



**SOUTHWESTERN**  
AN OREGON COMMUNITY COLLEGE

# Southwestern Oregon Community College

2020-2030 Facilities Master Plan

Prepared January 2020



**opsis**





# Acknowledgements

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# Executive Summary



## Executive Summary

The 2019-2029 Facilities Master Plan will provide SWOCC with a strategy for planned academic growth and the facility improvements to support their vision of the future. During the past ten years SWOCC has experienced a slight decline in enrollment, while successfully completing a fundraising campaign for the renovation of Umpqua Hall to support their growing nursing and science programs.

The goal of this planning process was to assess both the academic needs and facility utilization, to ensure the instructional needs are supported by appropriate spaces and facilities. This process involved an engagement strategy that shared ideas and solicited input with both campuses, their faculty and students, and local and regional governing bodies. To assess College needs, focus group work sessions were held with the following:

- Academic Services
- Administration Services
- Student Services
- College Foundation
- Human Resources
- Campus Technology
- College Athletics
- Curry Campus Leadership

From these focus groups came the development of core conceptual principles for college growth and focus for the next ten years:

### **Coos Campus**

- Continue to foster and develop community partnerships.
- Continue its balanced support of academic transfer and CTE programs.
- Continue the use of campus technology and infrastructure to supports instructional needs.
- Improve student experience and simplify enrollment process.
- Expand community experience and use of campus.
- Maintain college athletics.

### **Curry Campus**

- Expand all programs through on-line and distance learning.
- Enhance and develop CTE programs.
- Improve awareness and identity of the campus.





### Facility Utilization Analysis

A comprehensive utilization analysis was conducted for both campuses to assess new facilities and where future improvements should be focused. The analysis indicates that the majority of instructional spaces are currently underutilized. Classrooms and labs in the newly renovated Umpqua Hall are appropriately sized and equipped, but older spaces on campus require improvement to support a more dynamic teaching andragogy. Over the next ten years, the focus should be on the renovation of existing spaces to improve their size, flexibility and use of technology.

### Coos Campus

In 2020, the Coos Campus will open its first new facility in the past ten years – Umpqua Hall Renovation. This facility will provide new science labs, an indoor lab for the Emergency Medical Services program, and state-of-the-arts nursing simulation labs. The utilization analysis shows the campus has adequate classroom and lab space for current and future growth, so the focus for the next ten years will be to renovate existing spaces to support more flexible learning environments and repurpose spaces vacated by programs that moved to new facilities. These upgraded spaces will support academic transfer and CTE focused programs.

### Near Term Improvements (1-5 years)

- Umpqua Hall Renovation providing new science labs and nursing simulation suite.
- Future renovations of Coaledo Hall (food science) and Sumner Hall (dental and fire science).
- Renovate athletic fields and create a walk/jog path around campus.
- Newmark Hall Renovation – flexible partnership space.

### Far Term Improvements (5-15 years)

- Create campus center for students and faculty – Level 1 and 2 renovation of Tioga Hall and move library to Dellwood Hall
- Consolidate student services in Stensland Hall.
- Food Service Improvements in Empire Hall.
- Career and Technical Education (CTE) – advanced manufacturing and fire science.

### Curry Campus

Serving the Southern Oregon Coast, the Curry Campus provides numerous degree programs in conjunction with the Coos Campus through on-line and distance learning classes. The current facility has state-of-the-art classrooms that support these programs. Improvements over the next ten years will focus on expanding distance learning, a multiuse flex lab for career and technical education programs, and enhancing campus identification on Highway 101 with new entry signage.



# Introduction







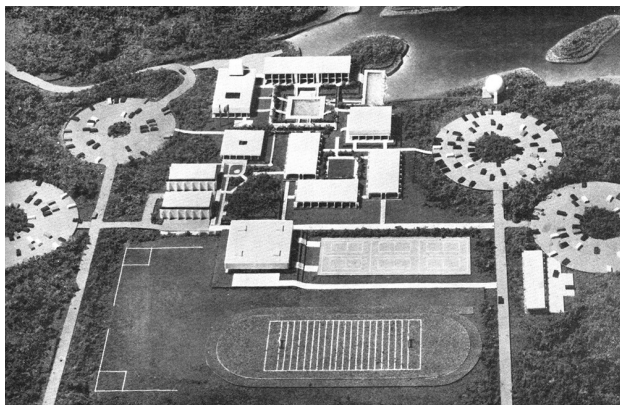
## College History

Established in 1961, the Southwestern Oregon Community College District included Coos and Douglas Counties under the direction of its first college president Henry Hansen. Following the acceptance of the vote of the people of the College District and after a year of operation at the College, the Oregon State Board of Education established the two main objectives of the College:

“General Education is defined as courses that serve as a part of a two-year general education terminal curriculum or complement vocational-technical occupational preparatory curriculums, and that are designed to assist the student to function effectively as a member of a family, a member of a working group and a citizen of his community, state, nation and world.”

“Vocational-Technical Education is defined as education designed to develop skills, abilities, understandings, attitudes, work habits and applications, encompassing knowledge and information needed by workers to enter and progress in employment on a useful and productive basis. It is an integral part of the individual’s total education program and contributes toward the development of good citizenship by developing physical, social, civic, cultural and economic competencies.”

After considering several options for the location of the College, the current home on the Coos Campus



**SOM Master Plan Model**

was finalized by the College Board of Education in 1962 on land gifted to the College by the City of Empire. The College proceeded by hiring the Portland architectural firm of Skidmore, Owings and Merrill (SOM) to develop a master plan and the first buildings began construction on 1963.

Phase I of the SOM master plan included Umpqua and Randolph Halls and Parking Lot 1, all completed for the fall term in 1964. SWOCC enrollment grew quickly and Phase II was completed in 1965, adding Coaledo, Dellwood and Sitkum Halls to the campus. This expansion also included a progressive approach to storm water management on campus with the creation of the aqueduct system on campus that transports building roof and ground water to Empire Lake. An outdoor favorite on campus, “the Poets Eye” was an integral part of this water management system.

Phase III of the College’s planned growth added the two largest building on campus – Prosper Hall (gymnasium) and Tioga Hall (library and learning center) in 1967 and 1969. Tioga was completed in two phases to minimize the construction disruption to campus operation. Joining Tioga Hall at the edge of Empire Lake, a new student center (Empire Hall) was completed in 1980, providing a home for student activities and supporting student life on campus.

The Phase IV expansion of campus would occur in the early 80’s with the addition of Eden, Fairview, Lampa, Sumner and Sunset Halls, along with the fire tower training facility. The Phase IV expansion quickly changed the northeast section of campus, providing facilities for its art, music, nursing and fire science programs.

To help stabilize enrollment and increase SWOCC’s student recruitment in Oregon, northern California, Idaho and Alaska, SWOCC expanded its athletic programs and facilities during the 90’s and also

created on-campus student housing to support its out of region student. The college added two phases of student housing to the southwest portion of campus from 1996 to 1999; providing 198 beds. Other new additions to the campus during the 90’s was Stensland Hall (bookstore and classrooms) and the Family Center, providing on campus childcare and support for its early childhood education program. In 1995, SWOCC formed a partnership with State agencies and non-profit organizations in the County to develop Career and Opportunity One Stop programs and constructed the Newmark Center to support these programs.

SWOCC continued to grow in the 21st century and showed its support of the regional arts community with the addition of the Hales Center for the Performing Arts to campus in 2005. Also joining the Hales Center was the Oregon Coast Culinary Institute (OCCI) constructed in 2005 and the Student Recreation Center in 2006. All three facilities reinforced SWOCC’s commitment to its community and students. From 2002 to 2006, the College also expanded its student housing complex with two phases of expansion.

In an effort to support the communities south of Coos County, Curry County was annexed into the College District in 1995 and SWOCC established “College Centers” in Gold Beach, Port Orford and Brookings. In 1999, the College purchased the old Chetco library building and began to offer more classes to the Curry citizens. In 2007, Rio Tinto donated 10 acres to the College for a new campus. The current Curry campus north of Brookings opened in 2012 with a new facility providing local instruction and academic programs from the Coos Campus with distance learning technology.



**Tioga Hall Under Construction**

## 1960 – 1969

- 1961 College District Formed - Coos & Douglas Counties
- 1962 City of Empire donates land for Coos Campus
- 1963 Skidmore Owings & Merrill Master Plan
- 1964 Phase I Facilities  
Umpqua Hall  
Randolph Hall
- 1965 Phase II Facilities  
Coaledo Hall  
Dellwood Hall  
Sitkum Hall  
Storm Water Acqueducts
- 1967 - 69 Phase III Facilities  
Prosper Hall  
Tioga Hall

## 1970 – 1979

- 1979 Empire Hall

## 1980 – 1989

- 1982 Phase IV Facilities  
Eden Hall  
Fairview Hall  
Lampa Hall  
Sumner Hall  
Sunset Hall

## 1990 – 1999

- 1995 Curry County annex into College District
- 1995 Stensland Hall
- 1995 Newmark Center
- 1997 Family Center
- 1997 Student Housing Phase I
- 1999 Student Housing Phase II

## 2000 – 2009

- 2002 Student Housing Phase III
- 2005 Hales Center for the Performing Arts
- 2006 Student Housing Phase IV
- 2006 Student Recreation Center

## 2010 – 2019

- 2011 Curry Campus



## Planning Process

*Southwestern Oregon Community College leads and inspires lifelong learning.*

Our college is creating this master plan to establish a framework for thoughtful, organized and innovative instruction and ultimately sustainable growth supported by an inclusive process involving faculty, staff, students and community members. SWOCC embraces the Southern Oregon Coast and its many communities, large and small. A core element of this process is to understand the educational needs of the people of our region and how best to support our constituents with campus and facility planning that becomes the foundation for excellence and innovation in instruction and interaction.

The planning process included the guidance of a Steering Committee, with members representing faculty, staff, Board of Education and Foundation members. The process began with education visioning sessions for both the Coos and Curry campuses. These sessions explored the academic

strengths and weaknesses, identifying and informing program focuses for the future. To accompany the visioning, SWOCC conducted a utilization analysis to assess the effective use of classrooms and labs, comparing current usage with previous peak use and trends in higher education.

With data from the visioning and utilization analysis, the Steering Committee developed the “Master Plan Guiding Principles”. These principles will act as a framework for development, innovation and growth for each campus, supporting academic vision and community needs. The Steering Committee and consultants then analyzed each campus, recommending improvements to support the guiding principles.

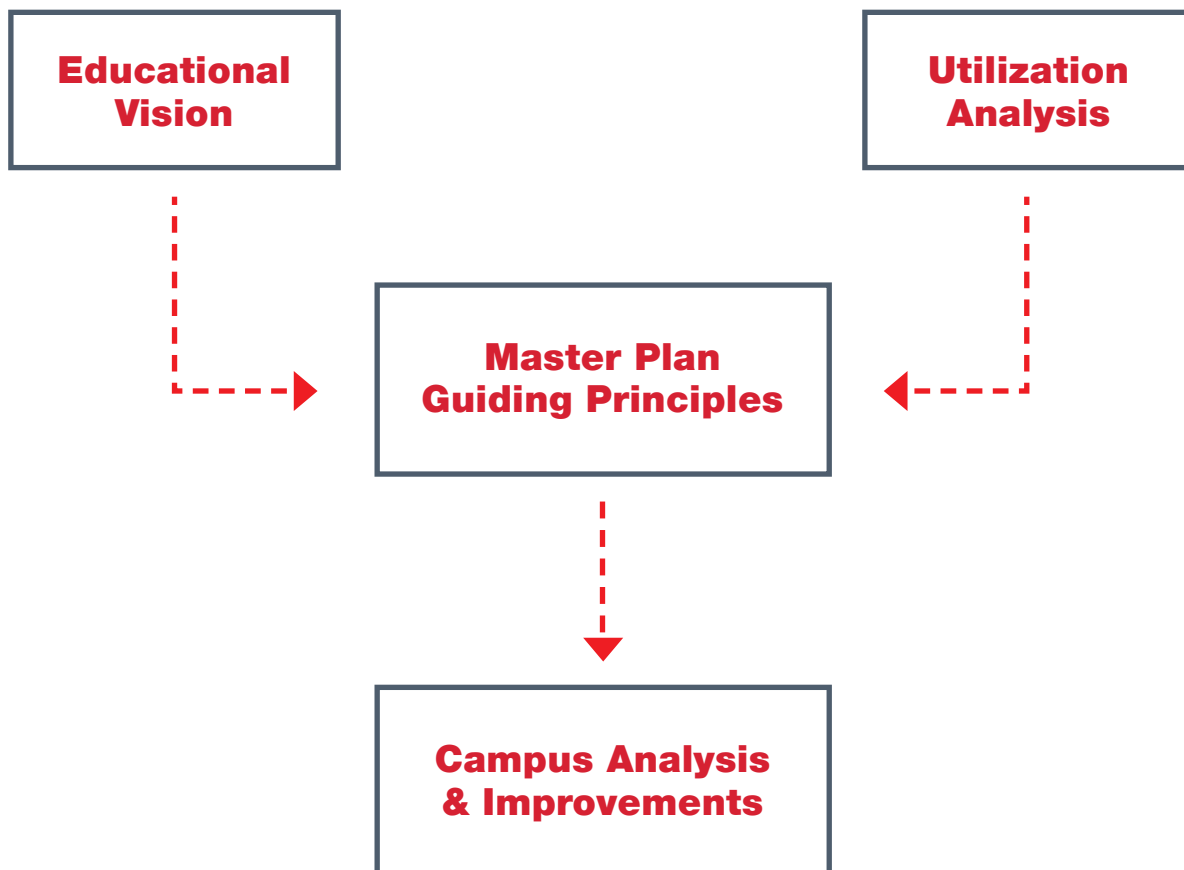
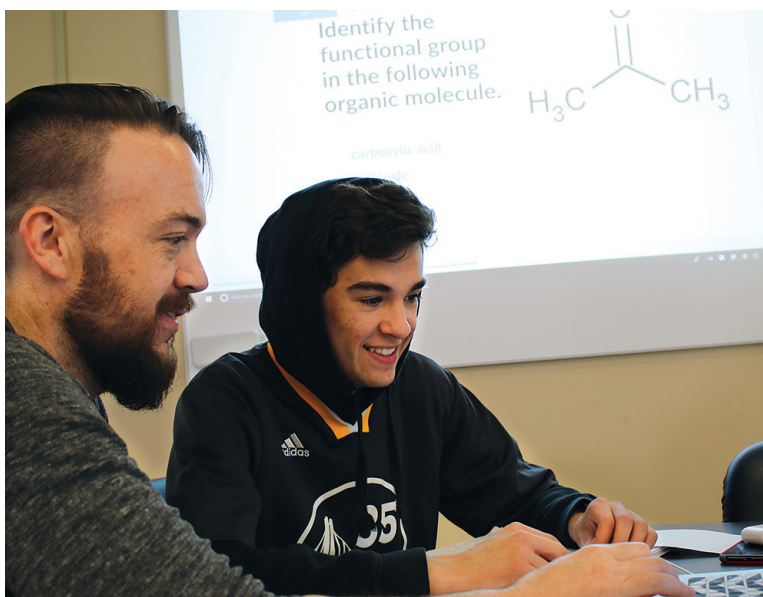
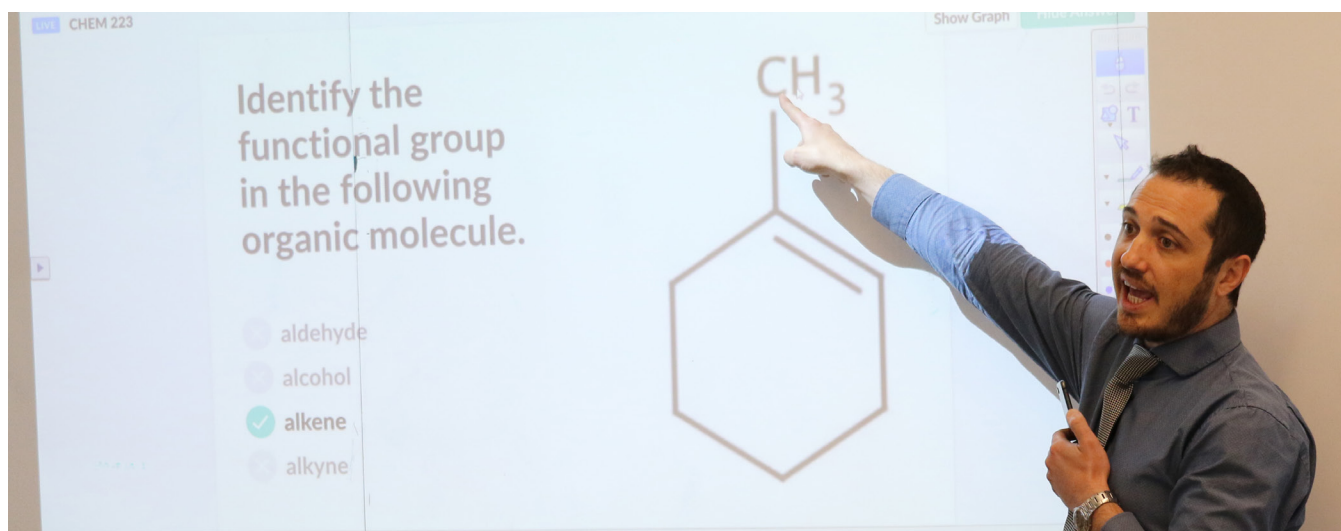
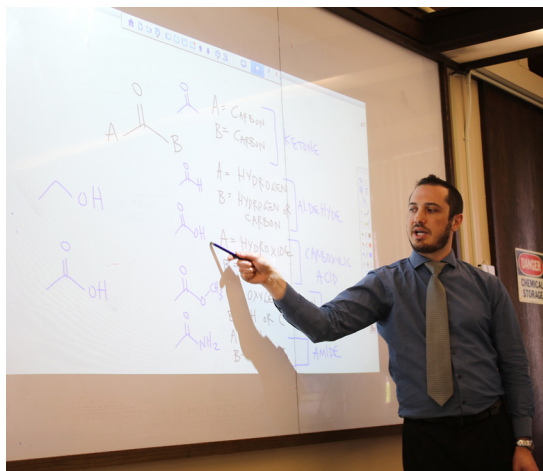


Figure 1. Planning Process



# Academic Master Plan





## Academic Master Plan

Southwestern Oregon Community College's Academic Master Plan provides guidance to the College and to the instructional and support services units of the College. The Academic Master Plan (AMP) provides ongoing assessment, accountability, and continuous improvement measures to guide future planning and decision making for all units of the College.

The Vice President of Instruction, in collaboration with faculty senate, shall be responsible for the interpretation, application, and regular revision of the Academic Master Plan to guarantee the plan effectively contributes to the academic direction and growth of the College.

The College's Mission and Core Themes are implemented under governance policies set by the seven member Board of Education (Board) and are administered by the President of the College and senior staff. Ultimately under the direction of the Board, the faculty, staff, administrators, and students share in the operation of the College through Board policies, administrative functions, the College committee structure, and the organizational reporting structure.

### Mission Statement

*Southwestern Oregon Community College supports student achievement by providing access to lifelong learning and community engagement in a sustainable manner.*

### Core Themes

1. Learning and Achievement
2. Access
3. Community Engagement
4. Sustainability



## Goal One

The College will expand and enrich liberal art programs, courses, and events in ways that nourish life-long learning, increase student success, sustain the College financially, and create a culture of excellence.

Faculty Senate will support this initiative by connecting information across departments to help staff, manage resources, and make sure we are fiscally able to achieve the goal. The Faculty Senate and administration will work together to develop committees and subcommittees to pursue this goal. We will need to assess the budget process (grants, fixed expenses, overhead costs, staffing needs) and the overall feasibility of each initiative and activity. All relevant data will be studied to determine the viability of every initiative.

### Short Term

- Discover the degrees, talent, and expertise of our current staff and determine what resources we already have for enrichment of the liberal arts.
- Create an Arts Council that would research which courses and programs are feasible and meet the needs of students and the community. This should include those in the community who can support and advise new initiatives.
- Write job descriptions for all faculty positions and hire people so as to increase the number of liberal arts courses that we can offer. For instance, we may be able to hire people who can teach both writing courses and media communications or theater.
- Discover how other Colleges in similar settings have nourished the liberal arts.

### Long Term

- The restoration of the theater, foreign languages and broadcast journalism courses. Feasibility of restarting programs in these areas will be assessed along with acquiring articulations and following a Guided Pathway.
- The return of student publications
- Support of new initiatives in areas like dance, film, forensics, and music production.
- An increase in number and variety of ways students can engage with art.



## Goal Two

The College will enhance student success and strengthen the role faculty play by improving the instruction of traditional and nontraditional students.

Faculty senate will support this goal through its curriculum, faculty professional development and instructional technology committees. The intent of this effort is to bring educational opportunities that will promote intellectual growth for both faculty and students. Plans can include facilitating faculty peer mentoring, assessment and recognition of excellent teaching; andragogy seminars; grant writing opportunities; cross discipline assignments; support for new course creation; quality checks for 2+2 and online instruction; and team teaching opportunities.

Faculty senate will share initiatives with administration to assess budget needs and if necessary credit release.

### Short Term

- Plan throughout the year to incorporate andragogy sessions in faculty meetings (in-service, brown bags, general faculty, committee meetings, division meetings, department meetings). Topics might include team-teaching, grant writing, mentoring, cross discipline assignments.
- Encourage in-service presentations by faculty exploring the successes and pitfalls of different instructional innovations and projects.
- Continue in-service training for part-time faculty
- Revive the administrative review for 2+2 and part-time teachers. Faculty partnering with administration to help in evaluation
- Facilitate a formal structure to faculty peer-mentoring

### Long Term

- Task appropriate senate committees to assess the efficacy of the andragogy sessions offered throughout the year. The training that has the most benefit can be considered for senate committee adoption to further their use.

## Goal Three

The College will nurture a community of scholars by supporting student and professor research and educational opportunities both locally and abroad.

Faculty senate will support efforts to plan and budget new research opportunities that connect students with their professors. Research shows that study abroad improves completion, retention, and

transfer rates (studies by Georgia learning outcomes, California Community College, and University of Minnesota). Studies by Georgetown University show that study abroad improves language learning. Other studies by Georgetown and others show that study abroad fosters intercultural understanding, provides a global context and builds enlightened nationalism. Study abroad also increases employability and career skills. (five studies)\*. Instructional strategies will be assessed first in curriculum committee for their efficacy and budgetary concerns. Instructional council will then assess rigor and non-academic issues surrounding the project. Credit release and budget concerns will be shared with administration.

### Short Term

- Survey general faculty for ideas that foster scholars through research and educational opportunities both locally and abroad.
- Identify the resources necessary
- Form a pilot grant writing committee to assess grants available and to provide guidance for those wishing to pursue grants.
- Work with the work-experience coordinator to set up local opportunities

### Long Term

- Set up faculty liaisons with study abroad programs
- Offer at least two study abroad programs per year through different disciplines
- Host other study abroad students here at SWOCC
- Write grants to get AmeriCorps volunteers here to help with service learning projects
- Advertise SWOCC's yearly study abroad programs.
- Track and assess the benefits and success of students who study abroad





## Goal 4

The College will expand and support Career and Technical Education (CTE) programs, courses and non-credit workforce training. CTE faculty, senate and the VPI will work together to achieve this goal. Committees such as curriculum, faculty professional development and instructional technology are sources of support. Effort will be made to have career and technical education faculty up to date with current industry standards. Evidence based trainings will be provided both within and outside the institution. Industry partners will be consulted. Tracking systems that provide feedback on retention and success rates will be developed.

### Short Term

- Develop a ten-year CTE program development plan that coincides with both the facilities master plan and the academic master plan.
- Seek adequate funding for CTE faculty professional, from first year experience to providing time and support for faculty to stay current in their industry.
- Facilitate cross-department cooperation about best practices in accreditation, program review, and outcomes assessment.

### Long Term

- Seek grants as a part of a strategic grant procurement system and other funding to support CTE programs.
- Develop interagency agreements with industry partners by facilitating robust advisory committees and supporting needs of community partners.
- Develop a system to track graduates and to engage with CTE alumni for the purposes of improving programs and providing students with a network across industries.
- Develop an Applied Baccalaureate degree in two CTE areas within the next five years.

## Goal 5

The College will support and encourage the growth of STEAM (Science, Technology Engineering Art and Mathematics) education. The College will encourage professional development among faculty that incorporates research topics in their respective fields. Interdisciplinary connectivity within credit courses and community outreach efforts will be made to support innovation in instruction. Collaboration between Southwestern and outside institutions (Colleges, universities, research, and community organizations) will be encouraged to provide faculty and students with opportunities in



STEAM projects.

### Short Term

- Develop a 10-year science and engineering program development plan that coincides with both the facilities master plan and the academic master plan.
- Seek grant and other funding to equip the lab space in the Umpqua Health Science and Technology Building with upgraded lab equipment and instrumentation.
- Foster academic and industrial partnerships between the College and community partners (educational outreach, internships, etc.)
- Continue to serve as a community research for science education through guest lecture series and other supported STEAM programs
- Foster collaborations between schools both locally and outside of Oregon to facilitate student and faculty research opportunities
- Encourage interdisciplinary collaborations to strengthen communications and interaction between disciplines.

### Long Term

- Seek grants as part of a strategic grant procurement system and other funding to support STEAM programs, research, and community outreach opportunities
- Develop a system to track graduates and to engage with STEAM program alumni for the purposes of improving programs and giving current students a network of contacts to aid with transfer and preparation for upper division research.
- Develop an Applied Baccalaureate degree in two STEAM areas within the next five years.



# Master Plan

## Guiding Principles







## Master Plan Guiding Principles



### Master Plan Framework

The Master Plan Guiding Principles were developed with input from the master plan advisory committee and reflect comments from campus open houses and on-line surveys. These principles are intended to create a framework for academic focus and community engagement that are supported by campus facilities and technology.





## Guiding Principles

### Reinforce Community Partnerships

- Improved facilities for Career and Technical Education Programs.
  - Nursing and Allied Health Professions
  - Fire Science
  - Advance Manufacturing
  - Oregon Coast Culinary Institute and Food Science
- Flexible Partnership Space - Newmark Building / Business Start-up Incubators.
- Community Recreation - replace turf fields.

### Academic Transfer

- Improve classrooms and science labs.
- Distance learning suite - Coos and Curry Campuses.

### Improve Student Experience

- Create Campus Commons.
- Dining Services - New Food Court.
- Consolidate Student Services.

### Improve Instructional Delivery

- Improve Classroom and Lab Utilization.
  - Larger and more flexible.
  - Updated and consistent technology.
- Create informal learning spaces

### Expand Use of Technology

- Increase use of distance learning.
- Innovation Center
  - Gaming Lab
  - Maker Spaces and Tech Help Center

### Strengthen Identity of Campuses

- College Branding
- Campus Entries
- General Campus Wayfinding

### Improve College Function

- Consolidate Student Services.
- Move and expand Facilities Operations.
- Expand Dining Services.

### Maintain Student Athletics

- Replace turf soccer field and resurface track.
- Prosper Hall Improvements - ADA access and replace bleachers (safety).
- Upgrade Baseball and Softball fields with turf.







# Utilization Analysis







## Utilization Analysis

### Introduction

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

This analysis provides utilization results for classrooms and class laboratories at each of the SWOCC campus locations. The utilization of these rooms was examined using the fall term 2018 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 SWOCC's course management software. This assessment approach provides a general overview of space utilization and possible areas of improvement.



## Classroom Use by Day / Hour

The following charts illustrate classroom use for credit and noncredit instruction for the fall 2016 semester. Each graph represents a different day of the week, with the outcomes averaged over the entire semester. 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.

## Andragogy and Learning Environments

Technological advancements and recent changes in andragogy 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

Three comparative benchmarks are used in this summary:

1. Average Weekly Room Hours
2. Percentage of seats occupied when a room is in use
3. Hours in Use Room Utilization

**Average Weekly Room Hours** is the number of hour each week that an instructional space is scheduled. National average for classrooms is 33 hrs and 20 hrs for laboratories.

**Percentage of seats occupied** when a room is in use. National average for classrooms is 65% and 70% for laboratories.

**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.

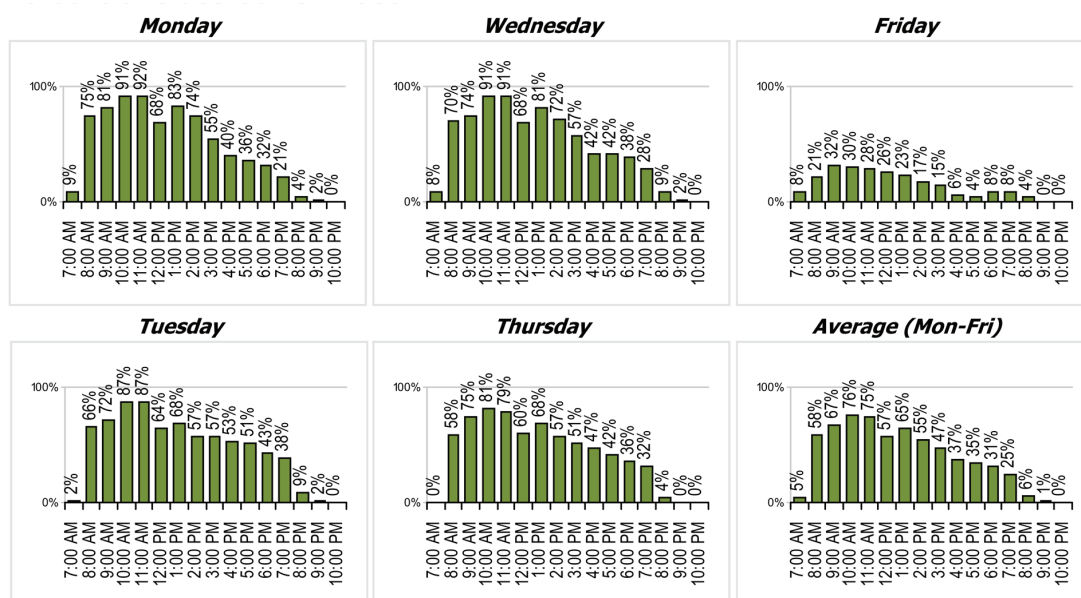


Figure 2. Percent of Classrooms in Use for Instruction

## 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 time block.

The classroom utilization analysis findings suggest the following actions:

- With an average of 17 weekly room hours on the Coos Campus and 11 weekly rooms hours on the Curry Campus, 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 a part of broader space management system;
- At 55% student station occupancy on the Coos Campus and 38% on the Curry Campus, there is significant ability to increase the number of students in existing course sections moving forward;
- With a low assignable area per station on the both campuses, 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.

## 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.

## Conclusion

This utilization analysis indicates that the majority on instructional spaces are currently underutilized. Classrooms and labs require improvements to support a more flexible and dynamic teaching pedagogy. The renovation of Umpqua Hall on the Coos Campus will provide new classrooms (2), science labs (5), Nursing and EMS Labs, improving utilization and give faculty and student state-of-the-art instructional spaces. Over the next ten years, the focus for both campuses should be on the renovation of existing spaces to improve their size, flexibility and use of technology.



Classroom Utilization			
	Avg Weekly Room Hrs	Seat Occupancy Rate	Room Utilization (Weekly Hrs)
Coos Campus	17	55%	53%
Curry Campus	11	38%	34%
<b>National Average</b>	<b>32</b>	<b>65%</b>	<b>100%</b>

Figure 3. Classroom Utilization

Teaching Lab Utilization			
	Avg Weekly Room Hrs	Seat Occupancy Rate	Room Utilization (Weekly Hrs)
Coos Campus	16	70%	80%
Curry Campus	8	54%	40%
<b>National Average</b>	<b>20</b>	<b>70%</b>	<b>100%</b>

Figure 4. Teaching Lab Utilization





# Technology





## Technology

### SWOCC Technology Plan

The purpose of this technology plan is to align the application of technology to the College's Mission, Vision, Values and Objectives. The technology plan addresses how technology resources will be implemented to further the mission of the College and improve institutional effectiveness by specifying the guiding values and principles for how technology should be created, managed and supported. These values and principles will serve as the foundation of any technology implementation, and will guide discussions on the suitability of future technology action plans.







## College Values and Principles

### SWOCC Mission Statement

Southwestern Oregon Community College supports student achievement by providing access to lifelong learning and community engagement in a sustainable manner.

### SWOCC Vision Statement

Southwestern Oregon Community College supports student achievement by providing access to lifelong learning and community engagement in a sustainable manner.

### SWOCC Core Values

**Community** – Build collegiality by providing a welcoming and supportive atmosphere with respect for diversity.

**Learning** – Filter every decision, activity, and function through the lens of learning.

**Innovation** – Empower creative, progressive thinking that results in a sustainable, positive change.

**Professionalism** – Present ourselves with honesty and integrity working together to achieve our goals.  
**Stewardship** – Sustainably manage our environment and fiscal resources to support our staff, students, and community.

## SWOCC Core Themes and Objectives

### Learning and Achievement

1. Students demonstrate progress
2. Students complete certificates, degrees, and transfer
3. Students demonstrate that they have met learning outcomes

### Access

1. Students access varied learning opportunities
2. Students access services that support learning
3. Students access relevant curricula that support lifelong learning and achievement

### Community Engagement

1. Southwestern serves our communities by providing quality training and business development to address the changing community workforce needs
2. Southwestern provides our community members access to a wide range of quality, lifelong learning activities
3. Our community members participate and contribute to the College

### Sustainability

1. Southwestern provides responsible fiscal management
2. Southwestern builds and maintains a sustainable infrastructure of human, technology, and facility resources
3. Southwestern delivers viable quality instruction

### Integrated Technology Services Mission

To support the college mission and Strategic Plan for Integrated Technology Services by developing, coordinating, and supporting the use of technology to enhance learning opportunities



## Planning Framework

The SWOCC Technology Plan is focused on information and instructional technology resources that have a broad application across the College. The rapid changes in the technology landscape and the variability of state funding, influence the direction that technology at SWOCC will follow. The technology objectives of the College need to be aligned with institutional priorities, and the technology planning process of the College needs to ensure a high level of inclusion and interaction.

## Planning Process

High level decisions on the movement in the college's information technology services direction are formed using input from College groups, councils, and committees. These decisions are formalized when added or retracted from a current strategic plan or when adopted in a new strategic plan.

## Implementation

Once a decision is formalized in a technology plan, the Chief Information Officer will request funds through the college budgetary process. When sufficient funds are made available, the Executive team will direct the Chief Information officer to move forward on implementing the decision.

### Current Plans:

- Computer replacement plan
- Server replacement plan
- Network replacement plan
- Strategic projects plan

### Current State

A large majority of the college's technology resources (human and budget) go toward maintaining what we currently have. We are working toward compliance in laws and regulations regarding technology and data. A focus on security is a big part of being compliant and protecting the college. We want to improve technology in order to be ready for more diverse students expected in the future.

### Compliance:

- Design missing policies needed for GLBA, PCI, FERPA, GDPR
- Establish data governance as a college wide responsibility

### Security:

- Add internal firewalls between subnets
- Restructure server infrastructure to isolate data away from end users
- Upgrade or replace older less secure servers and software
- Update password policies
- End user education

### User experience:

- Website redesign
- myLakerLink redesign
- Drive to EXi (Application for admissions, Advising, Places and Spaces, Events Management)
- Classroom upgrades (Zoom rooms, laser projectors, microphone arrays)









# Sustainability







## Sustainability at SWOCC

Prior to 2010 the College had several initiatives occur campus wide related directly to sustainability. These include normal recycling of paper, glass, cardboard, paper products etc., energy conservation with motion sensor lights both inside and outside, and waste reductions efforts campus wide such as compactors installed. Student Housing continued to track electrical and water usage to encourage students to reduce their usage. Efforts such as motion sensor light detectors were installed during new phases of Student Housing construction. Energy surcharge for utility usage were implemented to reduce consumption and waste along with waste recycling efforts. In 2010 the College took advantage of Go Oregon funding and upgraded parking lot and campus walkway lighting, added solar tubes to Sitkum and Randolph Halls, and upgraded numerous campus drinking fountains with water bottle filling stations.

In 2010-2011 the college began to formalize its campus sustainability efforts with a Sustainability Committee including strategic planning. A waste consultant was contracted to assess waste and energy usage on campus and develop a campus wide plan to manage waste more efficiently environmentally. A formalized recycling program was implemented campus wide. Recycling station placement occurred campus wide for cans/bottles, clean paper, and non-recyclable food waste. Student Housing installed recycling containers in every apartment to reduce solid waste disposal

that saved both money and amount of waste to the landfill. Student education occurred at various levels to promote sustainability behavior. A composting program was implemented in both Dining Services and at Oregon Coast Culinary Institute (OCCI) that was met with success for several years. Other initiatives include a SWOCC calendar and website that advertised sustainability events and opportunities, yearly community engagement like Earth Day participation, development of a community and OCCI garden, and water fountains began getting replaced with water bottle refill stations.

In and around this same period of time the College began to engage Energy Trust of Oregon with its incentive program. Upgrading the fluorescent lighting fixtures was the major focus as well as boiler and HVAC systems. In 2015 Student Housing had all incandescent light bulbs changed out and replace with compact florescent bulbs. All sinks and shower heads were replaced with water saving fixtures working with Energy Trust.

In 2017, SWOCC began the design for the renovation and expansion of Umpqua Hall to create the new home for its nursing and science programs, which will be open for students in the Fall of 2020. The College worked closely with Energy Trust of Oregon (ETO) and its Design Team to create a facility that

will be naturally ventilated, taking advantage of the moderate climate of the Southern Oregon Coast. The renovation will also implement energy saving measures with LED lighting and lighting control, energy modelling sponsored by ETO to maximize building envelope performance, and solar photovoltaic panels on the roof to offset building energy use.

Most recently, SWOCC has engaged with Johnson Controls Inc. to conduct a campus wide energy audit, which resulted in a phased program for the replacement of aging building mechanical units and lighting upgrades. The mechanical unit replacement will be the beginning of a campus transition from electrical power source to natural gas for heating and air conditioning. Similarly, the lighting upgrades will replace incandescent and fluorescent fixtures with state of the art LED fixtures. Also, in addition to solar photovoltaic panels on the Umpqua roof, panels will be place on the roof of the Student Recreation Center. All measures will result in significant energy and cost savings for the College.







# Facility Assessment





## Facility Assessment

Southwestern Oregon Community College entered into a contract with Dude Solutions whom is partnered with ALPHA Facilities Solutions, LLC (ALPHA) to provide facility condition assessment and implementation services for Capital Forecast (CF), School Dude's Cloud-based capital planning solution used to forecast facility needs and justify funding requirements. The project was completed by a team consisting of engineers, architects, and construction professionals. Data collected during the Facility Condition Assessment phase of the project was input into CF in order to estimate current and future funding requirements for facility sustainment. This predictive approach to asset management is known as Capital Planning and is used to anticipate funding and maintenance needs many years into the future.

The scope of work included the following:

1. Identify and document current and forecasted conditions of approximately 300,000 square feet of facilities.
2. Identify and document current site infrastructure needs.
3. Identify and document remaining service life of major building systems to include envelope; architectural finishes; roofs; electrical; plumbing; and heating, ventilation, and air conditioning (HVAC).
4. Provide Rough Order of Magnitude (ROM) cost estimates for building system renewal and site infrastructure repairs.
5. Forecast facility renewal requirements based on lifecycle analysis of existing systems over the span of the next 20 years for each facility.
6. Provide a Facility Condition Index (FCI) measurement to illustrate the relative condition of all facilities.
7. Input the following information into the CF software:
  - a. Facility condition information
  - b. Current site infrastructure needs

Summary of Assessment Findings							
Campus Name	Age (YRS)	Area (SF)	Total Needs 2017	Current Replacement Value	2017 FCI %	Total Needs 2022	2022 FCI %
Coos Campus	11 - 55	267,752	\$11,254,442	20	\$17,206,213		31
Curry Campus	6	24,920	\$0	\$4,911,672	0	\$164,767	3
Site Infrastructure			\$1,421,140			\$1,421,140	
Total			\$12,675,582	\$60,116,671		\$18,792,120	

Figure 5. Facility Description: Summary of Findings

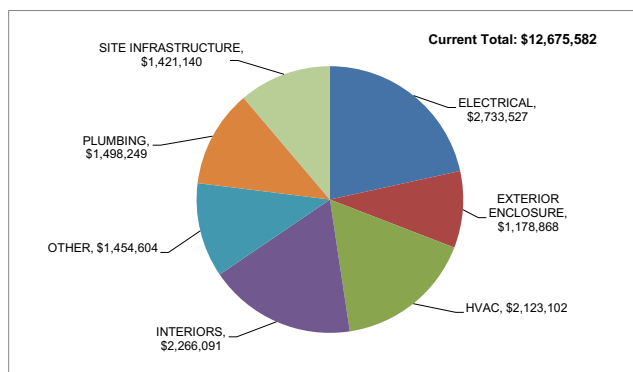


Figure 6. Current Needs

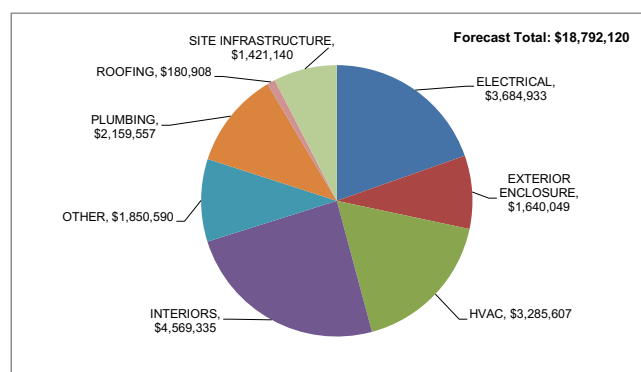


Figure 7. Forecasted Needs - 2022

## Overview of Findings

The Facility Condition Assessment and Capital Forecast implementation project included 18 permanent facilities totaling approximately 300,000 square feet. The assessment team made the following general observations:

1. Routine maintenance activities appear to be being conducted in an effective manner. Several upgrades to the HVAC and electrical systems were performed in the last 10 years and most systems are in good working order. A few individual pieces of equipment will need to be closely monitored due to the fact that they are beyond their expected useful life.
2. Many mechanical rooms are being used for storage of furniture and other miscellaneous items, and in some cases, blocking access to HVAC and electrical equipment.
3. Federal Pacific panels are obsolete and have a history of faulty breakers resulting in an over current and fire hazard.
4. Some lighting upgrades were performed but most of the building use outdated fluorescent light fixtures.
5. The fire protection systems were all current on their inspections, although a couple of the alarm panels were approaching the end of their useful life and should be considered for replacement due to life safety concerns.
6. Too often, exhaust fans are ignored until malfunction occurs. Residues can build up and cause the system to slow down. Slowdown may be a gradual process, not noticeable at first. This can be serious and result in illness and even liability issues.
7. Some of the bigger air handling units have reached the end of their useful life, and while they are still functional, their replacement should be scheduled to avoid major failure that can affect the building's performance.
8. Most of the flooring and ceiling systems were in overall fair condition, however in many locations, floor coverings and ceiling finishes were in poor condition and should be replaced. Flooring system life cycles may vary from BOMA' standard of 12 years due to the high volume of pedestrian traffic in college facilities.
9. The roofing systems were generally in good condition throughout the college; however, there were a few roofs that were observed or reported to be leaking or had organic growth, some had some roof drains clogged. These locations should be addressed immediately before more systems are affected as a result of leaking roofs.
10. Emergency exit signs were observed and working as intended.
11. Trip hazards were observed at a few locations where concrete sidewalks are separating and heaving at the expansion joints.
12. Deteriorating handrails were observed at a few locations. Routine maintenance of re-painting will extend their overall life.
13. Asphalt pavements were generally in poor to fair condition. Pavements are showing signs of damage. Resurfacing and a more extensive seal coating program will extend useful life of pavements and reduce the necessity of reconstruction.



# COOS Campus Analysis





## COOS Campus Analysis

Current Facilities		
Building Name	Year Built	Area (sf)
Randolph Hall	1964	12,836
Coaledo Hall	1965	9,800
Dellwood Hall	1965	9,375
Sitkum Hall	1965	10,240
Prosper Hall	1967	25,835
Tioga Hall	1969	56,144
B-2	1977	1,800
Eden Hall	1982	9,111
Fairview Hall	1982	15,400
Lampa Hall	1982	3,760
Sumner Hall	1982	8,440
Sunset Hall	1982	6,840
Stensland Hall	1995	14,041
Family Center	1997	5,798
Empire Hall	2001	21,890
OCCI	2005	17,127
Recreation Center	2006	39,314

Current Housing	
Student Housing	Year Built
Phase I	1997
Phase II	1999
Phase III	2002
Phase VI	2006

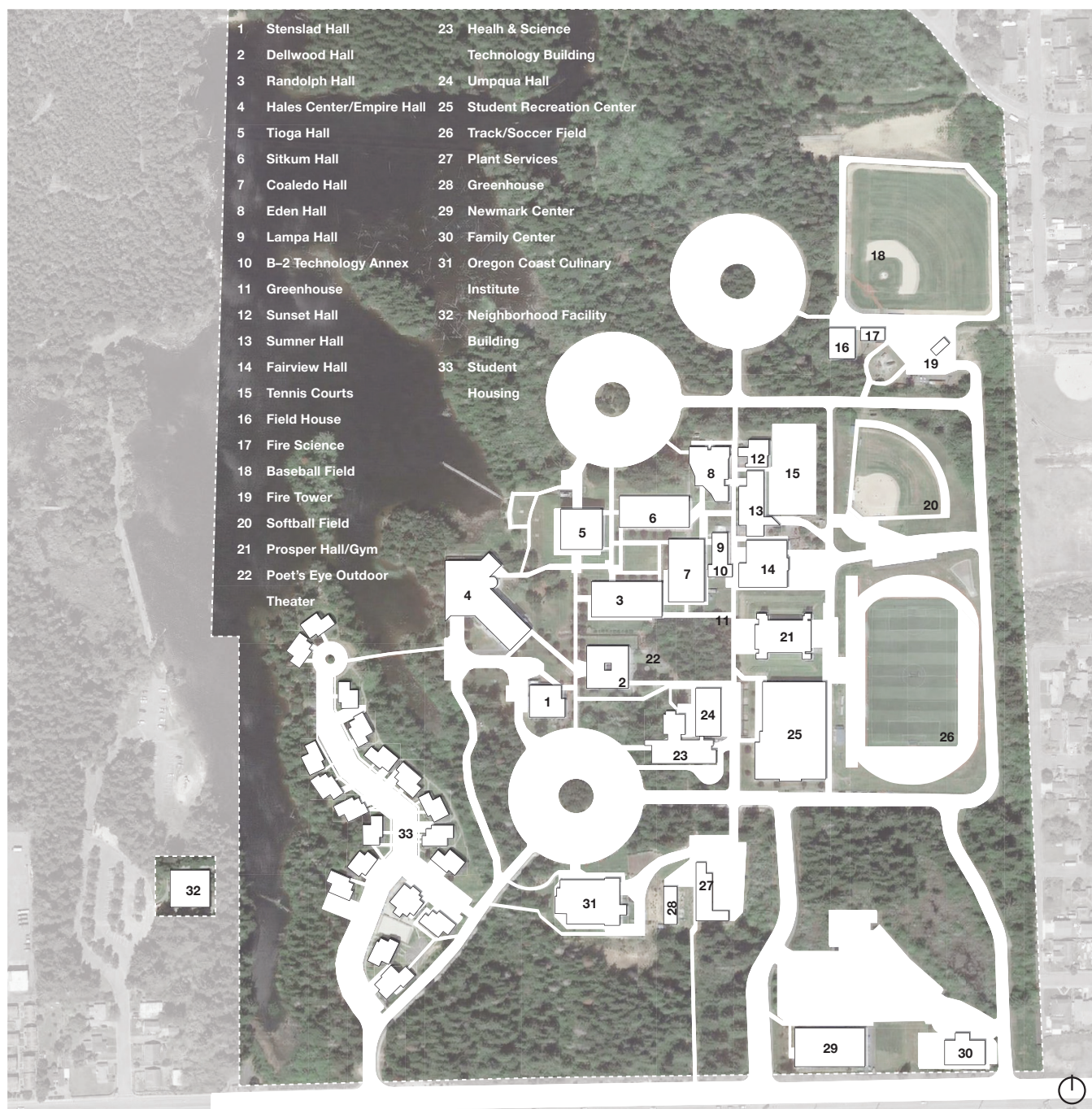
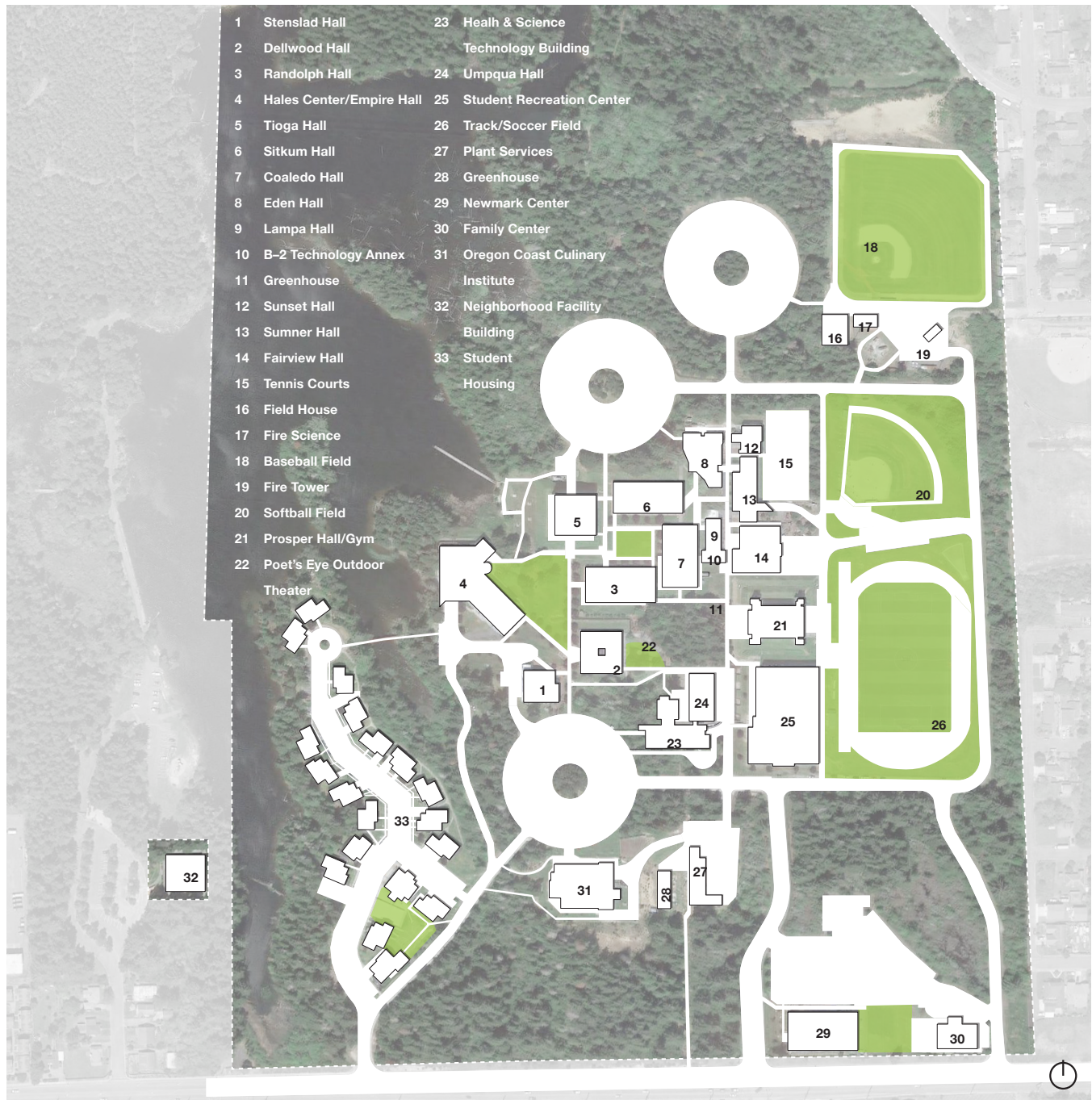


Figure 8. Coos Campus Current Facilities

Existing Buildings





## Current Open Space

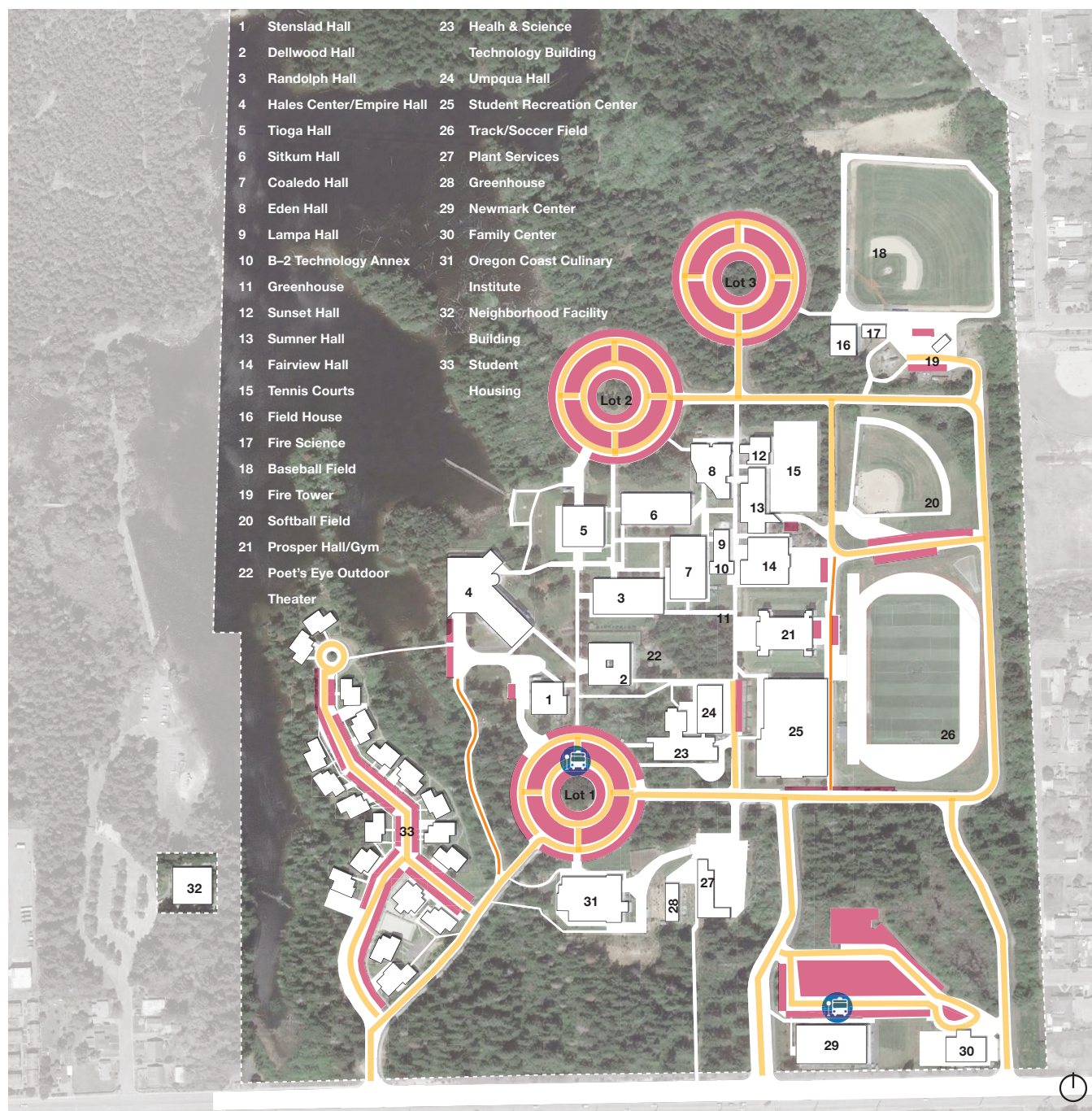
Open spaces on the SWOCC Campus are a mixture of traditional campus quadrangles from the initial SOM campus plan and more recent open landscape areas round Empire Hall and adjacent to Empire Lake. The most unique outdoor space is the “Poets Eye” on the east side of Dellwood Hall, a water feature that is connected to the campus storm water canal system. The athletic fields also provide significant student and community recreation opportunity and are heavily utilized by SWOCC’s student athletes.

Figure 9. Current Open Space

Existing Buildings  
Open Space



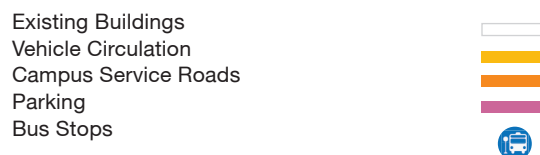




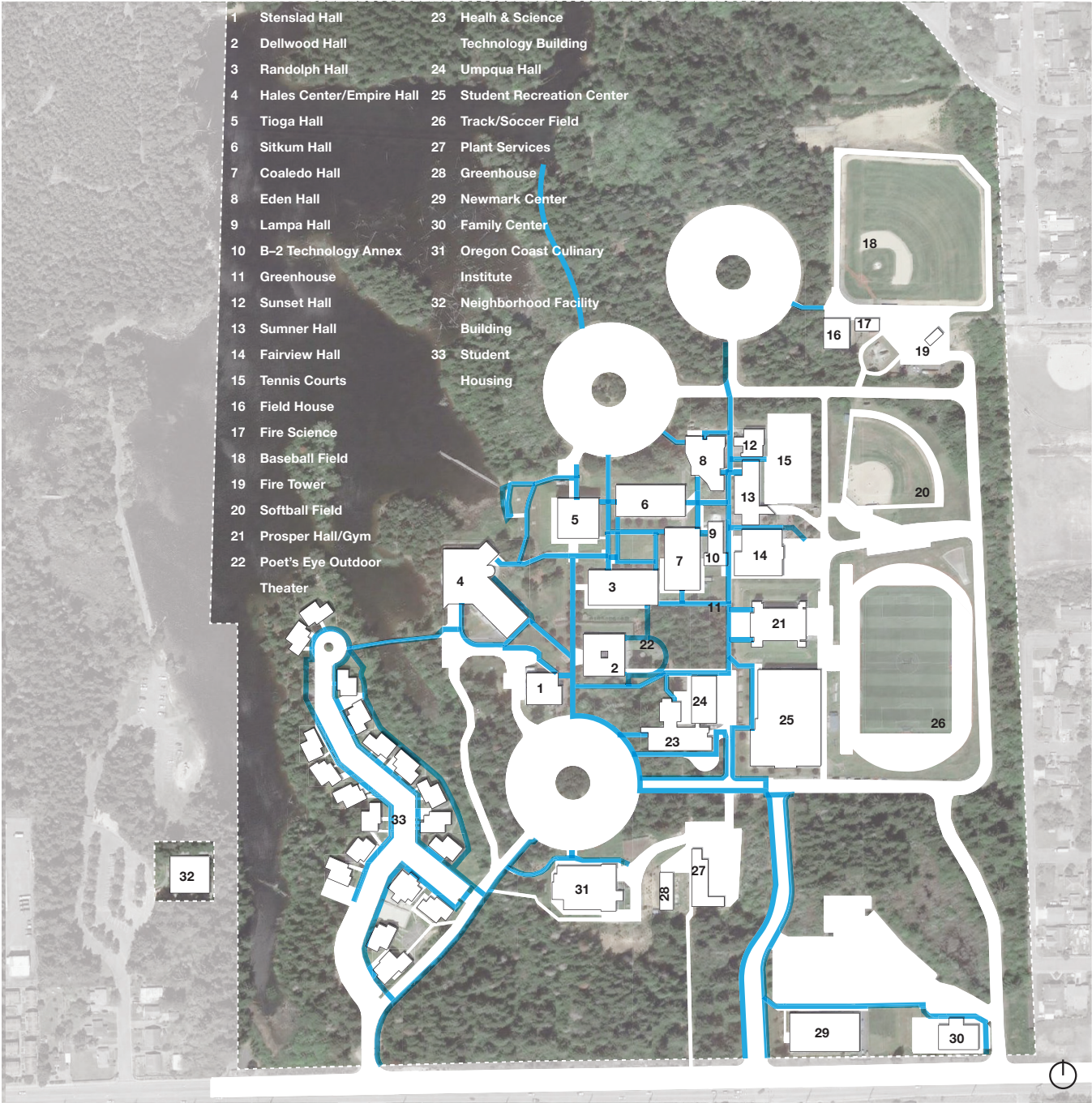
## Current Parking & Vehicular Circulation

Vehicular circulation on campus is a collection of private roads providing primary access to campus from Newmark Avenue and connecting the circular parking lots. College Way loops around campus and provides access to the athletic fields and the north end of campus. Student Housing has its own entrance from Newmark Avenue, and connects to Parking Lot 1 via West College Way. The campus also has a collection of service drives for service vehicles that are shared with pedestrians.

Figure 10. Current Parking & Vehicular Circulation







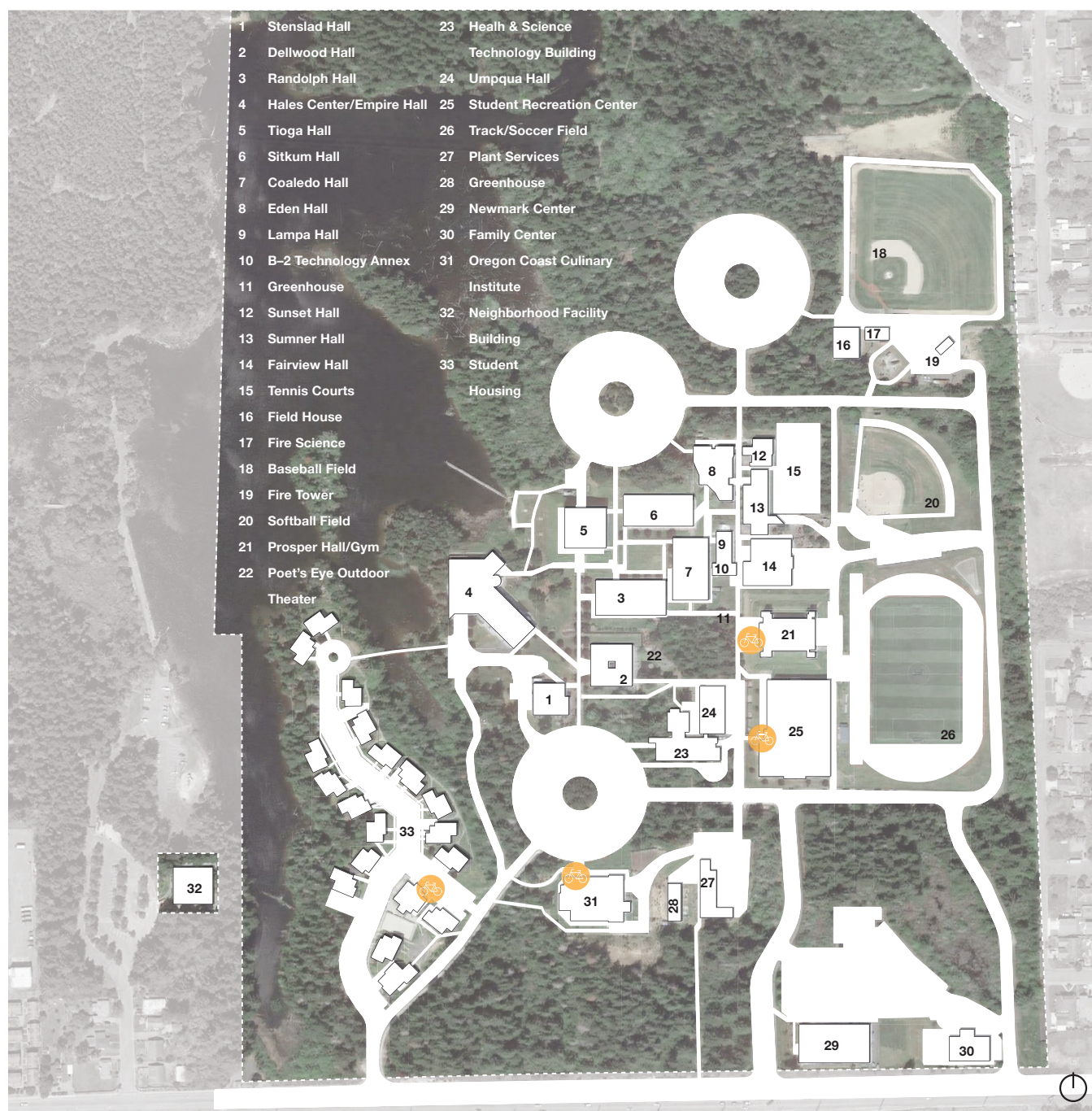
Current Pedestrian Circulation

Pedestrian navigation of the SWOCC campus is vital to daily academic life. The network of walks and pathways provide connectivity between buildings, social areas and parking facilities. A significant number of buildings have covered outdoor walkways integrated into their design, providing year around weather protection.

Figure 11. Current Pedestrian Circulation

Existing Buildings  
Pedestrian Circulation





## Current Bicycle Parking & Circulation

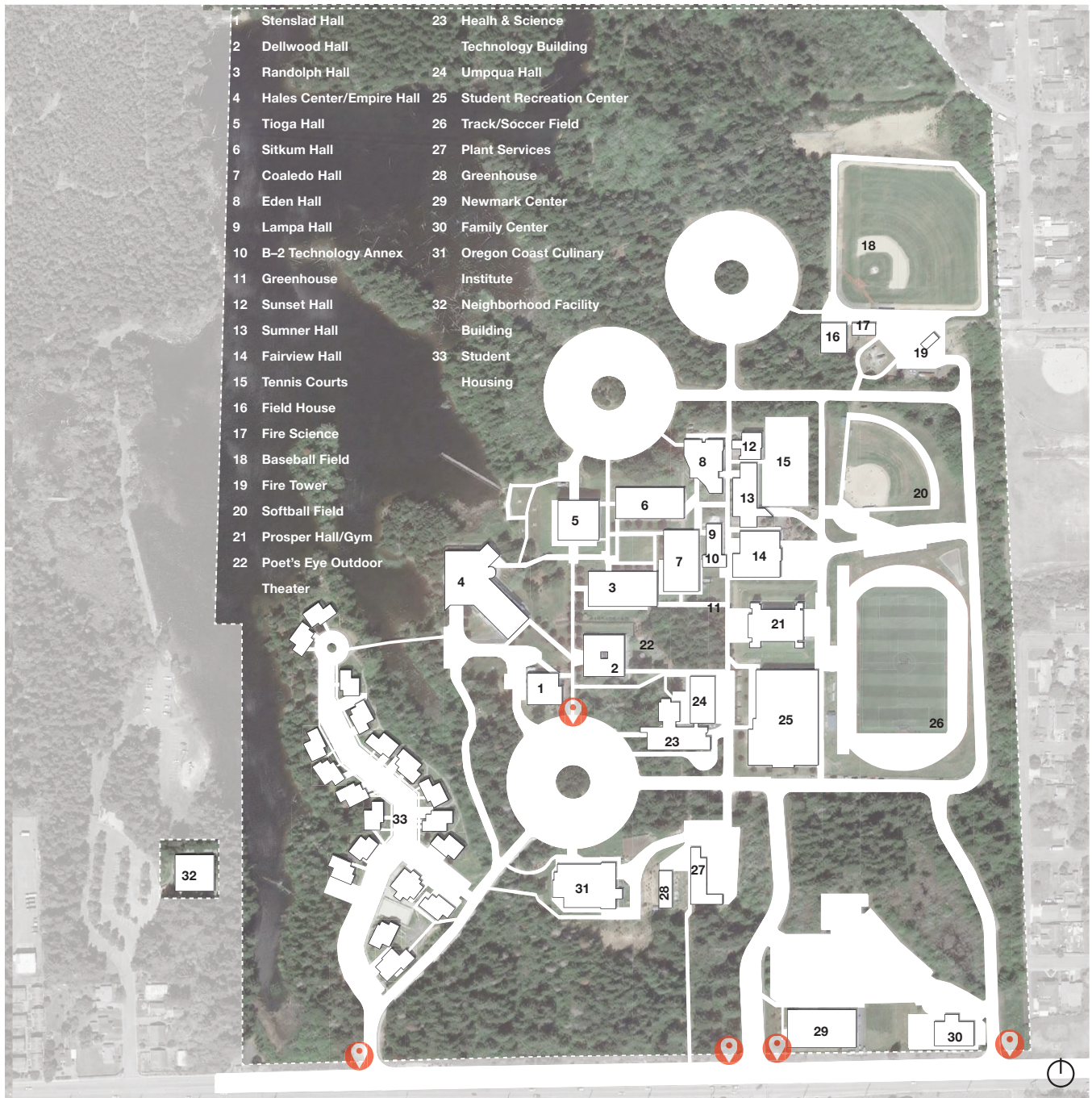
Current locations for bicycle parking exist at the Lighthouse Depot (student housing offices), the Student Recreation Center, Prosper Hall and at the entry to the Oregon Coast Culinary Center (OCCI). Each location has a single bike rack that can accommodate 2-4 bikes.

Figure 12. Current Bicycle Parking & Circulation

Existing Buildings  
Bicycle Parking







## Current Wayfinding & Signage

Campus navigation is easily accomplished due to its scale and close proximity of building. The campus has basic building signage and directional signage at significant intersections. A common style of signage has been adopted, but is viewed as dated and in need of improved graphics. The main campus entries on Newmark Avenue lack a significant presence on this major arterial. Visitor are challenged to locate campus, crating lost opportunities for the College and its programs.

Figure 13. Current Wayfinding & Signage

Existing Buildings  
Wayfinding





# COOS Campus Master Plan Concepts





# Coos Campus 10 Year Master Plan

## Near Term

In 2020, the Coos Campus will open its first new facility in the past ten years – Umpqua Hall Renovation. This facility will provide new science labs, an indoor lab for the Emergency Medical Services program, and a state-of-the-arts nursing simulation lab. The utilization analysis shows the campus has adequate classroom and lab space for current and future growth, so the focus for the next ten years will be to renovate existing spaces to support more flexible learning environments and repurpose spaces vacated by programs that moved to new facilities. These upgraded spaces will support academic transfer and CTE focused programs.

Space vacated by the science and nursing programs in Coaledo and Sumner Halls will provide available space to be renovated for the Health Professions, Fire Science, and Food Science programs. Recently renovated space in the Newmark Center will provide flexible partnership space for small business start-ups. Outdoor space on campus will be improved with the replacement of the turf athletic fields and the creation of a walk/jog path on the perimeter of campus.

## Far Term

Moving beyond the next five years, SWOCC will focus their campus improvements on the creation of a Campus Center in Tioga Hall and the consolidation of student services in Stensland Hall. To accomplish this, the library will be moved from Tioga Hall to Dellwood Hall, backfilling space vacated by student services. Additional renovations are planned to improve campus food service, manufacturing and machining, and early childhood programs. A new facilities operation compound will also be created on the north end of campus, providing an opportunity for a new facility in its current location adjacent OCCI. Campus open space will be enhanced with the removal of the “mound” on the east side of Dellwood Hall and the creation of a new campus quadrangle adjacent the Poet’s Eye.



# Facility Expansion & Improvements

## Near Term 5 Years

- (A) Umpqua Hall Renovation**
  - New Science Labs
  - New nursing lab and classrooms
  - New EMS Lab
- (B) Student Recreation Center**
  - Solar Photovoltaic Panels
- (C) Renovate Sumner Hall**
  - New instructional space for Health Career Professions (Dental Assist, Dental Hygiene, and Med Lab Assistant) and Fire Science.
  - General Purpose Classrooms and Informal Learning Spaces
- (D) Renovate Coaledo Hall**
  - New instructional space for Food Science and Fermentation Lab
  - General Purpose Classrooms and Informal Learning Spaces
- (E) Renovate Newmark Center**
  - Flexible Partnership Space and Start-up Business Incubator Space

## Far Term 5-15 Years

- (F) Renovate Tioga Hall**
  - Create Campus Commons on Level 2 – Coffee Shop and Informal Learning Spaces
  - New “Innovation Center” on Level 4 – Gaming Lab, Maker Space, Distance Learning, Help Center
  - Bookstore will move from Stensland and be located on Level 1
- (G) Renovate Stensland**
  - Student Services Consolidation – Move First Stop, Financial Aid and Veteran Services from Dellwood
  - Testing and Counselling to remain in Stensland
  - Business Office will move from Dellwood
- (H) Renovate Dellwood Hall**
  - Business Office, Library, General Instructional Space
- (I) Renovate/Addition to Oregon Coast Culinary Institute**
  - New Dining Lab / Event Space
- (J) New Facilities Operations Compound**
  - Office and Maintenance Building, Equipment and Material Storage
- (K) Renovate Fairview Hall**
  - Advanced Manufacturing and Machining
- (L) Renovate Empire Hall**
  - Dining Services Expansion - New Food Court and Kitchen
- (M) Renovate Prosper Hall**
  - ADA Improvements and replace bleachers (safety)
- (N) Undeveloped Property – New Facility to support Partnership Opportunities**
  - Food Carts and OCCI Partnership
  - Mixed use commercial and housing. Possibly faculty housing.
  - Hospitality – small hotel and restaurant
- (O) Renovate and Expand Family Center**
  - Early Childhood Program and daycare growth - both building and playground expansion.
- (P) Campus Cultural Center**
- (Q) Student Housing Expansion**
- (R) Fire Tower Replacement**
- (S) Partnership- Fire Station**

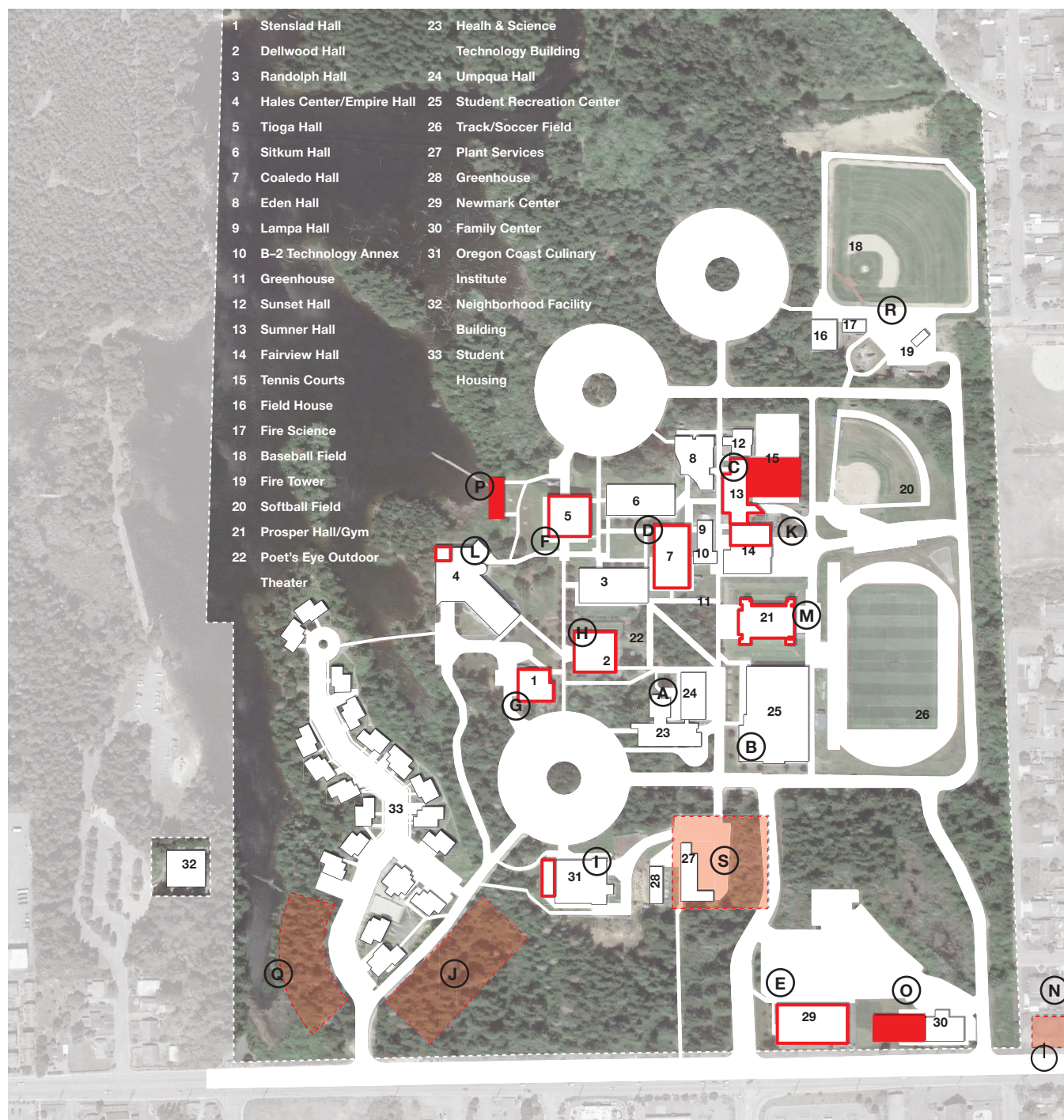
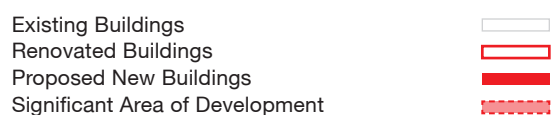


Figure 14. Facility Expansion & Improvements



# Open Space Improvements

## Open Space Improvements

- Ⓐ **Upgrade baseball and softball to turf fields**
  - Turf fields are desired to reduce annual upkeep expenditure and provide the ability to practice year around. The turf fields would also allow SWOCC to share their use with the community due to increased durability of turf over grass.
- Ⓑ **New Quadrangle**
  - The “mound” has been a significant physical and visual barrier on campus for decades. Removal of the mound and the creation of a new campus quadrangle will improve connectivity between the south and north portions of campus.
- Ⓒ **Family Center Playground Expansion**
  - The Family Center is proposed for expansion to better serve the growing needs of the program, which will also include the outdoor playground for capacity and safety.
- Ⓓ **Campus Lighting**
  - To improve campus safety, building and circulation lighting will be improved.



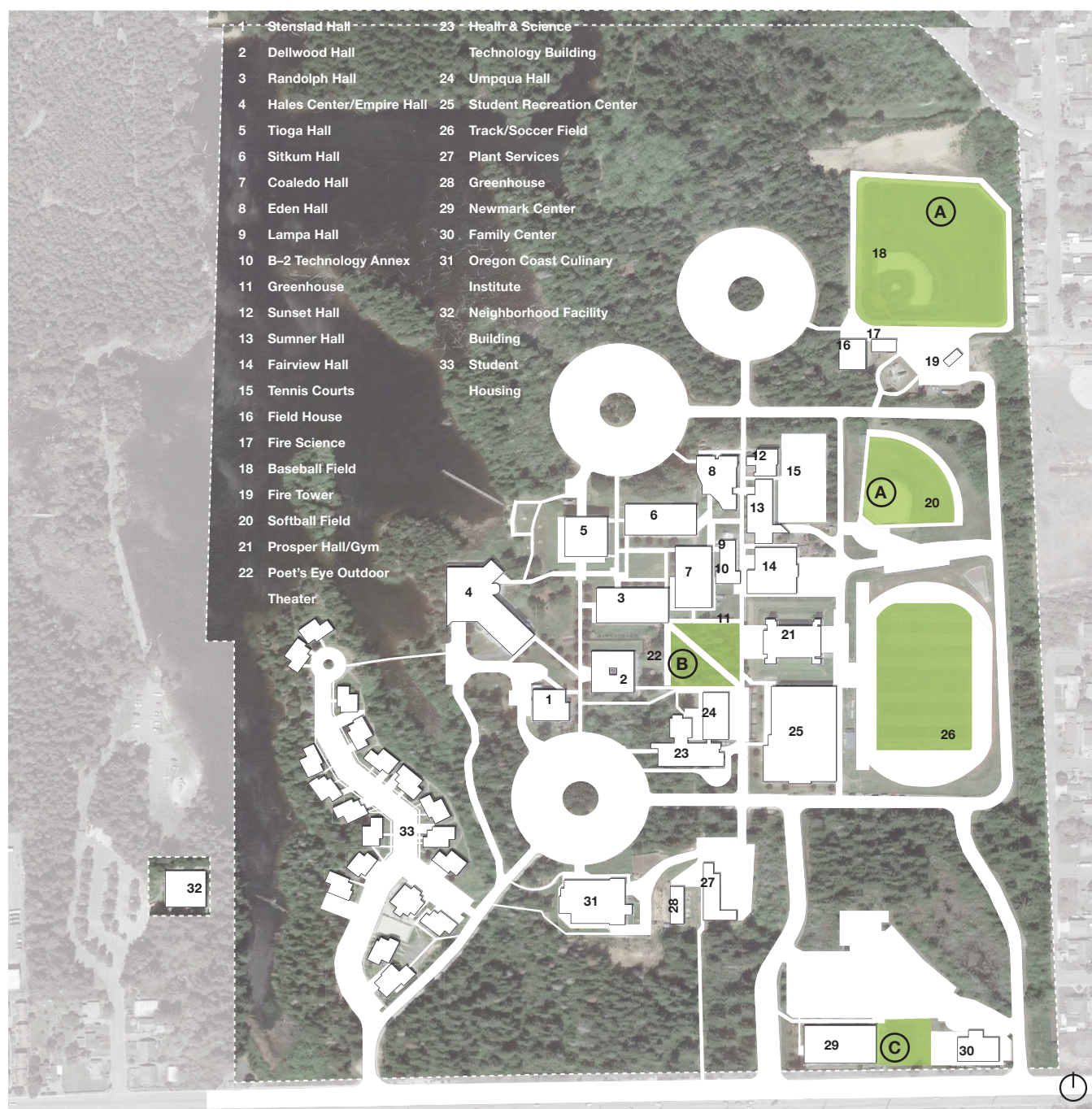
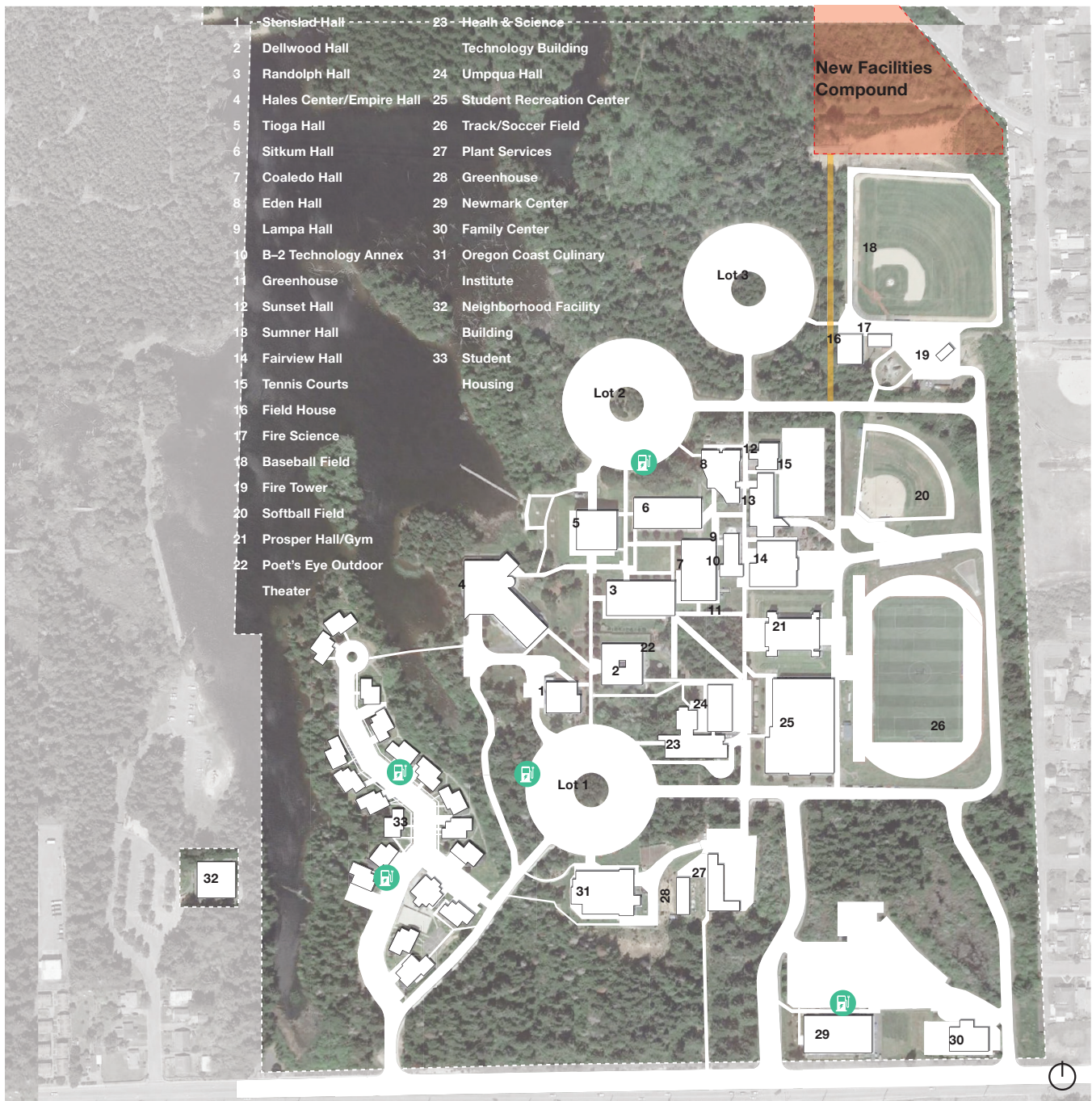


Figure 15. Open Space Improvements

Existing Buildings  
 Open Space Improvements







## Parking & Vehicular Circulation Improvements

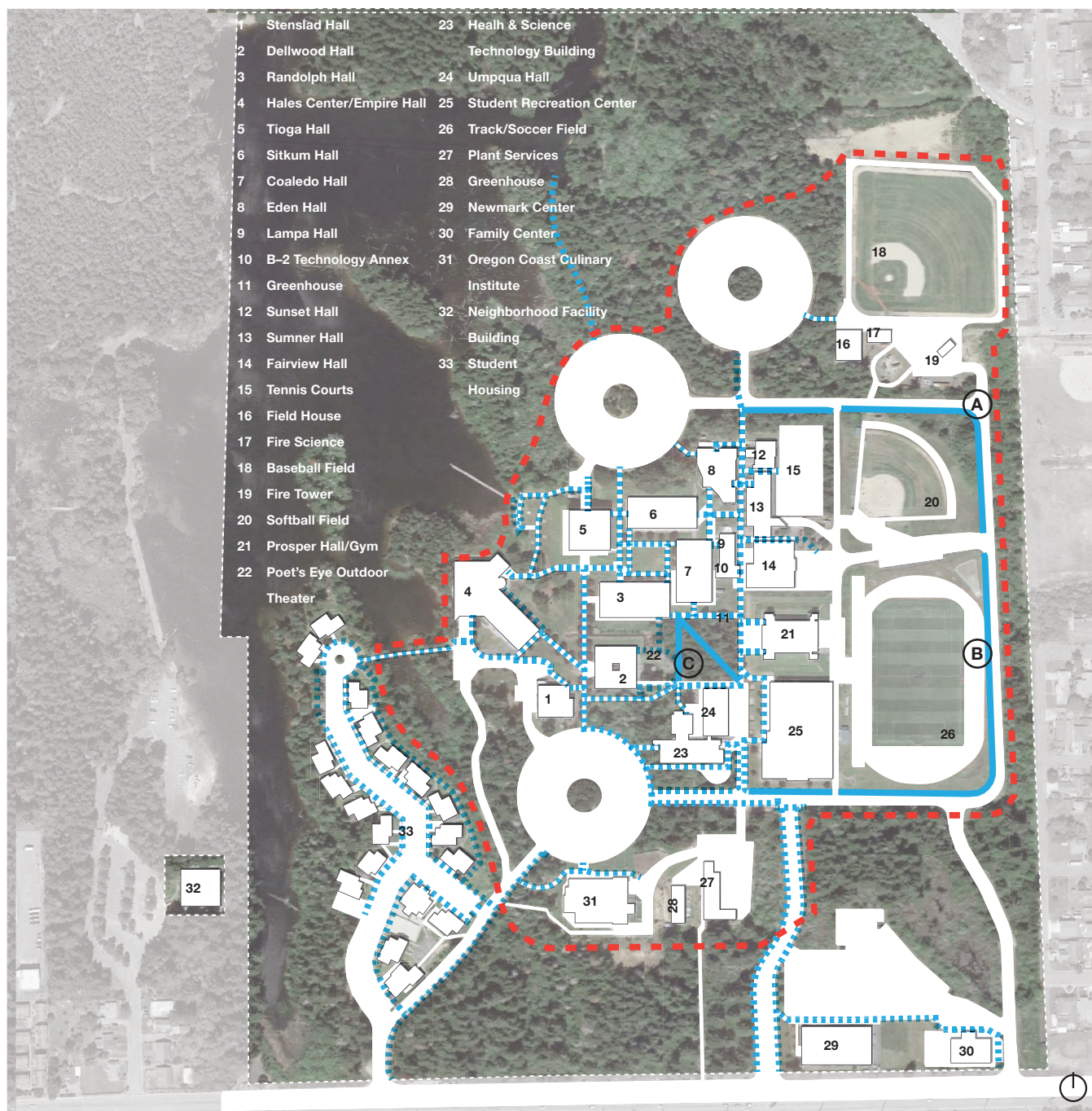
When the Facilities Compound is moved to the north end of campus, a new service access road will be required to facilitate delivery of campus materials. The compound will also contain parking for college vehicles and facilities staff. To support sustainable transportation, electric car charging station will be added at Parking Lots 1 and 2, the Newmark Center, and student housing.

Figure 16. Parking & Vehicular Improvements

Existing Buildings







## Pedestrian Circulation Improvements

### (A) Walking Trail

- A walking trail around the campus would provide recreation for the campus and its community. It could also allow SWOCC to host college and high school cross country running events.

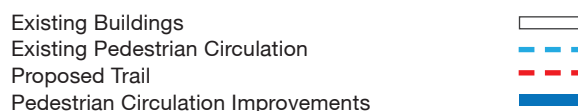
### (B) College Way Sidewalks

- Sidewalks on College Way around the recreation fields will improve pedestrian safety and public access to the fields.

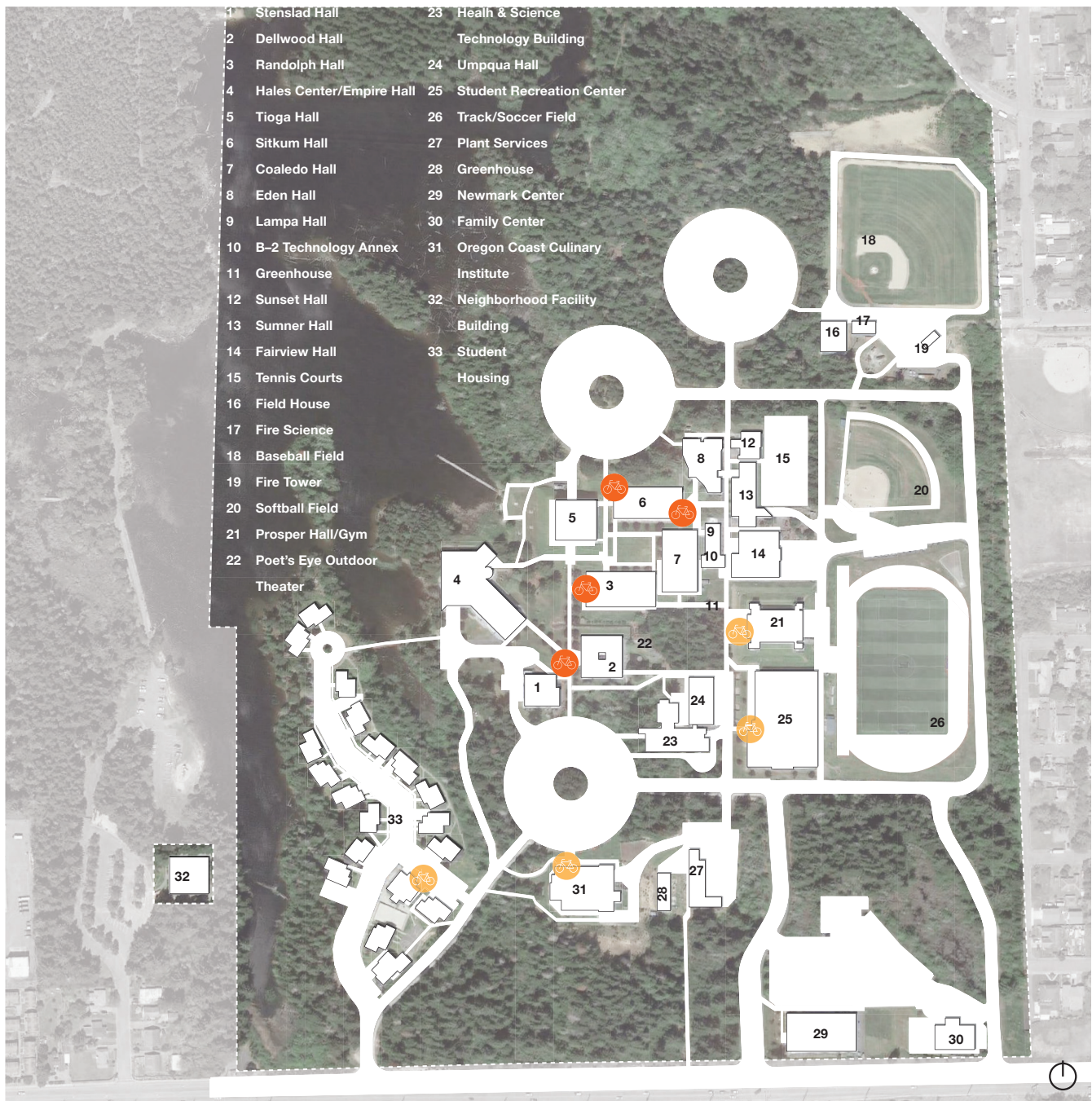
### (C) South Quad

- With the removal of the “mound” and the creation of a new quadrangle, pedestrian paths around and through the quad will integrate it into the existing circulation patterns of campus.

Figure 17. Pedestrian Circulation Improvements







## Bicycle Parking & Circulation Improvements

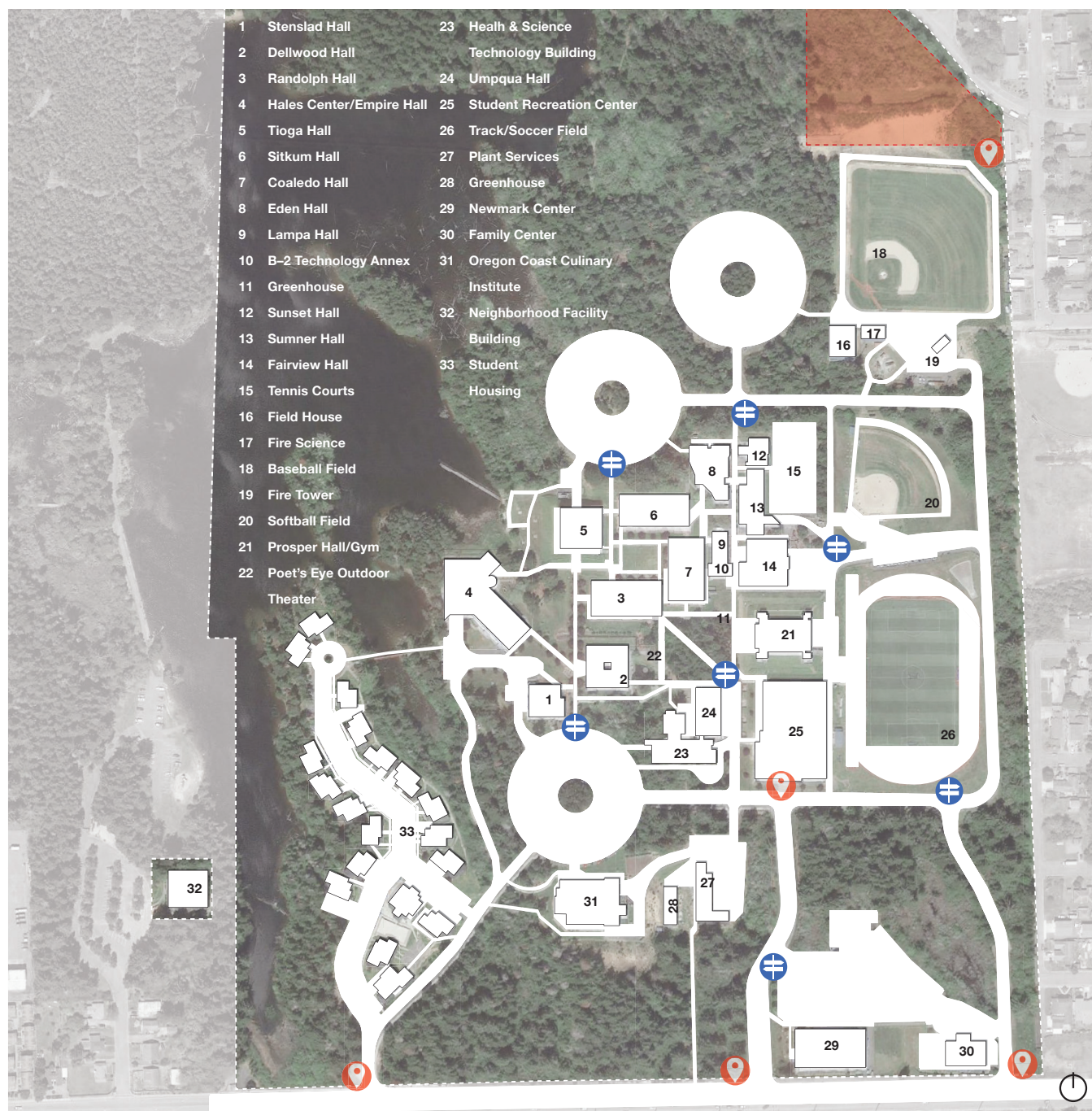
At each of the current bike parking location (Lighthouse Depot (student housing offices), the Student Recreation Center, Prosper Hall and at the entry to OCCl) an additional rack shall be installed. Proposed locations for new bike rack are centrally located at Randolph and Sitkum Halls and are located under the covered walkways for weather protection. Lighting will be considered where possible.

Figure 18. Bicycle Parking & Circulation Improvements

Existing Buildings  
Existing Bicycle Parking  
Bicycle Parking Improvements



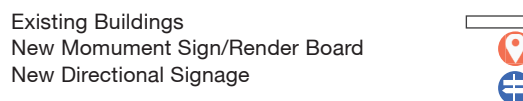




## Wayfinding & Signage Improvements

To improve campus identity and general public awareness, a new monument sign is proposed for the main campus entry on Newmark Avenue. Secondary entries on Newmark would also receive new entrance signage, with directional signage when drivers reach College Way. Once on campus, new campus maps with directories will assist student and visitors with general wayfinding.

**Figure 19. Wayfinding & Signage Improvements**

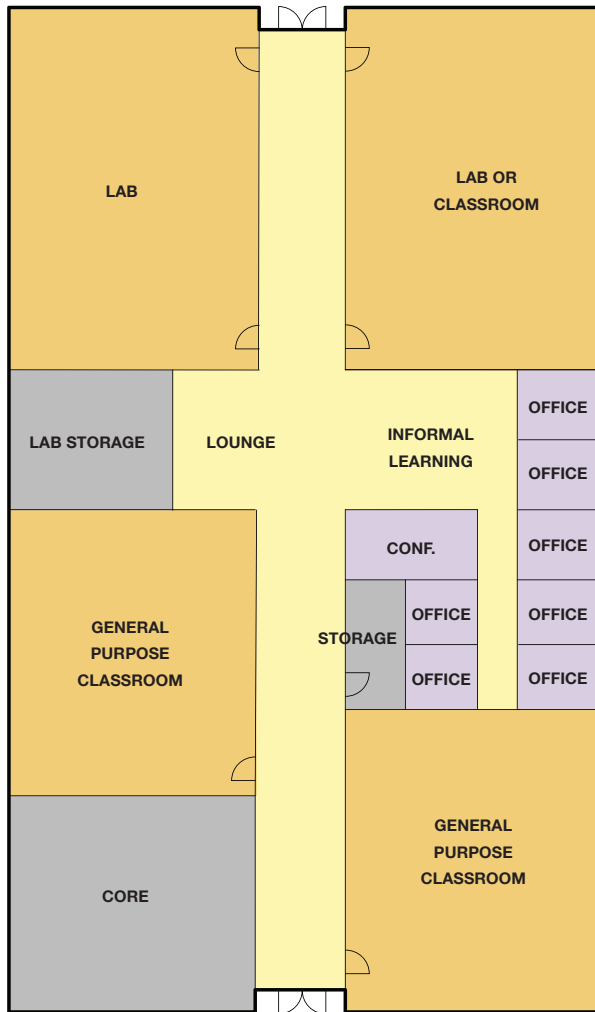




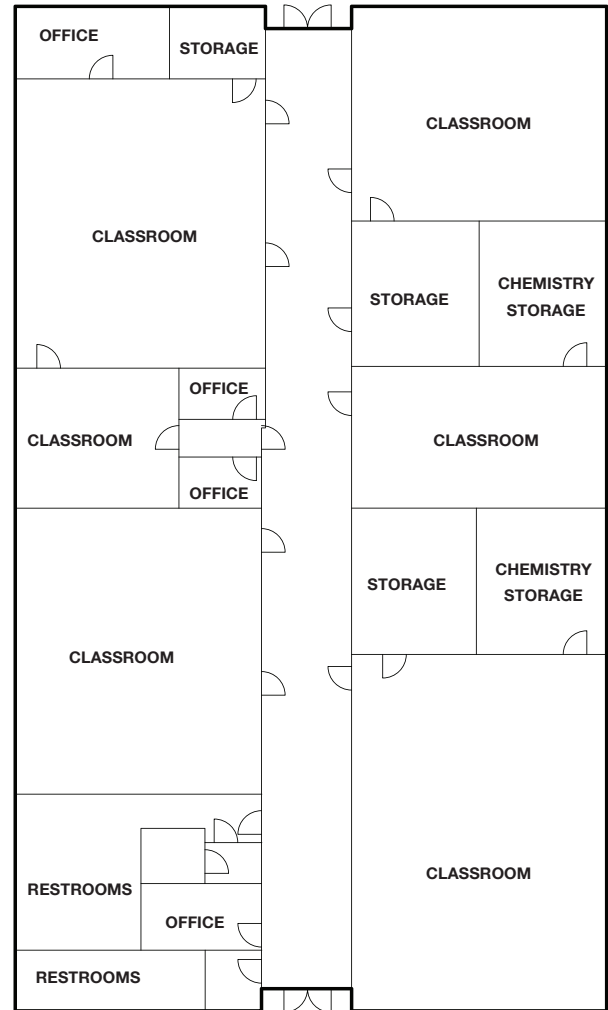


## Building Concept Diagrams

Conceptual building layouts have been created for both near and far term renovations in an effort to loosely define the program needs and become an initial guide for more detailed program assessment and implementation in the future. Coaledo and Sumner Hall renovations are linked to the completion of Umpqua Hall renovation in 2020 and the new home for nursing and science programs. To create a new campus center in Tioga Hall, student services will be consolidated in Stensland Hall (from Dellwood), allowing the Library to move into Dellwood and Tioga Level Two becoming the new Campus Center.



Proposed



Existing

Figure 20. Coaledo Hall Proposed & Existing

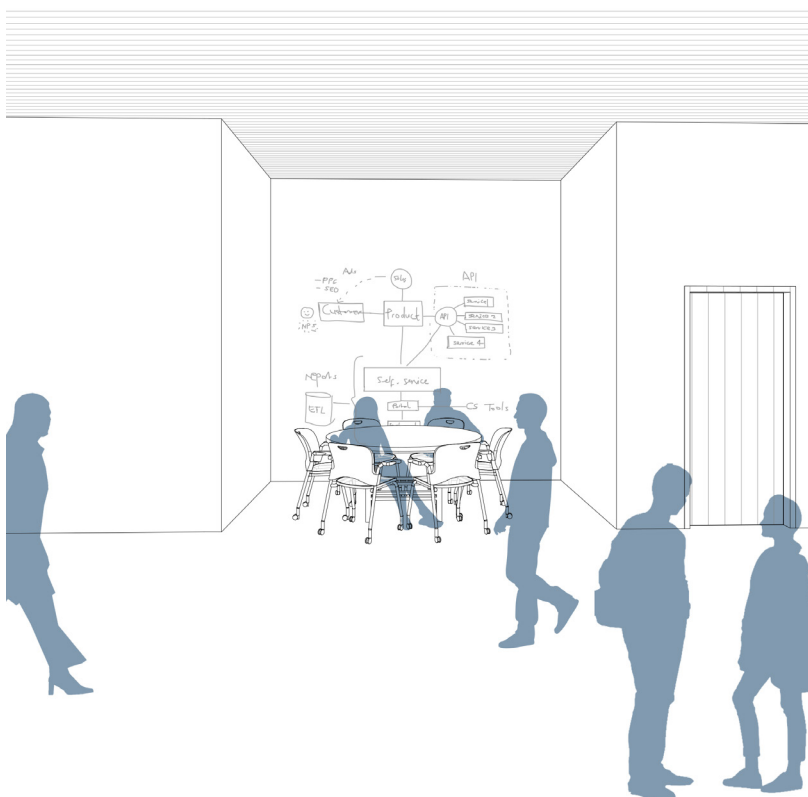
## Coaledo Hall Renovation

As the science program moves into newly renovated Umpqua Hall, Coaledo will be renovated to accommodate Food Science programs with space for faculty offices, general purpose classrooms, fermentation labs and informal learning spaces for students.

## Coaledo Hall



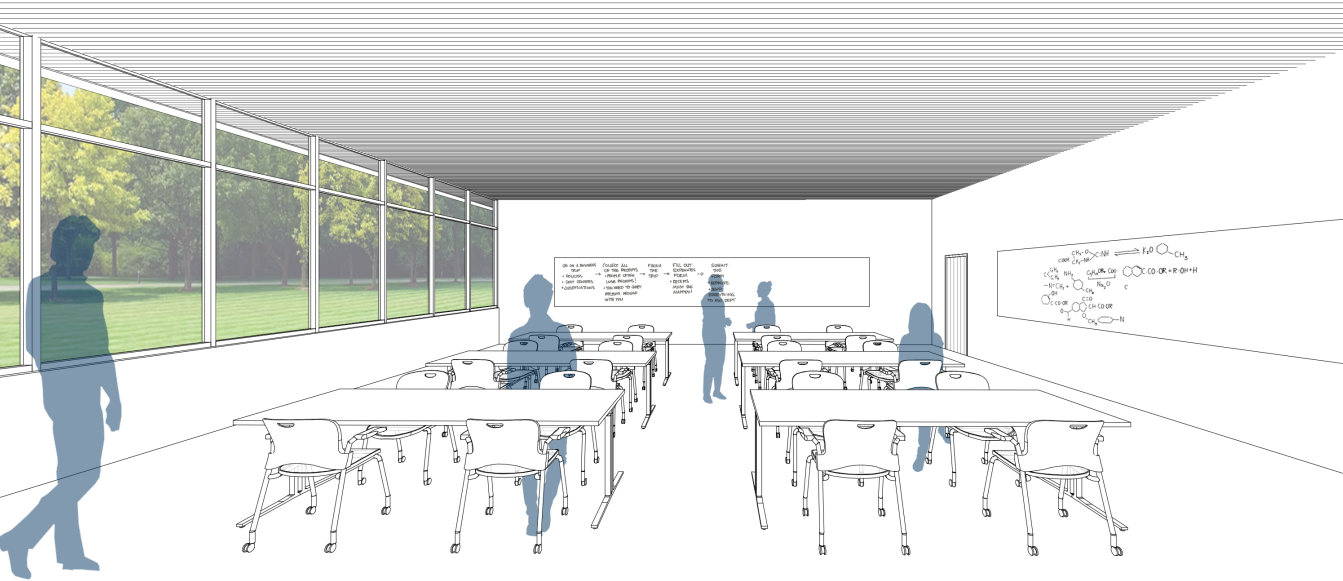
## Fermentation Lab



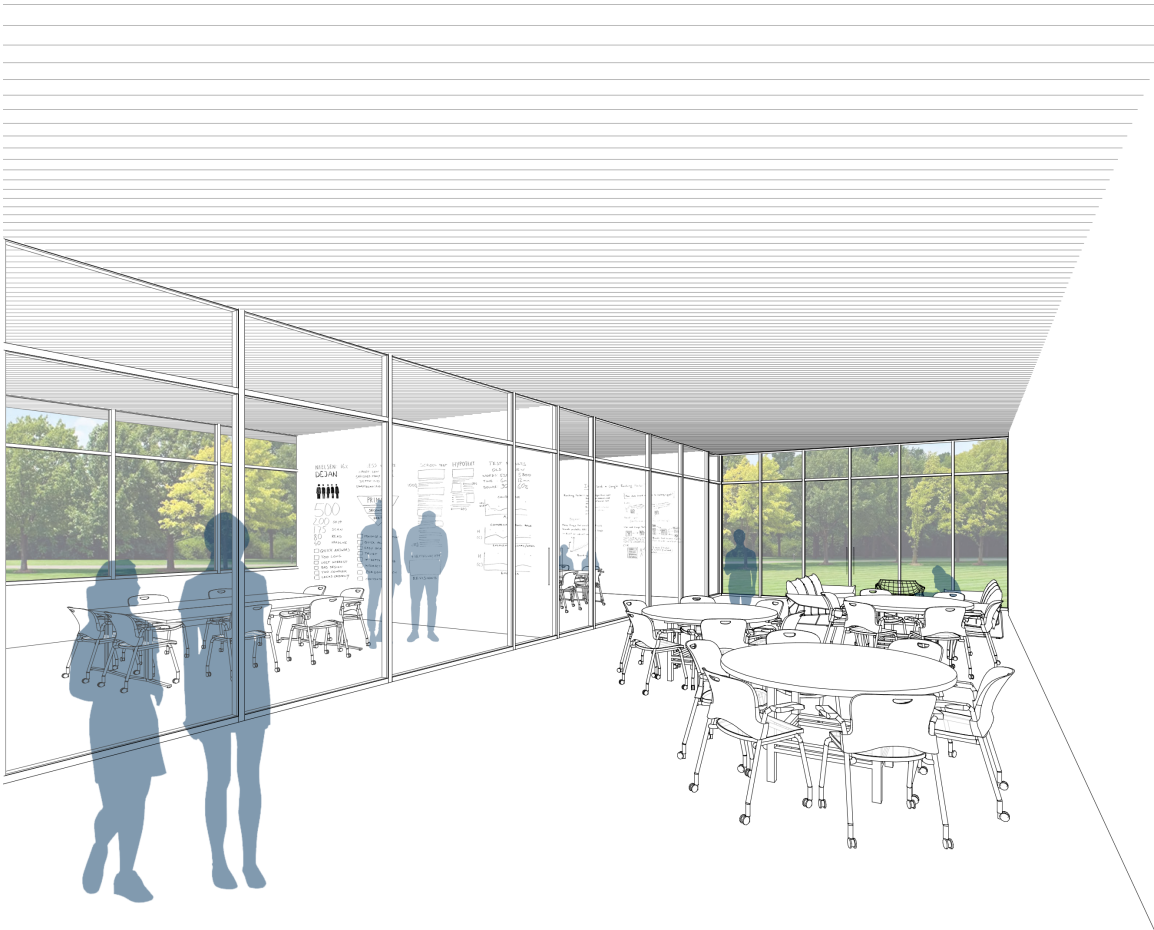
## Student Lounge



Sumner Hall



Fermentation Lab



Student Lounge

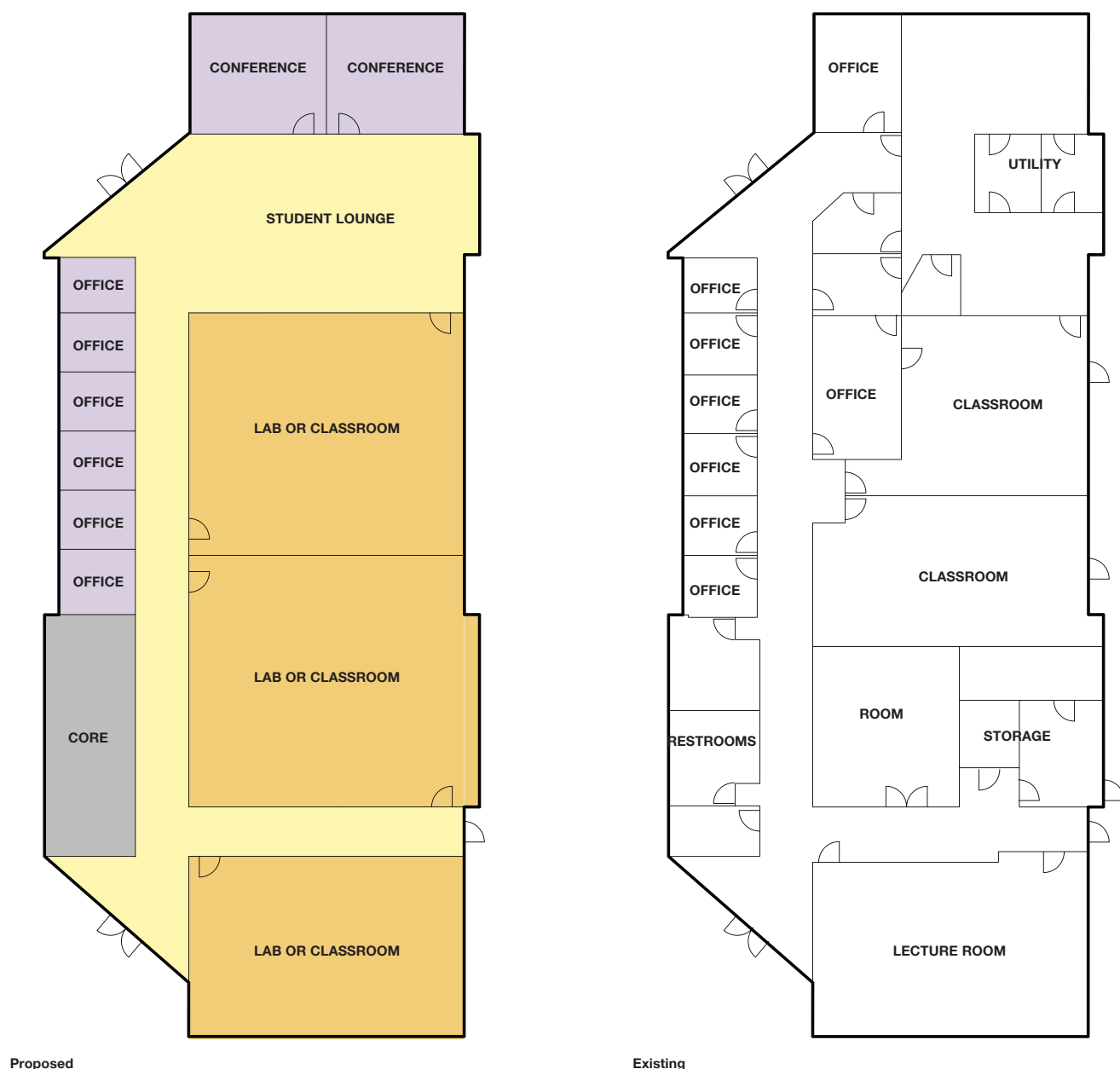


Figure 21. Sumner Hall Proposed & Existing

## Sumner Renovation

As the nursing programs move to newly renovated Umpqua Hall, Sumner Hall will be renovated to accommodate Health Professions, Fire Science and Criminal Justice programs with space for faculty offices, general purpose classrooms, dental, fire science labs, criminal justice simulation labs and informal learning spaces for students. An addition onto the east side of the building will also create an indoor vehicle lab for fire science.

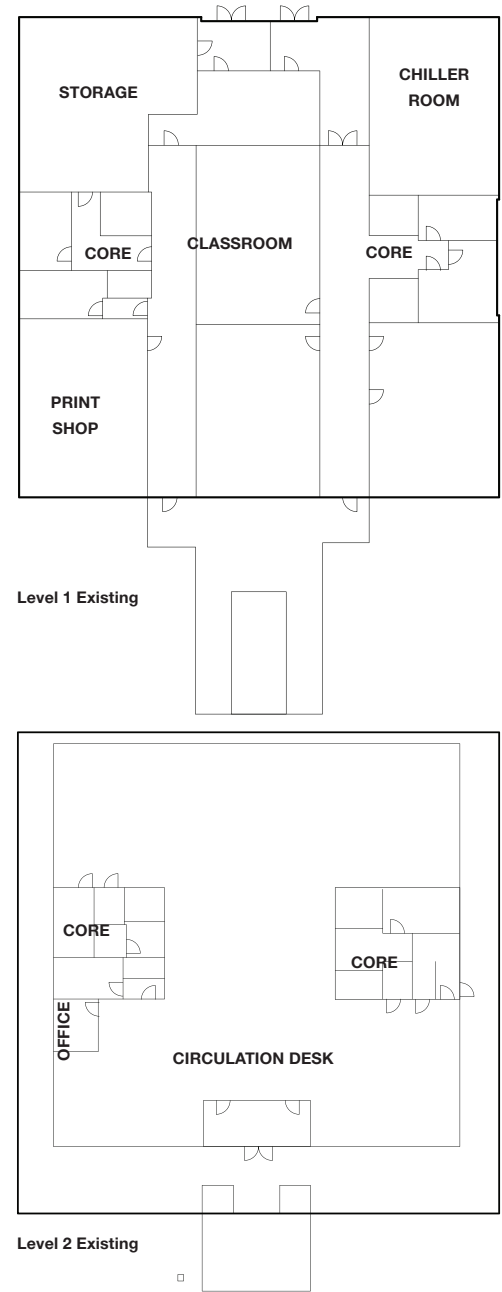
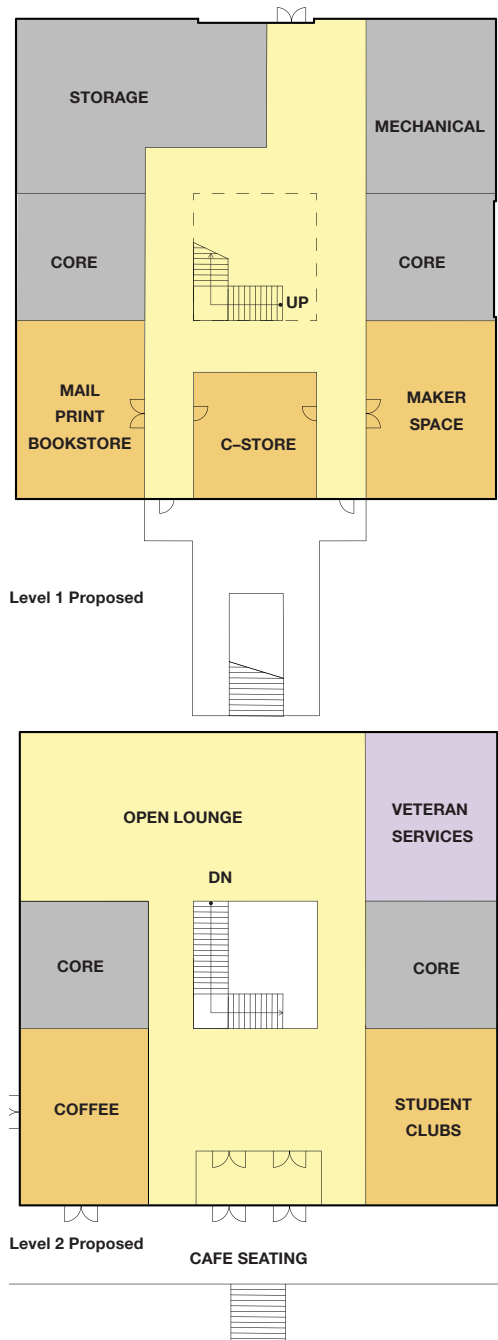
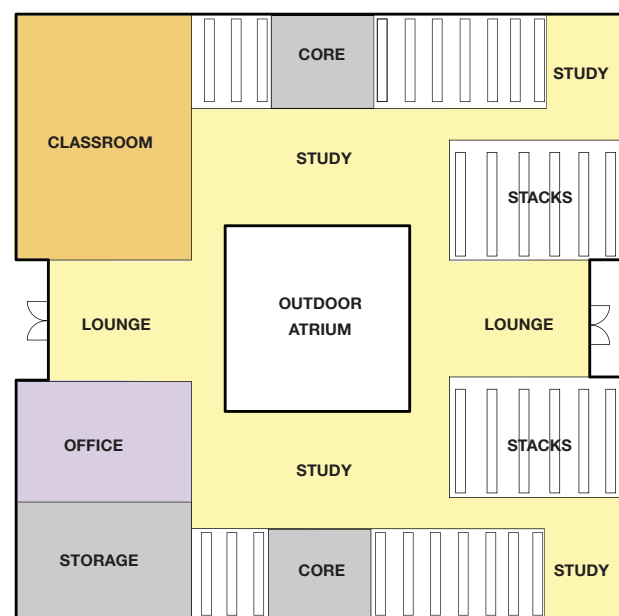


Figure 22. Tioga Hall Proposed & Existing

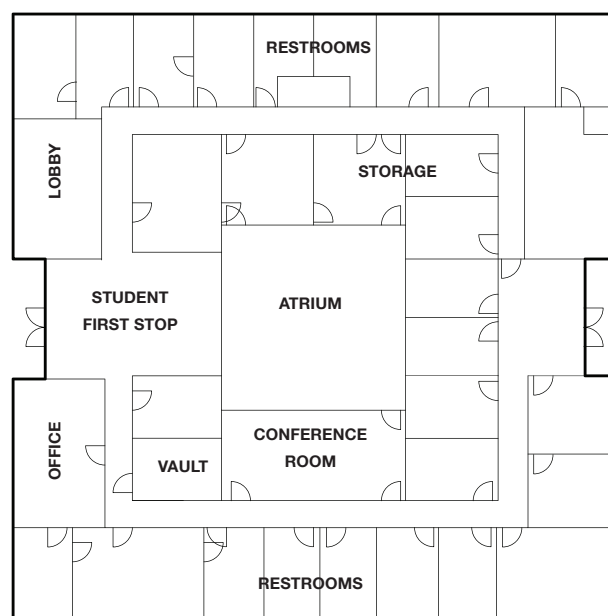
## Tioga Hall Renovation

Level one and two of Tioga Hall renovated to create a Campus Center to serve students, faculty, and college staff. Level one will continue to house the print shop and building storage with the addition of a convenience store and a multiuse maker space. Level two will utilize an open floor plan lounge for maximum flexibility with space for a coffee shop and student organizations. A new stair will be created in the center of the space to connect the two renovated floors and allow direct access to level one activity spaces.





Proposed



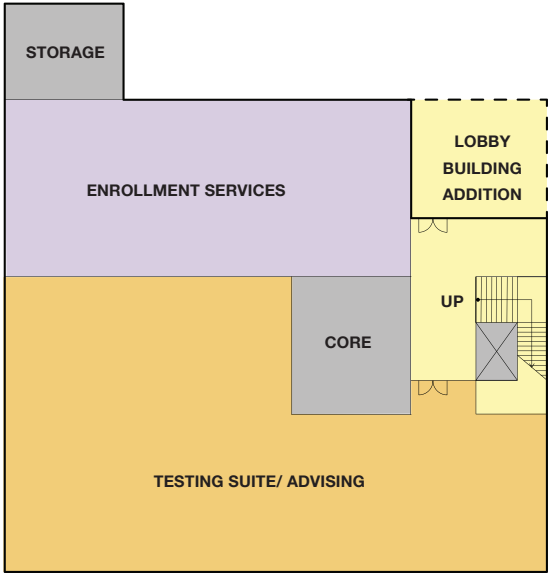
Existing

Figure 23. Dellwood Proposed & Existing

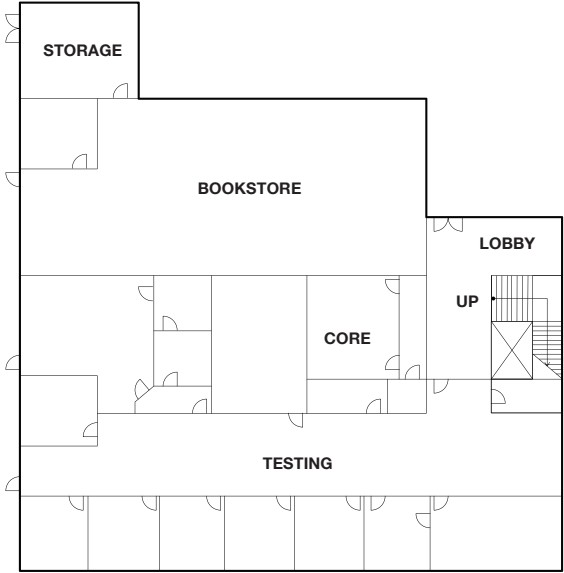


## Dellwood Renovation

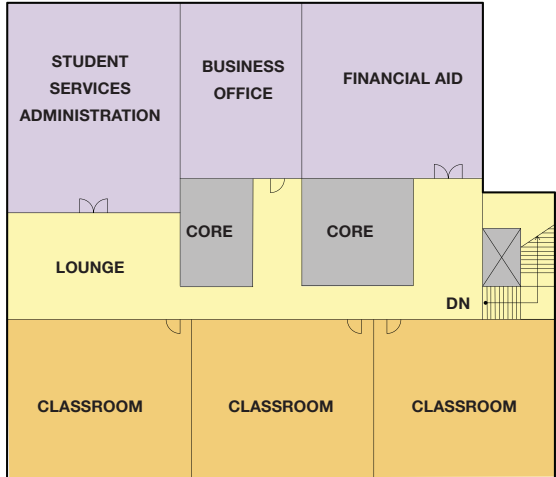
With Student Services moving into Stensland Hall, Dellwood Hall will be renovated to accommodate the college library with space for its current collection, focused quiet study areas and informal lounges. Adjacent to the “Poets Eye”, the library will have a dedicated outdoor area for quiet study, reflection and public readings.



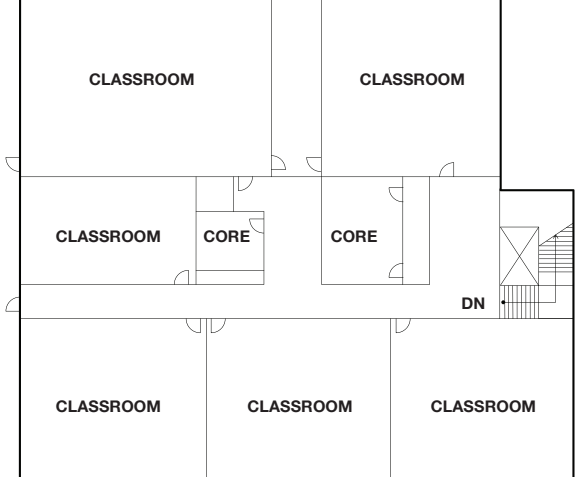
Level 1 Proposed



Level 1 Existing



Level 2 Proposed



Level 2 Existing

Figure 24. Stensland Hall Proposed & Existing



Stensland Hall Renovation

To consolidate student services into one location, enrollment services and financial aid will move from Dellwood to Stensland, simplifying the registration process for students and staff. The current bookstore will move to Tioga level one.







# Curry Campus Analysis



## Curry Campus 10 Year Facilities Master Plan

Located north of Brookings on the Southern Oregon Coast, the Curry Campus provides numerous degree programs in conjunction with the Coos Campus through on-line and distance learning classes. The current facility has state-of-the-art classrooms that support these programs. Improvements over the next ten years will focus on expanding distance learning, a flex lab for career and technical education programs, and enhancing campus identification on Highway 101 with a new entry sign.

- (A) New CTE Multipurpose Lab**
  - To support the growth of Career and Technical Education Programs (CTE), improvement to instructional labs and classroom are required. A new building to house Welding, Manufacturing and Building Trades is proposed.
- (B) Renovation - Distance Learning Suite**
  - The College has continued to expand its on-line learning and connectivity between the Curry and Coos Campuses. A dedicated distance learning suite would enhance and improve delivery of instruction.
- (C) Enhance Main Campus Entry**
  - Improvements are desired to enhance SWOCC's campus identity and reinforce its presence in the community





Figure 25. Facility Expansion & Improvements

Existing Buildings  
Renovated Buildings  
Proposed New Buildings  
Signage Location



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