

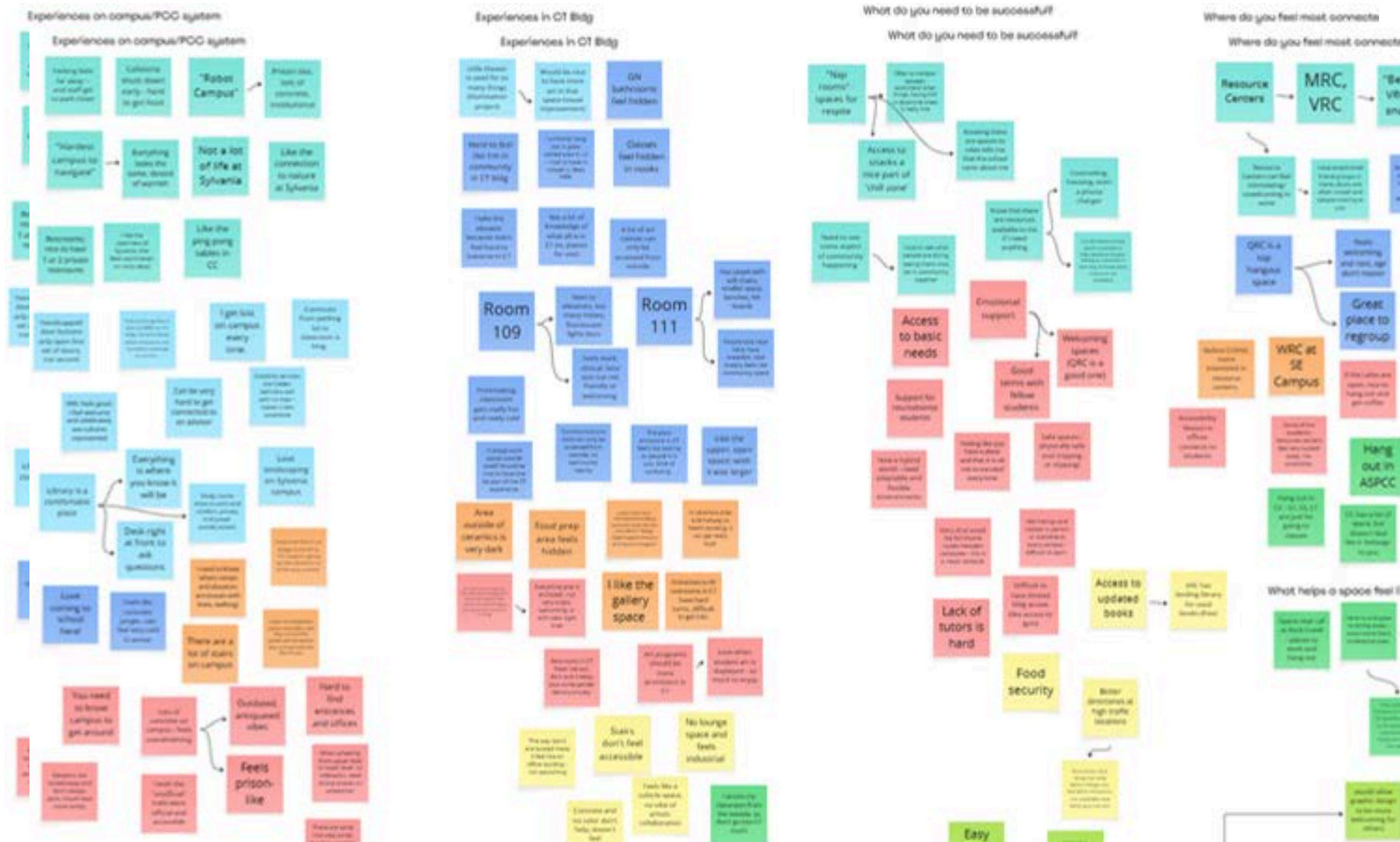


PCC Sylvania CT Building


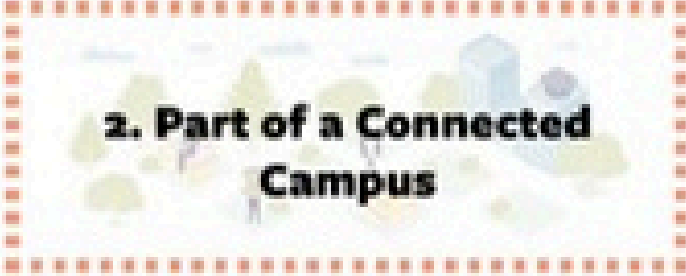


Design Evaluation

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.

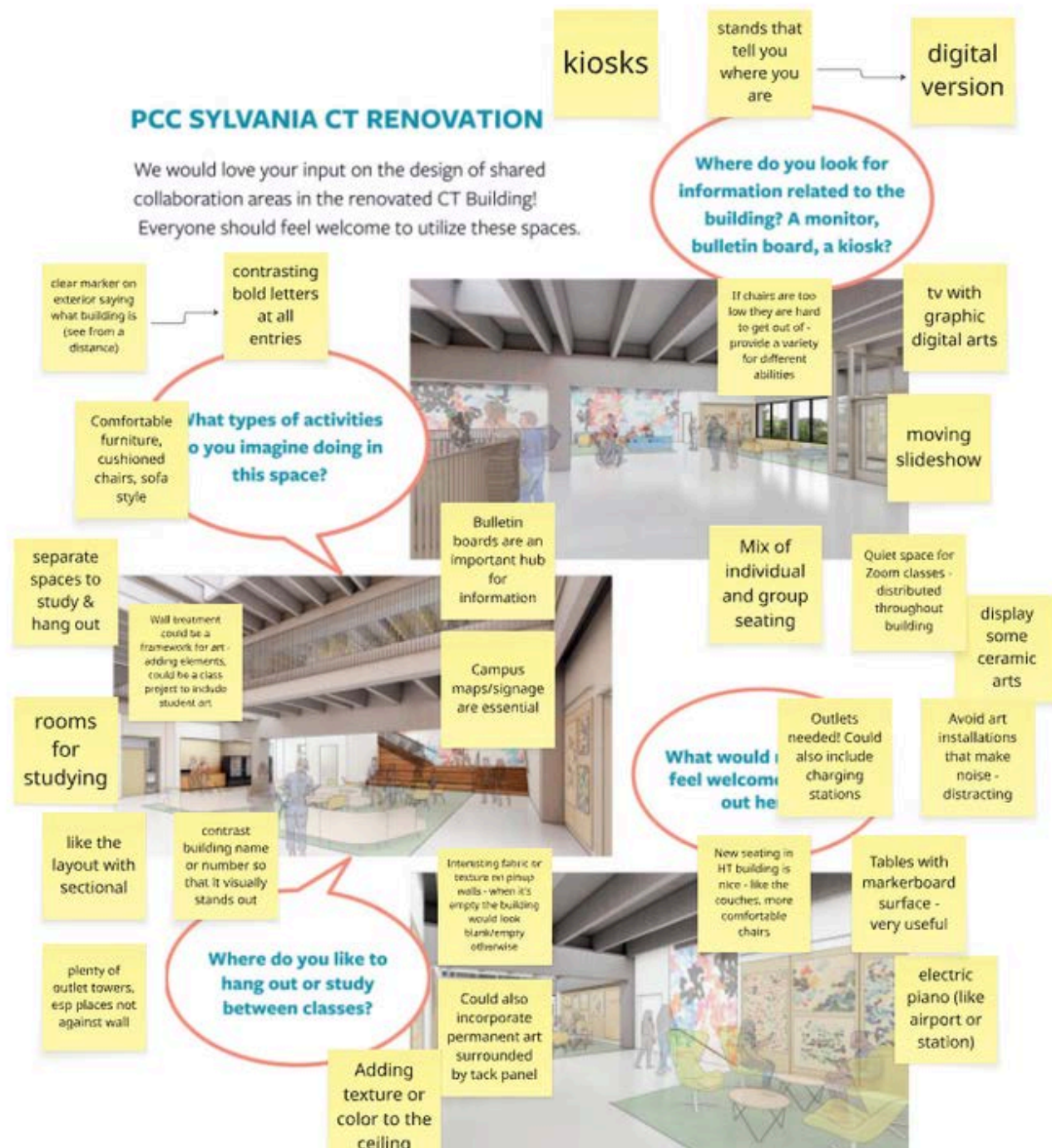


North Stars and Design Implications

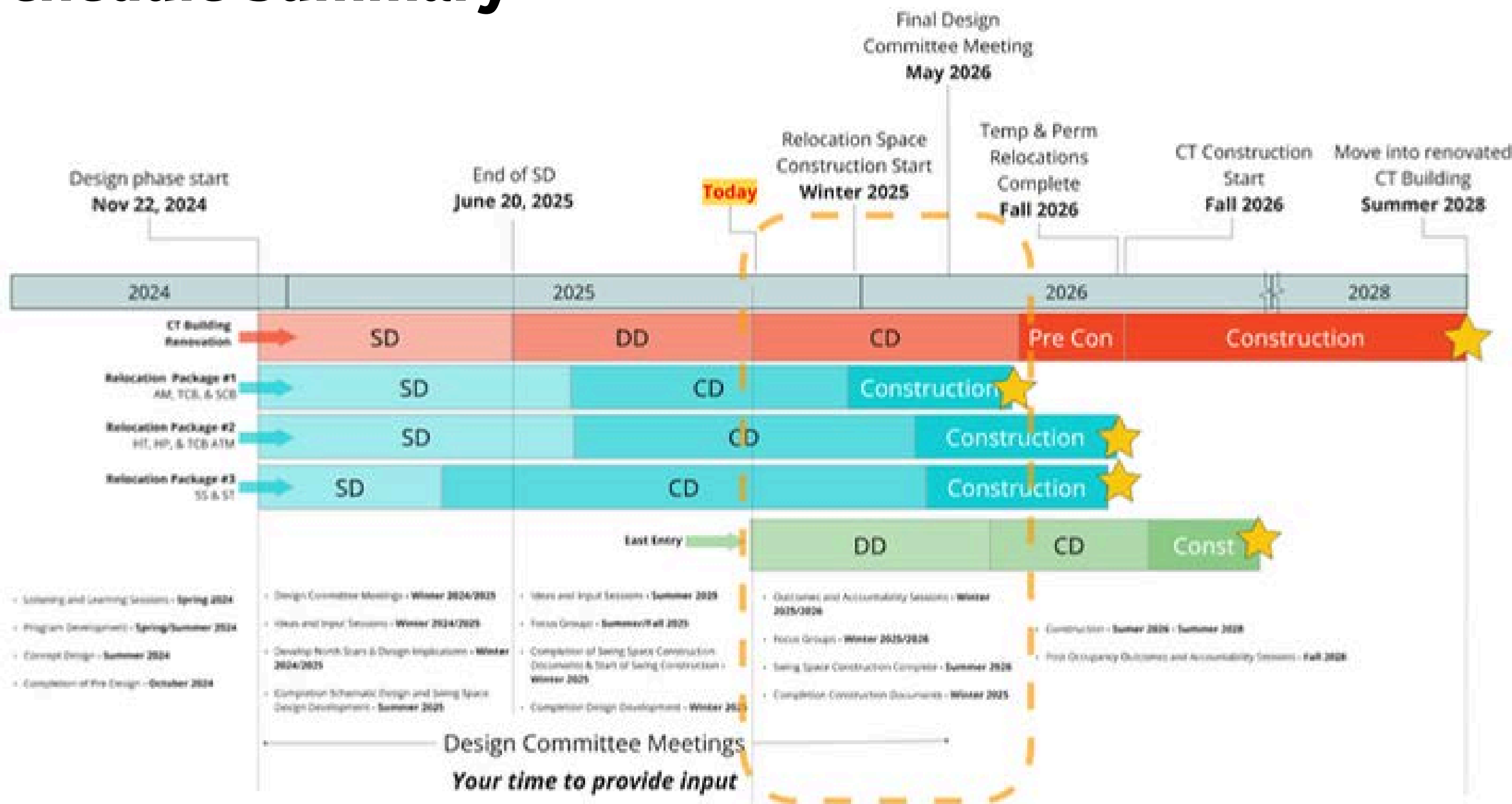
<div></div> <div><h3>1. Rooted in Place</h3><ul style="list-style-type: none"><input type="radio"/> 1.1 Spaces where people will be working and learning all have access to daylight.<input type="radio"/> 1.2 Views to nature are accessible to everyone and not based on status within the college.<input type="radio"/> 1.3 Design incorporates natural materials.<input type="radio"/> 1.4 Spaces creatively incorporate color and warmth, especially in ways that connect to culture.<input type="radio"/> 1.5 There is broad access to covered outdoor space and outdoor community space.<input type="radio"/> 1.6 Building features celebrate our location in the Pacific Northwest and our rainy climate.<input type="radio"/> 1.7 Lighting is adjustable<input type="radio"/> 1.8 Temperature in individual spaces can be customized.</div>	<div></div> <div><h3>2. Part of a Connected Campus</h3><ul style="list-style-type: none"><input type="radio"/> 2.1 Building layout is intuitive and uses effective wayfinding.<input type="radio"/> 2.2 The main entrance is easy to identify and cohesive with the other buildings on campus.<input type="radio"/> 2.3 Everyone, regardless of ability, can access and move through the building and facilities in similar ways.<input type="radio"/> 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.<input type="radio"/> 2.5 Building contains spaces for loud and quiet activities while minimizing disruption of adjacent users.<input type="radio"/> 2.6 Building has a variety of spaces for collaboration and critiques - smaller, private, larger, open.<input type="radio"/> 2.7 Building utilizes the (brutalist) architectural style of the Sylvania campus to explore other cultural expressions of architecture.</div>	<div></div> <div><h3>3. A Home of, for and by Creatives</h3><ul style="list-style-type: none"><input type="radio"/> 3.1 Programs and creative spaces are visible and easily recognized, acting as beacons.<input type="radio"/> 3.2 Building contains space to eat, rest, study and play with appropriate technology to support different activities.<input type="radio"/> 3.3 Uses of spaces are clearly defined, as well as who can use them and when.<input type="radio"/> 3.4 Building has ample space to safely showcase student work.<input type="radio"/> 3.5 Students have spaces that they can 'own' for display or other purposes.<input type="radio"/> 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.<input type="radio"/> 3.7 Building contains finishes and materials that support creative activities, including storage spaces for students and staff.</div>	<div></div> <div><h3>4. Representation</h3><ul style="list-style-type: none"><input type="radio"/> 4.1 Building creates opportunities for representation of PCC's student population.<input type="radio"/> 4.2 Representation opportunities are flexible and can change to accommodate different needs and changes in PCC's demographics.<input type="radio"/> 4.3 People can choose a restroom that suits their identity and needs.<input type="radio"/> 4.4 Building contains restrooms that can also serve as changing rooms.<input type="radio"/> 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.<input type="radio"/> 4.6 Building includes artistic features that humanize spaces and welcome any and all users.</div>
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Continued Engagement

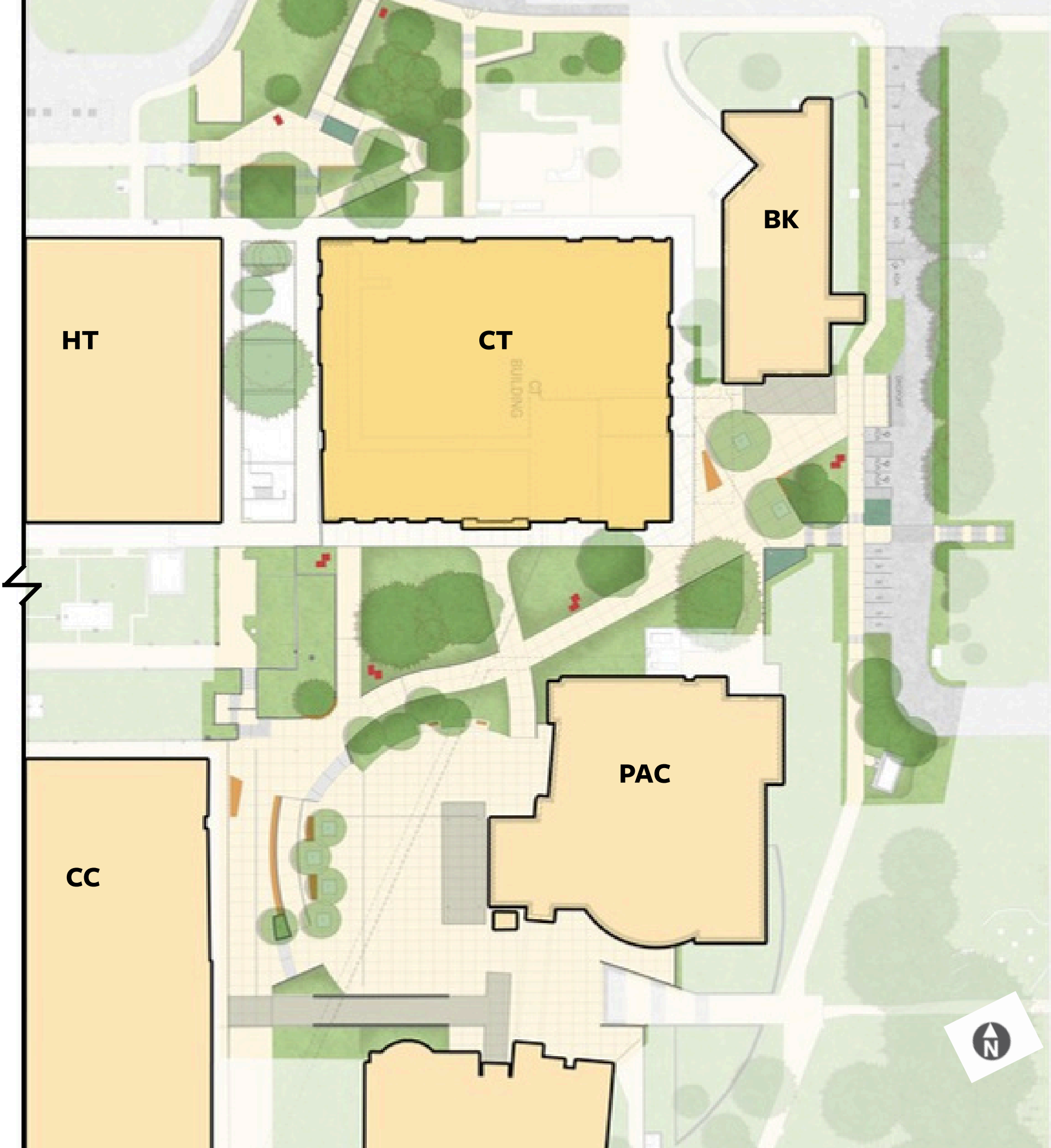
We continued engagement throughout the process and received feedback from students about how they feel represented and how they would like to utilize the collaboration spaces.



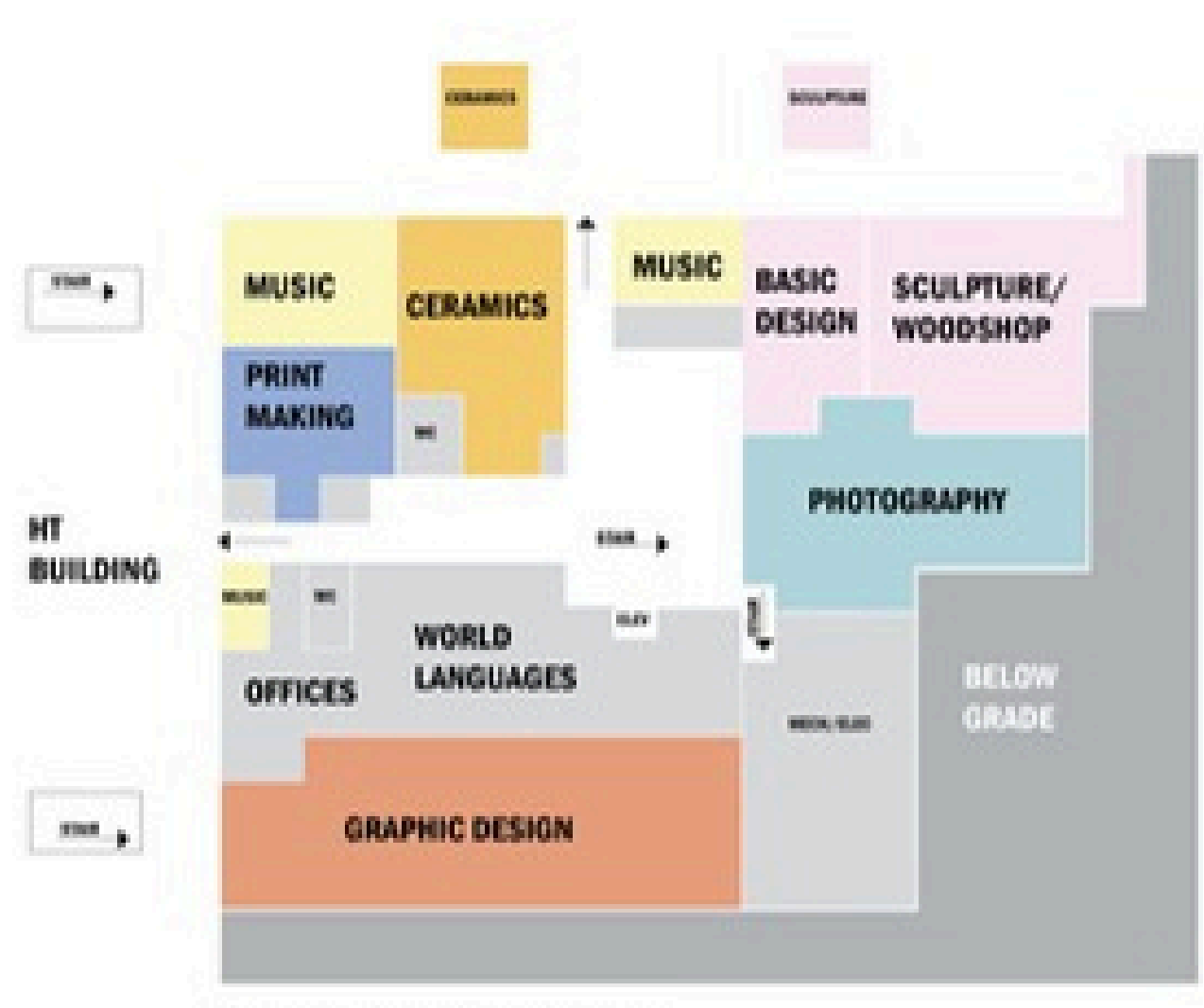
Schedule Summary



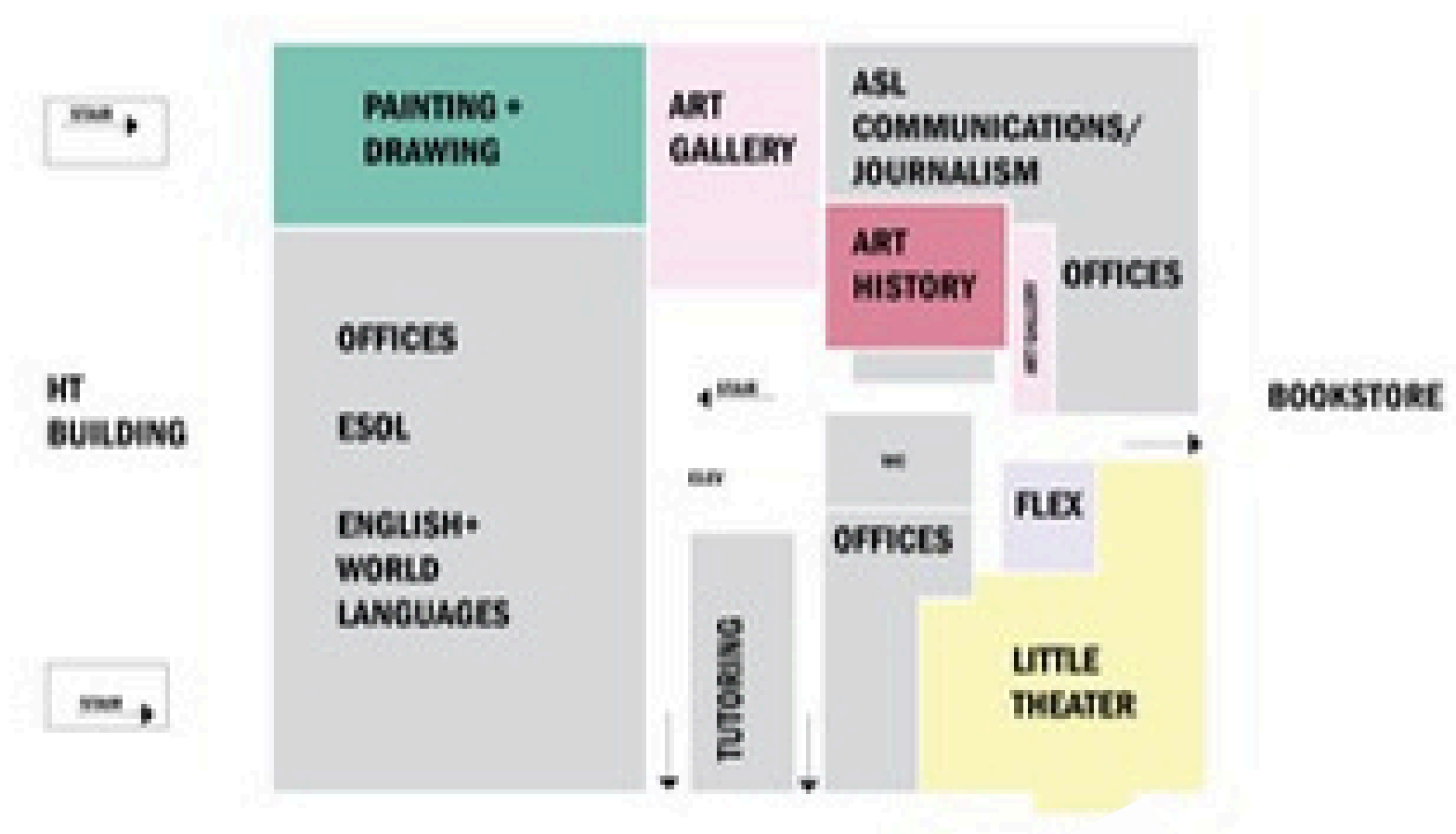
Site Plan



Existing Building



Level 1



Level 2



Design Development - Updated Floorplan



Level 1

- BASIC DESIGN
- BASIC DESIGN & SCULPTURE
- CERAMICS
- COLLAB AREA
- GRAPHIC DESIGN
- PHOTOGRAPHY
- PRINTMAKING
- SHARED
- SUPPORT



Level 2

- ART GALLERY
- COLLAB AREA
- COMMUNITY ED
- LITTLE THEATER
- MUSIC
- PAINING & DRAWING
- SHARED
- SHARED OFFICE
- SUPPORT

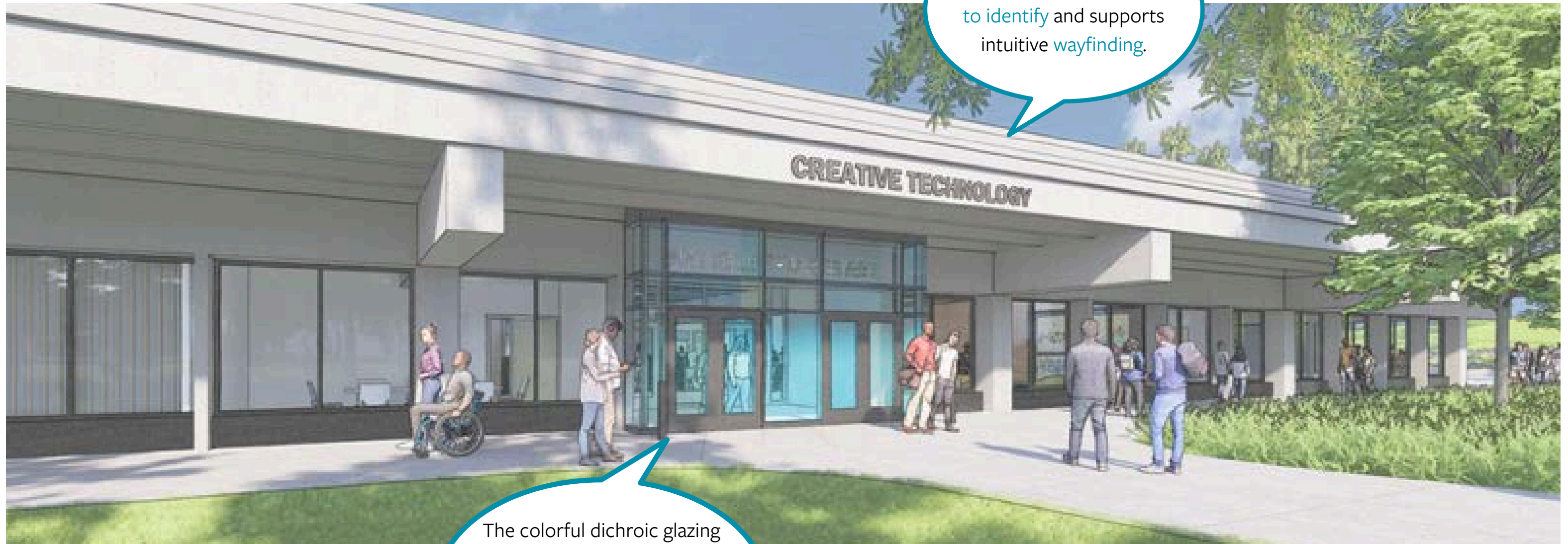
PCC SYLVANIA - CT RENOVATION | 100% DD | OVERALL PLANS
10/29/25



Existing Exterior



Main Entry



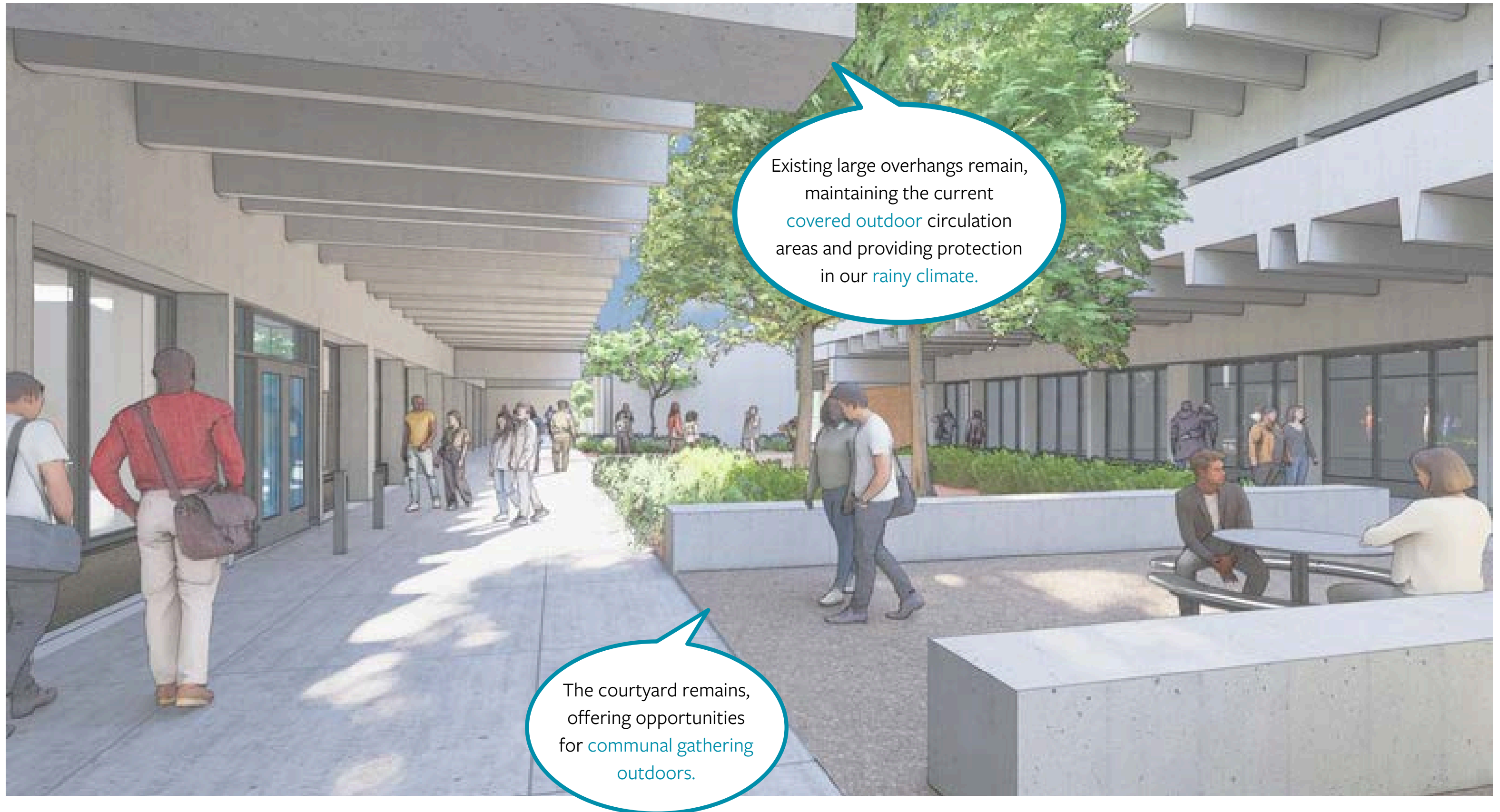
The prominent entry is easy to identify and supports intuitive wayfinding.

The colorful dichroic glazing complements the Brutalist architecture by fitting in with the existing structure and signaling that this is an artistic space.

Precedent example of dichroic glass - colors change as your view angle changes



Outdoor Areas



Existing large overhangs remain, maintaining the current covered outdoor circulation areas and providing protection in our rainy climate.

The courtyard remains, offering opportunities for communal gathering outdoors.

Outdoor Areas



The brick accent wall enhances the Brutalist architecture by introducing color and texture, while preserving the building's structural rhythm and celebrating its identity as an arts building.

Outdoor community areas at the Bookstore Plaza, North Entry, and PAC Plaza are enhanced.

Secondary entries incorporate the colorful glass motifs from the main entry, enhancing intuitive wayfinding.

Material Palette

Interior Design Framework



Daylight, natural materials, and exterior views framed by the **existing concrete structure** ground both common spaces and learning spaces.



Common spaces and circulation are **warm** and **inviting**, creating spaces to meet, gather, study and cross-pollinate between disciplines. These spaces are more **colorful**, rich in **texture**, with **lighting** and **wayfinding** to support student use.



Classrooms, labs and learning spaces are **calm** and **simple**, intended to provide a supportive educational environment with an emphasis on making & art. Building support spaces are **streamlined** and **durable**.

Durable materials **support creative activities** and ensure sustainability and longevity.

Material Palette Vibrant Forest



Natural materials like wood are incorporated for **warmth** and texture.



Material Palette

POTENTIAL ACCENT PAINT COLORS

DARK ROOM SLL

COLLAB FLOORING

RESTROOM WALL (ACCENT)

RESTROOM WALL

RESTROOM FLOORING

WALLS

CEILINGS

EXISTING CONCRETE

CLASSROOMS OFFICES

SOUND & LIGHT LOCK

WALK OFF MAT

FELT LIGHT SHADES

SST

WOOD SLAT

WOOD VENEER

TACK PANEL - CORRIDORS

TACK PANEL - CLASSROOMS

TACK PANEL - ACCENT

Views to Outdoors



Level 1



Level 2

■ Spaces with access to views

Views to nature connect central internal spaces to the outdoors.



Where appropriate, instructional spaces offer access to views.



Access to Daylight



Spaces with access to daylight

Majority of teaching spaces have access to natural daylight, where suitable for the program.

Skylights draw in the Pacific Northwest's natural light, connecting users to the outdoors and its changing weather.



Lighting, HVAC, and Storage

The lighting layout in teaching spaces closely resembles those currently found in the HT building next door.

Lighting controls in various teaching spaces differ, but may include features like dimming and adjustable color temperature, to meet the needs of different programs.

Ample storage available for students and teachers.



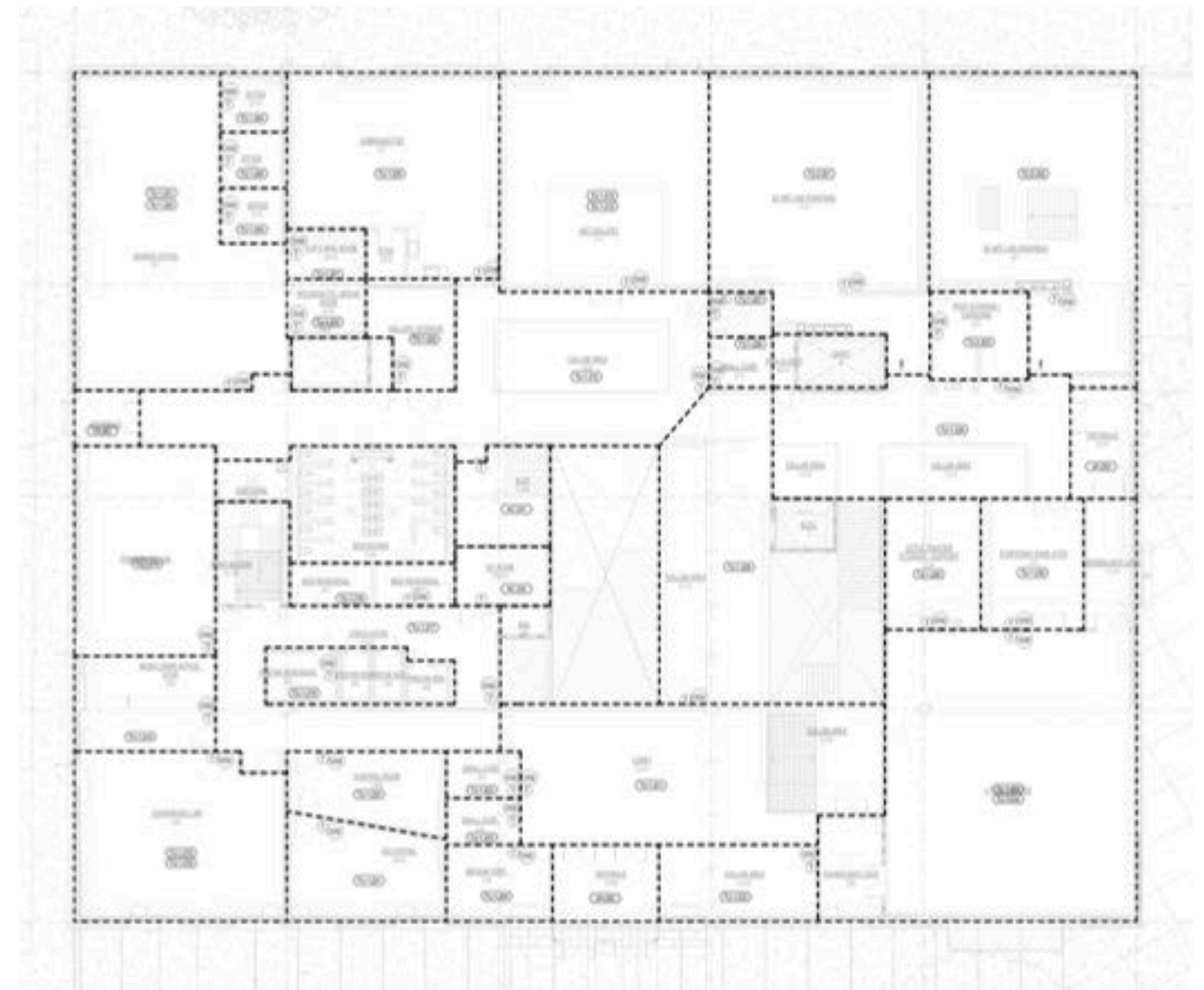
Lighting, HVAC, and Storage

Thermostats are zoned, offering [thermal comfort](#) while also considering specific program requirements.

Dashed outlines in the diagrams below represent zones controlled by separate thermostats. They aren't necessarily adjustable by all users but can be adjusted to meet specific program and space needs.

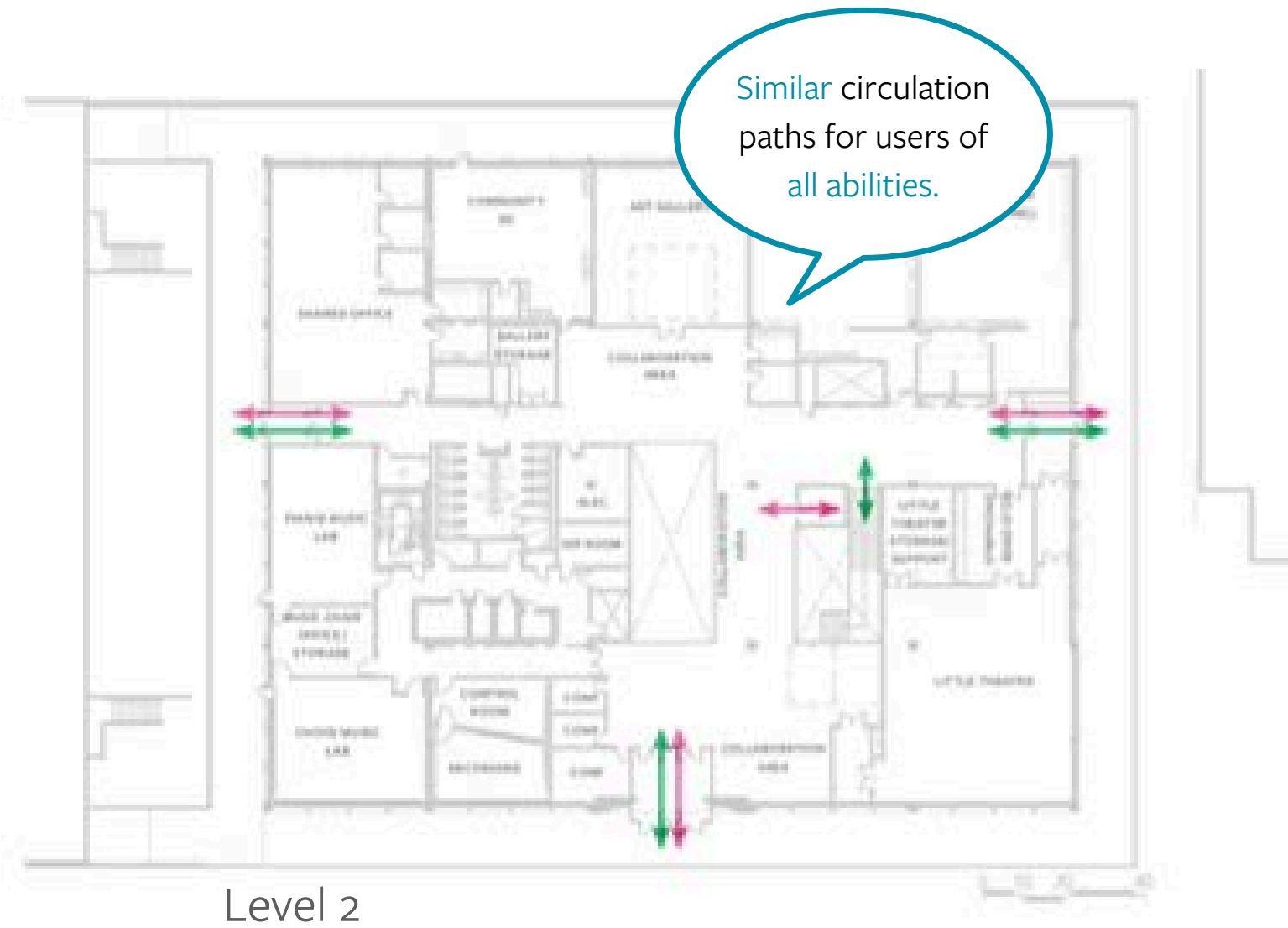
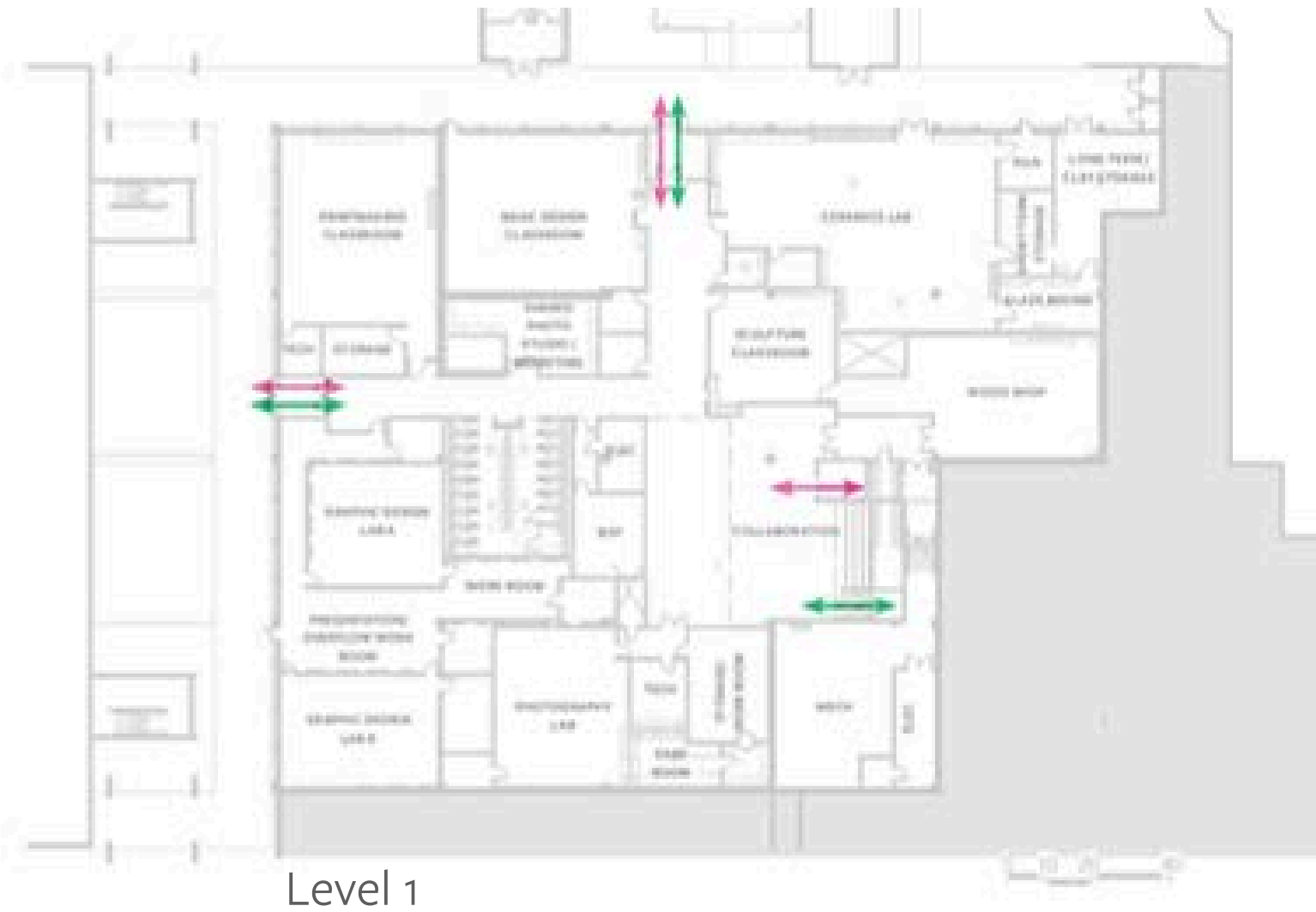


Level 1



Level 2

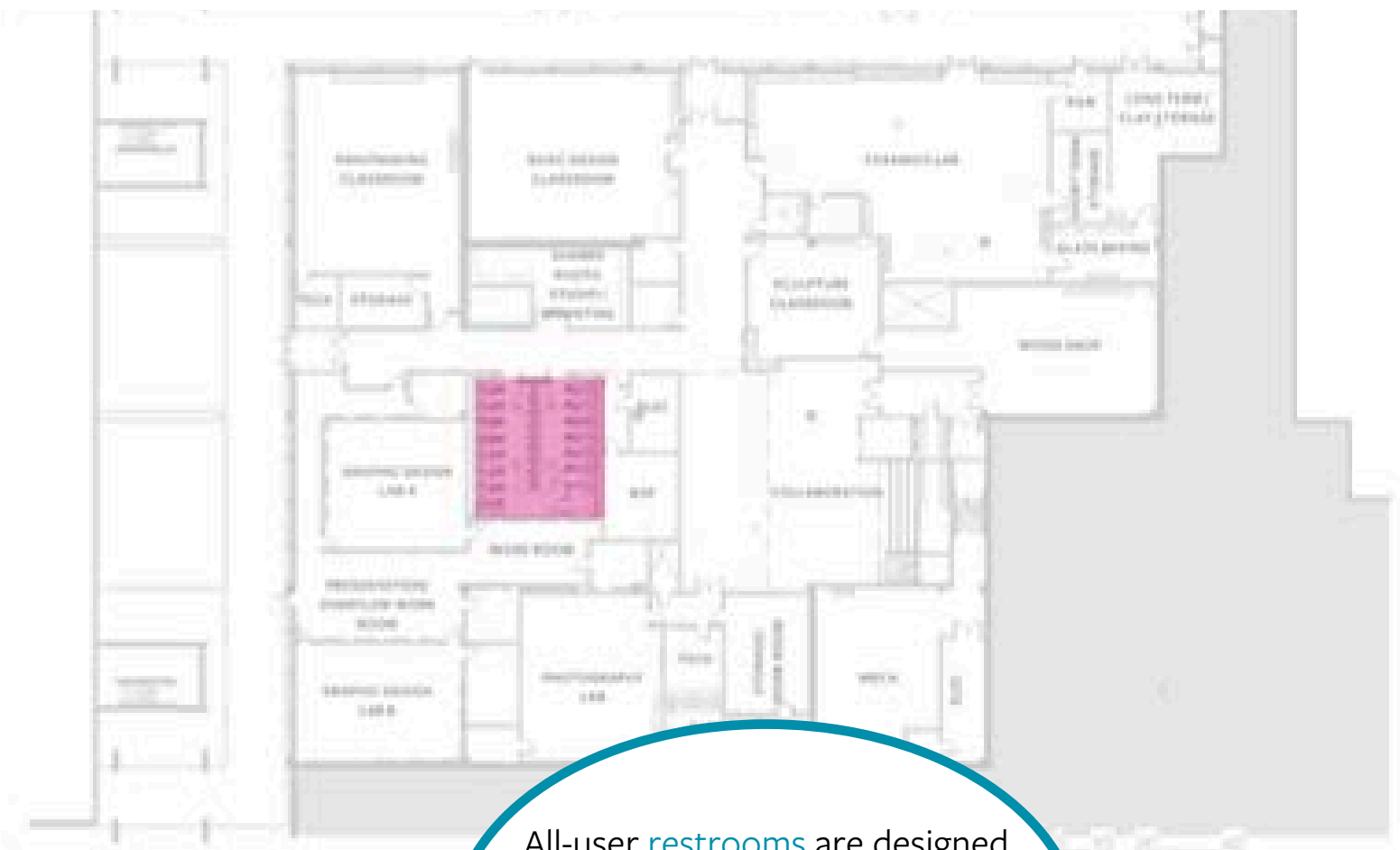
Accessibility



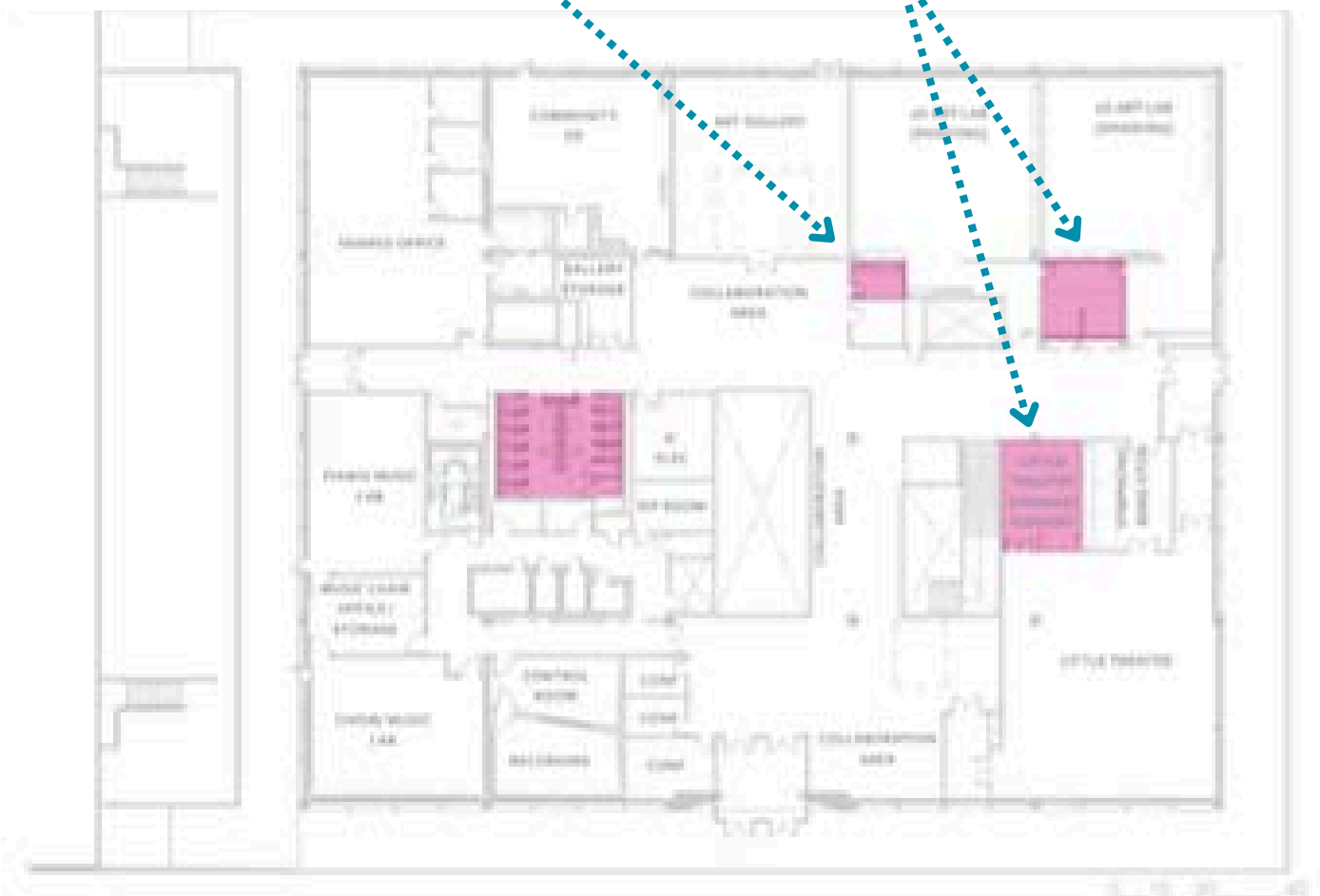
Similar circulation paths for users of all abilities.

- ➡ Accessible route
- ➡ General route

Restrooms

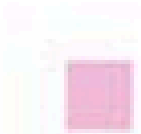


Level 1

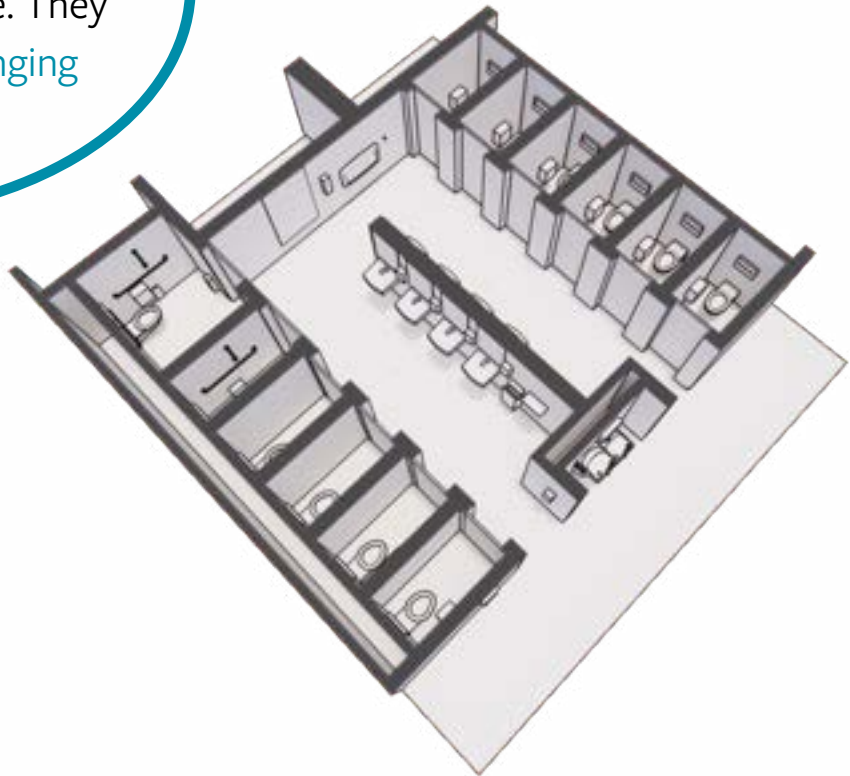


Level 2

All-user **restrooms** are designed as individual rooms and are open to use for everyone. They can also double as **changing rooms** if needed.



Restrooms, parent room and changing rooms.



Existing Interior



Access & Comfort



Vending area and microwave offer a place to grab a refreshment and socialize within the building.

The elevator leads directly into the Central Hub, ensuring easy access and visibility.

Acoustic light fixtures, wall and floor treatments help to mitigate noise from open spaces.

Floor outlets enhance power accessibility, supporting various technology needs.

Variety of furniture options to suit different body sizes and abilities.

Wayfinding



Large openings between floor levels allow for improved visibility between program areas.

Visibility to the outdoors assists users to orient themselves and navigate the building effectively.

Wayfinding at major intersections helps to direct users.

Resource Areas

Collaboration spaces serve as a shared resource, varying in size and openness to accommodate individual and group needs.

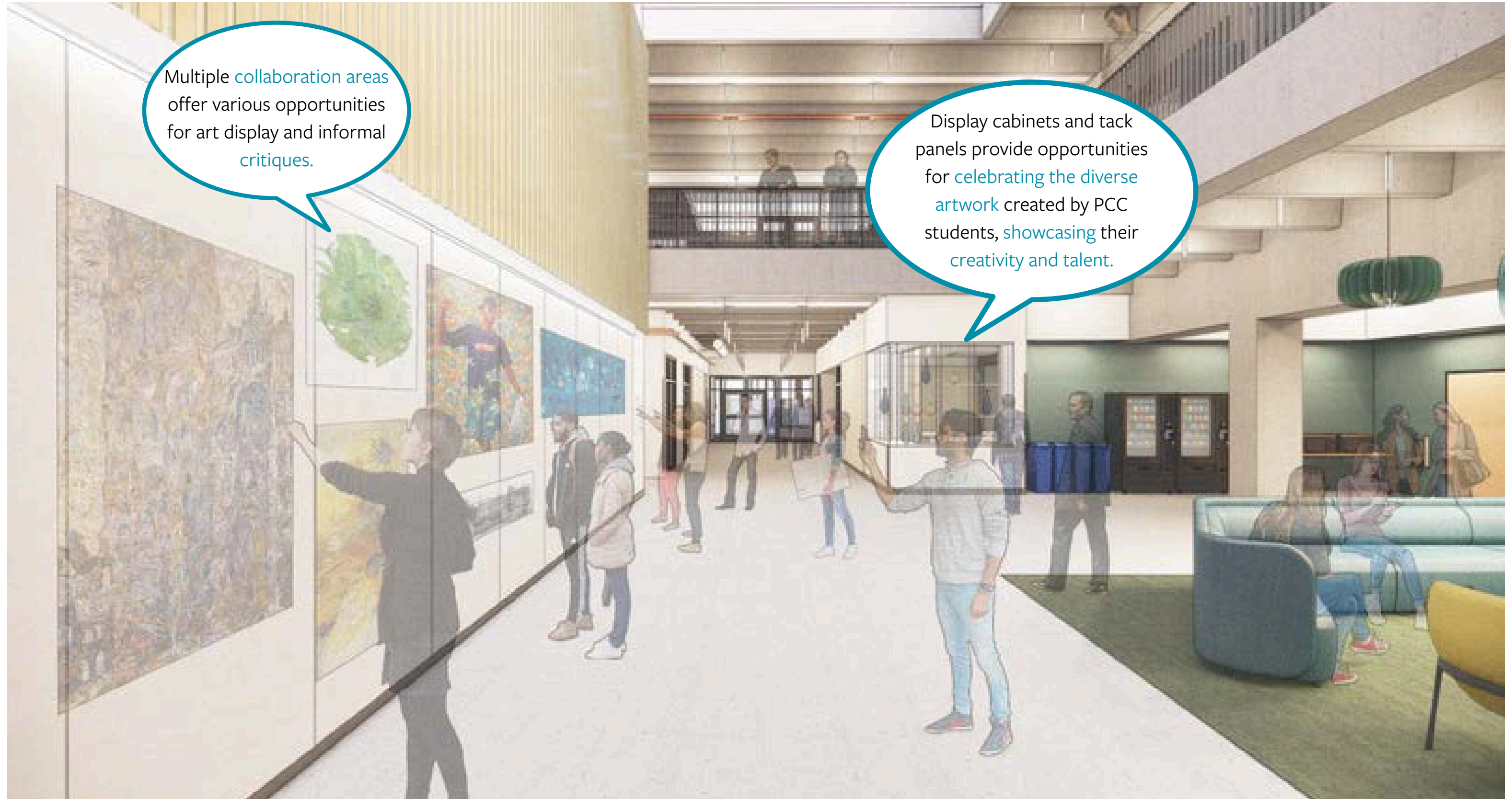


Conference and Zoom rooms provide enclosed spaces that enhance privacy and create quieter environments, adding to the variety of space types available.

Celebration of Student Work

Multiple collaboration areas offer various opportunities for art display and informal critiques.

Display cabinets and tack panels provide opportunities for celebrating the diverse artwork created by PCC students, showcasing their creativity and talent.



Celebration of Student Work



Level 1

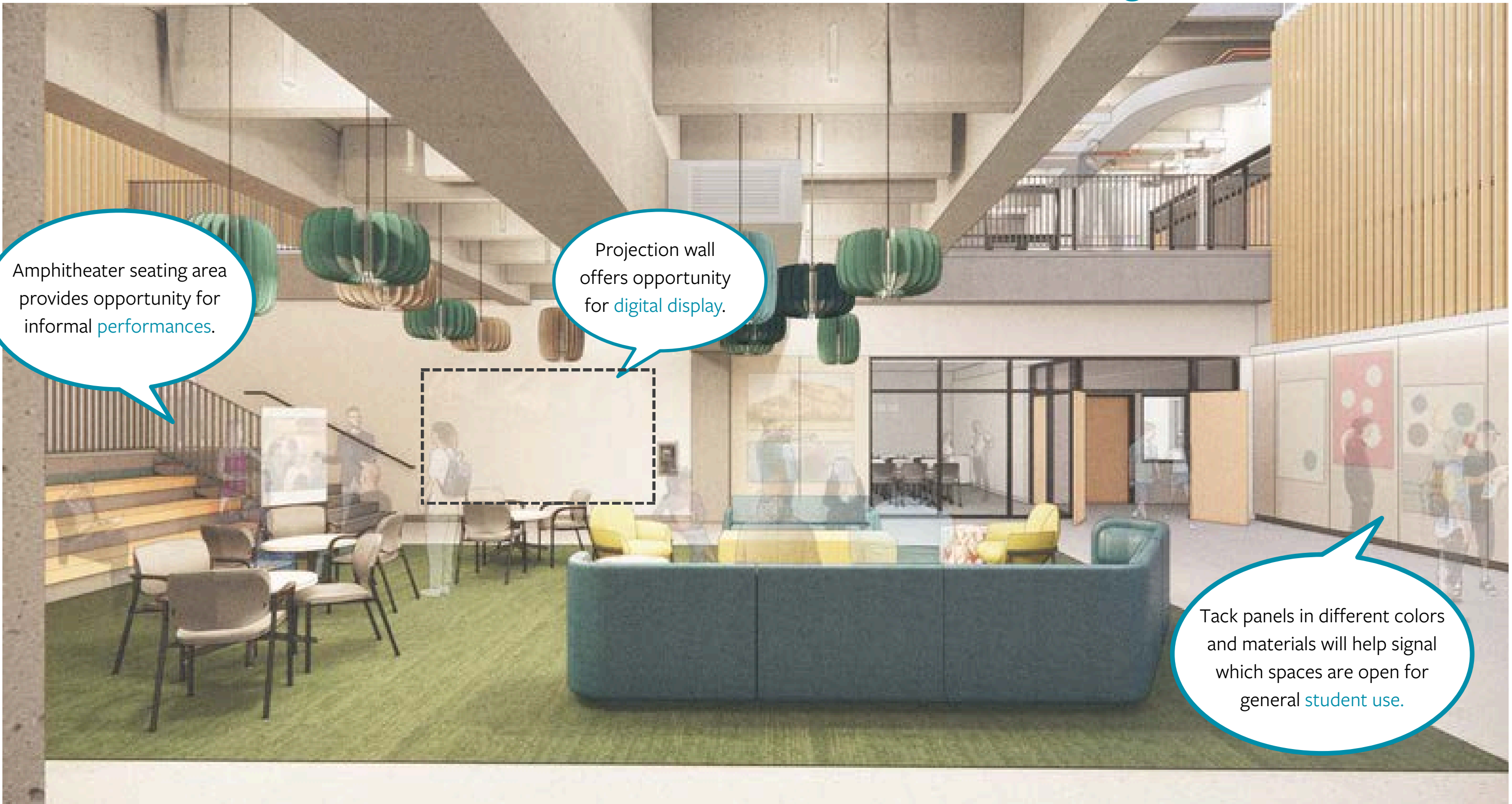


Level 2

- 2D Wall Display
- 3D Display

Celebration of Student Work

Large Collaboration Area



Amphitheater seating area provides opportunity for informal [performances](#).

Projection wall offers opportunity for [digital display](#).

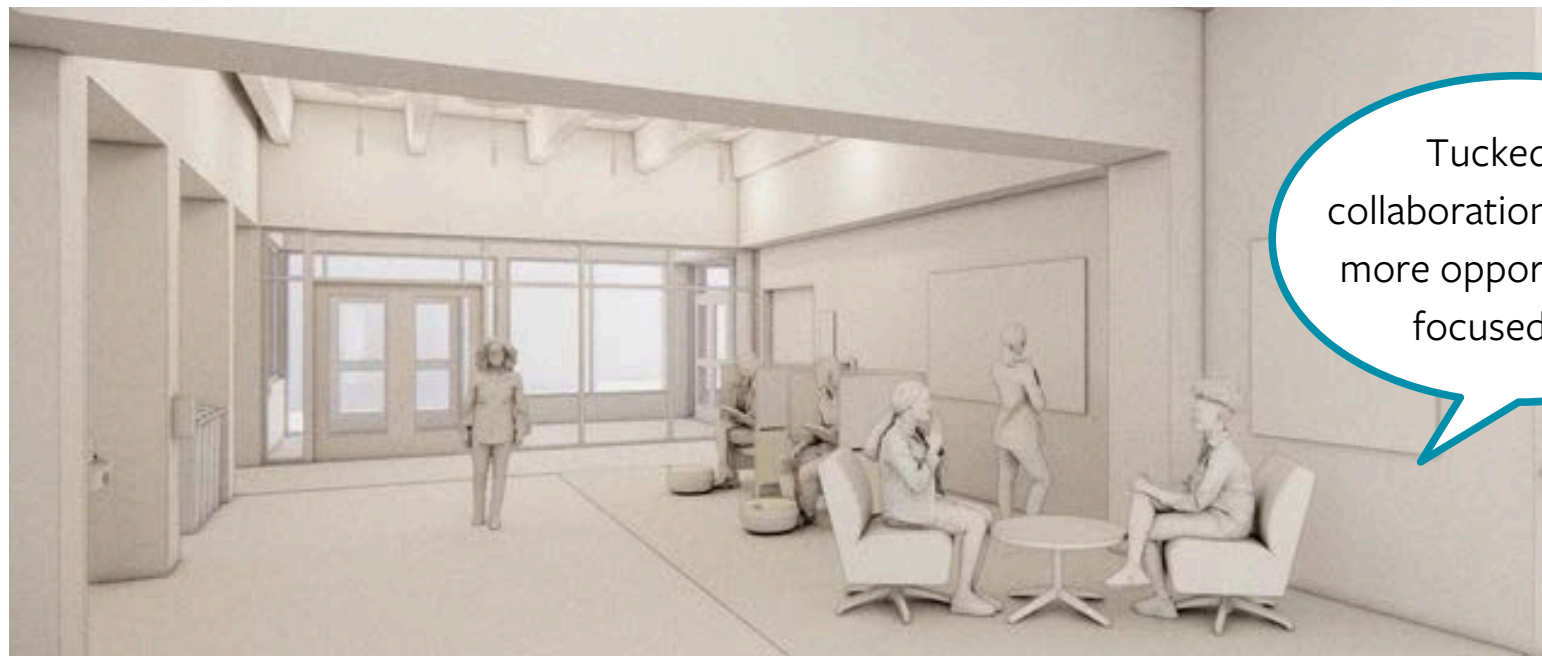
Tack panels in different colors and materials will help signal which spaces are open for general [student use](#).

Celebration of Student Work

Medium Collaboration Areas



Tack panels offer opportunities to share community events and resources.

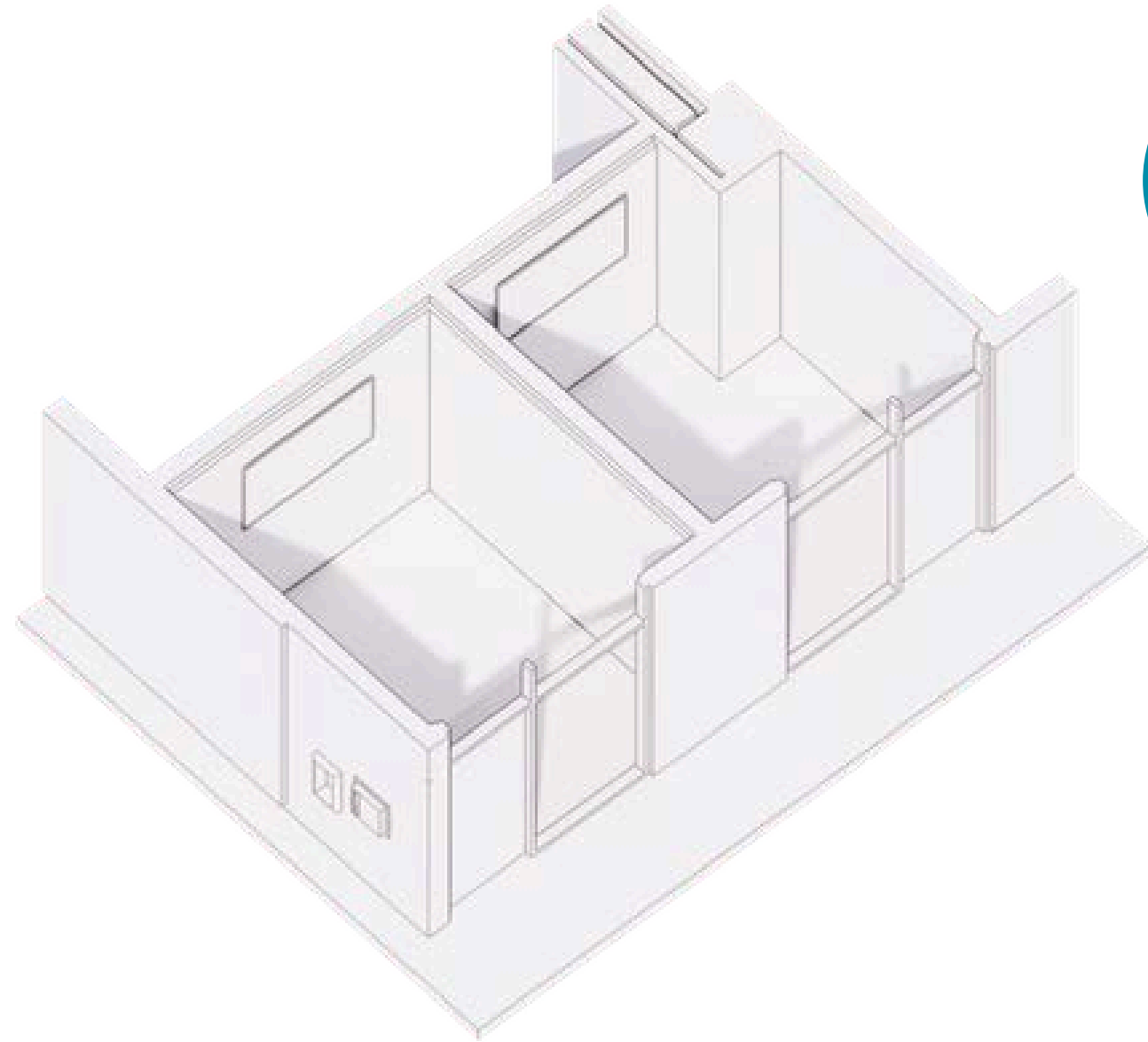


Tucked away collaboration areas offer more opportunities for focused study.

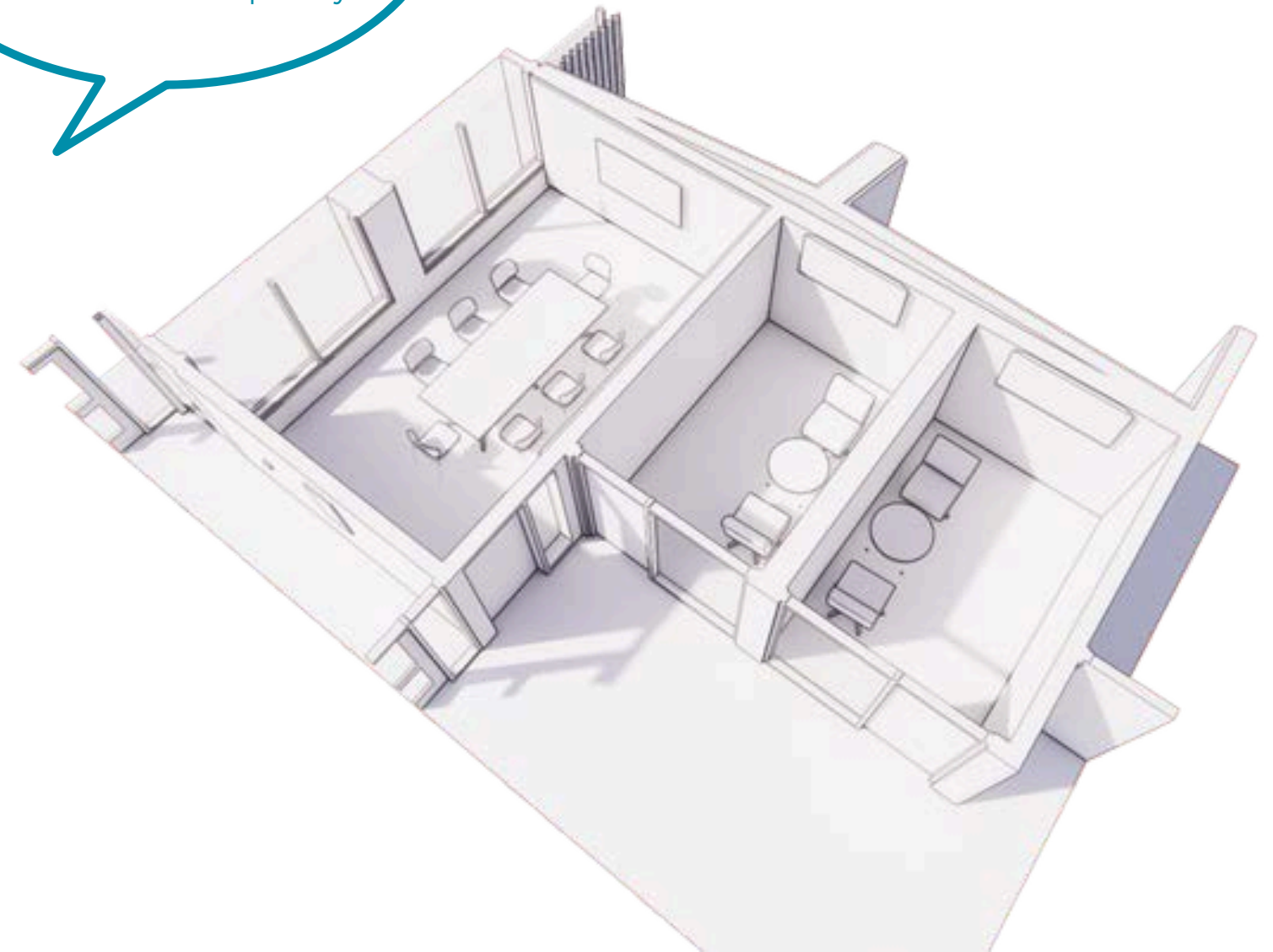
The Little Theater and North View Gallery provide a platform to showcase student work to the general public through performances and art exhibitions.

Variety of Space

Enclosed Collaboration Areas



Enclosed collaboration areas such as conference and Zoom rooms allow for greater acoustic and visual **privacy**.



Representation

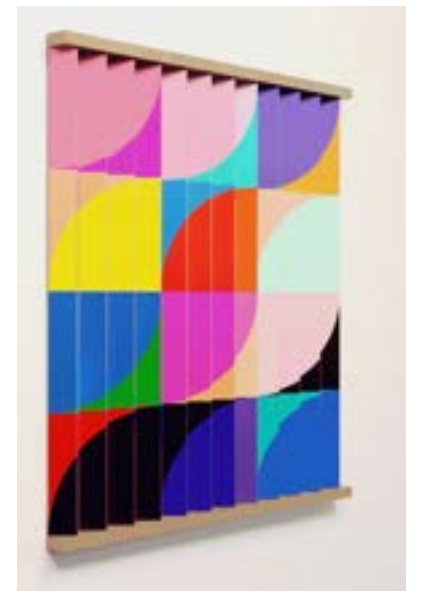
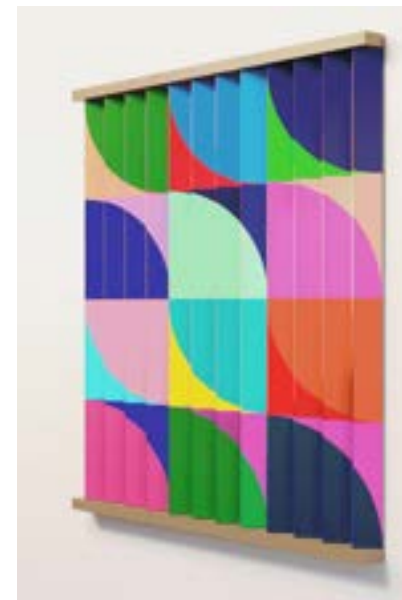
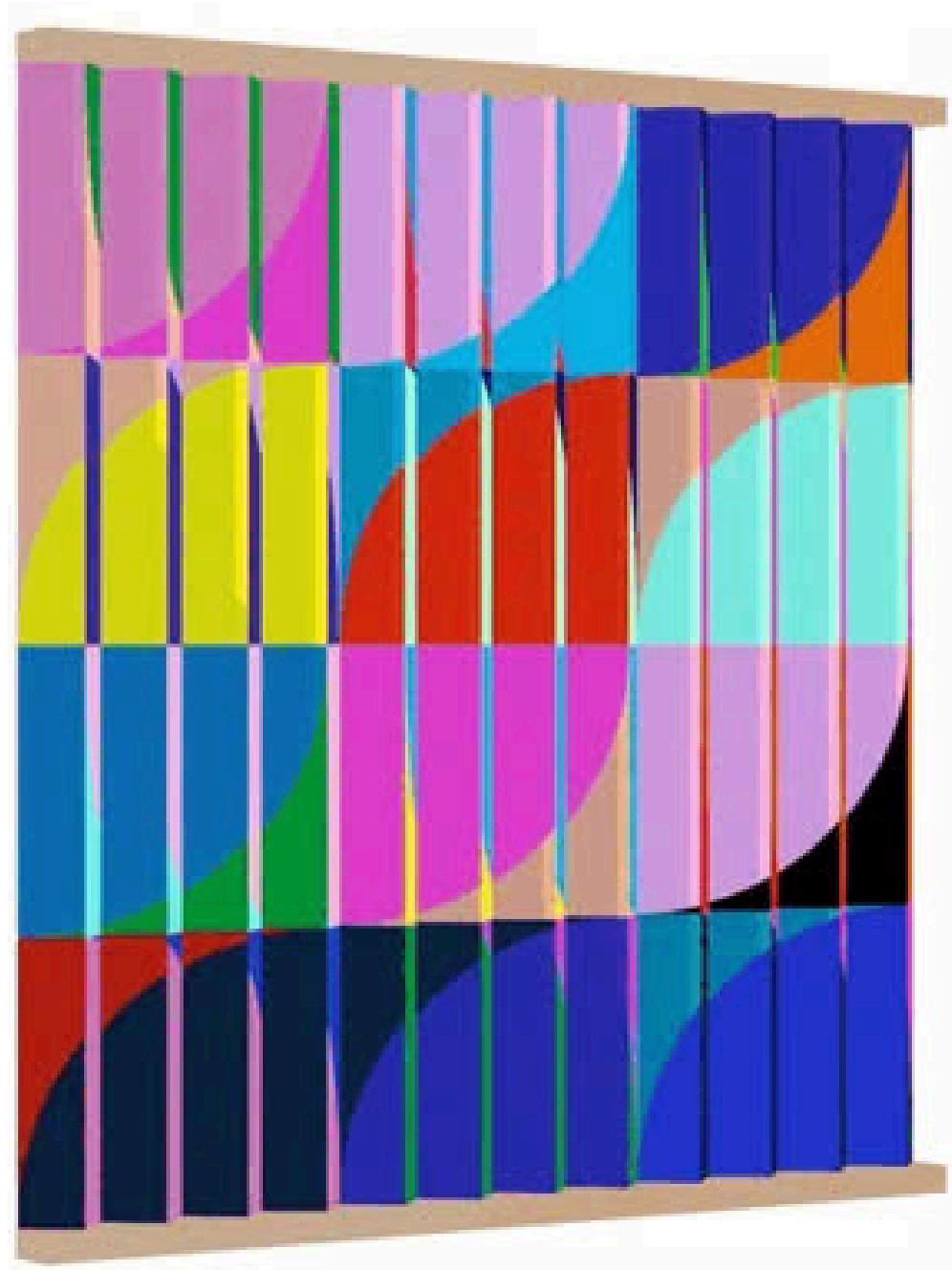


The lenticular feature wall welcomes all users by honoring artistic culture and showcasing the PCC community through images of artists at work.

Tack walls provide flexible opportunities for expressing evolving perspectives that represent the PCC community.

Representation

Lenticular Example



How to Complete the Evaluation

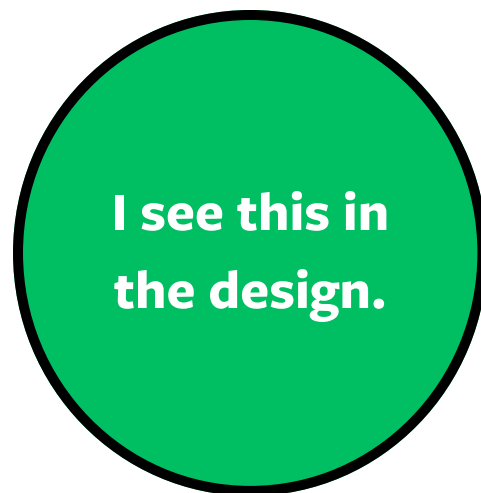
Using Survey Monkey, answer each of the questions based on the following scale:

Green – Yes, I see this in the design.

Yellow/Orange – 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.



Feel free to share what you think and explain why you scored the way you did, especially if something didn't land as a "yes."