



# PCC Sylvania CT Building

Design Evaluation



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ARCHITECTURE



Located on the PCC Sylvania Campus in Southeast Portland, the building is situated at the north end of the campus. The building's current programs include visual and performing arts, language arts, music, art history, communication, and journalism.

The Communications Technology (CT) building, built in 1971, showcases Brutalist architecture on the PCC Sylvania Campus. It covers about 63,000 sqft over two levels, organized on a 40x40 foot grid, with prominent concrete use in its design.

The CT building, initially designed as a student hub with a central entrance, has seen reduced visibility of its academic programs over time. The renovation seeks to modernize the building in line with PCC's vision for flexible, interdisciplinary learning spaces, enhancing program visibility and fostering interaction among students from diverse academic backgrounds.

**By reconnecting the CT building to the campus, it will enhance visibility of its programs and promote interactions among students of various academic focuses.**



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The Schematic Design process brought together a broad range of perspectives and expertise to shape a shared vision for the future of this facility.

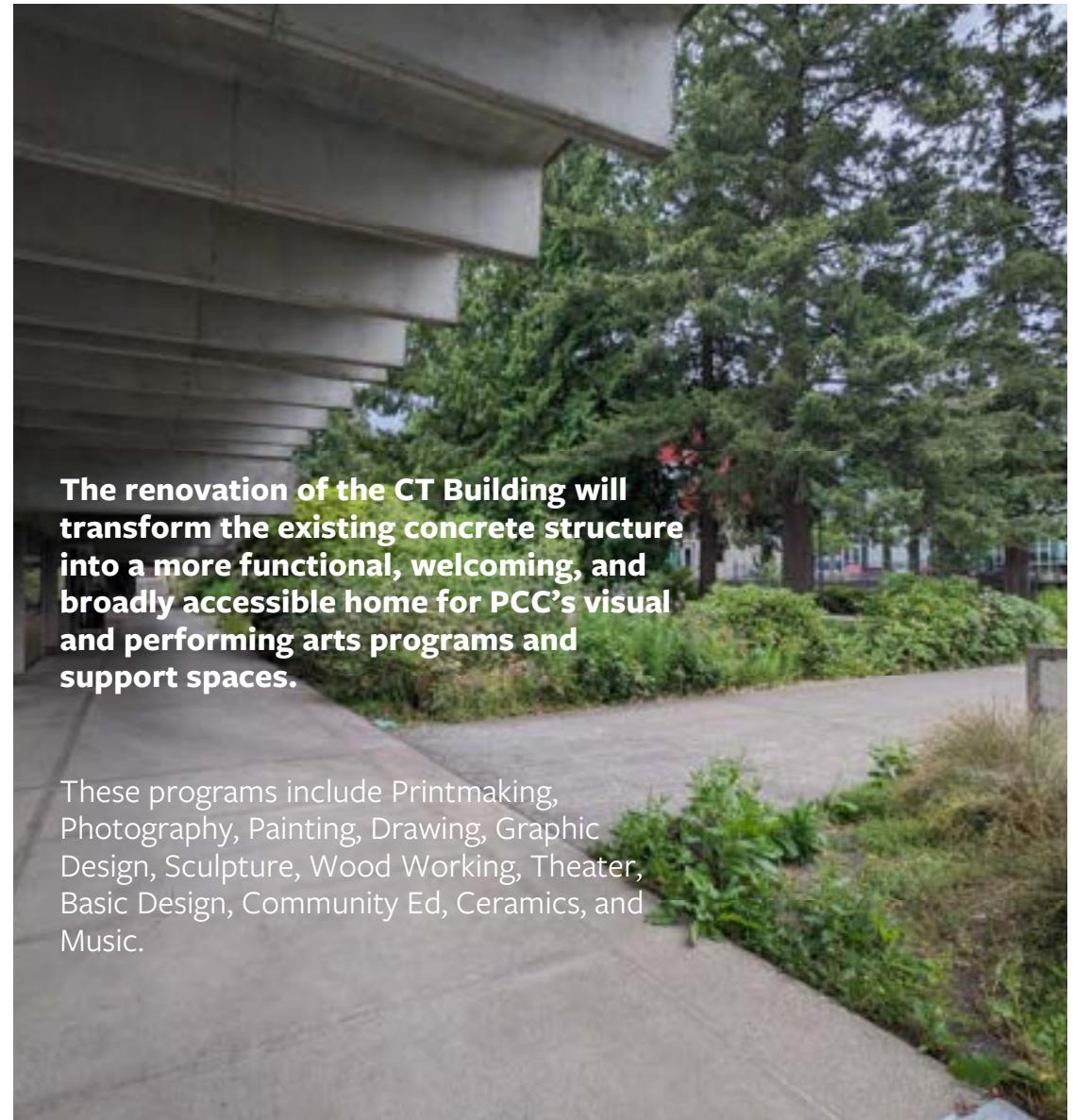
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As a key creative hub on campus, the building will support interdisciplinary collaboration, serve as a visible and active part of the student experience, and reinforce PCC's role as a cultural resource within the broader community.



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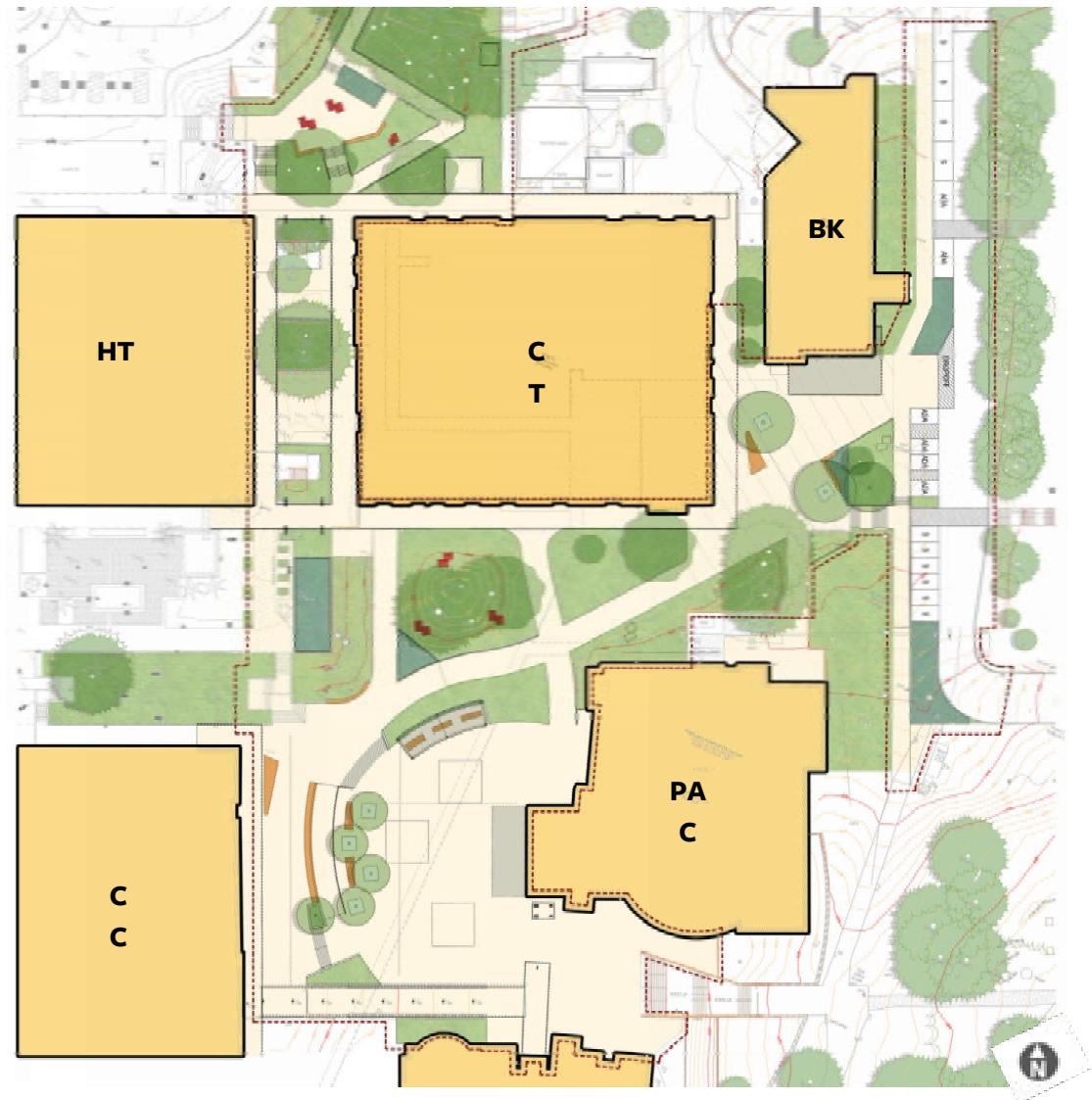
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**The renovation of the CT Building will transform the existing concrete structure into a more functional, welcoming, and broadly accessible home for PCC's visual and performing arts programs and support spaces.**

These programs include Printmaking, Photography, Painting, Drawing, Graphic Design, Sculpture, Wood Working, Theater, Basic Design, Community Ed, Ceramics, and Music.

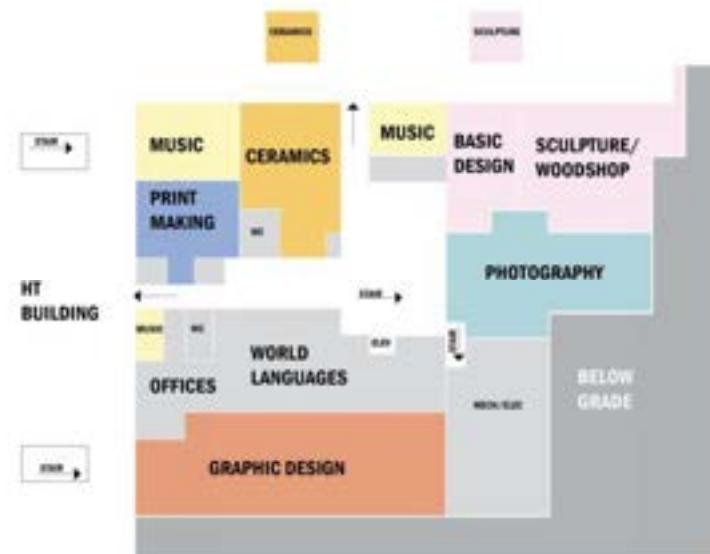
# Site Plan



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# Existing Building



Level  
1



Level  
2

# Schematic Design



# Interior Views



The Hub at Level 2, looking north from the Primary Entry



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Level 2 Collaboration Area adjacent to Primary Entry



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The Hub at Level 2, looking south toward the Primary Entry and collaboration areas



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Level 2 Collaboration Area at North end of the Hub, looking though the Gallery



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The Hub at Level 1, looking toward the Main Stair



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The Hub at Level 1, looking north toward the Kiln Yard



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The Hub at Level 1, looking toward the Primary Entry at Level 2



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The Hub at Level 1, looking South toward Photography



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# Exterior Views



View of building from Bookstore Plaza



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View of building from SE Corner



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Primary Entry at South Side of Building



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Secondary Entry Example



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# Where Our North Stars Began

**Through a collaborative process with the Design Committee, we co-developed our North Stars that steer the design work ahead with clarity, purpose, and shared vision.**

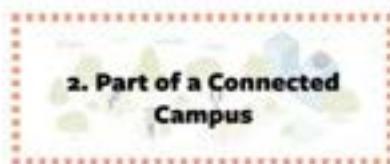


# North Stars and Design Implications



## 1. Rooted in Place

- 1.1 Spaces where people will be working and learning all have access to daylight.
- 1.2 Views to nature are accessible to everyone and not based on status within the college.
- 1.3 Design incorporates natural materials.
- 1.4 Spaces creatively incorporate color and warmth, especially in ways that connect to culture.
- 1.5 There is broad access to covered outdoor space and outdoor community space.
- 1.6 Building features celebrate our location in the Pacific Northwest and our rainy climate.
- 1.7 Lighting is adjustable.
- 1.8 Temperature in individual spaces can be customized.



## 2. Part of a Connected Campus

- 2.1 Building layout is intuitive and uses effective wayfinding.
- 2.2 The main entrance is easy to identify and cohesive with the other buildings on campus.
- 2.3 Everyone, regardless of ability, can access and move through the building and facilities in similar ways.
- 2.4 Places to access or share resources and find help are intuitively located and easy to use regardless of language, experience in college, or cognitive needs.
- 2.5 Building contains spaces for loud and quiet activities while minimizing disruption of adjacent users.
- 2.6 Building has a variety of spaces for collaboration and critiques - smaller, private, larger, open.
- 2.7 Building utilizes the (Brutalist) architectural style of the Sylvania campus to explore other cultural expressions of architecture.



## 3. A Home of, for and by Creatives

- 3.1 Programs and creative spaces are visible and easily recognized, acting as beacons.
- 3.2 Building contains space to eat, rest, study and play with appropriate technology to support different activities.
- 3.3 Uses of spaces are clearly defined, as well as who can use them and when.
- 3.4 Building has ample space to safely showcase student work.
- 3.5 Students have spaces that they can 'own' for display or other purposes.
- 3.6 Building has spaces and resources to facilitate the celebration of student work (like art shows and performances) both for artists and for guests and visitors.
- 3.7 Building contains fixtures and materials that support creative activities, including storage spaces for students and staff.



## 4. Representation

- 4.1 Building creates opportunities for representation of PCC's student population.
- 4.2 Representation opportunities are flexible and can change to accommodate different needs and changes in PCC's demographics.
- 4.3 People can choose a restroom that suits their identity and needs.
- 4.4 Building contains restrooms that can also serve as changing rooms.
- 4.5 People with disabilities and different body sizes can use building spaces and amenities, with clear lines of sight between spaces to ensure accessibility.
- 4.6 Building includes artistic features that humanize spaces and welcome any and all users.



COMING SOON

## To Be Developed

You will see these design implications show up in later phases of the project:

**1.7 Lighting is adjustable**

**1.8 Temperature in individual spaces can be customized.**

**3.7 Building contains finishes and materials that support creative activities, including storage spaces for students and staff.**

**4.6 Building includes artistic features that humanize spaces and welcome and all users.**



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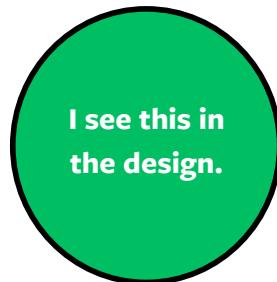
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ARCHITETTI

# How to Complete the Evaluation

## Option 1: Using Colors

You may use the following color system to mark your assessment:

- Green – Yes, I see this in the design.
- Yellow – Maybe I see it, but it could be stronger.
- Red – No, I don't see it developing in the design.
- Blue – Can't evaluate yet, or need more information.



## Option 2: Non-Color Alternative

If using color is not accessible or not preferred, you may use this symbol-based system instead:

- ✓ – Yes, I see this in the design.
- – Maybe I see it, but it could be stronger.
- ✗ – No, I don't see it developing in the design.
- ? – Can't evaluate yet, or need more information.

## North Star 1: Rooted in Place



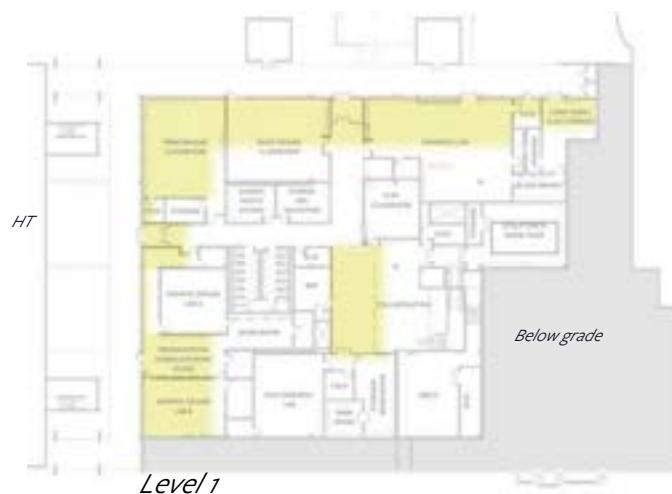
**“A living wall, or some way for there to bring some additional life into this... if there’s an opportunity for, you know, life, that would be great.” - PCC Student**

# ACCESS TO DAYLIGHT

Spaces where people will be working and learning all have access to daylight.



Student collage created during engagement session.



Spaces with access to daylight

**North Star 1: Rooted in Place**



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# VIEWS TO NATURE

## 1.2 Views to nature are accessible to everyone and not based on status within the college.

*"Green, outdoors, natural light, spaces with lots of windows so students can see the world outside while working." - PCC Student*



Student collage created during engagement session.



Spaces with access to views

North Star 1: Rooted in Place



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# CONNECTION TO

1.3 Design incorporates natural materials.

**CULTURE**

**1.4 Spaces creatively incorporate color and warmth, especially in ways that connect to culture.**



Wooden stairs and reclaimed wood accents bring warmth and natural elements to the Hub. In the next phase, we will develop the colors and materials palette.



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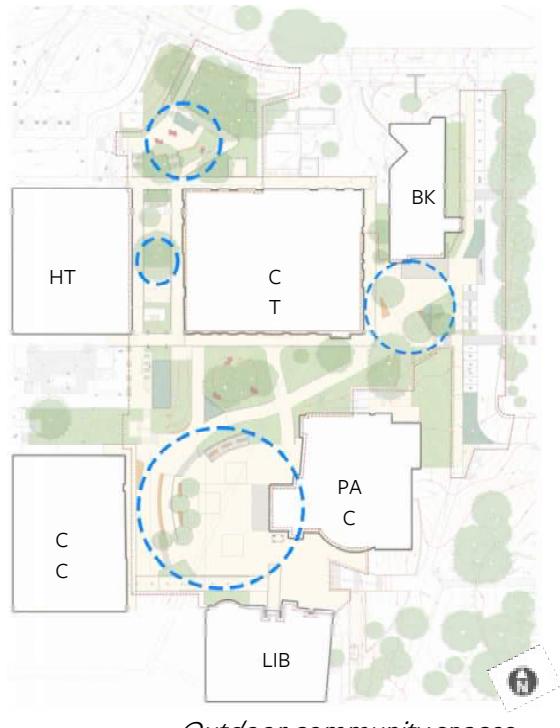
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**North Star 1: Rooted in Place**

# DESIGN FOR PNW CLIMATE

**1.5 There is broad access to covered outdoor space and outdoor community space.**

**1.6 Building features celebrate our location in the Pacific Northwest and our rainy climate.**



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*View from CT-HT courtyard*



*Renovated PAC plaza across from CT building*

**North Star 1: Rooted in Place**

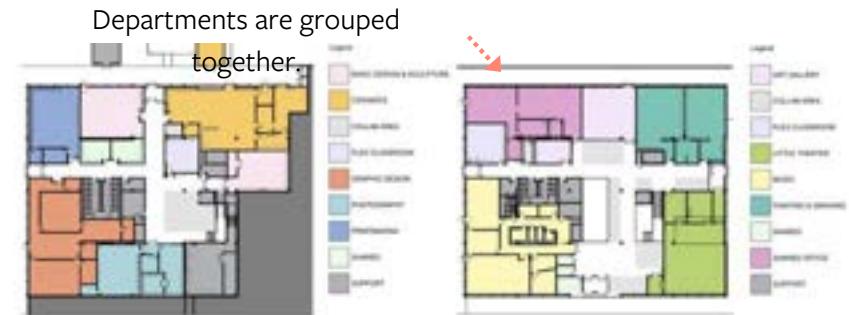
## North Star 2: Part of a Connected Campus



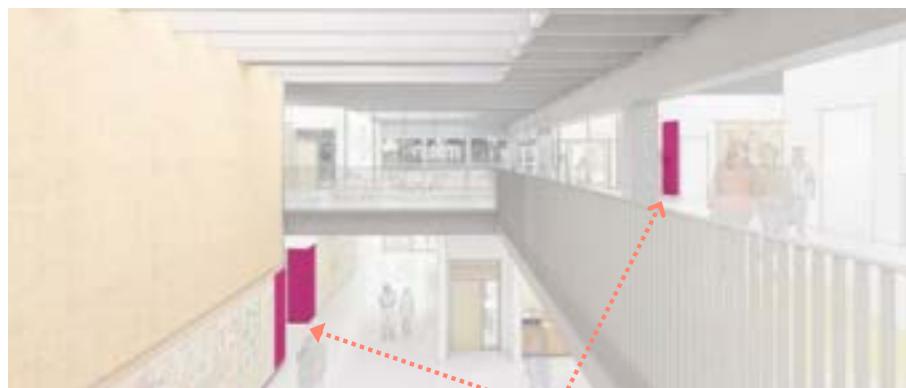
**“Spaces should be designed as an invitation to the whole campus, not be in competition with central student gathering spaces.” - PCC Student**

# WAYFINDING

## 2.1 Building layout is intuitive and uses effective wayfinding.



Open views between floor levels.



# WAYFINDIN

**G** The main entrance is easy to identify and cohesive with the other buildings on campus.



The entrance portal will extend past the outer wall, creating a visible landmark from the bookstore plaza and HT building.



The main entrance will be visible from nearby pathways, clearly guiding users into the building.



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North Star 2: Part of a Connected Campus

# PATHWAYS AND ACCESS

2.3 Everyone, regardless of ability, can access and move through the building and facilities in similar ways.

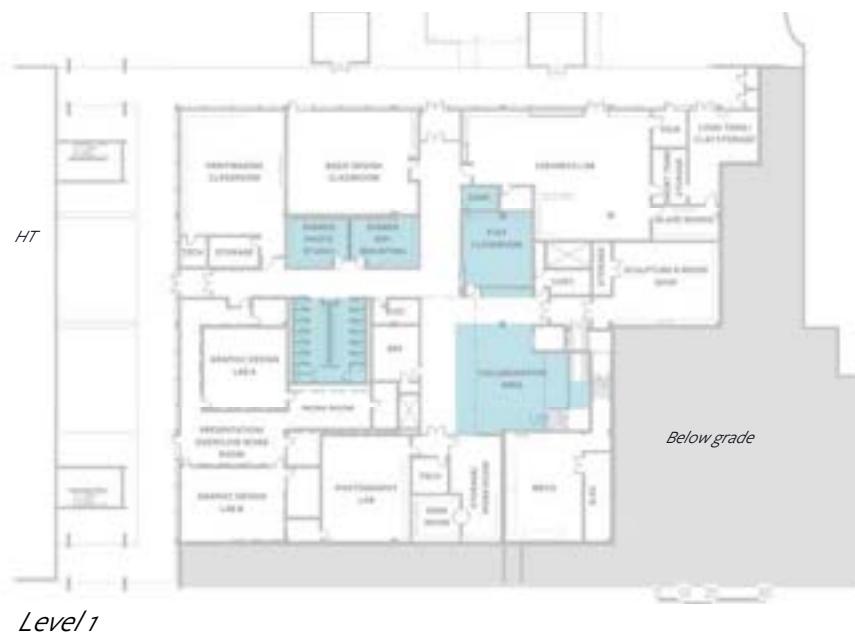


↔ General access route  
↔ Accessible route 

North Star 2: Part of a Connected Campus

# PATHWAYS AND

2.4 Places to access or share resources and find help are intuitively located and easy to use regardless of language, experience in college, or cognitive needs.



Shared resource areas

North Star 2: Part of a Connected Campus



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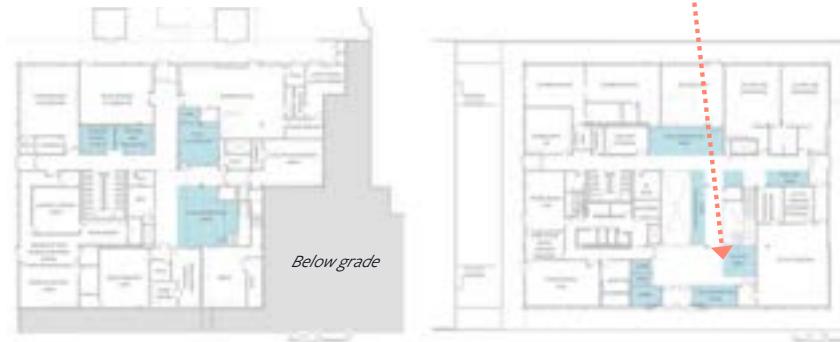
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## VARIETY OF

**SPACE**  
2.5 Building contains spaces for loud and quiet activities while minimizing disruption of adjacent users.

**2.6 Building has a variety of spaces for collaboration and critiques - smaller, private, larger, open.**

A range of shared spaces is available, including flexible open areas and enclosed rooms of various sizes:



- Photo studio
- Dry Mounting room
- Flex classroom
- Open collaboration areas
- Conference rooms



# ARCHITECTURAL

2-7 Building utilizes the (Brutalist) architectural style of the Sylvania campus to explore other cultural expressions of architecture.



Wood will be incorporated throughout the building as a warm element that beautifully contrasts with the existing architecture.

Some examples include:

- Repurposed and salvaged wood from the existing building will be used for a large-scale feature wall
- Wood utilized for seating in the amphitheater
- Wood featured in the handrails

**North Star 2: Part of a Connected Campus**



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## North Star 3: A Home of, for and by Creatives



“Students can be involved in creating these spaces.” - PCC Student



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An Omnitheatre

# CLEARLY DEFINED SPACES

**3.1 Programs and creative spaces are visible and easily recognized, acting as beacons.**

**3.3 Uses of spaces are clearly defined, as well as who can use them and when.**

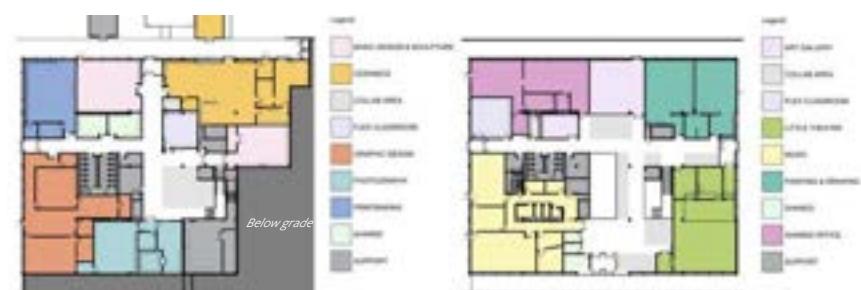
Make things easy to find! I have worked here for years and I still get lost in some buildings...

*Comment from a PCC staff member during an engagement session.*

Departments are grouped together for easier navigation.



Greater visibility between spaces and floor levels.



**North Star 4: A Home of, for and by Creatives**



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# REST, STUDY,

**PLAY** Building contains space to eat, rest, study and play with appropriate technology to support different activities.

*“Having a place where you feel contained and protected but can see what is coming at you would be nice.” - PCC Student*



Numerous shared spaces throughout the building are designed to be adaptable for everyone's use.



Support for technology will be offered in accordance with the specific type of space.

**North Star 4: A Home of, for and by Creatives**

# STUDENT ART

**3.4 Building has ample space to safely showcase student work.**

**3.5 Students have spaces that they can 'own' for display or other purposes.**

**3.6 Building has spaces and resources to facilitate the celebration of student work (like art shows and performances) both for artists and for guests and visitors.**

"I think people don't know that they can put their artwork up on the gray columns (currently); there seems to be a feeling of lack of ownership." - PCC Student

Display areas are intended to be flexible and easily changeable.

Not shown: 3D display areas and furnishings to support different art types.



**North Star 4: A Home of, for and by Creatives**



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## North Star 4: Representation



“I feel like neurodivergence is criminally underrepresented.” - PCC Student

# REPRESENTATION & FLEXIBILITY

**4.1 Building creates opportunities for representation of PCC's student population.**

**4.2 Representation opportunities are flexible and can change to accommodate different needs and changes in PCC's demographics.**



*Image from cultural expression activity that was facilitated during classroom visits.*



Flexible display areas provide opportunity for representation and support a variety of activities.

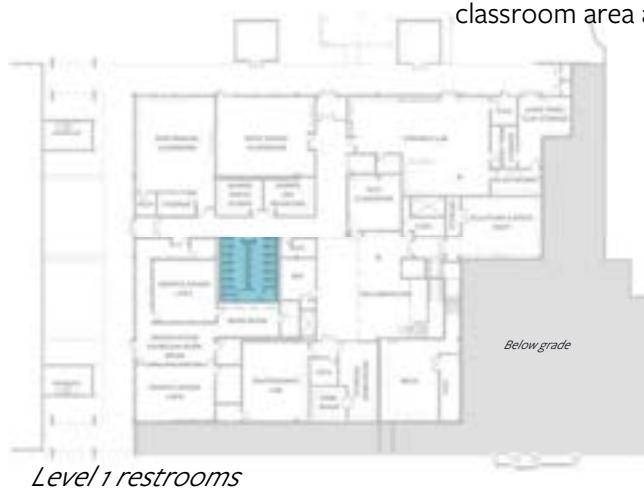
# RESTROOMS

**4.3 People can choose a restroom that suits their identity and needs.**

**4.4 Building contains restrooms that can also serve as changing rooms.**

easily accessible all-user restrooms (won't be late for class)

*Comment from a PCC student during an engagement session.*



Level 1 restrooms

Changing rooms will be available in the drawing/painting classroom area as well as in the theatre.



Level 2 restrooms and changing area



All user restrooms in HT building as an example



**North Star 4: Representation**

# ACCESSIBILITY

**4.5 People with disabilities and different body sizes can use building spaces and amenities, with clear lines of sight between spaces to ensure accessibility.**



Large openings between floor levels and transparency between spaces allow clear lines of sight.



Wide circulation paths allow for comfortable movement and flexibility. Future furniture selections will accommodate all body sizes.

**North Star 4: Representation**



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## Next Steps

**The Design Committee will take a break for the summer and reconvene in September for the next phase of the project: Design Development.**

**In Design Development, we will refine the ideas established in Schematic Design by adding detailed dimensions, materials, and systems to further develop the overall vision and spatial relationships.**

# THANK YOU!



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