



Clackamas Community College **Concept Master Plan**

January 2023



LAND ACKNOWLEDGEMENT

We acknowledge that the Clackamas Community College campuses reside on the traditional homelands of the Clackamas, Cascades, and Tumwater bands of Chinooks, as well as the Tualatin and Pudding River bands of Kalapuya and the Northern Molalla people. They lived and prospered by maintaining strong cultural ties to the land, and through wise management of resources. As signers of the Willamette Valley Treaty of 1855, they were removed from their homelands to the Grand Ronde Indian Reservation where they became members of the Confederated Tribes of Grand Ronde. Please join us in taking this opportunity to thank and honor the original caretakers of this land, their lives, and their descendants that live on as Tribal members today, still carrying on the traditions and cultures of their ancestors.

LABOR ACKNOWLEDGEMENT

We also acknowledge that our nation has benefited and profited from the free enslaved labor of Black people. We honor the legacy of the African diaspora and Black life, and the knowledge, skills, and human spirit that persevere in spite of violence and White supremacy.



Dear Colleagues and Community Members,

Determining how and where to allocate resources over a 10-year time frame is a challenging endeavor. Undertaking this work in the midst of a world-wide pandemic is an even more complex process. Learning environments and modalities will continue to evolve and CCC will need to adapt our facilities and campuses to address this changing landscape.

The yearlong process to develop this master plan involved stakeholders throughout the college and the community. Conversations and decisions were centered around equity. Current research about trends and innovation in higher education, specifically community colleges, was utilized to inform this work.

This plan offers options for all of our campuses that will guide our planning efforts over the next decade or more. It is designed to evolve and be flexible as we respond to the changes and needs in our community. The exciting outcome of this plan is it provides a roadmap for the College to achieve its mission to provide equitable, innovative, and responsive education.

I hope you enjoy this plan as much as I do.

Dr. Tim Cook
President,
Clackamas Community College



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COLLEGE VISION & MISSION

Clackamas Community College (CCC), founded in 1966, offers over 95 career and technical programs, including associate degrees, college transfer degrees, career technical education, literacy/basic skills, community education, business training, and partnerships for four-year degree completion programs. The CCC main campus is located in Oregon City with additional locations at the Harmony Campus in Milwaukie and the Wilsonville Campus. CCC served over 30,000 students from 2021 to 2022 at these three campuses.

CCC is a values-driven, student-centered organization guided by the following vision and mission:

VISION: *Empowering individuals, strengthening communities.*

MISSION: *As our community's college, we cultivate equitable, innovative, and responsive education.*

VALUES:

- *Learning*
- *Equity*
- *Student success*
- *Community*
- *Belonging*

PROJECT GOALS

This district-wide Concept Master Plan supports the college's vision, mission, and values by identifying needs and establishing priorities for ongoing improvements to campus facilities. The goals of the Concept Master Plan are to:

- *Establish a vision and direction for each campus*
- *Create a 10-year framework for growth and change*
- *Further equity & sustainability through campus improvements*
- *Adapt campuses for current and future learning modalities*

The process and outcomes of this plan reflect the college's ongoing commitment to creating an inclusive, equitable, culturally competent, and supportive environment at its campuses. The plan was developed through thoughtful outreach and engagement, and it outlines investments that will close student equity gaps while creating spaces that promote and sustain a sense of belonging for students, employees, and community members from diverse backgrounds. Advancing these intended outcomes will require continuous improvement over time. The Concept Master plan will function as a living document that can be updated and expanded in response to student needs and the ever-changing landscape of educational delivery. It is intended to support efforts to secure bond funding that will improve equitable student success outcomes.





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ACTIVITIES & TIMELINE

The Concept Master Plan is informed by a robust, year-long process of outreach and engagement with students, employees, and community members. Activities included more than 18 meetings and focus groups, a Campus Visioning Survey, two visioning workshops, and 12 presentations and discussions with multiple campus organizations, including:

- Diversity, Equity, and Inclusion (DEI) Committee
- Associated Student Government
- Advisory and Stakeholder Committees
- 2022 College In-Service Presentation
- Presidents Council
- College Council
- Leadership Cabinet
- Board of Education

Two visioning workshops were conducted early in the process: an Academic Visioning Workshop and a Campus Visioning Workshop. The Academic Visioning Workshop focused on how the college can respond to national and regional trends with innovative programming and creative uses of space. The Campus Visioning Workshop centered on the physical environment of the three campuses to collaboratively develop 10-year priorities for improvements.

A Concept Master Plan Advisory Committee comprised of students and employees, with representation from multiple departments and campuses, guided the development of the plan. The Advisory Committee met three times to inform what should be included in the plan, to review and refine draft concepts for each campus, and to review the Concept Master Plan for finalization.

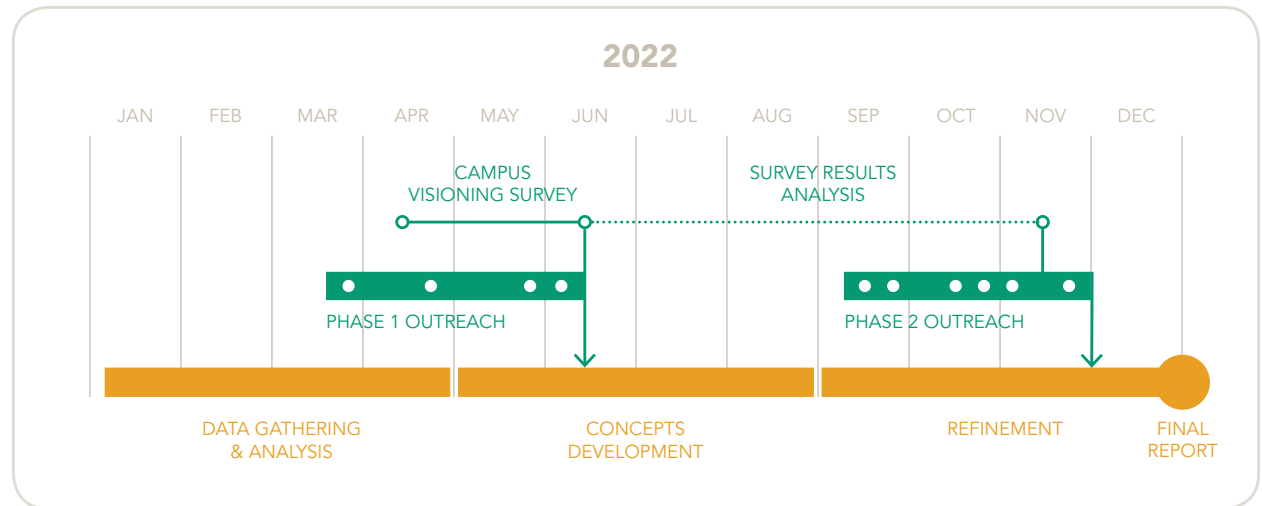


FIG 1: *Process and Engagement Timeline*



A project email address was shared in presentations and on the college website, which allowed the project team to receive specific comments, questions, input, and feedback throughout the process.

In addition to “in-reach” to students and employees, community and organizational partners, neighbors and other external groups were invited to participate through the Campus Visioning Survey and meetings.

Along with the input and data gathered through this outreach and engagement process, the Concept Master Plan incorporates information from other planning efforts, including the college’s 2020 DEI Strategic Plan and 2019 DEI Strategic Plan Progress Report. The outreach and engagement process for the Concept Master Plan was conducted with a focus on aligning with the DEI Strategic Plan. This included a strong emphasis on connecting with diverse students, offering videos and surveys translated into Spanish, Russian, and Vietnamese, disaggregating and analyzing survey data with a focus on input from participants with marginalized identities, and opening doors to ongoing engagement with mission-aligned community and organizational partners. The lessons learned from this engagement effort will support the college’s continuous improvement of equitable engagement practices and outcomes.

IF YOU WERE DOING A 10 YEAR PLAN TO MAKE CAMPUS BUILDINGS AND OUTDOOR SPACES MORE SUPPORTIVE, INCLUSIVE, AND WELCOMING FOR FUTURE STUDENTS... WHAT KINDS OF SPACES WOULD YOU MAKE SURE TO INCLUDE OR IMPROVE?

- clothing closet space along with food pantry
- spaces to connect and have a sense of community
- another activity/game space somewhere else on campus (outside Wacheno)
- spaces to take calls/ZOOM with technology
- more physical accessibility
- break up the concrete with more green space
- ensure practical/optimized study spaces (big enough, meeting needs)
- separate performance space / space for activities
- Wacheno closes around 4-5, would be nice to be open longer
- Dejardin window space is ideal
- device charging, infrastructure for technology
- more trees and green!
- "serenity garden", walking, sitting, etc.
- more covered outdoor spaces
- more indoor spaces that are open on off-hours (weekends, evenings)
- more quiet spaces for study/work /downtime
- rest between classes/com mutes/etc
- more benches in social orientation
- could be "refined" for quiet study
- more tables have been added
- intimidating space - because lights were off?
- less electrical light can be calming
- good for milling around/talking
- more weather protection outdoor seating
- more usable (dry) outdoor space
- can you set down paper on these tables?!

Notes from student focus group meeting

DISTRICT-WIDE THEMES

Based on the full spectrum of outreach and engagement activities, the following key themes emerged that inform recommendations across all the college's locations and facilities.

- **Provide more indoor and outdoor spaces for individual study, group collaboration, and informal social activity.** Students noted the limited availability of comfortable study spaces with amenities like private rooms or small group collaboration areas, device charging, comfortable furniture, and weather-protected workspace outdoors.
- **Provide contemporary teaching and learning environments, including spaces that support online and hybrid modalities.** Employees and students requested more spaces that support seamless participation in both in-person and online learning while on-campus.
- **Improve community connections and partnerships.** College facilities are already seen as a resource by the community. These public-facing spaces should be enhanced, and additional partnerships pursued to help CCC meet the greatest areas of community need while connecting with more potential students.
- **Improve facilities & outdoor spaces for student and community use.** Existing buildings and outdoor spaces can provide better usability, comfort, accessibility, and safety, making them more inviting, inclusive, and welcoming for students and community.



Health, Wellness, and Basic Needs

Many participants offered ideas for promoting various dimensions of health and wellness on campus, including fitness, access to food, free healthcare, and mental health. One area where the safety theme intersected with health and wellness was the topic of guns. Several students, all female, described a vision of a campus without guns. Three-quarters of the responses that included health and wellness were from students identifying as female, and about one-quarter were from students identifying as Latina/o/e/x. Several students also included affordable housing in their vision for the campuses.

Quiet Study Spaces

Over 25 students included descriptions of quiet study spaces in their vision for campus. Privacy and comfort, including comfortable furniture, were described as important features.

Access to Nature

More than 20 student responses to open-ended survey questions mentioned access to nature as an important part of a welcoming and inclusive campus. Examples of bringing nature into campus included community gardens, native plant gardens, outdoor activity areas (e.g. theater), and outdoor places for studying.



Accessibility

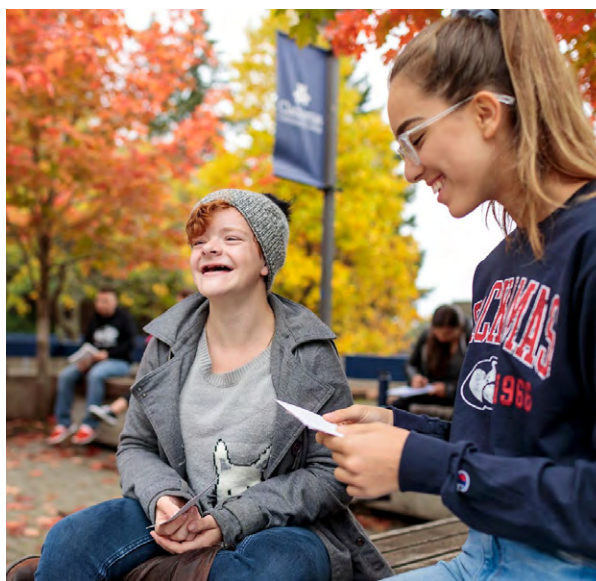
Several students explicitly mentioned accessibility for people with disabilities, while for several others, accessibility was discussed more in terms of access to childcare, affordable housing, or infrastructure for safe and health-promoting transportation. Other transportation-related examples included “warm or cold spaces for waiting for public transit” and improved parking and lockers for bicycles.

Respect for Language, Culture, and Gender Identity

Respect for diverse and intersectional identities was a theme that ran through students’ open-ended responses in a variety of ways. Language, culture, and gender were three aspects of identity that students across gender and race/ethnicity categories stressed were important to be respected on campus in implicit and explicit ways.

Compared to insitutional data on student population, the sample of students who responded to the survey included a greater proportion of female and non-binary students with a lower proportion of male respondents, and a greater proportion of Latina/o/e/x respondents, with a lower proportion of white respondents.

A full summary of the Campus Visioning Survey is available on the college website.





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STRATEGIC PLAN PRIORITIES

Trends in the delivery of two-year higher education—including significant shifts to online and hybrid modalities, changing enrollment and demographics, and a need for increasingly nimble program delivery—require the college to plan for future adaptability. The Concept Master Plan sets forth a 10-year vision for the three campuses that focuses on improving and enhancing existing facilities while preparing the college to adapt to ongoing change. The plan accounts for new and evolving technology while including spaces that improve retention, student success, and sense of belonging. It prioritizes the modernization of teaching and learning spaces, improves student amenity and support spaces, and emphasizes comfortable and usable indoor and outdoor spaces for a range of student and community use.

The plan envisions campuses that welcome students and community members from all backgrounds to learn and grow with high quality education that is relevant and adaptable. The plan also outlines potential opportunity areas for strategic, mission-aligned partnerships at each of its locations, preparing the college to be responsive to the areas of greatest community need.

The 2021-2026 CCC Strategic Plan identifies five priorities guiding CCC's direction. The Concept Master Plan supports these priorities by planning for future improvements within two broad categories: Student Experience and Educational Delivery.

STUDENT EXPERIENCE

Holistic Student Support

This Master Plan outlines new opportunities to provide student study spaces, gathering space, and safe and welcoming campuses.

Diversity, Equity, and Inclusion

The planning process followed CCC DEI principles and sought to listen to students and employees with systemically non-dominant identities. The plan explores how campus environments can promote equitable and inclusive teaching and learning.

EDUCATIONAL DELIVERY

Excellence in Teaching and Learning

The Master Plan improves and modernizes teaching and learning environments and identifies opportunities for more efficient space use to accommodate current and future modes of learning.

Organizational Health

CCC employees have been closely consulted through the planning process to highlight how facilities can support broader efforts like the Strategic Plan and Academic Planning.

Community Connections

Each CCC campus has unique opportunities to strengthen what are already strong relationships with their communities, both physical and programmatic.

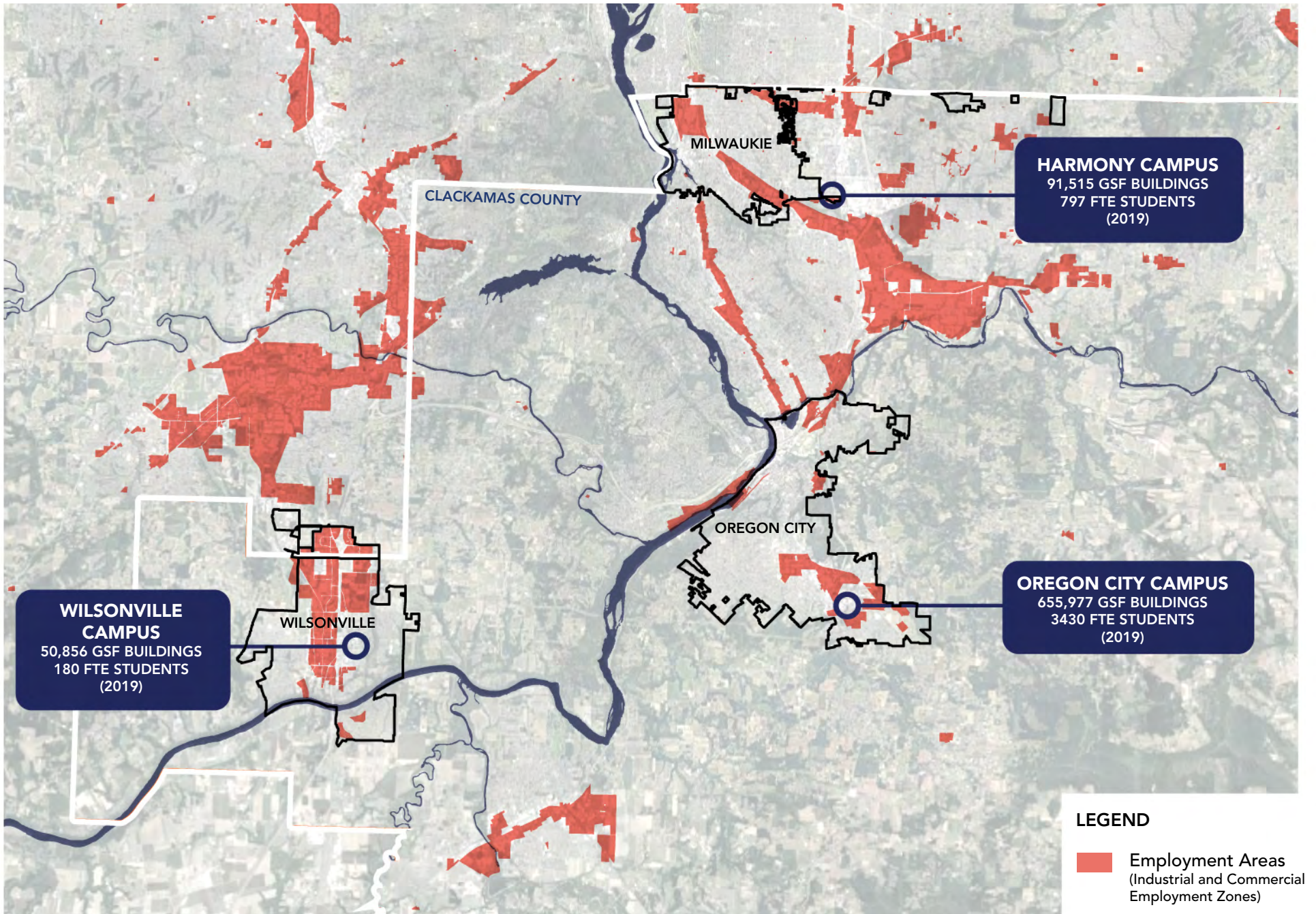


FIG 3: CCC Context



STUDENT EXPERIENCE

WELCOMING, INCLUSIVE, AND SUPPORTIVE CAMPUSES

In alignment with the College's Diversity, Equity and Inclusion Strategic Plan and initiatives, this plan emphasizes welcoming, supportive, and inclusive spaces that respond to the broad range of student experiences and needs. The CCC student body has become more racially diverse over the last decade, reflecting the overall trend in the surrounding communities. CCC's student body has greater representation of Latina/o/e/x students than the surrounding populations, and these students are the second most populous group by race and ethnicity within the college. Younger students, between ages 18 and 29, make up the majority of the student body, but the share of students between ages 30 to 39 has increased since 2017.

The 2019 DEI Strategic Plan process found that overall, students perceive CCC as a welcoming and safe place to work, learn, and grow. However, it can feel culturally isolating for students, faculty, and staff of color. Some students experienced challenges feeling safe and welcome, leading to avoidance of spaces and retention issues. For example, focus groups found that male students of color can feel disproportionately and suspiciously observed, making it difficult to feel a sense of belonging, and Campus Visioning Survey respondents who identified as Latina/o/e/x or disabled were more likely to mention safety as a concern. Students desire greater physical accessibility and more all-user amenities like restrooms and infant changing tables. Looking to the future, students hope to see campuses that are visually representative of diversity and inclusion for all. College spaces should support open and respectful discussions about power, privilege, and equity; and campuses should be easy to navigate with clear directions.

STUDENT BASIC NEEDS

Many CCC students are facing basic needs insecurity. As of 2020, a total of 59% of surveyed students were facing some combination of housing insecurity, food insecurity, or homelessness. These basic needs insecurities disproportionately affect students of color. To address this, the plan includes options for adding supportive services such as childcare, affordable housing and healthcare through third-party partnerships.

Childcare

The Oregon City Campus currently provides childcare through the YMCA and Clackamas County Early Head Start programs. Expansion of this program or the addition of a drop-in childcare facility would benefit students at this campus. Childcare is not currently offered at Harmony and Wilsonville campuses, and the plan includes options to include childcare in future development at these campuses. Any future childcare service on a campus should target the highest needs of students at that location through operating hours, affordability, and other aspects. Childcare could also be co-located or associated with eldercare facilities to provide intergenerational care. Participants in the Campus Visioning Survey who identified as primary caregivers were most likely to report that childcare services would be beneficial on campus. Within this, the highest percentage of Latina/o/e/x student survey participants reported that childcare services would be beneficial on campus.

Affordable Housing

To address students' significant need for affordable housing, the college is exploring partnerships to support affordable community housing. A possible approach to such partnerships is for the college to provide a site and continue to own the land, while a housing provider owns, operates, and maintains the housing and site. The housing is not intended to be dormitory style student residences but to provide rentable affordable apartments available to students as well as others, including employees and the community at large. More than two thirds of survey participants with a disability that might affect their ability to move around campus indicated interest in affordable housing on campus. About half of primary caregivers and and two-thirds of first-generation students were interested in affordable housing.

Suitable sites for possible affordable housing partnerships will be well-connected to a campus with pedestrian routes, but with separate vehicular access. Given its size, the Oregon City Campus offers the greatest opportunity for affordable housing development. The other two campuses provide good proximity to services and jobs but have much less available land.

In addition to exploring on-site housing partnerships, the college will continue to expand housing support for students off-campus through other means, such as vouchers and connections to affordable housing providers.

Healthcare

The college's existing partnership with the Clackamas Volunteers in Medicine free clinic will remain in place for the plan timeline, but may be reaccommodated in an improved space to provide maximum benefit to the campus and community. Survey participants who would take classes in person indicated high interest in the free clinic, including two-thirds of participants with a mobility-related disability, all participants over the age of 64, and the majority of respondents of all races and ethnicities.

CAMPUS ACCESS & TRANSPORTATION

The majority of CCC students and employees currently drive to campus. To improve ease of access and to meet sustainability goals, the college is striving to support alternative modes of accessing campus. As efforts continue to advance equity and sustainability goals through transportation, campus facilities will play an important role in supporting transit users through the establishment of comfortable and convenient indoor and outdoor waiting areas, improved and multilingual wayfinding, and enhanced pedestrian comfort and safety.

Students have expressed a desire for improved frequency and convenience of transit, and sometimes reported feeling unsafe when using transit. In 2020, the college's Shuttle Service and Access Plan found that close to 40% of students have been late or missed a class due to transportation issues. Due to the auto-oriented pattern of development that surrounds the campuses, students without access to a car face significant barriers to accessing education at CCC. Prior to the COVID-19 pandemic, the CCC Xpress Shuttle connected the Oregon City Campus and

the Harmony Campus with the TriMet MAX Green Line. TriMet also serves these two campuses with bus service. The Wilsonville campus is served by the local SMART transit service. Some students rely on transit to access the college, and the college is committed to a continued focus on improving transportation options for students, including students in outlying communities like Estacada and Canby. Improved transit service can be addressed through partnerships with service providers and by enhancing on-campus transit waiting facilities and amenities.

Changing trends in online and hybrid learning will inform parking demand over time. Community college students seem particularly inclined to choose online learning options as they are often people with children, full-time jobs, and other life responsibilities. As the share of online and remote students is likely to remain steady or increase, and enrollment targets are below the historic peak of 2009, the college's current parking resources are assumed to be sufficient to serve students for the plan timeline.

EDUCATIONAL DELIVERY

ENROLLMENT

Like most two-year institutions, CCC experienced declines in enrollment since 2019 due to campus closures and other disruptions during the pandemic. The college is currently implementing strategies to regain 2019 levels of enrollment by 2025 and to grow 20% beyond 2019 enrollment across all three campuses by 2031.

The improvements identified in the Concept Master Plan support the college's strategies to regain and increase enrollment. These strategies include enhancing student support through admissions, onboarding, and retention, while also strengthening pathways to education for systematically under-represented populations facing barriers, such as first-generation students and students of color. Providing financial support and help with basic needs will help underserved students complete their education and succeed. In addition, the college will leverage and expand connections to community and local industry to provide new educational and training opportunities and to increase enrollment.

Campus	2019 Enrollment	2024/25 Target	2030/31 Target
Oregon City	10,891	10,900	13,080
Harmony	2,318	2,320	2,784
Wilsonville	1,099	1,100	1,320
Off-Campus	5,675	5,680	6,816
Total	19,983	20,000	24,000

Table 1: Strategic Enrollment Targets
(Duplicated Headcount)

PROGRAMMING OUTLOOK

The college currently offers degrees and certificate programs in eight educational focus areas. As the primary campus, Oregon City delivers the largest array of programs, including a wide range of general education and workforce training offerings, as well as athletics. The Harmony Campus provides a significant focus in healthcare programs and facilities as well as English as a Second Language courses. The Wilsonville Campus has historically served as a hub for workforce training programs, while also housing Portland General Electric as a tenant and partner. Future improvements to facilities can enhance connections and collaboration between campuses and programs.

In the context of changing enrollment, employer needs, and student demographics, CCC continually assesses its program offerings to be responsive to current conditions as well as future needs and trends. The college is continually assessing how its programs will position students for high-wage and high-demand jobs. This includes possible expansion or contraction of existing programs as well as the addition of new programs that meet the areas of highest workforce demand. Future program adjustments may include establishing innovative offerings, such as training and re-training courses, apprenticeships, pre-apprenticeships, or layered credentials that help with students' mid-career shifts. The Concept Master Plan establishes intentional flexibility to accommodate program changes and partnerships over the next 10 years.



EDUCATION MODALITIES

The COVID-19 pandemic ushered in enduring changes to educational modalities. While some programs were not available for remote or online learning, such as nursing or automotive technology, overall demand has continued for online, remote, and hybrid course offerings. As of Fall Term 2022, 61% of courses were offered in-person, 28% were online or remote, and the remaining 11% were hybrid courses that included a mix of remote and in-person meetings. Fall Term 2022 student engagement indicated that 36% of surveyed students strongly prefer in-person courses, 22% strongly prefer hybrid courses, and 41.5% strongly prefer completely online courses. CCC is evaluating the long-term patterns of these shifts in modalities and intends to support online and hybrid participation through adjustments in space utilization, facility improvements, and transportation support.

The Campus Visioning Survey found that students participating in both on-campus and online classes prioritize quiet study spaces as most important to provide on campus. But in other areas, students engaged in different modalities may need different things on a campus. For example, students participating in courses on campus indicated places to socialize and places to borrow devices as important to them. In comparison, students participating in only online courses tended to show more interest in places to borrow electronic devices and places to exercise, with lockers, than in places to socialize on campus. Survey participants who were caregivers and those who identified as Latina/o/e/x were more likely to prefer taking online courses.

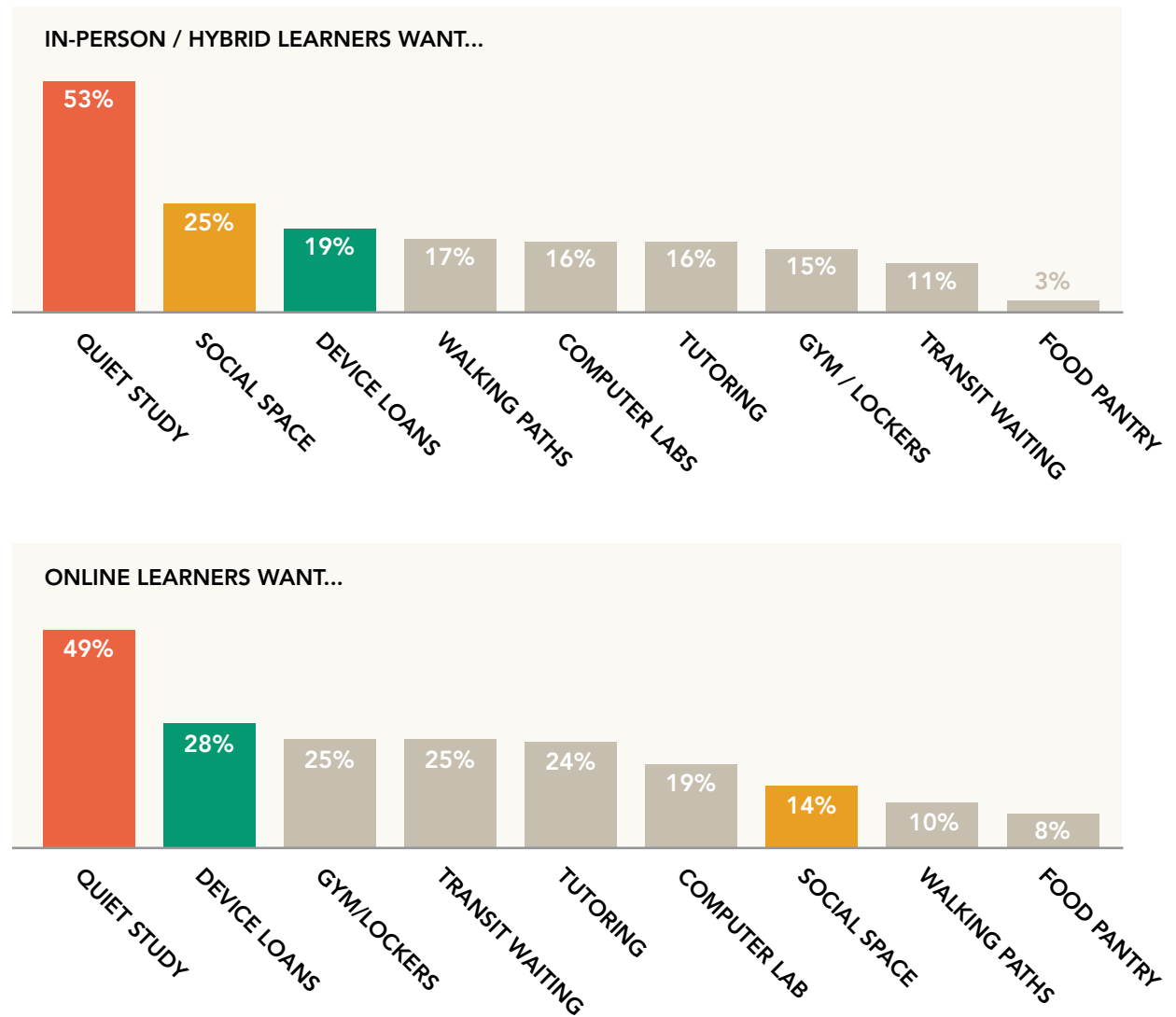


FIG 4: Survey responses about important campus spaces for on-campus and online students

SPACE UTILIZATION AND NEEDS

A space utilization analysis for the Oregon City, Harmony, and Wilsonville campuses measured the capacity of instructional spaces and how efficiently they were currently used for their intended purpose. Consequently, a space needs analysis identified future space needs at two enrollment levels by space type as compared to existing facilities. Due to the impact of the COVID-19 pandemic, Fall Term 2019 provided the baseline data for this study. Headcount enrollment, course data, and faculty and staff employment data were used as a basis to establish the relative quantities of space needed over 10 years at two institutional enrollment levels: 20,000 headcount students by 2024 and 24,000 headcount students by 2030. The resulting projected space needs are based on established national guidelines and standards appropriate for two-year colleges. As the three campuses differ in their size and purpose, space guidelines were modified to reflect their unique variations.

The college's total gross square footage (GSF) of facilities is 775,673. The space utilization and needs analysis included a total of 22 buildings on the Oregon City Campus comprising a total of 421,654 assignable square feet (ASF) including recent renovations to Rook Hall. The Harmony Campus features two buildings with a total of 50,831 ASF while the Wilsonville Campus building has a total of 23,435 ASF. In combination, an institutional total of 495,920 ASF was used to develop the analysis.

Compared to commonly accepted classroom guidelines and benchmarking studies, the outcomes of the utilization analysis suggest that the Clackamas Community College has a more than adequate supply of classrooms at the 20,000 and 24,000 duplicated headcount

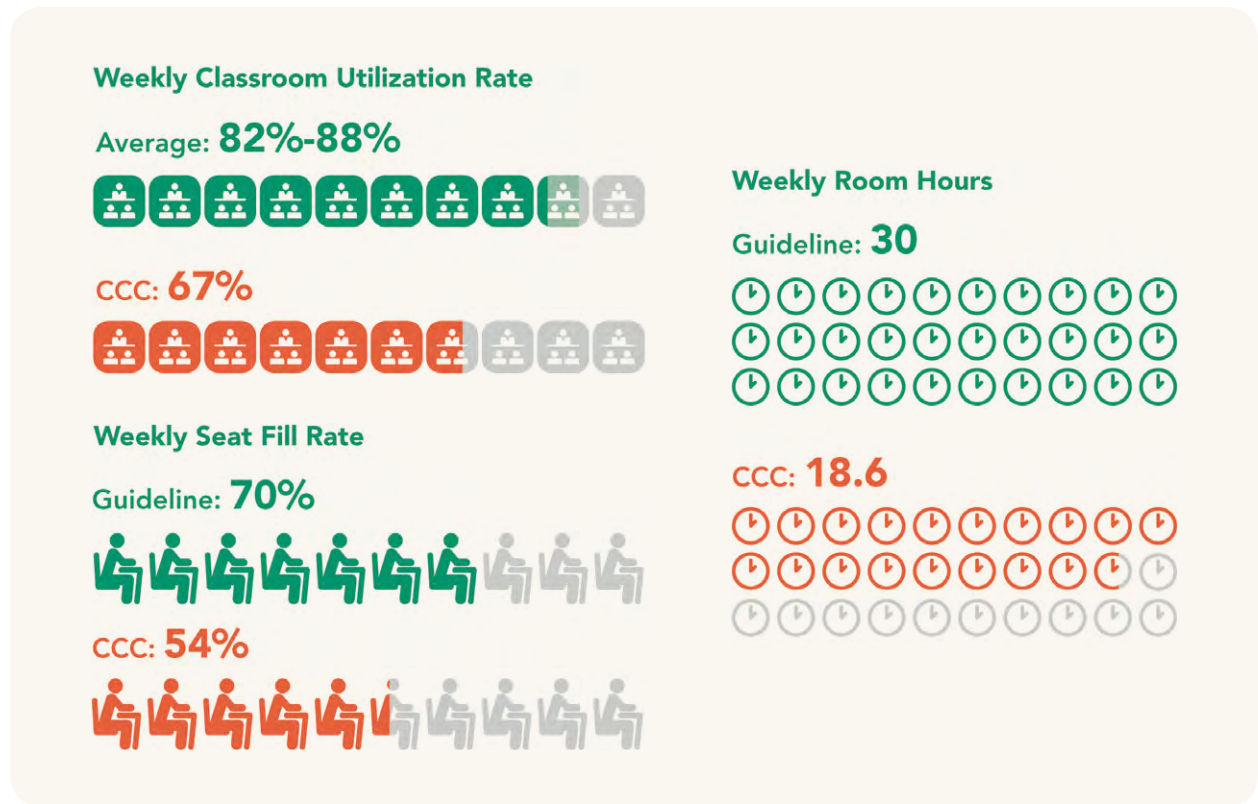


FIG 5: CCC space utilization metrics compared to guidelines

levels. Office and service space is sufficient at the 20,000-headcount level and slightly deficient at the 24,000-headcount level. All three campuses showed potential for more efficient classroom utilization. Greater efficiency can be achieved through scheduling practices and encouraging sharing of classrooms between departments. Based on 10-year enrollment targets, the space needs analysis found a small amount of additional space needed at each campus for specific purposes, some of which could be included in renovations and replacements of existing facilities.

CREATIVE ADAPTATIONS OF SPACE

Due to the COVID-19 pandemic, online education was the predominant modality in both 2020 and 2021 nationally. As campuses closed, colleges shifted most of their courses to remote or hybrid delivery. Higher education surveys are noting that the sudden shift will further accelerate the growth of online learning and various hybrid formats. Colleges are now poised to offer more choices in distance learning and develop new degree programs. These new educational delivery models will further reduce the need for traditional physical campus spaces, like classrooms and laboratories, for in-person course taking.

From visioning workshops with college administrators and faculty, the following key themes were identified as important for integrating new and emerging modalities into physical infrastructure while supporting student success:

Remote/Hybrid Technology and Flexibility

- Flexible teaching spaces that support all teaching modalities
- Increasing student and employee access to spaces and technology that support remote/hybrid learning
- Training in new educational modalities

More Intentionality Towards Space to Support & Convey Belonging and Student Engagement

- Flexible and comfortable outdoor spaces
- Collaboration and social spaces
- Spaces that support student growth



Need for Student Support Spaces and Programs

- Childcare/elder care
- Housing
- “Wrap-around” services

Office Optimization and Hybrid Work

- Increased efficiency of office space
- Balancing flexibility with student and employee needs

More Focus on CTE and Workforce Programs

- Provide more room for high-demand Career Technical Education programs
- Connect training offerings with industry/employer needs

Areas for Collaborative Partnerships/Community Services

- Leasable industry and partnership space
- Leasable community space

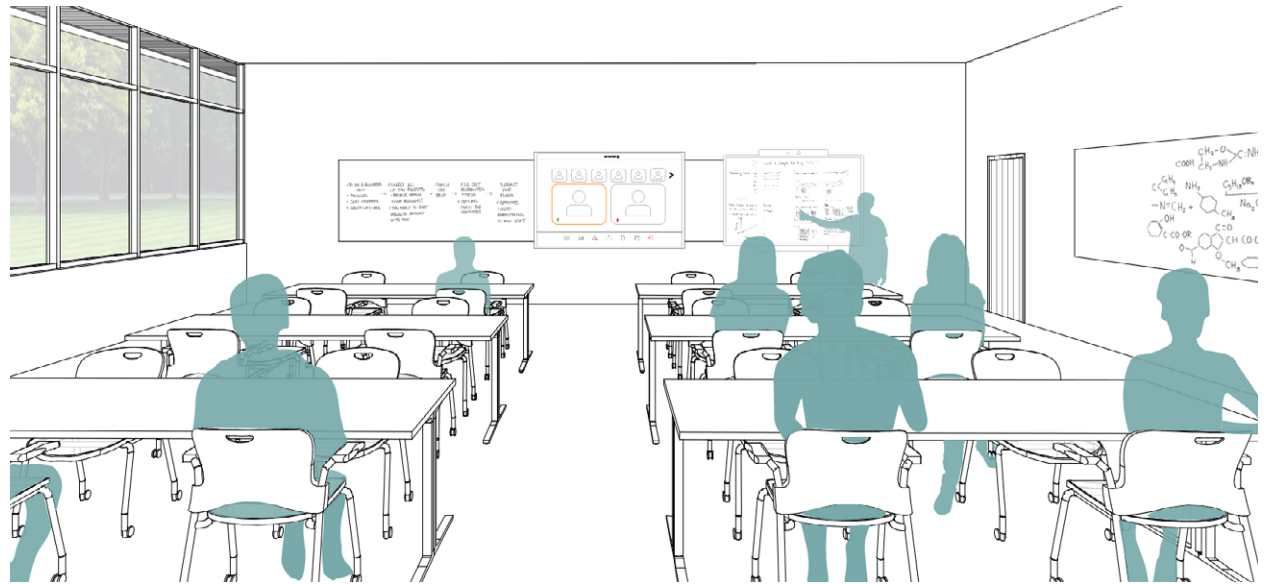
Innovative Programs

- Expand online program offerings regionally
- Outreach to potential students through informal online education offerings like instructional videos

MODERN TEACHING AND LEARNING SPACES

To meet the need for greater flexibility in response to current and future education modalities, several adaptations and improvements can be considered across all three campuses where appropriate spaces are identified. Effective integration of technology will be an important component of modern teaching and learning spaces. This includes classroom and study space technology that supports multiple learning styles, embedded technology in community spaces, and programs like direct device distribution to students.

The following prototypes of teaching and learning spaces can be included in building renovations in order to support greater access, flexibility, and student success across campuses.



Modernized Standard Classrooms

Overall classroom improvements should include updates to in-classroom technology that support multiple learning styles like smartboards and more student computer stations. The long-term success of technology integration in standard classrooms will be contingent upon a robust implementation plan that prioritizes whole-campus infrastructure improvements with centralized control systems and management. Modernized classrooms should also include flexible furnishings that can be arranged to support diverse in-classroom activities.

Technology-Enhanced Classrooms

Existing hybrid classrooms require workarounds to fully execute a seamless online learning experience for instructors and students. The college plans to create one to three “technology-enhanced” classroom models as a pilot project, and future renovations can draw from and improve upon this initial model. It is critical that technology configurations in these classrooms are user-friendly and do not distract from the overall learning experience. These spaces should also include flexible furnishings that can be arranged to support diverse in-classroom activities.



Modern Computer Labs

Where appropriate, the college may consider adding computer labs to buildings. This strategy will increase access to technology in centralized, secure locations. Computer labs may also be co-located with small interactive learning spaces that include tech infrastructure to support student access to remote classes.





Interactive Learning Spaces

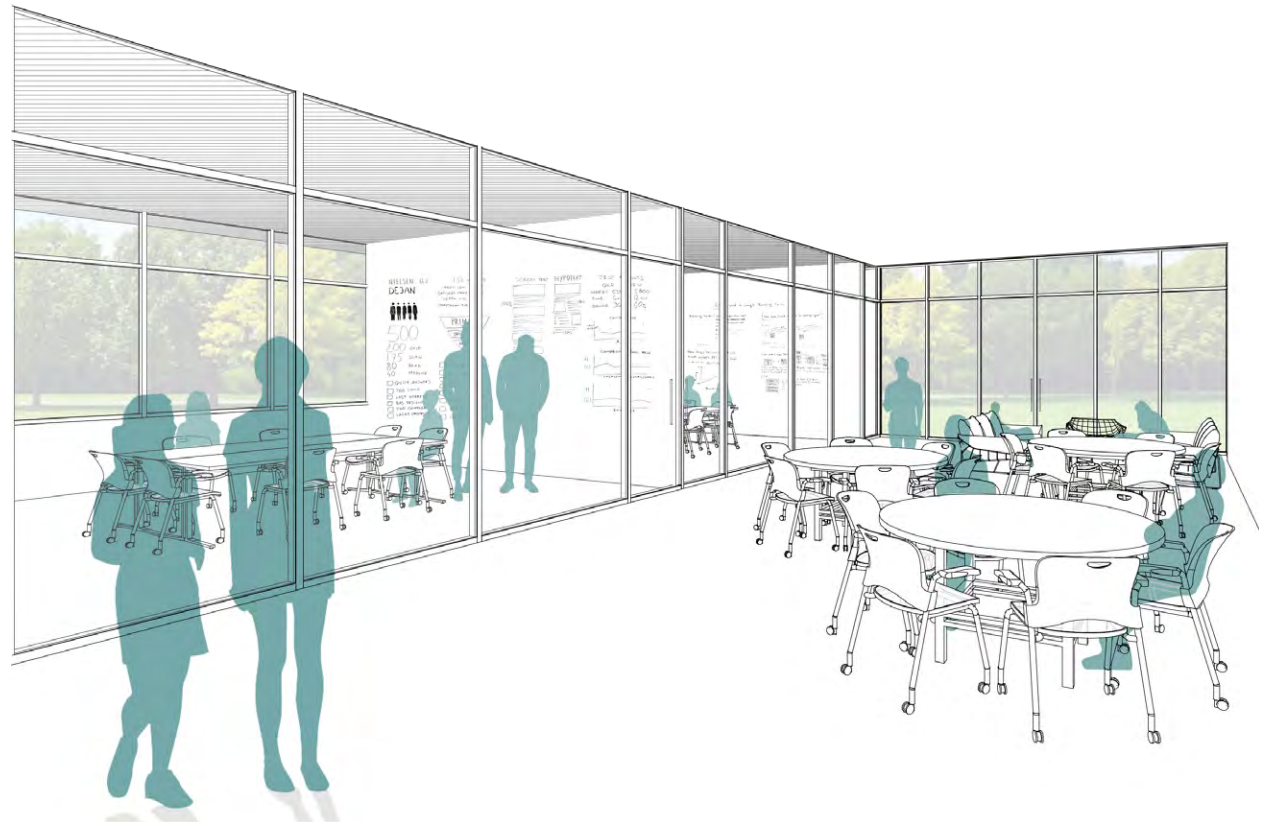
These learning spaces are acoustically isolated rooms for up to four or five people that provide decentralized access to tools for remote/asynchronous learning. Interactive learning spaces should include tables, seating, and access to Wi-Fi and power outlets for device charging. These spaces can provide different levels of technological integration. Some may include computers with webcams and microphones for students to access online classes. Others may have only monitors that allow students to connect to their laptops. These rooms may be co-located near faculty offices, student lounge spaces, and/or grouped in suites in convenient, supportive, and central locations.





Student Lounge Spaces

Student lounge spaces are intended to support individual and small group study, as well as provide informal social spaces for students to gather between classes. These spaces should include moveable furnishings that can be used by students individually or in groups, provide charging outlets and Wi-Fi, and be near faculty office suites and small study rooms.



PARTNERSHIP SPACES

In addition to adapting spaces for more effective teaching and learning, the college may also choose to adapt space for leasable office and/or research lab space for public or private partners. Space may also be renovated to expand wraparound services like drop-in childcare or to add programs like eldercare. Partner uses of college space will be determined based on alignment with the college's mission, potential to advance strategic priorities, and potential to support student success.





04| OREGON CITY CAMPUS

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EXISTING CONDITIONS

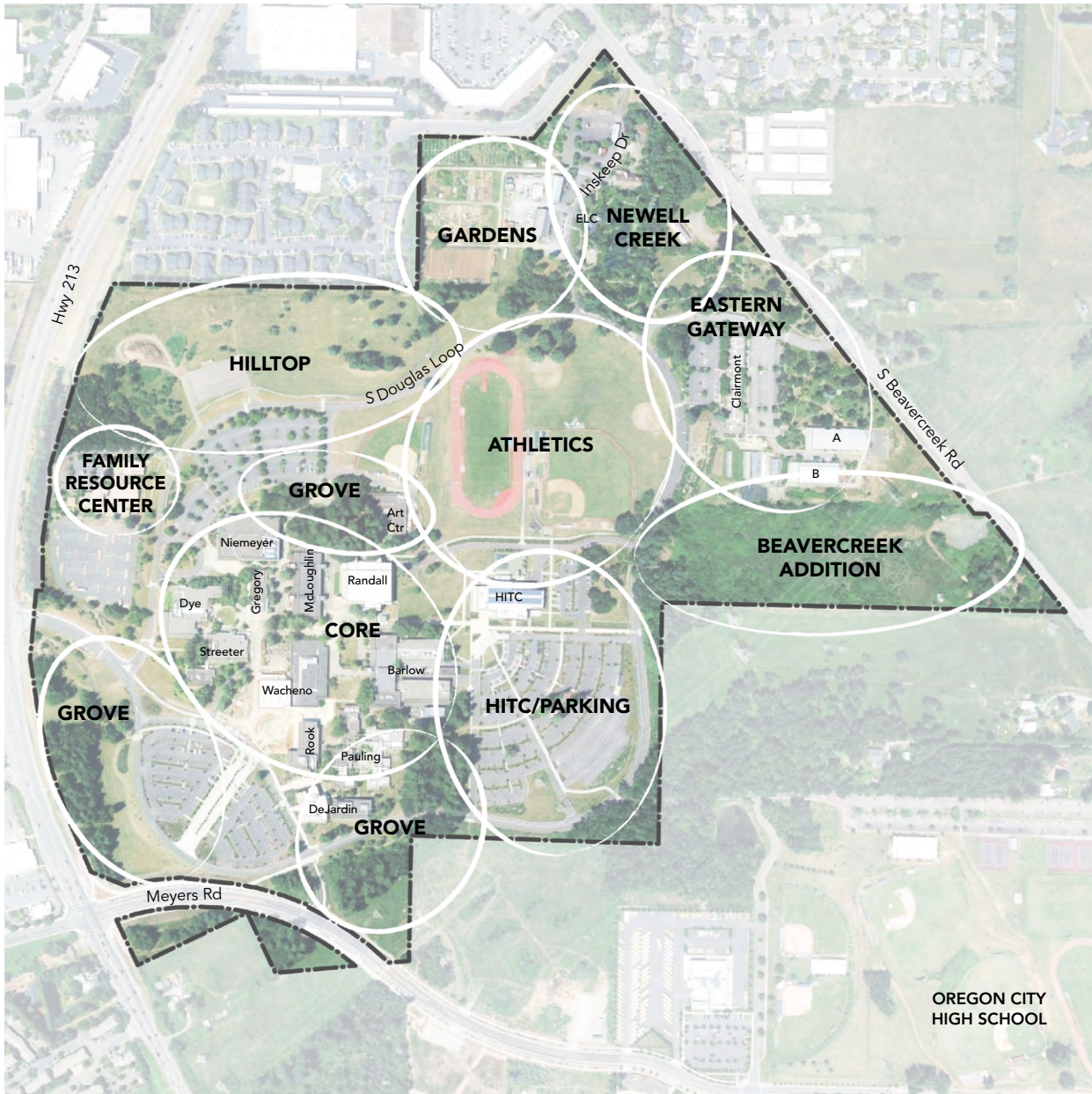
Clackamas Community College's main campus is located in Oregon City, accessed from Highway 213 and South Beaver Creek Road. The site was acquired in 1968, with the first academic building, Clairmont Hall, constructed in 1970. The 176-acre campus features extensive areas of open space, gardens, and natural areas and includes 23 instructional and student support buildings including the recently opened Wacheno Welcome Center, along with four maintenance support buildings.



Aerial view of the Oregon City Campus in 1976.



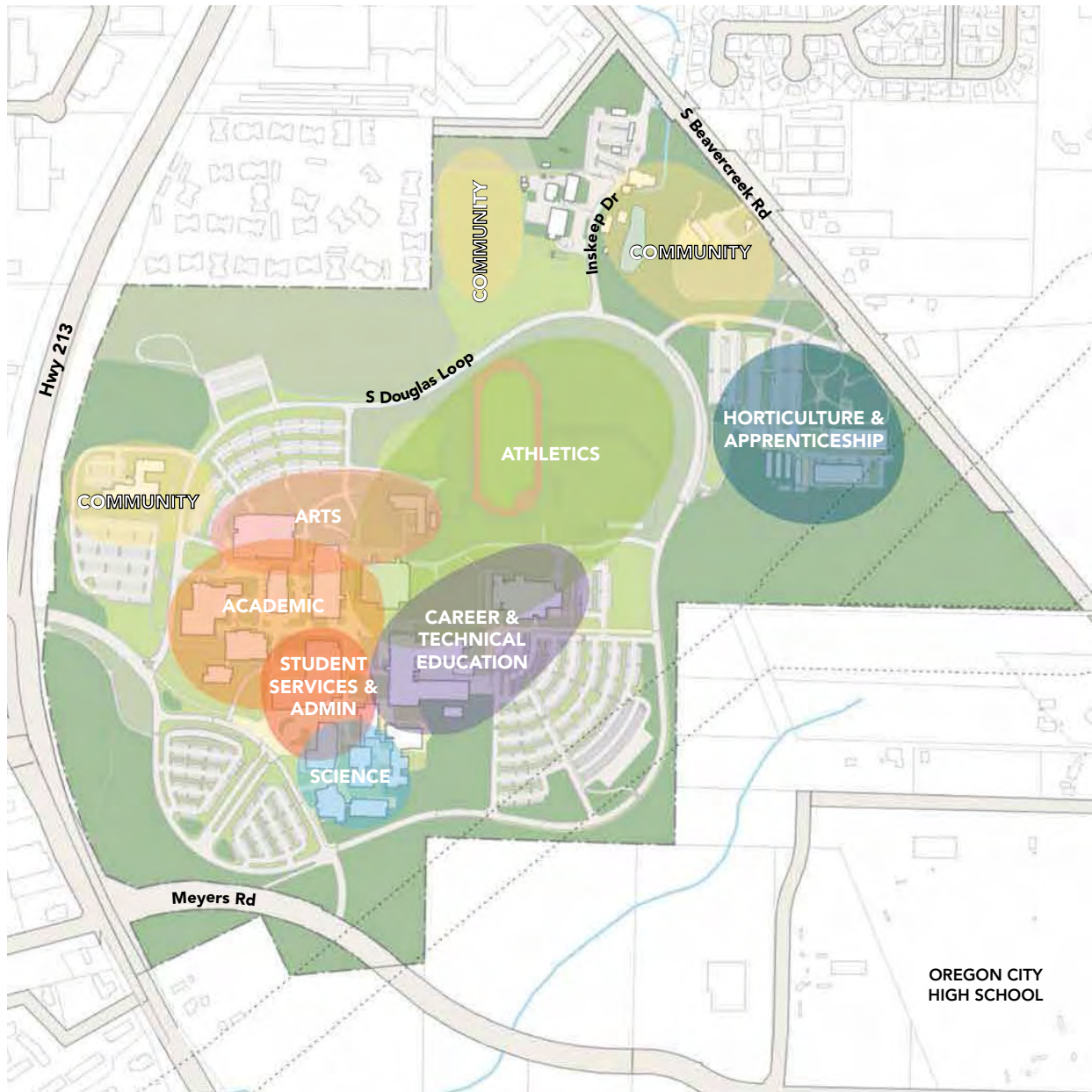
Mature conifer groves along Douglas Loop Road.



The Oregon City Campus is uniquely land-rich, with a diversity of outdoor spaces including mature conifer groves, open grassy areas, athletic fields, community gardens, plazas and walkways, and the Environmental Learning Center (at the headwaters of Newell Creek). The campus is relatively flat and easily accessed with moderate grade changes to the east.

FIG 6: Campus Landscape

----- CAMPUS BOUNDARY



The campus core is home to the college's liberal arts academic programs, many Career and Technical Education-oriented programs, athletics, and other co-curricular programs. East Campus provides programs oriented towards outdoor education, Horticulture and Apprenticeship programming.

FIG 7: Program Areas

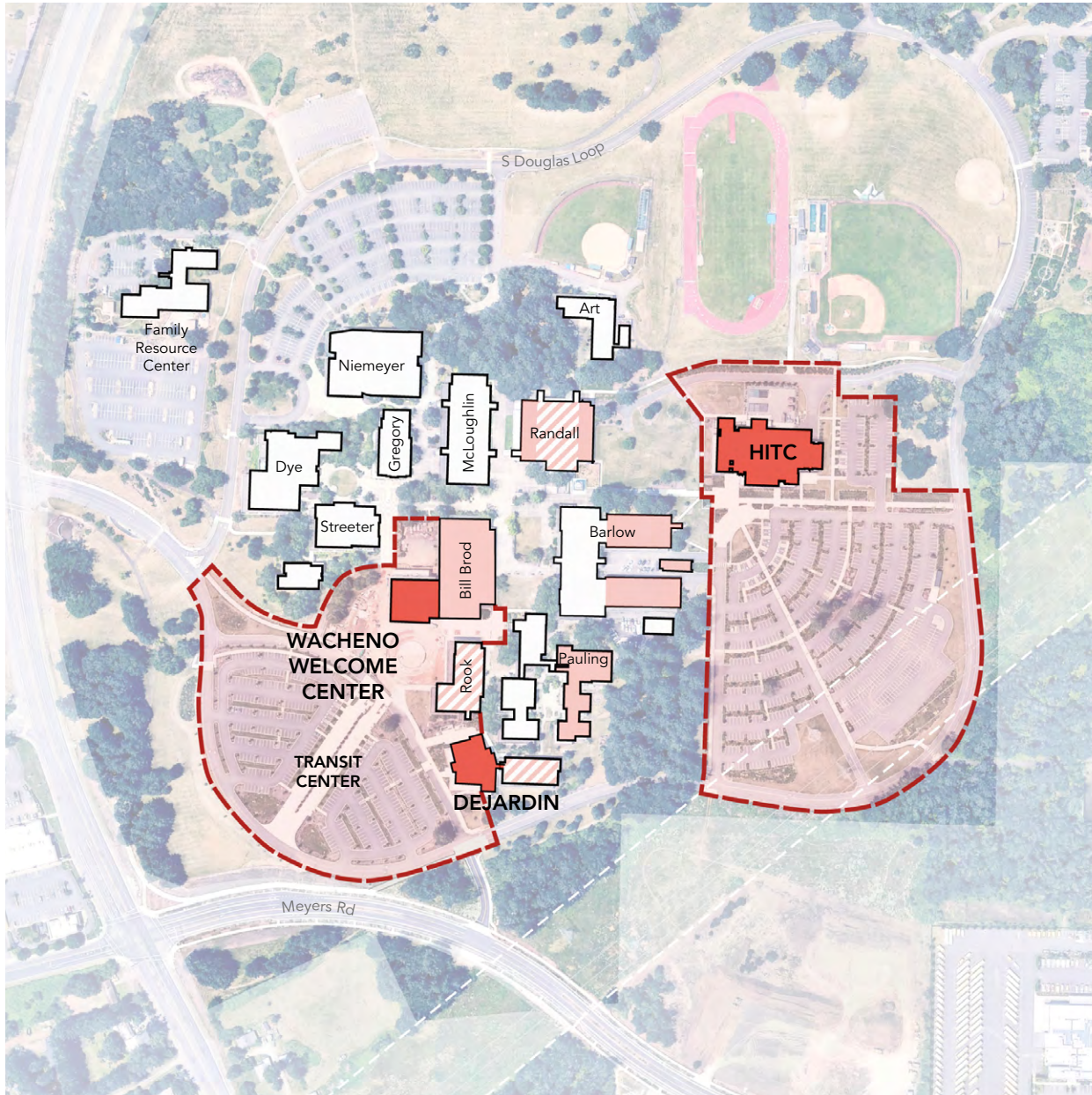


FIG 8: Community Interface

The campus provides many programs and spaces that serve the community. Outdoor spaces like the Environmental Learning Center, the track and running/walking paths are open to the community and were heavily used by community members throughout the pandemic. The campus has served as an operations base camp and evacuation shelter for 2020 wildfires and other recent local emergencies. Several buildings are also important resources to the community, including Niemeyer Hall (for theater and concerts), the Randall Gym, and the Gregory Forum for large and small gatherings.



Niemeyer Hall



In November 2014, voters in the Clackamas Community College Service District approved a \$90 million bond measure that funded updates and expansions to college classrooms and labs, as well as modernized equipment to meet industry standards. CCC also received \$32 million in state matching funds. Bond funds were used to support the 2015 Oregon City Campus Master Plan and subsequent construction of the Holden Industrial Technology Center (HITC), the DeJardin Science addition, new Transit Center, and the Wacheno Welcome Center. Additional renovations funded through the 2014 bond included Barlow Hall Automotive renovations, the remodel of Roger Rook Hall, renovation of the Pauling Center Bldg C, rebuild of Douglas Loop, Randall Hall locker room and seismic upgrade as well as numerous roof, IT, infrastructure and MEP upgrades.

FIG 9: Recent Capital Improvement Efforts

- CAMPUS BOUNDARY
- NEW BUILDING
- RENOVATION
- ▨ PARTIAL/MINOR RENOVATION

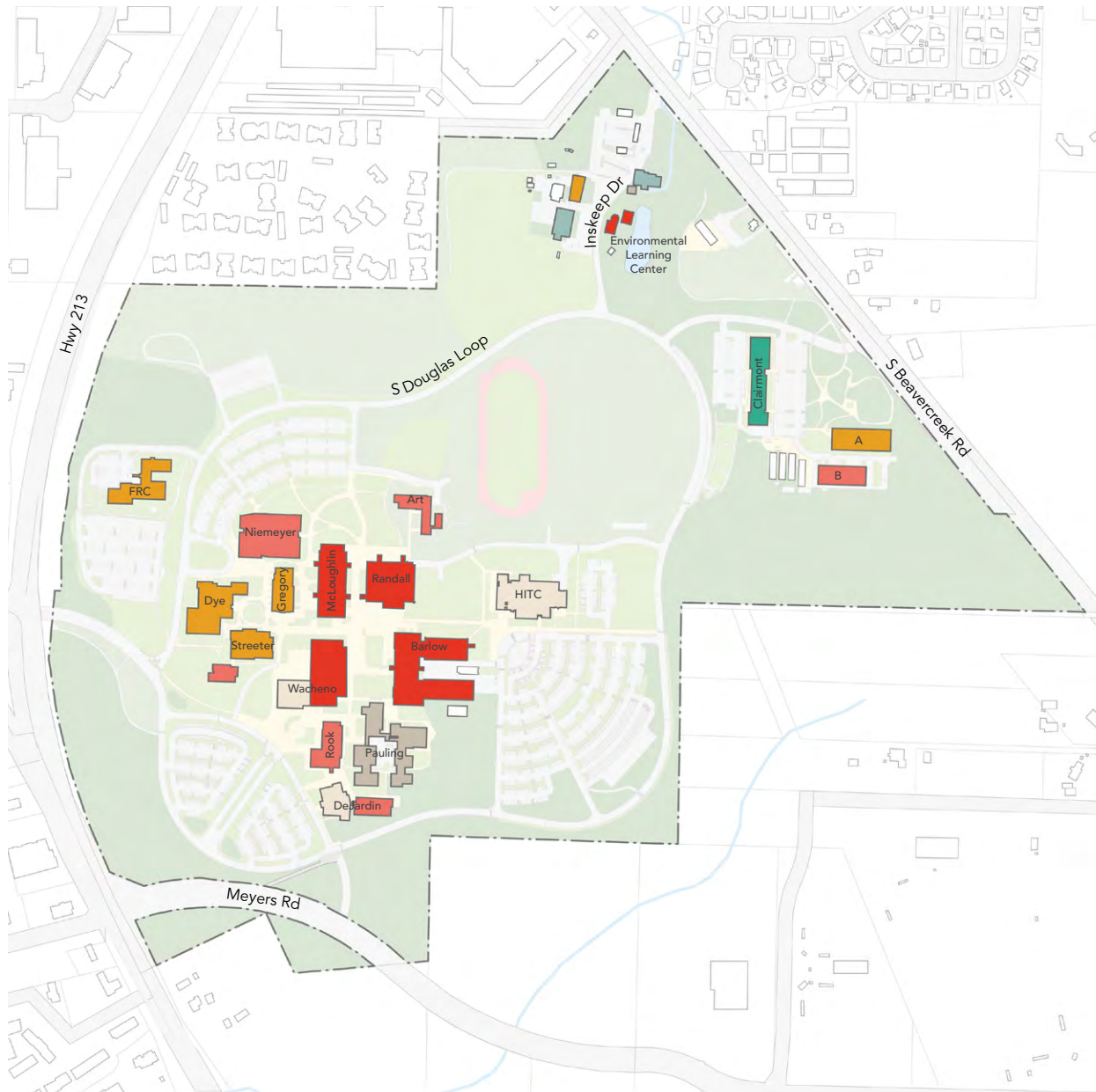
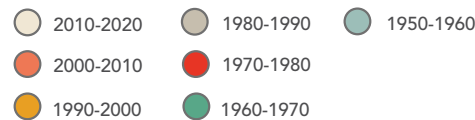


FIG 10: Building Age



The oldest buildings on campus are Clairmont Hall, built in 1970, and the Lewelling Building in the Campus Services area, built in the 1950s. Existing building conditions and site infrastructure have been reviewed to ascertain the available support for existing and future programs. Recommendations for maintenance and upgrades to building MEP systems and campus civil infrastructure include:

- Maintenance and updates to HVAC and lighting for Barlow Hall, Bill Brod Community Center, McLoughlin, Pauling A&B, Randall Hall, Clairmont Hall, Dye Learning Center, Niemeyer, Roger Rook, and Streeter Hall. These updates are addressed in the college’s 2023 Mechanical, Electrical and Plumbing Master Plan.
- Preventative maintenance and further inspection of sewer lines on campus.
- While there are no current deficiencies in service, aging plumbing should be monitored and upgraded, when possible, to avoid disruption of water service due unforeseen line breaks.

SPACE NEEDS

Using the enrollment, modality, and efficiency assumptions outlined in Chapter 3, the space needs assessment indicates a potential building space surplus of 65,030 ASF at the 20,000-student headcount scenario and a 31,922 ASF space surplus at the 24,000-student headcount level. These potential surpluses are larger in classroom and lab space categories. Projections of surplus space depend on highly efficient utilization of existing space, and the modeling does not reflect the complexity of current scheduling practices and program adjacencies. However, it is clear that the campus's existing classroom space is more than sufficient to meet both short-term and long-term enrollment goals through the life of the plan.

At the 24,000-student level, modest space deficits are projected in multiple space categories, totaling 12,479 ASF. Some deficits may be accommodated through the repurposing of surplus space and the completion of the Rook Hall renovation. Some space needs stemming from additional enrollment will be offset by the migration to remote learning. Most of the space types associated with a student center appear to be sufficient. However, additional meeting spaces may be needed, depending on the mix between online and hybrid students. Additional physical plant space will be needed as the campus population grows.

Teaching laboratories have adequate space to increase course sections and/or add students to existing sections. Office and office service space is in balance. Future faculty and staff growth may be offset by remote work. The need for additional conference room space may be offset as more meetings are conducted virtually. The current net calculated space need for the library and related collaborative spaces indicates the existing space is adequate but nearing capacity at the 24,000-student headcount scenario.

Space Category	20,000 Students Student Headcount = 5,278 Staff Headcount = 328				24,000 Students Student Headcount = 6,337 Staff Headcount = 361			
	Existing ASF	Guideline ASF	Surplus / (Deficit)	Percent Surplus/(Deficit)	Existing ASF	Guideline ASF	Surplus / (Deficit)	Percent Surplus/(Deficit)
Academic Space								
Classrooms	58,399	35,183	23,216	40%	58,399	42,699	15,700	27%
Teaching Laboratories	117,151	78,578	38,573	33%	117,151	90,968	26,183	22%
Open Laboratories	14,290	10,552	3,738	26%	14,290	12,674	1,616	11%
PE Recreation & Athletics	32,483	36,200	(3,717)	(11%)	32,483	36,439	(3,956)	(12%)
<i>Academic Space Subtotal</i>	<i>222,323</i>	<i>160,513</i>	<i>61,810</i>	<i>28%</i>	<i>222,323</i>	<i>182,781</i>	<i>39,542</i>	<i>18%</i>
Academic Support Space								
Offices & Services	66,869	66,260	609	1%	66,869	68,623	(1,754)	(3%)
Library & Collaborative Space	27,068	22,485	4,583	17%	27,068	26,166	902	3%
Assembly/Exhibit/Meeting	24,414	23,914	500	2%	24,414	25,506	(1,092)	(4%)
Physical Plant/Central Computer	20,574	22,327	(1,753)	(9%)	15,214	18,746	(3,352)	(22%)
<i>Academic Support Space Subtotal</i>	<i>138,925</i>	<i>134,986</i>	<i>3,939</i>	<i>3%</i>	<i>133,475</i>	<i>138,771</i>	<i>(5,295)</i>	<i>(4%)</i>
Other								
Student Center Space	23,023	23,742	(719)	(3%)	23,023	25,348	(2,325)	(10%)
Greenhouses	7,500	7,500	0	0%	7,500	7,500	0	0%
<i>Other Subtotal</i>	<i>30,523</i>	<i>31,242</i>	<i>(719)</i>	<i>(2%)</i>	<i>30,523</i>	<i>32,848</i>	<i>(2,325)</i>	<i>(8%)</i>
Campus Total	391,771	326,741	65,030	17%	386,321	354,399	31,922	8%
<i>Inactive/Conversion Space</i>	<i>12,825</i>				<i>12,825</i>			
<i>YMCA Childcare</i>	<i>12,311</i>				<i>12,311</i>			
<i>Outside Organizations</i>	<i>9,614</i>				<i>9,614</i>			

ASF= Assignable Square Feet

Table 2: Oregon City Space Needs

VISION & DIRECTION

Outreach and engagement with students, employees, and the community revealed the following themes for master plan improvements at the Oregon City Campus over the next 10 years:

- Reflect the campus's role as a central academic and administrative hub
- Provide informal gathering, study, and support spaces equitably across the campus
- Enhance the campus's function as community amenity and resource
- Expand on-site connections with industry and workforce training
- Improve outdoor learning and gathering opportunities
- Improve pedestrian safety and comfort and create an interconnected campus

In the Campus Visioning Survey, participants noted the importance of preserving and enhancing the campus's outdoor spaces and resources, including the ELC, mature groves of trees, and programmed spaces like athletics. Students and other participants noted that safety and wayfinding could be improved through better lighting, signage, and enhanced navigability and accessibility in the design of campus paths and buildings.

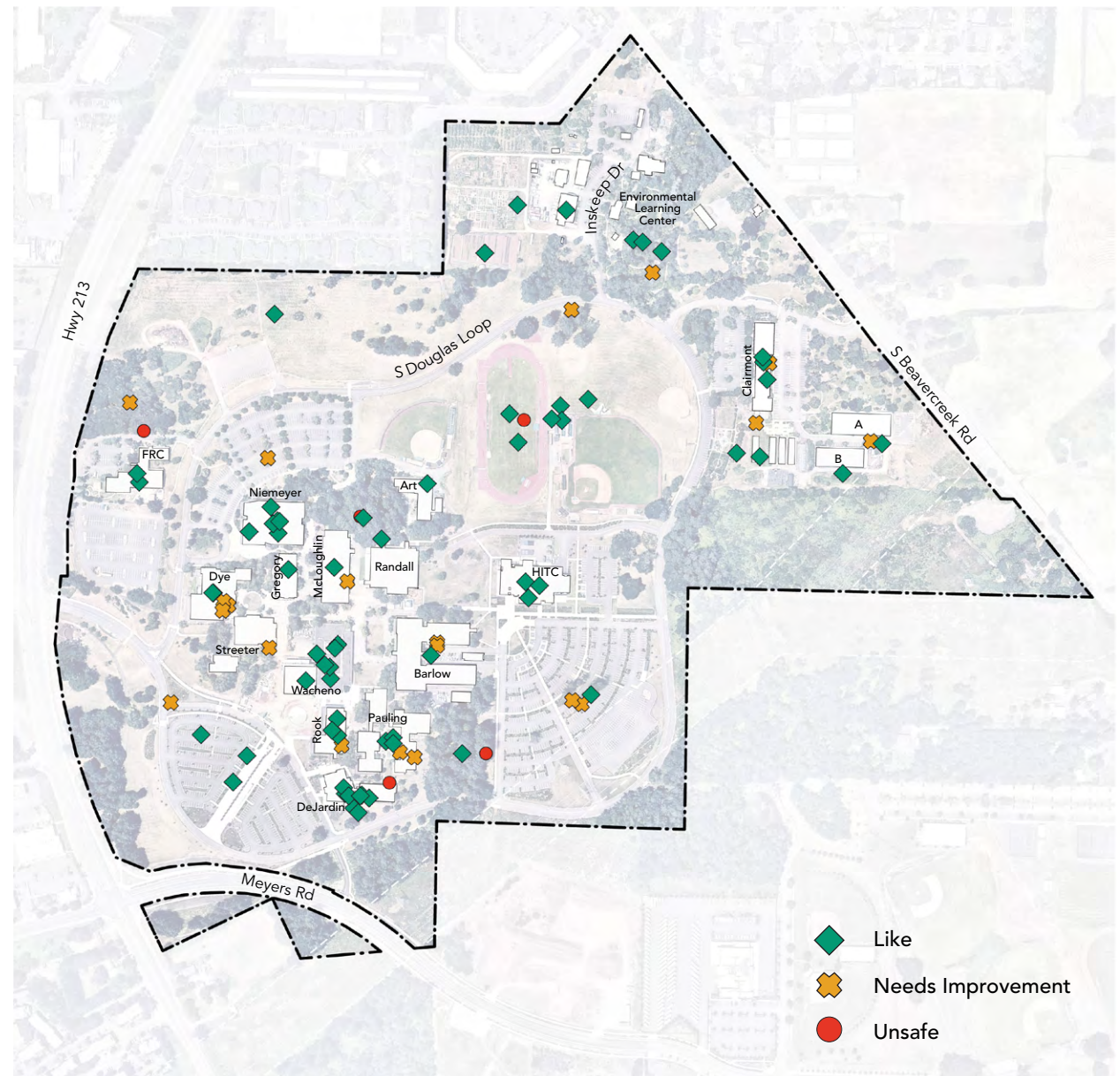


FIG 11: Student input on the Oregon City Campus from the Campus Visioning Survey



MASTER PLAN CONCEPTS

Based on outreach and engagement, along with analysis of existing conditions and space needs, the following improvements are proposed at the Oregon City Campus:

- **Building Adaptation**

Oregon City has several aging buildings that would benefit from modernization. As part of renovating older buildings, the space needs analysis suggests that there may be opportunities to adapt some classroom or office spaces to meet the need for contemporary teaching and learning environments, including hybrid learning spaces.

There is also potential to reconfigure current spaces to provide more comfortable study and gathering spaces. Additionally, some space may be available for new partnerships and community uses meeting the college's aspirations to expand its local connections.

- **Campus Core Modernization and Adaptation**

Updates to buildings and the core campus open space can create an active and enlivened campus heart.

- **East Campus Workforce Training Hub**

Scenarios are proposed to create an improved hub for existing programs, as well as capacity for expanded vocational training facilities over time.

- **Athletics**

New sports fields and community recreation opportunities will help improve student life, retention, and community connections.

- **Campus Services**

Updates to the campus services area will provide improved efficiency and functionality to operate and maintain the campus.

- **Affordable Housing Partnerships**

Potential partnership sites are identified for CCC to support housing affordability for students and the community.

- **Campus Circulation Improvements**

Improvements to pedestrian connectivity, safety, and comfort will help create a fully connected campus.

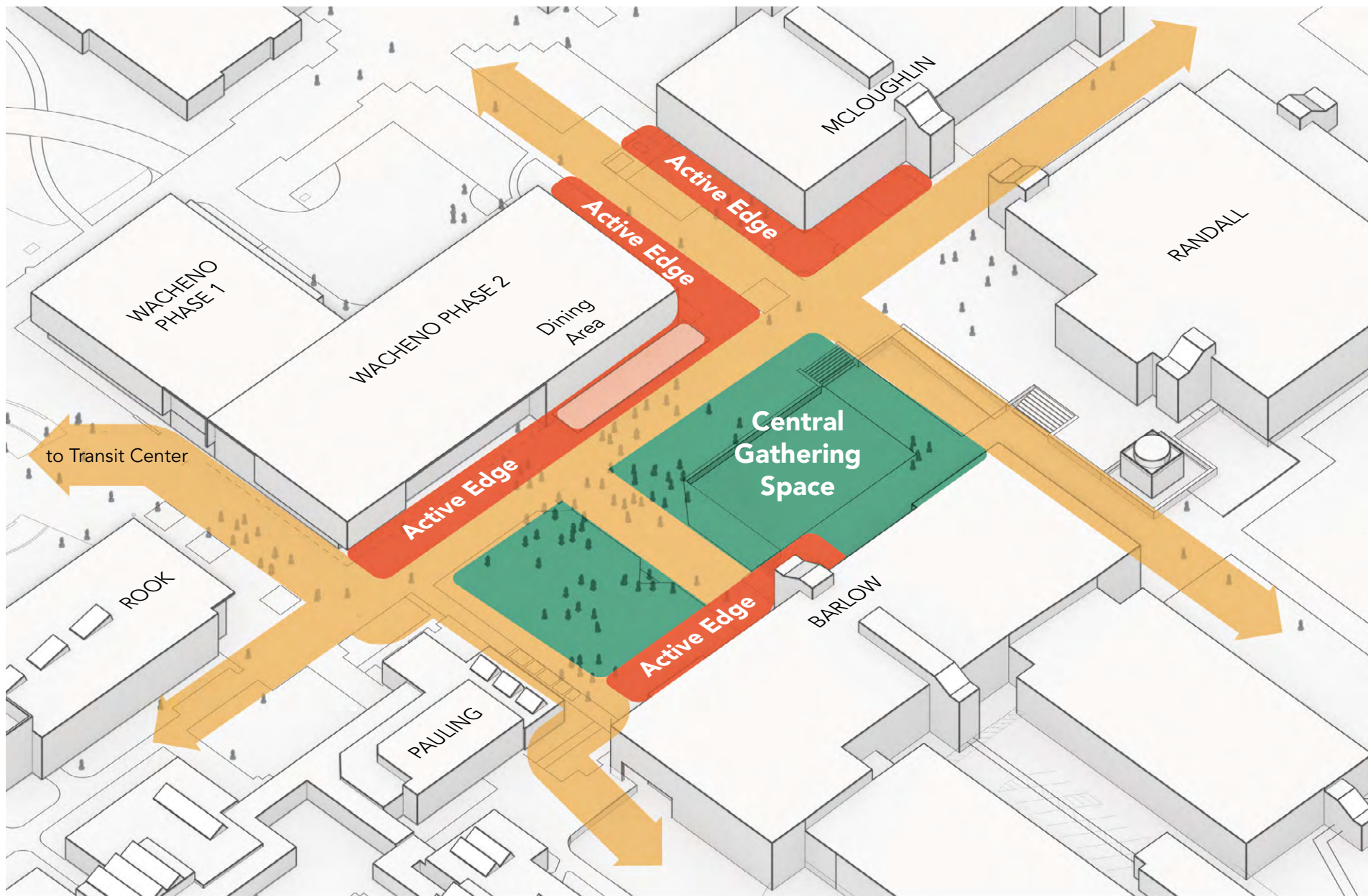


FIG 13: Activating the campus core with central gathering space and occupiable outdoor spaces at building edges.

CAMPUS CORE

The campus core is characterized by concrete buildings built between 1970-1980, with imposing façades and limited internal sightlines into the central open space. Throughout the engagement process, faculty and students expressed a desire to see improvements to the open space at the heart of campus, including better pedestrian connections between the core and outlying areas of campus, strengthened outdoor spaces within the campus core, and the addition of covered areas that can be used throughout the year. Primary opportunities to improve this space are described below.

IMPROVED PEDESTRIAN CONNECTIONS

Improvements to the pedestrian network into and through the core of campus can be made while building or open space upgrades are developed. For example, students and staff currently access the core of campus primarily via the established path north of Barlow Hall from the Blue 1 parking lot south of HITC. From that same lot, there is an informal path around the south side of Barlow through a small, wooded area and open space. This path is envisioned to be widened and made fully accessible, with lighting and potentially improved access to buildings. This will create two clear pedestrian entries to the heart of campus and will avoid wayfinding issues for visitors who currently attempt to enter the campus core through the central yard of Barlow Hall. With the recently opened Wacheno Welcome Center, renovated Rook Hall and the new gateway plaza between these buildings, the walkway leading north into the central quad could also be widened and provide direct connections to Barlow Hall.



Stepped seating provides flexibility for both informal social space (left), and large gatherings or events (right)

CENTRAL GATHERING SPACE

The sunken quad, between the Bill Brod Community Center and Barlow Hall, sits roughly 5' below the level of adjacent walkways, bound by concrete walls at the south and west edges. This grade difference limits circulation through this area of campus, particularly for those with mobility challenges, as there is only a single ADA-compliant route at the north end of the sunken quad via a narrow ramp. This central sunken plaza could be reimagined as a flexible central gathering space that could be used both for campus events and informal social activities. The 2015 Master Plan re-envisioned the plaza with stepped amphitheater-style seating to help connect and activate the space. These types of changes could provide inviting spaces for students to sit outdoors alone or in small groups and would be convenient for larger presentations or gatherings like graduation.



Current conditions in campus core open space



Solar arrays can be used as canopies above outdoor seating, providing electrical generation and multi-season outdoor space.



Canopies at building edges can provide spill-out space for social and educational activities.



FIG 14: Active building edges, including Wacheno Phase 2, will enliven and activate the heart of campus.

ACTIVE BUILDING EDGES

Many of the existing buildings surrounding the campus core have blank façades. Opening up the edges of these buildings with more transparent facades and entries will help activate outdoor spaces, create physical and visual permeability between indoor and outdoor spaces and help build a sense of campus community. Building edges in this central area could also benefit from the addition of covered seating areas for use throughout the year, particularly at the edge of the potential future Wacheno Phase 2 dining area. Covered outdoor spaces should be well lit and have access to power outlets and Wi-Fi to maximize potential use throughout the year.

Certain building edges in the core could be further enhanced and activated by replacing

concrete stair towers with open and transparent towers that can activate outdoor spaces and serve as well-lit 'lanterns' in the evening, providing a more secure and welcoming feeling in the heart of campus. This adaptation strategy could also be applied to Barlow Hall, McLoughlin, and Randall.

WACHENO PHASE 2

Phase 1 of the Wacheno Welcome Center was completed in 2021 as an addition to the Bill Brod Community Center. The 23,817 SF facility was built using 2014 bond funds and state legislative match. Wacheno Phase 2 is envisioned to replace Bill Brod, providing comfortable and welcoming spaces for all the existing programs, student services, and student activities that are currently housed there. These programs and spaces include:

- Student Clubs
- Start Lab
- Career Center
- Associated Student Government
- Food Pantry
- Disability Resource Center
- Veteran's Resource Center
- Multicultural Center
- Meditation Room
- Admissions and Recruitment
- Transportation Office
- Kitchen and Dining
- Student Lounge Space
- Gathering Space
- Quiet Study Areas
- Open Study and Work Areas
- Work / Conference / Meeting Rooms
- Offices
- Storage

In addition to existing programs and spaces, the college may add an enhanced dining hall with improved connections to the outdoors, conference space, and additional program or partnership spaces. Extending the intent of Wacheno Phase 1 to provide more visible and welcoming resource and support spaces, a potential "basic needs hub" could be one of these program elements, providing centralized access to housing, food, transportation, and other basic needs support in a welcoming and accessible format. The new building could also accommodate the bookstore, relocating it from McLoughlin Hall. Specific programming of Wacheno Phase 2 will be conducted as part of the design process when this project is initiated.

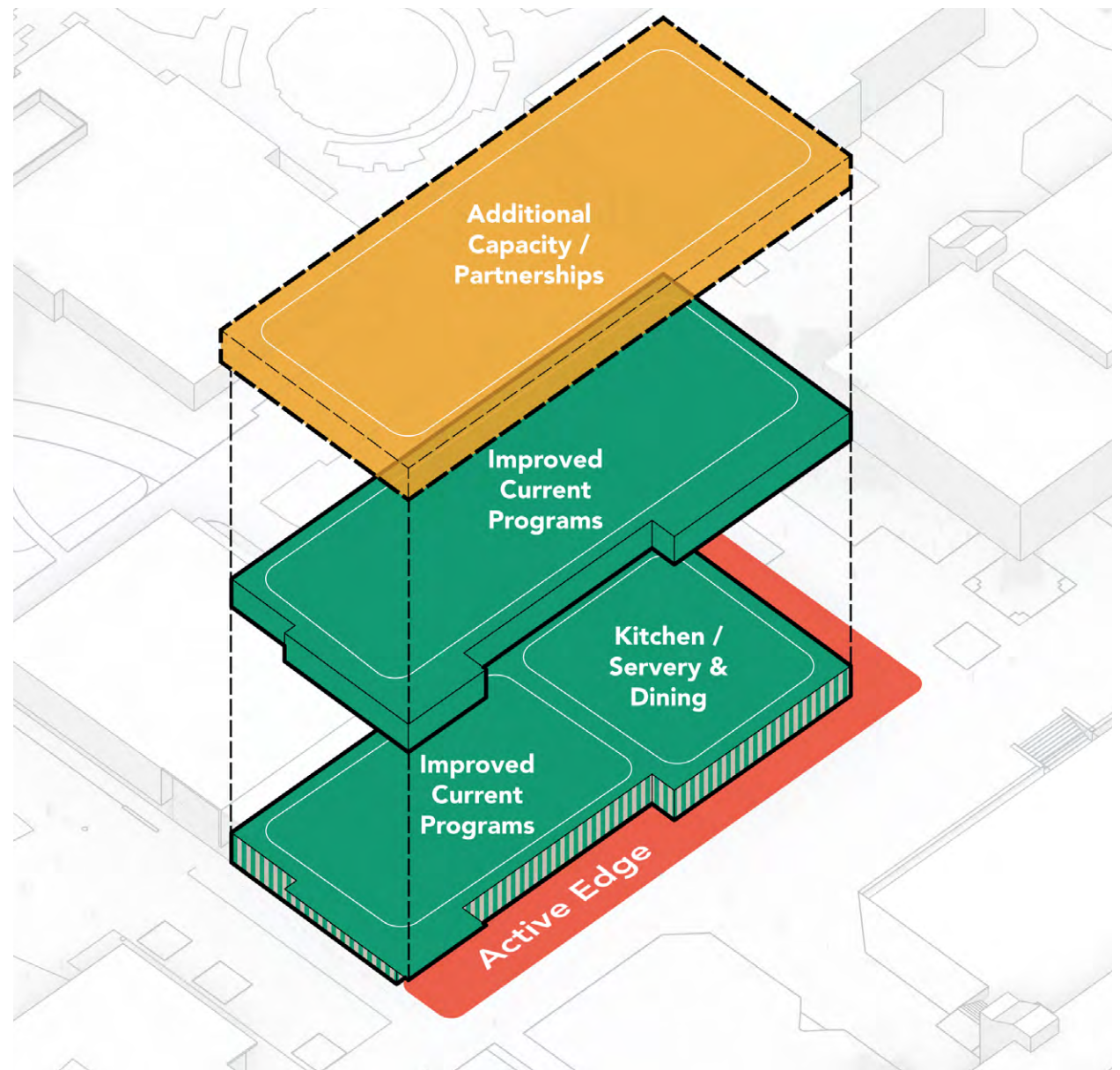


FIG 15: Wacheno Phase II will provide modernized space for activities currently housed in Bill Brod Community Center, an improved dining space, and potentially additional capacity or partnership space.

BUILDING ADAPTATION

In addition to the full replacement of the Bill Brod Community Center, the aging buildings in and around the core of the campus can be improved for student comfort and contemporary teaching and learning. The design of any renovation or adaptation will include a collaborative process to determine the needed amounts and types of space for each program. The following buildings were identified as potential candidates for adaptation and renovation, and potential opportunities are described for each.

MCCLOUGHLIN HALL

McLoughlin Hall was evaluated as a prototypical example of how an entire building could be adapted and modernized. This example demonstrates the building reorganized with active edges that open to surrounding outdoor spaces, creating more visible activity throughout the campus core. It also utilizes an academic hub approach in reorganizing instructional and support spaces.

At the ground level, existing classrooms and labs could be opened and made more accessible through reconfiguration as a student-oriented 'collaboration center.' This could provide a central location for students to access study space and technology on campus, and potentially contain interactive learning spaces to facilitate individual and small group study as well as spaces to join online classes. If the bookstore at the north end of the McLoughlin ground floor is moved to Wacheno Phase 2, that space could become a drop-in childcare space, conveniently located in the heart of campus. Drop-in childcare must be adjacent to a secure play area, which could be located to the north of McLoughlin, near a future drop off/pickup which could be added to the Yellow 1 parking lot.

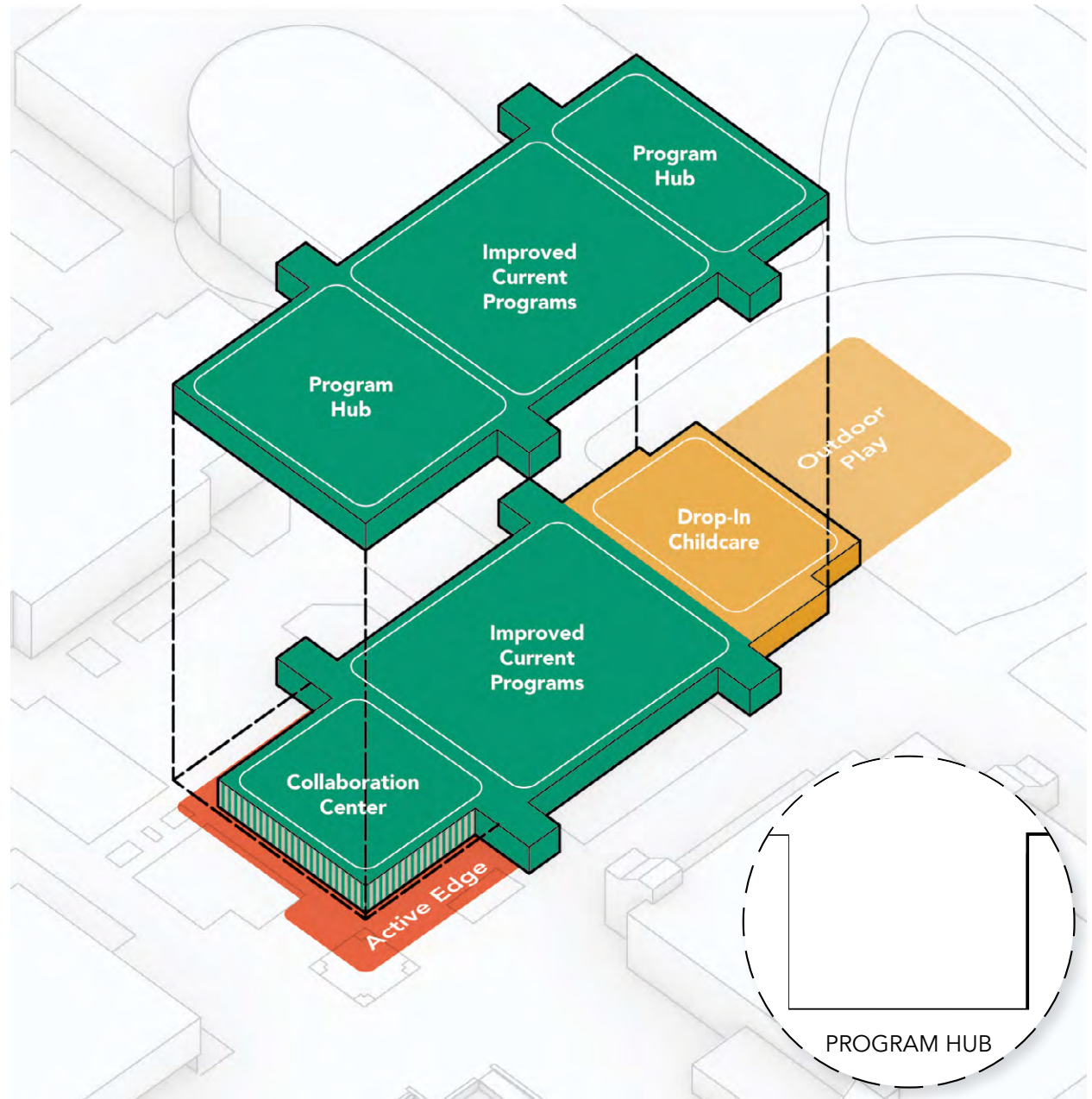


FIG 16: McLoughlin Hall Adaptation Concept



FIG 17: Rendering of Proposed McLoughlin Hall Improvements

Classrooms and offices on the second floor could be reconfigured into academic hubs. This organizational strategy aligns with the college's Guided Pathways approach to student success, centralizing student support space within academic program areas. Hubs are intended to contain co-located office suites, classrooms, and student lounge space.

Any adaptation to McLoughlin Hall will account for full placement or relocation of the spaces housed in the building today, including:

- Classrooms
- Bookstore
- Duplication & Shipping
- College Safety
- Center for Teaching and Learning
- Computer Labs
- MIDI/Piano Classroom & Lab
- Institutional Effectiveness & Planning
- Arts and Science Leadership
- Social Sciences Faculty Offices



Existing view of McLoughlin Hall ground floor



Hubs could include small study rooms for group and individual use

BARLOW HALL

Barlow Hall creates one of the primary edges to the campus core, with an expansive but blank concrete façade overlooking the central quad and sunken plaza. Renovating the entry to Barlow could help to activate the core area with visible student activity and provide additional student space for the automotive programs. The college could approach this in different ways—three options with increasing levels of investment are described below.

- **Option 1** replaces a small number of vacant offices at the Barlow entry with student lounge and study spaces and a new opening to the exterior.
- **Option 2** provides a new student lounge space and a new entry vestibule that opens to the campus core. The addition of a vestibule would provide a clearer and more visible entry to Barlow with greater presence in the campus core. The addition of an entry vestibule could also increase the energy efficiency of the building.
- **Option 3** indicates a larger exterior vestibule addition, and a full renovation of the Barlow entry into a larger atrium space. This approach would simplify wayfinding within the building and provide visibility from the core into active instructional spaces in Barlow. A full covering for the Automotive work yard in the center of Barlow provides outdoor work area and vehicle storage for the Automotive program usable throughout the year. Vehicle storage currently located under a covering to the south of Barlow could be consolidated to this central covered space.



FIG 18: Option 1

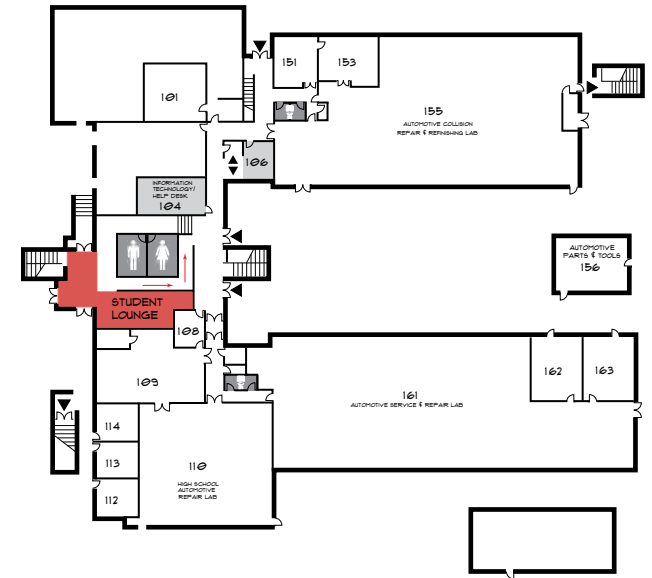


FIG 19: Option 2



FIG 20: Option 3



Existing Barlow Façade



FIG 21: Rendering of proposed Option 3 Barlow improvements



Existing Barlow Façade



Example of a stair tower converted from concrete to glass.



GREGORY FORUM

Built in 1992, this building has received upgrades in finishes, lighting, and technology. It serves as an important gathering, meeting, and event space on the campus, and is used by both internal college groups and external users. In the future, modernization and adaptation of this building could provide more welcoming, efficient, flexible and navigable conference and meeting space. Additionally, the existing building edges and arcade could provide enhanced weather-protected seating and study areas, creating more activity and connections between the core of campus and the library at Dye. With the completion of the Roger Rook first floor renovations in 2022, additional event and conference space will become available for campus use. This additional space will provide the college with more flexibility when assessing the future uses for Gregory.



Covered arcade along Gregory Forum west façade



Gregory Forum serves as a campus & community event space

DYE LEARNING CENTER

The Dye Learning Center was built in 1992 and was most recently renovated in 2015 to remove some book display stacks and replace them with expanded tutoring space. Outreach with the campus community and recent academic planning at CCC identified a need to enhance and modernize academic support spaces, which consists primarily of library, academic computing, and tutoring facilities in the Dye Learning Center. Past bonds at CCC have successfully upgraded student services and academic disciplines, but academic support spaces remain in need of improvement.

The existing building is shared between multiple programs, but it was not originally designed for joint use. While the size of the building is adequate, its function could be greatly improved through better organization of space, technology, and opportunities for interaction between students and staff. Group and quiet study spaces and spaces for tutoring could be more fluidly arranged. Currently, Math and English share a tutoring area in the library in a space created from the removal of stacks. With improvements, Dye could become a more effective and supportive central place to access tutoring. In the future, Dye could be adapted into a Learning Commons.

In addition to the spaces provided inside the library to support students, the building can visually and physically connect to the outdoor spaces and walkways of the campus, providing a clear sense of entry and visible activity. Survey comments noted that the current entry and reception area can feel intimidating. Providing a welcoming and evident entry, along with better indoor-outdoor connections and views, will ensure that students are aware of the resources available in the Dye Learning Commons.



Dye Learning Center entry



Existing computer lab in Dye Learning Center



Example of a Learning Commons space

FAMILY RESOURCE CENTER

The Family Resource Center, built in 1992 and last renovated in 1997, houses a YMCA and Clackamas County operated childcare center. Currently, its northern wing is used by the Early Childhood, Education, Criminal Justice, and Gerontology departments. Looking forward, this area could be used as swing space, growth area for the childcare programs, or support another college or partner use. In 2013, the building was found to be in adequate condition but would benefit from upgrades to finishes and fixtures. This building and site could also provide an appropriate location for future consideration of an elder care partnership, as childcare and elder care programs can mutually benefit from collocation.



Family Resource Center



Intergenerational care at Providence Mount St Vincent Intergenerational Learning Center in West Seattle

EAST CAMPUS VOCATIONAL HUB

The eastern edge of the Oregon City Campus provides an important opportunity area for modernization and potential development within the 10-year timeframe of the Concept Master Plan. This area of campus is situated adjacent to the area identified in the 2020 Thimble Creek Concept Plan as a future employment area. Many sites across South Beavercreek Road from the college are already or soon to be under development, presenting potential partnership opportunities for workforce development. The campus has a significant frontage along the Beavercreek Road corridor but limited development at this edge.

The Clairmont Drive entry to east campus is in good condition, but there is low visibility into campus. While there is not an immediate need for additional space, improving campus grounds and facilities fronting Beavercreek Road could both strengthen connections to the new Thimble Creek employment area and reinvigorate workforce-training programs housed in this part of campus.

The east campus includes some of CCC's most cherished open spaces, with outdoor learning areas including the Community Garden, Home Orchard Center, Environmental Learning Center (ELC), and the Arboretum. These programmed outdoor spaces are utilized for training by programs like Horticulture and Wildland Fire. Students benefit from hands-on training using industry standard equipment and practices in caring for and maintaining many of these facilities.

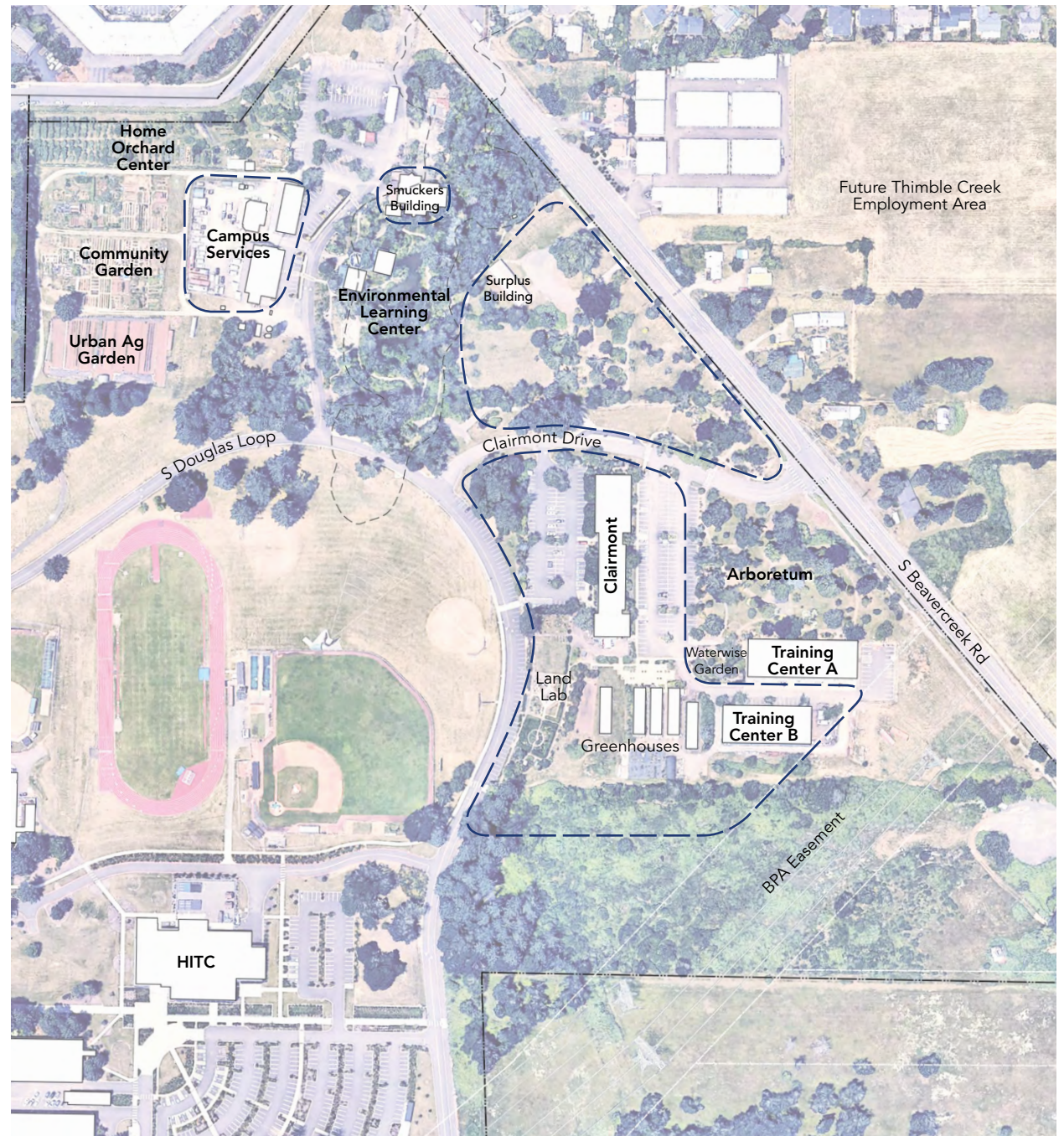


FIG 22: East Campus Site Existing Conditions

The ELC is situated at the headwaters of Newell Creek, a protected stream and wetland area that was restored in 2018 through a Metro Nature in Neighborhoods Capital Grant. The site now contains a learning laboratory and natural area providing stormwater management and critical native wetland habitat for migratory birds. The ELC conducts programming for K-12 students and is also utilized as a conference center. Walking paths through the ELC are open to the public and used by staff, students, and community members. Stakeholders noted that community use of walking paths appeared to increase during the pandemic. While these trails are frequently used, there is limited adequate pedestrian connectivity from other campus areas to these trails.

Several of the programs at the east edge of the campus are more utilitarian in character and utilize the grounds for equipment and material storage. In the engagement process, stakeholders noted that the view of these areas from S Beaver Creek Road was unattractive and needed improvement.

In 2021, the College purchased 11 acres of land along S Beaver Creek Road. A 2.62-acre Bonneville Power Administration powerline easement bisects the property, leaving potentially developable land to the east and west (4.25 and 4.16 acres respectively). Land within the easement has height limits for development but could be utilized for open space, trails, or parking. Development is prohibited within 50 feet of powerline towers.



Bridge Crossing at Newell Creek



Environmental Learning Center



Horticulture work area

BUILDINGS & FACILITIES

East Campus buildings are in varied condition. Built in 1969, Clairmont Hall is the oldest building on campus and in need of significant MEP upgrades within the 10-year timeline of this plan, including an estimated \$2,500,000 in HVAC improvements. The layout of the building is also inefficient for the programs housed there. A recent renovation improved several spaces within the building for Clackamas Volunteers in Medicine. However, whole building upgrades are still needed for other programs. The Horticulture program, housed within Clairmont Hall, noted that their program's use of lecture spaces in the building is limited, while indoor/outdoor labs at the south end of Clairmont are highly utilized. Additional indoor/outdoor spaces with overhead doors would be beneficial to this program.

The Training Centers are two prefabricated metal buildings, utilized primarily by Apprenticeship programs (TC A) and the Welding program (TC B). These buildings are simple and industrial in character with adjacent paved outdoor work areas and a small amount of parking. Further expansion to TC B can accommodate additional space needed for Welding program growth and allow for more improvements to student spaces.

East Campus programs generally have a need for more student lounge spaces or informal gathering spaces in the buildings on this side of campus. Interior renovations will create more space for students to sit and gather between classes.



Greenhouse interior



Training Center outdoor work area



Clairmont Hall



Indoor/outdoor space



Modernized & comfortable facilities



Outdoor classroom

EAST CAMPUS CONCEPTS

Future development in the East Campus area should prioritize generous and efficiently organized work areas with good access to interior spaces and storage. A combination of paved, unpaved, and planted work areas will be needed to support the variety of workforce training programs in this area. In addition, parking areas will need to accommodate activities like the Plant Sale, Tree School, Small Farms School, and other well-attended events. The East Campus also offers opportunities to design outdoor classroom space and student gathering spaces both indoors and outdoors that can be used at multiple times of day and year. Finally, reconfigurations to this area can provide clearer connections with campus walking paths, creating greater visibility of the east campus programs and integrating them with nearby resources like the ELC, organic farm, and the larger campus.

In the near term, programs located on the east side of campus will continue to upgrade and improve their existing facilities to meet ongoing needs. As these programs continue to explore potential for growth and adjustment of their offerings, the Concept Master Plan offers capacity studies to guide long-term development and improvement of the area. These capacity studies will support future detailed planning and programming studies when funding becomes available for a significant investment in redevelopment.



FIG 23: East Campus Opportunities

- ❶ Replace Clairmont (oldest facility on campus)
- ❷ Create a cohesive vocational hub
- ❸ Enhance Campus Identity

The college could elect to renovate Clairmont Hall to meet future program needs through internal renovations. However, further investment in Clairmont may not be preferred given that a more efficient and modern purpose-built facility can better respond to current and future programmatic needs. If renovation of Clairmont is not pursued, there are multiple development opportunities for the East Campus:

1. **Replace Clairmont** with a modern training facility serving Horticulture, Arboriculture, Wildland Fire, and other related programs, including outdoor classrooms, training areas, and gathering spaces. Based on engagement with the Horticulture program, the college could benefit from the addition of a tree climbing training facility to enhance education opportunities for Arboriculture and Wildland Fire programs.
2. **Create a cohesive vocational hub**, contingent on potential future partnership opportunities with apprenticeship and other workforce training programs, as well as further development of workforce training programs at the Wilsonville Campus.
3. **Enhance the campus identity along Beavercreek Road** with landscape and wayfinding improvements at the campus entry, as well as clear and attractive view corridors into the campus that showcase East Campus programs and facilities.

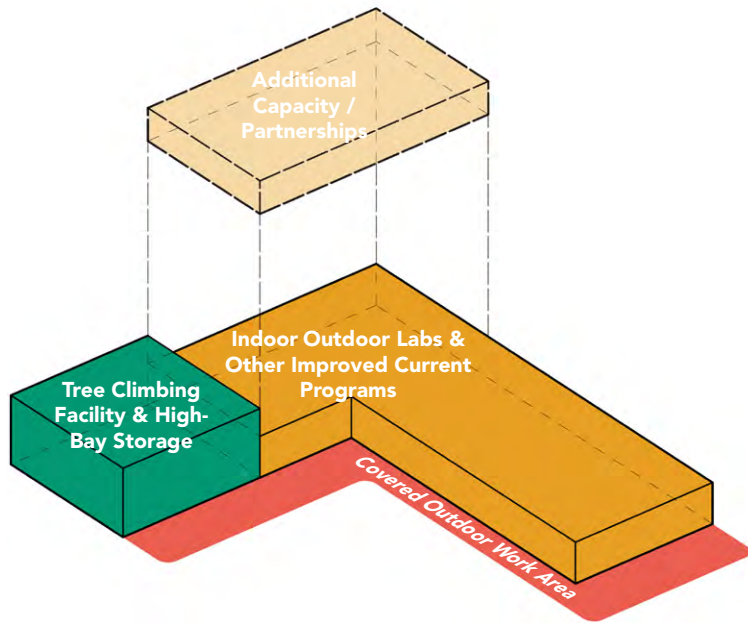


FIG 24: Clairmont Replacement Capacity Concept 1

CLAIRMONT HALL

A full replacement of Clairmont Hall can provide spaces tailored to program needs and also accommodate other programs that would benefit from collocation. For example, the Horticulture and Wildland Fire programs currently share space in Clairmont Hall, but other programs could also benefit from closer adjacency to these programs. All of these programs require ground floor classroom and laboratory space with easy access to outdoor work areas.

A new building can also provide ground-floor spaces that welcome and support students. A hub for basic needs and resources can be located in a prominent and visible space on the ground level of the new building. In addition, faculty offices and drop-in advising should be visible and accessible to students entering the building.

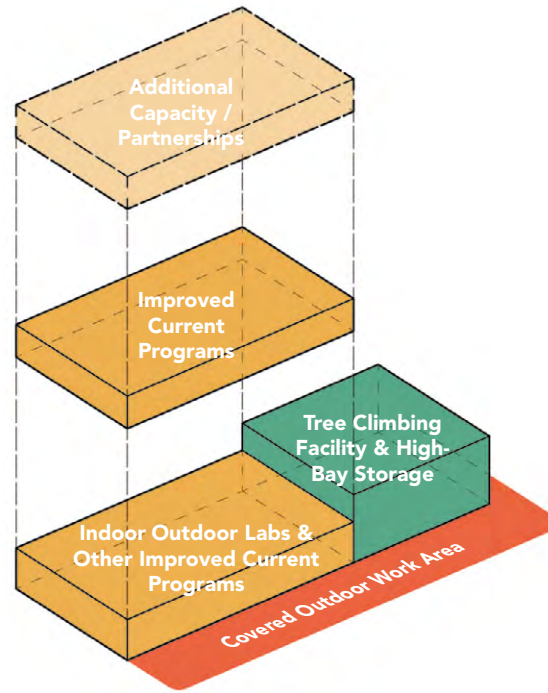


FIG 25: Clairmont Replacement Capacity Concept 2

The replacement of Clairmont Hall could provide instructional and student space that meets current space needs of approximately 14,000 GSF for Horticulture, Arboriculture and Wildland Fire programs, and add 4,500 GSF for a tree climbing center. This facility would include additional indoor/outdoor classroom space with covered outdoor work areas. The existing storage building used by the Horticulture program can be replaced with efficient high-bay storage within the new building that replaces Clairmont Hall. Additional ground-floor training space could accommodate the collocation of related programs.

Figures 23 and 24 show conceptual options for the capacity of a full replacement of Clairmont with additional space for these other needs.

The potential program elements in a replacement of Clairmont Hall include:

- Arboriculture tree climbing facility
- High-bay storage space
- Additional training program space
- Student gathering and resource space
- Offices and drop-in advising
- Computer lab
- Lecture rooms
- Conference room
- Partnership space

Current programs located in Clairmont Hall include:

- Classrooms, Labs, & Support Spaces
- Clackamas Volunteers in Medicine

Existing classrooms, labs, and support spaces can be fully replaced on site, but the college may elect to relocate the Clackamas Volunteers in Medicine space if redeveloping Clairmont Hall.

The Clackamas Volunteers in Medicine space tenant improvements were supported by a Community Development Block Grant from federal and county sources for a 20-year period until 2042. If the college relocates the CVIM facility elsewhere on campus before 2042 as part of a replacement of Clairmont Hall, the County and CCC will require that an equivalent amount of funds be invested in a new facility for the same purpose or other CDBG-eligible activity serving low-income persons.



Mid-State College Climbing Center



Mid-State College Climbing Center



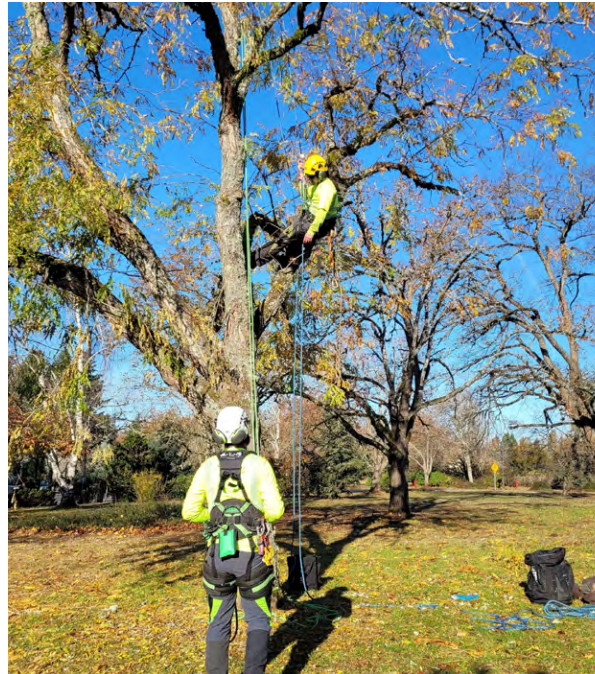
Indoor-outdoor learning space at Stanford Educational Farm

The following demonstration plan options illustrate the capacity of the East Campus area for efficient and improved development patterns. They describe different ways that the college could improve this portion of campus if funding becomes available for significant redevelopment.

In all options, improvements are proposed to pedestrian and vehicular infrastructure throughout the East Campus, creating more connectivity with the campus core, and clear interconnected pedestrian paths between buildings.

Parking areas shown meet current parking minimums for 'Community Colleges' according to Oregon City zoning codes. Such parking requirements may be reduced during the plan timeline due to the recent adoption of Climate-Friendly and Equitable Communities rules statewide. The preservation of existing mature trees and the addition of shade trees, stormwater infrastructure, and pedestrian walkways make parking areas more accessible and climate-friendly and mitigate runoff and heat island effect. Douglas Loop parking could be reconfigured to parallel parking to accommodate a new pedestrian pathway along the gardens and work areas.

Landscape improvements, particularly at the southeast edge of campus between the Training Center buildings and Beaver Creek Road, could help to enhance the campus identity. While the BPA easement limits planting and building heights, low plantings of shrubs or grasses could provide a visual buffer at the campus edge, adhering to BPA height restrictions and providing a more attractive view into campus from Beaver Creek Road.



Annual Aerial Tree Rescue Training



Spring Horticulture Practicum class planting activity



A unique partnership between Clackamas Fire District #1, Clackamas Workforce Partnership, & Clackamas Community College provides training for new fire crews



Organic Farming Program Fall Farmers' Market

OPTION 1

In this option, Clairmont Hall could be replaced with a modern 2- or 3-story facility adjacent to the Arboretum with a large, flexible work yard.

A 3,000 GSF addition to Training Center B at the building's west end would provide additional instructional and student spaces needed by the welding program. Due to the presence of the BPA easement on the east side of Training Center B, this building cannot be expanded to the east.

An additional building site to the south has been identified for potential workforce training and partnership space, providing an additional 13,500 GSF. The site is positioned between the HITC and Training Center buildings, creating a connected workforce training program area. A new facility of this size could provide training space for around 50 to 60 students, or it could be programmed as leasable office or research space should a partnership opportunity arise.

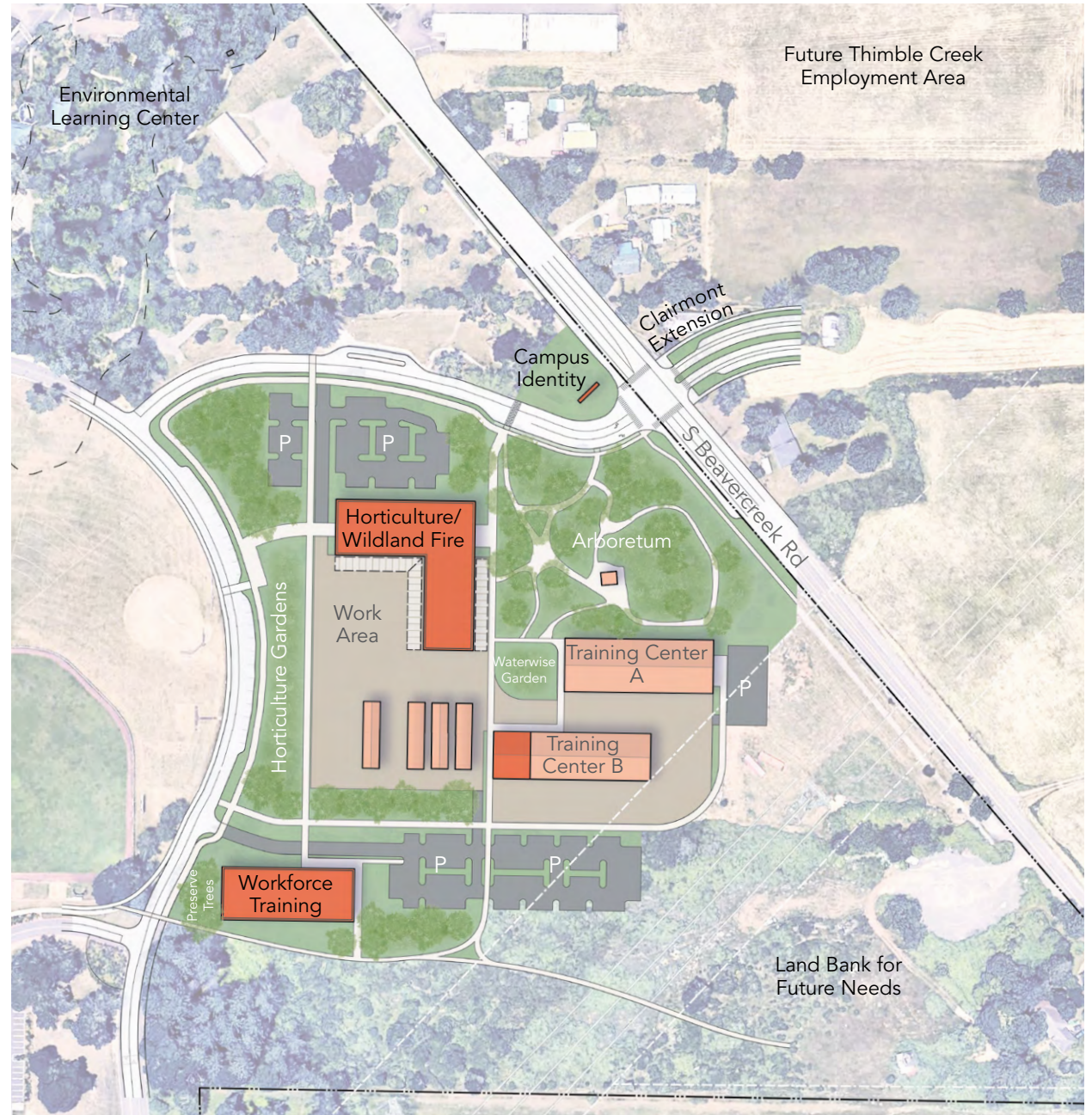


FIG 26: East Campus Capacity Option 1

OPTION 2

This option provides similar pedestrian and vehicular infrastructure improvements as Option 1. Parking areas shown in this option are sized for building square footage depicted and meet current parking requirements.

This option shows a replacement building for Clairmont Hall, sited along the Arboretum to provide enough space for an additional workforce training building and central work yard to the west. Co-locating a new workforce training building near the Horticulture Department with a shared central work yard could create more opportunities for collaboration between Horticulture and related programs. The workforce training building identified in this option would provide training space for 50 to 60 students and could house other related programming.

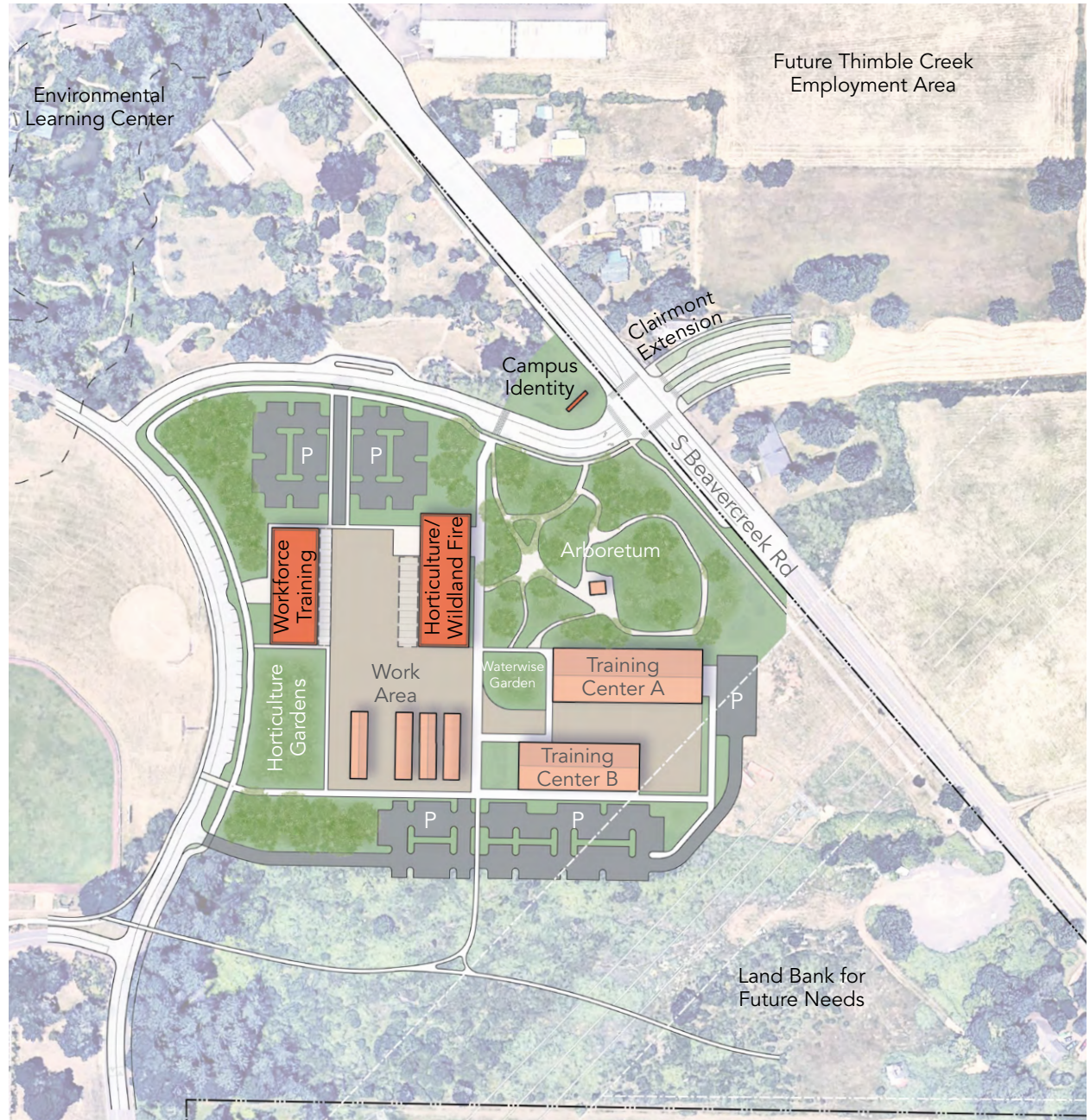


FIG 27: East Campus Capacity Option 2

OPTION 3

This option locates a new Horticulture/Wildland Fire building to the north of Clairmont Drive, closer to outdoor program areas used by these departments, including the ELC, Organic Farm, and Home Orchard Center. In this option, pedestrian pathways and clear visual connections should be established to connect the programs in the new building to the ELC and gardens to the west.

There is sufficient space to provide an equivalent amount of outdoor work area currently used by the Horticulture program south of Clairmont. An outdoor classroom and an adjacent covered work area could be included on the north edge of the new building. An advantage to siting a building north of Clairmont Drive is the increased presence of the college along Beaver Creek Road.

Out of the three demonstration plans, Option 3 depicts the most expansion to workforce training and partnership spaces. The two building footprints shown would provide training space for 100 to 120 students or could be programmed as leasable space. This configuration could provide a centralized shared work yard for college and partnership programs. A workforce training hub of this size could be developed over time, with buildings added as needed for program expansion or potential partnership space. Additionally, replacing Clairmont on the northern site would allow the programs housed in Clairmont to remain in the existing building until a new building is completed.

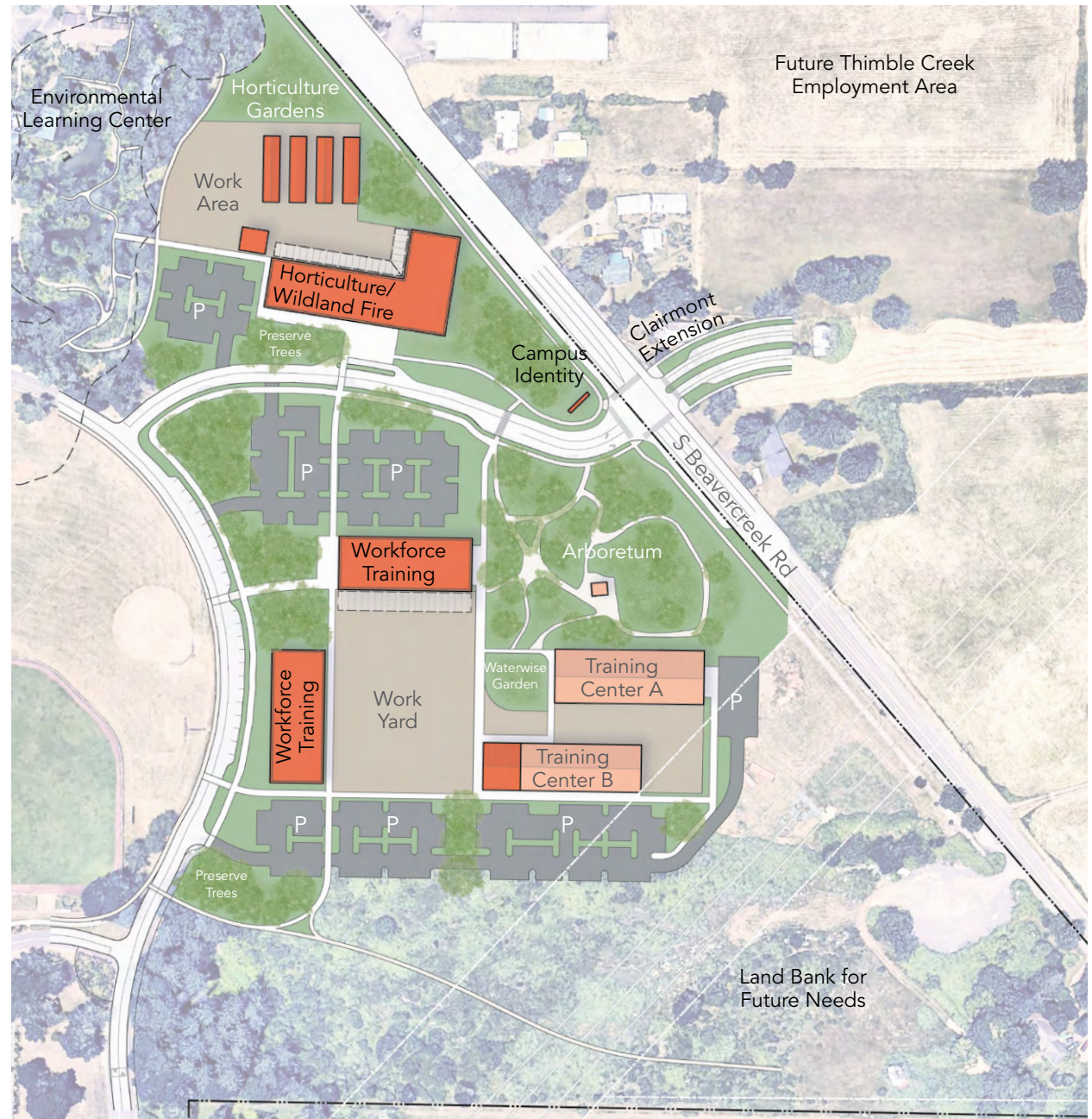


FIG 28: East Campus Capacity Option 3

ATHLETICS IMPROVEMENTS

CCC is proud of the successes of their 11 athletic teams and clubs. The wrestling team has won the National Junior College Athletic Association (NJCAA) National Championship for four consecutive years. However, some existing outdoor athletic facilities are outdated, there is limited seating for events, limited access to restrooms and no concession stands, and the outdoor facilities are inadequate for current demand. A concept plan was prepared in 2018 for the area northeast of the main campus around the existing track and baseball fields, proposing several new fields and seating and a connected walkway between the facilities linking to the core of campus. In workshops and outreach, the campus community supported the proposed improvements, particularly noting that during the pandemic, the track and fields had been well-used by the local community as valued outdoor recreation space. Further refinement of the concept design of the athletics area will occur when funding is secured.

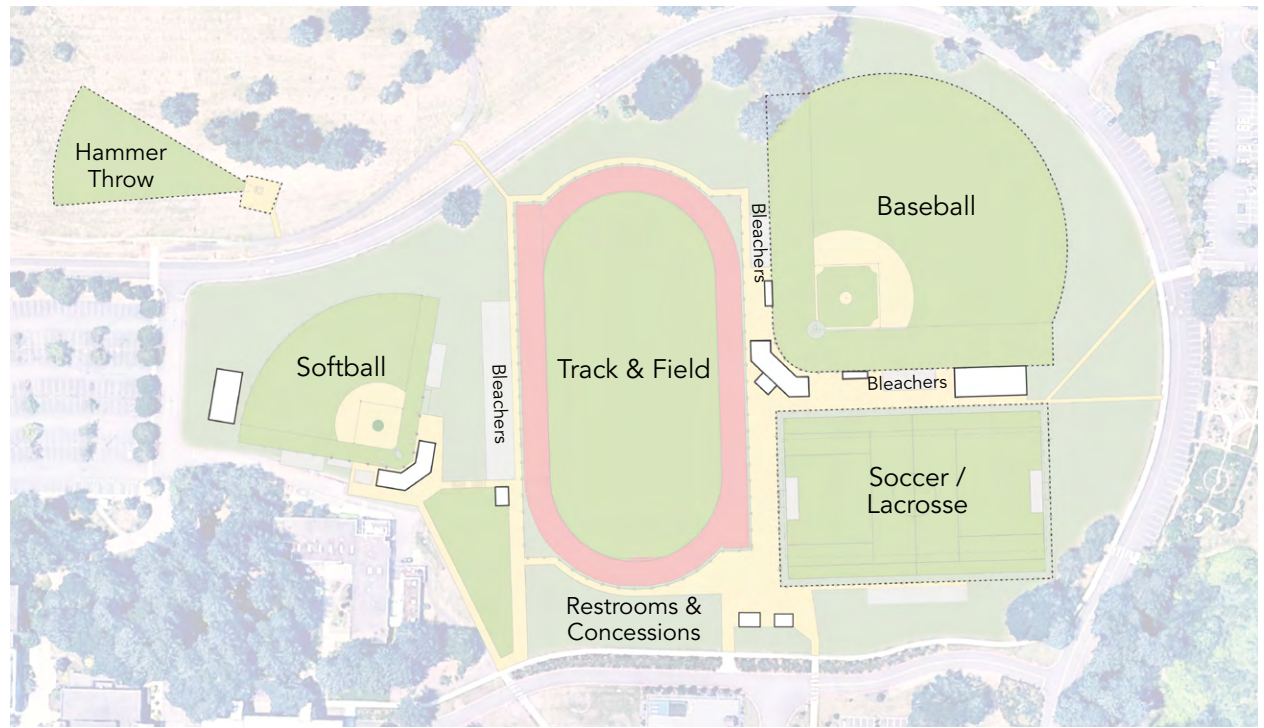


FIG 29: 2018 Athletics Master Plan



CCC Cross Country 2019

CAMPUS SERVICES

An assembly of buildings, storage, and work yard on the north side of campus is currently used for Campus Services administrative offices and workspace, including 23 parking spaces. The space needs assessment identified a deficiency of space for Campus Services. This 1.6-acre area will be modernized for safety and efficiency, and new buildings will be added to meet the established need. An existing woodshop facility is planned to be demolished, providing new yard space. The enclosure of the yard will be shifted west toward the adjacent community garden, and a new 3,000 SF building and new covered storage facility will be added along the yard's western perimeter. The new storage facility will be accessible from the south. To the north of the Campus Services area, the former Smuckers Building, once used for Art classes, could be removed and the site could be renaturalized as part of the ELC. The building is currently used for construction storage, and the proposed new storage facility can replace this function. Additional storage is needed for many campus users including the Theater, Environmental Learning Center, and Information Technology.

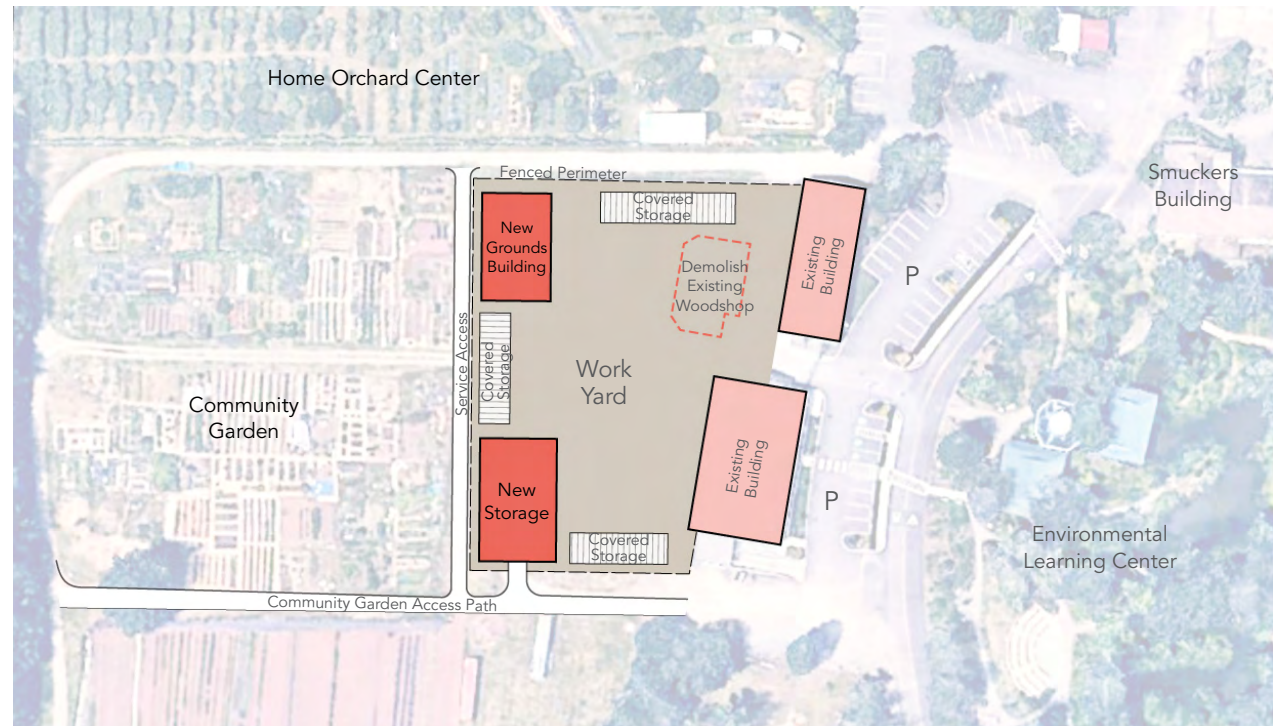


FIG 30: Proposed Campus Services Improvements



Existing Campus Services work yard



Existing Smuckers Building

AFFORDABLE HOUSING

There is a substantial housing need across all CCC campuses and nearby communities, and the college is exploring opportunities to leverage its land assets to facilitate the provision of affordable housing. Though participating in the development of affordable housing is complex and should be weighed against other potential means of serving students (such as enhanced financial aid packages and on-campus services), affordable housing made available to CCC students is a worthwhile use of underutilized sites on or near CCC campuses. The planning process concluded that the Oregon City Campus had sufficient land to offer possible sites for a potential housing partnership. This plan identifies three potentially suitable sites for affordable housing partnership developments to support ongoing discussions.

The first site in the northwest corner of the campus could have capacity for 140-180 multifamily units. This site would likely need a new access road from Marjorie Lane to the north because the only other option is to access via Douglas Loop Road and the college is less supportive of non-CCC traffic using the loop road on a regular basis.

The second site is on the east side of campus on the property recently purchased by the college. This site offers opportunities for a number of potential future uses, including workforce training programs and affordable housing. It could accommodate 120-150 multifamily units and would be accessed directly from Beaver Creek Road, although with future plans for widening that road, access to the site may be limited. Both these sites could be developed with a number of different uses in the future, of which affordable housing may be considered as one potential use.

The third potential site is a currently undevelopable sliver of campus land that would



Wynne Watts Commons is a 147 unit affordable housing development in Gresham, funded through Metro's 2018 affordable housing bond program

require partnering on a combined development with the adjoining property south of the new Meyers Road extension.

Prior to engaging with housing development partners and students to determine the type of housing it can support, the college intends to conduct robust discussions of the strategic intent of providing housing, the ideal target populations, and other institutional goals. Additionally, areas of concern around safety, liability, and compatibility with campus uses and operations will need to be explored in detail. Based on understanding of CCC's strategic priorities and the findings from market analyses, the following actions are recommended to inform and guide CCC's housing strategy going forward:

- Develop relationships with potential partners to assess their expertise in leading and funding affordable housing programs and capacity to handle a project with CCC. The ideal partner

will have a proven track record of developing and operating affordable housing programs, be interested in working with CCC, and aligned with CCC's strategic objectives. Depending on the partner's ability and availability, CCC may have to negotiate on the population groups it could best serve.

- Establish a clear set of strategic objectives which will inform the overall approach to providing housing, including potential target population groups. CCC will need and want to be very clear about why it is interested in housing provision. This process may also reveal there are options other than housing development that could benefit CCC students, though with different sets of tradeoffs.
- Selected population groups will determine the available partners and funding sources. It will also influence the physical features of the housing program and the types of services that



FIG 31: Affordable Housing Opportunity Sites

- CAMPUS BOUNDARY
- 📍 OPPORTUNITY SITES

could be provided in it. Typically, affordable housing residents are qualified by their annual income. They could also prioritize seniors, veterans, or agricultural workers. It is rare to find a program solely for students or a segment of students.

- Prioritize developing an income-restricted, affordable housing program on or near the Oregon City Campus because it serves a greater number of students and has more land potentially available for development than the Harmony or Wilsonville campuses.

CAMPUS CIRCULATION



Existing Pedestrian Path Along Douglas Loop



Transit Center



FIG 32: Rendering of Improved Douglas Loop Pedestrian Connections

The campus recently opened an upgraded Transit Center with improved transit access to downtown Oregon City and to Clackamas Town Center via TriMet bus lines 32 and 33. The Transit Center is also used by the South Clackamas County Transportation District Shuttle. The east side of campus does not currently have transit stops, but a new stop may be considered on Beaver Creek Road near the east entrance to campus as new development occurs in the Thimble Creek area. In past years, parking availability has been limited, particularly at the beginning of Fall terms. With the pandemic and recent drops in enrollment, this has diminished as a concern and there is not

currently need for additional parking beyond the existing 2,343 spaces identified in a 2019 inventory. The concepts for this campus do not propose any reduction of parking on campus, nor do they propose any major increases in programmed space. As enrollment recovers, the campus will monitor parking demand to identify any ongoing needs. A traffic study will be conducted when CCC applies for a new master land use permit with the City of Oregon City, which will serve to confirm or revise these initial assumptions.

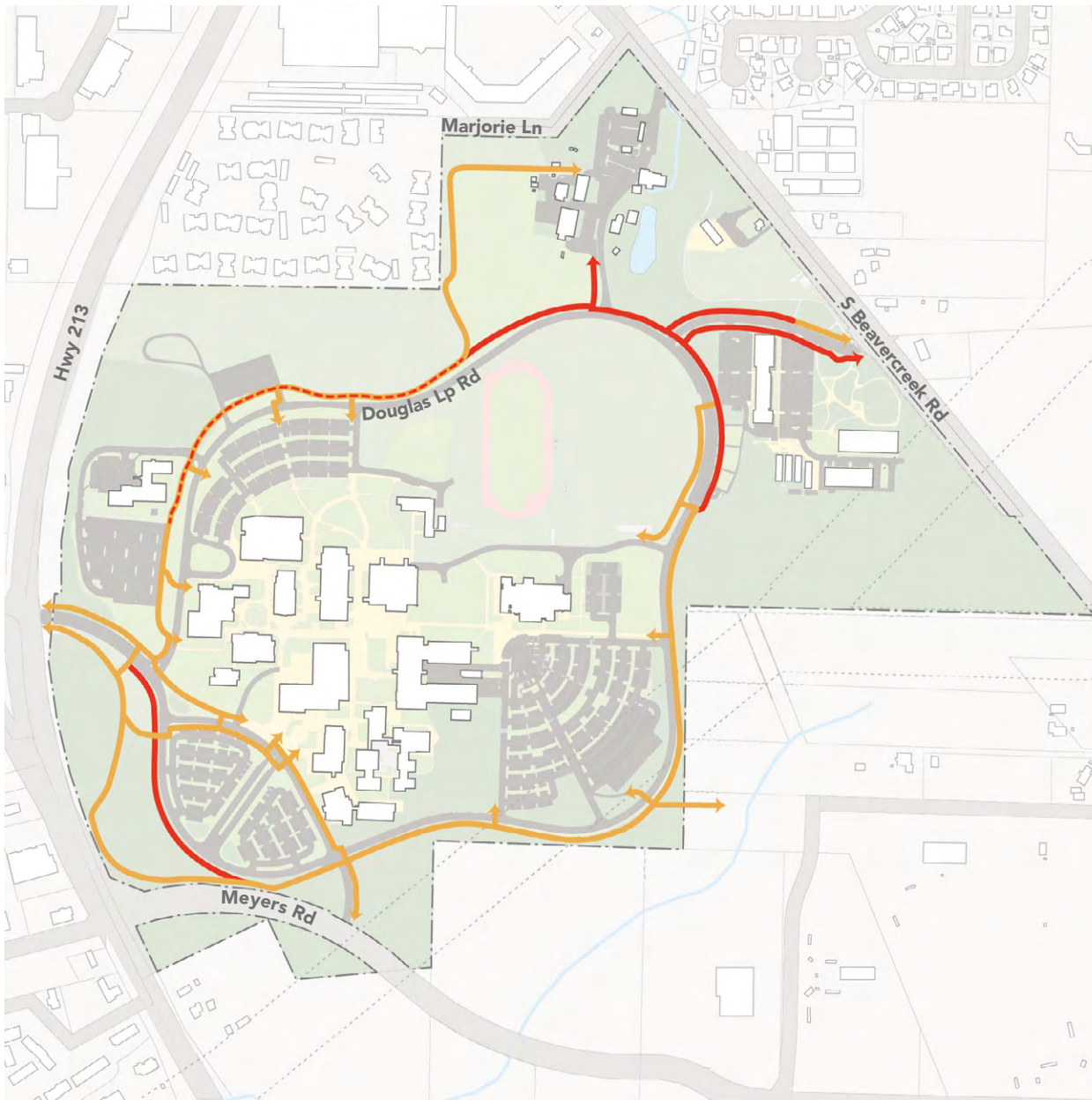


FIG 33: Proposed Douglas Loop Improvements

- EXISTING PATHS
- PROPOSED PATHS
- PROPOSED IMPROVED PATHS

A primary concern expressed in campus outreach was to improve pedestrian safety and provide a recreational resource by completing the Douglas Loop pedestrian path, which has several gaps and could be fully connected as a loop, tying into other paths across campus. This would be part of an overall review of campus pedestrian paths to ensure greater ADA accessibility.

Efforts to improve bike access to campus should continue in collaboration with the City of Oregon City. As the Thimble Creek area develops, Beaver Creek Road may be widened, including new bike lanes. This may become the safest bike route to CCC for commuters arriving from Oregon City and further north. Additional bike safety improvements, as well as added bike parking and changing facilities, can help encourage more bicycle commuting to CCC.



05| HARMONY CAMPUS

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EXISTING CONDITIONS

The Harmony Community Campus was established in 1988 in the former Dales Ickes Junior High building shared with Oregon Tech (then OIT) and the North Clackamas Parks and Recreation Aquatic Center. In 2008, the 47,880 SF Harmony East building was completed, with a focus on health care programs. A 2009 master plan focused on a larger 100-acre area, and included the commercial property adjacent to SE 82nd east of the campus, new road connections, and planning for the Three Creeks Natural Area. The northern half of the CCC campus was prioritized for academic use and structured parking was proposed in two areas on the edge of campus.

Harmony West, completed in 2018, replaced an OIT facility with a 3-story 43,798 SF building that allowed CCC to continue to grow its Health Science, Workforce Development, ESOL, and general education offerings with classrooms, science and criminal justice labs, community event space, and a bookstore. The campus, totaling 7.7 acres, was annexed into the City of Milwaukie in July 2019.

In addition to Health Science offerings, the Harmony Campus is home to Community Education and the Small Business Development Center. Students can complete their AAOT, complete a four-year degree through a partnership with Eastern Oregon University, work on their English skills, or complete their GED. Harmony also offers full student services including testing, advising, registration and more.

BUILDINGS & FACILITIES

The two existing buildings (Harmony West and Harmony East) support a variety of academic programs, campus administrative functions and student social spaces. Constructed within the last 12 years, they present a positive, contemporary CCC identity to the community with welcoming entries, ample daylighting, and comfortable classroom and office spaces that support both academic and community functions within the facilities. Each facility features well-functioning modern building systems that will require minimal maintenance over the next 10 years.

OPEN SPACES

The campus is bordered by Harmony Road Park to the west, a small neighborhood park with a playground and basketball court. To the south, the 89-acre Three Creeks Natural Area protects wetlands and upland habitat around the floodplain of Mt. Scott Creek, Phillips Creek, and Deer Creek. Immediately south of Harmony East, an Aquatic Center operated by the North Clackamas Parks and Recreation District shares access to the campus from SE Harmony Road and provides recreational opportunities for CCC students and employees. Two main open spaces foreground the two campus buildings—the Central Quad south of Harmony West and the North Lawn north of Harmony East. A large, mature white oak tree separates these two spaces, with a seating area and stormwater garden around its base. A grove of white oak trees along the southern edge of the campus offers natural character and habitat.

TRANSPORTATION

The campus is accessed primarily from a main entry off SE Harmony Road, where cars can access 260 parking spaces in two lots and a drop-off area in front of Harmony East. An unstriped lot to the west of this entry road offers 2.2 acres of currently inaccessible space that could potentially be a future building site or parking. A small parking lot north of Harmony East offers 20 spaces and another 4 spaces are shared with the Aquatic Park south of Harmony East. The Park has a total of 193 spaces, accessed primarily from Aquatic Center Drive which runs along the southern edge of the CCC campus property and is also used for CCC access.

TriMet bus route 152 runs along SE Harmony Road and offers service to Clackamas Town Center and the MAX Green Line as well as downtown Milwaukie and the MAX Orange Line. Wilsonville's SMART Transit service is currently exploring ways to connect the Harmony Campus to the Wilsonville Campus.

Pedestrian access along SE Harmony Road has recently been improved with a new crosswalk that includes a rapid flashing beacon, and there are bike lanes on both sides of SE Harmony Road. This road is owned by Clackamas County but maintained by the City of Milwaukie. The road was originally planned as a 4-lane Regional Boulevard with a ROW of 102', but there are no current plans to rebuild the street, however the right-of way has been dedicated along the north edge of CCC property, resulting in Harmony West's setback from the roadway.



Bike parking and walkways at Harmony West (© Josh Partee)



New pedestrian-activated crosswalk on SE Harmony Road



Outdoor area at Harmony West (© Josh Partee)

SPACE NEEDS

Utilizing the calculated guideline space needs, a potential net aggregate surplus of 9,076 SF has been estimated. However, specific space deficits exist in four categories. Although three of these categories have deficits of less than 600 ASF each, the 1552 ASF deficit of Student Center space is considered substantial based on the size of the campus.

Classroom space is adequate with additional needs offset by the growth of online and hybrid delivery modalities. The six teaching laboratories

average 11 weekly room hours for Fall 2019. Labs have additional enrollment capacity beyond the 20% growth parameter. Based on the space guideline, Offices & Service space appears to be overprovided by almost 3,000 ASF in the facility inventory. Staffing growth is offset by multiple office vacancies. With small deficits and surpluses of less than 600 ASF, Collaborative & Study Space, Assembly & Meeting Space, and Physical Plant/Central Computer Space appear in balance. Some office storage space could be used for storage, reducing the need for central storage space.

24,000 Students Student Headcount = 1,349 Staff Headcount = 21				
Space Category	Existing ASF	Guideline ASF	Surplus/ (Deficit)	Percent Surplus/ (Deficit)
Academic Space				
Classrooms	14,897	12,099	2,798	19%
Teaching Laboratories	13,355	8,023	5,332	40%
Open Laboratories	2,262	2,698	(436)	(19%)
<i>Academic Space Subtotal</i>	30,514	22,820	7,694	25%
Academic Support Space				
Offices & Services	9,137	6,256	2,881	32%
Library & Collaborative Space	4,626	4,047	579	13%
Assembly/Exhibit/Meeting	2,850	3,175	(325)	(11%)
Physical Plant/Central Computer	195	397	(202)	(103%)
<i>Academic Support Space Subtotal</i>	16,808	13,875	2,933	17%
Other				
Student Center Space	1,821	3,373	(1,552)	(85%)
<i>Other Subtotal</i>	1,821	3,373	(1,552)	(85%)
Campus Total	49,143	40,067	9,076	18%
<i>Small Business Development Center</i>	1,501			
<i>Outside Organizations</i>	187			

ASF= Assignable Square Feet

Table 3: Harmony Campus Space Needs



Photo © Josh Partee

VISION & DIRECTION

A campus workshop with the Advisory Committee and survey results revealed the following themes for improvements at Harmony:

- An identifiable campus entry would increase the presence of CCC in the community
- Increased community programming would be well-received, with the campus providing meeting, gathering, recreational and informal educational space and programming
- Food preparation space or access to food for purchase would benefit students and encourage them to stay on campus between classes. Providing additional healthier food choices beyond the current options of instant microwave and vending machine snacks currently available would be beneficial
- The drop-in Tutoring space is a great model of hybrid-learning space that is popular with CCC and local high school students and can be potentially replicated elsewhere in the district.
- Harmony should evaluate the current facilities' capacity to meet industry requirements for healthcare certification programs now and in the future.

Campus Visioning Survey participants noted that the new Harmony West building is a positive addition to the campus, including the gathering spaces, tutoring area, and access to natural light. Harmony East, while also welcoming and comfortable, has the potential to better serve its programs, including the ESOL program. Multiple comments noted a need for access to food, and participants wanted to see a safe campus that better supports transit users and cyclists.



FIG 34: Student input on the Harmony Campus from the Campus Visioning Survey

MASTER PLAN CONCEPTS

USABLE OUTDOOR SPACES

The campus open spaces, while beautiful, are currently underutilized given their lack of seating or shelter from the rain or sun. With some minor interventions, these spaces could be made more welcoming for students. A shelter is proposed next to the Community Room in Harmony West, extending south into the quad to provide spill-out space from that room as well as informal gathering space. The college can also explore ways to activate the central quad with programmed activities, including opening it up for community uses like festivals or farmers markets.

The North Lawn could also become a more active space if targeted improvements and programming are considered. The small parking lot along SE Harmony Road could be converted to open space or made available for a future building. If a new building is developed at this site, the North Lawn could then be activated by ground floor uses in the new building.

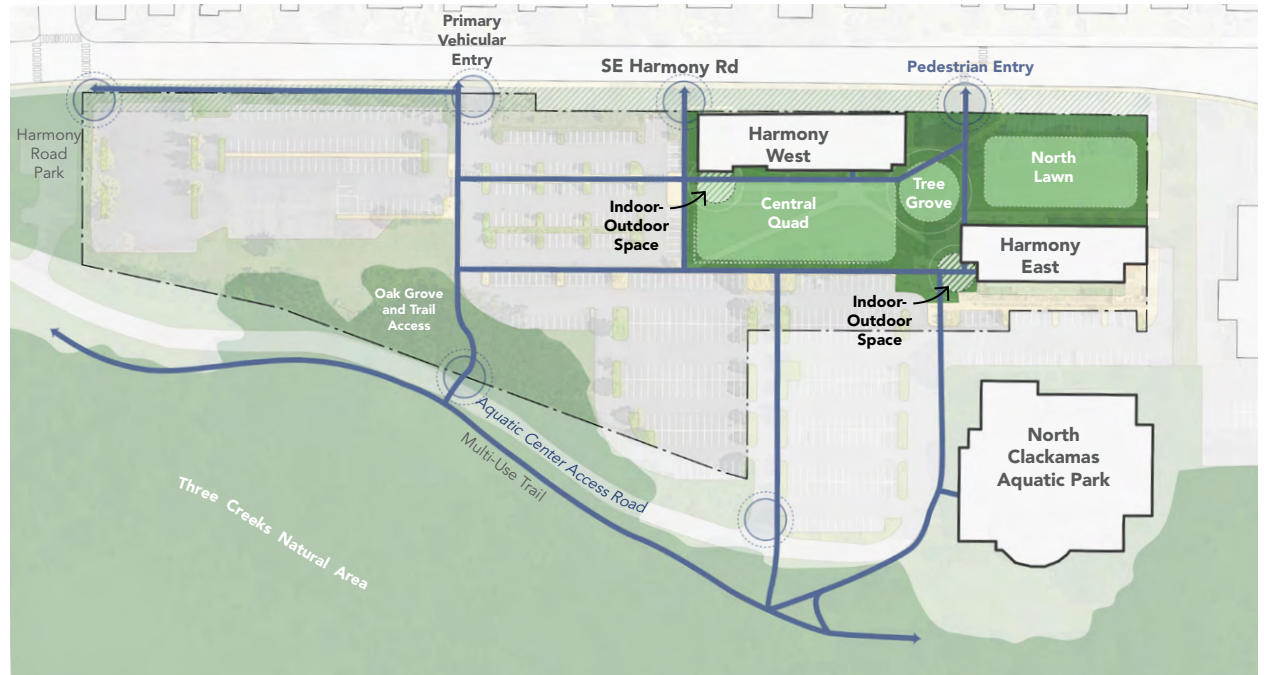


FIG 35: Harmony Campus Open Space Plan

— PEDESTRIAN ROUTE ○ CAMPUS ENTRY



Covered outdoor space next to campus open space



Informal, moveable seating



Public market at Portland Community College



FIG 36: Activated Outdoor Space by Harmony West



Precedents of enhanced sidewalks and landscape adjacent to busy streets

CAMPUS CIRCULATION

The campus's identity was improved with the development of Harmony West, which brought a contemporary academic building and CCC's institutional identity to a public frontage along SE Harmony Road, with associated pedestrian improvements and new entry signage.

The campus identity could benefit from additional enhancements to the edges and entries along SE Harmony Road, which may also help in slowing traffic. For example, the sidewalk could be widened and separated from the street with new landscape where feasible given existing mature trees. Crosswalk improvements could be added at SE Fuller Road. Bike lanes along SE Harmony Road could be wider and include buffers or other protection, which can also serve to help slow vehicles. Additional landscape could provide a more visually interesting frontage, particularly where the vacated surface parking lot abuts the road west of the campus core. Some of these improvements may be part of the as yet unspecified future reconstruction of SE Harmony Road.

The development of Harmony West added enhanced pedestrian connections. Additional walks could be added throughout the campus to further connect spaces. The following improvements would benefit campus continuity and use:

- New connections that improve access to transit and provide safer circulation within the older parking lots south of the central open space
- Improved connections to the Aquatic Park
- Improved connections to the oak grove and multi-use trail

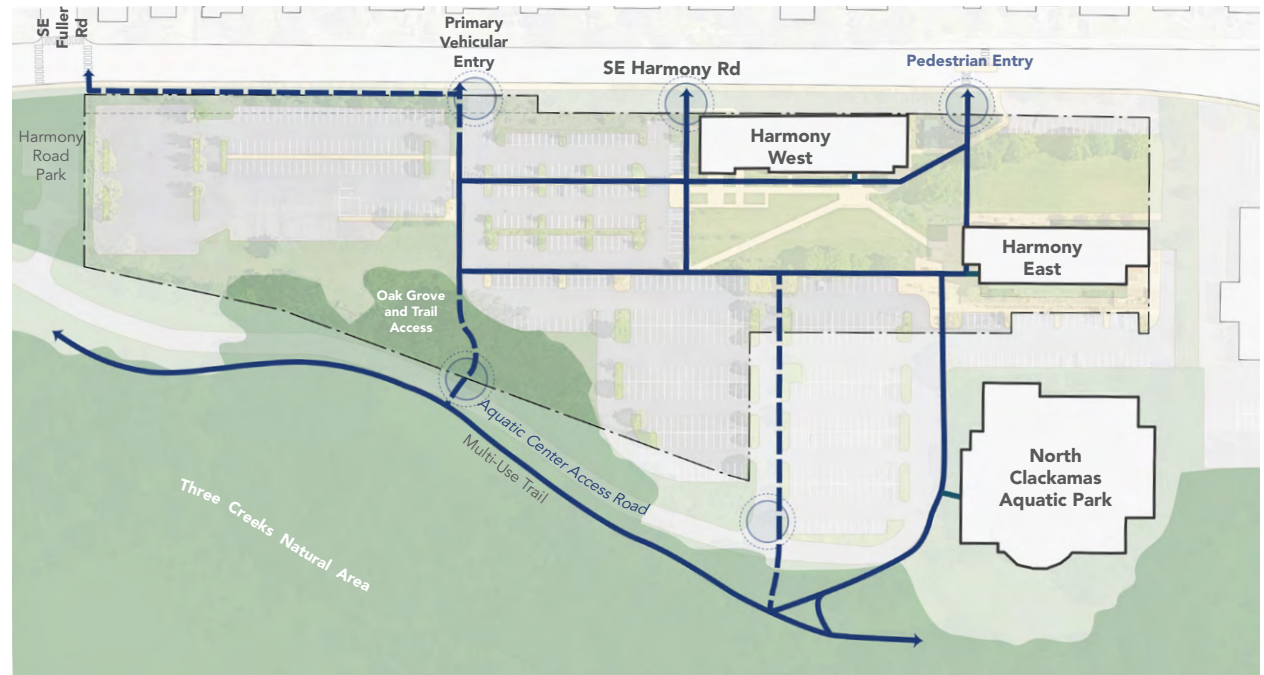


FIG 37: Harmony Campus Circulation

Parking utilization is currently unclear due to the effects of the pandemic on enrollment and student schedules. CCC will continue to monitor parking usage and apply transportation demand management measures if needed to control traffic and parking demand. If new partnership buildings are pursued and result in parking displacement, CCC could consider opening parking in the currently unused lot in the western part of the campus.



Oak Grove

BUILDING ADAPTATION

As the first building established on the campus, Harmony East's space use has evolved over time. With ongoing changes in online and hybrid instruction, there may be underutilized spaces in the building that provide opportunities for expansion of more interactive student spaces and instructional spaces. Some preliminary needs identified through outreach include:

- Additional space for healthcare programs experiencing growth
- Additional space for the ESOL program, which has high engagement on this campus
- Student amenities improvements to the first, second, and third floor student lounge areas
- Expanded study space adjacent to the Allied Health Library on the third floor

Harmony West, the campus's newest building, is functioning well. Parts of the vacant bookstore space on the first floor could accommodate the addition of food options, particularly to support the many students taking evening courses on the campus. Retaining a bookstore function on the campus is important, particularly for ESOL students.



Bookstore space at Harmony West (© Josh Partee)



ESOL program lobby, Harmony East



Tutoring space at Harmony West (© Josh Partee)

PARTNERSHIP OPPORTUNITIES

There is not a projected need for new academic space at the Harmony Campus given current space needs and enrollment. Adaption of space will provide flexibility to adjust for future changes in teaching and improved student outcomes. However, with the land available at the campus, there are opportunities for public-private partnerships on several sites. These partnerships could consist of private healthcare or medical research companies financing or funding a new building, perhaps with CCC contributing a long-term land lease, to combine healthcare administration and research uses with teaching, learning and apprenticeship opportunities. The benefit to supportive private companies will be to ensure a continued number of well-trained graduates ready for employment.



Health Careers Center at COCC, Bend

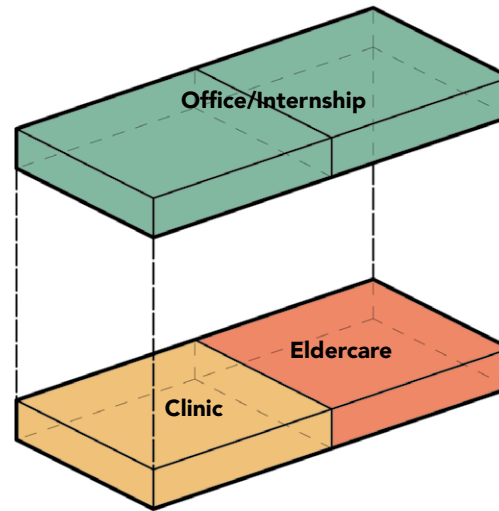


FIG 38: Concept For A Healthcare Partnership Building

The Health Careers Center at Central Oregon Community College (shown at left) is a good example of such a partnership, with labs that emulate real-world work environments and innovative spaces designed specifically for student learning in various healthcare professions. At CCC, this could conceivably take the form of a 24,000 GSF, 2-story building with clinics on the ground floor and office/internship uses on the second floor (see Figure 37). Programs that could benefit from a healthcare partnership development include Dental Assisting, Medical Assistant, Emergency Medical Technician, and Nursing. Eldercare and Gerontology is a potential future program area for a healthcare-focused building.

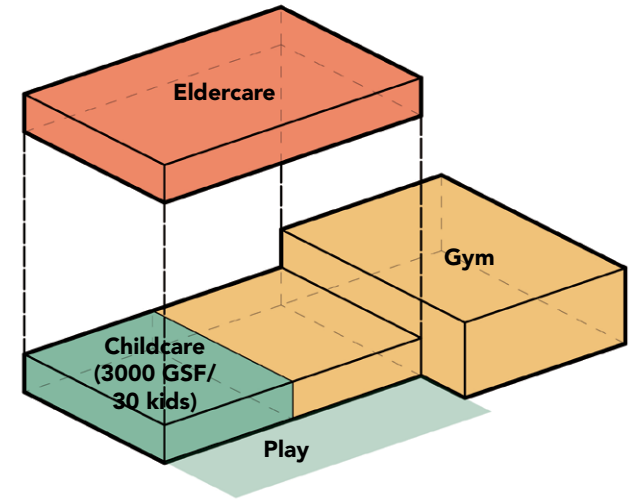


FIG 39: Concept For A Community Partnership Building

A community partnership building could offer childcare on the ground floor which could also be available to CCC students and employees. This building could be sited adjacent to easy drop-off and pick-up on nearby parking lots. (Figure 38 shows a 20,000 GSF example.) A community gym or fitness facility could also occupy this building's ground floor, which could be open to CCC as well as the local community. Both uses could also offer educational opportunities, such as massage or physical therapy labs. A second floor may include eldercare labs and clinics, also with joint use by CCC and the community.

The plan shown in Figure 39 identifies several sites that could accommodate these partnership buildings:

- Site A: This 0.8-acre site would have good visibility from SE Harmony Road and easy access from the existing campus entry. A new building on this site could enclose and help activate the west end of the central open space. This site would utilize some existing surface parking, which could be replaced by opening the currently unused parcel west of the campus access road or addressed by enhancing transit access to the campus.
- Site B: This 0.6-acre site would also have direct access from both the main campus entry as well as the Aquatic Park entry drive. A new building on this site could help enclose and activate the south edge of the central open space. This site would utilize existing surface parking, which could be replaced by opening the currently unused parcel west of the campus access road or addressed by enhancing transit access to the campus.
- Site C: This 0.5-acre site may be accessed directly from SE Harmony Road and with clear signage, create a stronger CCC identity and pedestrian comfort along that public edge. A new building could enclose the North Lawn and help activate this portion of campus. This development would replace a small amount of surface parking, which could be replaced by opening the currently unused parcel west of the campus access road or addressed by enhancing transit access to the campus.

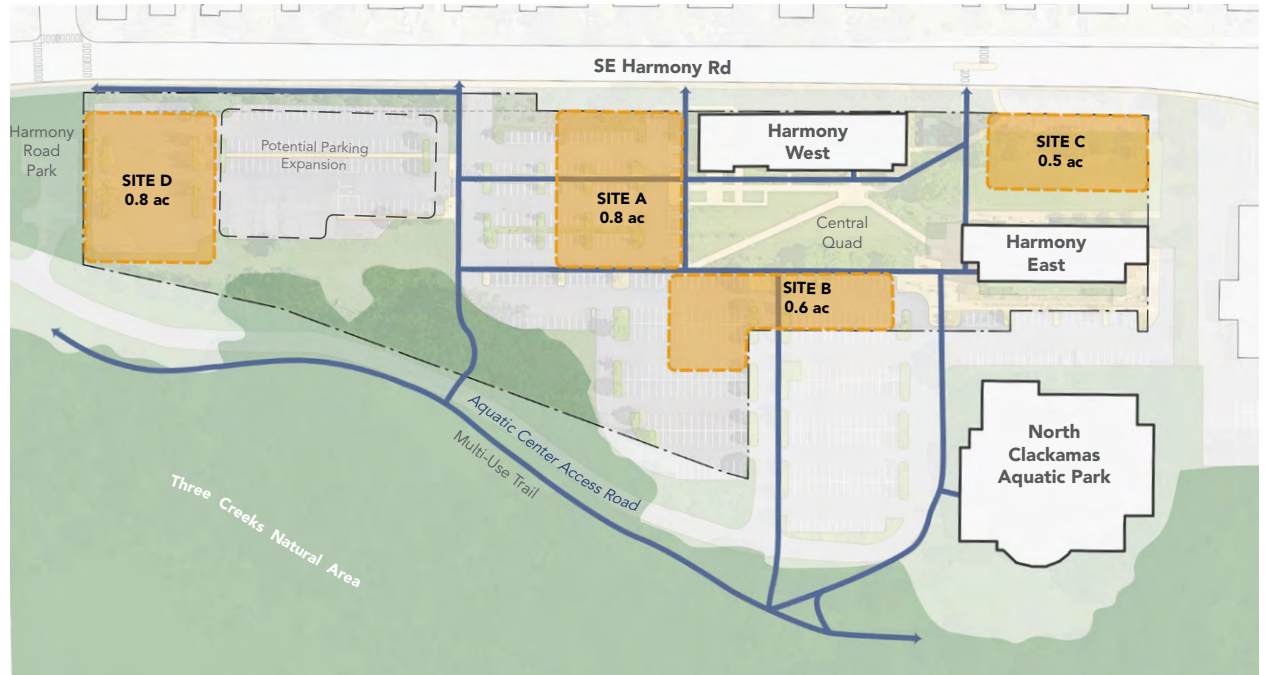


FIG 40: Partnership Opportunity Sites

— PEDESTRIAN ROUTE ■ OPPORTUNITY SITE

- Site D: This 0.8-acre site on the far west edge of the campus is somewhat separate from the core of campus but could still help identify CCC along SE Harmony Road and provide a visual relationship to Harmony Road Park to its west. This location could provide good pedestrian and transit access and could utilize the adjacent lot for parking and reduce conflicts with Aquatic Center parking.

A conceptual Community Partnership building would be best accommodated on Sites A, B and D, while a conceptual Healthcare Partnership building could be well-suited to any of the four above sites.



07| WILSONVILLE CAMPUS

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EXISTING CONDITIONS

The Wilsonville campus offers a variety of apprenticeship, technical training and general education courses tailored toward an Associates of Arts Oregon Transfer Degree (AAOT). Wilsonville also offers a variety of student services including advising, registration and testing services.

The first building on the Wilsonville campus opened in 1992. Wilsonville was originally home to the college's high-tech manufacturing programs before partnering with PGE and PacifiCorp and becoming the premier location for utility-based training in the area. A 2001 expansion added a 36,000 SF utility training center with classrooms and offices, which more than tripled the campus's floor space with new wings on the east and west ends of the original building and a new utility pole yard. PGE remains a tenant of a substantial portion of the building.

The campus property is an 8-acre parcel accommodating the college building, a parking lot and outdoor training areas. A parking lot for 176 cars due south of the building is bordered by a 0.7-acre open area along Town Center Loop East. The 1.2-acre utility pole training yard sits west of the building and there is an undeveloped 1-acre grove of trees west of this yard, with a multi-use path connecting north-south to the Town Center Park (Figure 39).

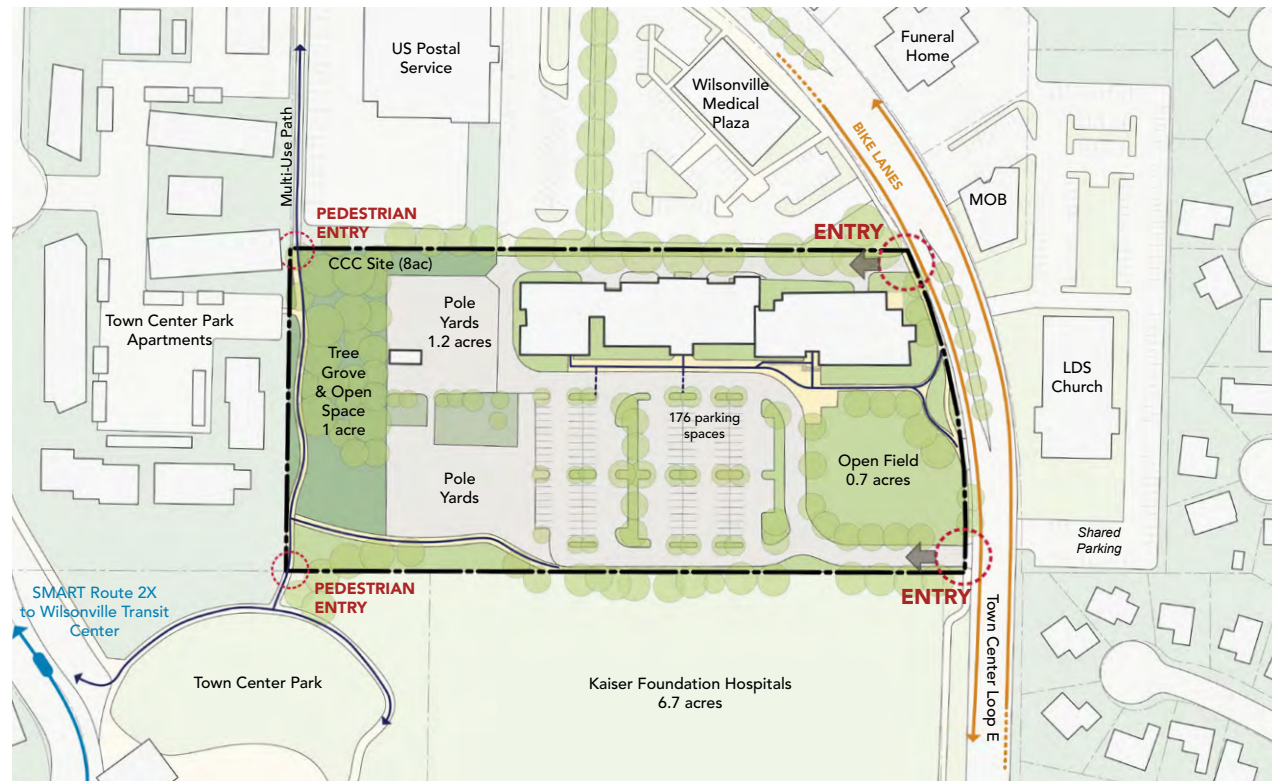


FIG 41: Wilsonville Existing Conditions



Existing faculty work stations



Existing study spaces

BUILDINGS & FACILITIES

The existing building is in good condition. However, several areas for improvement were identified. The cafeteria/kitchen space on the ground floor is not used. There is insufficient quiet study space, and the existing office and administrative space is cramped. The main atrium at the building's entrance is a highly utilized multipurpose space, used by both the college and the community.



The atrium is a leasable event space

TRANSPORTATION CONTEXT

The Wilsonville campus sits within the city's Town Center area. CCC was involved as a stakeholder in the development of the City's 2019 Town Center Plan that anticipates future growth zoned for multi-story mixed-use infill development, replacing low-density commercial uses. The Town Center Plan proposes a grid of conceptual streets that cross CCC campus property, which could constrain the future flexibility of campus growth. In conversations with City staff, it was confirmed that these are conceptual street locations only. The intent of the Town Center Plan is to promote increased pedestrian connectivity and permeability, and this can be achieved through better pedestrian connections where roads are not feasible. The conceptual new streets would likely only be pursued by the city if the CCC campus was redeveloped completely with new uses.

Transportation is one of the major challenges to students' access to learning opportunities at Wilsonville due to limited transit service to the campus and between other campuses. One bus route, SMART 2X runs close to campus but does not offer convenient service to other CCC locations. SMART, the local transit agency in Wilsonville, is currently in the process of updating its Transit Master Plan (TMP). Last updated in 2017, the TMP will identify improvement projects that could be implemented over the next 3 to 5 years. CCC has been an active participant in interactive stakeholder meetings with SMART and has expressed the need for CCC students to be able to travel more easily between Wilsonville, Oregon City and Harmony. SMART has a conceptual route under consideration to get riders from Wilsonville to both CCC locations starting possibly as soon as 2023.

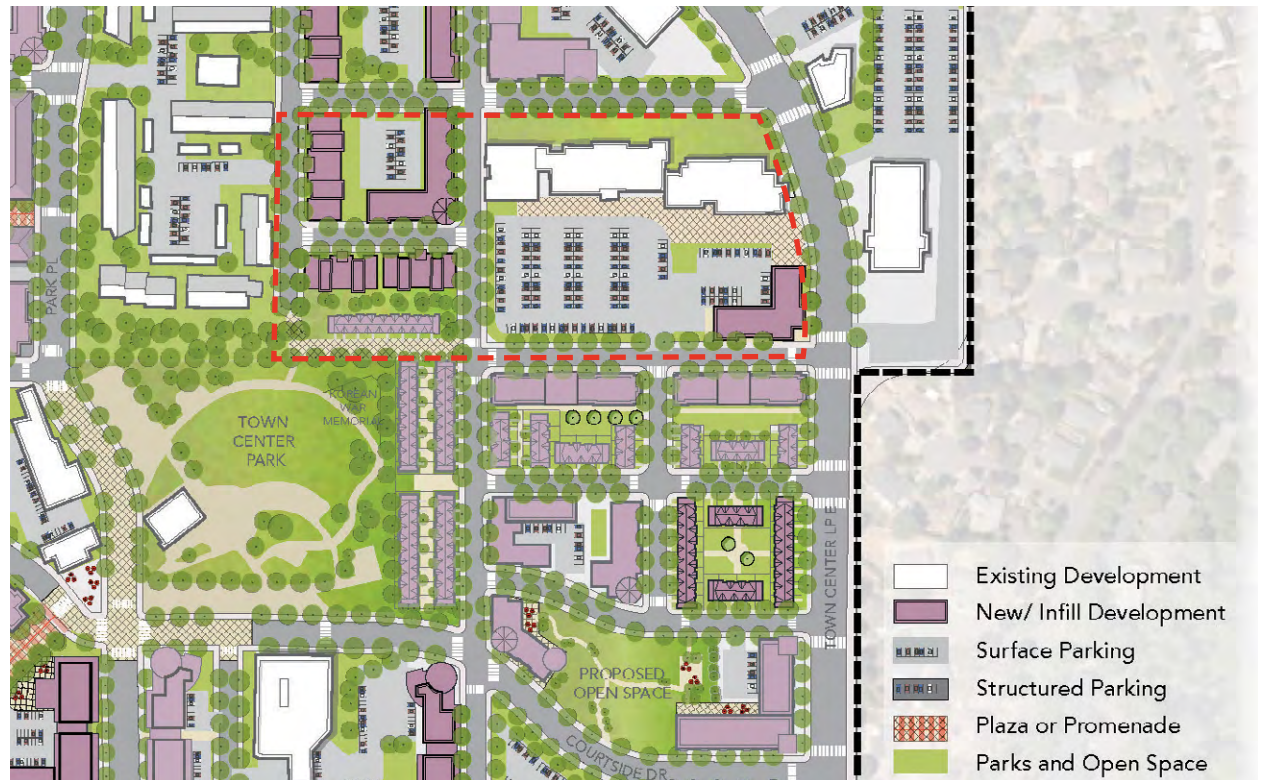


FIG 42: Wilsonville Town Center Plan (CCC property outlined in red)

Another transportation challenge for the campus is a lack of parking at certain times of day when there are multiple simultaneous course offerings and training events. Since there is little space for parking expansion on campus, CCC has arrangements to share parking with the LDS church across Town Center Loop. Other shared parking arrangements with nearby properties, or travel demand management and course schedule changes, could potentially be negotiated if additional parking is needed.



SMART shuttle

SPACE NEEDS

The space needs analysis for Wilsonville assumed a college-wide headcount goal of 24,000 students, which would equate to 640 students on the Wilsonville campus. The calculated guideline space needs indicate a net aggregate surplus of 2,894 ASF, with larger surpluses in academic space. Small space deficits exist in two categories: office and collaborative space. These categories have deficits of less than 350 ASF each.

Classrooms are used an average of eight hours per week, primarily during evening hours. The goal of 20% growth and the movement to online and hybrid learning should not outpace classroom capacity. Currently, a large majority of classrooms are in use during evening hours, making it difficult to repurpose space. Enrollment growth will need to occur during morning and afternoon hours.

There may be opportunities to reconfigure or re-program some spaces in the existing building, including creating new collaborative or study space.

Teaching labs are in balance but nearing capacity if additional programs or apprenticeships are added to this campus location. There is no office service space noted in the space inventory, but space was generated for this purpose, creating a small deficit. Offices are nearing capacity despite the impact of remote work. Collaborative and study space is in line with guideline expectations.

Space Category	24,000 Students Student Headcount = 640 Staff Headcount = 7			
	Existing ASF	Guideline ASF	Surplus/ (Deficit)	Percent Surplus/ (Deficit)
Academic Space				
Classrooms	6,793	3,564	3,229	48%
Teaching Laboratories	3,093	3,056	37	1%
Open Laboratories	1,500	1,280	220	15%
<i>Academic Space Subtotal</i>	<i>11,386</i>	<i>7,900</i>	<i>3,486</i>	<i>31%</i>
Academic Support Space				
Offices & Services	1,313	1,654	(332)	(25%)
Library & Collaborative Space	1,660	1,920	(260)	(16%)
<i>Academic Support Space Subtotal</i>	<i>2,973</i>	<i>3,565</i>	<i>(592)</i>	<i>(20%)</i>
Campus Total	14,359	11,465	2,894	20%
<i>Inactive/Conversion Space</i>	<i>525</i>			
<i>Outside Organizations</i>	<i>8,551</i>			

ASF= Assignable Square Feet

Table 4: Space Needs Summary for Harmony Campus



VISION & DIRECTION

In outreach activities, it was noted that there is a need to strengthen campus identity. PGE is a valued partner, and their presence is a vital part of the Wilsonville Campus. However, as PGE's needs may change in the future, the college must also plan for the potential scenario of their departure from the campus. Workshop attendees proposed that strengthening the partnership with the Wilsonville/West-Linn school district may provide a potential direction for the campus. A Business Summit was convened in June 2022 with representatives of regional private employers, which gathered important input into priorities for vocational training at CCC and off-site at local manufacturing and office facilities. This conversation will continue as CCC refines course offerings to respond to the local economy and future student needs.

An Environmental Scan, prepared by CCC in 2018, identified the following key needs for the campus:

- **Enhance Identity**

The campus is often associated solely with utility training and could better express the wide range of offerings with potential students and local employers. The Environmental Scan noted an opportunity to explore and create innovative programs for a new generation of apprentices as well as pre-apprenticeships. Creating a Center of Excellence for Professions and Trades (CEPT) in both programming and building expansion could be a strong selling point for PGE to continue their long-standing partnership and to engage and participate in creating pre-apprenticeship day programs for high school students to prepare for the extensive careers PGE has to offer. In addition to programmatic identity, the physical identity and presence of the campus could be

improved along the street. Campus Visioning Survey participants noted opportunities to highlight and improve the sense of entry to the campus and the building.

- **Improve transportation options**

It is difficult for CCC students at other facilities in Oregon City and Harmony to access Wilsonville on transit. Without core services and resources at all three campuses, the institution provides unequitable service to all students and in particular students in southwest Clackamas County. Many of the students who rely on public transportation are those in low-income, single-parent households. Many are first-generation students, students with disabilities who cannot drive and others who are already at the highest risk for not completing college. Traffic congestion on I-5 is also a constraint in attracting students with limited time to campus.

- **Expand programming based on student course needs**

Expanding high school partnerships at Wilsonville would require better management of daytime programming of general education courses. This could also benefit students completing their AAS requirements and/or completion of a Transfer degree. If expanding these types of offerings, a science lab would be necessary to meet related instruction requirements. These improvements could also add to pre-apprenticeship or internship possibilities.



Wilsonville Business Summit, June 15 2022

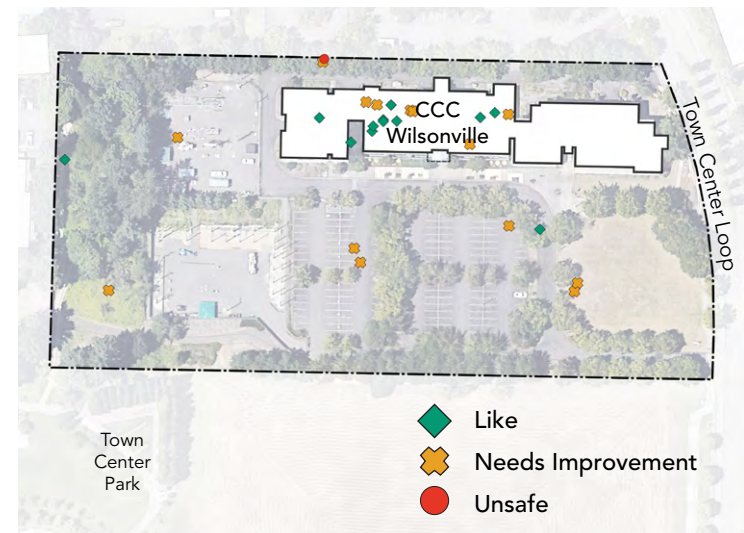


FIG 43: Participant input on the Wilsonville Campus from the Campus Visioning Survey

PROGRAM OPPORTUNITIES

The Environmental Scan prepared in 2018 identified several potential program opportunities. Some progress has been made in establishing programs, especially apprenticeships, but the pandemic has impacted progress in establishing some of these programs. Potential program opportunities are listed below:

- Locally-serving general education, pre-apprenticeship and apprenticeship programs (in coordination with offerings at the Oregon City campus). General education can be offered more in the daytime and apprenticeship in evenings. This could be an integrated approach; for example, offering the opportunity to attain an associate's degree on top of a license or certification. A cohort model could potentially be used for apprenticeship students.
- Daytime hours could feature more community education and community partner activities hosted on site.
- High school programming, partnering with the West Linn-Wilsonville School District and Family Empowerment Center to provide tutoring, testing, and general education.
- Oregon Tech could use meeting and instruction space (formerly OIT, who also operate a small facility in Wilsonville).
- State of Oregon meeting and training space.
- In workshops, it was also suggested that interim site programming (such as food carts) could help improve student life and encourage students to stay on the campus for longer periods of time.



Vaccination clinic at Wilsonville campus, 2021



Reception area in Wilsonville atrium



Campus walkways, landscape and public art



PGE training in pole yard



MASTER PLAN CONCEPTS

Given that there is no projected need for new academic space at Wilsonville in the next 5-10 years, this plan focuses on opportunities for adapting the building to meet new programmatic needs as well as scenarios that anticipate how the campus could adapt if PGE decides to vacate their existing space in the future.

BUILDING ADAPTATION

To better support students staying on campus longer, the existing building can be adapted to provide food options, potentially using the existing kitchen space on the ground floor. If space becomes available, a science lab would help to provide more general education offerings at the campus. Other potential needs that would create more of a full-campus experience at Wilsonville could include student lounge and study space; library functions; bookstore or convenience (C-store) space; and student services spaces that function for registration, counseling, and tutoring. These adaptations would help better balance the campus between workforce training and general education. The extent of building adaptation opportunities will depend on whether the western wing of the building continues to be leased as primarily a partner space.

SCENARIO 1: PGE REMAINS

If PGE remains, there could be tenant improvements needed in the spaces PGE leases to accommodate changing needs (unspecified at this point but possible with lease renewal negotiations). Non-PGE spaces could still be adapted as explained previously.

In this scenario, the two pole yards are retained for PGE use, but the open lawn area at the entrance to campus (Site A) could provide a potential public or private partnership site of roughly 0.8 acres, which could fit an approximately 25,000 GSF 2-story building. As Figure 42 shows, this building could be configured with classroom space and a community room on the ground floor and partnership space on the upper floor(s).

New pedestrian circulation routes could be connected through the campus to anticipate future Town Center development and link the campus to Town Center Park. Existing parking would be retained and additional parking for new uses could be provided within the Site A boundaries. Parking lots should be designed to consider large trucks that some trainees and students use to access campus directly from workplaces.

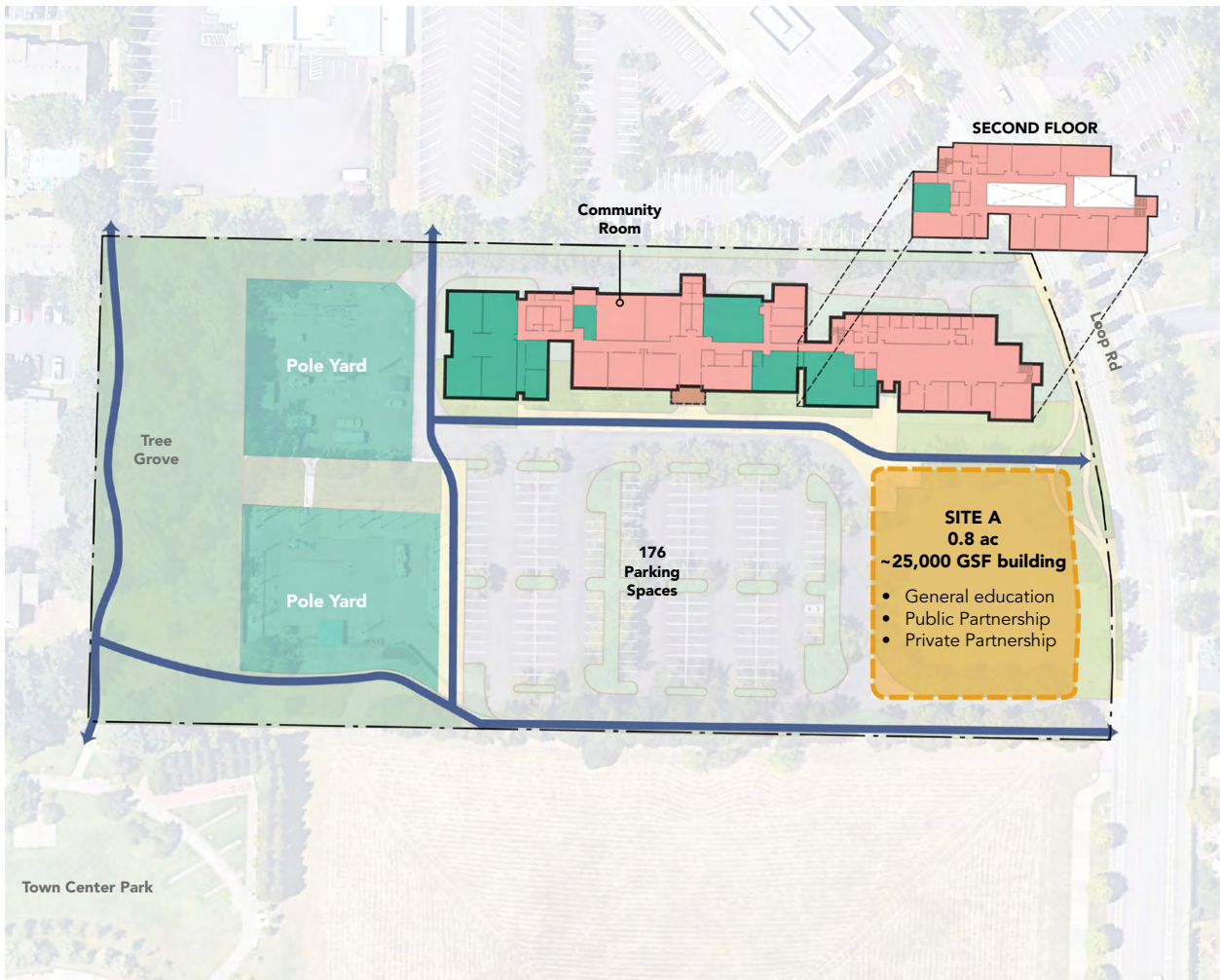
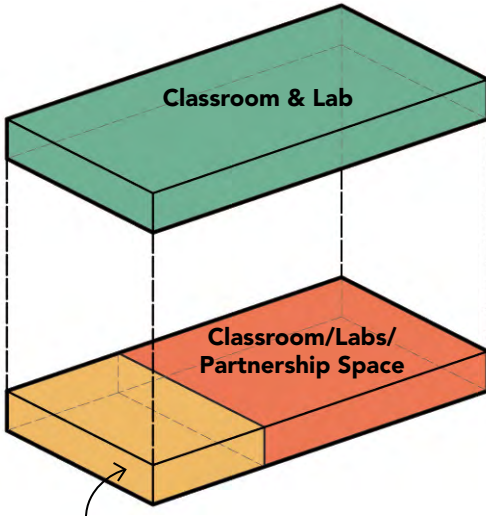


FIG 44: Wilsonville Campus Scenario 1

- Existing Campus Uses
- Partner Use
- Opportunity Site



Community Rm & Food Options

FIG 45: Wilsonville Site A Partnership Concept



A partnership building at Site A could include indoor partnership space for industries that do not require outdoor work area

SCENARIO 2: LEASED SPACE REPROGRAMMED

If PGE vacates their current space in the building, there will likely need to be renovations to their tailored training spaces, with great potential for reconfiguring these areas for new vocational uses. Non-PGE spaces could be adapted as explained above.

In this scenario, the pole yards would no longer be required for PGE use, so a roughly 0.6-acre portion of that yard space (Site B) could be redeveloped as a new workforce training facility of approximately 11,000 GSF, with an associated work yard to the north. The open lawn area at the entrance to campus could also provide a potential public or private partnership site of roughly 0.8 acres (Site A), which could fit an approximately 25,000 GSF 2-story building. As Figure 45 shows, this building could be configured with classroom space and a community room on the ground floor and partnership space on the upper floor(s).

New pedestrian circulation routes could be connected through the campus to anticipate future Town Center development and link the campus to Town Center Park. Existing parking would be retained and additional parking for new uses could be provided within the Site A and Site B boundaries.

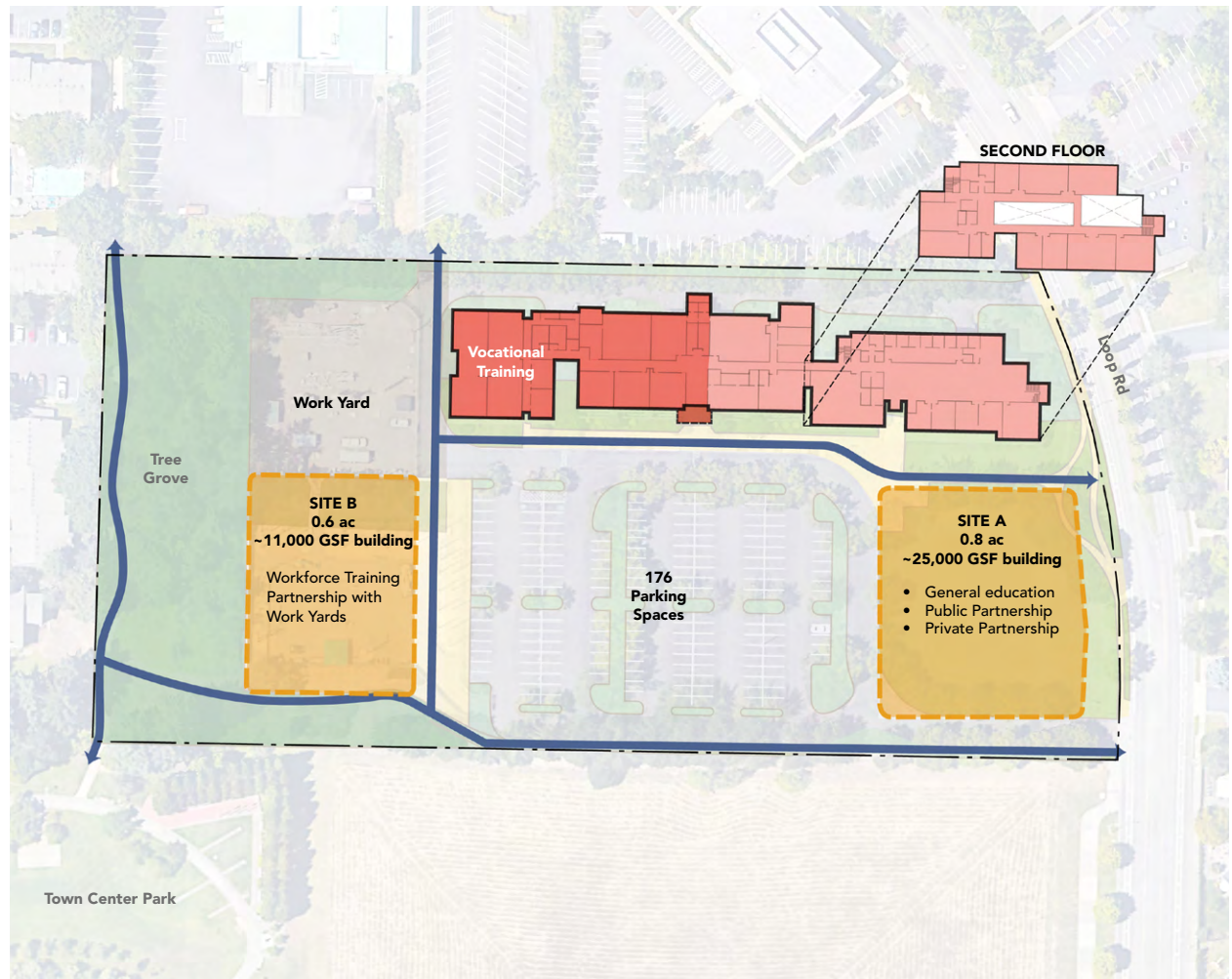


FIG 46: Wilsonville Campus Scenario 2

- Existing Campus Uses
- Vocational Training
- Opportunity Site

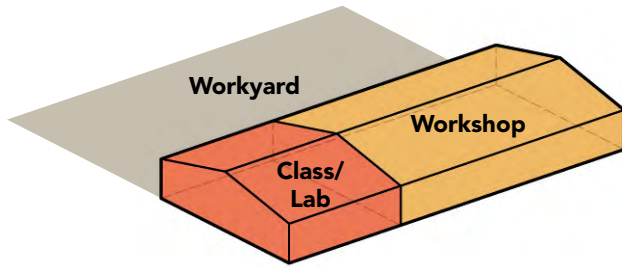


FIG 47: Wilsonville Site B Partnership Concept



Site B could support a smaller partnership building with outdoor workyard, like the Dealer Services Technology Building at Portland Community College





08| IMPLEMENTATION

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PRIORITIZATION AND PHASING

The Oregon City Campus has the highest need and opportunity for improvements over the plan timeline given the age of its buildings and the high level of facility use by students and the larger community. The replacement of buildings that have exceeded their useful life is a priority at this campus, including the Bill Brod Community Center, to be replaced by Wacheno Phase 2, and Clairmont Hall, the oldest building on campus. The replacement of Clairmont Hall will require more detailed study of needs and future program changes on the East Campus.

In addition to full building replacement projects, the Oregon City Campus's oldest buildings should be prioritized for adaptation and renovation based on the highest need. These include Barlow Hall, Randall Hall, and McLoughlin Hall. Buildings that are newer and in better condition should be considered for updates and adaptation based on their relative potential to improve student success outcomes and create a more welcoming, inclusive, and safe campus.

In addition, in the Campus Services area new buildings and storage and renovations to the Lewelling Building should be prioritized early to support the existing demands on facilities maintenance for this extensive campus.

When initiating building replacement or renovation projects in the campus core, strategic improvements to nearby open spaces, plazas, and campus walks should be included in order to capture multiple integrated benefits with a particular investment by CCC. In particular, the walkways and open spaces between Barlow, Bill Brod, Randall, and McLoughlin are in poor condition. The replacement of Bill Brod Community Center represents a significant opportunity to cohesively reconfigure and activate adjacent public open spaces and circulation.

Building replacement and renovation projects will require swing space to temporarily house building occupants during construction. In addition, potential utility upgrades may be necessary at the time of development projects.

The highest priority at the Harmony Campus will be to implement small but high-impact adaptations to existing spaces that will support students and help existing programs to succeed. For example, adding food options and improving the usability of student lounge and amenity spaces in Harmony East would provide great value to students at this campus.

Prioritization of improvements at the Wilsonville Campus will depend on existing and potential partnerships. Similar to the Harmony Campus, near-term improvements could include better food options and student amenity space within the existing building.

Potential partnership developments at the Harmony and Wilsonville campuses could provide a vehicle for other site improvements that are highly desired by students, such as usable and comfortable open spaces, pedestrian paths, and weather-protected seating for studying and gathering.

LAND USE IMPLEMENTATION CONSIDERATIONS

OREGON CITY CAMPUS

Anticipated long-term development indicated in this plan will require new master plan approval from the City of Oregon City. Smaller projects or interior renovations could be permitted individually, without a master plan. The threshold in the zoning code for a “modification” of existing institutional development is 10,000 SF of new building floor area. Given that Phase II of Wacheno exceeds this, anticipated development will require a city-approved master plan. Having a city-approved, campus-wide, longer-term vision enables an easier permitting path for future building projects.

Master plan approval in Oregon City is a two-part process, requiring a broad ‘general development plan’ for the whole campus, and specific ‘detailed development plans’ for approval of specific building projects. The general development plan looks widely at the campus and identifies areas for future development without providing details on exact footprints or building design. The general development plan would include a concept for future campus development, transportation analysis, infrastructure/utility plans, and a landscape approach. Advantages of a general development plan are that it can freeze regulations in place for the 20-year life of the plan and modify any of the city’s development standards that might otherwise apply to the campus. Later, when new buildings are funded and designed, detailed plans consistent with the general development plan can be submitted and approved.

The general development plan is approved after a Type III land use review with the final decision made by the Planning Commission. Subsequent detailed plans are Type II reviews at the staff level. Interior building renovations would not need master plan approval if they would not otherwise require a land use permit.

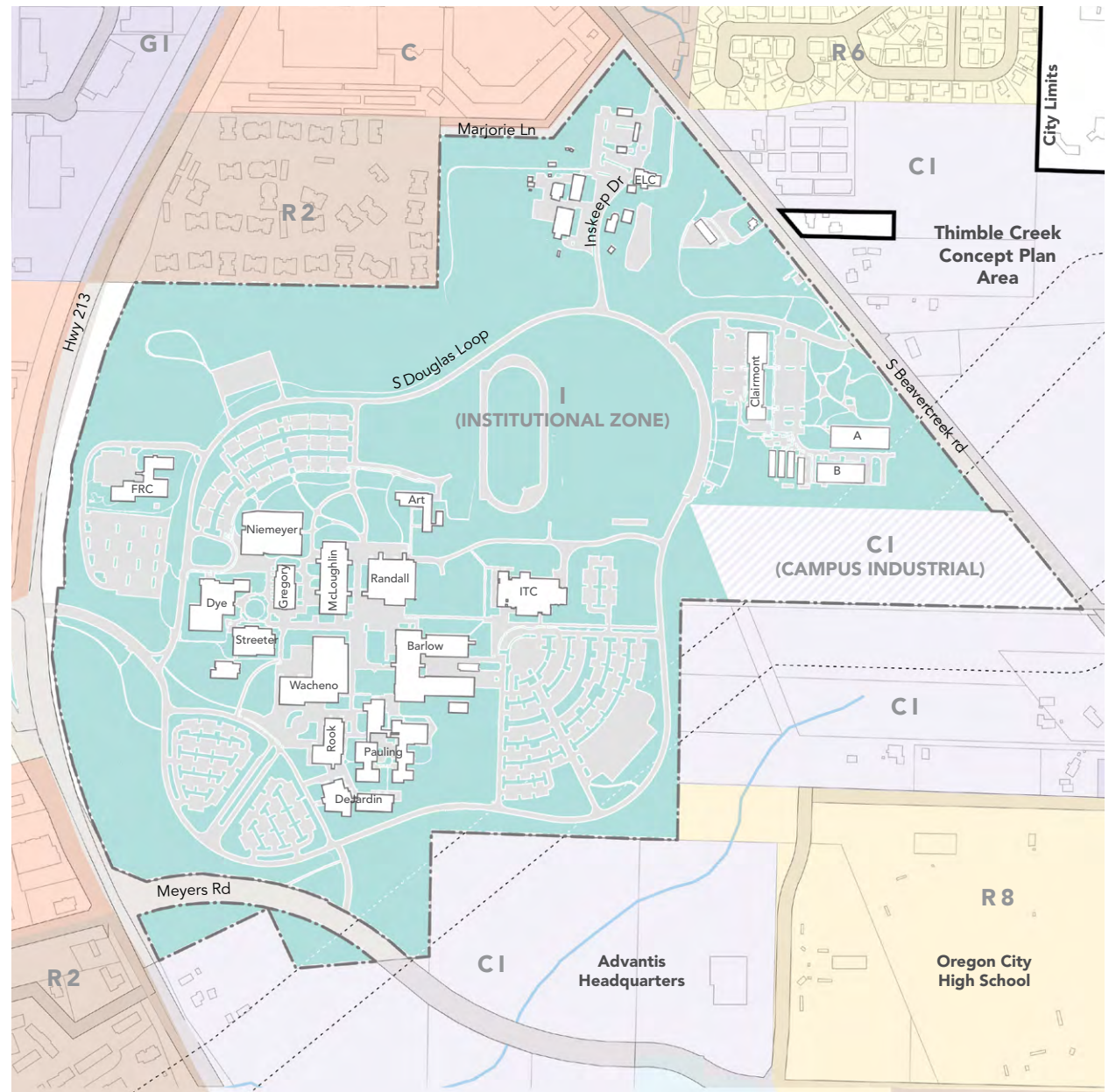


FIG 48: Oregon City Campus Zoning Map

Some specific future considerations for campus planning are relevant to city permitting processes. The newly acquired and differently-zoned parcel at the east side of campus can be included in the master plan; its Campus Industrial zoning creates different baseline requirements. The athletics improvements envisioned in this plan are not new uses and create virtually no building area, so they could either be folded into a master plan application or potentially approved without one. If residential buildings are proposed as one of the potential future uses on college property, the master plan would need to identify general locations and address a zoning requirement to provide a mix of residential housing types (no more than 75% of one type).

Finally, another benefit of an approved master plan is to lock in city-required transportation improvements. The location and degree of these infrastructure changes would be the outcome of the college's long-term analysis of transportation demand from future uses. Shortly after the onset of the pandemic, Clackamas Community College paid \$323,641 in Transportation System Development Charges (TSDC) for the construction of the Wacheno Welcome Center. Due to the programming of that space, the building did not result in a significant increase in trips to the campus. Still, the City applied a formula for the TSDC payment that did not consider this. To keep the construction of the building on schedule, the college paid the TSDC with the expectation that it could be revisited and potentially adjusted, prior to occupancy. The City of Oregon City declined to revisit the fee, resulting in a significant overpayment by the college. The subsequent impacts of the pandemic significantly reduced trips to the campus, and a sharp increase in online learning compared to on-campus classes have exacerbated the problem. It is recommended

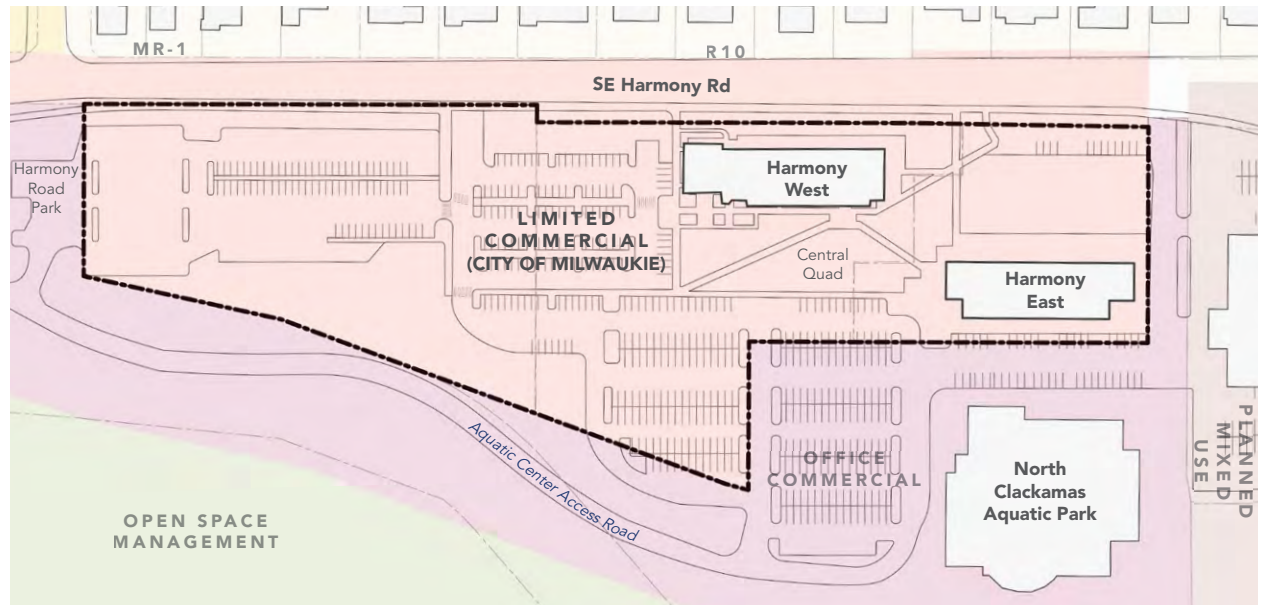


FIG 49: Harmony Campus Zoning Map

that transportation system development charges be negotiated with Oregon City early in the permitting process. This would provide CCC with greater cost certainty for future development.

HARMONY CAMPUS

Future development proposed in this concept plan at the Harmony Campus consists mostly of building adaptation, not new square footage, which could qualify as a "minor modification" and therefore a fast track to approval as long as the change does not "increase the intensity" of the college use. Smaller physical changes to the site include projects like landscape changes, adding a porch at either of the two existing buildings, or modifying existing parking areas. New buildings, such as Community or Healthcare Partnership buildings, or substantial changes to existing buildings, would be a major modification of the college use. These would need to go through

a land use review showing compliance with standard Community Service Use requirements. Unlike Oregon City, Milwaukie has no specific master plan process, and each project can proceed separately as it is conceived and funded. This means less need for advance planning with City of Milwaukie planning staff, and more CCC flexibility to build out the campus. It does require a relatively detailed city land use review for each project.

Because the Harmony Campus is close to a frequently-used transit line, minimum parking requirements will likely be removed in 2023, as directed by a state-level mandate. This allows CCC to choose whatever quantity of parking it wishes to provide. As a corollary, repurposing existing parking areas—with buildings, landscape, or other uses—is explicitly allowed without any requirement to replace the parking.

WILSONVILLE CAMPUS

As with other campuses, building adaptation or tenant improvements are unlikely to require a land use permit, if there is no significant change in impacts or uses at the site. The trigger for a new land use process would be a proposed new building, such as the potential Partnership buildings. The main review is a Site Development Plan review, which also includes addressing aesthetic standards for the Wilsonville Town Center. These rules pay particular attention to considerations for the street-facing façade of new buildings. In addition, Wilsonville requires a version of master planning called Planned Development Review. This process includes providing a conceptual plan for the whole site, and specific plans for any new building.

Permitting for new construction on the CCC site would review consistency with area plans for the property. Conceptual Town Center plans showed several streets crossing the property, which could compromise future campus functions. However, City of Wilsonville planning staff have indicated there is no specific funding for such streets, and they are not included in the Wilsonville TSP. Future development planning by CCC should consider future vehicular or pedestrian connections in general but do not need to build the specific streets shown in the Town Center Plan. Parking mandates will likely be lifted on the site in future to comply with new state directives.

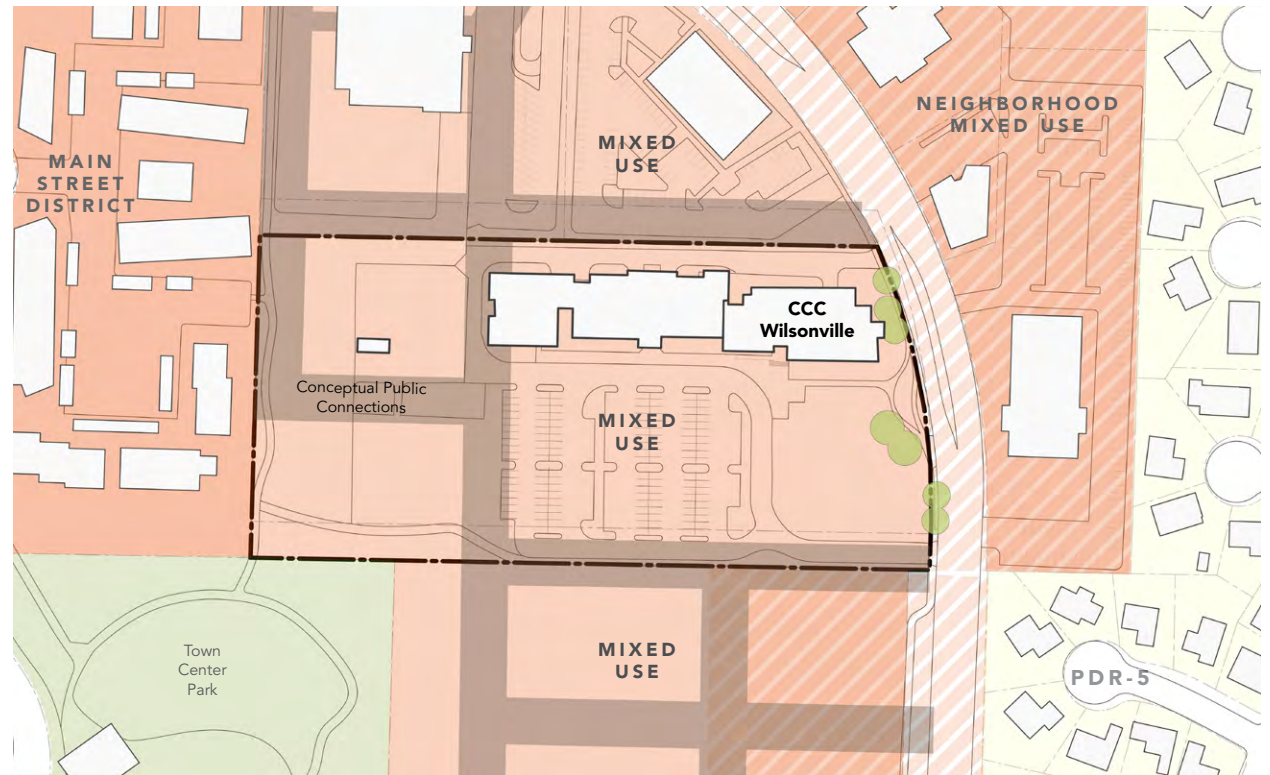


FIG 50: Wilsonville Campus Zoning Map

UTILITY IMPROVEMENTS

The proposed redevelopment presented with this Concept Master Plan will trigger a few utility improvements. These would be in addition to the utility system upgrades previously recommended to replace substandard and antiquated infrastructure. The following is an overview of the utility system improvements recommended at each campus with associated exhibits to further illustrate how these relate to the Concept Master Plan.

OREGON CITY CAMPUS

Many of the suggested improvements to the Oregon City Campus are program changes and remodeling or replacement of existing buildings. While there will be some new construction triggering utility upgrades, the proposals for enhanced programming would not increase student and staff populations beyond previously planned levels. As long as the improvements do not result in greater utility demands from city infrastructure, public utility upgrades should not be needed.

One exception to this would be the potential to add affordable housing on campus. The scale of the housing project will have to be discussed further with city staff to evaluate system loads required by potential development.

It is recommended that the college invest in taking inventory of the existing sanitary network on campus. Although the college is not aware of any deficiencies in the onsite conveyance system, record drawings are limited and the pipe routings shown have not been verified. It will be beneficial for the college to have an accurate mapping and condition assessment of the pipes and structures to prioritize preventative maintenance measures as new projects come online.

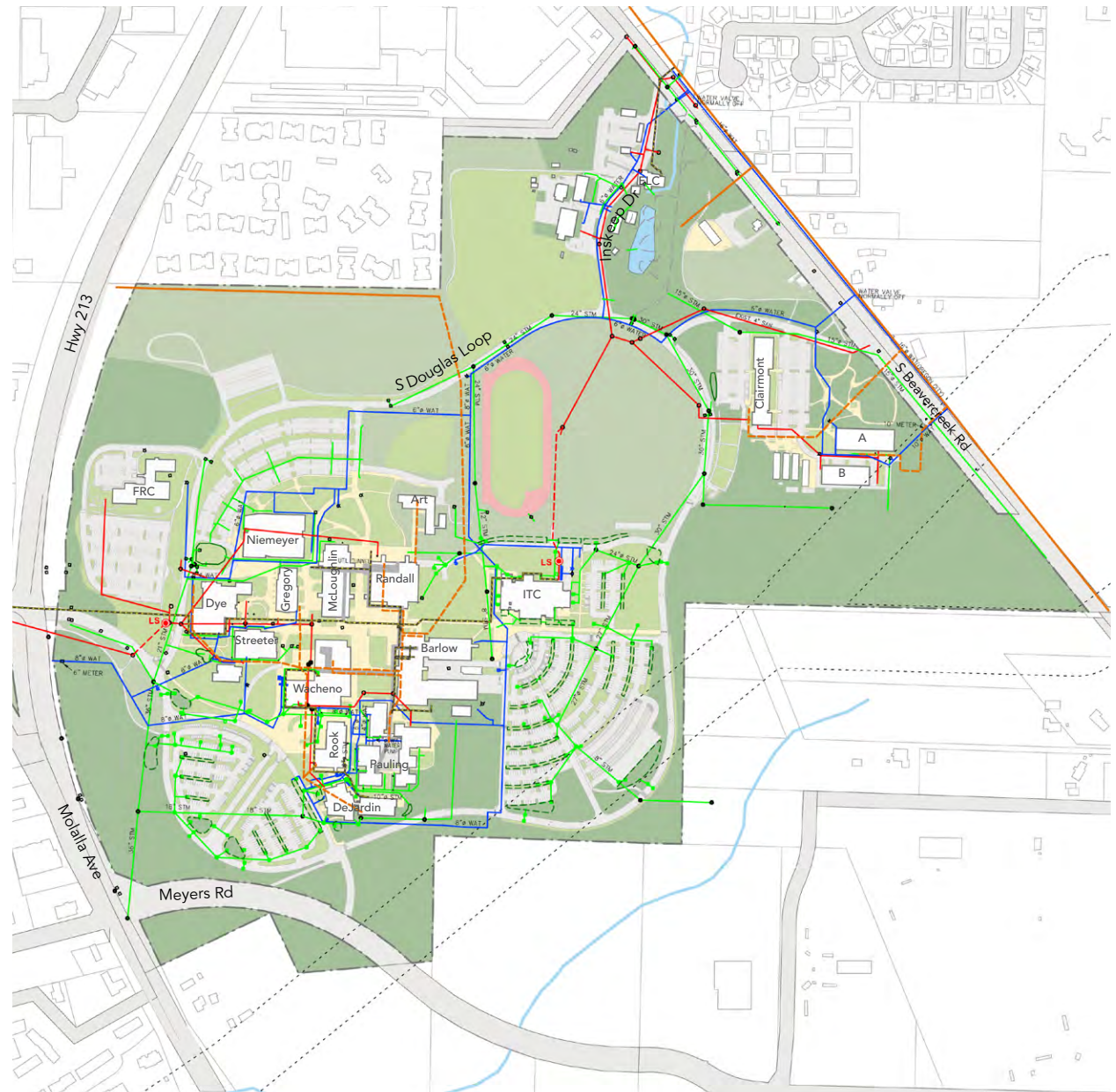


FIG 51: Oregon City Campus Utilities Map



New construction and redevelopment have been proposed for the campus core, East Campus Vocational Hub, Campus Services, and possible affordable housing sites. Additional improvements include building upgrades, sports field enhancements, and connecting gaps in the campus walkways, but these will have a smaller impact on utilities.

We anticipate the following impacts from the proposed redevelopment at each improvement area.

CAMPUS CORE

- Wacheno Phase 2 should maintain the sewer service to the west. This allows the grease interceptor serving the kitchen to be within a service yard area and away from student circulation areas.
- The improvements to McLoughlin Hall and Barlow Hall will not affect existing sewer services. The sewer main flowing west under the southern edge of the core will need to be protected. Reconstruction of this main may be considered based on the findings of the system assessment.
- Stormwater management requirements for water quality and flow control will be triggered by new impervious improvements. Vegetated storm facilities will have to be integrated into the site plan for Wacheno Phase 2 and pathway improvements. Campus utility maps are limited in the courtyard, but it is anticipated that drainage flows north and east as part of the Newell Creek Drainage Basin.
- The older existing water mains along the south edge of the core should be replaced while working in this area.
- Power and gas lines can remain in the utility tunnels.

EAST CAMPUS VOCATIONAL HUB

- All three options will require replacement of the sewer main and laterals serving this part of campus and tie back into the sewer network flowing west before passing under Douglas Loop.
- Upgrades or replacement of downstream sewer lines under the field may be considered based on the findings of the system assessment.
- Stormwater management requirements for water quality and flow control will be triggered by new impervious improvements. Vegetated storm facilities will have to be integrated into the site plan for new parking lots and buildings. Drainage from this part of campus flows north to an existing storm main in Clairmont Drive and is part of the Newell Creek Drainage Basin.
- The existing storm facility south of Training Center B will be displaced.
- The older existing water mains passing through and along the project limits should be replaced while working in this area.
- Underground power services to the Training Center buildings can be retained.
- New underground power services will have to be extended to new buildings.
- Proposed parking, plantings, and lighting under the PGE easement may be subject to height restrictions due to high voltage overhead power lines. A formal review with PGE will be required.
- New gas services will be required from the main in S Beaver Creek Rd.

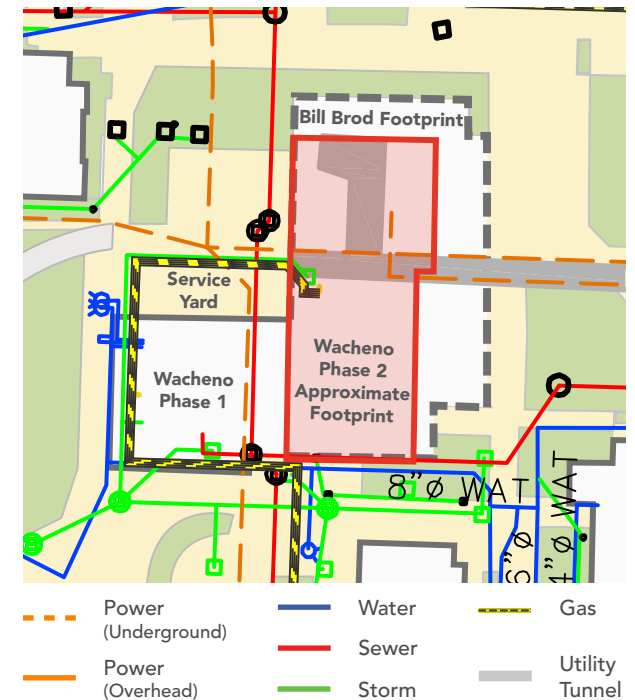


FIG 52: Wacheno Phase 2 approximate footprint overlaid with existing utilities

CAMPUS SERVICES

- There is an existing sewer main flowing north under Inskeep Dr to accommodate any new sewer services required with the grounds building.
- Stormwater management requirements for water quality and flow control will be triggered by new impervious improvements. Vegetated storm facilities will have to be integrated into the site plan for new parking lots and buildings. The existing drainage system serving this area is very shallow due to downstream creek and culvert elevations. Creative site grading will be critical to accommodate stormwater facilities within the site. Alternative measures or compensatory stormwater management elsewhere on campus may be necessary to comply with city standards. Drainage from this part of campus flows north to an existing storm main in Clairmont Drive and is part of the Newell Creek Drainage Basin.
- The older existing water mains within Inskeep Drive should be replaced while working in this area.
- New power services will have to be extended to new buildings.
- New gas services will be required from the main in S. Beaver Creek Road.

AFFORDABLE HOUSING

- The three potential affordable housing areas identified are located adjacent to public roads with public utilities. New utility mains and services would have to be extended into any housing development to serve individual units.
- Stormwater management requirements for water quality and flow control will be triggered by the new impervious improvements

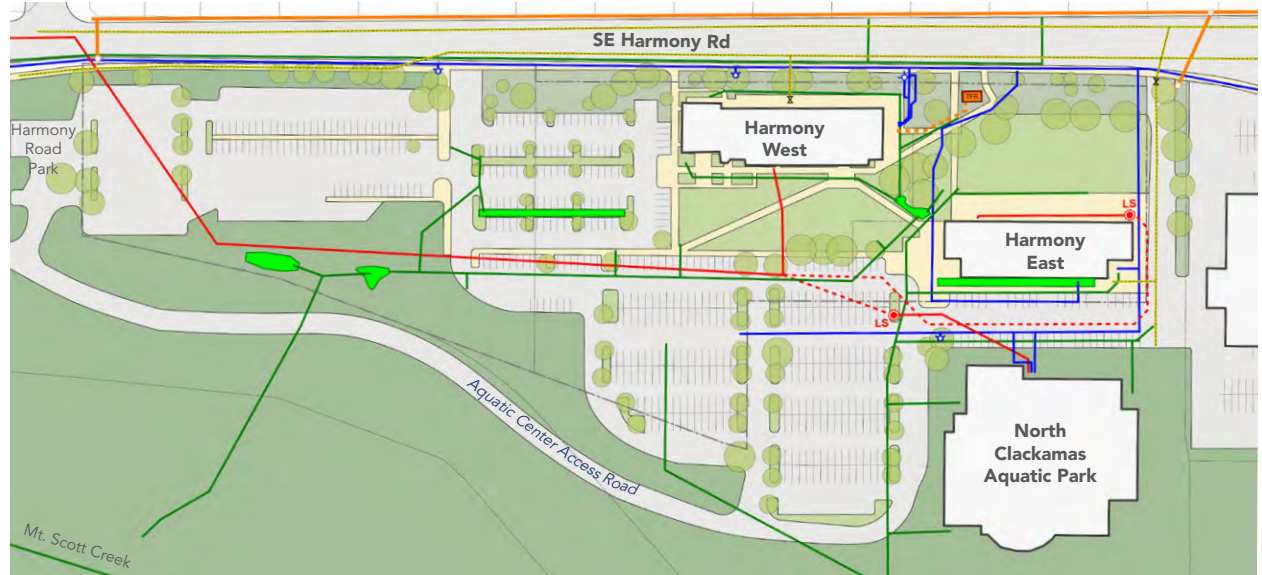


FIG 53: Harmony Campus Utilities Map



- Vegetated storm facilities will have to be integrated into the site plan for new parking lots and buildings.

HARMONY CAMPUS

This campus has seen more recent redevelopment with onsite stormwater management and sewer service improvements as part of Harmony West and Harmony East. There were some provisions made for utilities to serve redevelopment at Site C as part of Harmony East design. However, building construction at the other prospective sites will trigger utility relocations and upgrades. We anticipate the following impacts from the proposed redevelopment being considered with the Concept Master Plan:

- The existing sanitary lift station at Harmony East was originally designed to accommodate an additional connection from the north to serve Site C. The existing pumps will have to

be evaluated at that time for the additional demands on the system.

- The public sewer main flowing east from the center of campus and then north to SE Harmony Road will conflict with building construction at Sites B and D. The public sewer will have to be realigned and the two force mains serving the Aquatic Park and Harmony East will have to be redirected to the new main.
- A new sewer service for Site A can be provided from the existing or rerouted public main running west through campus.
- Stormwater management requirements for water quality and flow control will be triggered by new impervious improvements. Vegetated storm facilities will have to be integrated into the site plan for the building(s) and parking lot(s) to meet Clackamas County Service District No. 1 Stormwater Standards.

- The existing property is already developed with significant parking and impervious areas with some stormwater management facilities. There may be opportunities to retrofit the existing storm facilities to meet current standards for the redeveloped impervious areas.
- The existing property has been fully developed in the past with most of the site already paved. Conveyance lines flowing south down the slope to Mt Scott Creek were sized to handle runoff from the developed site. While these lines should not require upsizing, the systems should be evaluated for potential preventative maintenance to protect the slope from erosive conditions caused by a break in the pipe.
- The existing public water main crossing in front of the Aquatic Park can be extended west and looped north to SE Harmony Rd and provide adequate fire protection for additional development on campus.
- New water and fire services for Sites A, C & D will tap off the public main in SE Harmony Rd.
- New power services will have to be extended to new buildings from SE Harmony Rd.
- New gas services will be required from the main in SE Harmony Rd.

WILSONVILLE CAMPUS

The existing infrastructure onsite seems to be in good condition and the public utilities in the adjacent Town Center Loop have adequate capacity to handle new development. Much of the proposed programming can be accommodated in the existing building with two potential building sites at the southeast and southwest edges of the property. We anticipate the following

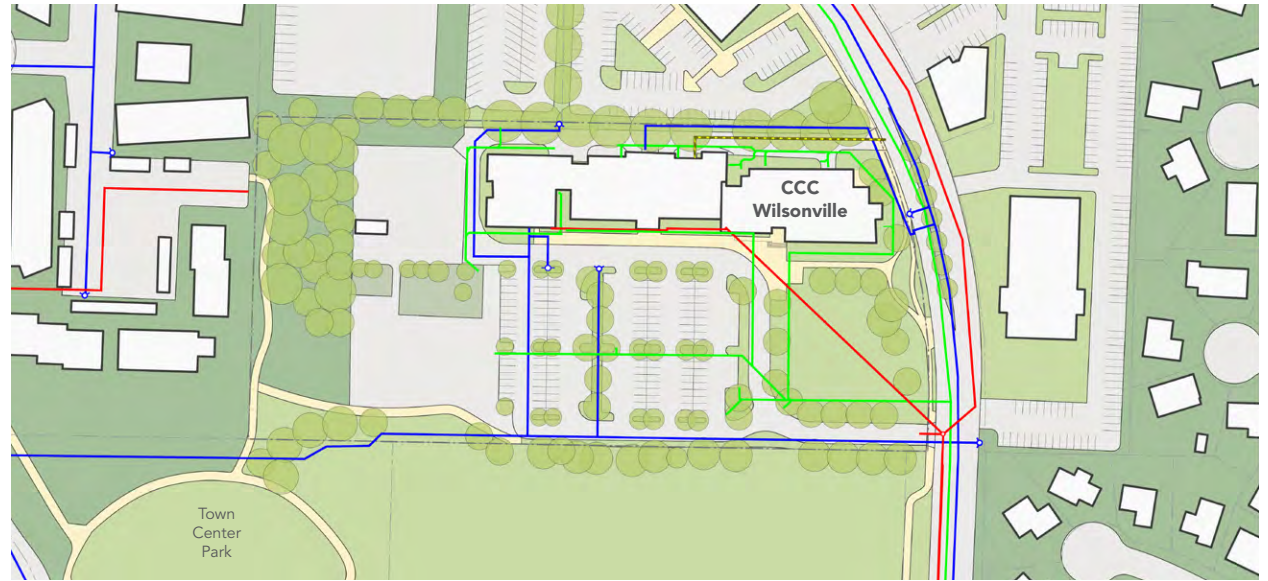


FIG 54: *Wilsonville Campus Utilities Map*

impacts from the proposed redevelopment being considered with the Concept Master Plan:

- The existing onsite sanitary line serving the current building will have to be rerouted around the new building on Site A.
- A public sewer main extension in an easement will be required extending west to serve a new building on Site B.
- Stormwater management requirements for water quality and flow control will be triggered by the new impervious improvements. Vegetated storm facilities will have to be integrated into the site plan for the building(s) to meet City of Wilsonville requirements. Site A drains east into the public storm main in Town Center Loop E, while Site B currently drains west to a natural drainage channel.
- The existing onsite storm system will need to be rerouted around the new Site A building.

- The existing water mains and easements on site will remain. New water and fire services for Site A and Site B buildings will tap off these public mains.
- New power services will have to be extended to new buildings from Town Center Loop E.
- New gas services will be required from the main in Town Center Loop E.