Central Oregon Community College
2018-2028 Facilities Master Plan

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Executive Summary

The 2018-2028 Facilities Master Plan will provide Central Oregon Community College with a strategy for planned academic growth and facility improvements to support its collective vision for the future. Prompted in part by unprecedented growth in enrollment, which peaked during the 2012-2013 academic year, COCC has expanded significantly in the past decade, with new facilities added to its Bend and Redmond campuses, and the creation of new campuses in Madras and Prineville. The majority of this expansion was funded by the 2009 bond.

The goal of the current planning process is to assess academic needs and facility utilization, ensuring that instructional needs are supported by appropriate spaces and facilities. This process involves an engagement strategy that shares ideas with and solicits input from students, faculty, and staff from all four campuses, plus local and regional governing bodies.

Instructional Visioning

Workshops were conducted with the College leadership and faculty from both the Bend and Redmond Campuses to review the current Academic Master Plan and identify COCC's "Areas of Excellence" and programs that require improvement. Highlights from these visioning sessions include:

Bend Campus

- Continue balanced support of academic transfer and CTE programs.
- Support instructional needs with campus technology and infrastructure.
- Improve and expand activities supporting Student Engagement.
- Continue to foster and develop community partnerships.

Redmond Campus

- Become a "Comprehensive Campus" - create a student center on campus.
- Expand academic transfer programs.
- Enhance and develop CTE programs including relocating the automotive program from Bend.

With the new facilities in Madras and Prineville, each campus has seen growth in their program offerings. COCC will continue to support and seek to expand face-to-face learning experiences on these campuses when appropriate and warranted. However, the use of technology and distance learning will be important for their future success, which will provide additional access to instructors, experiences, and materials from the Bend and Redmond campuses.

Facility Utilization Analysis

Bolstered in part by the 2009 bond, all four campuses have added new and/or significantly renovated facilities in the past decade. A comprehensive utilization analysis was conducted for each campus to assess the impact of all college facilities, including the new and improved spaces, and where future improvements should be focused. The analysis indicates that the majority of instructional spaces are currently underutilized. Classrooms and labs in the new facilities are appropriately sized and equipped, but older spaces on campus require improvement to support a more dynamic teaching pedagogy. Over the next 10 years, the focus should be on the renovation of existing spaces to improve their size, flexibility, and their ability to effectively utilize new technology.

Bend Campus

The Bend Campus has seen significant improvements over the past 10 years. New facilities have been constructed to support student life (Campus Center and Residence Hall), health careers programs, culinary arts, and the sciences. Other facilities have been renovated to provide an enhanced learning environment. The utilization analysis indicates the campus has adequate classroom and lab space for current and future growth, suggesting the focus for the next 10 years will be to renovate existing spaces to support more flexible learning environments and to repurpose spaces vacated by programs that have moved to new facilities. These upgraded spaces will support academic transfer and CTE focused programs.

With the addition of the new Wickiup Residence Hall and a three-fold increase in full-time students residing on campus, expansion of student life programs could be critical to the continued success of the residence hall and on-campus student activities. Proposed improvements to support student life include the renovation and expansion of the Mazama Gymnasium into a modern student recreation center and the addition of a second year-round turf recreation field.

From its inception, College Way has physically divided COCC's campus, negatively impacting campus continuity and contributing to challenging wayfinding. In the next 10 years, this master plan proposes utilizing College Way at times as a pedestrian mall, creating a pedestrian focused space that becomes the center of academic and student life at COCC. Supporting the limited vehicular access to College Way would be improvements to campus wayfinding, visitor information booths and additional roadways to circumnavigate campus.

Redmond Campus

With an increasing number of COCC students originating from the Redmond area, the Redmond Campus is focusing on becoming a "comprehensive campus" within the next 10 years. To achieve that status, improvements to student services, food service, library, and instructional spaces will be needed.

It is proposed to convert Building 2 into a Student Center, which will provide student support activities, library facilities, and food services. This new Student Center would become the heart of the Redmond campus, giving students a true "home base" that currently does not exist. Similar to the Bend campus, current classrooms, and labs have utilization capacity, but improvement to existing spaces will increase their effectiveness and flexibility. There is also the opportunity to relocate the automotive program from Bend to Redmond, consolidating all automotive programs on a single campus, and providing space for future growth. Additionally, consideration is being given to adding a general purpose classroom building to deliver broad instructional and workforce services to the Redmond region, and enhancing the College's ability to serve Warm Springs, Madras, and Prineville.

To support the goal of becoming a comprehensive campus, improvements to campus circulation, open space, and wayfinding will enhance student access and public awareness of the campus. Expanding pedestrian paths between buildings will support the new Student Center, reinforcing it as the campus hub.

Madras Campus

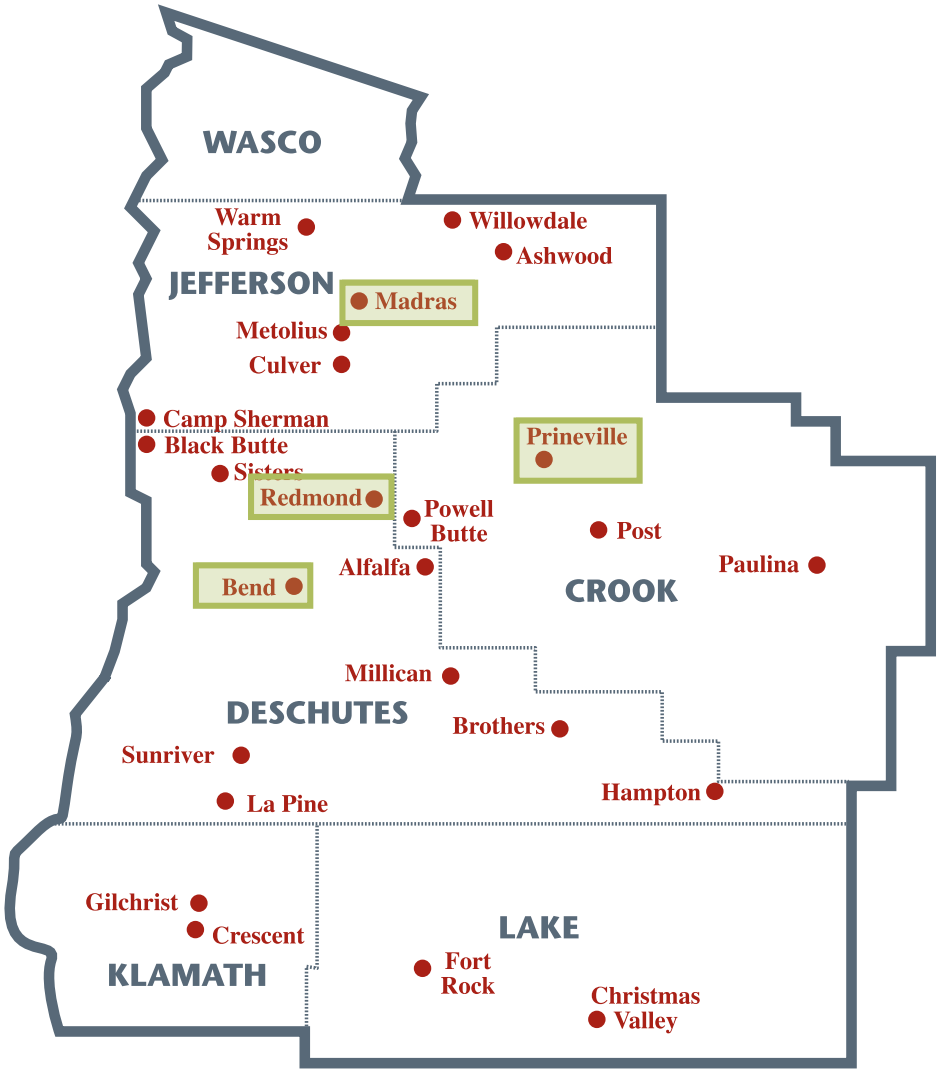
The Madras Campus was created in 2011. The facility was designed to accommodate numerous activities and is serving the campus well. In the next 10 years, COCC has the opportunity to increase its campus size from 15 to 30 acres if it elects to expand the facility by an additional 5,000 square feet (based on the current agreement with the land donor). Areas of focus for this additional building area include creation of spaces to support distance learning and a science lab for academic transfer programs, agricultural partnerships with the surrounding community, and early childhood education.

Supporting the building expansion would require additional parking plus a potential solar array that may provide enough power for the campus to achieve a “net zero” status.

COCC Crook County Open Campus in Prineville

Established in 2011, the Prineville Campus is a valuable asset to both COCC and Crook County. The jointly owned facility has capacity for program growth with the focus on distance learning and academic transfer offerings. Sharing a campus with the Oregon State University Extension Service and Crook County present opportunities for academic partnerships that will continue to be explored.

Introduction



College History

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 1950s, 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.

The site chosen was Awbrey Butte, just west of Bend. The original 140-acre parcel was a gift from Robert L. and Joyce 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 201 acres.

1960-1969

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

1970-1979

During the 1970s only three major buildings were constructed on campus. Mazama Gymnasium and Ponderosa were built in 1971 and Pioneer in 1976. In 1974, three temporary buildings and the Campus Services Buildings were constructed. An addition to Grandview was also completed in the 1970s.

1980-1989

In the 1980s there were four building projects completed on the Bend Campus. 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 Education Center was completed.

1990-1999

During the 1990s, four significant buildings were added – two on the Bend Campus and two in Redmond. Money came from a successful bond measure, grants, partnerships, and money leveraged against future income. These projects included Newberry Hall on the Bend 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 renovation to the old library into an instructional building, 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 the Bend Campus.

2000-2009

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 was completed during the Summer of 2002 to serve the OSU-Cascades Campus.

2010-present

With the passing of the 2009 bond, COCC made significant improvements to all of its campuses. It added the Health Careers Center and the Science Center to its Bend Campus. The Redmond Campus improved its classroom and labs with the addition of the Redmond Technology Education Center. Madras and Prineville both established new campuses containing multipurpose instructional spaces to accommodate flexible educational needs. Unrelated to the bond, the Bend Campus also saw the addition of the Jungers Culinary Institute and the development of the infrastructure of the southwest corner of the campus. Also unrelated to the 2009 bond, the next expansion on the Bend Campus was Wickiup Residence Hall, tripling the potential number of students residing on campus.

Master Plan Purpose and Process

The goals and intent of this master plan and planning process is to establish a framework for thoughtful, organized, and sustainable growth supported by an inclusive process involving students, faculty, staff, and community members. COCC encompasses all or part of six Central Oregon counties and their many communities, large and small. A core element of this process was to understand the educational needs of the region and determine how best to address them with campus and facility planning.

The planning process included the guidance of a Steering Committee, with committee members representing the COCC Board of Directors, faculty, and staff. The process began with education visioning sessions for both the Bend and Redmond Campuses, and an analysis of current and future needs of the Madras and Prineville Campuses. These sessions explored the academic strengths and weaknesses, identifying and informing program focuses for the future. To accompany the visioning, a utilization analysis was conducted to assess the effective use of classrooms and labs and compare current usage with previous peak use.

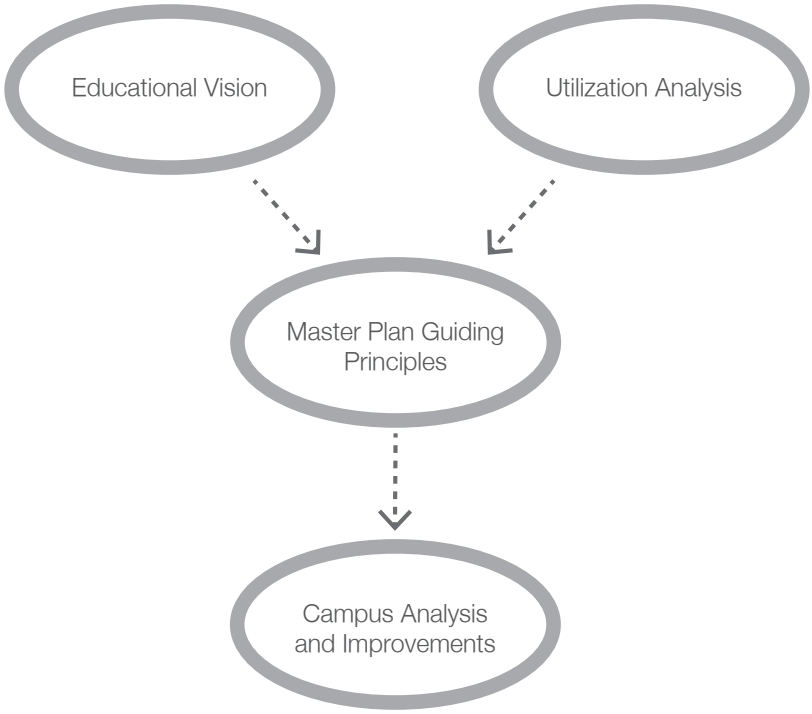
With data from the visioning and utilization analysis, the Steering Committee developed the "Master Plan Guiding Principles." These principles are intended to act as a framework for development and growth for each campus, supporting the academic vision and community needs. Each campus was then analyzed with recommended improvements to support the guiding principles.

Bend

Redmond

Madras

Prineville



Steering Committee Members

Mike Beaulieu	Campus Services Operations Supervisor
Dan Cecchini	Chief Information Officer
Laura Craska Cooper	COCC Board of Directors
Rebecca Franklin	Dept. of Forest Resources
David Ford	COCC Board of Directors
Michael Gesme	Dept. Chair, Fine Arts and Communications
Colette Hansen	Dept. of Fine Arts and Communications
Eddie Johnson	Biology Professor & Faculty Forum President
Matt McCoy	VP for Administration
John Mundy	COCC Board of Directors
Katie Perez	Science Lab Technician
Tina Redd	Redmond Campus Director
Vikki Ricks	COCC Board of Directors
Lora Szaraniec	Graphic Designer

Opsis Architecture

Jim Kalvelage

Mark Stoller

Educational Vision

Educational Programs

COCC offers a large array of diverse educational programs. The majority of programs are provided at the Bend Campus, with some programs available at the Redmond, Madras and Prineville Campuses.

Programs include:

ADDICTIONS STUDIES AND HUMAN SERVICES

Addictions Studies is a tremendously diverse field of study devoted to preparing students as professionals in addictions counseling, while also providing introductory courses in mental health. Courses include basic information about group dynamics, community resources, case management, interviewing, and other helping skills.

AGRICULTURAL SCIENCE

This degree program fulfills many of the lower-division requirements of a Bachelor of Science in agricultural sciences from Oregon State University, Corvallis. Students will complete courses such as Accounting, General Biology, Chemistry and Soils: Sustainable Ecosystems.

ALLIED HEALTH

Graduates of COCC's Allied Health programs work as dental assistants, dietary managers, massage therapists, medical assistants, and more. For courses in specific programs, see individual Allied Health programs in Dental Assisting, Health Information Technology, Massage Therapy, Medical Assistant, Nursing, Paramedicine, Pharmacy Technician and Veterinary Technician.

ANTHROPOLOGY

Anthropology is the study of humankind. Physical anthropology focuses on where we came from and how we evolved into the rich variety of people we are today. Anthropology examines cultures and civilizations of the past to illuminate the present. Cultural anthropology explores the differences and similarities in humans from the Yanomamo of the Amazon Jungle to the Amish of Pennsylvania.

ART

COCC's Art program includes courses in art history, basic design, painting, ceramics, jewelry and metalwork, drawing, photography, figurative sculpture and watercolor. Students and faculty members participate in several art exhibits each year.

AUTOMOTIVE TECHNOLOGY

The Automotive Technology program emphasizes educating students as multi-skilled workers with the ability to complete a wide variety of tasks within the automotive technology service and repair setting. Entry-level courses are offered in a self-directed, outcome-based format to provide flexibility for students' schedules. A majority of courses are in a hands-on lab environment.

AVIATION - PROFESSIONAL PILOT

The Aviation program is designed for the person who wants to become a professional pilot (airplane or helicopter), but it is open to anyone wishing to learn to fly, add an additional rating, or learn about the rapidly growing Unmanned Aerial System industry.

BIOLOGY

Biology is the study of life. Molecular, cellular and ecological discoveries form the basis of biology, and are applied to the associations that exist among living organisms, including human evolution.

BUSINESS ADMINISTRATION

The many courses in Business Administration provide a solid foundation in business education with a variety of certificates and degrees for immediate employment or transferability toward a bachelor's degree. Study areas include accounting, entrepreneurship, management, marketing, and retail operations.

CCI: BAKING AND PASTRY ARTS

Exposes students to the systematic processes, from foundation to advanced skill mastery, of classical and contemporary baking and pastry arts techniques, and serves as a competency-based learning experience that prepares students for a successful career within the baking and pastry industry.

CCI: CULINARY ARTS

Exposes students to the systematic processes, from foundation to advanced skill mastery, of classical and contemporary culinary arts techniques and serves as a competency-based learning experience that prepares students for a successful career within the culinary arts industry.

CCI: HOSPITALITY MANAGEMENT

Provides students the skills the hospitality industry requires to be successful - specifically skills in management, hospitality technology, food and beverage operations, marketing, customer service, financial analysis, and hospitality law.

CHEMISTRY

Chemistry is the study of matter and the changes it can undergo. COCC coursework includes three full-year sequences in Introductory as well as General Chemistry and Organic Chemistry. Research, teaching, food science, and environmental and medical applications are all areas in which a chemist might be involved.

COMPUTER & INFORMATION SYSTEMS

The Computer and Information Systems (CIS) degree program is designed around a core curriculum and four distinct options. The program's core provides an introduction to computer concepts, software applications, operating systems and networking. Degree options include Computer Aided Drafting (CAD), Desktop Support, Networking, and Web Development.

COMPUTER SCIENCE

This degree program was created through a statewide agreement and allows students to transfer to any Oregon public university with junior status for registration purposes. Courses include Computer Science Orientation, Computer Science I & II, and Calculus.

CRIMINAL JUSTICE

The Criminal Justice program prepares individuals with the knowledge, attitudes and skills needed for employment in the criminal justice field, including law enforcement, corrections, private security, and parole and probation.

CAREER/LIFE PLANNING

Career/Life Planning courses provide self-exploration strategies to create success in college, career and life. Students examine interests, skills, values, preferences, abilities, personal traits, and lifestyles to begin the development of a plan of action to achieve life and career goals.

DENTAL ASSISTING

The Dental Assisting program trains individuals in a broad range of clinical and administrative skills including preparing dental patients for examinations and treatments, performing radiographic procedures, and preparing dental materials.

EARLY CHILDHOOD EDUCATION

The Early Childhood Education program provides students interested in working with children ages birth through age 8 with a foundation in the theoretical, social, historical, and legal aspects of early childhood programming. The associate degree programs provide the foundational knowledge, field experiences and common skills and strategies that prepare students for multiple roles within the field of early childhood education including upper-division and graduate work.

ECONOMICS

Economics is the study of the choices, in our personal lives, as a business enterprise, and as participants in a global society. The study of economics provides a unique set of tools in which to observe the world around us.

EDUCATION

COCC offers lower-division coursework for students preparing to become teachers in Oregon. In Oregon, students may achieve an initial license to teach through a bachelor's program, a post-baccalaureate program, or a master's-level program. Students prepare to teach at different grade levels of authorization, depending on their background, interests and the requirements of specific programs of study.

ENGINEERING

COCC offers three pathways in the engineering field: introductory requirements for an engineering and physics transfer, a general engineering technology transfer, and a Career and Technical Education program transfer. Courses are strongly linked to prerequisites in mathematics, including calculus and physics.

EXERCISE SCIENCE/KINESIOLOGY

Interested in being an athletic trainer? Preparing for medical or physical therapy school? COCC has two different options for students who are interested in pursuing a career in exercise science. Courses include Care & Prevention of Athletic Injuries, Anatomical Kinesiology, Nutrition for Health, and Sport & Exercise Psychology.

FOREST RESOURCES TECHNOLOGY/FORESTRY

The Associate of Applied Science (AAS) degree program in Forest Resources Technology provides the education and practical skills needed to succeed as a technician in forestry and natural resource fields throughout the Western U.S. The AAS degree program from COCC is recognized by the Society of American Foresters.

GEOGRAPHIC INFORMATION SYSTEMS

The Geographic Information Systems (GIS) program is built on a foundation of computer-aided mapping and surveying technology for collecting spatial data, database generation, and manipulation of tabular data, and GIS-specific courses for organization, analysis and reporting.

GEOGRAPHY

Geography seeks to explain why things are where they are and the consequences of that location. It is also the study of the physical world, its inhabitants, and the relationship between the two.

GEOLOGY

The nature and origins of rocks and minerals and the processes responsible for Earth's structures and landforms, plus a history of the planet are all topics included in the study of geology.

HEALTH AND HUMAN PERFORMANCE– ACTIVITY CLASSES

COCC's Health and Human Performance department offers a host of activity classes throughout the year, including classes that fulfill degree requirements and classes that provide excellent activity, taught by professional instructors.

HEALTH AND HUMAN PERFORMANCE– HEALTH CLASSES

Health classes are offered singularly to the general public or to degree-seeking students as part of COCC degree program requirements. Some courses provide specific skills in CPR or first aid and others help students develop a comprehensive approach to health and wellness.

HEALTH INFORMATION TECHNOLOGY

COCC's Health Information Technology program prepares students for local or national employment opportunities in the medical field of information management. Health Information Technology is among the top-10 fastest-growing careers in the country.

HEALTH/WELLNESS COACHING

This program focuses on empowering students to help others through prevention of illness, injury and disease by effective application of principle and practices of holistic wellness and life coaching. Successful completion of coursework will assist students with the preparation necessary to complete national certification in wellness or life coaching certifications through the American College of Sports Medicine, Wellcoaches Corporation, International Coach Federation, and National Wellness Institute.

HISTORY

History illuminates and analyzes the human past through primary and secondary evidence. Students of History learn to think with rigor, to write with clarity, to research, organize and assess evidence, and to interpret complex information. Students develop a foundational skill set that can lead to careers in fields such as education, government, international work, marketing, public relations, nonprofit, business, journalism, museum work and law. Themes include politics, ethnicity, wars, sexuality, music, social class, religion, ideas, and other topics that reveal the human experience.

HUMAN DEVELOPMENT

Classes offered under the Human Development department are intended to enhance student performance leading to successful outcomes. Classes include: Career Planning, Life Planning, College Success, Procrastination and Motivation, and Clarifying Values.

HUMAN SERVICES

Human Services programs prepare students to work for organizations that serve people in need. Students learn the theories, principles and practice of providing services. Human Services jobs can include drug abuse counselor, youth worker, mental health aide or probation officer, and provide services to schools, prisons, government agencies and nonprofit groups.

HUMANITIES/FILM

Humanities and film classes fulfill humanities discipline studies and elective requirements with a broader focus than traditional literature classes. Humanities classes include several genres, which may include literature, film studies, music and art with a specific focus (such as American multiculturalism, non-Western cultures, popular culture, and film arts).

JOURNALISM
COCC's Journalism courses are exciting, as many are linked to COCC's award-winning student newspaper, "The Broadside". In Reporting 1 and 2 students learn the skills and ethics needed to practice a profession vital to American democracy.

LIBRARY
COCC's Library courses are designed to introduce the competencies and skills students need to locate, retrieve, evaluate, analyze and use information at the college level.

LITERATURE
Literature courses fulfill humanities discipline studies and elective requirements, focusing primarily on the study of written fiction. They include courses in specific genres (fiction, drama and poetry) as well as survey courses in American, British, children's and Western world literature. All courses are open to students in any field; some courses are required for specific programs such as Education or an Associate of Arts in Humanities.

MANUFACTURING TECHNOLOGY
The Manufacturing Technology program is a self-directed, outcome-based program offered exclusively at the Redmond Campus. Courses offered prepare students for careers in welding, manual machining, and CNC machining.

MASSAGE THERAPY
As one of the few Massage Therapy degree programs in the country, COCC's program offers the best training possible. Graduates work with naturopaths, sports teams, cruise ships, veterinarians, and in private practice, just to name a few. Students choose from either a one-year certificate or two-year associate degree program and are prepared to take the Oregon Board of Massage Therapists licensure exam.

MATHEMATICS
Math is required for every degree. COCC has some of the most talented and patient instructors around to help build math skills and get students moving on the right track toward their degree.

MEDICAL ASSISTANT
The Medical Assistant program is a one-year certificate program that begins fall term. The program trains individuals to assist health care providers in their offices or other medical settings in both clinical and administrative procedures and is accredited by the American Association of Medical Assistants.

MILITARY SCIENCE
Military Science courses offer entry-level leadership classes and practical exercises and are open to any student with or without an interest in a military career. Courses can be taken individually to acquire leadership skills as a part of earning a bachelor's degree in their chosen field. Students can simultaneously work toward an army commission through the Reserve Officers Training Corps (ROTC).

MUSIC
COCC is home to a thriving music program aimed at cultivating the talents of musicians in our community. We offer numerous courses in music theory, music fundamentals, and music history, including jazz and rock. Students also have the opportunity to participate in vocal and instrumental performing ensembles.

NURSING

COCC's Nursing program is accredited by the Oregon State Board of Nursing to provide students with the academic and clinical preparation to sit for the national licensure exam upon completion of the program. The Nursing program provides a career ladder with exit points at the practical nurse and registered nurse levels. Students, regardless of desired exit point, apply and enter the nursing program together.

OUTDOOR LEADERSHIP

The Outdoor Leadership program provides an associate's-level education and development in outdoor leadership and is grounded in the principles of lifelong learning, environmental stewardship, personal growth and leadership. The program emphasizes experiential methodologies to combine theory and practice in a strong field-based curriculum.

PARAMEDICINE

The Associate of Applied Science degree (AAS) in Paramedicine is designed for students seeking an Emergency Medical Technician career in either the fire service or private ambulance environment. The program meets or exceeds the required technical skills and knowledge necessary for national and state licensing testing.

PHARMACY TECHNICIAN

This three-term program is developed to prepare individuals for employment in the pharmacy setting. Pharmacy technicians are skilled workers who are educated and trained to work in a pharmacy and assist in all areas of the pharmacy not requiring the professional judgment of the registered pharmacist.

PHILOSOPHY

Philosophy courses offer instruction in introductory philosophy and in the three main branches of philosophy: epistemology, ethics and logic. They fulfill humanities and elective requirements. All classes assume college-level readiness in reading, writing and critical thinking.

PHYSICS

Study includes principles and applications of the major concepts of Newtonian mechanics plus basic electrostatic, magnetic interactions, periodic behavior, and modern physics topics. Studies in General Physics (PH 201, 202, 203) meet basic requirements for pre-health and life science programs.

POLITICAL SCIENCE

Political Science studies the critical issue of governance in modern times. From federal institutions to local businesses, political structures exist to provide means and processes through which public needs are met. A study of political science introduces the student to political values, processes, institutions, and strategies for analyzing equity within society.

PUBLIC HEALTH

This program prepares the health education leaders of tomorrow and the degree is designed to transfer to Oregon public universities as well as several out-of-state universities. The Health Promotion courses emphasize a foundation in public health, nutrition and related fields.

PSYCHOLOGY

Psychology is the scientific study of behavior. The social, emotional and physical development and functioning of humans and non-humans are investigated to help students understand themselves, other people and the organisms with which they inhabit the Earth.

SOCIOLOGY
Sociology examines the relationship between individuals and society. Influences of interactions with family, friends and other social groups are explored, as well as how the individual is shaped by political, economic, social, religious, and historical conditions.

SPEECH COMMUNICATION
COCC's Speech Communication program offers courses in public speaking, small-group communication, interpersonal communication, as well as classes on the media, gender, intercultural communication, and communicating love.

STRUCTURAL FIRE SCIENCE
Structural Fire Science (SFS) courses are designed for students seeking a career in the fire service industry or upgrading their skills for current fire service employment. Structural Fire Science courses are offered fall, winter and spring terms.

STUDY SKILLS
Emphasizes the successful and realistic components of academic and life planning; courses address both study skills and personal characteristics needed to ensure a successful transition to college and achieve positive outcomes while in college.

THEATER ARTS
The Theater Arts program at COCC is an engaging mix of hands-on experience and classroom instruction. Students enjoy classes taught by a professional director and actor.

VETERINARY TECHNICIAN
The Veterinary Technician program offers coursework and clinical experience to prepare students to successfully pass the National Veterinary Technician Board Examination to become certified veterinary technicians (CVT).

WILDLAND FIRE/FUELS MANAGEMENT WILDLAND FIRE
This course of study prepares students for entry-level work with wildland fire suppression agencies, and provides a solid foundation for more advanced wildland fire training. Some courses involve hands-on training needed to manage controlled burns, implement fuels planning, work with fire suppression tactics and more.

WORLD LANGUAGES
The World Language program provides first-and second-year instruction in French, Spanish, German, and an introduction course in Mandarin Chinese. First-year classes are the equivalent of three years of high school instruction in the language; second-year classes are for students who have completed either first-year college classes or three years of high school instruction.

WRITING
Writing classes are available at every level from transitional courses, which assume preparation at or below the 8th-grade level in reading and writing, through research writing and specialized classes such as technical, business, and creative writing (fiction, non-fiction, poetry and scriptwriting).

COCC Academic Master Plan

The 2015-2018 Academic Master Plan (AMP) identifies instructional priorities designed to enhance teaching and learning and student success. The AMP provides a framework for intentional decision-making, strategic planning, and prioritizing of people, resources, and operations in instruction.

COCC Mission:
COCC promotes student success and community enrichment by providing quality, accessible, lifelong educational opportunities.

COCC Vision:
To achieve student success and community enrichment, COCC fosters student completion of academic goals, prepares students for employment, assists regional employers and promotes equitable achievement for the diverse students and communities we serve.

COCC's 2013-2018 Strategic Plan
COCC's Strategic Plan centers around five themes: Transfer and Articulation, Workforce Development, Basic Skills, Lifelong Learning, and Institutional Sustainability. The AMP goal focuses on fulfillment of the outcomes for each theme.

Transfer & Articulation	Workforce Development	Basic Skills	Lifelong Learning	Institutional Sustainability
•Students will have the academic achievement and skills necessary to transfer and articulate successfully to institutions of higher learning beyond the community college level.	•Students of Career and Technical Education (CTE) programs will be prepared for employment and advanced education through the acquisition of knowledge and skills necessary to meet current industry standards.	•Students will have academic achievements and basic learning skills necessary to participate effectively as engaged community and family members and employees, and to succeed at the college level.	•Participants in lifelong learning will have access to learning opportunities in the areas of Enrichment, Professional Development, Technology and Wellness.	•Students will have the opportunity to be successful because the College has planned and invested appropriately to ensure sustainabilty of high quality programs, services and facilities that support student learning and educational achievement.

Academic Master Plan Goal
Promote student success by enhancing teaching and learning at all Central Oregon Community College campuses.

ACADEMIC PRIORITIES AND OBJECTIVES

Provide comprehensive, accessible instructional resources.

- Prioritize and select technologies that enhance instructional effectiveness.
- Prioritize and provide quality learning spaces at all campuses to enhance student experiences.
- Use the feedback of systematic annual needs assessment to improve academic student support services at all campuses.

Attract, recruit and retain a diverse, highly qualified faculty.

- Maintain and continue to increase the ratio of full-time tenure track to part-time faculty to provide program stability and improve student retention and success.
- Provide financial support and resources for faculty innovations and professional development to promote high-quality instruction.
- Support the Center for Teaching and Learning to advance excellence and innovation in instructional practices.
- Use a faculty review process that ensures high-quality teaching and learning.

Review and improve programs and processes.

- Review and promote processes that provide opportunities toward student retention and degree completion.
- Develop a scalable approach to assessing student learning at the program, focus area and course levels.
- Develop a program support and improvement process.

Provide equitable, appropriate faculty, programs and processes at Redmond, Madras and Prineville (RMP) campuses.

- Identify anchor academic programs for Redmond, Madras and Prineville that reflect input from community partners.
- Identify an RMP campus representative to inform and engage with the President's Advisory Team about local instructional concerns and issues.
- Provide adequate full-time faculty at each campus.
- Provide appropriate academic student support services at all campuses particularly in the areas of academic advising, financial aid and new student orientations.

Strengthen partnerships with educational institutions, businesses and statewide agencies to promote COCC's curricula and programs.

- Facilitate success for transfer students by articulation agreements with local and regional higher learning partners.
- Coordinate programs, curricula and resources with OSU-Cascades to ensure seamless student transition from COCC to OSU-Cascades.
- Strengthen instructional partnerships with K-12 partners to encourage and facilitate transition from local high schools to COCC.
- Coordinate visions of local education, business, nonprofit and community partners to identify areas of instructional strength and growth for the mission of each COCC campus and prepare students for successful transition to the workforce.

Instructional Assessment

A comprehensive review of the COCC Academic Master Plan (AMP) and its Instructional Programs at the Bend, Redmond, Madras and Prineville Campuses was conducted, identifying each campuses **"areas of excellence,"** as well as areas that require improvement. This assessment informed the facilities planning process and requirements for the facilities that support COCC's academic and student programs.

BEND CAMPUS

Areas of Excellence

- High quality instruction
- Comprehensive mission
- Campus location and welcoming feel - recruitment activities
- Transfer students have positive student-to-faculty ratio – quality "face-to-face" time
- Continuing Education
- Community Partnerships
    - Nursing / Dental / Licensed Massage Therapy, Aviation, Veterinary Technician, Forestry, Fire Science / Emerging Medical Technician, Culinary, Early Childhood Education, Criminal Justice, Manufacturing
- Art and Music programs
- Math department
- Faculty scholarship / research – high number of faculty have Ph.D.s
- Student services and testing
- Student support activities and facilities
    - Campus Center, Tutoring Center, Library / Learning Commons
- Campus technology infrastructure
- Campus used as a classroom
- New and renovated facilities from previous bond
- Partnerships with regional K-12 School Districts

Areas of Improvement

- Broader reach of COCC to its community - branch campuses
    - o Coordinated network approach
    - o Use technology to support distance learning
    - o Improve technology at branch campuses
- Expand distance learning and online instruction
- Continue community partnerships and improve enrollment
    - o Health Careers
    - o Culinary
- Improve the quality of instruction
    - o Increase the number of “flexible learning environments” on campus, similar to those created in the Science Center and Health Careers Center
    - o Improve small and poorly equipped classrooms
    - o Create demonstration classrooms similar to the Teaching and Learning Classroom (TLC) in Deschutes Hall to allow faculty to experiment with new teaching styles and technology
    - o Create spaces that support group study similar to those in the Science Center
- Integrated student support – consolidate functions on campus
- Improve and expand student life
    - o Create spaces and activities that invite students to stay on campus throughout the day
    - o Create student gathering spaces on campus
    - o Improve student recreation – expand Mazama Gymnasium
- Improve / expand Mazama Gymnasium/Fitness Center
    - o Support CTE and Transfer programs
    - o Exercise Science and Outdoor Leadership programs
    - o Student health and wellness
    - o Community activities

Redmond Campus

Areas of Excellence

- Academic Transfer
- Increasing enrollment
- CTE Programs
    - o Auto Hybrid / Electric, Veterinary Technician, Welding, Pre-Nursing, Manufacturing
- Community partnerships
- Madras and Prineville faculty space (offices)
- Technology hub for Madras and Prineville
- Students more comfortable on Redmond Campus than Bend

Areas of Improvement

- Need to increase lab space - manufacturing currently has seven mills and seven lathes
- Industry partnerships
- CTE Program Offerings
    - o Robotics / Mechatonics
    - o Oregon Tech Partnership
    - o Automotive
    - o Aviation
    - o UAV Technicians (unmanned aerial vehicles)
    - o Micro-Processing Manufacturing
    - o Reverse training for engineering students
    - o Occupational skills
    - o Bio Technology
    - o Fire Science Center / Emergency Preparedness Center
    - o Nondestructive Testing
- Offer basic business classes
- Campus security
- Parking at Technology Education Center
- Veterinary Technician classroom with storage

Becoming a "Comprehensive Campus"

- Food services
- Student Center – general student support services, including:
    - o Physical and mental health
    - o Advising, tutoring and testing, library
    - o Veterans Center
- Recreation space
- Art studios / Flex spaces

Madras and Prineville Campuses

Educational Plans

The current educational plan is to offer two courses per time block throughout the fall, winter and spring terms, which utilizes approximately 50% of the Madras and Prineville Campuses' capacity. When followed, this plan allows students to complete the Oregon Transfer Model (OTM) in one academic year and the Associates of Arts, Oregon Transfer degree (AAOT) in two academic years at each campus. Additional developmental and community enrichment courses will utilize excess capacity in the building.
OTM and AAOT serve the greatest number of students and are most cost effective for these campuses.

Madras

The most significant challenge facing the Madras campus is recruiting and retaining qualified instructors for OTM and AAOT required courses. CTE programs (Health Careers, Manufacturing, Automotive) requiring specialized facilities are currently located in larger population centers of Bend and Redmond and are within a one hour drive from Madras or Prineville.
Students' preference for online courses, as indicated by current waitlist reports, may be affecting enrollments in local classroom registrations. Looking forward, these and other factors that arise will be considered when developing and implementing an educational plan for both the Madras and Prineville Campuses.

Enrollment Trends

Both Madras and Prineville Campuses have experienced a 50% decline in enrollment since the peak enrollment in 2013/14. Minimal growth in recent high school graduate demographic is expected between now and 2030 for Jefferson County.

According to the Oregon Population Research Center:

Madras Campus - Jefferson County population levels in the target demographic are predicted to remain constant over the next 15 years, which should result in approximately 130 students per term until fall term 2030.

Prineville Campus - Crook County is expected to grow by 28% in the target demographic over the next 15 years. This could result in approximately 176 students per term by fall term 2030.

Revenue estimates attributed to the Madras and Prineville Campuses from tuition and state support are anitcipated to decline for the foreseeable future, resulting in an operational cost shortfall.

Master Plan Guiding Principles

The Guiding Principles were developed with input from the Master Plan Steering Committee and reflect comments from campus open houses and online surveys. These principles are intended to create a framework for academic focus and community engagement that are supported by campus facilities and technology.

BROADER REACH OF COCC – BRANCH CAMPUSES "CENTERS OF EXCELLENCE"

- Coordinated network approach
- Improve technology for distance learning

Bend	Academic Transfer, Career and Technical Education, Continuing Education, Administrative Center
Redmond	Career and Technical Education
Madras	Agriculture, Early Childhood Education, Academic Transfer
Prineville	Business, Academic Transfer
La Pine	Academic Transfer

REINFORCE COMMUNITY PARTNERSHIPS – CTE PROGRAMS

- Improve enrollment – Health Careers and Culinary
- Improve facilities – Fire Science, Automotive, CIS
- Redmond Technology Center
- Performing Arts

IMPROVE STUDENT LIFE

- Activities to keep students on campus
- Create and improve student gathering spaces
- Student Center expansion – dining, student organizations, casual recreation
- Student Recreation – Mazama Gym, second athletic field
- Support student diversity

MAINTAIN A WELCOMING CAMPUS

- Define the campus entrances/gateways and improve wayfinding
- Pocket parks with art
- Campus art
- Safe and secure

IMPROVE INSTRUCTIONAL DELIVERY TOOLS

- Create flexible learning environments
- Improve classroom technology
- Appropriate classroom and lab sizing – seat count and layout
- Increase demonstration classrooms – pedagogy exploration
- Distance learning technology – Academic Transfer

ACADEMIC TRANSFER

- Modernize classrooms and labs
- University Center

EDUCATION PARTNERS

- School districts
- OSU-Cascades and other universities

Sustainability

College Visions and Strategy

With a campus that embraces its natural setting and resources, COCC continues to refine how it approaches sustainability. A Sustainablility Committee was established to encourage COCC students, faculty and staff to embrace sustainable practices at COCC. The Committee has a balanced responsibility:

1. To facilitate integration of sustainability issues, science, socio/political debate, and related elements into the instructional curriculum.

2. To foster institutional operations which are environmentally sensitive and model sustainable practices.

3. To integrate sustainability practices in ways which are cost effective and make institutional operations simpler rather than more complex.

The Committee will model good practices and educate the College community to promote sustainability. The Committee will also consider thoughtful operational systems and procedures that foster movement of the College and community toward a sustainable society. The Committee will not force or mandate, as such mandates weaken an organizational understanding of sustainability practices presently and in the future.

This Committee Charter recognizes that actions and projects supported by the Sustainability Committee will be assessed in an effort to demonstrate outcomes (Student Learning Outcomes and Institutional Outcomes) and also to evaluate such initiatives in light of institutional capacity. One goal is to demonstrate that through good sustainable education and conservation, significant monetary savings for the College can result.

Sustainable concepts that have been incorporated into this planning process are:

- Develop sustainable campus design concepts.
- Increase efficiency with which energy, water, material resources and land are used.
- Reduce releases of air, water and land of substances harmful to human health and the environment.
- Reduce and reverse adverse impacts on natural habitat and species.
- Utilize sustainable site planning and landscape design.
- Provide for the use of renewable energy sources wherever possible.
- Determine the long-term value of planning and design decisions through life cycle analysis.

Technology

Information Technology

Preface

The 2013-2018 Strategic Plan developed under approval of the COCC President and the Board of Directors, as well as rapid changes in the technology landscape, influence the direction that technology will follow in the coming years. The ITS Master Plan is a roadmap for adopting these changes. Implementation of this plan will be a continual process, and the pace at which we progress will depend upon a number of circumstances, including the availability of human and financial resources.

The plan is divided into the following primary sections:

1. The COCC Strategic Plan
2. Data considered in developing the Technology Plan
3. The ITS Master Plan: We will regularly consult to monitor our progress

Section I

The current COCC Strategic Plan includes five core themes which are used to guide the development of the ITS Master Plan. Four of the five core themes: transfer and articulation, workforce development, basic skills, and lifelong learning, are very focused on instructional areas of service from the college, and the fifth core theme is about institutional sustainability, which largely focuses on the investments required to provide the broad support services necessary for student learning and educational achievement. As the College formally updates its Strategic Plan, the COCC ITS Master Plan will be adjusted to the guidance provided by that plan.

Section II

Data considered in development of the ITS Master Plan

1. Technology is facilitating a rapid change in methods of delivering higher education and training to the American student and workforce.
2. Information security is becoming an increasingly important element in the operation of IT Services organizations globally, including higher education.

3. Students have an expectation that colleges will have a variety of IT systems in place to support everything from their initial contact with the school through evaluating programs, matriculation, registration, and in the classroom itself.
4. Online education is having a growing impact on higher education, providing a much broader range of choices for students desiring the flexibility of online or hybrid classes.

The technology landscape continues to change rapidly in higher education. The COCC ITS department has kept abreast of these changes and has been collecting information from stakeholders from across the college in a variety of forums to determine what types of technology are important to students, faculty, and staff. This feedback is used as well as technology sector trends to plan for the future of technology development and implementation at COCC.

Section III
The College will regularly consult the ITS Master Plan to monitor our progress. The plan has four main themes, outlined below.

Theme 1: ITS Organization, MIS and Infrastructure Services
Provide outstanding information technology, including; analytics foundations, application development and infrastructure services to support and enable COCC to fulfill its vision.

Theme 2: Teaching and Learning Support
Deliver innovative and effective classroom technology, software, resources and support to enhance teaching and learning.

Theme 3: Campus and Community Engagement
Implement new technologies and services that encourage collaboration, communication, partnerships and interactions between members of the campus faculty, staff, students and the community.

Theme 4: Operational Innovation
Leverage technology, workflow innovations, and projects to improve business processes, increase operational effectiveness, reduce costs and support continuous quality improvement.

These four themes have further been divided into 12 Goals and then further divided into more granular Objectives, which have projected dates to be accomplished over a five year period.

All of the Themes, Goals, and Objectives are in late draft stage and will be distributed to a broad stakeholder group for review before being finalized by the summer of 2018.

Utilization Analysis

Introduction

The purpose of this utilization study was to document the classroom and class laboratory physical assets on each COCC campus and perform a utilization analysis to understand how classrooms and laboratories are being used and to use national studies and benchmarking data to compare COCC's utilization outcomes to published guidelines.

This analysis provides broad utilization results for classrooms and class laboratories at each of the COCC campus locations. The utilization of these rooms was examined using the fall term 2016 course file and verified facility inventory data. Understanding how efficiently classrooms and teaching laboratories are scheduled and utilized provides the foundation for and assists in the understanding and development of space guidelines. This analysis included scheduled classroom use for credit and noncredit courses and instructional activity as scheduled through COCC's course management software. This assessment approach provides a general overview of space utilization and possible areas of improvement.

Existing Space Allocation

	Classrooms		Teaching Labs	
	No. Rms	Average Rm Size	No. Rms	Average Rm Size
Bend Campus				
Boyle Education Center	5	886	1	542
Deschutes	5	434		
Grandview	6	662		
Health Careers Center	5	1142	6	2300
Jefferson	3	583		
Barber Library	2	514	2	1212
Mazama	6	775	4	1083
Metolius	1	673		
Modoc	5	801		
Ochoco	4	696	4	677
Pence	1	407	5	1041
Pioneer	1	503	6	695
Ponderosa	6	987	8	2365
Science	3	1467	9	1311
Culinary			5	1550
Chandler			2	576
Total	53	800	52	1400
Redmond Campus				
Building 1	5	737	3	842
Building 2	1	476		
Building 3	4	958	4	1703
Technology Education Center	6	884	3	1000
Total	16	831	10	1234
Madras Building	4	762	1	683
Prineville Building	4	768	1	670

2016 High School Enrollment

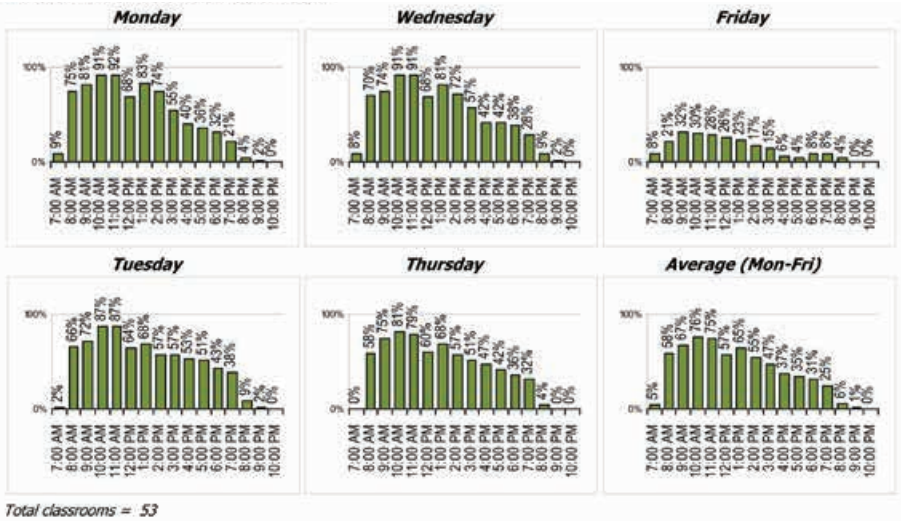
High School	Enrollment
Bend Senior High School	1,764
Crook County High School	805
Culver High School	207
Gilchrist Junior/Senior High School	93
Jefferson High School	276
LaPine Senior High School	407
Madras High School	664
Marshall High School	166
Mountain View Senior High School	1,461
North Lake School	222
Redmond High School	928
Redmond Proficiency Academy	846
Ridgeview High School	897
Sisters High School	433
Summit High School	1,526

In the year 2016, there were 2,076 graduating from in-district high schools. Of those graduates, 31% enrolled at COCC as credit students which equates to 642 students.

Classroom Use By Day/Hour

The following charts illustrate classroom use for credit and noncredit instruction for the fall 2016 term. Each graph represents a different day of the week, with the outcomes averaged over the entire term. Overall, ample classrooms are available in the mid-to-late afternoons for each day of the week. Friday use is nominal. Scheduled use on Saturday is minimal with rooms open for use at any time. No classrooms were scheduled for use on Sunday.

Percent of Classrooms in Use for Instruction



Pedagogy and Learning Environments

Technological advancements and recent changes in pedagogy all place demands on physical space, especially classrooms. These demands can best be described based on the assignable square feet per student station (ASF/Station). While there is still a need for lecture type rooms where seat count can be maximized, there is also an increasing need for rooms that can accommodate a variety of teaching methods and pedagogies. The following ASF/Station is noted for several classroom types:

Traditional Classroom - Loose Seating: 20 to 24 ASF/Station with table and chair or adult size tablet arm chair configurations.

Active Learning Classroom for Collaborative (group) Methods: 25 to 32 ASF/Station accommodates flexibility in furniture arrangements and group presentation systems.

Seminar Classroom: 26 to 28 ASF/Station where students typically face each other in a conference style or U-Shaped arrangement.

Utilization Benchmarks

Four comparative benchmarks are used in this summary:
- Average Assignable Square Footage (ASF) per Student Station
- Average Weekly Room Hours
- Percentage of seats occupied when a room is in use
- Hours in Use Room Utilization

Average ASF/Student Station is the amount of floor area in an instruction space that is allocated to each student. National Average: Classrooms – 24 hrs and Laboratories – 55hrs.

Average Weekly Room Hours is the number of hours each week that an instructional space is scheduled. National Average: Classrooms - 33 hrs and Laboratories – 20 hrs.

Percentage of seats occupied when a room is in use. National Average: Classroom - 65% and Laboratories – 70%

Hours in Use Room Utilization is the percentage of time that an instructional space is scheduled during the week. This compares the average weekly hours against the national average.

Classroom Utilization Analysis Summary

The heaviest utilization of classrooms is between 9:00 AM and 2:00 PM, Monday through Thursday. Late afternoon use, especially after 3:00 PM is less substantial and provides opportunities to expand course offerings during this this time block.

The classroom utilization analysis findings suggest the following actions:

- With an average of 24 weekly room hours on the Bend Campus and lower utilization outcomes on the Redmond, Madras and Prineville Campuses, there is additional opportunity to increase the number of course sections in many of the existing classrooms without increasing the total number of classrooms;

- Even with a potential increase in on-campus enrollments, classroom resources will be adequate over the master plan period. The demand for classrooms will be less restricted if tighter utilization guidelines were developed and implemented as part of a broader space management system;

- At 57% student station occupancy on the Bend Campus and lower occupancy levels on the Redmond, Madras and Prineville Campuses, there is significant ability to increase the number of students in existing course sections moving forward;

- With an average of 21 ASF per station on the Bend Campus, multiple existing classrooms could be repurposed into active learning spaces with modern furnishings to reflect contemporary pedagogical trends. In some cases, the number of stations would need to be reduced to accommodate future renovations for active learning.

Classroom Utilization

	Average ASF Per Student	Average Weekly Room Hrs	Seat Occupancy Rate	Room Utilization (Weekly Hrs)
BEND CAMPUS	21	24	57%	80%
REDMOND CAMPUS	24	18	46%	56%
MADRAS CAMPUS	18	21	28%	66%
PRINEVILLE CAMPUS	25	21	26%	66%
NATIONAL AVERAGE	24	32	65%	100%

Teaching Lab Utilization Analysis Summary

With the exception of a few class laboratories, weekly room hour utilization was slightly lower than most established guidelines, suggesting that it would not be difficult to add additional course sections into many of the existing laboratories. With the exception of a few labs, student station occupancy was lower than typical guidelines, indicating some additional enrollment capacity in existing course sections is possible. Again, some labs have more capacity than others to accommodate additional enrollment. The activity in the laboratory and suggested faculty-to-student ratios or course size limits also need to be considered in determining the need for additional laboratories on each COCC campus or center location.

Teaching Lab Utilization

	Average ASF Per Student	Average Weekly Room Hrs	Seat Occupancy Rate	Room Utilization (Weekly Hrs)
BEND CAMPUS	55	19	64%	95%
REDMOND CAMPUS	70	14	67%	70%
MADRAS CAMPUS	24	9	43%	45%
PRINEVILLE CAMPUS	24	5	49%	25%
NATIONAL AVERAGE	66	20	70%	100%

Conclusion

With significant facility expansion from the 2009 bond, all four campuses have new and renovated facilities. This utilization analysis indicates that the majority of instructional spaces are currently underutilized. Classrooms and labs in the new facilities are appropriately sized and equipped, but older spaces on campuses require improvement to support a more flexible and dynamic teaching pedagogy.

COCC also reached its peak enrollment during the 2012/2013 academic year, with space utilization rates reaching national standard levels at the Bend and Redmond Campuses. With the new Madras and Prineville campuses, each facility will require program growth and development to improve utilization. Over the next ten years, the focus for all campuses should be on the renovation of existing spaces to improve their size, flexibility and use of technology.

2012 Comparison

A utilization comparison was conducted with the increased enrollment of the 2012/2013 Academic Year. Enrollment at COCC peaked during this year, establishing record enrollment and a future growth target for the College, with classroom utilization averages comparable with national standards.

Classroom Utilization

	Average ASF Per Student	Average Weekly Room Hrs	Seat Occupancy Rate	Room Utilization (Weekly Hrs)
BEND CAMPUS				
2016	21	24	57%	80%
2012	21	27	67%	84%
REDMOND CAMPUS				
2016	24	18	46%	56%
2012	24	20	73%	63%
MADRAS CAMPUS				
2016	18	21	28%	66%
2012	18	23	44%	72%
PRINEVILLE CAMPUS				
2016	25	21	26%	66%
2012	25	14	48%	44%
NATIONAL AVERAGE	24	32	65%	100%

Teaching Lab Utilization

	Average ASF Per Student	Average Weekly Room Hrs	Seat Occupancy Rate	Room Utilization (Weekly Hrs)
BEND CAMPUS				
2016	55	19	64%	95%
2012	55	18	74%	90%
REDMOND CAMPUS				
2016	70	14	67%	70%
2012	70	18	76%	90%
MADRAS CAMPUS				
2016	24	9	43%	45%
2012	28	10	65%	50%
PRINEVILLE CAMPUS				
2016	24	5	49%	25%
2012	28	17	44%	85%
NATIONAL AVERAGE	66	20	70%	100%

Bend Campus Analysis

Current Facilities

Buildings	Year	Area (sq. ft.)
Deschutes	1964	5,174
Jefferson	1964	5,122
Modoc	1964	4,736
Ochoco	1964	5,149
Grandview	1965	25,722
Metolius	1965	8,402
Juniper Hall	1967	19,630
Pence	1967	11,908
Mazama Gymnasium	1971	36,114
Ponderosa	1971	31,334
Modoc Annex	1974	1,019
Campus Services	1974	14,587
Pioneer	1974	24,752
Ochoco Addition	1981	16,460
Pinckney	1983	14,931
Physiology Lab	1987	1,490
Boyle Education Center	1989	38,450
Bookstore	1993	10,950
Barber Library	1998	72,500
Cascades Hall	2002	38,245
Coats Campus Center	2009	32,000
Health Careers Center	2013	45,000
Science Center	2013	45,000
Jungers Culinary Center	2013	10,500
Chandler Lab		10,000
	Total Area	**529,175**

[map 1.01]

01 EXISTING CAMPUS MAP

1 Cascades Hall
2 Barber Library
3 Newberry
4 Pioneer
5 Health Careers Center
6 Ochoco
7 Coats Campus Center
8 Juniper Hall
9 Grandview
10 Modoc
11 Metolius
12 Mazama
13 Jefferson
14 Deschutes
15 Science Center
16 Physiology Lab
17 Pinckney Center for the Arts
18 Pence
19 Ponderosa
20 Physical Plant
21 Campus Services
22 Boyle Education Center
23 Wickiup Residence Hall
24 Jungers Culinary Center

Current Utilities

The campus infrastructure systems currently consists of water, sanitary, storm water, natural gas, electrical and technology. All systems are served by local and regional providers and are in good condition with capacity for future campus growth. During the 2009 bond expansion, significant improvements were made to electrical and technology infrastructure.

Water	City of Bend
Sanitary	City of Bend
Storm Water	City of Bend
Natural Gas	Cascade Natural Gas
Electrical	Pacific Power
Technology	COCC

[map 1.02]

02 CURRENT UTILITIES

- Technology
- Water
- Electric

1 Cascades Hall
2 Barber Library
3 Newberry
4 Pioneer
5 Health Careers Center
6 Ochoco
7 Coats Campus Center
8 Juniper Hall
9 Grandview
10 Modoc
11 Metolius
12 Mazama
13 Jefferson
14 Deschutes
15 Science Center
16 Physiology Lab
17 Pinckney Center for the Arts
18 Pence
19 Ponderosa
20 Physical Plant
21 Campus Services
22 Boyle Education Center
23 Wickiup Residence Hall
24 Jungers Culinary Center

Current Open Space

COCC has a very unique collection of open spaces throughout campus. These spaces range from the open recreation field adjacent to the Coats Campus Center, to the intimate collection of pocket parks on the upper campus. These pockets parks have been thoughtfully developed to include opportunities for public art, casual study, and academic use. Most recently, public plazas with art were added to the new Health Careers Center, the Science Center, and the Jungers Culinary Center.

[map 1.03]

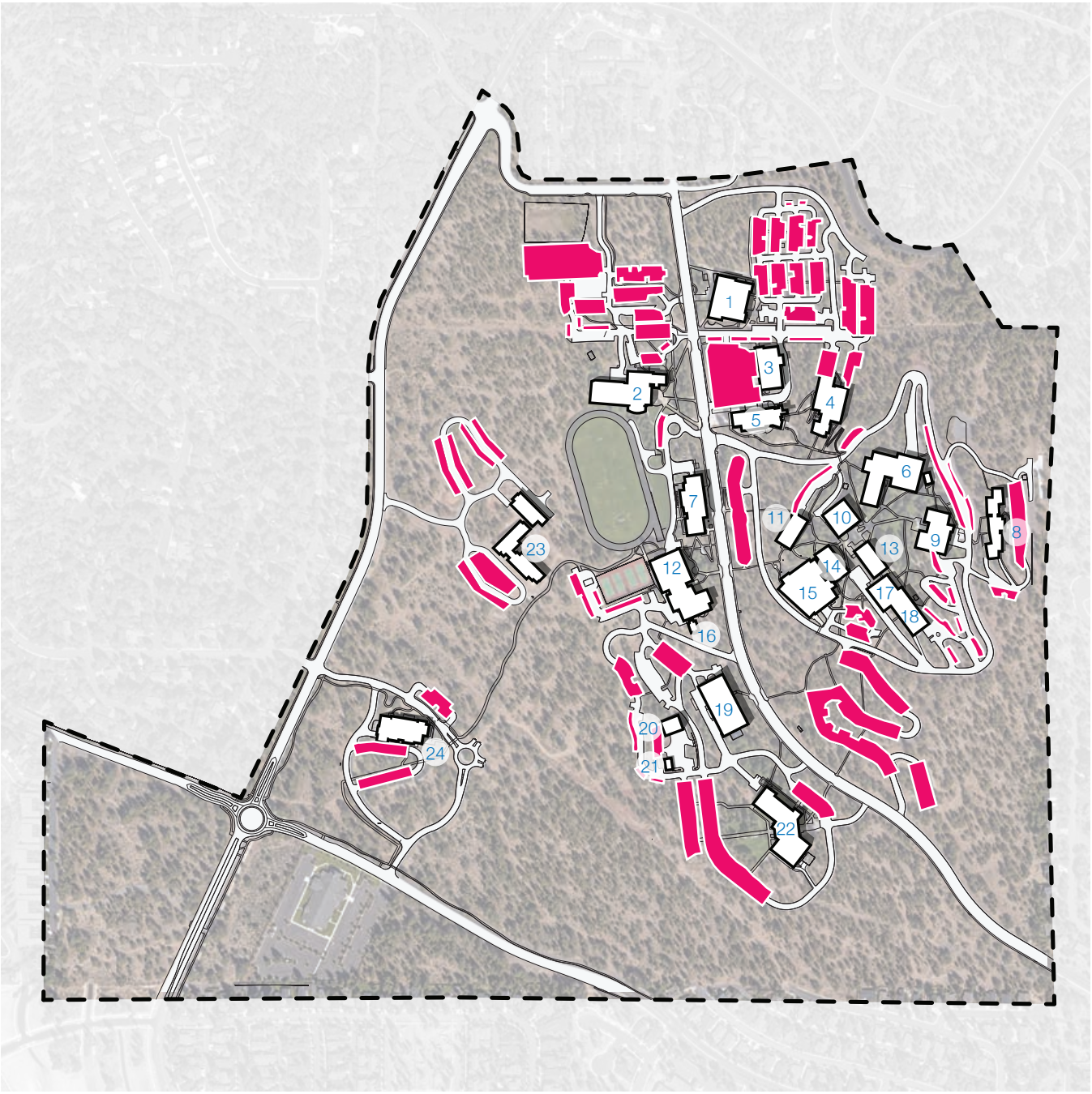
03 CURRENT OPEN SPACE

Open Space

1 Cascades Hall
2 Barber Library
3 Newberry
4 Pioneer
5 Health Careers Center
6 Ochoco
7 Coats Campus Center
8 Juniper Hall
9 Grandview
10 Modoc
11 Metolius
12 Mazama
13 Jefferson
14 Deschutes
15 Science Center
16 Physiology Lab
17 Pinckney Center for the Arts
18 Pence
19 Ponderosa
20 Physical Plant
21 Campus Services
22 Boyle Education Center
23 Wickiup Residence Hall
24 Jungers Culinary Center

Current Parking

COCC's collection of parking lots range from flat traditional lots on the north edge of campus to the terracing lots that weave their path up the side of Awbrey Butte. In the past 10 years, parking areas have been added with the new Jungers Culinary Center and Wickiup Residence Hall along with expansion of the parking lot at the library. The majority of students drive to campus, which will continue to put demand on the areas closest to the campus core.



[map 1.04]

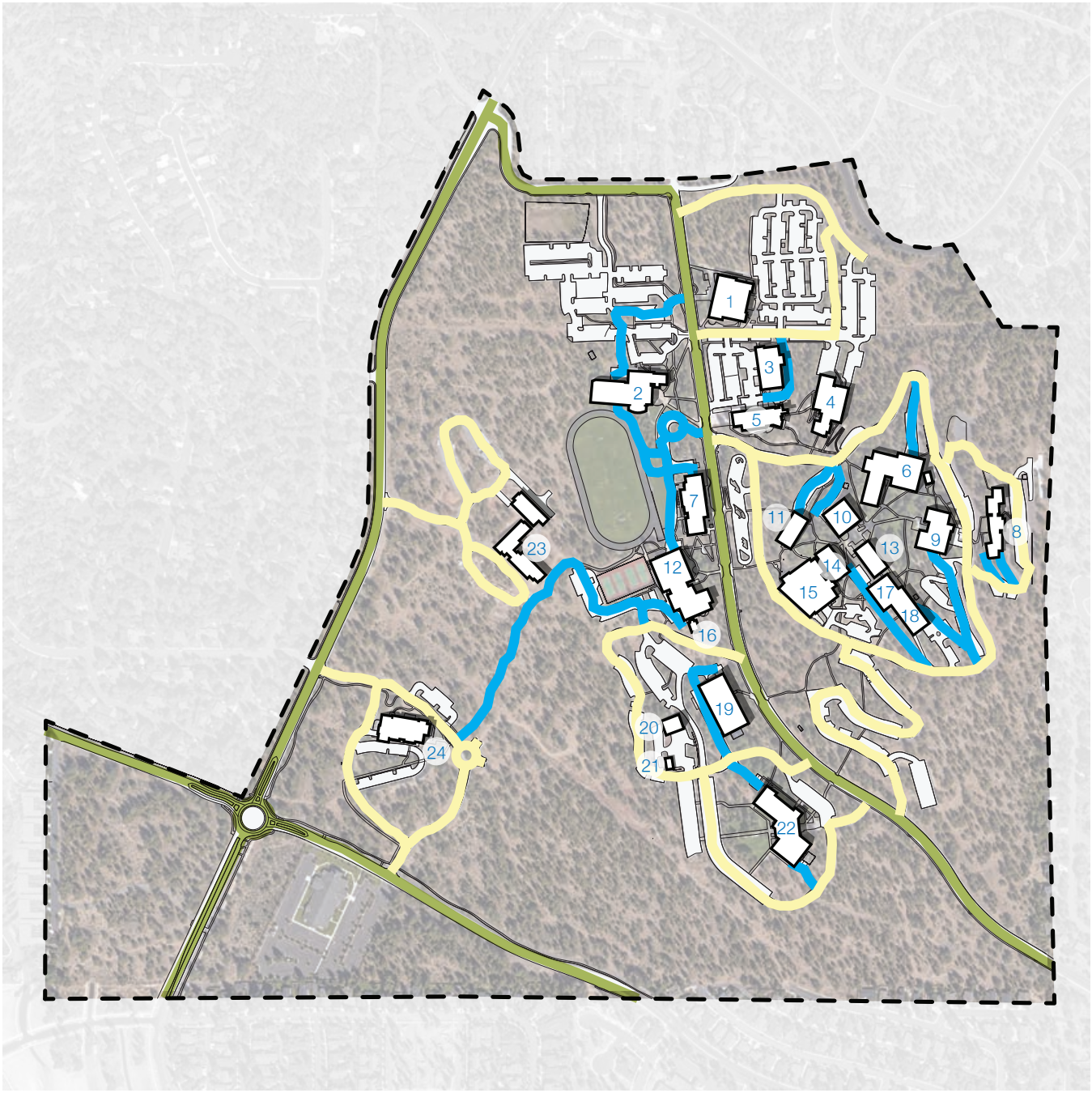
04 PARKING

Parking

1 Cascades Hall
2 Barber Library
3 Newberry
4 Pioneer
5 Health Careers Center
6 Ochoco
7 Coats Campus Center
8 Juniper Hall
9 Grandview
10 Modoc
11 Metolius
12 Mazama
13 Jefferson
14 Deschutes
15 Science Center
16 Physiology Lab
17 Pinckney Center for the Arts
18 Pence
19 Ponderosa
20 Physical Plant
21 Campus Services
22 Boyle Education Center
23 Wickiup Residence Hall
24 Jungers Culinary Center

Current Vehicular Circulation

Vehicular circulation on campus is a collection of public and private roads. Divided by College Way, COCC continues to struggle with a major public street bisecting campus. The majority of the private roads provide service access to facilities and connectivity to parking areas. Many of the roads are also used for pedestrian circulation.



[map 1.05]

05 EXISTING VEHICULAR CIRCULATION

- Campus Vehicular Circulation
- Campus Service Road
- Arterial Road

1 Cascades Hall
2 Barber Library
3 Newberry
4 Pioneer
5 Health Careers Center
6 Ochoco
7 Coats Campus Center
8 Juniper Hall
9 Grandview
10 Modoc
11 Metolius
12 Mazama
13 Jefferson
14 Deschutes
15 Science Center
16 Physiology Lab
17 Pinckney Center for the Arts
18 Pence
19 Ponderosa
20 Physical Plant
21 Campus Services
22 Boyle Education Center
23 Wickiup Residence Hall
24 Jungers Culinary Center

Current Pedestrian Circulation

Pedestrian navigation of the COCC campus is vital to daily academic life. The network of pathways provide connectivity between buildings, social areas and parking facilities. Campus topography continues to be the most significant challenge. The perimeter of campus is served by sidewalks or paved paths that connect to adjacent communities. Numerous paths were added during the 2009 bond, helping to define and reinforce major circulation routes.

[map 1.06]

06 EXISTING PEDESTRIAN CIRCULATION

Pedestrian Circulation

1 Cascades Hall
2 Barber Library
3 Newberry
4 Pioneer
5 Health Careers Center
6 Ochoco
7 Coats Campus Center
8 Juniper Hall
9 Grandview
10 Modoc
11 Metolius
12 Mazama
13 Jefferson
14 Deschutes
15 Science Center
16 Physiology Lab
17 Pinckney Center for the Arts
18 Pence
19 Ponderosa
20 Physical Plant
21 Campus Services
22 Boyle Education Center
23 Wickiup Residence Hall
24 Jungers Culinary Center

Current Bicycle Circulation and Parking

COCC strongly supports alternative transportation and bicycle commuting to campus. Every region of campus is supported with bicycle parking areas, many are covered for inclement weather protection.

[map 1.07]

07 BICYCLE CIRCULATION AND PARKING

Bicycle Parking

1 Cascades Hall
2 Barber Library
3 Newberry
4 Pioneer
5 Health Careers Center
6 Ochoco
7 Coats Campus Center
8 Juniper Hall
9 Grandview
10 Modoc
11 Metolius
12 Mazama
13 Jefferson
14 Deschutes
15 Science Center
16 Physiology Lab
17 Pinckney Center for the Arts
18 Pence
19 Ponderosa
20 Physical Plant
21 Campus Services
22 Boyle Education Center
23 Wickiup Residence Hall
24 Jungers Culinary Center

Current Public Transportation

COCC is serviced by Cascades East Transit with four bus stops on campus. COCC also operates its own shuttle service on campus, providing connectivity from College Way to Upper Campus and to the southern end of College Way. The Campus Shuttle is also an important component for campus accessibility, with many stops on the upper campus.

[map 1.08]

08 PUBLIC TRANSPORTATION

- Shuttle Route
- Shuttle Stop
- Bus Stop

1 Cascades Hall
2 Barber Library
3 Newberry
4 Pioneer
5 Health Careers Center
6 Ochoco
7 Coats Campus Center
8 Juniper Hall
9 Grandview
10 Modoc
11 Metolius
12 Mazama
13 Jefferson
14 Deschutes
15 Science Center
16 Physiology Lab
17 Pinckney Center for the Arts
18 Pence
19 Ponderosa
20 Physical Plant
21 Campus Services
22 Boyle Education Center
23 Wickiup Residence Hall
24 Jungers Culinary Center

Current Wayfinding and Signage

Similar to pedestrian circulation, the topography of COCC presents challenges for basic campus wayfinding. The campus has basic building signage and directional signage at significant intersections. A common style of signage has been adopted, but scale and location present some visual challenges.

[map 1.09]

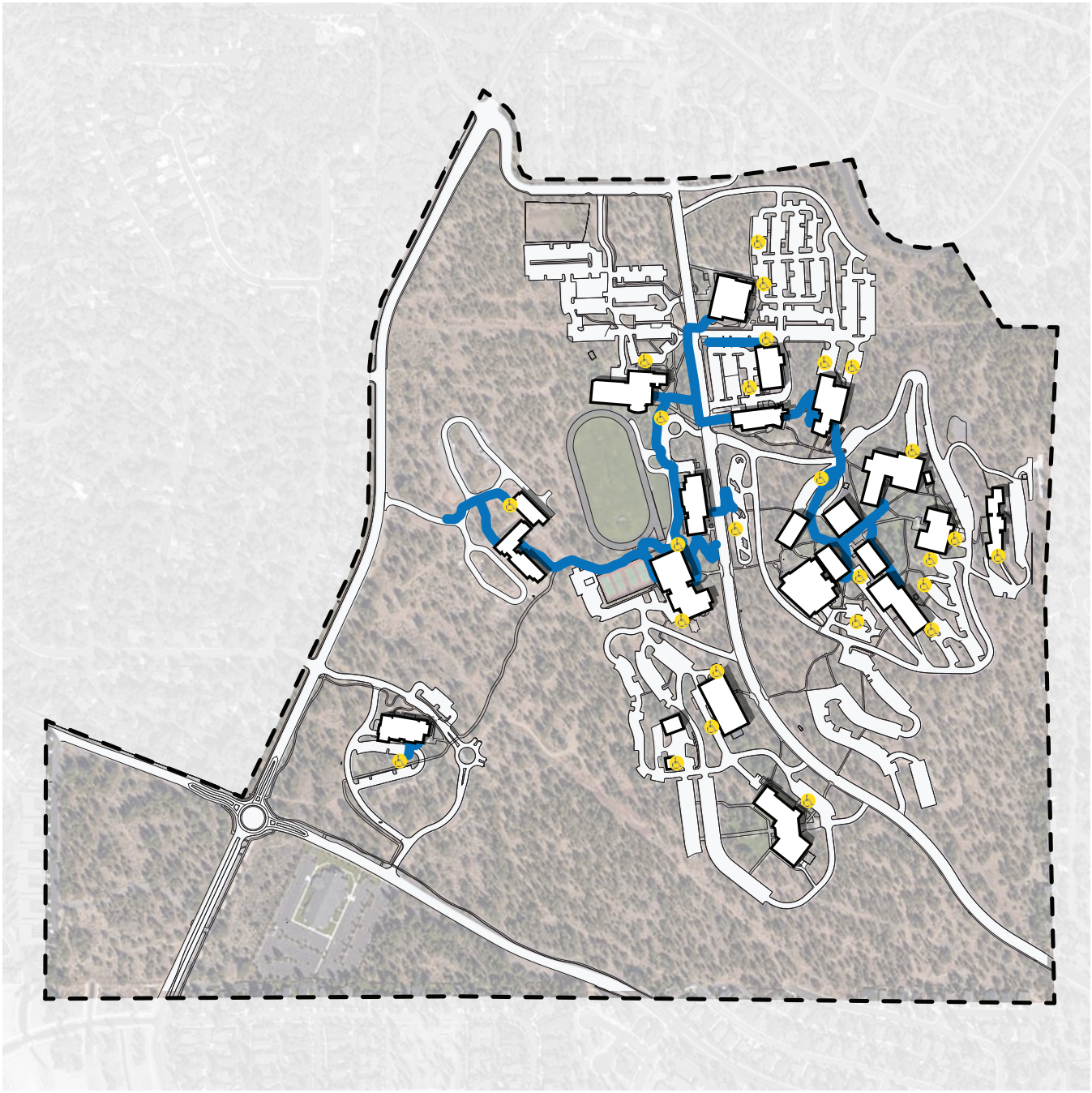
09 WAYFINDING AND SIGNAGE

Signage Location

1 Cascades Hall
2 Barber Library
3 Newberry
4 Pioneer
5 Health Careers Center
6 Ochoco
7 Coats Campus Center
8 Juniper Hall
9 Grandview
10 Modoc
11 Metolius
12 Mazama
13 Jefferson
14 Deschutes
15 Science Center
16 Physiology Lab
17 Pinckney Center for the Arts
18 Pence
19 Ponderosa
20 Physical Plant
21 Campus Services
22 Boyle Education Center
23 Wickiup Residence Hall
24 Jungers Culinary Center

Current Accessibility

COCC has established well thought out accessible routes on campus, connecting buildings and parking areas. To navigate the hillside, a series of ramps, walks and buildings are utilized to transport pedestrians vertically. The Campus Shuttle is also used to supplement this system, providing access to upper campus.



[map 1.10]

10 ACCESSIBILITY

Handicap Parking

Handicap Access

1 Cascades Hall
2 Barber Library
3 Newberry
4 Pioneer
5 Health Careers Center
6 Ochoco
7 Coats Campus Center
8 Juniper Hall
9 Grandview
10 Modoc
11 Metolius
12 Mazama
13 Jefferson
14 Deschutes
15 Science Center
16 Physiology Lab
17 Pinckney Center for the Arts
18 Pence
19 Ponderosa
20 Physical Plant
21 Campus Services
22 Boyle Education Center
23 Wickiup Residence Hall
24 Jungers Culinary Center

Bend Campus - 10-Year Master Plan Concept

Overview Narrative

The Bend Campus has seen significant improvements over the past 10 years. New facilities have been constructed to support student life (student center and residence hall), health careers programs, culinary arts, and the sciences. Other facilities have been renovated to provide an enhanced learning environment. The utilization analysis indicates the campus has adequate classroom and lab space for current and near term growth, suggesting the focus for the next 10 years will be to renovate existing spaces to support more flexible learning environments and repurpose spaces vacated by programs that have moved to new facilities. These upgraded spaces will support Academic Transfer and CTE focused programs.

With the addition of the new Wickiup Residence Hall and a three-fold increase in full time students residing on campus, expansion of student life programs could be critical to the continued success of the residence hall and on-campus student activities. Proposed improvements to support student life include the renovation and expansion of Mazama Gymnasium into a modern student recreation center and the addition of a second year-round turf recreation field.

From its inception, College Way has physically divided COCC's campus, negatively impacting campus continuity and contributing to challenging wayfinding. In the next 10 years, this master plan proposes utilizing College Way at times as a pedestrian mall, creating a pedestrian focused space that becomes the center of academic and student life at COCC. Supporting the limited vehicular access to College Way would improve campus wayfinding, visitor information booths, and additional roadways to circumnavigate the campus.

Educational Focus and Goals

Renovate Ochoco Hall
New instructional space for Humanities – World Languages

Expand / Renovate Pioneer Hall
New instructional space for CIS Programs
Improve Campus Technology Hub and consolidate IT staff

Renovate Black Box in Pinckney
Provide multi-purpose large lecture space

Renovate Juniper Hall
Create studio spaces for Art, Music, Visiting Scholars, Seminar Rooms, Special Projects, Elder Education/Hostel

Renovate Deschutes Hall
Provide faculty offices
Provide demonstration classrooms – pedagogy exploration

Renovate Metolius Hall
Provide offices and seminar space

Renovate Ponderosa Hall
Move Automotive Program to Redmond Campus
Provide space for Campus Services
Continuing Education
Provide campus maker spaces

Renovate / Expand Mazama Gym and New Recreation Field
Support Student Life and Club Sports
Expand campus and community recreation

Community Education Facility

Convert College Way
Create Campus Mall and complete loop roads

Expand North Parking Area

Increase and Improve Greenspaces and Paths

Improve Campus Wayfinding

Campus Village Expansion
Commercial and Housing by Developer

Building Expansion and Improvements

A Renovate Ochoco Hall
-New instructional space for Humanities – World Languages

B Expand / Renovate Pioneer Hall
-New instructional space for CIS Programs
-Improve Campus Technology Hub and consolidate IT staff

C Renovate Black Box in Pinckney
-Provide multi-purpose large lecture and performance space

D Renovate Juniper Hall
-Create studio spaces for Art, Music, Visiting Scholars, Seminar Rooms, Special Projects, Elder Education/Hostel

E Renovate Deschutes Hall
-Provide faculty offices
-Provide demonstration classrooms – pedagogy exploration

F Renovate Metolius Hall
-Provide offices and seminar space

G Renovate Ponderosa Hall
-Move Automotive Program to Redmond Campus
-Provide space for Campus Services
-Continuing Education
-Provide campus maker spaces

H Renovate / Expand Mazama Gym and New Recreation Field
-Support Student Life and Club Sports
-Expand campus and community recreation

I New Visitor Welcome Booth

[map 1.11]

11 BUILDING EXPANSION AND IMPROVEMENTS

New Construction

Renovation

1 Cascades Hall
2 Barber Library
3 Newberry
4 Pioneer
5 Health Careers Center
6 Ochoco
7 Coats Campus Center
8 Juniper Hall
9 Grandview
10 Modoc
11 Metolius
12 Mazama
13 Jefferson
14 Deschutes
15 Science Center
16 Physiology Lab
17 Pinckney Center for the Arts
18 Pence
19 Ponderosa
20 Physical Plant
21 Campus Services
22 Boyle Education Center
23 Wickiup Residence Hall
24 Jungers Culinary Center

Open Space Improvements

A College Way Limited Access – “Campus Mall”
-Unify east and west portions of campus
-Create “Pedestrian Zone”

B New Recreation Field in conjunction with Mazama Expansion
-Support Student Life and Club Sports
-Expand Campus and Community Recreation

C Informal space north of Cascades Hall

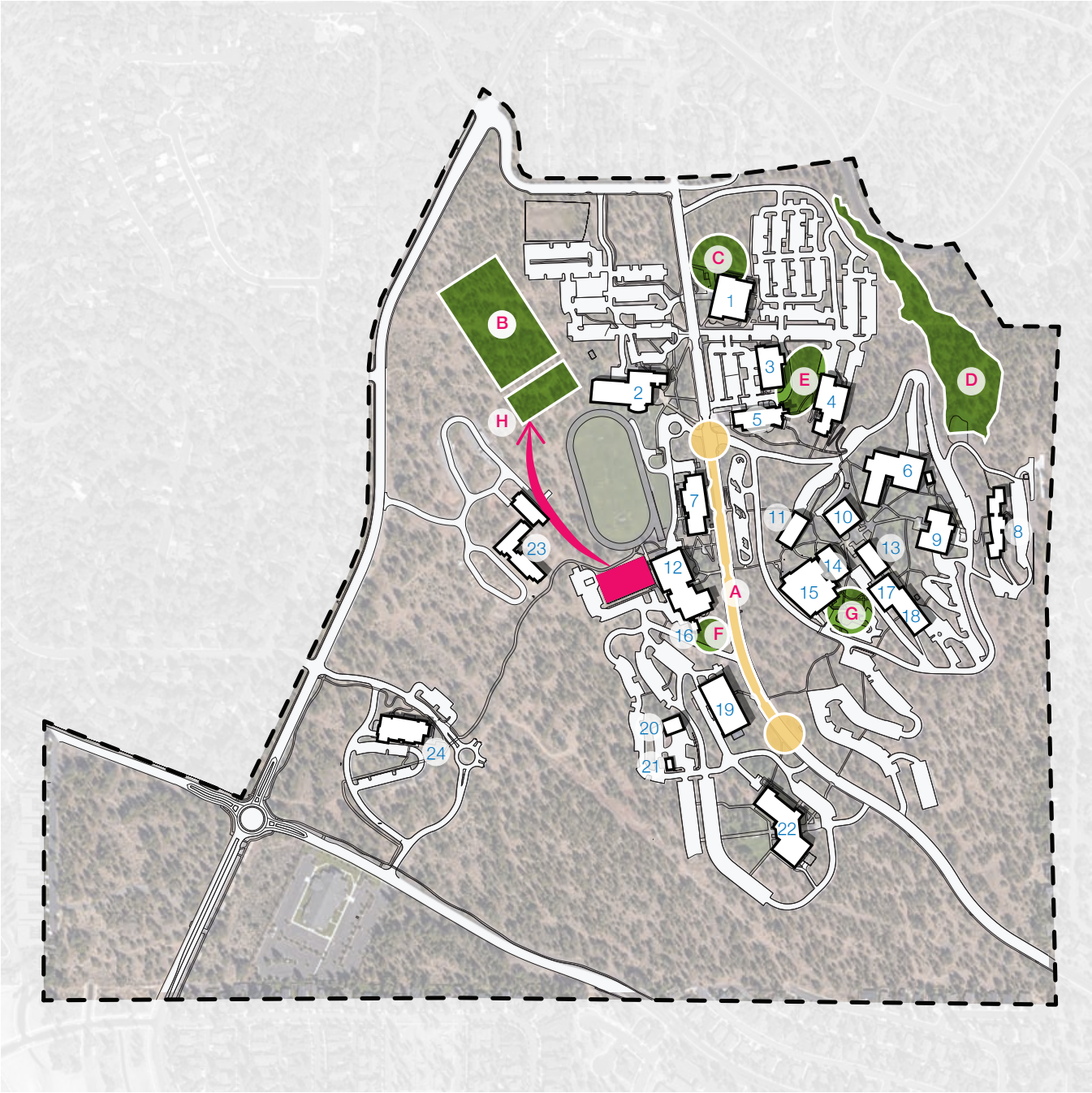
D Complete Green Space Buffer

E Informal space west of Pioneer Hall

F Informal space south of Mazama Gymnasium

G Informal space between Science and Pinckney
-Extend Science Courtyard

H Relocate Tennis Courts



[map 1.12]

12 OPEN SPACE IMPROVEMENTS

1 Cascades Hall
2 Barber Library
3 Newberry
4 Pioneer
5 Health Careers Center
6 Ochoco
7 Coats Campus Center
8 Juniper Hall
9 Grandview
10 Modoc
11 Metolius
12 Mazama
13 Jefferson
14 Deschutes
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Campus Infrastructure Improvements

With improvements made as a result of the 2009 bond, all major campus utilities are currently meeting the College's demands. Over the next 10 years, the proposed facility improvements will be focused on the renovation of existing spaces, which will have little impact on campus infrastructure.

[map 1.13]

13 CAMPUS INFRASTRUCTURE IMPROVEMENTS

Existing Technology Line

Existing Water Line

1 Cascades Hall
2 Barber Library
3 Newberry
4 Pioneer
5 Health Careers Center
6 Ochoco
7 Coats Campus Center
8 Juniper Hall
9 Grandview
10 Modoc
11 Metolius
12 Mazama
13 Jefferson
14 Deschutes
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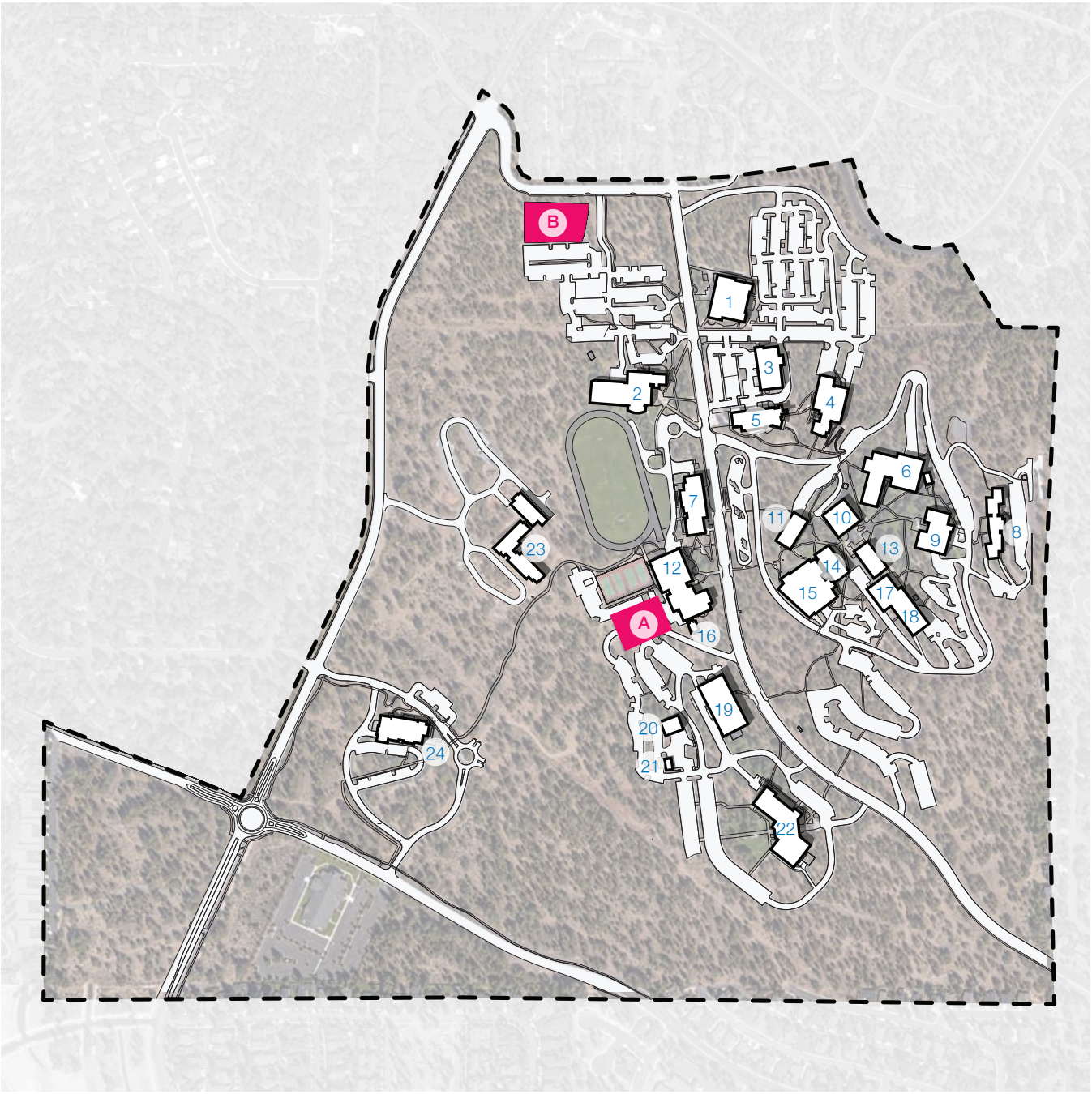
Parking Improvements

A Relocate and Expand Mazama Parking
B Expand Parking North of Library



[map 1.14]

14 PARKING IMPROVEMENTS
Parking Expansion

1 Cascades Hall
2 Barber Library
3 Newberry
4 Pioneer
5 Health Careers Center
6 Ochoco
7 Coats Campus Center
8 Juniper Hall
9 Grandview
10 Modoc
11 Metolius
12 Mazama
13 Jefferson
14 Deschutes
15 Science Center
16 Physiology Lab
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18 Pence
19 Ponderosa
20 Physical Plant
21 Campus Services
22 Boyle Education Center
23 Wickiup Residence Hall
24 Jungers Culinary Center

Vehicular Circulation Improvements

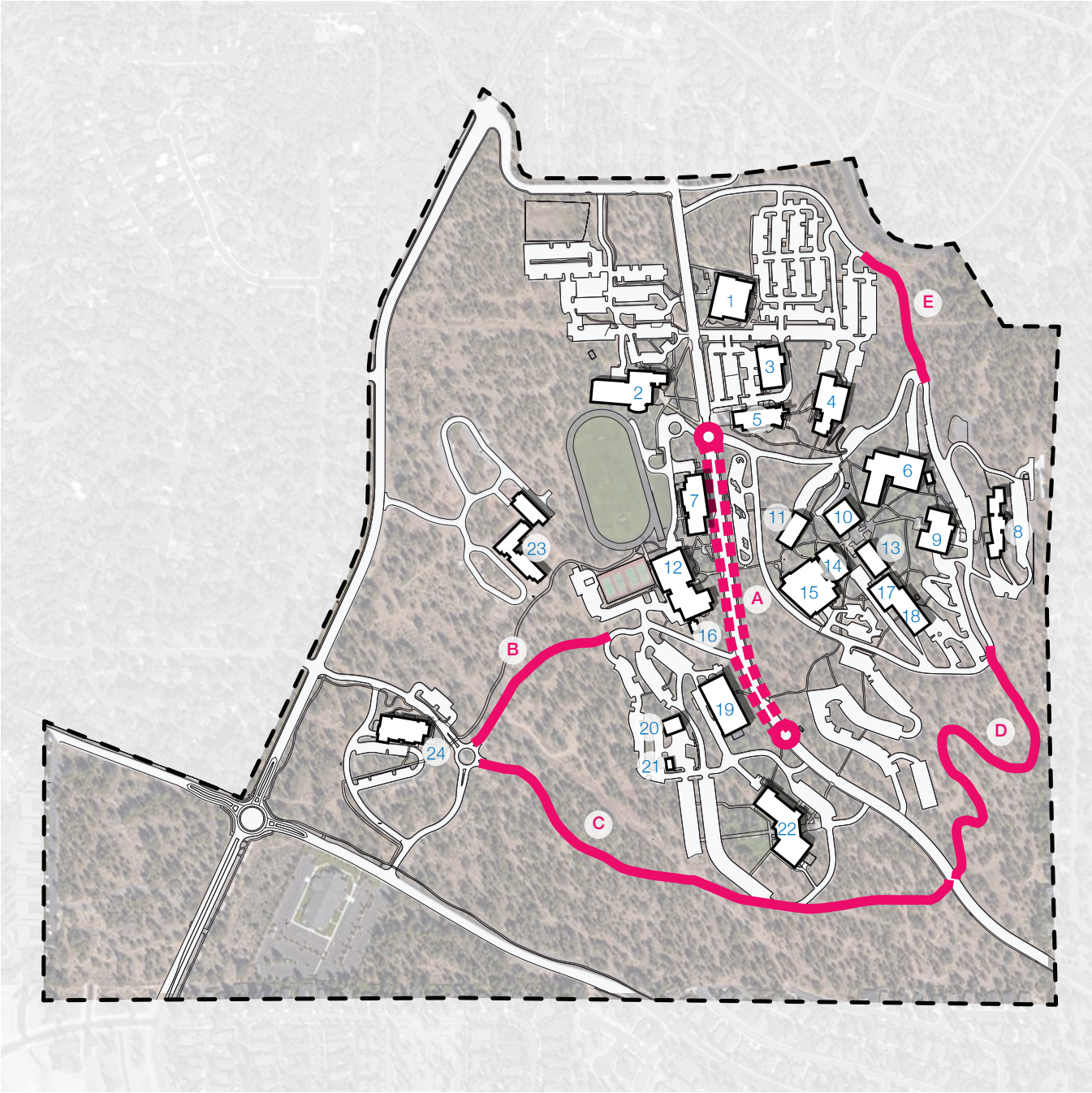
A College Way Limited Access: “Campus Mall”
-Only buses/service vehicles allowed access

B New road connecting Mazama parking area to the culinary roundabout

C New road connecting Boyle Education Center to the culinary roundabout

D New road connecting upper campus to College Way, eliminating driving through parking areas

E Upper campus connector road



[map 1.15]

15 VEHICULAR CIRCULATION IMPROVEMENTS

- Traffic Circle
- New Road
- New Pedestrian Zone

1 Cascades Hall
2 Barber Library
3 Newberry
4 Pioneer
5 Health Careers Center
6 Ochoco
7 Coats Campus Center
8 Juniper Hall
9 Grandview
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Pedestrian Circulation Improvements

Improvement to pedestrian circulation on campus will support the new recreation fields and parking area on the northern edge of campus. These paths will provide connectivity from the Wickiup Residence Hall and Campus Center, as well as public parking adjacent to the new recreation field.

[map 1.16]

16 PEDESTRIAN CIRCULATION IMPROVEMENTS

- New Pedestrian Paths
- Existing Pedestrian Paths
- New Facility Improvements

1 Cascades Hall
2 Barber Library
3 Newberry
4 Pioneer
5 Health Careers Center
6 Ochoco
7 Coats Campus Center
8 Juniper Hall
9 Grandview
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11 Metolius
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Bicycle Circulation and Parking Improvements

New bicycle parking areas will support the expansion of Mazama Gymnasium (recreation center) and the creation of the new recreation field and relocated tennis courts. Covered parking will be considered along with bicycle repair stands.

[map 1.17]

17 BICYCLE CIRCULATION AND PARKING IMPROVEMENTS

- New Bicycle Parking
- New Facility Improvements
- Parking Expansion

1 Cascades Hall
2 Barber Library
3 Newberry
4 Pioneer
5 Health Careers Center
6 Ochoco
7 Coats Campus Center
8 Juniper Hall
9 Grandview
10 Modoc
11 Metolius
12 Mazama
13 Jefferson
14 Deschutes
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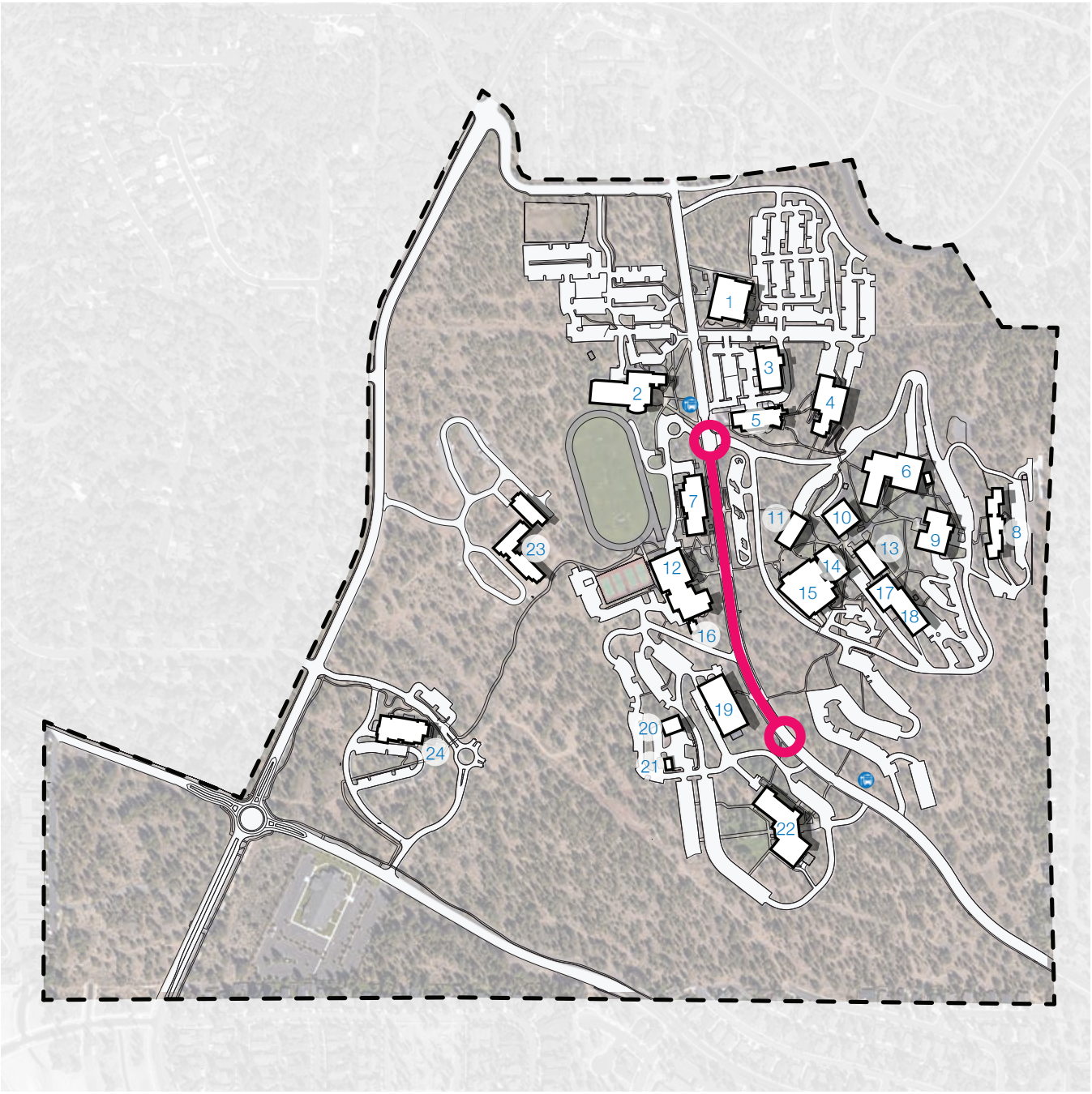
24 Jungers Culinary Center

Public Transportation Improvements

With proposed limited access to College Way, Cascades East Transit may also have limited access onto campus. New bus stops will be considered at each roundabout, supported by shelters and transit map information. The Campus Shuttle will also use these bus stops as major collection points.



[map 1.18]

18 PUBLIC TRANSPORTATION IMPROVEMENTS

Improved Bus Stop

College Way Limited Access

1 Cascades Hall
2 Barber Library
3 Newberry
4 Pioneer
5 Health Careers Center
6 Ochoco
7 Coats Campus Center
8 Juniper Hall
9 Grandview
10 Modoc
11 Metolius
12 Mazama
13 Jefferson
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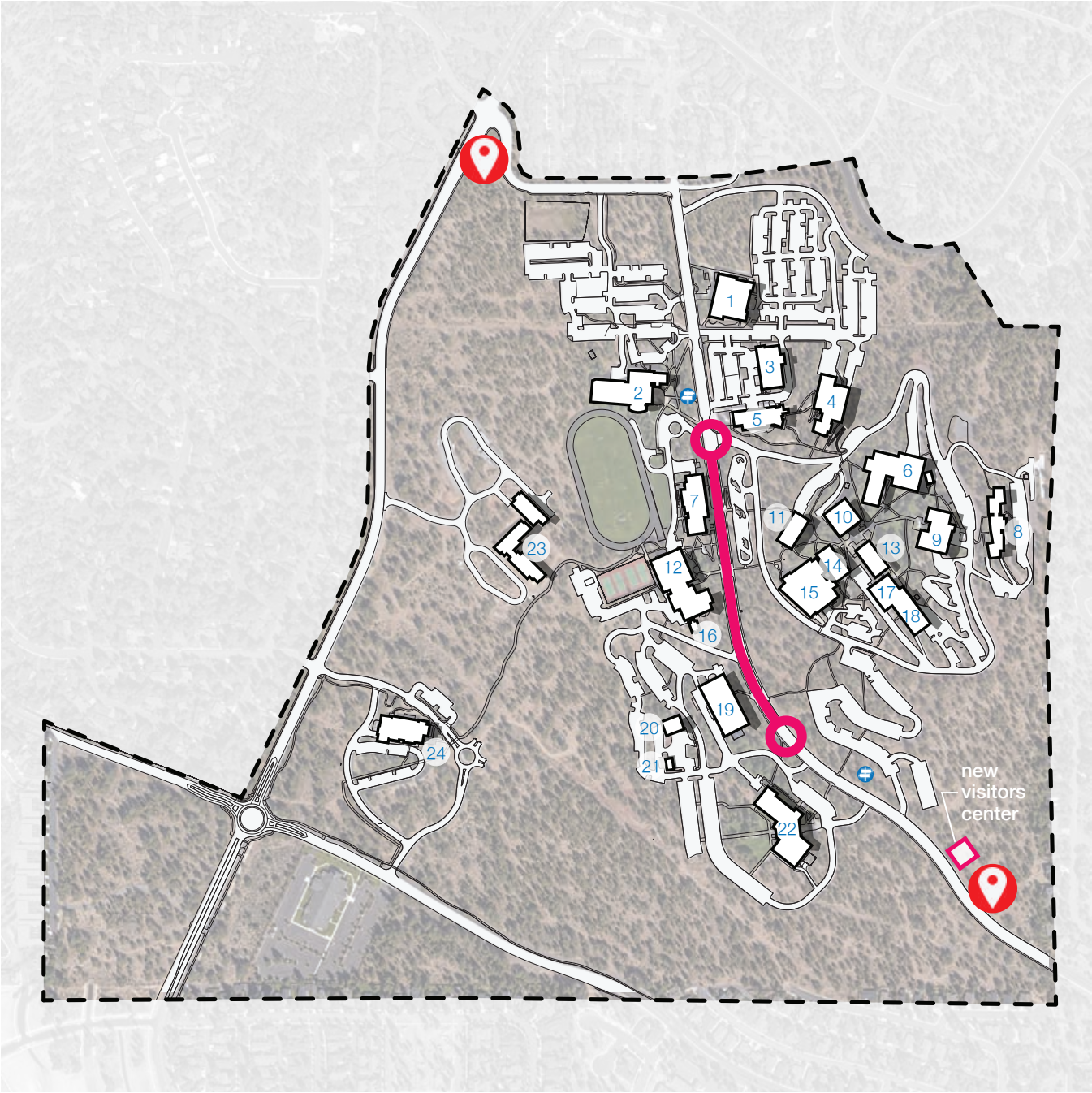
Wayfinding and Signage Improvements

Supporting the limited access to College Way, significant signage and wayfinding will be required to accommodate pedestrian and vehicular circulation changes. A new Visitor's Kiosk is proposed on the southern edge of campus on College Way. New monument signs are also proposed at both campus entrances to improve general public awareness and identification of the campus boundary. It is recommended that COCC engage with a wayfinding/signage consultant to conduct a more thorough analysis of campus systems and solutions.



[map 1.19]

19 WAYFINDING AND SIGNAGE IMPROVEMENTS

College Way Limited Access

New Monument Sign/Render Board

New Directional Signage

1 Cascades Hall
2 Barber Library
3 Newberry
4 Pioneer
5 Health Careers Center
6 Ochoco
7 Coats Campus Center
8 Juniper Hall
9 Grandview
10 Modoc
11 Metolius
12 Mazama
13 Jefferson
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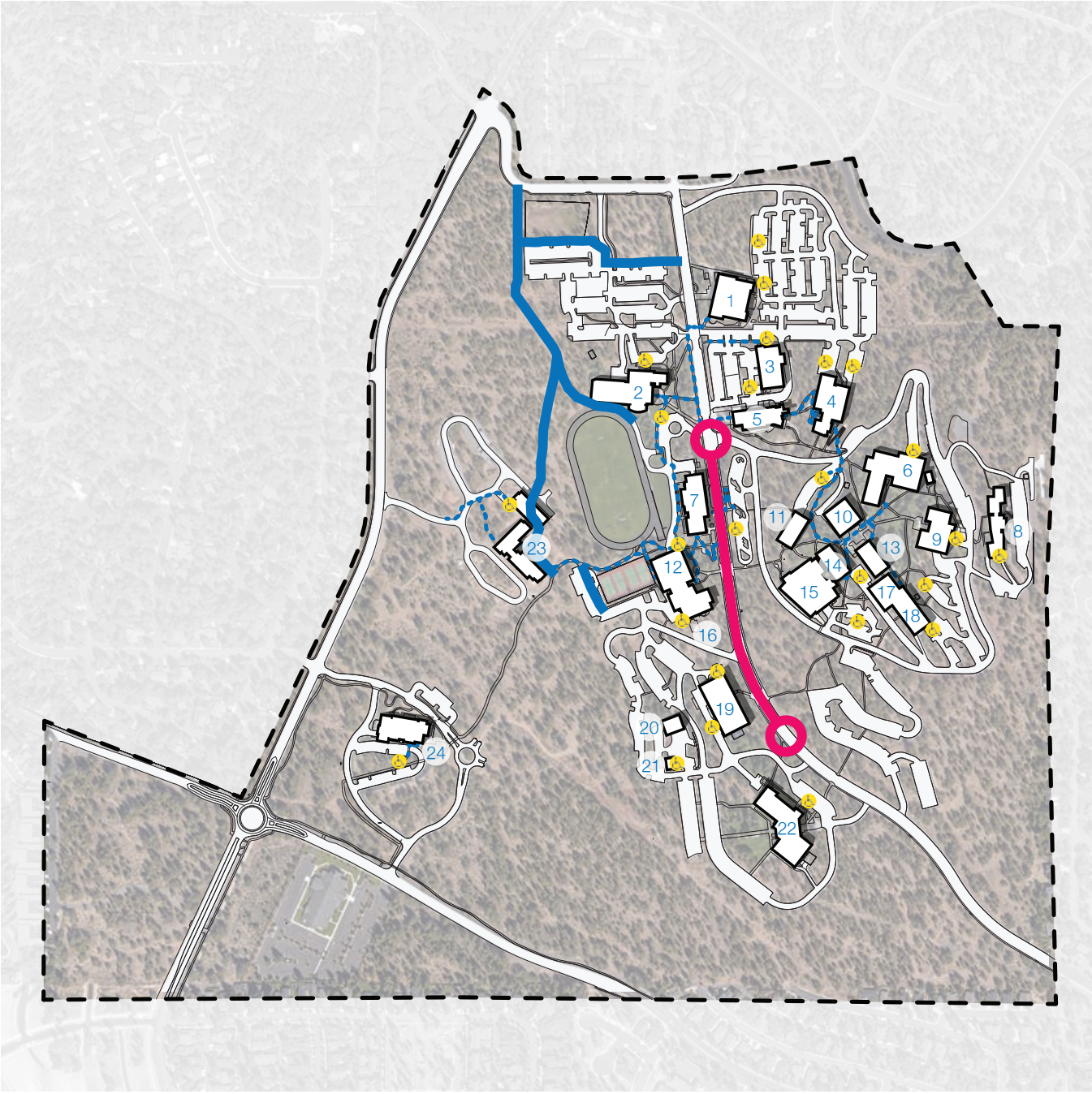
Accessibility Improvements

The pedestrian paths supporting the new recreation field and north parking area will also comply with campus accessibility guidelines. With the proposed limited access to College Way, the newly created pedestrian mall will provide a significant accessible route through campus, linking north and south portions.



[map 1.20]

20 ACCESSIBILITY IMPROVEMENTS

New ADA Walkways

Existing Disabled Parking

Existing ADA Walkways

1 Cascades Hall
2 Barber Library
3 Newberry
4 Pioneer
5 Health Careers Center
6 Ochoco
7 Coats Campus Center
8 Juniper Hall
9 Grandview
10 Modoc
11 Metolius
12 Mazama
13 Jefferson
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Redmond Campus Analysis

Campus History

COCC has served the educational needs of the Redmond community since the 1970s. In 1993, through a process involving Deschutes County, the City of Redmond, and the College, COCC was deeded 24.38 acres of land and acquired leases for 2.21 and 2.37 acres of adjacent land to establish the Redmond Campus. The campus is located immediately west of the Redmond Municipal Airport. This prime central location, surrounded by vibrant manufacturing and industrial partners, provides high visibility and easy access to all of Central Oregon.

In 1997 the first building (Building 1) was completed, housing COCC classrooms, a student gathering space, and administrative facilities, in addition to the Oregon Innovation Center (no longer in operation). Services included credit and non-credit classes, a state-funded Basic Skills Center, and student support services. Funding for the initial 10,500 square foot construction came from College general construction funds and a $455,000 Regional Strategies grant. The Redmond Workforce Connection, or One Stop, was built in 1998 (Building 2), housing a number of state agencies providing employment services and job counseling in a single location. The construction was funded through contracts with the agencies occupying the building.

With a $500K matching grant from the Meyer Memorial Trust and significant support from the Ford Family Foundation, construction began on the Redmond Campus's third building, the Manufacturing and Applied Technology Center (MATC or Building 3). The 26,000 square-foot facility was completed in 2001 to house manufacturing programs including Welding, Computer Numeric Cutting Machining, Manual Machining, Quality Control, and Industrial Maintenance, in addition to Adult Basic Skills, general purpose classrooms, student study space, and administrative facilities. Funding for this facility included remaining library bond funds approved by voters for use on this project, an approximately $450,000 Department of Labor Grant, a $750,000 manufacturing equipment donation from Epson Portland, and other private donors.

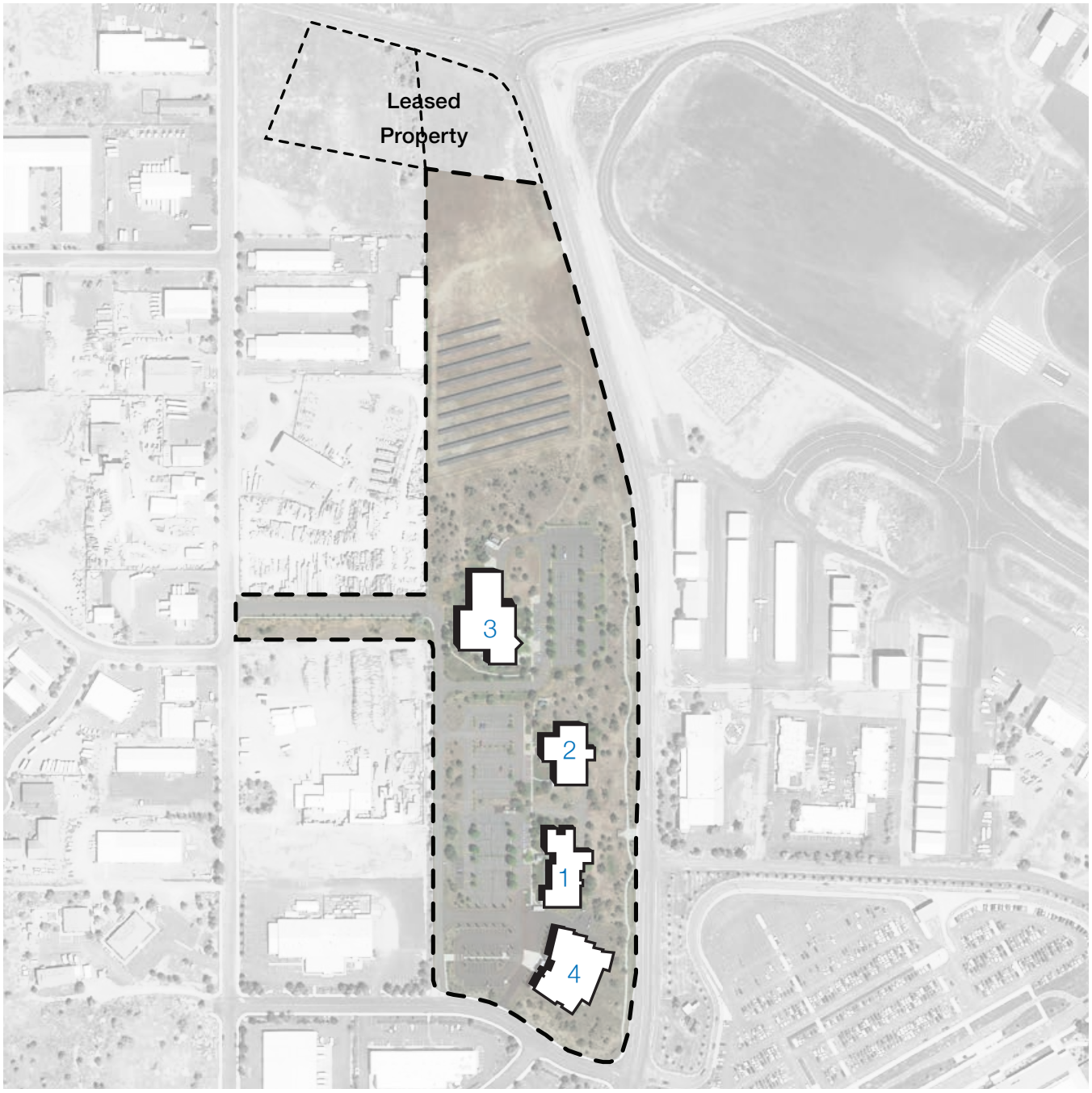
The Redmond Campus saw significant growth during the economic downturn beginning in 2007. Although the groundwork for expanding both credit courses and student services began in 2006, the sudden growth in students between 2008-2011 served as the impetus for an increased and regular presence of full-time faculty and student services specialists in enrollment, advising, and financial aid. At the height of enrollment in this period, 2,436 credit students attended classes at the Redmond Campus. With additional faculty and classes, students could now earn the AAOT degree in Redmond.

In fall 2014, Redmond Campus's fourth building, the flagship Redmond Technology Education Center opened. This 34,000 square-foot state of the art building houses technology-centered Redmond programs and classes such as Hybrid-Electric Automotive, Veterinary Technology, and the physics of solar power. The building itself is Earth Advantage platinum certified and serves as a model for sustainability. In addition, the Small Business Development Center's office in the building encourages technology-based entrepreneurship and education. Funding for the project came from a 2009 voter approved bond and state matching funds.

The Redmond Campus continues its role as a leader in innovative technology and clean energy. In October 2016, COCC launched one of the largest photovoltaic system arrays in the state. The 540KW solar array is located on the northern end of the campus and provides more than 90 percent of the campus's energy needs. The array is connected to kiosks in every building that display real-time solar energy generation, highlighting equivalent environmental benefits such as gallons of gasoline saved, trees planted, and pounds of carbon dioxide emissions reduced. The kiosks and the array serve as learning tools for COCC students and visiting students and teachers attending public tours from surrounding school districts. The project exemplifies COCC's forward-looking attitude with the Redmond Campus front and center in the College's future.

Current Facilities

Buildings	Year	Area
Building 1	1997	13,500
Building 2	1997	11,000
Building 3 (MATC)	2001	40,000
Technology Education Center (RTEC)	2014	34,000
Veterinary Technician Lab		10,000
	Total Area	**108,500**



[map 2.1]

01 CURRENT FACILITIES

1 Building One
2 Building Two
3 Building Three
4 Technology Education Center

Current Utilities

The Redmond Campus is served with primary utilities from Airport Way. Water, sanitary sewer, and natural gas for each building comes directly from utility lines located in Airport Way. Electrical power is located overhead with underground connection to the solar array on the northern edge of campus.

[map 2.2]

02 CURRENT UTILITIES

- Water
- Gas
- Sanitary
- Electrical

1 Building One
2 Building Two
3 Building Three
4 Technology Education Center

Current Open Space and Pedestrian Circulation

The existing open spaces are minimal and primarily focused at building entries. Both Building 3 and the Redmond Technology Education Center have entry plazas that are used by students and faculty in fair weather. The Technology Education Center also has a small pocket park on its east side. The coffee cabana located between Buildings 2 and 3 has an outdoor deck with an area for small groups.

Existing pedestrian circulation on campus is a small collection of sidewalks at the edge of the parking areas. The primary north/south walk connects all buildings, with a parallel pedestrian path adjacent to Airport Way.

[map 2.3]

03 CURRENT OPEN SPACE AND PEDESTRIAN CIRCULATION

Pedestrian Circulation

Open Space

1 Building One
2 Building Two
3 Building Three
4 Technology Education Center

Current Vehicular Circulation and Parking

With a distinctive address along Airport Way, COCC is accessed via Salmon Avenue and College Loop Road. College Loop Road is also used as the primary connector between the parking areas. Each building also has a service access lane. Current parking is adequate for typical daily activities, but special events do cause overflow onto College Loop Road.

[map 2.4]

04 VEHICULAR CIRCULATION

- Arterial Road
- Campus Vehicular Road
- Campus Service Road
- Parking

1 Building One
2 Building Two
3 Building Three
4 Technology Education Center

Current Bicycle Circulation and Parking

Bicycle access to campus utilizes both public streets and the multi-modal path adjacent to Airport Way and Salmon Avenue. Bicycle parking is provided at each building entry, with a covered parking area between Building 1 and the Technology Education Center.

[map 2.6]

05 CURRENT BICYCLE CIRCULATION AND PARKING

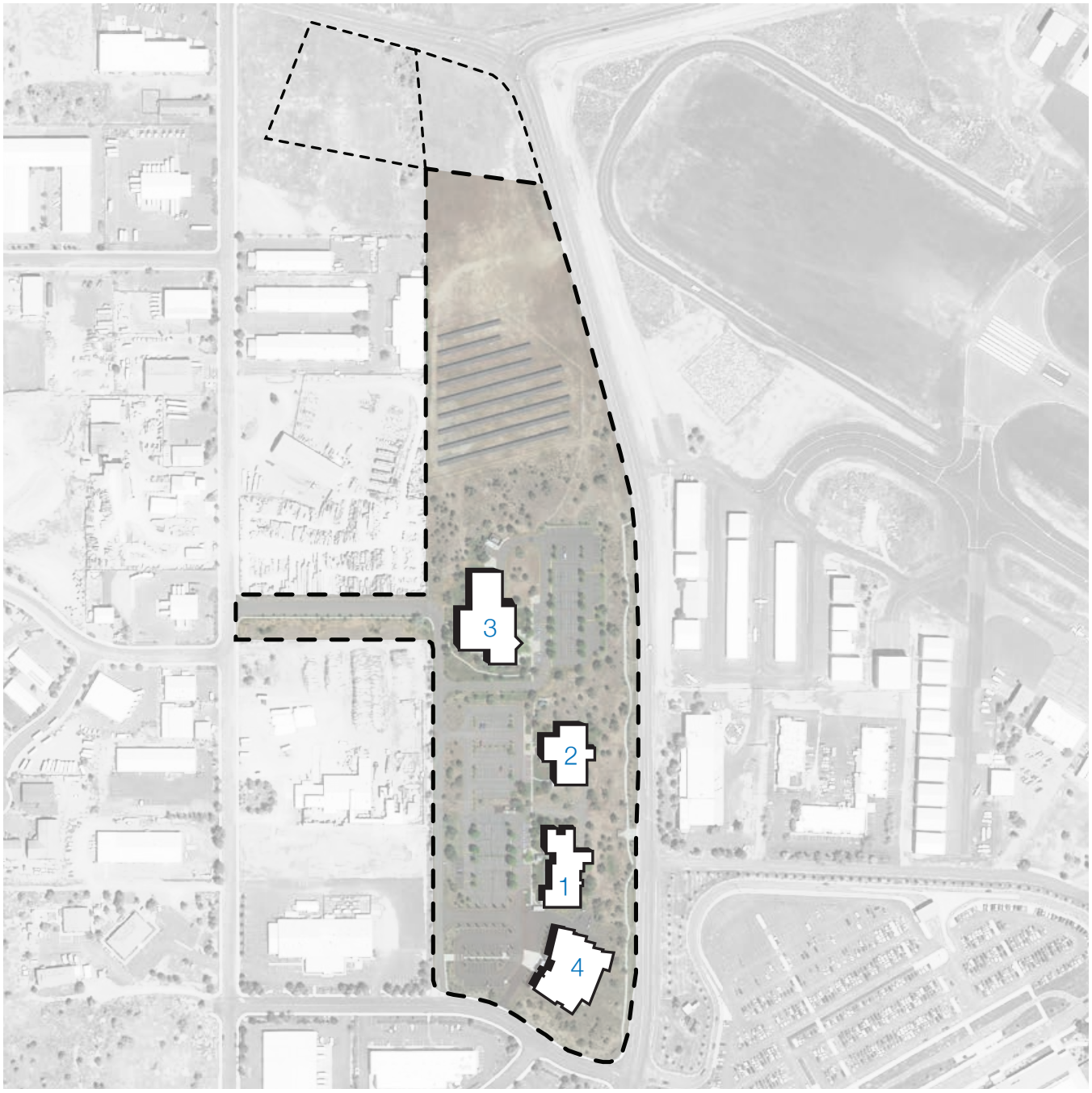
Bicycle Circulation

Bicycle Parking

1 Building One
2 Building Two
3 Building Three
4 Technology Education Center

Current Public Transportation

At the time of this report, the campus was not served by Cascades East Transit, but negotiations are in process to reestablish a transit stop on campus.



[map 2.7]

06 CURRENT PUBLIC TRANSPORTATION

1 Building One
2 Building Two
3 Building Three
4 Technology Education Center

Current Wayfinding and Signage

Wayfinding consists of a modest monument sign on Airport Way, directional signs at the entry of each parking area, and identification signs for each building. Signage is small, but does follow COCC's standards.

[map 2.8]

07 CURRENT WAYFINDING AND SIGNAGE

Campus Signage

1 Building One
2 Building Two
3 Building Three
4 Technology Education Center

Current Accessibility

Since the campus is relatively flat, the current network of pedestrian paths and walks also provide accessible routes throughout campus. Accessible parking is provided adjacent to each building entry with connectivity to the campus path system.

[map 2.9]

08 CURRENT ACCESSIBILITY

Accessibility Path

Handicap Stall

1 Building One
2 Building Two
3 Building Three
4 Technology Education Center

Redmond Campus - 10-Year Master Plan Concept

Overview Narrative

With an increasing number of COCC students originating from the Redmond area, the Redmond campus is focusing on becoming a “comprehensive campus” within the next 10 years. To achieve that status, improvements to student services, food service, library, and instructional spaces will be needed.

It is proposed to convert Building 2 into a Student Center, which will provide student support activities, library facilities, and food service. This new Student Center would become the heart of the Redmond campus, giving students a true “home base” that currently does not exist. Similar to the Bend campus, current classrooms and labs have utilization capacity, but improvement to existing spaces will increase their effectiveness and flexibility. There is also the opportunity to relocate the automotive program from Bend to Redmond, consolidating all automotive programs on a single campus and providing space for future growth. Additionally, consideration is being given to adding a general purpose classroom building that would include college level science labs.

To support the goal of becoming a comprehensive campus, improvements to campus circulation, open space, and wayfinding will enhance student access and public awareness of the campus. Expanding pedestrian paths between buildings will support the new Student Center, reinforcing it as the campus hub.

Educational Focus and Goals

Become a "Comprehensive Campus"
College Administration
Student Support Services and Testing
Food service
Library

Improve Existing Instructional Spaces
General purpose classrooms
Science and Instructional Labs
Vet Tech
Medical Assistant - Consider locating a Medical Assistant program in Redmond

Building 2 (currently leased to the State)
Renovate into a Student Center

Technology Education Center
Expand class offering to improve utilization
Expand Manufacturing and Machining

Move Automotive Program from Bend
Renovate existing space or acquire additional space adjacent to existing campus

Campus Infrastructure
Improve wayfinding and campus signage
Improve pedestrian circulation with paths connecting all buildings

Building Expansion and Improvements

A Improve Existing Instructional Spaces
- -General purpose classrooms
- -Science and Instructional Labs
  - Vet Tech
  - Medical Assistant - Consider locating a Medical Assistant prgram in Redmond

B Building 2 (currently leased to the State)
- -Renovate into a Student Center

C Move Automotive Program from Bend
- -Renovate existing space or acquire additional space adjacent to existing campus

D Consideration of an additional general purpose classroom building

[map 2.9]

09 BUILDING EXPANSION AND IMPROVEMENTS

Rennovation

Possible Expansion

1 Building One
2 Building Two
3 Building Three
4 Technology Education Center

Open Space and Pedestrian Circulation Improvements

To support the conversion of Building 2 into a Student Center, the creation of new exterior public space will provide students and faculty the opportunity to move their activities to the outdoors. The Student Center can also be designed with indoor/outdoor spaces, allowing areas for the building to be open to the exterior during favorable weather.

Additional pedestrian paths are also proposed, providing connectivity between buildings on the east side. These paths also provide access to the Airport Way multi-modal path, creating a loop around campus for walking and running activities.

[map 2.9]

10 OPEN SPACE AND PEDESTRIAN CIRCULATION IMPROVEMENTS

- Pedestrian Circulation
- Public Outdoor Space
- Existing Pedestrian Circulation
- Existing Outdoor Space

1 Building One
2 Building Two
3 Building Three
4 Technology Education Center

Parking and Vehicular Circulation Improvements

With existing parking meeting the daily campus needs, parking expansion would only assist with the overflow created during special events. A small area adjacent to College Loop Road is undeveloped, and it could be paved to provide an additional 15-18 spaces.

[map 2.9]

11 PARKING AND VEHICULAR CIRCULATION IMPROVEMENTS

Parking Expansion

1 Building One
2 Building Two
3 Building Three
4 Technology Education Center

Bicycle Circulation Improvements

All new paths added to campus are intended to be multi-modal - serving pedestrians and cyclists, and will be fully accessible. The new paths to the east and north will provide access between buildings and to the public path along Airport Way.

[map 2.9]

12 BICYCLE CIRCULATION AND PARKING IMPROVEMENTS

Bicycle Circulation

Existing Bicycle Circulation

1 Building One
2 Building Two
3 Building Three
4 Technology Education Center

Wayfinding and Signage Improvements

To enhance campus identity and general wayfinding, it is proposed that each building be named and provided with new identification signage. The campus also has limited exposure along Airport Way. By adding a monument sign on the northern edge of campus and vertical banners on Airport Way, the general public will become more aware of COCC.

[map 2.9]

13 WAYFINDING AND SIGNAGE IMPROVEMENTS

- Monument Sign
- Roadside Banners

1 Building One
2 Building Two
3 Building Three
4 Technology Education Center

Accessibility Improvements

Campus accessibility requires no improvements. New paths added to campus will be multi-modal and in full compliance with accessibility standards. The new paths proposed for the east side of Buildings 1 and 2 and north side of Building 3 will provide connectivity between buildings and to the public path adjacent to Airport Way.

[map 2.9]

14 ACCESSIBILITY IMPROVEMENTS

Accessibility Path

Handicap Stall

Existing Accessibility Path

1 Building One
2 Building Two
3 Building Three
4 Technology Education Center

Madras Campus Analysis

Campus History

In 2001, following a number of years of effort led by then COCC Board member, Don Reeder, the College entered into an agreement with the Bean Foundation of Madras, Oregon. The Bean Foundation agreed to give COCC three parcels of land totaling approximately 49 acres on the east side of Madras, located across from Madras Middle School. In return, COCC agreed to construct a minimum of 25,500 square feet of buildings for education and training on the property in three phases over a multi-year period.

The Bean Foundation conveyed the first parcel to the College in June of 2003. The College was then required to construct 8,500 square feet of building within five years of recording the deed. By amendment to the agreement, the timeframe for construction was extended to five years from December 2010, the date of recording a new deed to the parcel.

COCC completed the Madras Campus in September 2011 with funding from a 2009 voter approved bond, Jefferson County, and a US Department of Housing and Urban Development Grant. The 12,005 square-foot facility provides classrooms, a computer lab, community meeting room, testing and tutoring, administrative space, and storage. The Madras campus offers credit classes, Continuing Education classes, a drop-in computer lab, testing and tutoring, and student support services.

In 2014, the College agreed to amend the existing Bean Foundation agreement to enable the City of Madras to extend City View Drive and also provide a connection to existing foot and bike paths. This amended agreement also reduced the total available acreage to the College. The Bean Foundation agreed to extend the date of completion of the second phase of construction totaling a combined 17,000 square feet, to September 1, 2021, 10 years from the opening of the first Madras building. The agreement also extends the due date to September 1, 2026 for constructing the final phase totaling a combined 25,500 square-feet. If COCC meets the total combined square footage construction of 25,500 prior to September 2026, COCC will be entitled to receive title to the property at time of completion.

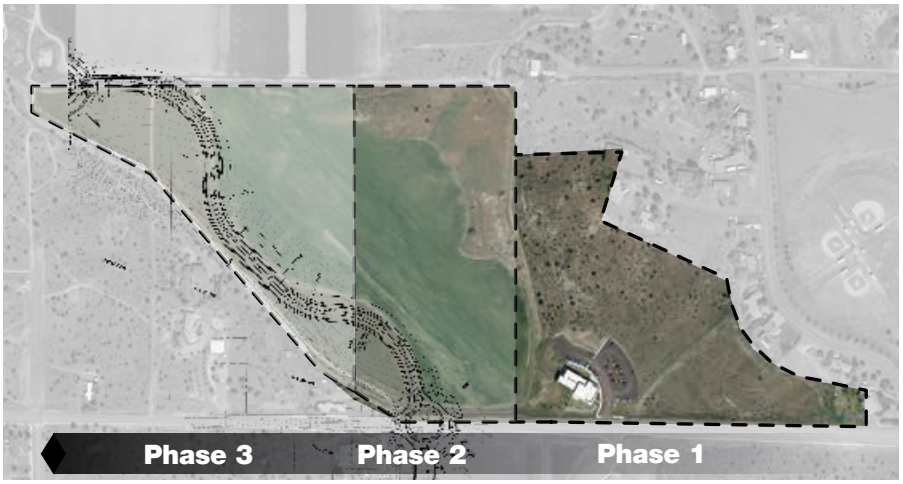
Educational Focus and Goals

Support Academic Transfer – Utilize Technology/Distance Learning
Agriculture Focus Programs and Partnerships
OSU Extension Partnership
Early Childhood Education
CTE – Welding
Criminal Justice
Possible net-zero facility with solar array

Phased Expansion

The Madras Campus Site has opportunities for growth that are tied to square footage increases of their existing facility or by adding new facilities to the site. These increases in facility area must also be completed within the noted time frame from the construction of the current Education Center (2011).

Phase 1	15 acres	Current Campus Center – 12,000/sf
Phase 2	Additional 15 acres	Total facility area of 17,000/sf on campus10 years to complete (add 5,000/ sf to campus)
Phase 3	Additional 20 acres	Total facility area of 25,500/ sf on campus 15 years to complete (add 8,500/sf to campus)



[map 3.1]

01 CURRENT MADRAS CAMPUS

1. Phase 1 - Education Center

Phase 2 Expansion - 10 Year Plan

With the addition of approximately 5,000 square-feet to the current facility, COCC can expand the campus site area to include the nearly 15-acre parcel to the west. The Campus will be expanded to the west (2 levels) along with parking. There is also opportunity for a solar array installation on the hillside north of the parking lot, which could provide the opportunity for a net-zero facility.

[map 3.1]

02 MADRAS EXPANSION PHASE 2

1. Phase 1 - Education Center

A. Phase 2 - Building Expansion (5,000 sf)

B. Phase 2 - Solar Array

C. Phase 2 - Parking Expansion

Phase 3 Expansion - 25 Year Plan

With an additional 8,500 square-foot facility, COCC can expand the campus site area to include another approximately 20-acre parcel to the west. A facility could be an industrial style building that would support programs focused on agricultural research (“Rangeland Research Station”) and science oriented programs.

[map 3.1]

03 MADRAS EXPANSION PHASE 3

1. Phase 1 - Education Center

A. Phase 2 - Possible Building Expansion (5,000 sf)

B. Phase 2 - Solar Array

C. Phase 2 - Parking Expansion

D. Phase 3 - Possible New Building (8,500 sf)

E. Phase 3 - Parking and Access Road

COCC Crook County Open Campus Analysis

Campus History

Following the passage of the voter approved bond in 2009, COCC began looking for a permanent location in Prineville to provide services to Crook County and surrounding areas. The College's commitment to having a permanent location ran parallel to an effort spearheaded by Tim DeBoodt, OSU Extension agent for Crook County, seeking a Broadband Technology Opportunity Program (BTOP) grant from the federal government. With the awarding of a BTOP grant to Crook County, the prospect of combining County and College resources led to the building of the COCC Crook County Open Campus, a resource grander than what either entity could have provided without the other's assistance.

Through this creative collaboration, the County and College constructed a 13,000 square foot high technology facility that includes advanced multi-media classrooms, a drop-in computer lab, advanced culinary kitchen, testing and tutoring, public meeting space, student study areas, and administrative facilities.

Strategically located near the OSU-Extension Office, the 4-H building, Crook County High School, and the Crook County Fairgrounds, the facility provides credit classes, Continuing Education courses, Adult Basic Skills/College Preparation, and student support services.

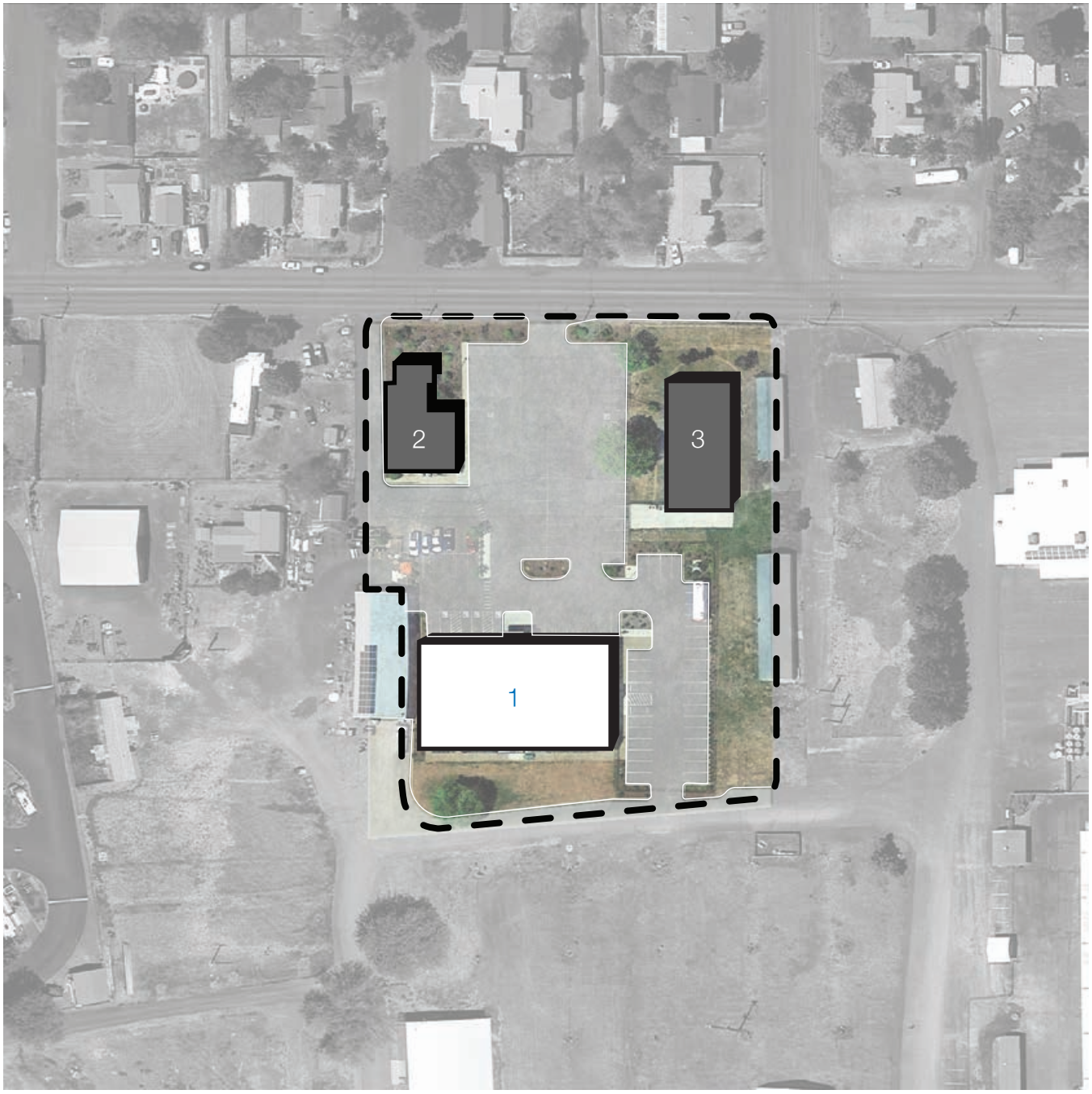
Educational Focus and Goals

The Campus is a valuable educational asset to both COCC and Crook County, but is currently underutilized with capacity for program growth (see Utilization Report). Sharing the campus with OSU Extension and Crook County presents opportunity for academic partnerships that continue to be explored. Areas of focus could include:

- Continue to support Academic Transfer by utilizing technology and distance learning
- Create and improve student gathering spaces
- Business oriented classes
- Data Center Technicians – workforce training

Current Prineville Campus

The Campus is a valuable asset to both COCC and Crook County. The jointly owned facility has numerous flexible instructional spaces that support a range of educational functions. Co-located on campus with the Oregon State University Extension Service and Crook County presents opportunities for academic partnerships and shared facility use.



[map 4.26]

01 PRINEVILLE CAMPUS

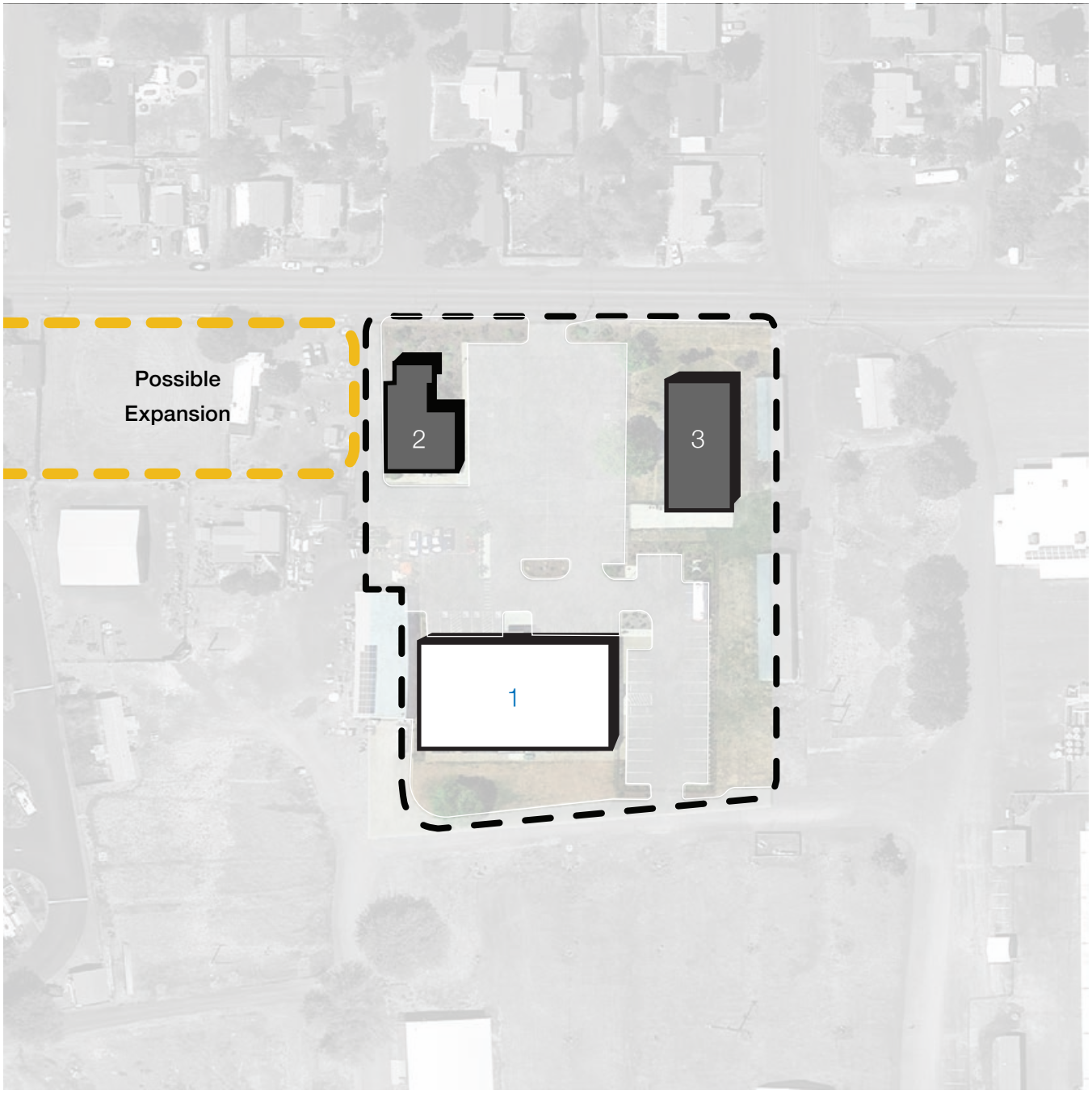
Existing Buildings

1 COCC / Crook County
2 OSU Extension
3 Crook County 4H

Prineville Campus - 10-Year Master Plan Concept

Future Expansion

If expanding the campus is desired in the future, acquiring property on Lynn Boulevard would increase COCC's public presence on a major street and support partnership opportunities with the adjacent OSU extension facility.



[map 4.26]

02 PRINEVILLE CAMPUS

1 COCC / Crook County
2 OSU Extension
3 Crook County 4H

Appendix

Steering Meeting Notes

Survey and Open House Input

COCC Academic Master Plan

COCC Technology Master Plan

COCC Parking Master Plan

Pauline Utilization Analysis

COCC Accessibility Master Plan

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