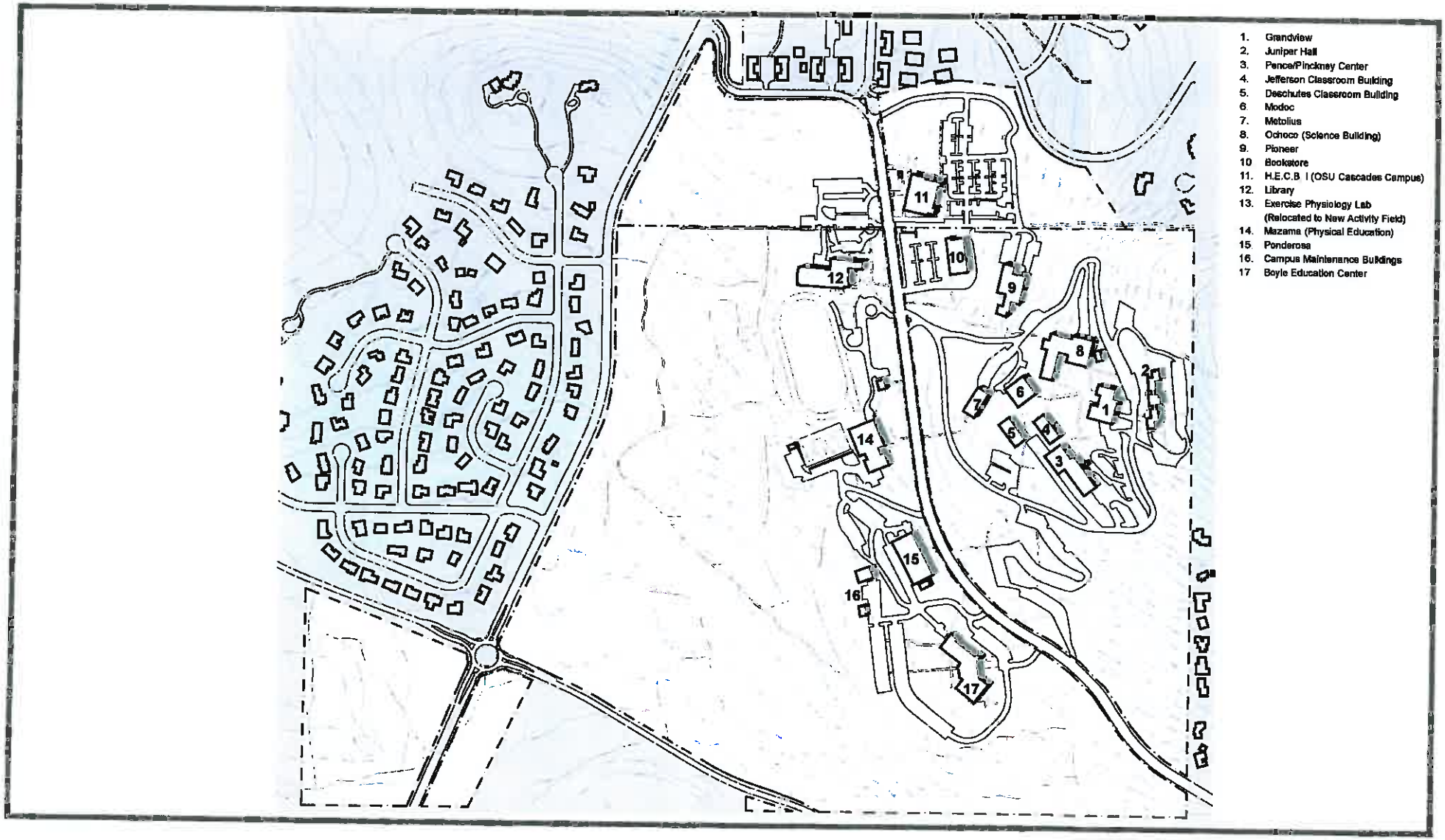
College/Community Partnership Zone

Area has been set aside at the corner of Mt. Washington Drive and Shevlin Park Road for the College/Community Partnership Zone. This zone is available for any number of proposed uses including, but not exclusively, for a partnership between COCC and the Central Oregon Arts and Theatre Community for a New Performing Arts Center.

In the interim, this property will be used as a continuation of the Open Space/Buffer Zone and left as is.

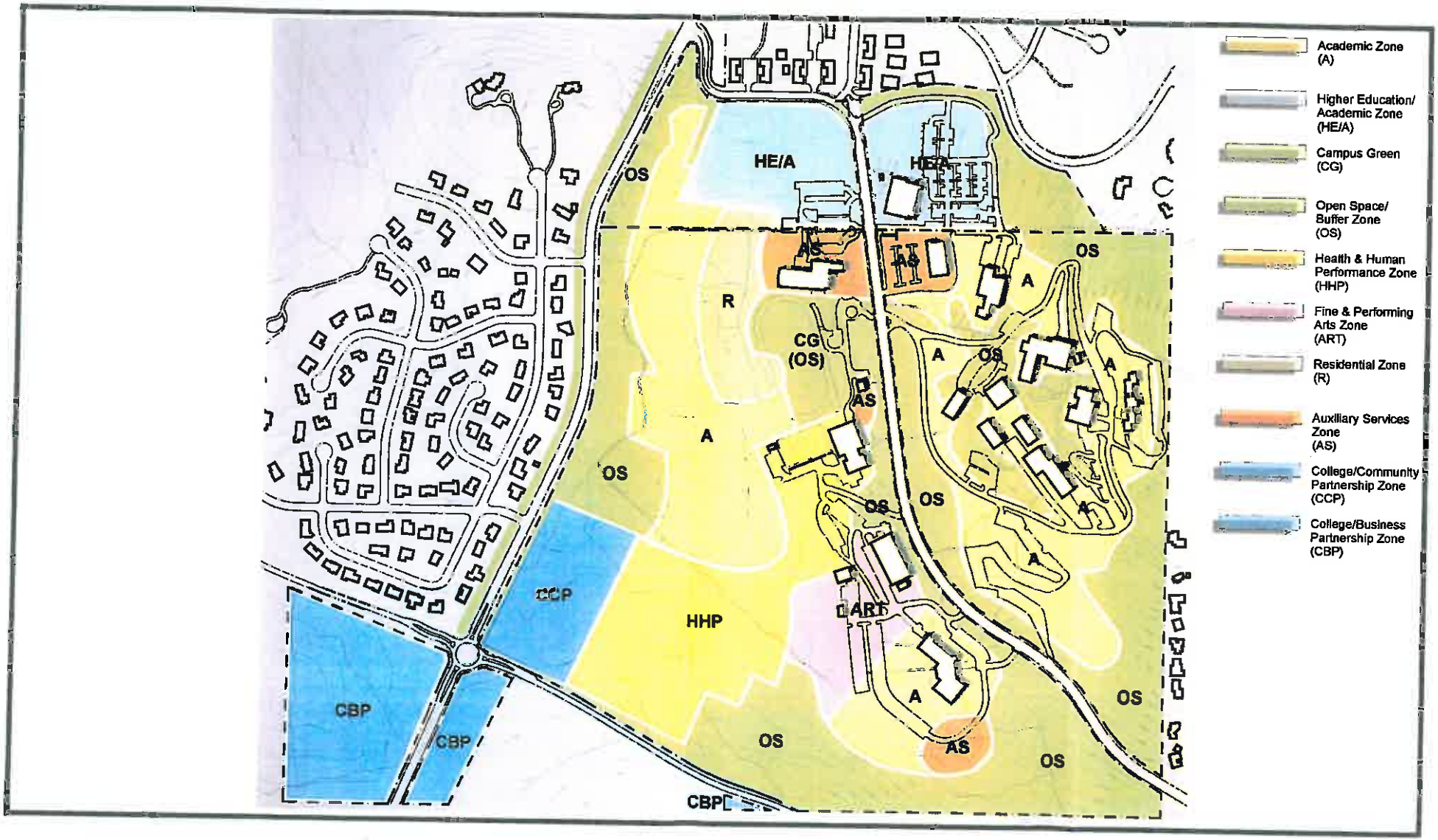
College/Business Partnership Zone

Across from Shevelin Park Road are three parcels of land that have been set-aside for the College/Business Partnership Zone. This zone is intended to be used for partnerships with businesses and the College, perhaps for an incubator business park, or businesses related to education programs. Some examples of this could be a restaurant run by the Cascade Culinary Institute or possibly a health clinic associated with the Allied Health program.



Masterplan- Existing Facilities Plan:
Awbrey Butte Campus

WEGROUP



Masterplan- Campus Zoning Plan:
Awbrey Butte Campus

PLATE #9

WEGROUP

5.2.2 Campus Plan

General

The development plan concept responds to the Mission Statement adopted by the Central Oregon Community College Board of Directors. COCC has an exciting opportunity to expand an existing legacy.

Views

The development plan concept is to continue blending man-made structures into a site of great natural beauty with views of the Cascade Mountains. The new Campus Green will allow the existing views to be maintained and even enhanced from College Way, and the siting of new buildings will be done in such a way to preserve valuable view corridors to the south and west.

Scale

In order for the campus to maintain its ambiance, the scale of the existing buildings should be maintained. New buildings will be kept for the most part small in scale in order to adjust to existing contours and to preserve natural vegetation.

Building placement and appropriate density is also an important consideration. This helps to determine the scale of "outdoor rooms", or those spaces between the buildings. Buildings placed too close together will crowd the campus. Buildings placed too far apart will cause the loss of a "campus" feel.

Materials

To blend the buildings into the natural environment,

exterior building materials should be carefully chosen. Colors also play an important role. Because of the abundance of coniferous trees, sage and rock, buildings built of wood, concrete and stone blend naturally with the environment. Architectural designs will respond to these materials.

Topography

Efforts to design and engineer within existing contours provide many benefits for future development. Cost savings and material efficiencies can be obtained if design can be sensitively placed within the existing environmental and topographical conditions. Snow removal and inclement weather travel is also improved with gradually sloped drives, parking lots and pedestrian pathways.

Topography is always an important factor for determining building, road, parking lot, and pedestrian path siting. The Masterplan locates and orients the new buildings to accommodate the topography and to make circulation between buildings easier for pedestrians.

The new center of campus as well as much of the new construction and development has been thought out to move the campus from the steeper terrain down to the flatter portions of the site.

Snow, while making the campus a beautiful place, presents its own set of problems for students and staff alike.

Parking

Additional parking will be added to serve adjacent buildings as needed. The proposed full buildout of the Masterplan illustrates the use of parking along the new west loop road. Parking lots have been located to serve the residence halls due to the large parking load required by student housing and services. Parking lots were designed to be added with the same

care as previous parking projects, by selecting spaces and densities based on topography and existing tree locations.

The concept is to move the parking from the center of campus toward the perimeter, and emphasize alternative means of transportation both in getting to and from campus as well as from building to building.

Alternative means of transportation will be stressed by the College to maintain a sustainable campus model. Bicycle parking options will be reviewed during individual project developments to meet the needs of the bicycling community and to comply with the City of Bend's planning requirements. The existing COCC Shuttle system will be expanded and will utilize the proposed loop road system on the eastern and western edges of the campus. Further public transit will be accommodated along College Way. A location for a main transit hub has been planned.

Vehicular Circulation

The Masterplan's primary vehicular circulation improvement is the addition of the Campus loop road system, both along the western edge and the completion of the eastern edge. The development of the west side of the campus will enable the addition of the loop road similar to the one existing on the east side of the campus. The new loop road will serve the new facilities and sports fields on the south end of campus, the new Residence Halls, and new Computer Information Center on the West Side, and additions to OSU Cascades Campus to the north.

In creating this loop road system, an effort was made to integrate vehicular circulation systems with existing site contours. There also wil be screening by means of landscaping and natural barriers to keep vehicle lights from intruding on the neigh-

borhoods to the west.

The Masterplan encourages more efficient use of the automobile, including the shuttle bus system, future City mass transit, and carpooling by linking important campus structures such as the Student Center/Welcome Center to main transit routes. A location has been established for a main transit hub along College Way across from the Student Center.

The Masterplan has located future buildings to accommodate pedestrian circulation in an effort to minimize the need for on campus vehicular circulation. Perimeter loop roads are the result of this concept. Areas between the loop roads and College Way are pedestrian safety zones. Additionally, the new Campus Green will be off-limits to all but essential vehicular traffic.

Pedestrian Circulation

A safe and effective pedestrian pathway system is the cornerstone of the COCC Masterplanning effort. At this time students and faculty have created new paths between buildings. To ensure easier and safer pedestrian travel, many of these trails will be improved and paved.

Pedestrian stairs leading to upper campus open space from Grandview.

With the building and vehicular improvements to the west side of the campus, new pedestrian paths will serve the residents, students and faculty between buildings as well as along the west loop road. In addition the Masterplan provides an important pedestrian connection between the existing and renovated Academic Core to the new Campus Green across College Way.

Adequate lighting and safety corridors along pedestrian paths are important design concepts that will be continued.

Currently the campus offers an emergency phone at the entrance to the library . A comprehensive plan, including concern for pedestrian safety will be implemented using pedestrian safety, pathways and emergency phone stations at strategic locations.

Campus Edges and Gateways

The campus edges are important interfaces with the campus to the community at large. Careful attention has been given to gateways and edges in this Masterplan. In particular, the Southeast corner of the campus will be anchored by entrance signage with a presence marking the main entrance to the Awbrey Butte Campus. Additional campus markers and signs will denote various campus boundaries and intersections.

Buildings can also announce the entrance to a campus. Starting with the siting of the Library, the campus has followed a model of easy access and visibility from the main axis of the campus: College Way. Other new buildings will also follow in this model, such as the Performing Arts Center, which will offer the general public a connection to the cultural programs provided by the College. The Student Center/Welcome Center will offer first time visitors and students easy access to information and student services. The proposed Cascade Campus buildings also provide important visual cues since entrances will be located to front College Way.

The College/Cultural Partnership and the College / Business Partnership zones have been created to provide integration into the campus while not affecting internal campus vehicular and pedestrian circulation. These partnerships will offer students possible apprenticeship apprenticeship making certain college programs more attractive to students. Partnerships also can offer College faculty research opportunities in private settings. These partnerships can offer the College an improved working

relationship with cultural entities and businesses associated with areas of study at the College.

Wayfinding/Signage

An efficient and effective wayfinding plan will serve students by providing an inviting campus environment. It imparts the power of knowledge and comfort using intuitive clues to first time visitors while minimizing the clutter inherent with piecemeal wayfinding systems.

COCC will also integrate campus and building signage to a common campus standard. This conversion will be evident in the visual continuity of the signage system. An additional benefit will be the decreased maintenance costs due to the development of a standardized system. Serviceability is a major concern for signage and offers College maintenance the ability to change names and redirect signs without outside venders or suppliers.

Open Space/Landscape

The Masterplan combines the built environment and the campus open space to develop a whole campus concept of increased density while at the same time providing areas of solitude and quiet. Sustainable site development practices utilize sustainable site planning and landscape design and provide for the future use and enjoyment of the campus.

Landscaping practices will work toward a reduction of adverse impacts on the natural habitats and species by utilizing native and low maintenance plant materials. Minimize lawn areas and other high maintenance plant materials where appropriate. Provide a greater variety of planting materials at key areas, such as vine maple, quaking aspen, and other more native plant materials, which would offer color and movement during the changing of the seasons.

5.2.3 Campus Phasing

General

A major component of the Masterplan as it relates to the Awbrey Butte Campus is the concept of Phasing. Phasing provides for orderly growth as needs arise and as funding can be provided. It allows for a methodological process to allow for getting from point A to point C in an incremental manner. The Awbrey Butte Masterplan has been designed to be completed in several phases.

Phase I addresses immediate needs and is planned to be designed and constructed within the next 3-5 years. Phase II is out 5-7 years, while Phase III is beyond that, and is dependent on future masterplanning updates and enrollment projections to determine space needs.

Phase I

Phase I is scheduled to begin in 2002 with construction completion in 2005. The intent of this phase is to meet current program and immediate space needs and also to anticipate future enrollment growth and program expansion within this time frame. Construction is intended to proceed with a new General Classroom Building first so that classes can be moved from Ochoco, Jefferson and Deschutes to allow them to be renovated.

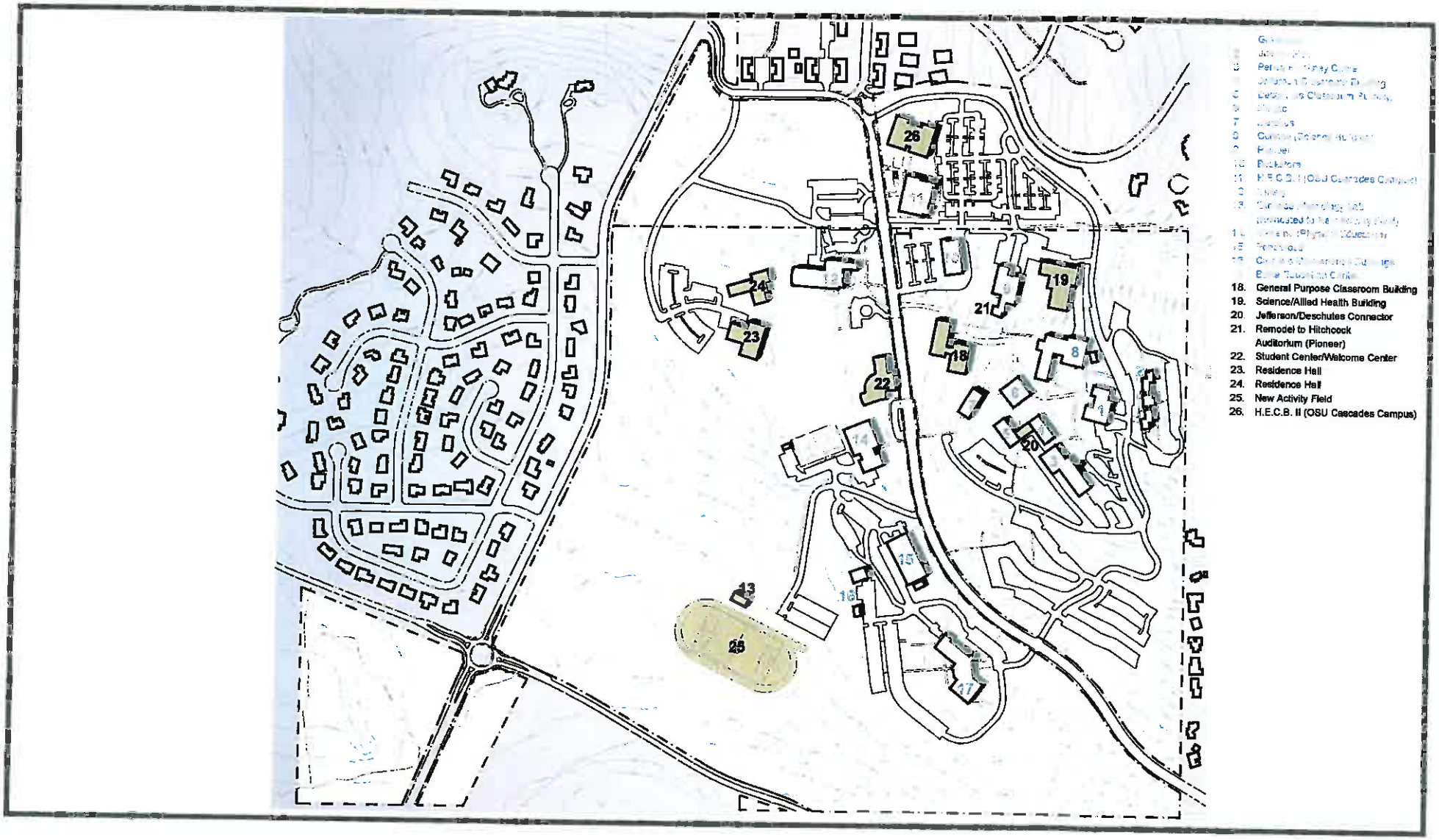
Additional new program spaces will be constructed to meet the projected needs of COCC students, in areas such as science and allied health. These new classrooms and laboratories will provide much needed space for these programs, which at present have no room to expand.

In addition, work will relocate the existing track and sports field to create the new open space for the Campus Green. By landscaping the old track and field and constructing the new Student/Welcome Center the frame work for this new center of campus will begin to form. New residence halls slated to be constructed adjacent to the Campus Green also will invigorate this new outdoor space.

Work on College Way is also earmarked which will begin traffic calming and to add planting medians and other landscaping. This will begin to make it more pedestrian friendly alongside the new Campus Green and to start to knit the two sides of the Awbrey Butte Campus together. (See also 5.3 Cost Estimate).

Phase I Projects
(General Obligation Bond Projects)
Science/Allied Health Building
General Purpose Classroom Building
Student /Welcome Center
Roadways (including loop connections, access to new field, new parking lots, realigned roadways)
Activity Field
Ochoco, Jefferson, Deschutes Remodels
Pioneer (Renovate Hitchcock Auditorium)
Pioneer, Mazama and Grandview Elevators
College Way: Additional Traffic Calming, Landscaping and Realignment

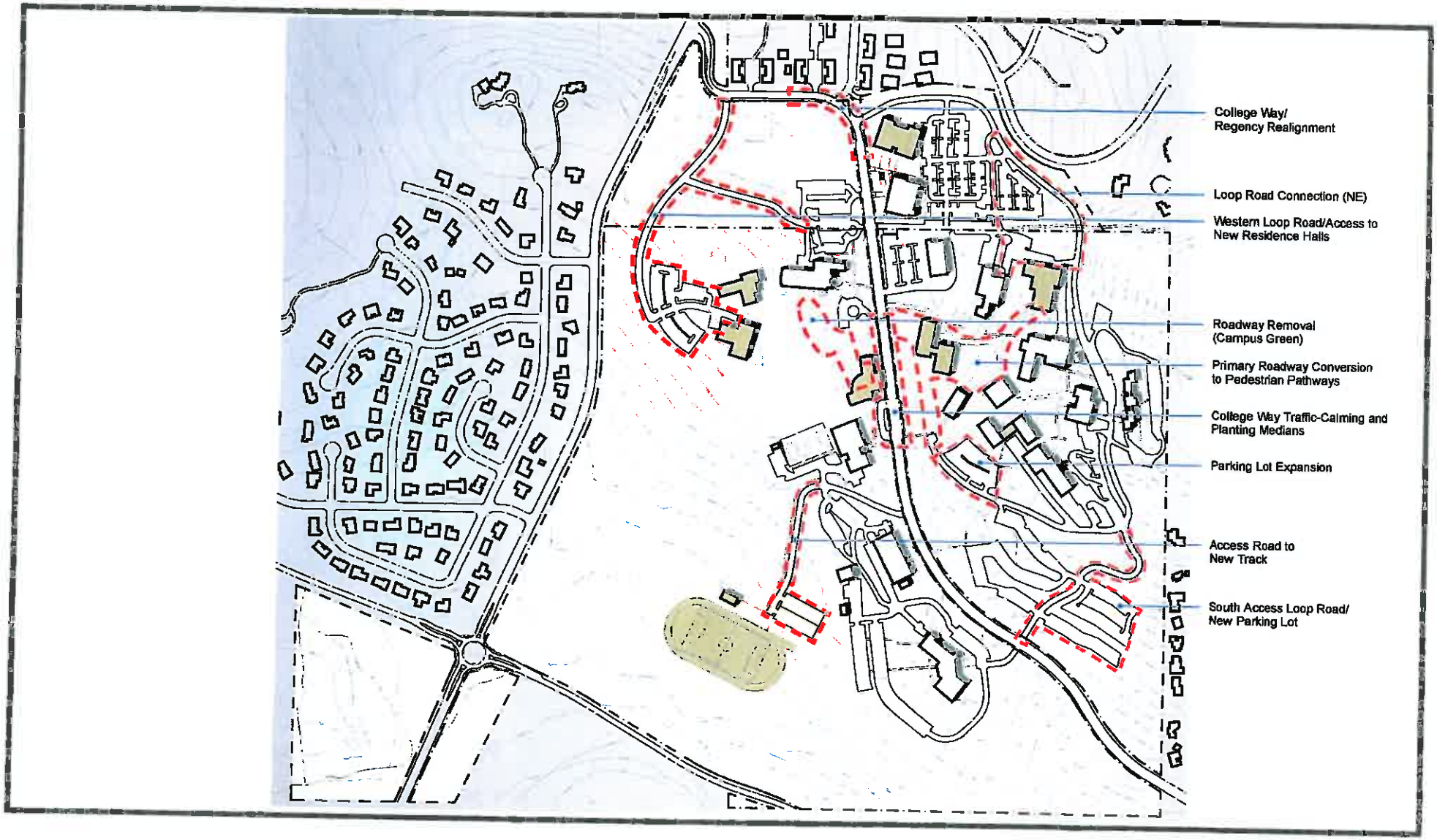
Self-Supporting Phase One Projects
Residence Hall
Place of Reflection



Masterplan- Phase I Facilities Plan:
Awbrey Butte Campus

PLATE #10

WEGROUP



Masterplan- Phase I Roadway/Parking Improvements Plan:
Awbrey Butte Campus

PLATE #11

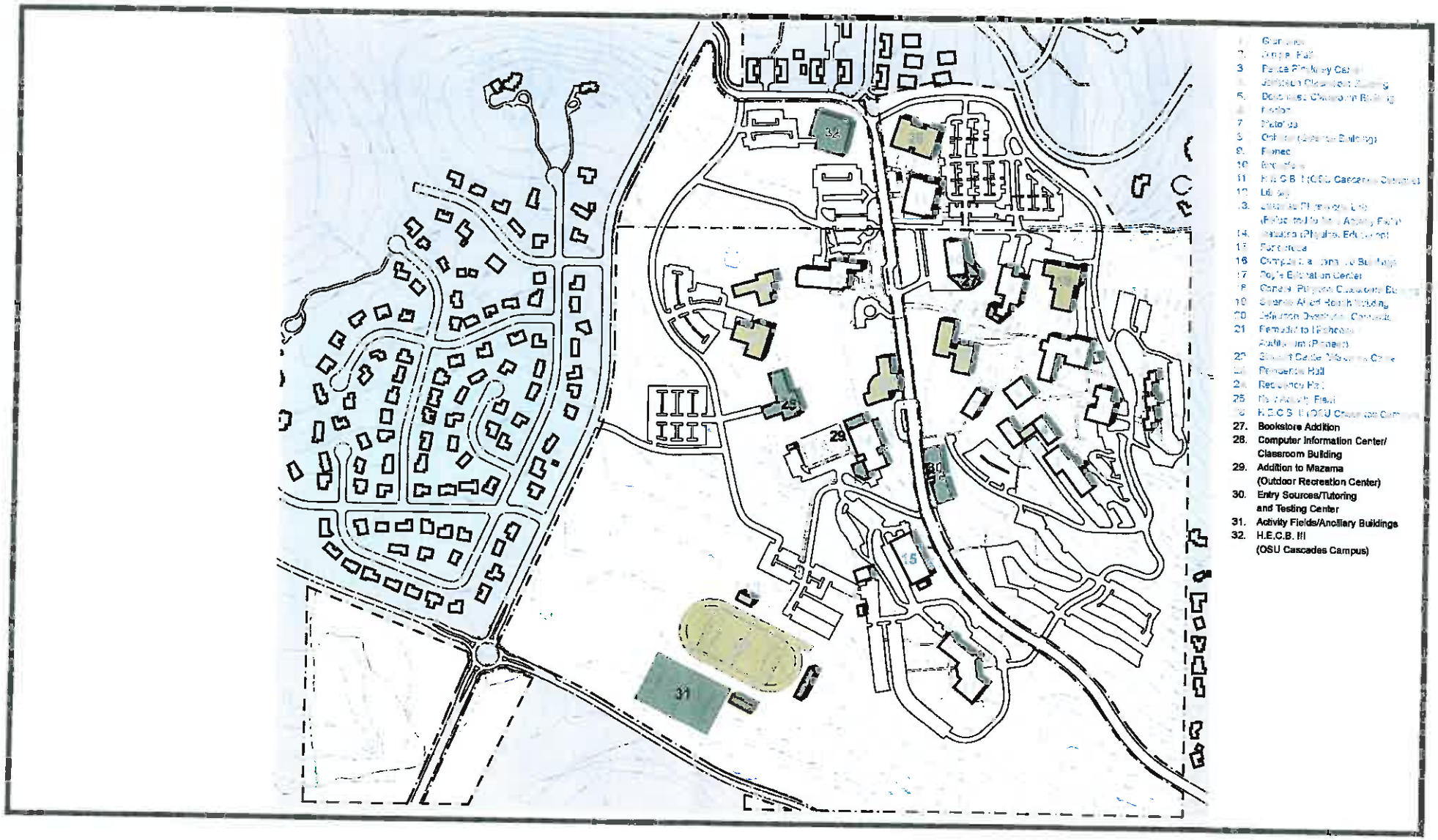
WEGROUP

Phase II

Phase II will continue to complete the Campus Green and the new sports field complexes as well as to complete the west loop road. Additionally, a new Entry Services/Tutoring and Testing Center Building is planned to bring all of these varied but interacting functions together in one centrally located building on College Way. This in turn will free up additional space in Boyle, Modoc, and Metolius for offices and/or classrooms. Also planned are additions to Mazama for the Outdoor Recreation Center, and a new Computer Information Center/Classroom Building located on the Campus Green.

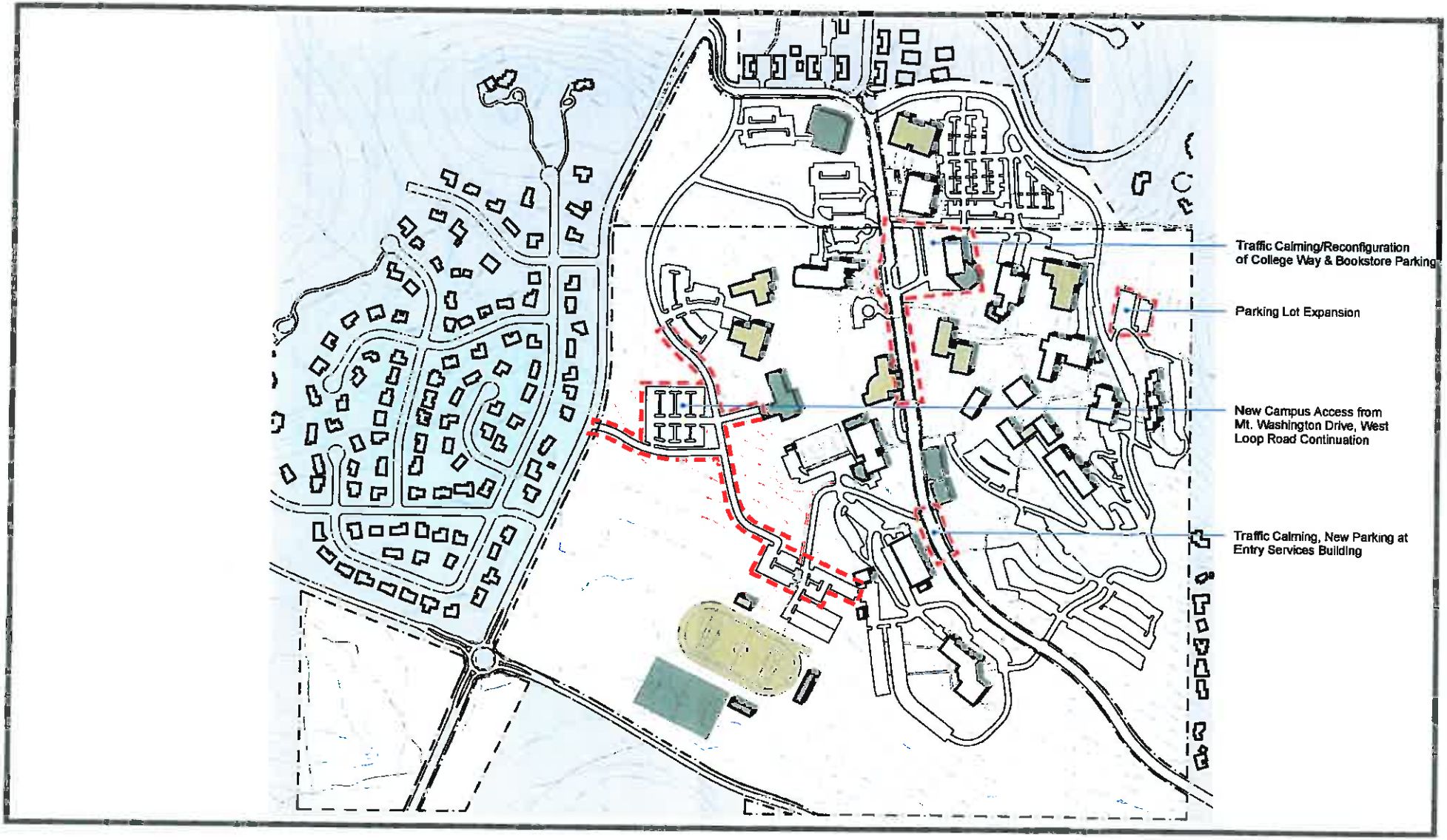
Phase II Projects

Bookstore Addition
Residence Hall
Computer Information Center/Classroom Building
Addition to Mazama (Outdoor/Recreation Center)
Entry Services/Tutoring and Testing Center
Activity Fields/Ancillary Buildings
Higher Education Building (projected need)



Masterplan- Phase II Facilities Plan:
Awbrey Butte Campus

PLATE #12



Masterplan- Phase II Roadway/Parking Improvements Plan:
Awbrey Butte Campus

PLATE #13

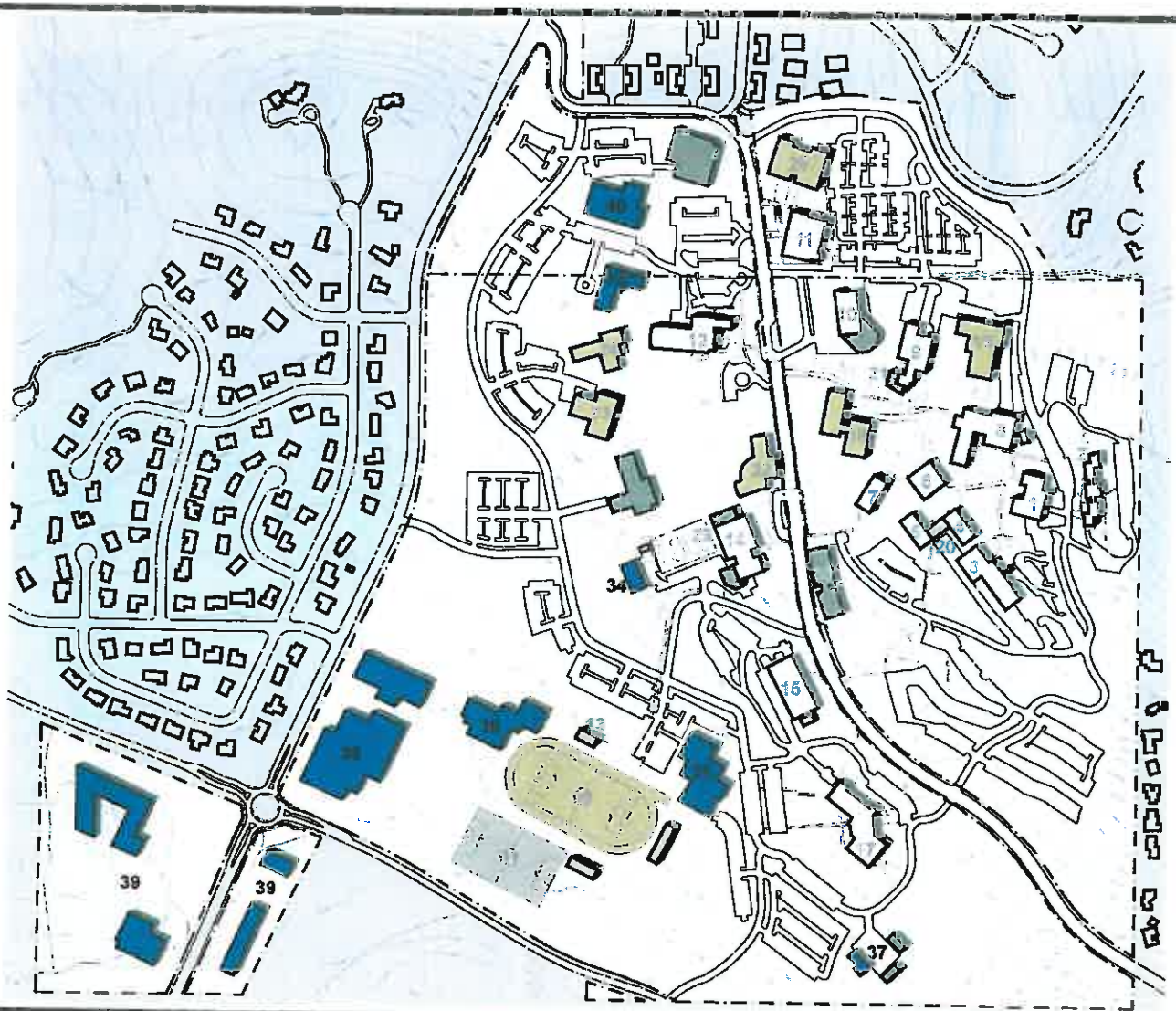
WEGROUP

Phase III

Phase III will need to be evaluated at a later date, but currently the plan calls for increasing campus density and adding several new facilities in partnership with business and/or community groups. It is possible that many of these buildings could move up or down the timeline if needs change and/or funding partnerships were to occur.

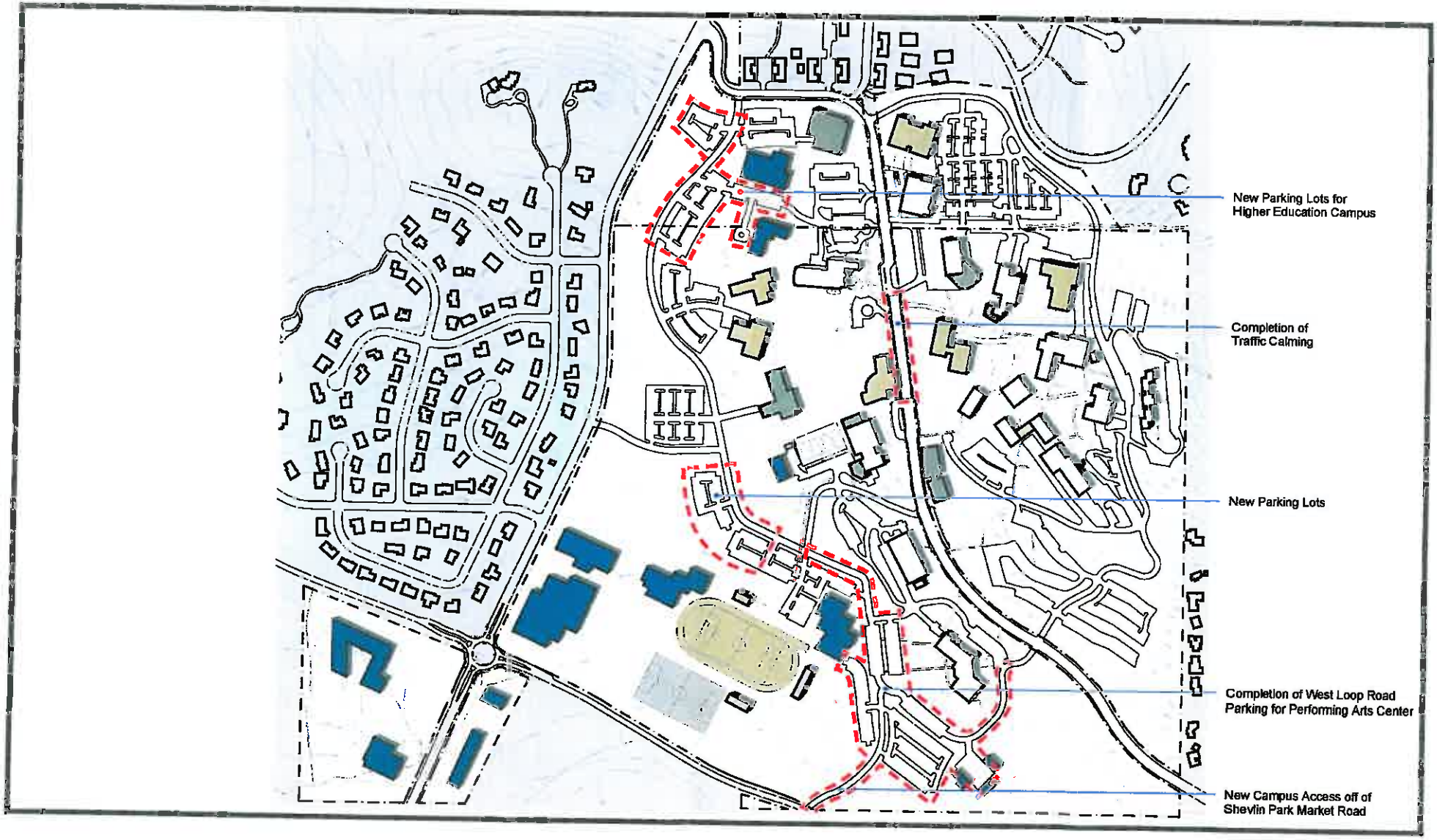
Phase III Projects

Residence Hall
Outdoor Recreation Storage Building
Performing Arts Center/Cascade Culinary Institute
Aquatic Center/Fitness Center
Campus Maintenance (Relocated)
College/ Cultural Partnership
College /Business Partnership
Higher Education Building (projected need)



Masterplan- Phase III Facilities Plan:
Awbrey Butte Campus

WLGROUP



Masterplan- Phase III Roadway/Parking Improvements Plan:
Awbrey Butte Campus

PLATE #15

WEGROUP

5.3 Cost Estimate

Central Oregon Community College
Masterplan 2002 Update- Space Needs

Phase One General Obligation Bond Projects	Description	Size	Phase 1 Total	1A
Science/ Allied Health Bldg.	New	41,000	$8,748,239	$8,748,239
Gen'l Purpose Classroom Bldg.	New	36,000	$5,985,047	$5,985,047
Student Center	New	24,000	$3,744,500	$3,744,500
Welcome Center (part of student ctr.)	Remodel	1,490	$219,300	$219,300
Roadways incl. Loop Connections, Access to New Field, New Parking lots	New		$614,000	$614,000
Activity Field	New		$970,000	$970,000
Ochoco Jefferson, Deschutes	Remodels		$450,000	$450,000
Pioneer	Remodel - Hitchcock Aud.		$460,000	$460,000
Pioneer, Mazama and Grandview	Elevators		$510,000	$510,000
College Way: Traffic Calming and Realignment	New		$395,000	$395,000
Professional/Tech (Auto, Diesel & Other)	New	10,000	$1,650,000	
Ponderosa	Remodel	30,000	$2,640,000	
College Center	New	13,000	$2,391,525	$2,391,525
Pence/Pinckney	Remodel	27,000	$2,376,000	
Jefferson/Deschutes	Connector building	7,169	$1,111,000	
Construction cost subtotal			$32,264,611	$24,487,611
Consulting & fees (13% to 15%)			$4,115,130	$3,104,120
System development charges (9% Bend; 5% other)			$1,867,547	$1,595,352
Furniture and Equipment (varies 5% to 11%)			$3,676,232	$2,898,532
Global Infrastructure - Sewer, Water, Storm			$77,000	$77,000
SDC Traffic Contingency			$300,000	$300,000
Contingency (10%)			$3,226,461	$2,448,761
Project Manager		3 years	$239,400	$239,400
Total			$45,766,381	$35,150,776
Bond Issuance Costs (2% of Total)			$703,016	$703,016
Running Total			$46,469,397	**$35,853,792**
Self-Supporting Phase One Projects				
Residence Hall	New	250 beds	$9,800,000	
Place of Reflection	New	1,000	$200,000	

The Library under construction.

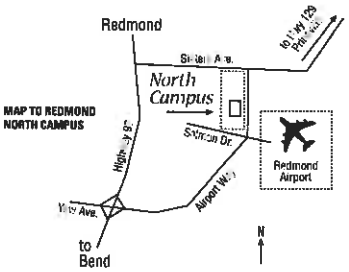
5.4 Schedule

6. Redmond Campus

6.1 Campus Context

6.1.1 General Description

In 1991 discussions began between Deschutes County, the City of Redmond and COCC for the donation of land across from the Redmond airport. Through a complex process that included working with Tektronix, Deschutes County and the City of Redmond, COCC was deeded 24.38 acres of industrial zoned land in 1993. The deed also included a long-term lease for two contiguous land parcels of 2.21 and 2.37 acres.



Redmond Map

Based upon the support for increased workforce training, Central Oregon Community College made the decision in 1991 to begin planning for a Regional Technical Training Complex at the Redmond Campus and fundraising efforts began for the Manufacturing and Applied Technology Center.

The first building was funded through a significant partnership between COCC and the Oregon Innovation Center. In 1994, the College received a $455,000 Regional Strategies grant to build space to house the OIC. The College combined this with its own construction dollars to build a 10,500-square-foot facility to house the OIC and the Redmond College Center, which provides credit classes - both live and via Open Campus (televised courses) - non-credit offerings, a state-funded Basic Skills Center and student support services. This building opened in 1997.

The second building, constructed in 1998, houses the Redmond Workforce Connection - or One Stop. It houses a variety of state services, and was funded by contracts with these agencies, so that unemployed workers and others can receive counseling and services from a number of entities in one location. The Manufacturing and Applied Technology

Center - funded primarily by money remaining from the library bond measure and private donations - opened in 2001 and houses a variety of College programs.

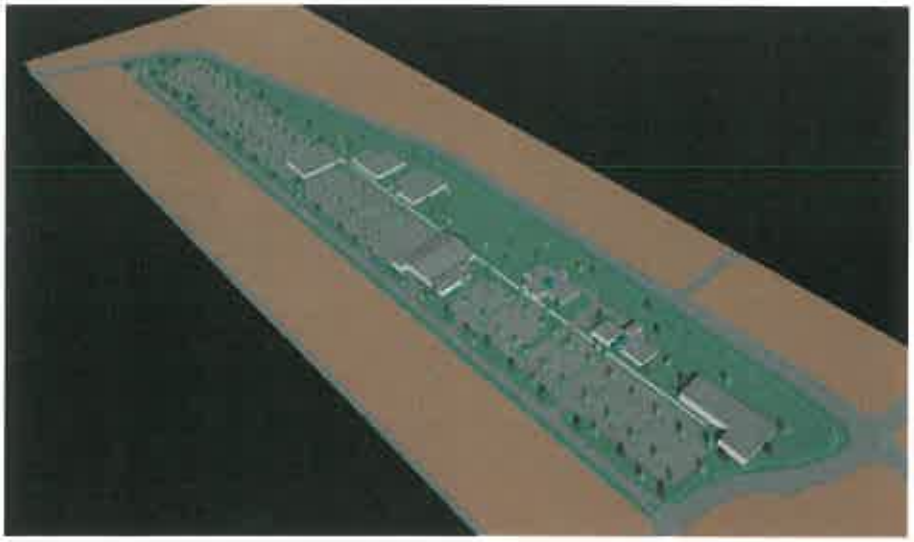
The campus is located west of the Redmond Airport, just across Airport Way. Access is primarily from Highway 97, either via Airport Way from the south or Sisters Avenue from the North, of from Highway 126 from the east (Prineville). There are two entrances to the campus, one on Salmon Drive off Airport Way and the other from First Street via Sisters Avenue.

Surrounding the site to the immediate west are a variety of manufacturing and industrial buildings. To the south are several office building complexes among the undeveloped lots.

The Redmond College Center.

6.1.2 Topography

Central Oregon Community College's Redmond Campus is located west of the Redmond Airport. The site is relatively flat with no real apparent change in elevation from end to end (north to south).



Computer model of the Redmond Campus showing the flat terrain of the site.

6.1.3 Parking

Currently the parking is adjacent to the buildings in asphalt parking lots designed to the City of Redmond standards.

6.1.4 Vehicular Circulation

Currently vehicular circulation arrives to the campus from the west via Highway 97 to Airport Way or Sisters Avenue, and from Highway 126 from the east (Prineville). These feed into the main entrance off of Salmon Drive, or off of First Street to the west.

On campus vehicular circulation is through collector roads that circumnavigate the parking lots enfronting the buildings.

The parking lots enfronting the buildings on the Redmond Campus.

6.1.5 Pedestrian Circulation

Planning pedestrian circulation of these buildings is far different than at the Awbrey Butte Campus. Since this is a commuter campus, pedestrian access is primarily from motor vehicles across parking lots to a sidewalk circulation spine that fronts the existing and proposed buildngs.

6.1.6 Campus Edges and Gateways

The surrounding lots consist of utilitarian industrial/manufacturing facilities and therefore the need for screening from the campus outward as a buffer is negligible. Because this is a commuter campus, the need for visibility as a preview tends to point away from providing much in the way of screening along the edges. The high desert low growing vegetation on this site is another factor that works against using natural elements as screening in a sustainable fashion.

The Redmond Campus: an early design sketch.

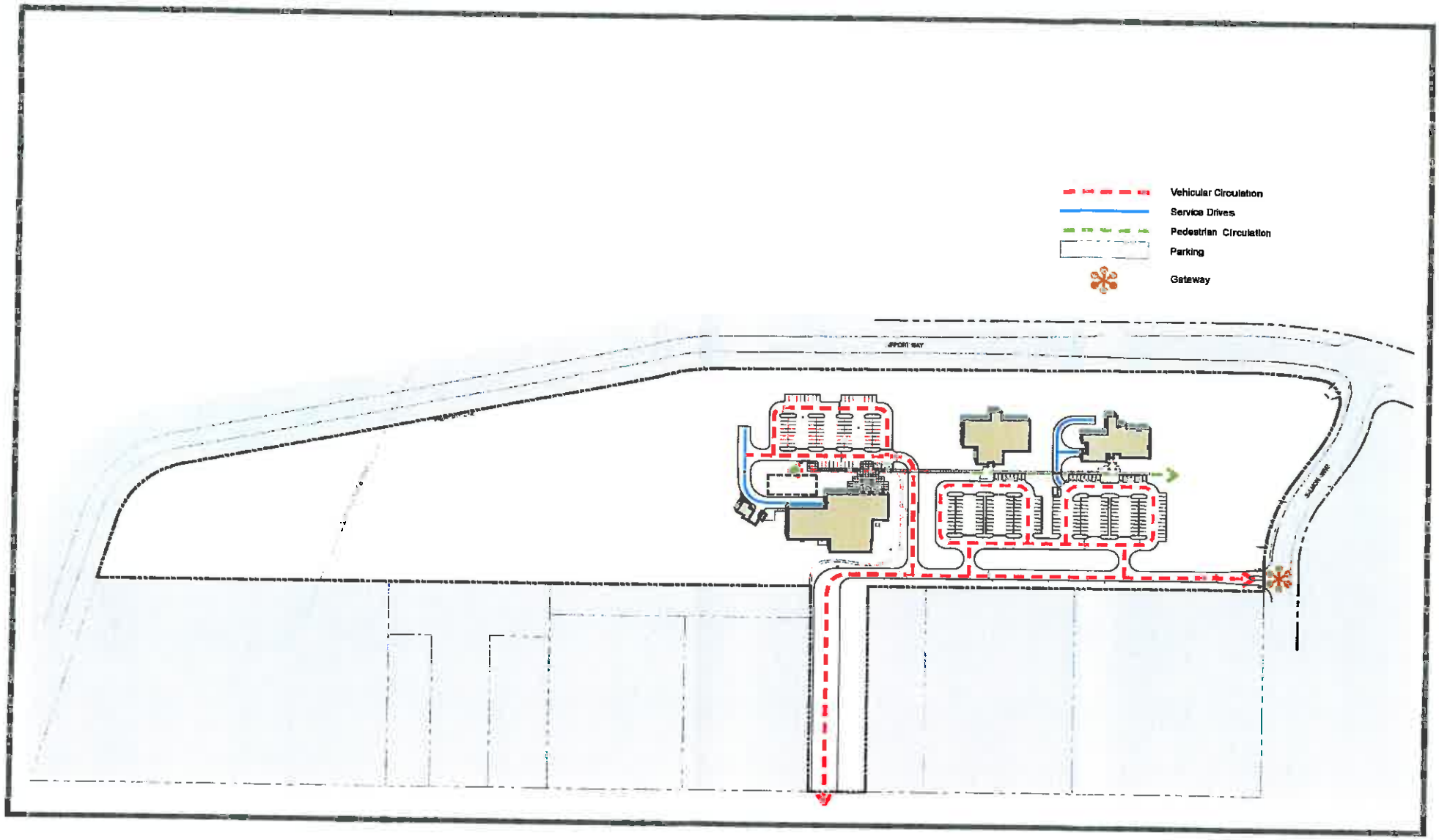
6.1.7 Wayfinding/Signage

Currently campus and building signage is more integrated than at the Awbrey Butte Campus. Improving this to a consistent theme will help visitors and students negotiate their way around and through campus.

6.1.8 Open Space/Landscape

As stated earlier, open spaces on any campus are just as important as the built areas on a commuter campus such as this one. These spaces are essential to making the college experience a good one. Because of the location of the site in an industrial area, making usable open spaces will be more difficult than on the Awbrey Butte Campus, which makes them all the more important.

These open spaces can provide places for people to be alone, as well as places where groups of people can interact in synergystic ways. Additionally, these areas can provide opportunities for family interaction, particularly next to the Redmond Workforce Connection, where dislocated and unemployed/underemployed individuals come for advising and other information. At present, there has been little done to improve the open spaces provided.

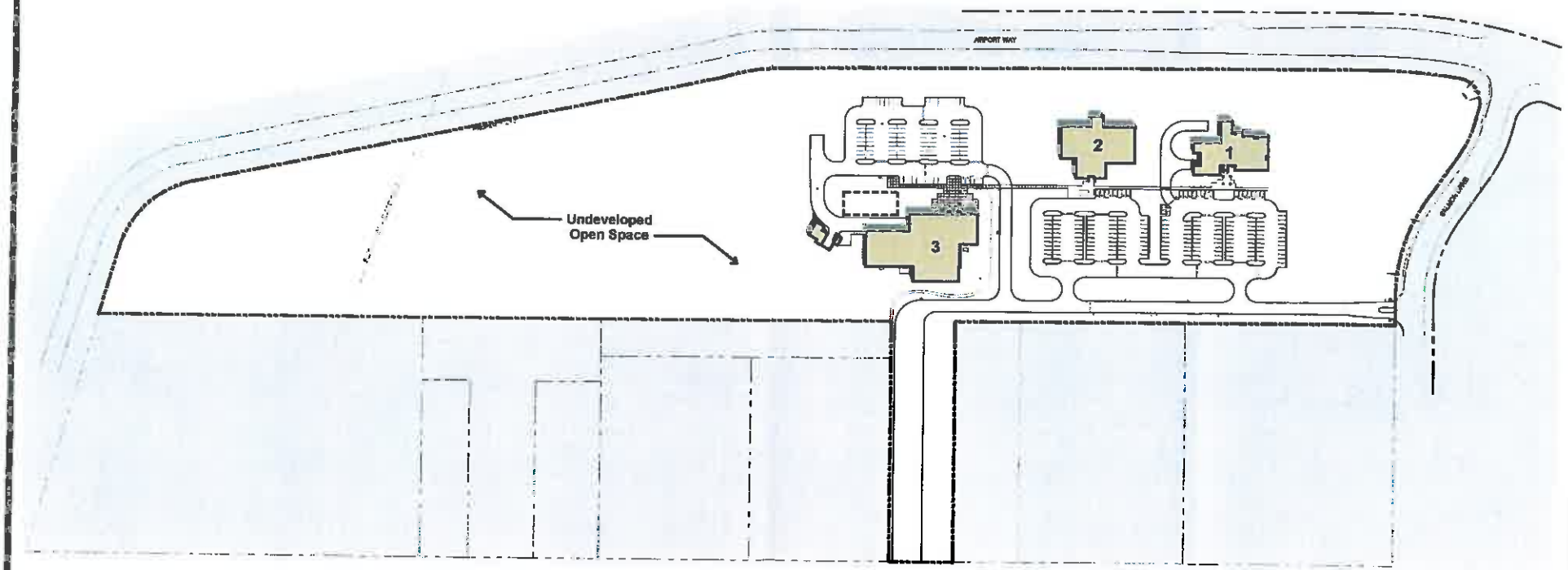


Masterplan- Parking/Circulation/Gateways Plan:
Redmond Campus

PLATE #16

WEGROUP

1. Redmond College Center
2. Redmond Workforce Connections Building
3. Manufacturing and Applied Technology Center



Masterplan- Existing Facilities Plan:
Redmond Campus

6.2 Masterplan Concept

6.2.1 Campus Zones

The campus zones articulated by the Masterplan include the following:

Academic
Landscape/Open Space
Parking
College/Business Partnership

The Academic Zone

The existing development of Central Oregon Community College's Redmond Campus includes the following:

The first building constructed houses the Redmond College Center and the Redmond Workforce Annex, housing COIC (Central Oregon Intergovernmental Council). Coursework for a general associate of arts degree, an associate of applied science in business, workforce basics skills classes, and self-enrichment classes, are all currently offered. Student support services allow for registration, fee payment, placement testing, tutoring and general advising.

The Redmond College Center.

The second building built at the Redmond campus houses what is called the "Redmond Workforce Connection", a one-stop center with services for unemployed, underemployed and displaced workers. The Redmond Workforce Connection also houses Central Oregon Community College's Adult Basic Skills program. Leased spaces in this building house Children, Adult and Family Services, Employment Department, and Vocational Rehabilitation.

The third building is the 27,000-square-foot Manufacturing and Applied Technology Center (MATC). The MATC offers college-level programs that prepare workers with skills for current and emerging technologies that support Central Oregon's growing economy and population.

Additional buildings could include a new Composites Building, a new Student Service Building, a new Classroom Building, and a new building for Professional and Technical Programs. These buildings would all be sited to make convenient access and appropriate densities a reality.

The goal, as at the Awbrey Butte Campus, is to house similar academic services near to each other so that efficiencies and adjacencies can occur. Additionally for this campus, these buildings can be sited so as to create spaces outdoors for students and staff to use.

The Landscape/Open Space Zone

One goal of Masterplanning the Redmond Campus is to provide outdoor spaces for interaction and study as well as places for people to be alone. These spaces, between buildings, can be either hardscape or landscaped. Additionally, a walking/running path is planned. These spaces provide opportunities for interaction as well as rest, which is especially important on a commuter campus as this one is. This Masterplan attempts to provide framework for these spaces.

Parking Zone

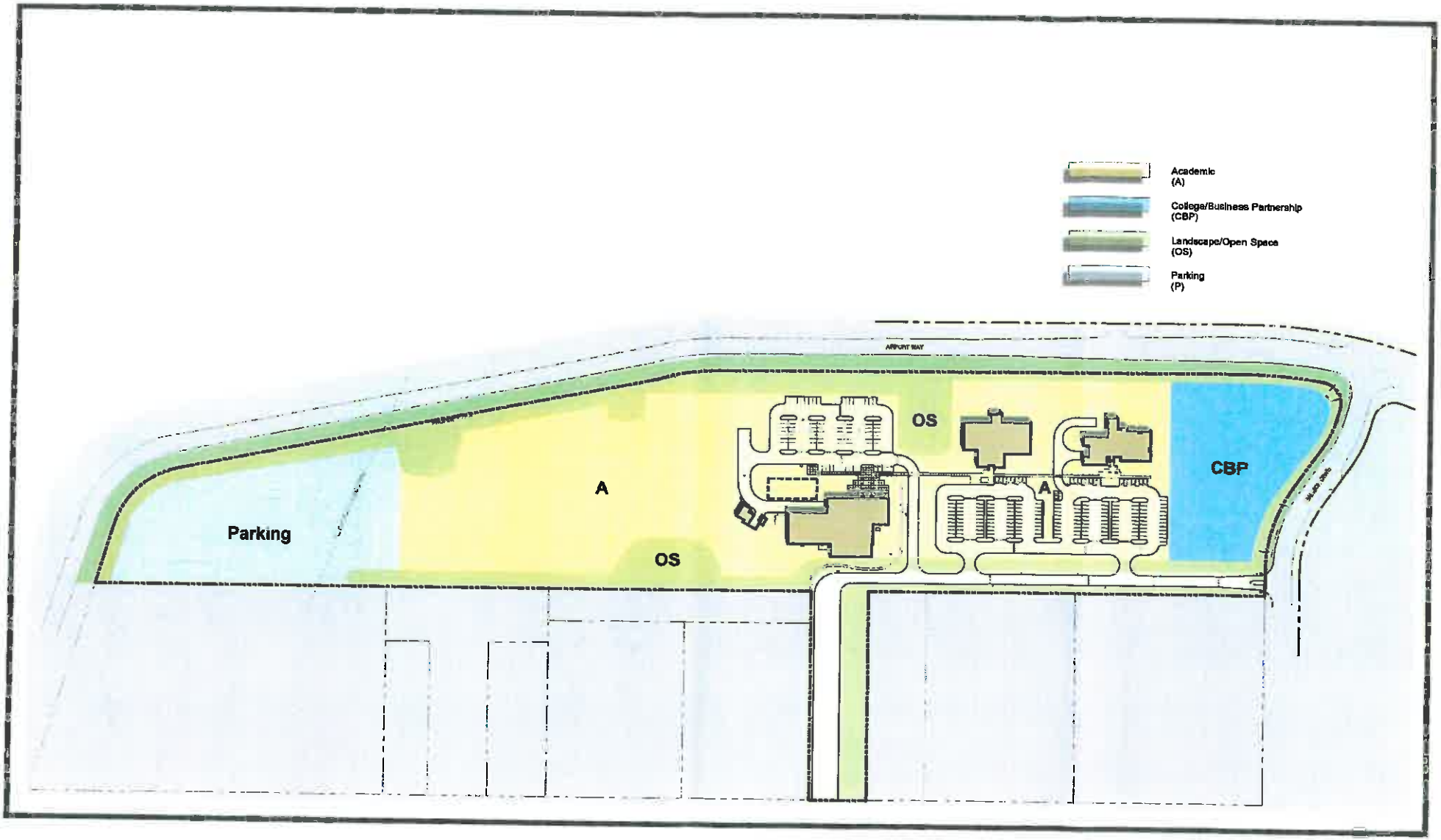
Because the Redmond Campus is commuter-oriented, the existing parking strategy of parking lots fronting buildings does not significantly change in the Masterplan. The northern portion of the site is under the Redmond Airport flight path ease-

ment which prohibits building of any structures . This zone provides ample space for overflow parking, (which allows for the placement of future buildings in a much more dense pattern then would have been otherwise possible). COCC will provide a shuttle service from these lots to the rest of the campus if necessary.

College/Business Partnership Zone

Space is provided for a collaborative effort between businesses and COCC on the southeast corner of the site. This zone, as at Awbrey Butte, is intended to be used for partnerships with businesses and the College, perhaps as an "incubator" business park, or for internships, providing real-world experience for students and staff. This building may also house a conference center, providing meeting rooms and other facilities that can be used by the general public.

The Redmond Workforce Connection.



Masterplan- Campus Zoning Plan:
Redmond Campus

6.2.2 Campus Plan

The Redmond Campus' programming offers a compliment of classes in basic skills development, self-enrichment, and college transfer, as well as courses in specific job skills training. Programming at the MATC is driven by industry-defined needs and is supported by Central Oregon businesses and meets industry standards. Hands-on manufacturing training will be offered in advanced metals robotics, and computer-aided manufacturing, along with traditional programs such as welding.

To provide quality programming, Central Oregon Community College is forming partnerships with regional businesses that make up each of Central Oregon's industries. Together, they will identify the needs of business and workforce so as to structure a complete and relevant combination of education, training and resources.

Articulation with the Education Service Districts (ESD), area high schools and non-traditional schools will allow each partner to meet the vocational needs of students seeking technical training opportunities.

To meet these needs, the Redmond Campus Masterplan was designed to remain as flexible as possible to allow for the changing needs and intents of those who use this campus. The planning concepts listed below will apply to any number of building needs and uses.

Scale

In order for the campus to maintain a sense of connectedness the scale of the existing buildings should be respected. This does not mean that new construction will not be larger, but

care and sensitivity needs to be taken so that larger building do not seem out of place with the existing. Plans are now that most new classroom buildings fall in the 30,000 - 40,000 square foot range for economics of scale.

Building placement is also an important consideration. This determines the scale of the "outdoor rooms" created between the buildings. Buildings placed too close together will crowd the campus. Buidings placed too far apart will cause the loss of a connected "campus feeling". Additionally, care in making sure that the building facades do not just line up one after another will provide for interest and variety.

Parking

As discussed earlier, the flightpath easement prohibits building of any structure beneath its path. Because of this, the masterplan has packed the buildings on the north of the site, closer than might be expected on this site.

As this is a commuter campus, convenient parking is a valid concern as it is on most college campuses.

Vehicular Circulation

The vehicular circulation of the Redmond Campus will remain as it is in the Masterplan. Currently vehicular circulation arrives to the campus from Salmon Drive or from Front Street. It then moves through the campus within the parking system.

Pedestrian Circulation

As noted earlier, a safe and effective pedestrian access system is the cornerstone of the COCC Masterplanning effort. Planning pedestrian circulation of these buildings is far different than at the Awbrey Butte Campus. Since this is primarily a

commuter campus set in an industrial area, pedestrian access is primarily from motor vehicles across parking lots to adjacent buildings.

Siting of any new buildings has been planned to make them as close as possible to accommodate convenient access building to building. In addition, safety is a major concern. Adequate lighting and visibility along marked pedestrian pathways are an important design concept. As at the Awbrey Butte Campus, the College has begun to implement a comprehensive plan for safety, including pedestrian safety and emergency phone stations.

Campus Edges and Gateways

The campus edges are important interfaces between the college and the community at large. But unlike the Awbrey Butte Campus, the surrounding industrial area does not lend itself readily to integration with the more academic/instructional setting of the Redmond campus. The intent of the Masterplan is to allow vistas and visual accesses into the campus from the outside as well as views outward to enhance an individual's awareness of the surrounding Central Oregon geography.

At present, the campus has two main entrances, one off of Salmon Drive and the other off of First Street. The intent of this plan is to strengthen those gateways, and to accentuate them with signage integrated into a complete wayfinding system.

Wayfinding/Signage

As noted earlier an efficient and effective wayfinding plan serves students and visitors by providing an inviting campus environment. It provides the first time visitor with informa-

tion in an easily read system lacking the clutter of a piecemeal system.

Integrating building and campus signage to a common campus standard is a key component to a successful wayfinding system. To insure the institutional aspect of wayfinding all of the COCC campuses should develop their signage plans toward a common design and standard. In addition to creating recognizable images and colors, it also benefits the College by decreasing maintenance costs due to the development of a standardized system.

Open Space/Landscape

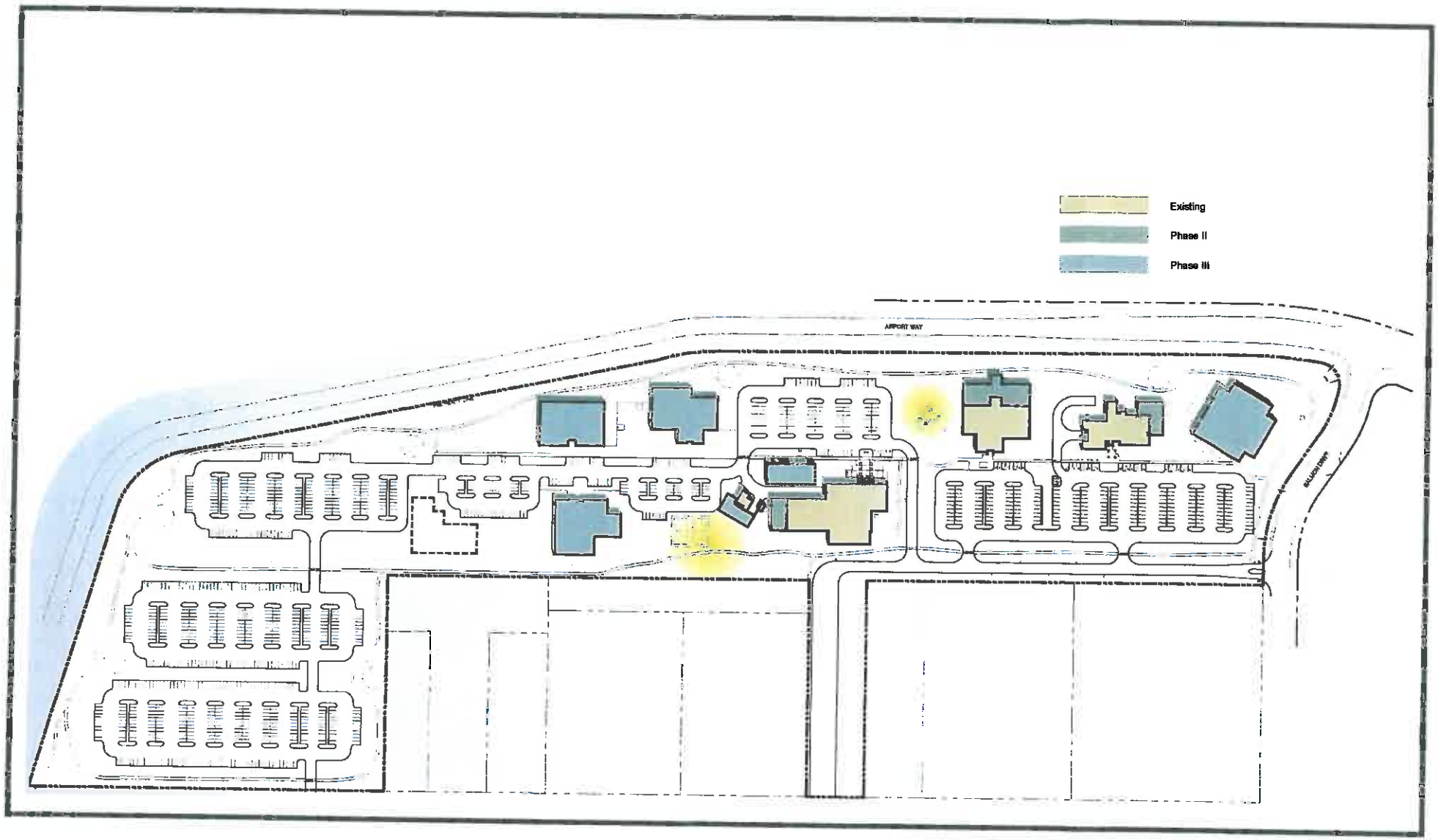
As mentioned earlier the Masterplan combines the built environment and the campus open spaces to develop a whole campus concept of increased density while at the same time providing outdoor spaces for interaction and study. These spaces, between buildings, will be either hardscape or landscaped.

Additionally, a running path and possibly fitness stations are planned. These spaces and facilities can be used by not only students and staff, but also by people using the "Redmond Connection" (Adult and Family Services, Employment Department, Vocational Rehabilitation and Central Oregon Intergovernmental Council). A small green space with a pocket park has been planned next to that building especially for those individuals and families visiting and using those facilities and programs.

6.2.3 Campus Plan Organization

The Redmond Campus has been organized along the central pedestrian "spine" with parking and buildings flanking opposit sides. All further development will continue this concept with new buildings and parking forming a campus "street".

Additionally, the front facades whould not all lineup to provide variety and interest. Outdoor spaces, both hardscaped and landscaped will be formed by the areas between and in front of the buildings. An organic running path, possibly with fitness stations, is planned to rim the entire site, which can be used by both students and staff, and also by the general public.

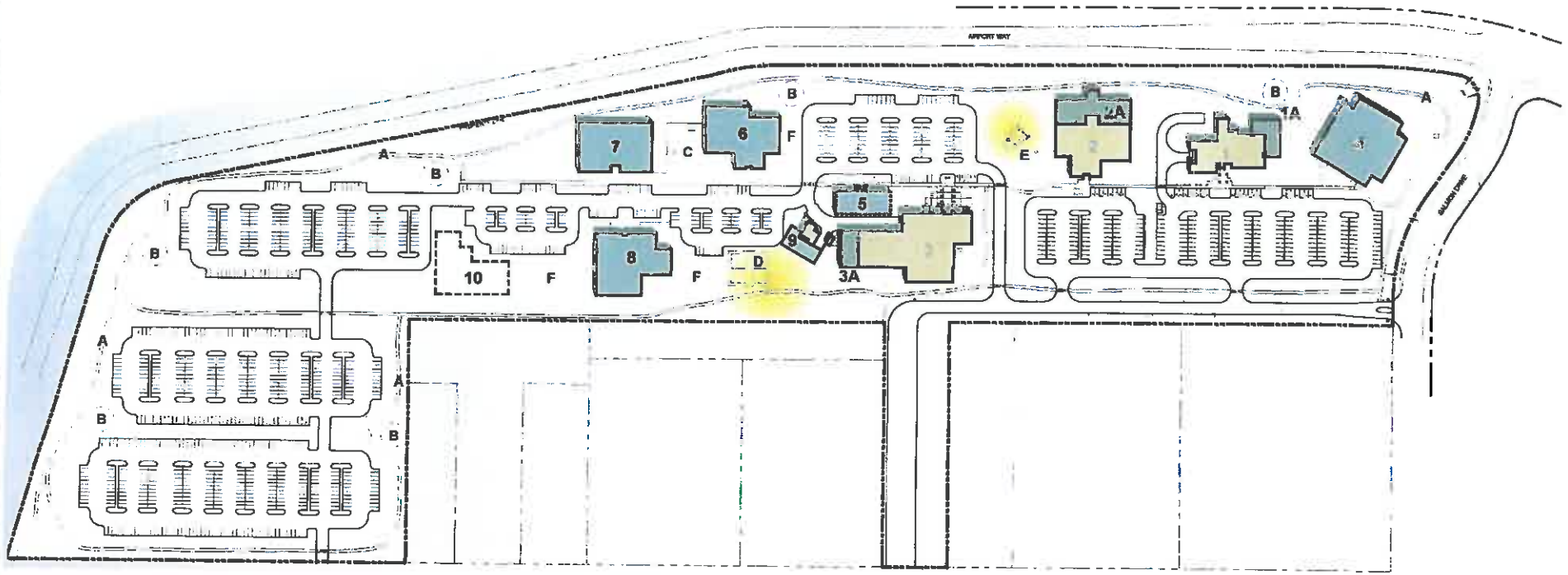


Masterplan- Campus Phasing Plan:
Redmond Campus

PLATE #19

1. [illegible] College Center
1A. Addition
2. [illegible]
2A. Addition
3. [illegible]
3A. Precision Sheetmetal Laboratory
4. College/Business Partnership Building
5. Composites Building
6. Student Services Center
7. Academic Building
8. Professional/Technical Programs
9. Central Plant
10. Future Building site

A. Running Path
B. Fitness Station
C. Plaza (Basketball)
D. Sand Volleyball
E. Park/Playground
F. Open Space



Masterplan- Full Build-Out Plan:
Redmond Campus

COCC MASTERPLAN 2002-2012

PLATE #20

WRGROUP

6.3 Cost Estimate*

* ***See section 5.3 for Cost Estimate.***

6.4 Schedule

7. Madras Campus (under development)

7.1 Campus Context

The Central Oregon Community College Madras Campus is in the beginning stages of development. The Bean Foundation recently donated a 49 acre parcel of land to COCC. The site is located across from the Madras Middle School near the intersection of City View Road and East Ashwood County Road in Madras.

A need for expansion of services in Madras is recognized not only due to an increase in the general population, but also to serve inmates and employees of the future prison, scheduled to open in 2004.

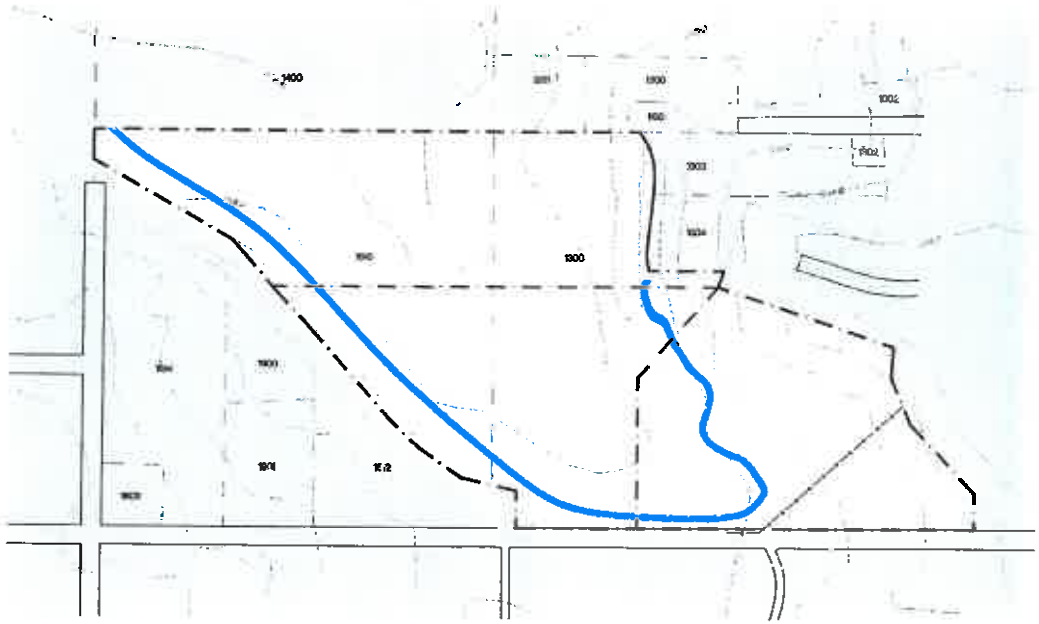
7.1.1 Existing Photos

Some photographs of the 49 acre parcel of property donated to COCC by the Bean Foundation.

View from site looking east toward homes on bluff.

Panoramic view of site looking north.

View of site looking west toward the Cascades



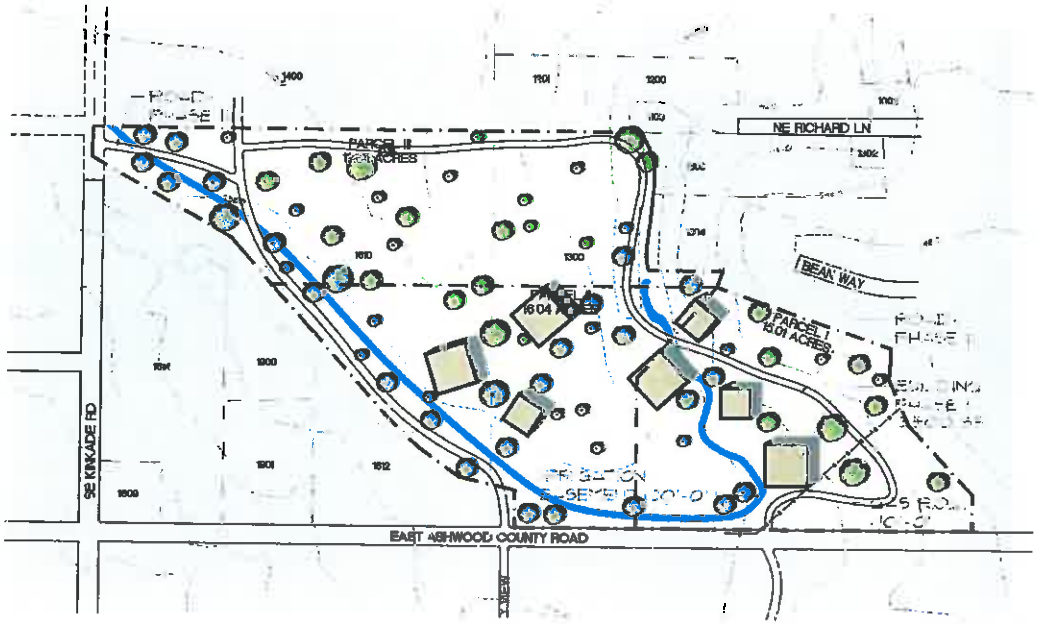
Masterplan- Existing Site Plan:
Madras Campus

PLATE #21

7.2 Masterplan Concept

Planning of this campus is currently underway and it is expected that full buildout will include approximately 100,000 square feet of instructional and administrative space.

The new campus will be developed in three phases over a fifteen year period and will offer a full range of Community Education services. The first phase of campus development will include the construction a College Center Building. This facility will house Classroom Instruction space, Distance Learning services, a Computer Learning Lab, as well as Administrative and Support spaces.



COCC MASTERPLAN 2002-2012

Masterplan- Campus Development Plan:
Madras Campus

PLATE #22

WILLDRUP

7.3 Cost Estimate*

* ***See section 5.3 for Cost Estimate.***

7.4 Schedule

8. College Centers

- 8.1 General
- 8.2 Existing College Centers
  - 8.2.1 La Pine/Sunriver
    - 8.2.1.1 Existing Context
  - 8.2.2 Madras
    - 8.2.2.1 Existing Context
  - 8.2.3 North Lake County
    - 8.2.3.1 Existing Context
  - 8.2.4 Prineville
    - 8.2.4.1 Existing Context
  - 8.2.6 Sisters
    - 8.2.6.1 Existing Context
  - 8.2.7 Warm Springs
    - 8.2.7.1 Existing Context
- 8.3 Building Prototype
- 8.4 Cost Estimate
- 8.5 Schedule

8.1 General

Several facilities have been developed throughout Central Oregon in an effort to extend academic services to outlying regions of Central Oregon Community College's 10,000 square mile district. This district includes portions of Wasco, Jefferson, Crook, Deschutes, Klamath and Lake Counties.

These College Centers are typically leased commercial space offering the following services: Community Education, Adult Basic Education, Business and Workforce Development, Open Campus (distance learning) classes, and other services. North Lake is the only exception in its offerings, which, at this time are limited to Community Education and Student Enrollment Services.

Currently, there are approximately 383 Full-Time-Equivalent (FTE) students at the six College Centers serving the following areas: Prineville, La Pine/Sunriver, Madras, North Lake, Sisters, and Warm Springs. Additional Center courses are offered at the Boyle Education Center on the Awbrey Butte Campus in Bend.

Due to rapid growth in Central Oregon land values are quickly rising. It is therefore beneficial to acquire potential land for future development.

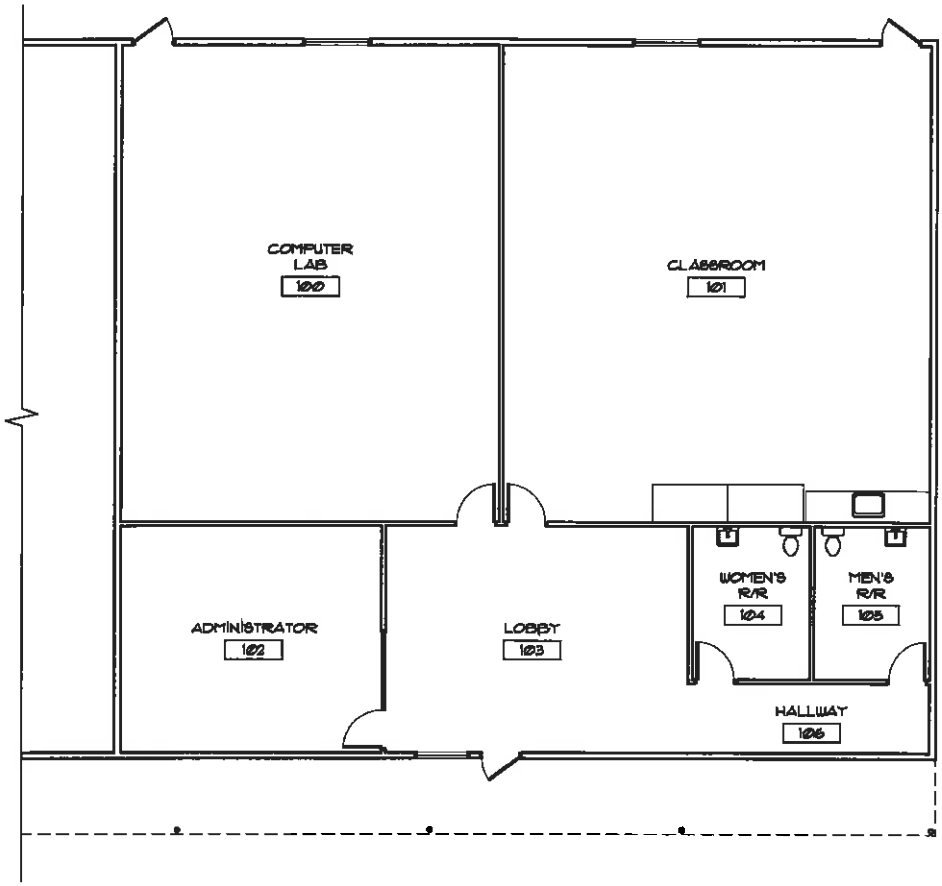
8.2 Existing College Centers

Following are the six existing College Centers scattered throughout the COCC District.

8.2.1 La Pine/Sunriver

8.2.1.1 Existing Context

The La Pine/Sunriver College Center occupies the South end of a retail storefront building just off of Highway 97 in La Pine. It's nearly 3,700 sq.ft. are comprised of a large Classroom, a well-appointed Computer Lab, an Administrative Office and associated support spaces.



Building housing La Pine/ Sunriver College Center.

Classroom space.

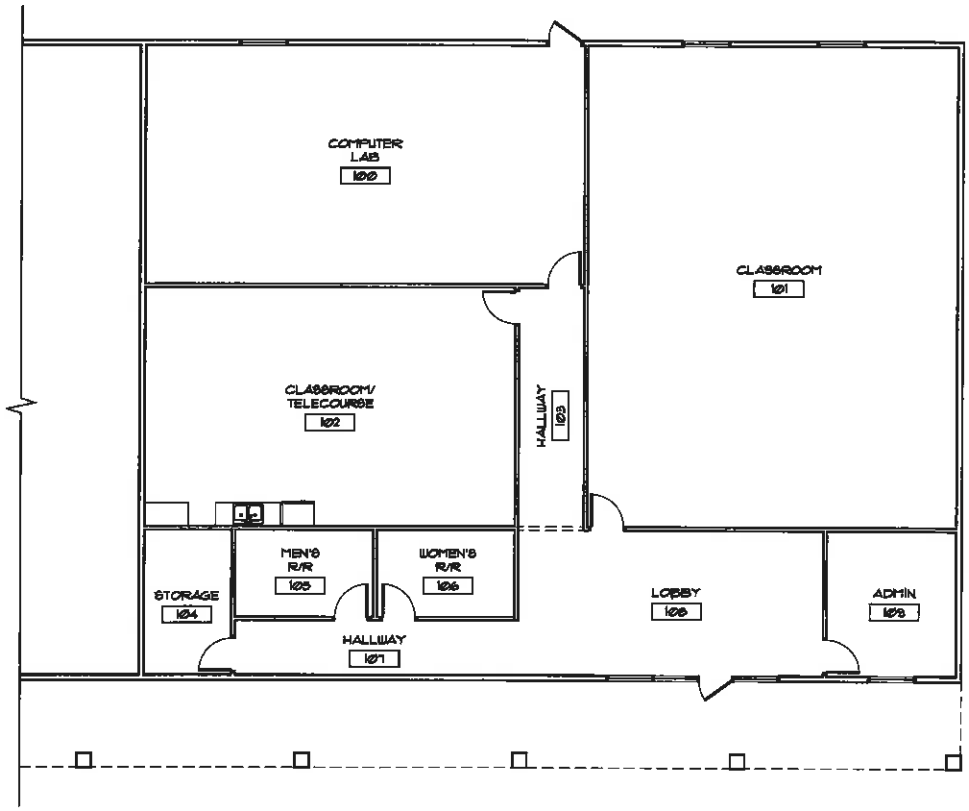
Computer Lab.

8.2.2 Madras

8.2.2.1 Existing Context

The Madras College Center currently occupies leased space in the south end of a commercial storefront. Included in this nearly 4,450 sq. ft. facility is a Computer Lab, a Large Classroom and a Medium-sized Classroom/Distance Learning Classroom. There is also an Adminstrative Office and associated support space.

Madras College Center.



Computer lab.

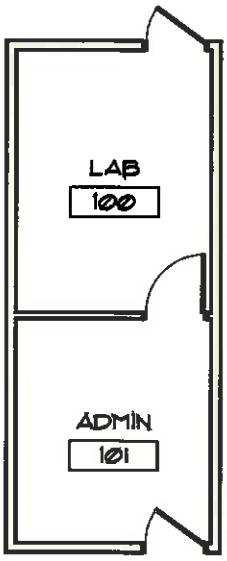
Classroom.

8.2.3 North Lake County

8.2.3.1 Existing Context

The North Lake County College Center is the smallest of all the college centers. Located near the South entry of the North Lake High School, it occupies two rooms: one 125 sq.ft. Office and one 145 sq.ft. General-Purpose Lab. Being located in the High School allows the College to take advantage of the school's Computer Lab and Classroom space as needed.

North Lake College Center.



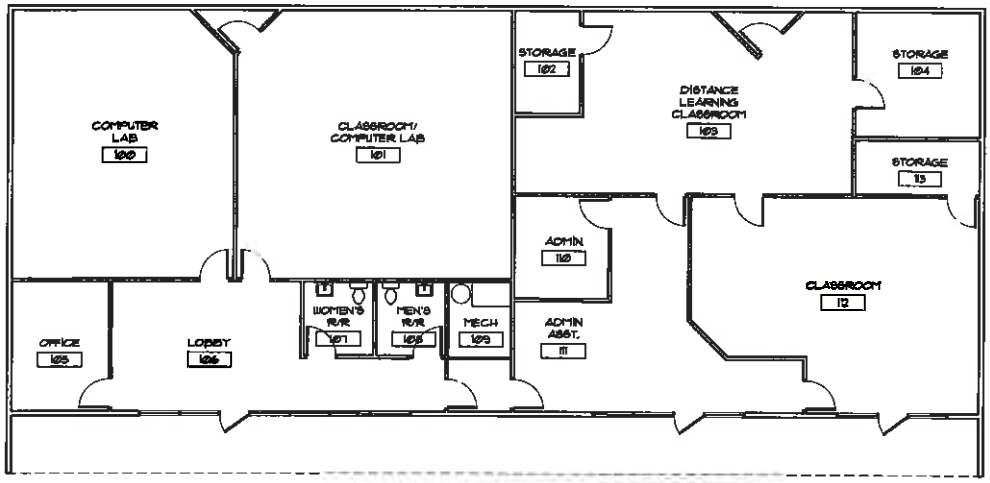
The North Lake College Center maintains a presence for COCC in the southern portion of the college district.

8.2.4 Prineville

8.2.4.1 Existing Context

At approximately 4,350 sq.ft., the Prineville College Center is one of the largest in the District. It includes a Computer Lab, two Classrooms, a Distance Learning Classroom, Administrative space and associated support spaces.

Prineville College Center.



Interior.

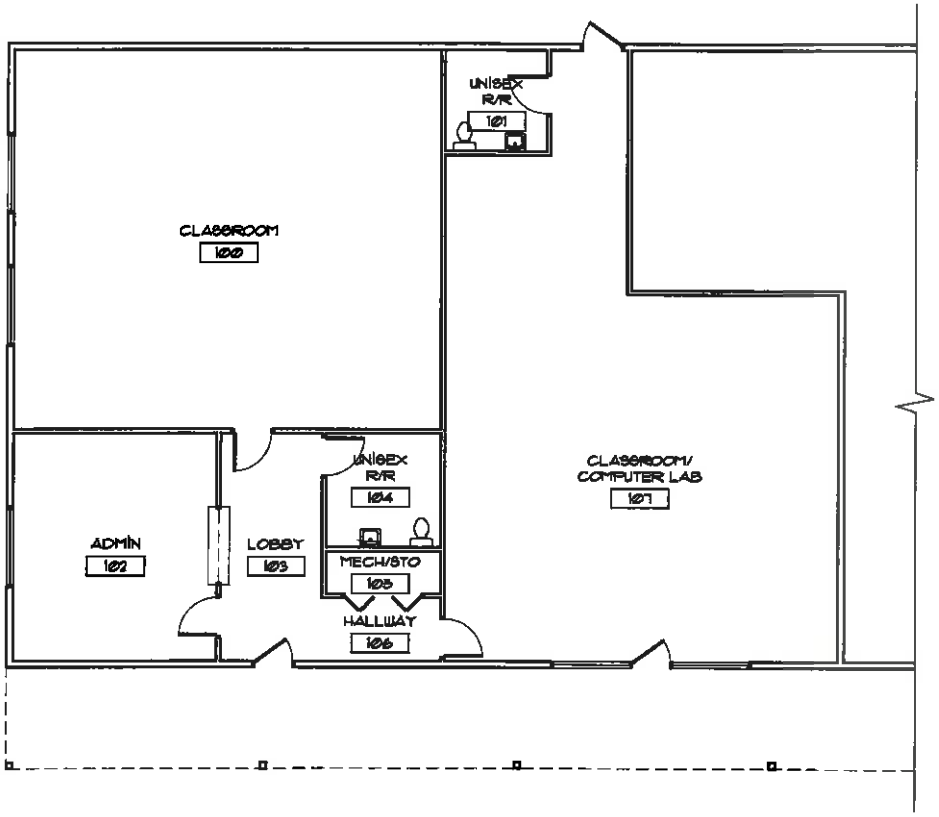
Classroom/Computer Lab

Classroom.

8.2.6 Sisters

8.2.6.1 Existing Context

The Sisters College Center occupies nearly 2,930 sq.ft. of leased commercial space. Within this space there is a Large Classroom and a Large Computer Lab. In addition, there is an Administistrative Office as well as associated support space.



Sisters College Center

Interior.

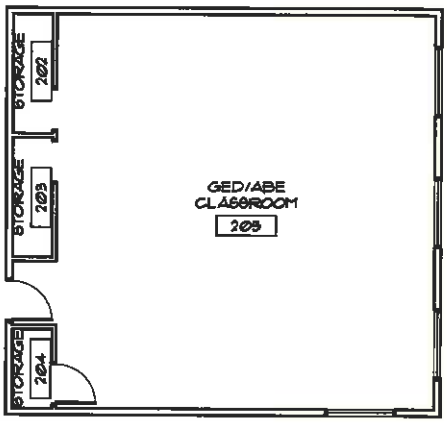
Classroom space.

8.2.7 Warm Springs

8.2.7.1 Existing Context

The Warm Springs College Center consists of a Training Room approximately 1,175 sq.ft. in size, a GED/ABE Classroom measuring nearly 1,025 sq.ft. and shared office space for Adminstrative needs.

Building housing the Warm Springs College Center.



GED/ABE Classroom.

Training room space.

8.3 Building Prototype

Following is an example of a prototype College Center. It is intended that this building will be developed on future College Center campuses as the initial "flagship" building. It will include approximately 5,000 sq. ft. of classroom and computer laboratory space, and nearly 2,000 sq. ft. of offices and associated support spaces. In addition to Community Education services, counseling and job-placement assistance will be offered. This prototype can be easily modified to meet the specific site and program needs relative to each campus program.

Masterplan- College Center
Building Prototype

8.4 Cost Estimate

See Section 5.3

8.5 Schedule

See Section 5.4