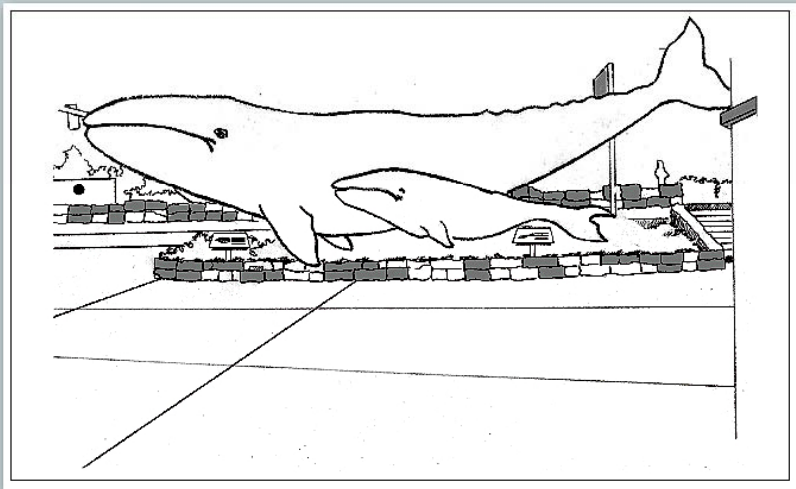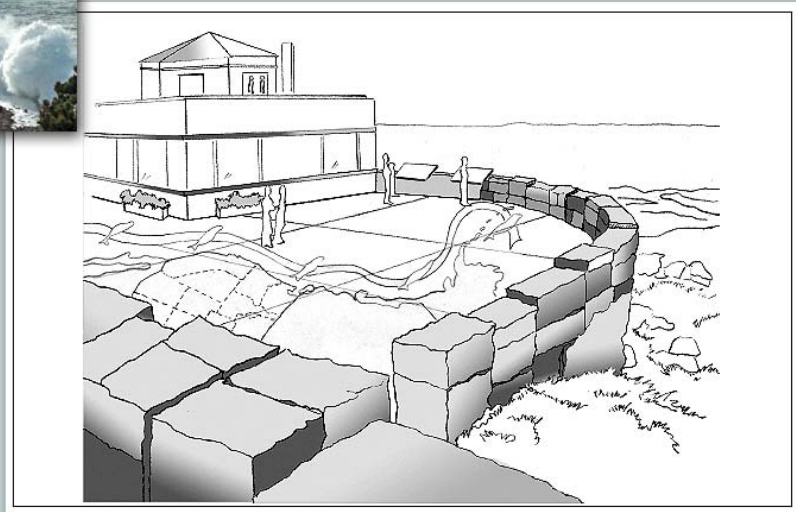# Interpretive Plan

Whale Watching Center

Interpretive Plan

for the

Whale Watching Center

Submitted by:

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In association with
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The following people were instrumental in creating this plan:

Glossary of Terms

The following terms are used in this document:

Ecotourism
  The World Conservation Union (IUCN) adopted the following definition of ecotourism:

  "Environmentally responsible travel to natural areas, in order to enjoy and appreciate nature (and accompanying cultural features, both past and present) that promote conservation, have a low visitor impact and provide for beneficially active socio-economic involvement of local peoples."

  In other words, it is tourism where environmental impact is minimal and the money gained from the tourism economy flows back to the communities that live in the context of and have a vested interest in that environment.

Visitor Information Network
  All of the information that supports a visitor's interpretive experience at the Whale Watching Center. Components of such a network typically include:
  - 'Didjaknows' – these are tidbits of information; the type that piques curiosity and makes a person want to know more.
  - Interpretation – informal thematic education strategies, such as signs, exhibits and presentations that typically focus on history, natural history and management.
  - Orientation – strategies designed to provide overall orientation to a visitor to a location and increase awareness of visitor opportunities in that area. This is typically in the form of a map.
  - Wayfinding – strategies focused on guiding that person to all interpretive sites and features, i.e., showing them the way. It includes maps, directional signs, orientation panels and similar strategies.

Media Prescription
  This is the set of recommendations for interpretive and wayfinding strategies in the planning area, such as talks, presentations, exhibits, signs, kiosks, brochures, and interpretive trails. It typically identifies and describes the strategy, identifies the location for the strategy and provides a description and concept to provide information to the designer.

Nature-based tourism
  Tourism that depends on natural environments and resources to provide the core of a visitor's experience.

Strategy or opportunity
  A sign, brochure, presentation or some other technique for communicating information.

Sustainable Tourism

Sustainable Tourism as defined by the Organization of Eastern Caribbean States (OECS) is:

" the optimal use of natural and cultural resources for national development on an equitable and self sustaining basis to provide a unique visitor experience and an improved quality of life through partnership among government, the private sector and communities."

It has also been defined as an approach – always trying to provide tourism in an ecologically and sociologically friendly manner so as to sustain the cultural and natural environment, the people who live there, and the qualities of the environment they value as part of their home.

Universal Design Standards

Standards for the design of facilities, sites, products, services and environments that accommodate the widest range of potential users, including people with mobility, visual and auditory impairments and other special needs.

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Introduction

Overview

Oregon is uniquely situated to provide opportunities for the public to view whales. Gray whales migrating past the Oregon coast on their way to and from the waters off Alaska and Mexico come close to shore, easily within viewing distance from many locations on land. Since over 90% of Oregon's coastline is open to the public, opportunities abound to catch sight of one of these huge mammals. From its humble beginnings by Don Giles, former Marine Educator (OSU, HMSC and Sea Grant) interpretation of whales has grown to an extensive network of opportunities. The "Whale Watching Spoken Here" program, with its headquarters at the Whale Watching Center, sponsors winter, spring and summer break whale watching weeks when volunteers staff over 30 sites along the Oregon Coast, northern California and southern Washington to assist visitors in spotting whales. The Whale Watching Center, located along the seawall in Depoe Bay also offers interpretive opportunities and information on history and behaviors of whales. The combination of an easily accessible coast, the proximity of whales along the coast and the existence of the "Whale Watching Spoken Here" program makes Oregon one of the premier places in the world to watch whales, which is why the Whale Watching Center and the rest of the information network supporting whale watching needs to have high quality interpretive opportunities to facilitate and enrich a visitor's experience.

Why This Plan Now?

As part of a statewide effort to upgrade interpretive opportunities at OPRD sites, especially at sites that are designated as an Interpretive Service level 5 in regards to interpretive programs, OPRD contracted for an interpretive plan that would guide the development of interpretive, educational and outreach opportunities associated with the Whale Watching Center.

Purpose of Interpretive Plan

This plan is intended as a first step in a series of actions to upgrade the interpretive experience at the Whale Watching Center. It is intended to provide guidance in the form of a set of recommendations plus design concepts for interpretive, orientation and wayfinding strategies that support the visitor experiences on the site and also support the agency's mission.

Before presenting the details of the Plan, it is important to clarify the purpose of such a tool, where it fits within an overall planning process, and how it guides the development of interpretive opportunities for this site. Please consider the following points:

- This is a *plan*, not a design. An Interpretive Plan is intended to provide a manager with sufficient information to make decisions regarding funding priorities and a designer with sufficient information to design recommended opportunities. It gives the designer a road map of the interpretive destination, and the media vehicles and routes to be used in reaching that destination. With that information, when funding is available, individual projects specified in the plan can be designed and produced. Individual projects should not be designed until the plan is approved, thus ensuring that what is designed will still work as more of the

network is created.

- Although environmental education is an integral part of the Oregon State Parks system, this is an interpretive plan – not an education plan. It does not address environmental education programs, other formal education opportunities, or educational standards.

- This plan represents a snapshot in time. The recommendations represent our best professional guess based on information at hand and circumstances that are true *at this time.* They are intended to be guidelines to suggest direction and are not set in stone. As circumstances, audience, goals, and information change, the plan should be modified accordingly.

- The format of this plan is intended to be consistent with other interpretive plans currently being prepared for OPRD. The content of this plan is intended to reflect the current vision for interpretation in the system of Oregon State Parks.

Goals

Introduction
The Goals and Objectives in this section are based on:
- OPRD Mission Statement (in Appendix A)
- OPRD Target 2014 Goals relating to interpretation (in Appendix A)

Information Network Goals and Objectives
The following are the goals and objective for the information network prescribed by this plan. In terms of hierarchy, the objectives are intended to contribute to achieving the goal under which they appear.

Information Network Goal 1: Protect and conserve Gray whales while using them to provide recreational, interpretive and educational experiences.

This goal can be accomplished in part by developing an information network to achieve the following objectives in terms of visitor attitudes and behaviors:

Objective 1-1: An increase in the sense of personal value to visitors for Gray whales. For many people, personal value is a pathway for support. Ideally, we would like to extend this sense of value to all natural and cultural resources, which can be accomplished in part by making visitors aware of the value of intact natural resources in helping to maintain the aesthetic quality of the area as well as provide habitat for native birds and wildlife. Although it is desirable for people to value whales specifically, they can value whales simply because they are a part of a highly desirable recreational experience.

Objective 1-2: An increase in awareness of positive and negative personal impacts to Gray whales through actions, such as those that increase pollution (negative) and those that help conserve key resources (positive) and ways negative impacts can be minimized.

Objective 1-3: An increase in awareness of the story of whale watching and the impact it had and continues to have on the lifestyles of Oregon residents, including impact on the economy. The value of this outcome is to establish whale watching as a part of the tradition and ambience of the Oregon Coast experience.

Objective 1-4: An increase in awareness of positive and negative personal impacts to natural and cultural resources of the Oregon Coast and ways negative impacts can be minimized.

Objective 1-5: An increase in appropriate use patterns and behaviors among users of the natural and cultural resources along the coast. In other words, an increase in appropriate stewardship behaviors practiced by the public.

Objective 1-6: A commensurate decrease in negative behaviors both at the Center and after visitors leave, such as harassing wildlife, walking in streams, leaving dog excrement, littering (especially plastics in streams and in the ocean) and other such actions.

Information Network Goal 2: Increase public support and strengthen the constituency for OPRD in general, for the efforts at the Whale Watching Center specifically, and for the Whale Watching Spoken Here program.

Goal 2 can be accomplished in part by developing an information network to achieve the following Objectives:

Objective 2-1: An increase in the personal value, to visitors, for the facility and associated interpretive opportunities.

Objective 2-2: An increase in awareness of the identity of the OPRD as the entity responsible for the preservation, restoration and management of the facility, and for the interpretive opportunities provided in and associated with the facility.

Objective 2-3: An increase in satisfaction by visitors as a result of the upgraded and expanded interpretive and wayfinding information network at the Whale Watching Center.

Objective 2-4: An increase in appreciation/approval of OPRD due to high quality interpretive, recreational, and/or educational experiences provided by OPRD.

Objective 2-5: An increase in the number of people volunteering time to support interpretation and education.

Objective 2-6: Build a constituency of citizens who will support and sustain Oregon State Parks into the future.

Objective 2-7: An increase in numbers of visitors to the Whale Watching Center who visit other whale watch sites and Oregon State Parks, especially along the coast.

Objective 2-8: An increase in the number of people participating in Whale Watch Week as Whale Watch volunteers and visitors.

Note: These objectives can be achieved in part by simply offering high quality, contemporary, user-friendly, desirable interpretive opportunities and by ensuring that visitors know who supplied such opportunities.

Information Network Goal 3: A significant increase in the number of visitors taking advantage of interpretive opportunities, both fixed and programmatic.

Goal 3 can be accomplished in part by developing an information network to achieve the following Objectives:

Objective 3-1: An increase in awareness on the part of the potential visitor of the array of desirable visitor opportunities, especially interpretive opportunities, associated with a visit to the Whale Watching Center. This can be accomplished in part by creating more high quality opportunities (in other words, developing world class interpretive opportunities), develop a more visible and powerful outreach program, and/or by a more effective orientation and wayfinding network so it is easier for people to plan and take trips that begin at the Center.

Objective 3-2: An increase in the perceived value of the interpretive experiences associated with the facility. This can be accomplished by increasing the *array* of opportunities and/or by increasing the *quality* of experiences desired by target markets, and by making certain that visitors are aware of those opportunities.

Objective 3-3: An increase in the number of people from communities surrounding the Whale Watching Center, especially those from Depoe Bay, using interpretive and/or educational opportunities associated with the facility. This is an important market because a major reason people travel in general is to visit friends and relatives. Having residents take visitors to opportunities at the Center will increase word-of-mouth advertising, which can lead to greater visitation from target markets from outside the area, which increases visibility of the Whale Watching Center, and by association, OPRD. This can be accomplished by increasing the number of opportunities tailored to the interests of residents and the characteristics of that target market.

Objective 3-4: An increase in schools either visiting the facility, visiting other whale watching sites (due to outreach materials from the Center), or using materials provided by the Center in their classroom. The latter two are likely to be more achievable due to the size of the current facility.

What key parameters must be considered?

Key Parameters

All parameters and their impact are included in Appendix A. The following are a few key parameters that significantly affected the selection, design and organization of orientation, wayfinding and interpretive strategies that comprise the recommended information network.

The Center is the hub of a network that spans the entire coast

In most parks, a facility would welcome and orient visitors to the park and what it has to offer, and sometimes provide a hub for an interpretive network within the park. The Whale Watching Center is different – it is the hub for a network that spans the entire coast. Although the key opportunities to *watch* whales occur only a few weeks of the year, opportunities to learn about whales in other locations are available year round. Combined with its limited space, the opportunities in the Center should strive to increase interest in whale watching, make people aware of other opportunities such as Whale Watch Weeks, and provide tools to facilitate a continuation of whale watching and educational experiences *outside* the center in addition to using the space available to provide year round interpretive experiences.

This is the Whale Watching Center

Many nearby facilities along the coast are already offering interpretive and educational opportunities focusing on rocky intertidal areas (Yaquina Head, Marine Science Center, Oregon Coast Aquarium) and other aspects of the cultural and natural history of the Oregon Coast. They also have information about whales, but this is the only facility that focuses on whale *watching* and whales exclusively, and is also one of a few sites where a visitor can look up from the interpretive experience and have the opportunity to search the ocean for whales. Also, this is one of the few places where visitors can literally walk across the street and embark on a whale watching boat trip. With that in mind, and with the limited space in the facility, we recommend that the information network focus on exciting people about whales and whale watching through interpretive and educational opportunities, and facilitating that experience.

One of the comments made by the USFS director of the Cape Perpetua Visitor Center is that the visitor center and interpretive facilities along the coast are more competitive than complementary – they are all trying to tell the same stories, to the detriment of the visitor who is seeking something new.

It would be far better to do what is most appropriate for the Whale Watching Center and do it well than trying to provide in-depth coverage of whales, especially in this limited space. It does not mean that information on other aspects of whales should not be included; it is just that the information on history and biology of whales should be a tool to pique interest in learning more about whales and motivate visitors to take part in whale watching activities rather than be the primary focal points of the interpretive effort at this facility.

The facility has very limited space for the public
It is important not to try to hold visitors for a long period of time. Rather the strategy should be to use the facility as a hub to attract visitors, excite them about whales and whale watching, and send them out to continue their experience.

Because this site is on the National Register of Historic Places, significant limitations exist to modifying the structure.
This is especially relevant in that the only bathrooms are in the basement, which is not fully accessible. Reports by Sue Licht, AIA and Ross Curtis of OPRD provide detailed information on the situation regarding restrooms and limitations on modifying the structure. Those reports are included in the Appendices.

Themes: our messages connecting the visitor to the resource

Introduction

The elements of the theme hierarchy, which include the following types of themes, reflect the direction for theme development in Oregon State Parks:

Primary Theme

This is the key concept reflecting the significance of the park that every visitor should understand.

Themes

These are the ideas or concepts that together support the primary theme. At a minimum, all visitors should understand at least one of the themes based on their specific area of interest (cultural history, natural history, etc.)

Sub-theme

These are the concepts that support a theme.

Supporting Stories

These are the stories that communicate a sub-theme or theme.

Overview of Theme hierarchy

The following themes determine interpretive focus, media and placement

Primary Theme: **The Whale Watching Center supports the enjoyment and stewardship of whales by coordinating world-class whale watching opportunities on the Oregon Coast, supporting a volunteer network, and through educational programs for visitors.**

The Primary Theme is supported by the following themes:

Theme 1: Whales and their historical byproducts are an integral part of human culture and history.

Theme 2: There are many great places on the Oregon coast to find and enjoy watching whales.

Theme 3: The Whale Watching Center is the hub of an extensive network of high-quality whale watching experiences.

Theme 4: Whales may disappear unless humans care about them.

Sub-Themes and Supporting Stories

Theme 1:   Whales and their historical byproducts are an integral part of human culture and history.

> **Sub-theme 1-1** Whales have long been prized as a resource for food, clothing, and oil.
>
> > **Examples of Supporting Stories**
> > - Value to Native Americans and to the rest of the world, past to present, with emphasis on coastal culture
> > - Whale oil for lamps; baleen for corsets, and other products from whales.
> > - The whaling culture of Native American tribes on the west coast
> > - Lewis and Clark's visit to Ecola to get whale blubber for food.
> >
> > *Note that this is a <u>soft</u> introduction to the status of whale's endangered status. This is the Whale Watching Center; watching is the focus of the interpretive strategies. Whale biology, history, whaling and status are all subordinate.*
>
> **Sub-theme 1-2:** Aside from their practical value, whales have long been a part of human culture, especially past human cultures on the Oregon Coast.
>
> > **Examples of supporting stories**
> > Stories from art and literature include icons (ancient stories to pop culture); early history art of whales and whale-like monsters; Jonah and Pinocchio; Moby Dick; stuffed toys and refrigerator magnets; even part of our language ("A whale of a sale!").

Theme 2:   There are many great places on the Oregon coast to find and enjoy watching whales.

> > **Examples of supporting stories**
> > - Migration and feeding patterns bring whales close to Oregon's coast
> > - The Oregon Coast is owned by the public, which allows for more access than most other places in the world.

Theme 3: The Whale Watching Center is the hub of an extensive network of high-quality whale watching experiences.

> **Examples of supporting stories**
> - The Center is the headquarters for the Whale Watching Spoken Here program
> - The Whale Watching Center records sightings and migration information
> - The Whale Watching Center is a hub for educational and/or outreach activities associated with Whale Watching.

Theme 4: Whales may disappear unless humans care about them.

> **Sub-theme 4-1:** The struggle to save whales from extinction involves people from all over the world and from all walks of life. The gift of whales to your children and grandchildren is in your hands
>
> **Sub-theme 4-2:** Whales are linked to all other parts of their habitat, which is affected by every country in the world. That is why the effort must be international.
>
> **Sub-theme 4-3:** Because water is a connector linking all flora and fauna, including people with whales, people can have positive or negative effects depending on their actions.
>
> *This concept focuses on the positive efforts of individuals and the agencies that manage the marine ecosystem. Stories should also show the negative implications of national and individual actions.*
>
> **Sub-theme 4-4**: Gray whales are a resource management success story, in part because of what people like you have done.

> > **Examples of supporting stories**
> > These stories are about efforts to save whales, especially local efforts. Stories should focus on an individual, such as the visitors to the center. The supporting stories could include achievements and possibilities and describe ways for visitors to get involved, such as by volunteering for beach clean-up, volunteering at the Center, supporting whale research, supporting the Marine Mammal Institute, etc.

The Plan

Concept
The concept for the network is to use the center as a tool to motivate people to engage in additional activates associated with whales and whale watching and secondarily to promote use of Oregon State Parks, especially those in the area. To that end, the strategies within the center were selected and conceptually designed to offer an experience that stimulates interest, motivates people to want more, and facilitates the physical and intellectual journey to other places.

Organization of information
The delivery strategies are organized into the following categories:
- Pre and post-visit delivery strategies;
- Exterior Area around facility (including the Sea Wall);
- Interior – main floor;
- Interior – upper floor;
- Other non-fixed strategies (including outreach);
- Strategies for other whale watch sites.

Pre- and Post-Visit Delivery Strategies

Experience Objectives
The objectives of the pre-visit information opportunities are:
- To make potential visitors aware of the array of recreational, interpretive and educational opportunities at the Whale Watching Center;
- To instill an awareness that this is a special place and whale watching is a unique opportunity on the Oregon Coast;
- To convey the concept that the Whale Watching Center is the hub of whale watching activities on the Oregon Coast.
- Recruit volunteers for the Whale Watching Spoken Here program.

Future Experience
Outreach strategies will promote the **Whale Watching Center Web Site** as the first stop for people interested in visiting the facility. Visitors who use the web site will be able to access information on existing opportunities, upcoming events and new opportunities at the Center. For those who are traveling through the area, most of the local people involved with tourism in the area will be able to answer basic questions because they will have been on a **Familiarization Tour.** People on the mailing list and picking up literature at other tourism locations on the coast can find out about Volunteering in a "Call for Volunteers" publication.

Summary and Description of recommended actions

1. Address the issue of the difficulty involved in developing a single effective web site due to policies within OPRD.

2. Develop or modify the following information delivery strategies:

OPRD Whale Watching Center Web Site (currently exists)

Note: This is the OPRD web site that comes up when a person accesses OPRD for information about the Whale Watching Center. It is *not* the whalespoken.org site.

Objectives
After interacting with this opportunity, visitors will:
- Want to visit the Whale Watching Center;
- Want to take part in the Whale Watching Spoken Here program
- Know the major themes associated with this interpretive network;
- Have a simple map of the whale watch sites in the Whale Watch Spoken Here program (downloaded as a PDF);
- Be aware of the next major special event/whale watch week;
- Have contact information.

Description and Concept
As a pre-visit strategy, the Web Site contains marketing information, thematic overview and general orientation information specific to whale watching with the Center as a hub. It should also contain phone numbers and other information so browsers could call to get a visitor's packet or other site-specific information. As a post-visit strategy, the web site should contain links to additional detailed information and other facilities and opportunities associated with whales and whale watching.

Specifically, this web site needs to have the following information included if possible:
- Links to information on each whale watch site along the Oregon Coast;
- Links to information on whales, including visuals of whales feeding;
- Information on whale watch weeks;
- Information on volunteer opportunities.

This can be accomplished in part by linking directly to the Whale Watching Center web site (whalespoken.org). This website currently has no link to the Whale Watching Center site.

This strategy needs to be updated constantly to provide information on special events and changes in the menu of opportunities and other important trip planning information. As personal Geographic Positioning System (GPS) units become commonplace, this updating will be even more important, and may become very effective at attracting spur-of-the-moment visitors.

Whale Watching Center Web Site (currently exists)

Note: This is the web site specific to the Whale Watching Center (whalespoken.org).

Objectives
After interacting with this opportunity, visitors will:
- Want to visit the Whale Watching Center;
- Want to take part in the Whale Watching Spoken Here program
- Want to volunteer
- Know the major themes associated with this interpretive network;
- Have a simple map of the whale watch sites in the Whale Watch Spoken Here program (downloaded as a PDF);
- Be aware of the next major special event/whale watch week;
- Have contact information.

Description and Concept
As noted, this site contains most if not all of the information suggested for inclusion in the OPRD web site. Also as noted, the OPRD web site should provide a link to this site to make that information more accessible to viewers.

In terms of improving this site, a basic rule of communication is to start a target audience where they want to start and then take them where you want them to go. In other words, determine what questions the audience is trying to answer that prompted them to visit the site and make that information a starting place. This assessment will start with the assumption that many of the first time viewers are trying to answer one or more of the following questions:
- Where can I watch whales?
- When is the best time to watch whales?
- Where can I get more information on whale watching sites and how to watch whales?

With that in mind, the heading appearing in winter of 2009 *("The winter whales are coming. Are you ready?"*) is excellent. However, the follow up is all about volunteering and not about watching. It might be better to use the likely questions as headings with links and other information underneath. For example, one heading would be "Where Can I Watch Whales?" Underneath would be a short text block about the array of sites and links to all those sites. I also suggest more visuals of people watching. It is important to remember that many people viewing such a site have not made up their mind completely on whether to take the trouble to go. It is the task of a site such as this to increase the perception of benefit and to make the visit as user-friendly as possible to motivate people to take the time. For that reason, it is more important to show people engaging in whale watching in the Center than to show the Center itself. It would also be good to include other sites (on nice days!).

Familiarization Tours

Objectives
After interacting with this opportunity, participants will:
- Be aware of the interpretive and recreational opportunities at the Whale Watching Center;
- Know where to direct people for additional information on these opportunities;

Description and Concept
These are on-site tours for local people associated with the tourism industry, including but not limited to:
- Chamber of Commerce staff
- Welcome Center staff
- Lodging owners and staff
- Whale watch boat captains
- Campground operators and staff
- RV park operators and staff
- OPRD personnel
- Tour operators
- Restaurant staff
- Staff at surrounding museums, other visitor destinations and other State Parks.

The tours focus on making participants aware of what is offered at the Whale Watching Center and in the Whale Watching Spoken Here program so they are able to answer visitor questions and/or send visitors to places where they can get more information.

Whale Watching Spoken Here Volunteer Publication

Note: The publication for Winter 2006 – Spring, Summer 2007 was used for this assessment.

Objectives
This document is difficult to assess because it appears to be trying to reach two different target audiences – potential volunteers and whale watchers – to achieve different objectives. . As a general rule, any interpretive or communication strategy is more effective if it focuses on one target audience because that keeps the benefit higher for that target audience and reduces the "cost" associated with wading through information intended for others.

Description and Concept
As with any attempt at communication, the first task is to determine the objective (desired outcomes) and the target audience. If the goal of this publication is to increase the number of people who volunteer, the information on benefits should jump out. A heading such as "Why Should I Volunteer" on the front page, with specific benefits listed below, is an example of how to make it jump out. Images of people having fun as volunteers would also be an effective addition. Anything that does not specifically help motivate people to volunteer should be eliminated, such as the information on charters. In addition, the schedule for training should be limited to highlights rather than the

complete schedule. The information on survey logs and weekly summaries should be assessed in those terms – if it truly helps recruit people it should be left in; if not, it should be eliminated. It is hard to see why that information, at that level of detail, would help motivate people to volunteer. In sum, if the goal is to gain more volunteers, the publication should be much shorter and focus on personal testimonies and other such items that help sell the experience of volunteering.

If the goal is simply to keep members informed, and the target audience is whale watchers, as is suggested by the letter from Morris on the inside front cover, then perhaps the volunteer information should be moved and chunked in the back and information of more immediate interest to whale watchers should be moved to the front page and the front part of the booklet. As it is now, information for potential volunteers and information for whale watchers is mixed throughout. It is good to keep information on volunteering in the publication because all whale watchers are potential volunteers, but again, it is important to start a reader where he or she wants to start and then take them where you want to take them.

OPRD should assess the information that is eliminated, such as Visitor Logs and Weekly Summaries, and determine if the information is necessary and who needs it, and then determine an internal delivery system to provide that information.

Vehicular Arrival

Experience Objectives
The objectives for the vehicular arrival information strategies are:
- To reassure visitors that they have arrived at their destination
- To make visitors feel welcome
- To guide visitors to their desired parking destination
- To attract visitors who may not know about the center

Future Experience
Imagine driving down US 101 and passing through Depoe Bay when your attention is grabbed by a huge, life-size model of a Gray whale at the south end of the sea wall. An associated sign indicates that this is OPRD's Whale Watching Center. The model, the attractive plaza below and the view all make the temptation to stop irresistible. You have heard and read about the Whale Watching Center and the Whale Watching Spoken Here program from friends, on the news, in the newspaper and on their website and have always been intrigued by the center and the program. Today you stop, park and head toward the model. Those who are looking for the center will encounter clear **Awareness Signage** along US Highway 101 that alerts them to the fact that the Whale Watching Center is close and the model and associated signage will let them know that they have arrived. Directional signage will facilitate easy transition to the parking areas.

Summary and Description of recommended actions

1. Work with the Oregon Department of Transportation and the City of Depoe Bay to develop better identification and wayfinding signage along US 101. This includes the Awareness Signage, the sign marking the Center and Directional Signage to additional parking.

2. Develop the following information delivery strategies:

   - **Welcome and Site Identification Sign –** Self-explanatory.

   - **Vehicular Directionals to additional parking–** Self-explanatory

Pedestrian Arrival

Experience Objectives
The objective of the vehicular to pedestrian arrival information strategies is:
- To ensure that visitors can have a basic interpretive experience even if the Center is closed;
- To motivate visitors to come back when the Center is open;
- To facilitate easy access into the facility.
.

Future Experience
Upon reaching the plaza, the whale and calf seem even larger than from the highway. You read the associated interpretive panels, which provide interesting tidbits of information about these huge mammals. You are especially intrigued by the similarities between humans and whales. Before going inside, you head toward the rock wall with interpretive panels. Along the way you discover a graphic etched in the surface. It turns out to depict the entire migration route from Baja California to Alaska. As you watch, a mother uses it as a prop to explain whale migration to her son and daughter. You continue over to the wall and read the panels, which explain what to look for in searching for whales. Your interest piqued by the exterior opportunities, you decide to enter the facility.

Summary and Description of recommended actions

1. Develop the following information delivery strategies:

Whale Model and Interpretive Panels

Location
The model, a whale mother and calf, is mounted in front of the center, parallel to US 101 with the head pointed to the north. Interpretive panels are located adjacent to the center of the model, oriented to the whale (see Figure 1). The content will be based on defined themes.

Objectives
After interacting with this opportunity, visitors will:
- Understand that whales are similar in many ways to humans, but adapted to live in a marine environment.

Description and Concept
This exhibit could be used as a prop for talks and as a backdrop for presentations. The interpretive panel will focus on similarities between whales and humans, using the model as a key visual. Information will also focus on adaptations to live in a marine environment. Although this exhibit will have interpretive value, it will also have significant value as an identifier, attractor and as a prop for presentations.

Content Outline

Lead with basic content that whales are air-breathing mammals that live in water.

Key body content details specific adaptations for a mammal's life in water, comparing those specifics to a land animal (human would be a good choice) such as: tail and flukes (vs. legs), flippers (vs. hands), blow-hole (vs. nostrils), blubber (vs. more hair), baleen (vs. teeth). (Likely as call-outs or separate small panels.) Sidebar panel could present a "labels only" illustration comparing all the great whales (drawn to scale).

Take away message: "Whales fit in their water environment well—but can be compared to me."

Link to more at WWC: Go inside the Center or talk with staff or volunteers for more information.

Whale Watch Center Preliminary Concepts
Inside Outside for BUCY Associates

Figure 1, Exterior Showing Whales
Final, 10/24/07
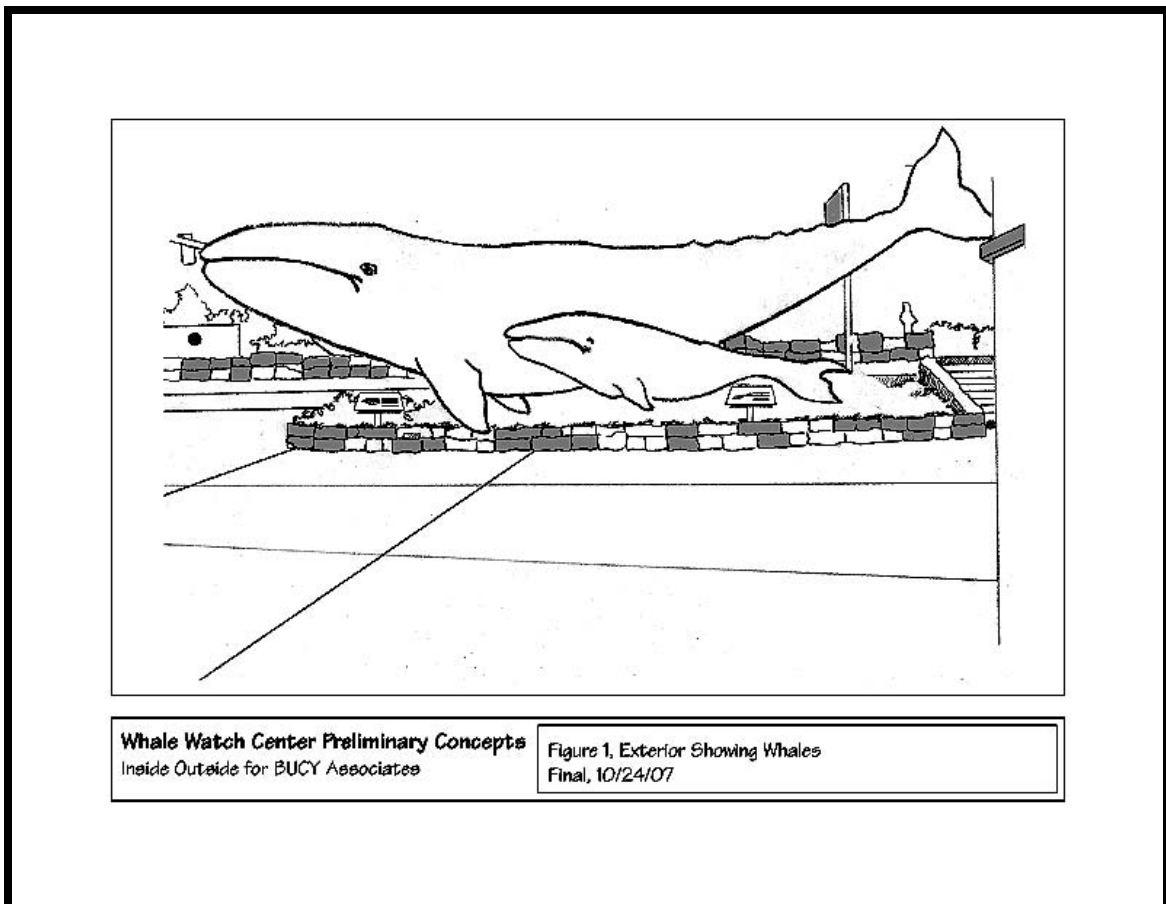
Figure 1: Whale Model and Interpretive Panels

Whale Watch Interpretive Panels

Location

On or adjacent to the rock wall at the ocean end of the plaza, just north of the building (see Figure 2).

Objectives

After interacting with this opportunity, visitors will:

- Be able to identify basic signs of whales, such as a spout;
- Know where and how to look for whale spouts;
- Be aware that the Whale Watching Spoken Here program includes sites all along the Oregon coast and into Washington and California;
- Be motivated to come back and visit the interior when it is open (if closed);
- Be motivated to visit other whale watching sites along the Oregon coast.
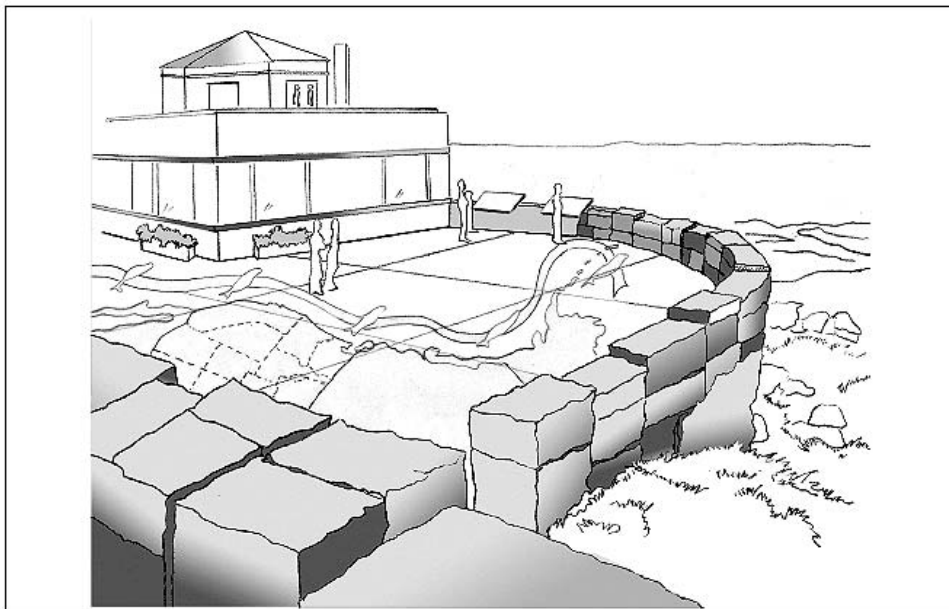
Whale Watch Center Preliminary Concepts
Inside Outside for BUCY Associates

Figure 2, Exterior Showing Plaza
Final, 10/24/07

Figure 2: Exterior Signage and Migration Graphic

Description and Concept
This interpretive panel cluster includes the following panels:

Panel 1: Reading the Ocean
This panel focuses on how to read the ocean, such as how to tell spouts from whitecaps. It is essentially a basic course in spotting whales while also providing intriguing tidbits of information on the meaning of specific characteristics and features in the ocean. The idea is that even if visitors do not spot whales, they start to learn how to be a detective of the marine environment. Along the bottom of the panel a graphic of the coastline provides a backdrop for informing visitors as to where the whales are at what time of the year.

Content Outline

Lead with basic content that as on land, the ocean gives visual clues to what's happening there.

Key body content could be a list of key features to scan for to see whales, such as: "What Do I Look For?" paired with "Why?"—the "Why?" very briefly explaining the science or biology behind the feature. For example, one looks for a spout because whales are hot-blooded, air-breathing mammals whose exhaled breath condenses in the cooler sea air. Such key features should be liberal as possible, including sea color (current-related vs. cloud-shadow-related) and sea chop.

Take away message: "Even from land I can witness and interpret what's happening at sea—including finding whales."

Link to more at WWC: See other exhibits about when best to see more whales.

Panel 2: Whale Watching Spoken All Along the Coast
The second panel is an orientation panel to whale watching on the Oregon Coast. It identifies all the sites staffed during Whale Watch Week plus other facilities with information about Gray whales. The Whale Watching Center is portrayed as the hub of the network. The intent is to serve people who come to the Center when it is closed.
.

Content Outline

Themes:
- **Theme 2:** There are many great places on the Oregon coast to find and enjoy watching whales.
- **Theme 3:** The Whale Watching Center is the hub of an extensive network of high-quality whale watching experiences.

Lead with basic content that this is just the beginning!

Key body content is primarily a map with labels for where and when volunteers are available, and identifying the Whale Watching Center as the system's hub; possible secondary content that "you" can volunteer.

Take away message: "I can pursue this interesting activity further; I can participate at a higher level."

Link to more at WWC: Participate in the Whale Watching Spoken Here program by going to another, staffed site now or later; see inside exhibits; contact park staff to pursue volunteering opportunities.

Comment
This set of panels should be duplicated (except for altering the "You are Here") and placed at every one of the sites used in Whale Watch Week. That way, we can capitalize on the chance encounter with the sign at other sites to attract people to the Whale Watching Center.

Migration Graphic

Location
This graphic would be etched in the surface of the plaza area.

Objectives
After interacting with this opportunity, visitors will:
- Understand the extent of the whale's migration and the route they take.

Description and Concept
The graphic might show the west coast of North America from Mexico to Alaska and the Hawaiian Islands. The Whale Watching Center could be marked (You Are Here).It would indicate where the whales are at what time of the year. A "didjaknow" would be associated with it focusing on the miles traveled in their yearly migration. Although it will impart some information, it will be most useful as a prop for presentations. Written materials might be developed to accompany the graphic that could extend learning about whale migration.

Content Outline

Themes: This graphic supports the Overarching theme.

Lead with basic content that Oregon is on a major route.

Key body content summarizing that we see gray whales because they pass close to our shore as they travel a seasonal migration route. Most content delivered as labels on a map.

Take away message: "Most of the gray whales we see are just passing through."

Link to more at WWC: Find out more of the whys and wherefores inside or by asking staff or volunteers.

Whale Watching Center – Main Floor

Concept
We envision people entering the facility and moving in a counterclockwise fashion through the building (see Figure 3). They will encounter primary interpretive opportunities in the northern and the southern part of the building. The window wall will be given over to "Searching for Whales" and "Reading the Ocean." To create this traffic flow, the existing theater will be reduced in size and re-located so it is in a small alcove on the outside wall, thus creating an inner circle of travel with opportunities arranged around the outside. In addition, "Whales in Motion" segments will lead visitors through the facility and to many of the exhibits in the Center.

Experience Objectives
The objectives of the interior information strategies are:
- To orient visitors to the facility;
- To make visitors feel welcome;
- To move people through this space in a counter-clockwise fashion;
- To provide a memorable experience;
- To motivate people to visit other Whale Watching locations on the coast;
- To motivate people to visit other State Parks in the area;
- To motivate people to take part in Whale Watch Week.

Future Experience (see Figure 4 for floor plan)
As you enter, your attention is immediately drawn to whales swimming to the right along a long horizontal screen mounted near the ceiling. Your attention moves from the screen to a dry erase board below the screen with the sightings for the day and the day before. You move to the right, as if following the whales, and encounter an exhibit about human fascination with whales throughout history. A family is discussing the topic in front of the exhibit, with each focusing on an aspect of the exhibit related to their experience; the young son is familiar with the story of Pinocchio; the older daughter is reading Moby Dick in school; the father remembers his grandmother talking about whalebone corsets and the mother, a history buff, has long been interested in the whaling era in American history.

In looking up from the exhibit, you catch sight of swimming whales, this time going into and coming out of a small alcove. You follow the images into the alcove and find yourself in a small theater space with seating for 6 people and a message inviting you to stop in and see where they whales are going. You stay and watch a short video providing an overview of the story of whales and humans over time that brings you to present day and invites you to watch whales. From there you follow the whales out and notice they end at an exhibit entitled "Where are They Now?" The images shrink and disappear into the top of the exhibit as if sucked in by a suction hose. You take a closer look at the exhibit, which uses a backdrop of the coast of North American, and notice that small whales appear to be swimming up the Oregon coast. Upon reading the exhibit, you find out that you have arrived at a good time to spot whales because they happen to be passing by this spot at this time of the year heading toward Alaska.

A space opens up on the front wall so you move to the window and use the binoculars to search for signs of whales. You check the instructions to make sure you are looking in the right place in the right way, and also at the graphics of what to look for. Eventually

you are rewarded with what appears to be a spout. You confirm it with the staff member at the help desk and decide to turn your spot over to someone else. Before you go, you take in the "Whales Compared" wall of images behind you. Above, you catch sight of the swimming whales, this time on the inner wall. You follow their direction and notice that they seem to be diving down straight into an exhibit entitled, "Why Are They Here?" You stop awhile and learn about the food sources in Oregon's near shore ocean that attract these huge creatures and are amazed at the tiny size of the organisms. How could this gigantic whale eat these? A video segment combined with a touchable piece of baleen provides the answer.

When you are finished with the exhibit, you look up to see where the swimming whales will lead you next. They are now heading toward a small alcove in the inner wall and across. You wander over and are intrigued by a puzzle of a large whale in a cut-away of a marine environment. You lift a piece out and the whale disappears! In the space, a tidbit of information focuses on a specific part of the whale's habitat pictured in the puzzle piece and that a whale needs all parts of the habitat to survive. You put the piece back and the whale comes back. You try it again with another piece and the same thing happens. The message is clear – a whale needs all parts of its habitat in order to survive. If even one part is eliminated, the whales disappear.

That leads you to the next exhibit, which focuses on what people have done and continue to do to protect the whales and their habitat. You learn that Gray whales were hunted almost to extinction and how they have been brought back through a concerted international effort. The exhibit highlights individuals such as yourself and the contributions they have made. Intrigued, you pick up a brochure on how you can get involved.

You again follow the swimming whales to an exhibit entitled "Want More?" It turns out to contain all sorts of information on where to go to learn more about whales and to engage in whale watching. You pick up brochures and maps, and also decide to buy the Guide to Whales and Whale Watching on the Oregon Coast.

Almost ready to leave, you take a look at the "Going North – Going South – Sticking Around exhibit" and decide to spend a bit of time in Depot Bay before heading south, and then to stop at Boiler Bay State Recreation Site and then at Yaquina Head and the Marine Science Center.

Before leaving, you head up the stairs and find more opportunities for viewing and a captivating mural of whales in their natural habitat.

Figure 3: Future floor plan

Legend:

1. Fascination with Whales
2. Video Theater
3. Where are They Now?
4. Window Wall
5. Why are They Here?
6. Whale Puzzle
7. Whales: A Successful Resource Mgmnt. Story
8. Where Can I Get More?
9. Going North—Going South—Sticking Around
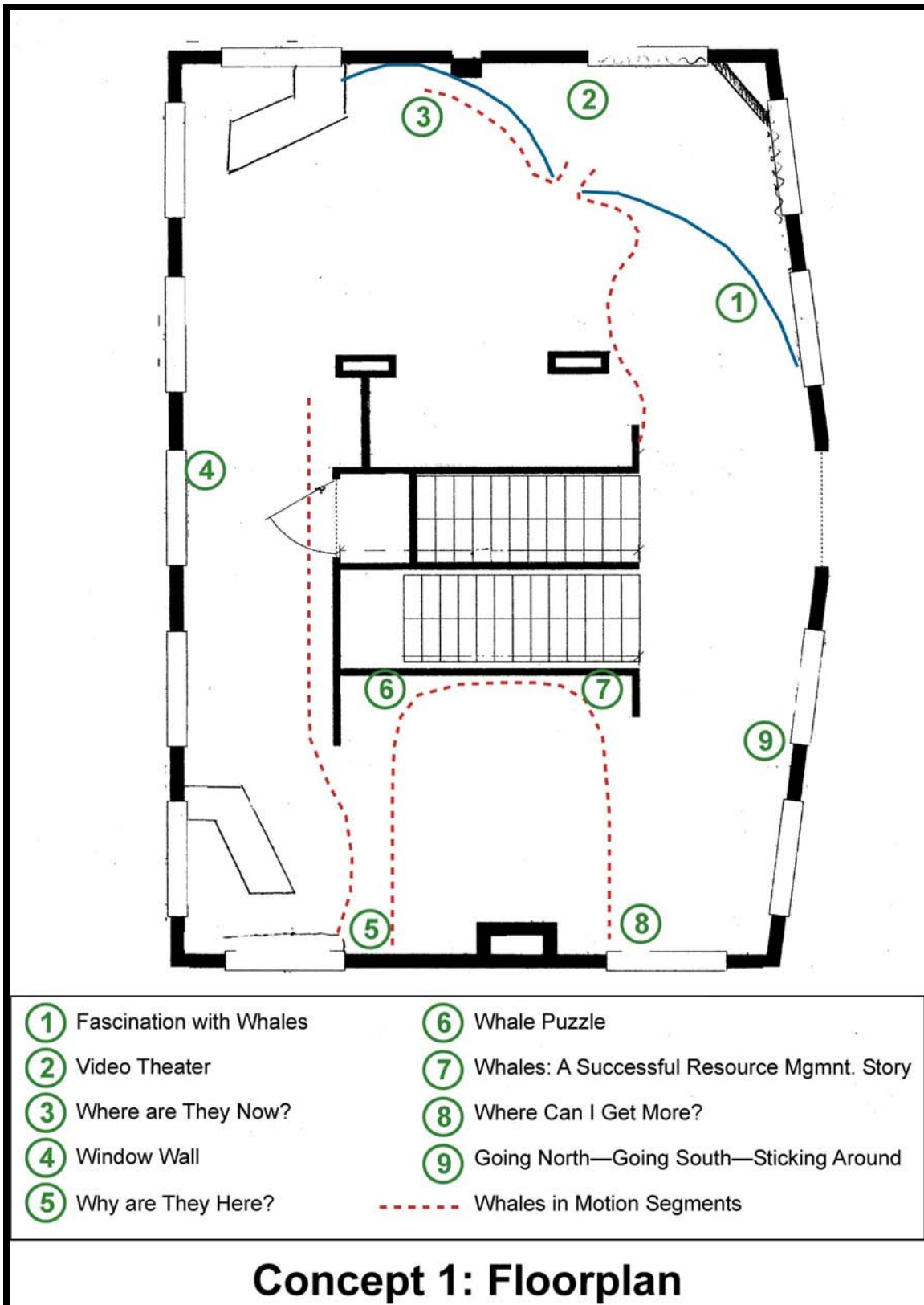- - - - - Whales in Motion Segments

Concept 1: Floorplan

Summary and Description of recommended actions

1. Remove the existing theater and exhibits in the center of the floor space on the south side of the facility.

2. Remove all the exhibits and graphics in the upper observation area.

3. Develop or modify the delivery strategies described in this section.

Whales in Motion

Location
The center will have various locations along the upper part of the room with screens for whales to "swim" across. The concept is to have the whales lead people through the experience, first by influencing them to turn right, and then by leading into and out of exhibits. The initial segment will be located so visitors to catch sight of this strategy upon entering and guide them from the stairs to their right and end up at the exhibit focusing on our fascination with whales. The second and third sequences show whales swimming into and then out of the alcove with the theater. The fourth sequence continues from the alcove and appears to be getting sucked into the "Where are They Now?" exhibit. The fifth sequence runs along the inner wall opposite the window wall and ends up above the "Why are They Here?" exhibit, where they appear to dive down into the exhibit. The sixth sequence depicts whales swimming back toward the alcove with the puzzle, along the alcove and back across to the exhibit entitled, "Where Can I Find Out More?"

Objectives
After interacting with this opportunity, visitors will:
- Understand the way whales look as they move through the water;
- Understand that there are many different species of whales in this area.

Description and Concept
The concept is to depict the different species of whales that frequent the Oregon Coast and to use their movement to help guide visitors through the facility.

Content Outline

Key body content is primarily a movie with a label identifying the species of marine mammal. It would be helpful to compare the marine mammals swimming with a human swimming by including underwater footage of a human, as well.

Take away message: "The motion facilitated by the anatomy seen in the outdoor exhibit is both efficient and beautiful."

Our Fascination with Whales

Location
On the visitor's right as they enter

Objectives
After interacting with this opportunity, visitors will:
- Be aware of the extent to which whales have permeated human culture throughout time;
- Feel some connection with whales through exposure at some point in their life to art, literature, history, film, or some other delivery system that contained whales.

Description and Concept
This exhibit focuses on human's fascination with whales throughout history. Fairy tales, biblical stories, "whale tales," novels (Moby Dick), the idea of whales battling giant squid, and now, whale watching. We are fascinated by whales and will continue to be so . . . as long as we can avoid destroying them. An area of the exhibit will ask visitors to write or draw why they are fascinated with whales. Figure 4 depicts one possible design concept for this exhibit.
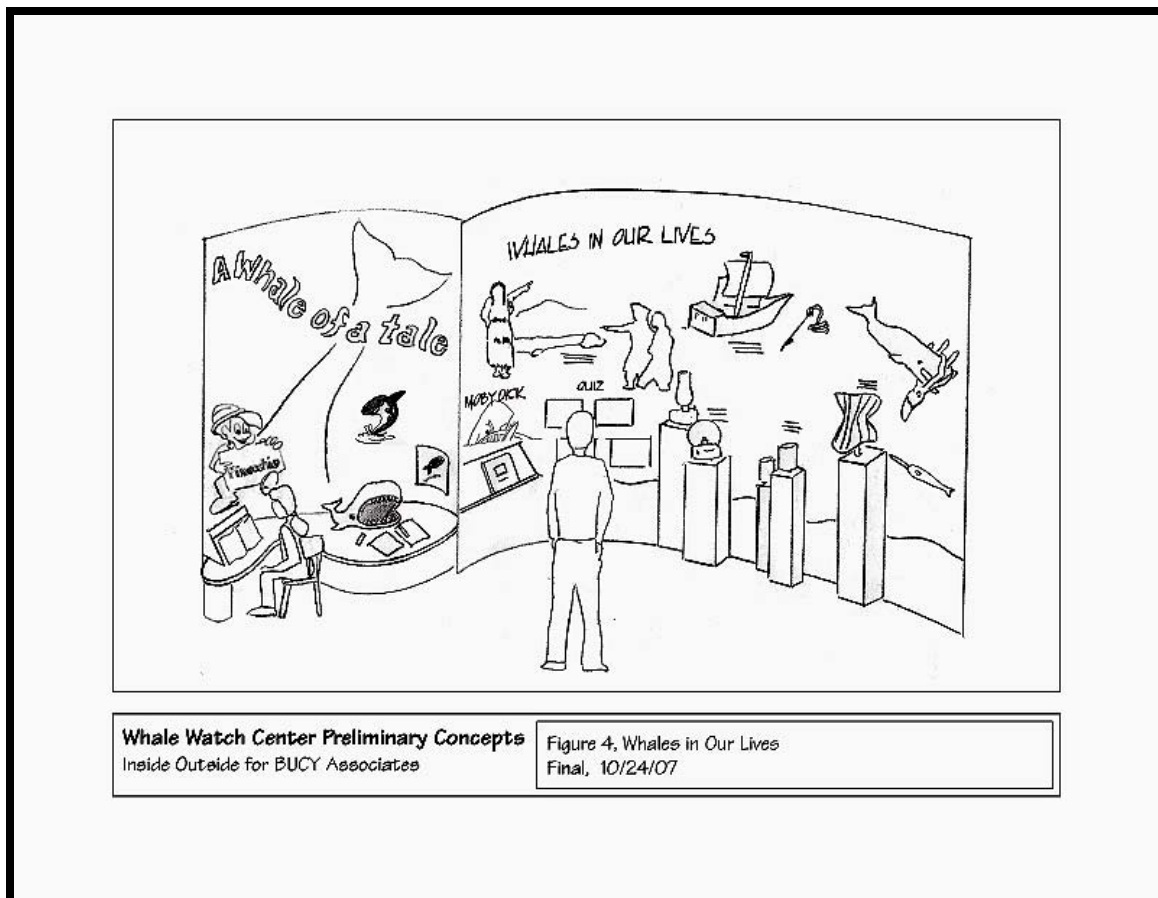

Figure 4: Our Fascination with Whales

Content Outline
   Themes:
   - **Theme 1:** Whales and their historical byproducts are an integral part of human culture and history.
   .
   Lead with basic content that whales have been a part of human culture for eons.

   Key body content to be delivered as visual images of whales, with captions. The whole range of interaction/experience should be illustrated, from fairy tales to advertisements to folklore and economy (whaling by both Native Americans and EuroAmericans—and its products—included), from prehistory to present.

   Take away message: "These sea-animals are a significant part of my world."

Video

This is being developed by OPRD as a separate part of this contract. It will be a 5-6 minute video focusing on providing an overview of whales with the primary objective of exciting people about whale watching and learning about whales.

Where are They Now?

Location
On the north wall near the help desk

Objectives
After interacting with this opportunity, visitors will:
- Understand the extent of the whale's migration and the route taken;
- Be able to identify where the whales are at the time of their visit and when they are most likely to be spotted along the Oregon Coast;
- Know that they give birth in the warm waters off Baja California and feed in the nutrient rich waters off Alaska.

Description and Concept
This exhibit depicts the migration route of the whales. It is interactive in that the visitor can press a button corresponding to a time period during the year and whales will light up on the exhibit in the area they would be at that time of year and swimming in the direction they would be going. Associated text blocks would explain what they were doing (migrating, feeding, birthing, etc.) with some type of coding or mechanism (lights) initiated by the visitor. It might be possible to integrate Bruce Mate's tracking data into this exhibit. Figure 5 depicts one possible design concept for this exhibit.

Note: A segment of the Whales in Motion should disappear into this exhibit.
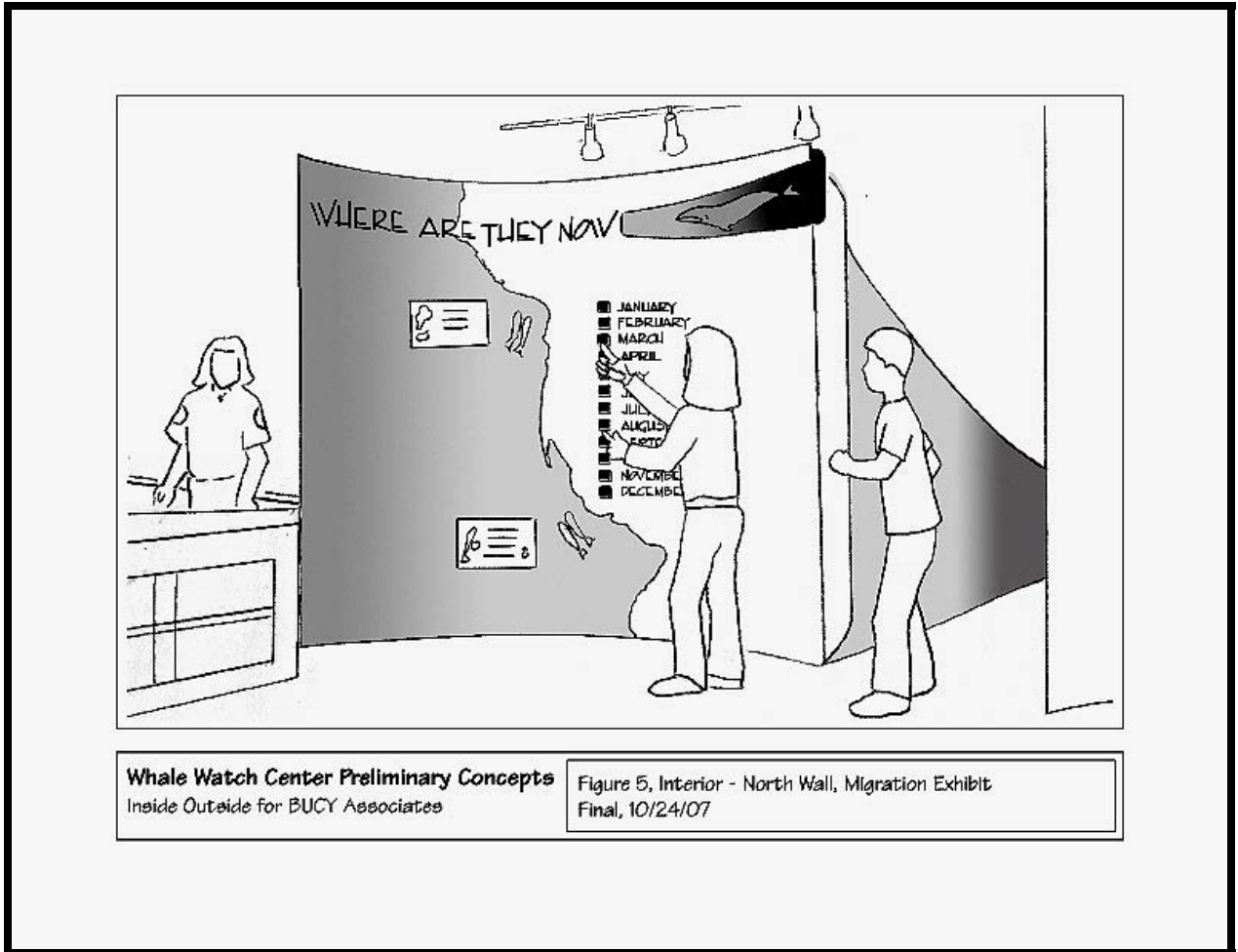
Figure 5: Where are They Now?

Content Outline

Lead with basic content that gray whales are migratory.

Key body content is primarily a (an interactive) map with labels identifying where the gray whales are when and identifying what the whales are doing at each location depicted. Map scale should be clearly visible and should include the total mileage generally traveled each year.

Take away message: "Gray whales travel great distances for specific reasons."

Window Wall Delivery Strategies

Location

On the window wall along the west side of the interior

Objectives

After interacting with this opportunity, visitors will:
- Be able to search for and identify whale spouts and other signs of whales;
- Be interested in learning more about whales;
- Be aware that there are several types of whales that occur in Oregon waters;
- Be aware that the marine environment is "alive" with wildlife.

Description and Concept

The window wall is dedicated to viewing. The binoculars should remain. Identification cards on rings will be available along the wall. The cards could include one for whales, one for birds, one for boats, one on weather and one on sea features. Low-angled narrow width panels will carry information on "reading the ocean" to help people identify different characteristics of the watery environment. Figure 6 depicts one possible design concept for this exhibit.

Note: *At some point it may be effective to install monitors to carry the basic identification information.*

Content Outline

Lead with basic content that, as on land, the sea offers much information about what's living or happening there.

Key body content could be a list of key features of the main attractions people scan the water for, including vessels, birds, weather, whales. The emphasis should be on identification, but, whenever possible, the science or biology behind the feature should be included.

Take away message: "Even from land I can witness and interpret what's happening at sea—and there are a lot of marvelous things out there!"

Note: *Upon turning around from the Window Wall, visitors will see another segment of whales in motion swimming along the inner wall toward the south, and ending at the "Why Are They Here?" exhibit, where they appear to dive down toward the exhibit (and the food it contains).*

Whale Watch Center Preliminary Concepts
Inside Outside for BUCY Associates

Concept 6, Interior - West Wall, Viewing Area
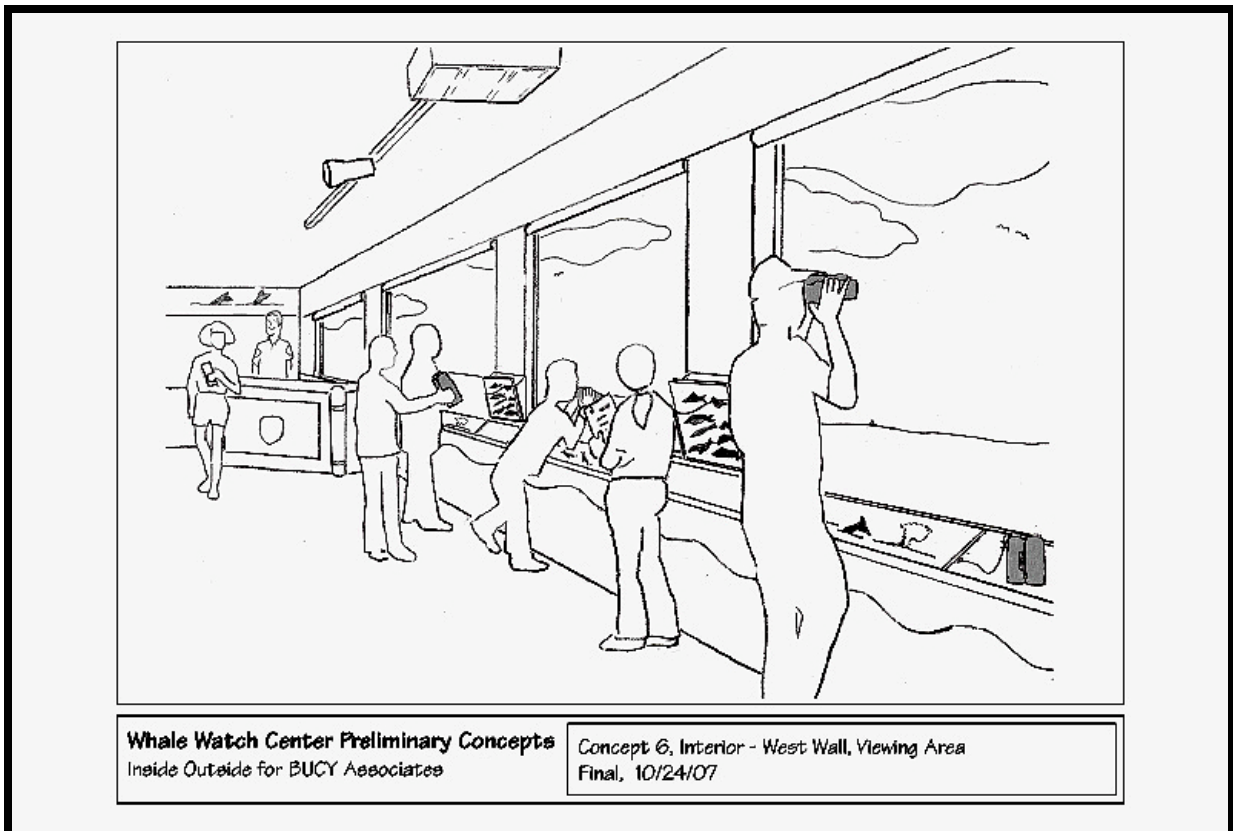Final, 10/24/07

Figure 6: Window Wall

Whales Compared

Location
On the wall opposite the viewing windows on the main floor

Description and Concept
This is a series of images contrasting the sizes of different whales, with emphasis on the ones that can be seen from the Center.

<div style="border:1px solid black; padding:8px">

Help Desks

</div>

Location
In the north and south corners of the window walls (where they are currently located)

Description and Concept
These are in the same locations, staffed by people who can answer questions and help people identify whales. A dry-erase board will be used in this area for people to note sightings for that day, including marine mammals and sea birds.

Note: This opportunity addresses the Management Objectives of establishing Oregon State Parks and State Park Staff as significant resources for natural history interpretation.

Content Outline

Lead with basic content that visitors can get their questions answered here.

Take away message: "My curiosity will be satisfied in an interesting and meaningful way."

<div style="border:1px solid black; padding:8px">

Why Are They Here?

</div>

Location
On the south wall, adjacent to the Help Desk

Objectives
After interacting with this opportunity, visitors will:
- Know that one of the major reasons that Gray Whales come close to shore is for feeding on mycid shrimp;
- Know how baleen is used to strain sediment and trap the desired food;
  - Know the size of a Mysid shrimp;
- Know that mycid shrimp are critical to Gray whale survival, which in turn means that the health of the near shore ocean ecosystem must be maintained if we want Gray whales.

Description and Concept
This exhibit focuses on all the factors that cause the whales to migrate up and down our coastline close enough that we can see them. It should include why they migrate in the first place, the impact of underwater geography, the food resources they depend on and any other factors that influence their choice of route. This exhibit will have interactive and multisensory opportunities. For example, in the area focusing on food resources, a piece of baleen should be available for people to touch; a hand lens on the exhibit would highlight the tiny organisms they eat; and an associated flip plate in the shape of a porthole would let people know how much they need to eat in a day. Figure 7 depicts one possible design concept for this exhibit.
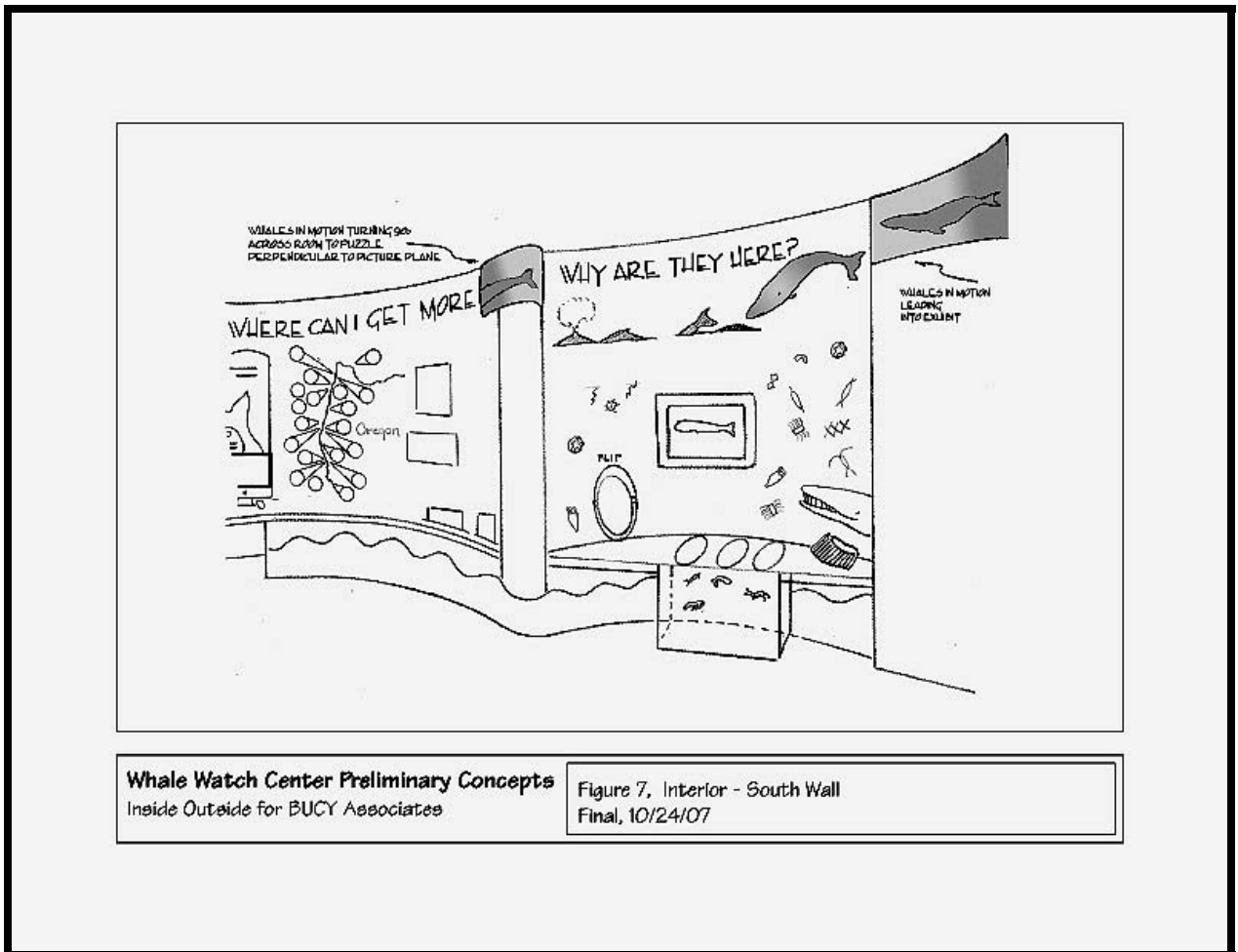
Figure 7: Concepts for Exhibits "Why Are They Here?" and "Where Can I Get More?"

Content Outline

Themes:
- **Theme 2:** There are many great places on the Oregon coast to find and enjoy watching whales.
- **Sub-theme 3-2:** Whales are linked to all other parts of their habitat, which is affected by every country in the world. That is why the effort must be international.

  Note: This is a version of the universal concept that everything in an ecosystem is linked. Anything that happens in that ecosystem affects all parts.

Lead with basic content that gray whales migrate for specific reasons and tend to do different things in different places.

Key body content details the interaction between environmental factors and related whale characteristics that affect where gray whales go (and why we see them) and what they do, from underwater geography (and feeding) to physiology (and near-shore travel). Content should specifically address feeding behavior of "summer whales."

Take away message: "The sea environment is quite varied: Gray whales are seen here because of specific characteristics of the nearby ocean and specific characteristics of the whales."

Note: A segment of the Whales in Motion feeds into this exhibit. Another segment comes out and heads over toward the Whale Puzzle, across the alcove and then back toward the south wall.

The Whale Puzzle

Location
In the alcove on the south side of the stairwell

Key Objectives
After interacting with this opportunity, visitors will:
- Be able to name at least 3 critical parts of whale habitat;
- Understand that all parts of a habitat are necessary to maintain whale populations.

Description and Concept
This interactive exhibit is a puzzle of a whale habitat dominated by an image of a Gray whale when the puzzle is complete – if even one piece is missing, the image disappears. Information under each puzzle piece provides information on the importance of that piece of habitat. The symbolism of the puzzle is appropriate in that you need all pieces of the puzzle for the image of the whale to exist. Figure 8 depicts one possible design concept for this exhibit.

Content Outline

Themes:
- **Sub-theme 3-2:** Whales are linked to all other parts of their habitat, which is affected by every country in the world. That is why the effort must be international.

  Note: This is a version of the universal concept that everything in an ecosystem is linked. Anything that happens in that ecosystem affects all parts.

- **Sub-theme 3-3:** Because water is a connector linking all flora and fauna, including people with whales, people can have a variety of impacts depending on their actions.

Lead with basic content that many parts make a whole—in this case, many environmental factors lead to a healthy whole gray whale population.

Key body content to cover the details of which key environmental factors are critical to gray whales.

Take away message: "No one part stands alone; everything is connected."

Whale Watch Center Preliminary Concepts
Inside Outside for BUCY Associates

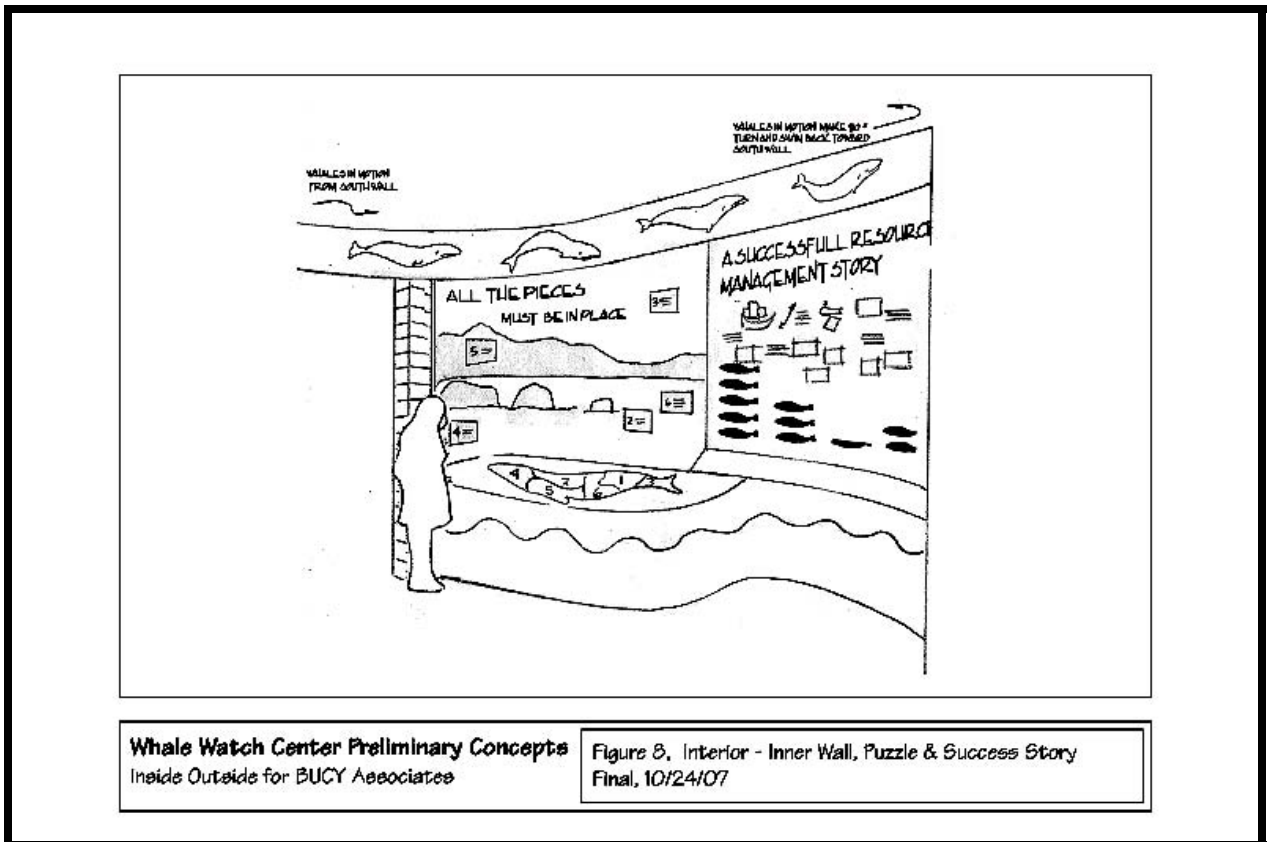Figure 8. Interior - Inner Wall, Puzzle & Success Story
Final, 10/24/07

Figure 8: Concepts for Exhibits "Whale Puzzle" and "Whales – A Successful Resource Management Story"

Whales – A Successful Resource Management Story

Location
In the alcove on the south side of the stairwell

Objectives
After interacting with this opportunity, visitors will:
- Understand that Gray whales were once hunted almost to extinction;
- Know that it took a concerted international effort to bring population levels back up;
- Know that Oregon is a world leader in whale research and conservation efforts;
- Know that there is still work to be done;
- Be aware of personal opportunities to engage in activities to help save the whales;
- Be motivated to volunteer for such opportunities.

Description and Concept
This exhibit focuses on the efforts to bring the Gray whale populations back from near-extinction. To set the stage for this story, the exhibit begins with whaling, first by Native Americans and then by EuroAmercans, and the role of whale products in society. That is followed by an overview of efforts to save the whales, with emphasis on actions by individuals. Finally, the exhibit focuses on what people can do today to assist in the efforts. Figure 8 contains one possible design concept for this exhibit.

Content Outline

Themes:
- **Theme 4:** Whales may disappear unless humans care about them.

- **Sub-theme 4-1:** The struggle to save whales from extinction involves people from all over the world and from all walks of life. The gift of whales to your children and grandchildren is in your hands

- **Sub-theme 4-2:** Whales are linked to all other parts of their habitat, which is affected by every country in the world. That is why the effort must be international.

  Note: This is a version of the universal concept that everything in an ecosystem is linked. Anything that happens in that ecosystem affects all parts.

- **Sub-theme 4-3:** Because water is a connector linking all flora and fauna, including people with whales, people can have a variety of impacts depending on their actions.

  This concept focuses on the efforts of individuals and the agencies that manage the marine ecosystem. Stories should also highlight the implications of national and individual actions.

- **Sub-theme 4-4**: Gray whales are a resource management success story, in part because of what people like you have done.

Lead with basic content that we affect whales' lives as well as whales playing roles in ours.

Key body content to detail significant effects on whales, from whaling and habitat destruction to special protection status. Content should also cover specific behaviors people can undertake or promote to positively impact whales.

Take away message: "People impact whales—even I personally impact whales."

Note: At this point, the visitor encounter another whale segment swimming toward the south wall and the "Where Do I Get More?" exhibit.

Where Do I Get More?

Location
On the east part of the south wall

Objectives
After interacting with this opportunity, visitors will:
- Understand that there are a lot of different and intriguing opportunities to watch whales and learn more about these mammals;
- Know what whale watching sites are nearest to where they live;
- Be motivated to come to the next Whale Watch Week.

Description and Concept
This exhibit focuses primarily on the Whale Watching Spoken Here program and secondarily on other regional opportunities to learn more about whales, such as the exhibits at the BLM interpretive center at Yaquina Head and at the Hatfield Marine Science Center. It should also include a map of the world with other Whale Watching Centers and whale watch opportunities highlighted. Contact information could be provided below in an information sheet. Personal anecdotes from people engaging in such opportunities would add flavor and a personal touch to the exhibit. Figure 7 depicts one possible design concept for this exhibit.

Content Outline

Themes:
- **Theme 2:** There are many great places on the Oregon coast to find and enjoy watching whales.

- **Theme 3:** The Whale Watching Center is the hub of an extensive network of high-quality whale watching experiences.

Lead with basic content that much more information is available.

Key body content is primarily a map with labels for where and when visitors can learn more about gray whales and whale watching; Possible secondary content that "you" can volunteer.

Take away message: "I can pursue this interesting activity further; I can participate at a higher level."

Going North-Going South-Sticking Around

Location
On the east wall of the center to the south of the entry/exit doors

Objectives
After interacting with this opportunity, visitors will:
- Be aware of and motivated to explore other opportunities in the immediate area for learning more about whales. This should include the opportunity to go out on a whale watching boat.
- Be aware of and motivated to visit other State Parks and whale watching opportunities to the north and south.

Description and Concept
This is an extensive orientation exhibit designed to focus people's attention on whale watching opportunities (and State Parks) in Depoe Bay and to the north and south. Associated literature will be made available and publications associated with whale watching will be sold at this point. The goal is to capitalize on motivation created by the interior exhibits to send people elsewhere to continue their experience with whales. This exhibit should also include a section on "What's Happening," which focuses on upcoming events and programs, including the next Whale Watch Week. It should include photos of people engaging in special events. Figure 9 depicts one possible design concept for this exhibit.

Content Outline

Lead with acknowledging that Whale Watching Center visitors are very likely doing other things in the area as well.

Key body content to offer a wide range of opportunities to the north, south, and locally.

Take away message: "There are lots of interesting things to see and do in Depoe Bay and the nearby area!"
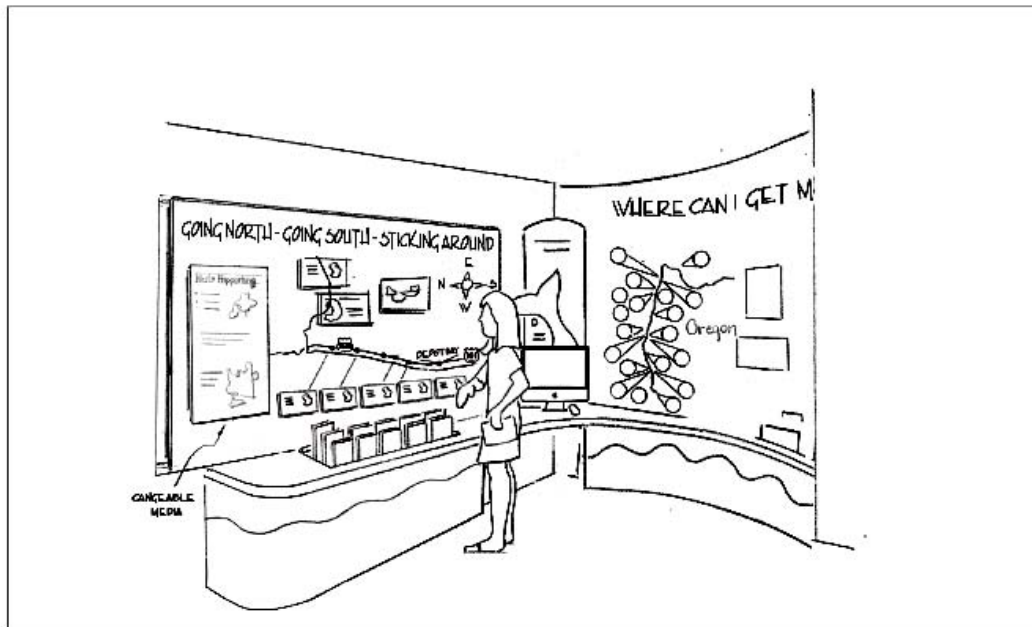
Whale Watch Center Preliminary Concepts
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Figure 9, Interior - Southeast Wall
Final, 10/24/07

Figure 9: Concept for Going North – Going South – Sticking Around

Whale Watching Center – Observation Floor

Concept

The upper floor has key opportunities and constraints. On the plus side, it is the best place in the facility to view whales since it is the highest elevation and often is not as crowded as the main floor. On the minus side, it is not and will not be fully accessible, and it is out of the sequential flow of information on the first floor. We cannot assume visitors will encounter nor have easy access to opportunities on this floor. We also cannot assume that they will have read any of the exhibits on the main floor before coming up to this floor. With that in mind, we recommend using the upper floor primarily as an observation/contemplation zone.

Summary and Description of recommended actions

1. Remove all existing information;

2. Develop the following information delivery strategies:

Window Wall Delivery Strategies

Location

On all the window walls on the west, north and south walls

Objectives

After interacting with this opportunity, visitors will:

- Be able to search for and identify whale spouts and other evidence and behaviors of whales.

Description and Concept

The window wall is dedicated to viewing. Binoculars and identification cards on rings will be available along the wall. The cards could include one for whales, one for birds, one for boats, one on weather and one on sea features. Low-angled narrow width panels will carry information on "reading the ocean" to help people identify different characteristics of the watery environment.

Content Outline

Lead with basic content that, as on land, the sea offers much information about what's living or happening there.

Key body content could be a list of key features of the main attractions people scan the water for, including vessels, birds, weather, whales. The emphasis should be on identification, but, whenever possible, the science or biology behind the feature should be included.

Take away message: "Even from land I can witness and interpret what's happening at sea—and there are a lot of marvelous things out there!"

***Note:** Upon turning around from the Window Wall, visitors will see an extensive and intriguing mural of whales on the back wall.*

Mural

Location
On the back wall of the upper floor (the exhibit opposite the back wall should be removed)

Objectives
After interacting with this opportunity, visitors will:
- Be inspired to learn more about whales;
- Know that several species of whales frequent Oregon waters;

Description and Concept
This exhibit focuses on whales in their natural habitat. It could have a "Where's Waldo" component for children where they have to find specific aspects of the whale habitat. Upon finding that feature, it could have a slide panel, porthole or flip plate with information focusing on the importance of that organism or feature. It could also have portholes with interesting tidbits of information about the different whales depicted and about whale habitat. Figure 10 depicts one possible design concept for this exhibit.

Whale Watch Center Preliminary Concepts
Inside Outside for BUCY Associates

Figure 10, Interior - 2nd Floor East Wall, Mural
Final, 10/24/07
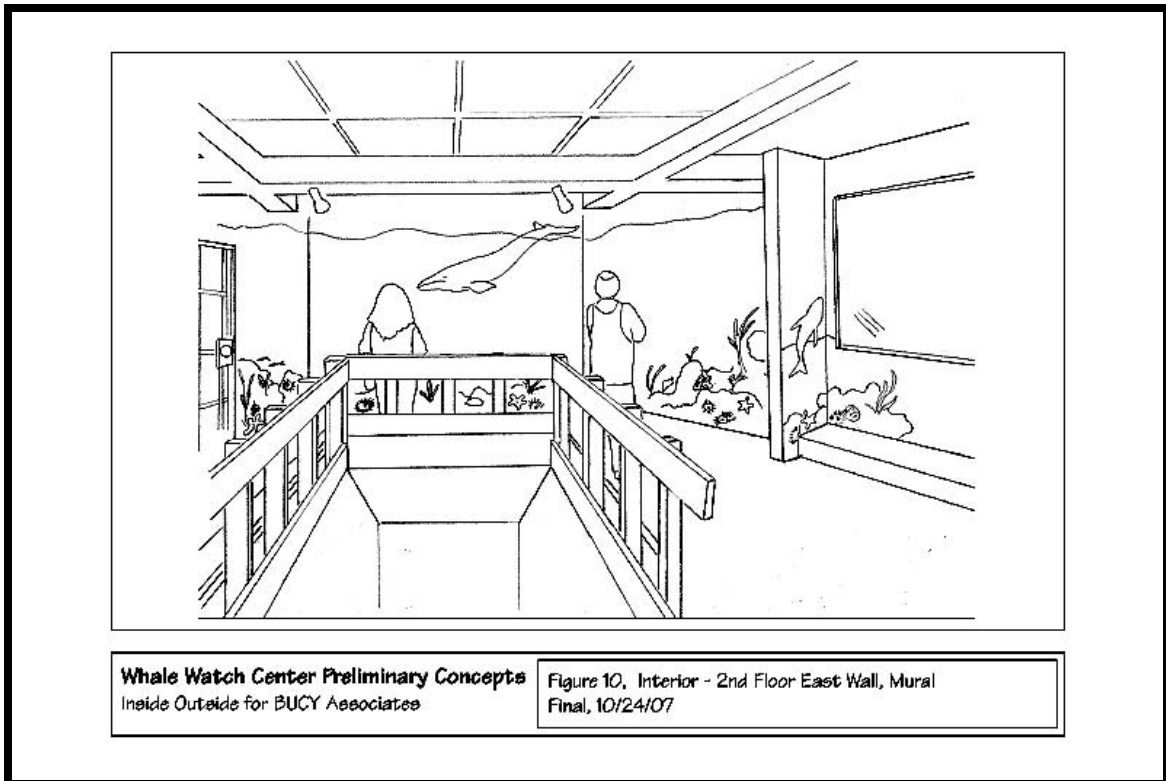
Figure 10: Concept for Mural

Content Outline

Lead with basic content that personal experience and private reflection are dynamic avenues for exploration and enjoyment.

Key body content contains examples of whale-inspired and sea-inspired art, primarily *via* quotes near the windows and a mural in the back.

Take away message: "Whales have been and continue to be a dominant icon in human existence, providing a source of legends, stories and inspiration to many throughout the years."

Other Non-Fixed Strategies

Summary and Description of recommended actions

1. Develop the following non-fixed information delivery strategies:

Event Series

Objectives
The objectives will vary according to the event, but every event should result in achieving the following objectives:
- Participants will be aware of the interpretive and recreational opportunities offered by the Whale Watching Spoken Here program and the Whale Watching Center;
- Participants will be motivated to take part in a Whale Watch Week;
- Participants will be motivate to donate resources (such as time) for activities focused on saving the whales;
- Participants will be aware of the agencies and entities providing those opportunities, especially OPRD;
- Participants will be motivated to support OPRD.

Description and Concept
The purpose of this strategy is to make residents and/or visitors aware of the Whale Watching Spoken Here program and the Whale Watching Center hopes they will choose to participate in some of the opportunities offered. It is also something new for residents to encourage repeat visitation. Events could include on-site talks, a speaker series, demonstrations, festivals, and field trips. At least one special event should be developed for residents only, where they do not have to contend with tourists. That type of opportunity builds ties to the community.

The Guide to Finding Whales

Objectives
After interacting with this opportunity, visitors will:
- Be able to recognize signs of whales, such as spouts;
- Know where the whale watching sites are along the Oregon Coast and know when to visit them to have the best chance of spotting whales;
- Be aware of Whale Watch Weeks and be inspired to take part;
- Be motivated to learn more about whales;
- Have information on sources of programs and other opportunities about whales;
- Have good directions to all sites in the Whale Watching Spoken Here program.

Description and Concept
This publication is intended to provide brief, user-friendly information on how to spot whales and how to read an ocean. It also has orientation and wayfinding information to

all whale watch sites and facilities that have exhibits focusing on whales. Finally, it includes links to websites and organizations associated with whales and whale watching. One possibility is to have it spiral bound and to sell it at a nominal cost. It could be distributed at the Whale Watching Center and from distribution boxes at Whale Watch Sites on the Oregon Coast.

Outreach and Education

Introduction
Outreach and education programs should address management issues or needs identified by target audiences. But what are the issues and the needs? A needs assessment could be developed using on-line survey tools and other techniques such as interviews directed to marine mammal scientists, whale watch boat captains, non-formal coastal educators, whale watch volunteers, local tourism officials (Chambers of Commerce & convention and visitors bureaus), coastal interpretive or educational centers and, most importantly, the visitor.

This type of a project could be undertaken in cooperation with organizations, agencies or institutions along the coast that could benefit from its results. A comprehensive database could be developed from this assessment to begin the process of developing a future coastal education network. Contact could be made with OSU– Hatfield Marine Science Center for graduate student interest in developing such an assessment.

Once an assessment was completed and analyzed, priorities could be identified, projects outlined and funding resources obtained. With limited resources (staff and budget) it will be   important for the Whale Watching Center to utilize partnerships across a broad spectrum in developing environmental education outreach strategies, materials and programs.

Recommended Youth and Adult Environmental Education Strategies
Current Whale Watching Center outreach/education programs include:
- Whale Watching Spoken Here Volunteer Training
  Annual Whale Watch volunteer training sessions – train volunteers to staff Whale Watch sites along the coast during Whale Watch Weeks
  > December (one 2-day training session)
  > February (two 2-day training sessions)
- Lincoln County Library District
  Lecture Series
- Local School Visits (upon request)

The following are additional opportunities recommended for the outreach/education programs.

> **Top Ten Questions**
> Develop a Top Ten Questions publication that could be printed and distributed to a wide variety of venues as well as posted on-line answering the most frequently asked questions about whales and whale watching along the Oregon Coast. This item could also be used as a format with a table top display for special events (see Special Events Goals and Action Plan).

> **Network of Oregon Science and Education Centers**
> Consider joining this network of education related centers around the state or developing a similar model of coastal interpretive and education centers that would share resources, participate jointly in special events, share visitors and develop cooperative programs.
> http://seagrant.oregonstate.edu/nosnc/index.html

Whale Cyber-source

The World Wide Web is an ever expanding source of information for visitors, students, teachers and the public. A content rich website specific to whales, whale watching (both from land and open water) and conservation along the Oregon Coast could be developed that would link to selected existing web pages. Because many of these resources exist, much of the work in the development of the site is already done. Most of the expense would be in the design and maintenance of the site. Consider contracting the development and maintenance of this website to an existing non-profit group. Target audiences for this strategy would include students and teachers, tourists who are vacation/trip planning, tourism industry folks looking for answers to visitor questions.

A good model for this kind of a site is The Whale Museum in Friday Harbor, WA http://www.whale-museum.org/ (see Education pages accessed in the upper left hand corner of the home page)

Distance Learning

Because whales are of interest world-wide even for those people who do not have access to the coast, an on-line distance learning course focused specifically on the whales of the Oregon Coast could be developed in concert with above web site accessible to those visitors (students, teachers and home schooled children) who will not or cannot visit the Oregon Coast.

A model of an on-line learning experience from The Whale Museum in Friday Harbor, WA - http://www.whale-museum.org/ggss/index.html was developed in conjunction with distant schools that did not have ready access to saltwater.

Teacher Training – Course or Institute

Teacher training is of interest to many interpretive and education centers. The traditional model of teachers spending evenings and weekends however needs to be reconsidered given the increasing demands for teachers' time and energy. Developing a partnership with OSU-Hatfield Marine Science Center to offer a credit course or an institute for teachers on whales and/or marine ecology might be a better strategy to use. The strength of two or more groups working together will make a more successful experience for all involved.

A model to consider from California COSEE (Centers for Ocean Science Education Excellence) – Communicating Ocean Sciences Course http://www.cacosee.net/collegecourse/
(Note "Offer the Course at Your Institution" button on the right handed navigation bar)

Teaching Kits

A Whale Study Kit could be developed with curriculum materials aligned with state-wide educational standards for teachers to check out in-person or by mail. Publications, CD-ROMs, whale communication recordings, activity guides and PowerPoint programs are elements that could be included in the kit. Different kits would need to be developed for different aged students (primary, elementary, middle school and high school). Teachers from the training course or institute could be contracted using grant monies to develop this kit.

Whale Trading Cards and Poster
Whale Trading Cards would be a set of cards with information on one side of the card and an image on the reverse side of the card. Each of the cards represents one piece of an overall 11 x 17 poster (similar in concept to a jigsaw puzzle). When pieced together, the individual cards could portray an underwater scene of Pacific gray whales (and/or other whales) with different components of their marine ecosystem (food sources, hazards, whale behavior, etc.) off the Oregon coast. The information side of the cards might include sections such as "How Can You Help?" Progress Made – list of conservation accomplishments; How the Land Impacts the Ocean – how actions on land impact the ocean; More Information Section.

Children and families would have an incentive to collect all of the whale cards in order to "build' their poster. Trading cards might be available at special events, at the Whale Watching Center, and other coastal marine education facilities if a cooperative campaign was developed.

An example of Orca Trading Cards from The Seattle Aquarium -
http://www.ukogorter.com/portfolio/index.html (scroll down to The Seattle Aquarium Society and click on the link to the right)

Whale Tales
Visitors learn in a variety ways. A talented storyteller with stories about whales, marine mammals, the coast, fishing and other topics could reach audiences that might not respond to traditional interpretive settings (families with young children). A contract storyteller could use the outdoor setting in nice weather during summer months or indoors for shorter stories in inclement weather. The storyteller could also represent the Whale Center at local libraries and special events.

Best Practices Campaign
Based on needs assessment previously described, consider cooperatively developing (in conjunction with Oregon Department of Fish and Wildlife, OSU-Hatfield Marine Science Center, Sea Grant, National Oceanic and Atmospheric Administration and local commercial boat operators association) a marine wildlife viewing education campaign with some or all of the following components:

- **Boater Education Program**
  Develop a boater education program to educate recreational boaters and commercial operators about whale watching and marine mammal viewing regulations
  Concept - http://www.whale-museum.org/programs/soundwatch/wwedu.html

- **Best Practices for Viewing Marine Wildlife**
  Develop a manual or brochure (in-print and on-line) that describes and explains best practices for viewing marine wildlife along the Oregon Coast.
  Concept –

- **Be Whale Wise Brochure**
  Develop a colorful and engaging brochure that explains marine mammals watching do's and don'ts
  Concept - http://www.whale-museum.org/downloads/soundwatch/whaleBro5-26-06.pdf

Marine Naturalist/Whale Watch Guide Training

Based on the needs assessment previously described and a market analysis, a Marine Naturalist/ Whale Watch Guide Training Course could be offered in cooperation with a local community college. This learning experience would assist adult graduates to be qualified as professional or volunteer naturalists. An additional certification process could be offered as a Certified Interpretive Guide through the National Association for Interpretation and a practicum. Continuing education credits and teacher clock hours could also be offered.

This course would offer the next level of training to whale watch volunteers and to commercial companies who were interested in training their employees in marine science and interpretation. Graduates of this program could be referenced by local tourist offices as potential guides for groups interested in contracting their guiding services for visits on the coast (i.e. university and adult education groups, Elderhostel, school field trips).

The 35-40 hour course might cover the following subjects:
- Overview of the natural history of the Oregon Coast
- Geology and shoreline processes
- Ecology and conservation of local marine species
- Marine mammal ecology
- Whales and whale ecology
- Cultural and social history of the Oregon Coast
- History of marine conservation
- Marine regulations as they relate to marine mammals
- Weekly field trips in the region
- Interpretive field techniques

Faculty could be professional naturalists, marine scientists, and environmental educators active in the region. Another option would be to contract the management, organization and teaching of the course to a third party.

Tuition should be charged to cover instructor time, materials and cost of field trips ($350 charged at The Whale Museum).

The Whale Museum in Friday Harbor, WA offers one model to consider
http://www.whale-museum.org/education/mnt.html

Whale Watch Outings

Graduates of the above training program could be contracted to lead land-based watch watching trips for visitors. These trips would be guided and led by trained

naturalists and guides for half or full-day outings to various locations for visitors to explore the Oregon Coast up close with a local resident. The operation could be contracted out to a non-profit organization with the Whale Watching Center providing sponsorship and a meeting location.

Tourism Industry Outreach

Outreach programs targeted at the tourism industry would need to be developed and marketed on their terms and turf. Presentations at existing tourism-related gatherings (Oregon Governor's Conference on Tourism) or regional gatherings could offer information session on whales – for example answering the Top Ten Questions about Whales. Information on whales along the Oregon Coast targeted to the tourism industry could be distributed through publications or on-line.

Making the connection between whale watching and winter tourism is a key factor to finding interest among this community. Programs and materials may be financed through grants using lodging/bed tax monies in cooperation with local convention and visitor bureaus. A section on the Whale Watching Center web page targeted to tourism interests could be provided that would answer the who/what/when/why/how questions of whales on the Oregon Coast. Tourism offices could be a key partner in making visitors aware of whale watching and conservation practices if they are involved as a partner in the effort.

Cost Range Estimates

Introduction
As with construction of anything from an exhibit to a house, accuracy of the estimate is relative to the accuracy and detail of the design. An interpretive plan does not include designs, but rather design concepts, and those are limited to the interpretive strategies rather than infrastructure. Consequently, it is not possible to develop estimates with any meaningful degree of accuracy. However, it is possible to make some basic assumptions for interpretive panels and a few other strategies in order to develop cost range estimates that can be useful for budgeting.

Cost Information

Interpretive Panels
A typical, digitally produced panel containing about 9 square feet of surface (2'x 3'), with extruded aluminum frames and metal posts will cost between $1500 and $3500 for all design, text writing and fabrication. Shipping and installation are not included because those costs vary significantly with location of the site. The variation in cost is primarily due to the design. Signs with original artwork and complex text are going to cost more than signs with embedded photos and limited text. Additional panels with the same design can cost as little as $1000.

Publications
Publications have many variables that significantly affect the cost, such as number of pages, folds, binding, colors, source of text, type of artwork, and other variables. However, as a means of providing a basic ballpark cost, we offer the following example: Interpretive Exhibits recently designed (text was supplied) and printed 2000 copies of a 3-fold, four-color brochure with printing on both sides for a cost of around $2000. If they had chosen to have the paper laminated instead of folded, the cost would have doubled. Those prices could provide some insight into the cost of developing the smaller publications, such as the map/brochure.

Exhibits
Exhibits can cost as much or as little as you want. However, as a general rule of thumb you can obtain some idea of cost using the total area of exhibit space. In general, a set of relatively simple exhibits will cost around $250 per square foot of exhibit space. If more complex exhibits are used, such as dioramas, the cost will be closer to $500 per square foot. If electronics are used, particularly interactive components, the cost-per-square foot application does not apply. The smaller the facility, the less accurate the cost-per-square foot approach.

Exhibits with computer components.
The cost range for exhibits with computer components or video/electronic hardware and software is between $375 and $1000 *per square foot of the exhibit* depending on the complexity as well as the size of the exhibit. The larger and more complex the exhibit, the more accurate it is to estimate cost using this method.

Large Dioramas (cultural or wildlife oriented)
The cost range for dioramas or large models (such as a bison) is between $500 and $1200 *per square foot of the exhibit* depending on the complexity as well as the size of the exhibit. The larger and more complex the exhibit, the more accurate it is to estimate cost using this method.

Cost Range Estimates for Key Information Strategies

Delivery Strategy	Minimum $	Maximum $	Comments
Sea Wall Interpretive Panel Cluster	$3000	$6500	
Model of Whale and Calf			Unknown at this time
Migration Graphic			Cost is highly dependent on method used. For example, etching would be significantly more expensive than painting the graphic.
Total Exterior interpretive strategies			
Interpretive Center Exhibits not including exhibits with computer, video or electronic components (1000 square feet of exhibit space).	$300,000	$400,000	Assumes about $300 - $400/square foot. Assumes about 900 square feet of exhibit space on the first floor. The configuration of the building and the presence of the Help Desks reduce the usable square footage for exhibits. Assumes about 100 square feet of exhibit space being used on the second floor.
Whales in Motion			This will primarily be hardware and programming. The actual footage is probably not that expensive
Total for Interior of Visitor Center			
Guide to Whales			Not enough parameters for a meaningful estimate
Total			

Implementation Plan

Introduction
Specific actions for implementing the information network are noted in the Plan section. This section focuses on establishing a general priority for implementing strategies. In reviewing the recommended priority, please keep the following points in mind:

1. Because this was designed as a network, all strategies are interconnected with others. Thus if one strategy is modified significantly, the network does not function as effectively. With than in mind, we recommend designing all strategies in the first phase, even if not all will be implemented immediately. We also recommend beginning the design process by establishing a set of design guidelines (fonts, color palette, etc.) so that individual strategies will all be designed so they appear to be interconnected, even if developed by multiple fabricators, thus avoiding the "hodge-podge" look.

2. In our experience, specific strategies are often modified by designers to the point that they no longer effectively fulfill the role for which they were planned and conceptually designed. For this reason, we suggest that the interpretive plan be used actively by OPRD as a reference to ensure that the interpretive intent is maintained.

Next Steps
Because the entire interpretive network recommended in this plan is likely to take several phases and many years to complete, the implementation plan is organized into phases that are manageable and complete chunks. Complete refers to the fact that all parts of a given strategy, and in some cases multiple strategies, have to be completed at the same time in order to provide a complete experience.

Phase 1
The primary focus in this phase is on actions that enhance the current experience without wholesale changes in the exhibits. Those actions include:
- Design and construct fully accessible restrooms;
- Modify the viewing windows on the main floor and observation room so they have binoculars and identification cards, but not all the information available at those locations at this time.
- Develop the "Guide to Whales" to support visitor experiences both within the Center and at all Whale Watching sites along the coast.
- Begin working with ODOT and the City of Depoe Bay on the signage for the directing people to additional parking areas.
- Develop and install the basic whale watching interpretive panels for the plaza area. These can also be used at other Whale Watch sites along the coast;
- Design and develop the "Where do I get More?" exhibit.

Phase 2
The primary focus in this phase is modification of the north part of the main floor. Specific actions include:
- Remove the theater seating;

- Develop the new theater nook;
- Design and install the "Fascination with Whales" exhibit;
- Design and install the "Where are they now?" exhibit.

Phase 3
The focus is now on modifying the other key interpretive exhibits on the main floor. Strategies that fit that focus include:
- Design and install the "Why Are They Here?" exhibit;
- Design and install the "Whale Puzzle" exhibit;
- Design and install the "Whales as a Resource Management Success Story" exhibit.
- Install the "Whales in Motion" exhibit.

Phase 4
The focus is now on completing the network. Strategies that fit that focus include:
- Complete the Mural on the Observation Floor;
- Design and fabricate the "Going North – Going South – Sticking Around" exhibit'
- Complete the exterior Whale Migration Graphic

Note: The Whale Model and associated interpretive panels can be completed any time. However, it does not provide as much substance in terms of an interpretive experience as interior exhibits and the supporting publications. Consequently, if it must be developed using OPRD funds, it should be a low priority.

Appendix A: Goal Information

Introduction

The goal hierarchy contained in this section reflects the following structure:

OPRD Mission Statement

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Management Goals for Whale Watching Center

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Interpretive Network Goals

Information Network Objectives and Desired Outcomes
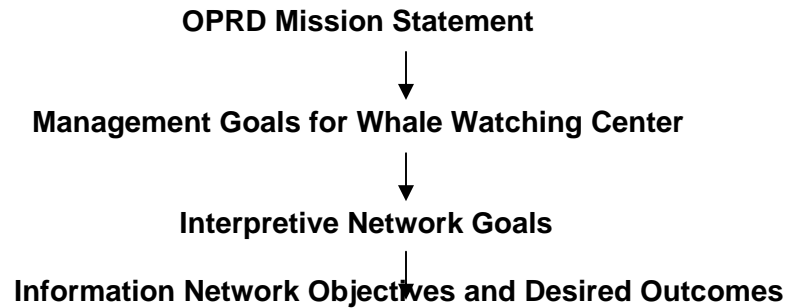
The hierarchy is developed in this manner to clearly show the link between recommended actions associated with developing a network of orientation and interpretive opportunities and the mission statement of OPRD.

Background

OPRD Mission Statement

Developing a goal hierarchy encompassing the interpretive network began with the OPRD mission statement, which is as follows:

> *To provide and protect outstanding natural, scenic,*
> *cultural, historic, and recreational sites for the enjoyment*
> *and education of present and future generations.*

The Whale Watching Center is an outstanding scenic site that provides enjoyment and education. Although the site itself does not require significant protection, it is a key tool in protecting gray whales, natural sites along the coast, and the ocean itself through education.

OPRD Target 2014 Goals (relating to interpretation)

We also used the OPRD 2014 goals for guidance. Those goals are:

- Design and deliver powerful interpretive experiences that create enduring memories for our visitors while promoting learning, appreciation and enjoyment of Oregon's natural and cultural history.
- Manage State Parks to ensure overall health and beauty of the ecosystem and the protection and recovery of rare, sensitive, threatened and endangered species.
- Encourage visitors to utilize state parks for camping and other recreation throughout the year. [In this case we are encouraging use throughout the year by promoting whale watching]

- Offer outdoor recreation experiences that foster life-long appreciation for Oregon's natural and scenic landscapes.
- Advance the principles of conservation and sustainability in land management, development and business practices.
- Deliver world-class experiences to park visitors.
- Promote outdoor recreation in Oregon.

In addition, we want to promote passage of Ballot measure 66 in 2014.

Summary

In summary, the mission statement and 2014 goals focus on protecting, preserving and restoring the natural and cultural landscapes and features while encouraging appropriate recreation, especially informal education in the form of environmental education and interpretation.

Management Goals

At the time of this submittal, facility management goals had not yet been developed. However, the following are likely to appear in some form within an overall Management Goal hierarchy for the Center:

1. Be a good neighbor by:
   - Offering quality interpretive and recreational opportunities to the *local* people;
   - Minimizing the negative impacts of facility use on the lifestyles of the neighbors;
   - Offering opportunities for local youth to become involved as volunteers;
   - Contributing to the local economy by offering attractive interpretive opportunities.

2. Maintain and enhance appropriate recreational opportunities on-site and at other sites along the coast, especially Oregon State Parks. This includes motivating visitors to take part in the Whale Watching Spoken Here Program and support the neighboring Marine Mammal Institute.

3. Become a model for Oregon State Parks in terms of management, relationship with the local residents, facilities, interpretation, environmental education, outreach, and planning.

4. Increase public support for and use of the Whale Watching Center and associated whale watch opportunities. This includes continuing to develop memorable interpretive and recreational opportunities of interest and develop and maintain a good orientation and wayfinding network.

5. Contribute to the visibility of OPRD as a leader in providing quality recreational and interpretive opportunities in Oregon.

6. Contribute to the statewide effort of OPRD to increase the level of stewardship of natural and cultural resources in general, and to the understanding of Gray whale habitats and feeding areas specifically.

These are all consistent with the desired behavioral changes identified during the work session on April 5, 2007. Results from that part of the work session are included in Appendix C.

Information Network Objectives and Desired Outcomes

Introduction

The next level of goals is determined by viewing interpretation as a tool to help achieve the site's Resource Management Goals through changes in visitor knowledge, attitudes and/or behaviors. This approach is based on the following concept:

> ***Information is a tool to cause impact on the recipient of the information.***
> *Information can change knowledge, but through that change, attitudes and behaviors can be influenced. So whether a change in knowledge is sought as a means of enhancing a visitor experience, as a means of influencing attitudes to influence opinions, or as a means of directly influencing behavior to minimize negative impacts on a resource, communication can be used to help achieve desired impacts. The desired changes in behavior, attitude and knowledge represent the Desired Outcomes of the communication effort and are the justification for the time and effort spent developing and maintaining the information network.*

Based on this concept, the next step in the process is to define specifically what attitudinal and behavioral changes are desired as a result of a visitor being involved in an interpretive opportunity. This set of impacts, termed Desired Outcomes, can then be used to develop a network of interpretive and wayfinding strategies that focus on achieving those outcomes while also enhancing the recreational experience.

To arrive at the Objectives and Desired Outcomes, the following question was asked*: "How can an information network help achieve the Management Goals?"* In this case, we used the list of goals that are likely to appear in some form in the eventual management goals. The following objectives and outcomes for the information network were derived in that manner.

Information Network Goal 1: Protect and conserve Gray whales while using them to provide recreational, interpretive and educational experiences.

> This goal can be accomplished in part by developing an information network to achieve the following objectives in terms of visitor attitudes and behaviors:

> **Objective 1-1:** An increase in the sense of personal value to visitors for Gray whales. For many people, personal value is a pathway for support. Ideally, we would like to extend this sense of value to all natural and cultural resources, which can be accomplished in part by making visitors aware of the value of intact natural resources in helping to maintain the aesthetic quality of the area as well as provide habitat for native birds and wildlife. Although it is desirable for people to value whales specifically, they can value whales simply because they are a part of a highly desirable recreational experience.

Objective 1-2: An increase in awareness of positive and negative personal impacts to Gray whales through actions, such as those that increase pollution (negative) and those that help conserve key resources (positive) and ways negative impacts can be minimized.

Objective 1-3: An increase in awareness of the story of whale watching and the impact it had and continues to have on the lifestyles of Oregon residents, including impact on the economy. The value of this outcome is to establish whale watching as a part of the tradition and ambience of the Oregon Coast experience.

Objective 1-4: An increase in awareness of positive and negative personal impacts to natural and cultural resources of the Oregon Coast and ways negative impacts can be minimized.

Objective 1-5: An increase in appropriate use patterns and behaviors among users of the natural and cultural resources along the coast. In other words, an increase in appropriate stewardship behaviors practiced by the public.

Objective 1-6: A commensurate decrease in negative behaviors both at the Center and after visitors leave, such as harassing wildlife, walking in streams, leaving dog excrement, littering (especially plastics in streams and in the ocean) and other such actions.

Information Network Goal 2: Increase public support and strengthen the constituency for OPRD in general, for the efforts at the Whale Watching Center specifically, and for the Whale Watching Spoken Here program.

Goal 2 can be accomplished in part by developing an information network to achieve the following Objectives:

Objective 2-1: An increase in the personal value, to visitors, for the facility and associated interpretive opportunities.

Objective 2-2: An increase in awareness of the identity of the OPRD as the entity responsible for the preservation, restoration and management of the facility, and for the interpretive opportunities provided in and associated with the facility.

Objective 2-3: An increase in satisfaction by visitors as a result of the upgraded and expanded interpretive and wayfinding information network at the Whale Watching Center.

Objective 2-4: An increase in appreciation/approval of OPRD due to high quality interpretive, recreational, and/or educational experiences provided by OPRD.

Objective 2-5: An increase in the number of people volunteering time to support interpretation and education.

Objective 2-6:   An increase in the number of people who will vote 'yes' in 2014 on the use of lottery dollars to fund State Parks.

Objective 2-7:   An increase in numbers of visitors to the Whale Watching Center who visit other whale watch sites and Oregon State Parks, especially along the coast.

Objective 2-8:   An increase in the number of people participating in Whale Watch Week as Whale Watch volunteers and visitors.

Note: These objectives can be achieved in part by simply offering high quality, contemporary, user-friendly, desirable interpretive opportunities and by ensuring that visitors know who supplied such opportunities.

Information Network Goal 3: A significant increase in the number of visitors taking advantage of interpretive opportunities, both fixed and programmatic.

Goal 3 can be accomplished in part by developing an information network to achieve the following Objectives:

Objective 3-1:   An increase in awareness on the part of the potential visitor of the array of desirable visitor opportunities, especially interpretive opportunities, associated with a visit to the Whale Watching Center. This can be accomplished in part by creating more high quality opportunities (in other words, developing world class interpretive opportunities), develop a more visible and powerful outreach program, and/or by a more effective orientation and wayfinding network so it is easier for people to plan and take trips that begin at the Center.

Objective 3-2:   An increase in the perceived value of the interpretive experiences associated with the facility. This can be accomplished by increasing the *array* of opportunities and/or by increasing the *quality* of experiences desired by target markets, and by making certain that visitors are aware of those opportunities.

Objective 3-3:   An increase in the number of people from communities surrounding the Whale Watching Center, especially those from Depoe Bay, using interpretive and/or educational opportunities associated with the facility. This is an important market because a major reason people travel in general is to visit friends and relatives. Having residents take visitors to opportunities at the Center will increase word-of-mouth advertising, which can lead to greater visitation from target markets from outside the area, which increases visibility of the Whale Watching Center, and by association, OPRD. This can be accomplished by increasing the number of opportunities tailored to the interests of residents and the characteristics of that target market.

Objective 3-4: An increase in schools either visiting the facility, visiting other whale watching sites (due to outreach materials from the Center), or using materials provided by the Center in their classroom. The latter two are likely to be more achievable due to the size of the current facility.

Note: These are objectives for the interpretive network. From an environmental education perspective, the Center can facilitate or sponsor numerous programs, including a "teaching the teachers" program. However, it is beyond the scope of this plan to address the environmental education possibilities at the Center.

Appendix B: Audience Profiles

Introduction

One key challenge with planning the interpretation for a park or site is understanding the audiences to be targeted by the opportunities. The goal is to build profiles of the different audiences to determine the type of experiences they are willing to "buy" with their time as a precursor to determining the array of orientation and interpretive strategies that would be effective in enhancing those experiences. In general, experiences that audiences are willing to buy can generally be described as ones that:

- Meet their needs;
- Meet their expectations;
- Are within their limitations of time, money, energy, and other such personal resources;
- Compete successfully with other options for spending time, usually through association with interests that were the reason for the visit in the first place.

In summary, those categories of characteristics are as follows:

Needs include basic amenities, such as food, shelter, bathrooms, and orientation information. The information network and associated infrastructure does not need to fulfill all the visitors' needs, but may need to direct visitors to locations where such needs can be filled if the visitors are not from the area, such as to Depoe Bay or Newport. In terms of information, orientation to the site is a need and must be supplied at the beginning of the visitor experience. Visitors need orientation information to feel comfortable in their ability to cope with an unfamiliar environment and are less receptive to interpretive information until oriented.

Expectations are more variable because they are created. Visitors will expect a certain level of service, a certain type of experience, and certain information based on what they've heard and seen regarding the facility. In terms of interpretation, visitors will expect the opportunities to be high quality. They will also expect to be able to watch whales. As a final example, visitors will expect every person who appears to be connected with the site to answer questions, especially orientation questions.

Limitations are factors that tend to offset the reward for engaging in an experience and can therefore cause a potential user to bypass an opportunity. For example, visitors are often on vacation and do not want to 'work'—either physically or mentally—at their recreation unless the reward is worth the effort required. This has important implications in the selection and design of interpretive strategies and programs. In this case, visitors will usually have limitations of time, so they may want to know how long they might have to wait to see a whale. Limitations can be related to physical ability, language, education level and many other characteristics.

Opportunities relate to a visitor's interests. The interests can exist prior to arrival, such as is the case with birders bird watching at the site, or they could be generated by features or activities on-site, such as a talk on whale watching. On-site features are of key importance because they represent one of the best opportunities to capture the interest of a visitor and begin the communication process.

Since needs, expectations, limitations and opportunities are directly related to, determined by, and vary according to the user, it is important to identify general target audiences for the information network and then build profiles of those audiences.

Target Audiences

Based on input from our work sessions, research on comparable facilities and on experience with other interpretive planning projects, the following key audiences should be considered in developing the interpretive network. Although overlap exists, such as a resident who is also a teacher, each has distinct characteristics that help guide development of an effective network. Just because a group is not identified does not mean that they will not be served. It just means that no additional information related to that group was necessary to help develop the interpretive network.

Independent Travelers

Independent travelers are not part of an organized group and are therefore not on a time schedule imposed by the group. Sub-groups in this category include the following:

Residents. This refers to visitors who live in and around Depoe Bay. They will typically have a more extensive knowledge about the site and area. This category can be further sub-divided into families, seniors, youth, and young adults. An important sub-category is whale watch tour operators out of Depoe Bay.

Non-residents. This refers to all other leisure-oriented travelers, such as vacationers and day-trippers, and also other travelers with some discretionary time to spend, such as business travelers and people visiting friends or relatives in the area. This group can also be sub-divided into the aforementioned groups. In addition, given the elevated status of the Oregon Coast as a great place to watch whales, this category could include international travelers.

Natural Heritage travelers. This refers to visitors who are attracted to the site because of an interest in the natural history – and especially whales. They may have a more extensive knowledge of whales and other aspects of the Oregon Coast than a typical traveler.

Organized Groups

These can be segmented into the following:

Educational groups. This includes all those coming from a school as part of an organized field trip. Educational groups are subdivided into K-5, middle school and high school, and Community College/Technical Institute/University because of key differences in characteristics.

Other groups. This includes, scouting groups, senior tours, other tours and other youth groups.

Whale tour operators. This includes any of the charter boat operators who run marine tours.

Note: It is assumed that all segments of the target market will have individuals with disabilities. Consequently, information on those with disabilities is included in characteristics and profiles that apply to all target audiences rather than breaking them out as a separate audience.

Characteristics and Profiles

All Target Audiences (includes those with disabilities)

The following set of characteristics should be considered as part of the profile for _all_ the target audiences:

Characteristics with regard to information
- All visitors will expect anyone associated with the site to answer basic questions regarding whales and whale watching.
- Every audience will ask questions that cannot be answered.
- Visitors from every audience will expect orientation information to interpretive and recreational opportunities in the surrounding area, especially opportunities with a similar focus, such as, "where else can I watch whales?"

Implications with regard to information
The following are key implications of these data points:
- All on-site staff should be trained to answer basic questions and direct visitors to other whale watching sites or facilities at which they can gather additional information, such as the Hatfield Marine Science Center.
- The interpretive network should contain a list of references for people to pursue answers to questions. (*Note: Interpretation is designed to 'uncover' a subject, not cover it. For that reason, it does not generally serve experts; they can be served by publications, books and specialty programs not targeting the general public.*)

Characteristics with regard to limitations
- Any given audience will have a variety of impairments represented.
- Users will have varying limitations in terms of energy, time, interests, and preferred learning styles.
- Users will have varying degrees of educational background.
- People tend to visit in groups—family or friends. Families and other similar groups have a variety of educational levels *within the group*.
- Groups, especially families, will interact with each other while participating in an interpretive experience.
- Families tend to visit more often in summer months, when most school children are on summer vacation.

Implications with regard to limitations
The following are key implications of these data points:
- Interpretive opportunities such as signs and exhibits should be designed to accommodate at least small groups.
- Frequent and well-placed opportunities to sit and rest will enhance the experience for many people.
- The interpretive program should provide opportunities that allow all members of a family or group to be involved at the same time and place, despite having different educational or experiential backgrounds. This can be accomplished by providing *several* opportunities, each catering to a different educational level, in one location, or a single strategy that is designed in such a way that everyone in the group can find something of interest.
- The interpretive program must offer opportunities that are understandable to audiences with limited expertise and knowledge.
- As a whole, the interpretive program should use universal design standards to make the information accessible to all people, despite any impairment, whether it is visual, auditory, physical or otherwise.

   Note: *An interpretive program that addresses all impairments will also serve an aging population because impairments—not age— ultimately limit a person's ability to engage in interpretive opportunities.*

- To the extent possible, the interpretive program should provide an array of strategies that include opportunities for each of the basic learning styles – observation, social interaction, and hands-on.
- To the extent possible, the interpretive program should present information in a way that is rewarding, within a visitor's limits imposed by a 'leisure' activity, and organized according to themes to eliminate unnecessary effort.
- To the extent possible, the interpretive program should offer opportunities to "skim," "browse," or "gorge" the information to accommodate preferences and to accommodate visitors on a tight schedule.
- The interpretive program should provide an 'opportunity menu' that lists time required for suggested itineraries based on time available. For example, it should suggest an itinerary for the visitor that has a half-hour, 2 hours and a half-day.
- The interpretive program should offer information at different levels corresponding to different educational backgrounds.
- Programs in the summer months should be more family-oriented.

Independent Travelers

Key Characteristics
In addition to the characteristics for all visitors, the following are key characteristics of independent travelers, whether resident or non-resident, which apply or could apply to visitors to the site and surrounding environs and should therefore, be considered in developing the interpretive network.
- Many travelers prefer to plan part of their trip, including itinerary, prior to arriving. Many will use the INTERNET to access information in order to plan.
- Travelers prefer user-friendly, easy-to-access orientation information at the beginning of and throughout their experience. Again, this will include information

accessible via the INTERNET, but also information accessible at locations along their travel route and at their destinations so they are reassured that they are not lost.
- Many visitors from outside an area prefer or desire recommendations for itineraries or places to explore during their visit to that area. Many prefer those itineraries to include time required instead of or in addition to distance so they can plan accordingly.
- Many visitors to the area are coming to visit friends or relatives.
- Authentic experiences are becoming an important consideration in travel plans.

Implications
The following are key implications of these data points:
- A web page should be a key part of the information network. It should be set up to allow potential visitors to easily find information on sites and opportunities that reflect their specific interests. It should also include suggested tours and itineraries both on-site and in the vicinity based on topics of interest and on time constraints.
- The web page and information packets should highlight opportunities and experiences with attributes that might be effective in attracting more visitors and holding them longer, such as family oriented, exciting, fun, relaxing, an escape from schedule, culturally enriching, authentic, safe and different.
- It will be important to develop strategies for making residents aware of the interpretive and program opportunities at the Center because they will be a main source of information for friends and relatives who are visiting. This could include some investment in partnerships with schools as a means of reaching parents and families through children. No study has been located that looked at the impact of education on increased visitation, but it seems that indirectly, if such programs made families more aware of opportunities, and if a major reason for traveling to the surrounding area was to visit residents, a positive impact is highly likely.
- Seasonal shifts in staffing and programs should be considered to focus on families in the summer, educational groups and travelers without children in the fall and spring.

Sub-Group: Residents

Key Characteristics
In addition to the characteristics noted for all audiences, the following are key characteristics of residents in general that probably apply to residents of the surrounding area and should therefore be considered in developing the interpretive network.
- Depoe Bay is predominately Caucasian (90%) with Native American and mixed race the next largest categories.
- The local economy is heavily dependent on tourism (22.5% of local employment) and continues to rely more heavily on that industry. The overall trend shows the tourism industry has been growing while natural resource industries (fishing, timber) are shrinking.
- They may desire experiences that are resident-only and don't require competing with tourists.

- Work and family schedules may preclude their involvement in traditionally scheduled programming.
- Some local residents may perceive the Center to be for tourists and not of interest to themselves.
- Some local residents may be more knowledgeable about whales and whale watching than Center seasonal employees and visitors – especially those who have experienced the increase in whale populations along the coast.
- Local residents may utilize the Center and whale watching sites when friends and relatives visit the area.

Implications
- New material and programs need to be developed continuously to take advantage of the opportunity for repeat visitation from this group.
- With training and support, local residents might be initially targeted for employment at the Center through internship or AmeriCorps type positions.
- Local residents might be invited or encouraged to volunteer or get involved in the Center's operations to ensure greater local "ownership" (speakers, training, etc.)
- Serving this target market may require programs specifically targeted for residents including offerings year-round.
- Word-of-mouth communication can have a powerful influence for marketing the Center's programs and services.

Sub-Group: Non-Residents

Key Characteristics
In addition to the characteristics noted for all audiences, and in addition to having many of the general characteristics of independent travelers, non-residents are likely to have the following characteristics that will have impact on the development of an effective interpretive network:
- The Whale Watch program attracts some non-residents to the coast for volunteering in the program during the Whale Watch Weeks.
- Non-residents may be unfamiliar with the area – especially climate and weather – and have different expectations for whale watching.
- Non-residents are likely to be staying in campgrounds, RV sites or motels/hotels and using restaurants.
- Non-residents will need more detailed information regarding locations and directions (i.e. whale watching sites, places to stay and eat, distances and driving times, etc.)
- Over half of visitors are from within the state and an additional 20% are from Washington State.
- Increased growth in tourism has been due to visiting friends and relatives and visits to the beach.
- Visitor travel is seasonally timed – heavy summer traffic, lighter shoulder seasons – spring & fall, light winter traffic.
- There is an increase in off-season (fall, winter, spring) weekend traffic to the coast from urban areas along I-5 corridor (weekend getaways).
- Most coast visitors generally arrive in vehicles – personal or rental.

- There are limited group tours via motor coach during peak seasons.
- Increasing numbers of international visitors are attracted to the coast for whale watching.
- The Hwy 101 route along the Oregon coast is recognized worldwide as a bicycling trip destination for commercial bicycling tour operators and private groups – generally traveling north to south in the summer months.
- Recreational visitors are a majority of visitors along the Coast. Typical activities include:

Clamming/Crabbing	Kite Flying	Golfing
Fishing	Surfing & Windsurfing	Hiking
Beachcombing	Horseback Riding	Wildlife Viewing/Birding
Whale Watching	Bicycling	

Implications
- With some exceptions (whale watching and wildlife viewing/birding visitors), most recreational visitors will only stop into the Whale Watching Center enroute to a destination as they pass by its location. Wayfinding and marketing of the Center through Internet and visitor publications will be important so that non-destination visitors know where the Center is located and make a point of planning to stop. (For example, Hwy. 101 is designated the Pacific Coast Scenic Byway – but in its on-line material there is no mention of the Whale Watching Center in Depoe Bay or about whale watching opportunities along the coast.)
- Visiting the Whale Watching Center and whale watching will generally be a peripheral activity and not necessarily the focus of a coastal trip during the main tourism season. However, during the off-season, a sizeable number of visitors plan a trip specifically for the whale watch experience.
- With the height of whale watching in the tourism off-season (winter), there is great opportunity to partner with Oregon Tourism Commission and regional or local tourism bureaus to promote travel to the coast at these times ("quiet", "wild", "experience of a lifetime", "wild close to home", etc.)
- Bicycle travelers generally tour in groups; thus when they stop there is a need for bicycle storage and bathrooms that can accommodate groups (also true for tour groups).
- Assumptions should not be made about the basic knowledge of non-resident visitors (i.e. whales as mammals vs. fish)
- Orientation that reassures and provides support will be an important element for this group; although orientation to the central coast is not necessarily the role of the Center.
- It will be important to develop a relationship and rapport with local lodging and restaurant businesses through Chamber of Commerce or tourism bureaus and utilize strategies that link to visitors
- Associated stories and interpretation should link to the familiar with all visitors (i.e. comparison between whales and humans – what do we have in common?)

Sub-Group: International Tourists

Key Characteristics
- Most of these visitors will be English Language Learners (not speaking English as a first language).
- Travel to the US will be dependent on a variety of factors out of control of local influence (economic - exchange rates, home country affluence; travel regulations; trends and marketing, wars in foreign countries).
- The Internet is utilized for planning travel to a major degree by this group.
- If traveling specifically for the whale watching experience, these visitors are likely to be knowledgeable and passionate about the subject.

Implications
- Any changes in programming or exhibits focused specifically on this groups should be well researched and appeal to a wide audience (i.e. not a specific nationality).
- Strategies for accommodating different languages could be developed that are flexible and easily shifted (paper handouts of exhibit or sign text translated into different languages).
- Information placed on websites and distributed through the Internet should be up to date and accurate. Changes should be made on a regular basis.
- Consideration could be given to include information about international visitors and cross-cultural experiences to Center employees, volunteers and Whale Watch volunteers.

Organized Groups in General

Key Characteristics
The following are key characteristics of organized groups that should be considered in developing an interpretive program.
- Groups are often on a set time schedule and want to get as much out of a visit as possible.
- Group size often exceeds the capacity of any single interpretive opportunity, thus reducing the effectiveness of that opportunity.
- Groups need a staging area as a focal point for organizing and orienting members prior to a visit and for gathering at the end of a visit.
- Groups often arrive in buses.
- Most school groups visit in spring and fall months.
- Specialty group tours are becoming more common and commercialized (photography workshops, professional society training events, craft guilds etc)

Implications
The following are key implications of these data points. Many of the implications relate to the infrastructure necessary to serve this audience.
- Infrastructure needs include covered staging areas in key locations at the site for providing an immediate focal point for organizing and orienting group members

and a place to meet before leaving; facilities with multiple toilets and urinals; parking and turn-around space for large vehicles (buses); and covered or indoor picnic areas for eating lunch. Large flat areas along interpretive trails (teaching stations) are also often used heavily by school groups.

- The interpretive program should, if possible, offer at least four opportunities of approximately the same length in the same general area to allow large groups to be split into several smaller groups and pulsed through the Center.
- To be most effective, a visit by an organized group should be run on a well-organized schedule, with no waiting and with clear directions. A staff member should be assigned that can help with the management of the group and answer questions.

Sub-Group: Educational Groups (K-12)

Note: The following information is the result of previous work by the contractor involving research and discussions with K-12 teachers, school administrators, and personnel that deal with school groups.

Note: Some of the preferences noted for this group are not in the category of information, but are important considerations if this market is to be developed.

Key General Characteristics
Typically, with educational groups in the K-12 range, the user that must be sold on the experience is the teacher. Therefore, it is important to look at the preferences of the teacher as well as the students as guidelines for developing experiences that will be desirable enough to be used. The following are characteristics of these groups that help define the type of experience that would be attractive:

- Teachers are often given guidelines for what must be taught in the curriculum for a specific grade.
- Teachers and groups are constrained to a time period that can fit within a school day due to the cost of overnight trips.
- Budgets are limited and the cost of transportation is a factor.
- Teachers already provide a multitude of learning opportunities within classrooms.
- Chaperones, who may not have any expertise, may be leading groups of school children.
- Children in the K-5 ages are still in a developmental stage that focuses on gathering information, primarily through sensory interaction.

General Implications
Many of the interpretive opportunities that are developed for other audiences can be used by this target audience. However, programs with the following characteristics will be especially attractive:

- Interpretive programs that support the curriculum in the school and that help teachers meet standards for Oregon schools. Relevant standards associated with science and history would be appropriate to the interpretive network.
- Programs that provide opportunities that cannot be duplicated in a classroom.
- Visits that are relatively inexpensive and provide a lot of different learning activities and opportunities so schools can get a 'big bang for the buck.'

- Opportunities that provide an opportunity for students to interact with specialists.
- Programs with pre-trip and post-trip activities and materials.
- Programs that provide all students with activities to keep them focused and occupied, such as a Treasure Hunt.
- Programs that provide training materials to group leaders and teachers.
- Opportunities that involve first-hand acquisition of information through sensory involvement, such as a touch table.
- Despite upgrades to the program, transportation still may be too much of an issue so outreach opportunities, such as an Interpmobile, might be effective.

Key Characteristics Specific to K-12 in the area
- Lincoln County School District is a relatively rural and geographically widespread school system
- Fuel costs, transportation fees and distances make it more challenging to plan and schedule off-school grounds field trips
- Typically two or more classes will combine numbers and rent one school bus for 30-50 students, teachers and chaperones.
- Educational standards for specific grade levels make it more difficult for teachers to find time for extra subjects of interest to students
- Teachers have set curriculum for specific subjects in their classrooms.

Implications
- There are opportunities to work with school groups in their classrooms and at their schools using docents and/or staff.
- Any materials or programs developed must be aligned with educational standards and local requirements
- Whales are charismatic mega-fauna with strong student and teacher interest that makes it easier to engage these audiences.
- The height of whale watch season coincides with school vacation breaks – school field trip visits to the Center could be encouraged at another time.
- Day-long field trips by school groups imply a need for bathrooms that can accommodate many students at once and food eating area – difficult to provide at the Center. Consideration might be given to planning a typical itinerary that involves those stops at another location preceding or following their visit to the Center.
- Center visits must be timed for arrival and departure with existing school district transportation schedules (i.e. buses are needed to deliver and pick-up students on regular schedules)
- Well-designed and constructed distance learning programs* may be a good link between schools near and far (nationally? internationally?) due to the interest in whales.

*Model of an on-line learning experience from the Whale Museum in Friday Harbor, WA - http://www.whale-museum.org/ggss/index.html; developed in conjunction with distant schools that did not have ready access to saltwater.

Sub-Group: Middle and High School

Key characteristics

In addition to sharing many of the characteristics of educational groups in general, this audience has the following key characteristics that should be noted when developing the program for the site:

- It may be more important for this group to interact with specialists.
- They will be studying scientific inquiry
- They may be thinking about careers
- They may be thinking about universities and majors
- They may be very pre-occupied with the opposite sex.

Implications

The following are key implications of these data points:

- The interpretive program should create the opportunity for organized groups to interact with specialists.
- It may be necessary to have a structure that allows splitting these groups into several small groups to minimize undesirable social interaction.

Sub-Group: University

Key Characteristics

In addition to sharing many of the characteristics of educational groups in general, this audience has the following key characteristics that should be noted when developing the program for the Whale Watching Center:

- This group needs to interact with specialists.
- This group is likely to be more interested in research.
- This group contains individuals who are attempting to make career choices.
- Students from this group, especially students from such disciplines as marine biology, fish and wildlife, or botany, are likely to have an extensive base of knowledge.

Sub-Group: Youth Groups

Key Characteristics

In addition to sharing many of the characteristics of groups in general, this audience has the following key characteristics that should be noted when developing the program for the site:

- Some youth groups may be working toward a specific goal, such as a merit badge;
- They may be interested in service projects. Schools are beginning to require service learning credits to graduate from school. These credits are earned outside of the classroom and the school day.
- Typically, the youth in these groups are linked to family members, who are also a potential audience.

- Groups that volunteer time on projects are usually interested in a visible product for their volunteer time rather than mundane maintenance work. In other words, they would be more interested in building a trail or planning and producing a temporary exhibit than simply contributing hours.

Implications
The following are key implications of these data points:
- The site could develop long term partnerships/relationships with such organizations, which could then become sources of labor for projects.
- Programs that involve youth on an individual basis have staffing and budget implications.
- Visible projects for such groups are effective in attracting children to return with relatives.
- Volunteer appreciation days at which youth groups are recognized for contributions are also a tool for attracting relatives.

Sub-Groups: Senior Groups

Key Characteristics
In addition to sharing many of the characteristics of groups in general, this audience has the following key characteristics that should be noted when developing the program for the site:
- They will have a greater knowledge of the eras represented within the site history.
- They are likely to have leisure time and would therefore be a source of volunteers.
- Members of this group often have stories to share that are relevant to the overall story being interpreted and would like to share those stories.
- As a general rule, many of the visitors in this group tend to move slower.

Implications
The following are key implications of these data points:
- The information network should include information on volunteering.
- The interpretive network should include opportunities, such as within senior tours, with a chance for participants to share stories;
- Frequent resting areas within the facility will be important.

Other Organized Groups

Key Characteristics
In addition to sharing many of the characteristics of groups in general, this audience has the following key characteristics that should be noted when developing the program for the site:
- These groups may be commercial in nature (guided tours) or educational in nature (Elderhostel, university field courses, etc.).

- The group generally travels together in one vehicle (i.e. motor coach or van) or caravan together in personal vehicles.
- Individual group members will purchase items from a sales area

Implications
- The group arrives all at the same time and could swamp parking and restrooms.
- In order to ensure a quality visit, it may be necessary to make contact with tour operators or group leaders to stagger arrivals and avoid overlapping groups at the same time.
- Some groups may be willing to make donations for use with educational projects as a user fee whether required or not.
- Sales areas may become swamped if more than one group is present in the Center at a time in addition to normal numbers of visitors.

Commercial Marine Tour Operators

Key Characteristics
- Businesses must be a profit-making enterprise and make a living in a short concentrated season.
- If a tour operator is experienced in the area, they are likely to be knowledgeable about resident whale behavior, sighting locations and status.
- Any whale watching activity is regulated by federal statutes that address viewing distances and harassment.

Implications
- Commercial operators must comply with federal viewing statues to avoid jeopardizing their livelihood.
- Whale sightings cannot be guaranteed so operators will market the tour as a marine experience.
- Visits to the Whale Watching Center could enhance the on-water whale watching experience and direct people to tour operators in general.
- Opportunities exist for developing partnerships with the commercial operators industry.

Appendix C: Parameters

Introduction

Parameters are those conditions under which an interpretive program must be developed, such as monetary constraints, and under which it must function, such as climate. Identifying parameters ensures selection and development of interpretive and wayfinding strategies and infrastructure that are effective and realistic, not idealistic. The following section contains key parameters that could affect the interpretive program at the Whale Watching Center. In reviewing the parameters, it is important to remember that they represent what *is*, not what should be or what is desired.

Key Parameters

Budget

B-1: Funds for implementation and ongoing operation and maintenance are likely to be limited. This has several implications:
- A phased approach to developing the interpretive network will be important.
- The first phase should contain projects that can be completed easily and show results in order to maintain enthusiasm and motivation.
- Low maintenance opportunities should be prime components of the basic program.

B-2: It is likely that OPRD can get about $2M at one time for projects. The phasing should take this amount into account and set up an implementation plan that is organized into chunks that cost about $2M.

Staffing

S-1: Staffing for interpretation and orientation may be limited. Paid staff may or may not be dedicated to providing or assisting with interpretive opportunities in the facility on a full-time basis. At this point there is one staff person on for 12 months, one for 10 months and one for 3 months. Volunteers may be available, but depending on volunteers is not without issues. Also, according to staff, getting volunteers is difficult. Consequently, non-personal opportunities should form the basis of the interpretive network.

Note: This is not a recommendation against personal interpretive services. In fact, teachers have indicated that a staff person to answer questions and give a brief tour is a highly desirable part of a field trip experience and is a factor in attracting that target audience. Others, especially seniors, also enjoy personal interpretive opportunities and would like to have the opportunity to have questions answered. Rather this is a recommendation against depending on personal interpretive services as a critical part of the program for the general public. In other words, the program should be designed so it can function without personal interpretive services, but be enhanced by the addition of such opportunities.

S-2: Pre-trip planning and information needs can be satisfied for some visitors by providing a good website. Significant efficiencies may be gained by utilizing the Internet – online information about hours of operation, tours, fees, accessibility and events will take pressure of reception staff.

S-3: Whale Watching Center is a Level 5 site in regards to Interpretation. OPRD requires all level 5 sites to have one permanent employee whose primary responsibility is coordination and implementation of interpretive programs and one seasonal employee whose primary responsibility is frontline interpretation during peak season. However, this will depend on funding.

Vandalism and Theft

V-1: Vandalism and theft are potential issues. Outdoor signage, kiosks, brochure racks and other structures should be constructed of vandal-resistant materials. Also, materials for the whale model should be researched to determine the best materials to use in that exhibit.

Location and Access

LA-1: The Whale Watching Center is located on US 101, but it is below grade. The facility may need additional signage or features to draw the attention of travelers on US 101.

LA-2: The Whale Watching Center is located in Depoe Bay. This has several implications:
- Because the harbor has tour boat operators offering whale watch tours, it is an opportunity to provide information that would make people aware of this opportunity (without advertising a specific company) and to provide materials that would enhance such a tour.
- Table teasers in restaurants could be effective.

LA–3: The Whale Watching Center is open year round. This provides the opportunity to motivate people to come back at a time when they are more likely to see whales.

LA-4: The bulk of people visiting the center will arrive by car and will travel north or south on US 101 following their visit. Orienting travelers to State Parks and Whale Watch sites north and south along US 101 is likely to be effective.

LA-5: Although the west side of US 101 contains a string of parking slots in close proximity to the Whale Watching Center, the facility itself has no designated parking. This could be an issue in the summer when Depoe Bay is crowded with tourists.

LA-6: Accessibility is an issue. At this time, the site itself is not currently accessible. However, a ramp is being built to address that issue. In addition, the basement and top

floors are only accessible by stairs – a situation that is not going to change. As a consequence, to the extent possible, the opportunities and information offered in those areas must be made available to those who can only access the first floor.

LA-7: A large public parking area exists about a block from US 101, but signage is lacking to direct visitors to this parking area. Better wayfinding signage is necessary.

Environmental Conditions

E-1: Summers are likely to be warm and winters relatively cold and wet.
Exterior informational and interpretive opportunities must be either stored during winter months or constructed of materials highly resistant to the anticipated weather conditions.

E-2: School field trips are likely to visit in the spring or fall, when the weather is likely to be wet. This has the following implications:
- A complete experience has to be available within the facility
- To pulse a group through, at least 3 if not 4 interior opportunities of approximately the same length of time are preferable.

Policy and Legal Issues

PL–1: All operations must comply with ADA rules and regulations. All information presented within the interpretive network will be accessible in some way for those with disabilities.

PL-2: The Center has historical significance. This places significant restrictions regarding modifications to the exterior of the building. Reports by Sue Licht, AIA, and Ross Curtis of OPRD (See Appendices G and H) provide detail on these restrictions.

PL-3: The view of the ocean from the town is highly valued. This places restrictions on the height of features added to the site or building.

PL-4: The "Whale Watching Spoken" program is currently headquartered in the facility and will continue to be located there.

PL-5: The location near the ocean creates restrictions on what can be done in terms of additions. The Lincoln County Planning and the City Planer for Depoe Bay have stated that OPRD would have to go through the Coastal Shoreline Permit process to add a building near the south side of the existing Whale Watch Building because it is ocean front. They said there were two conditions:

1. Coastal Set back from high water line. Since there is already a building on the property, OPRD could get an exception with a geologist report.

2. Area of visual concern. Building would have to be 25 feet back from the top of the bluff. They said OPRD could ask for an exception here due to the existing building, and if we designed it without going over the height restriction. We

would have to design a roof that did not project so high to block view from Hwy 101.

Physical Infrastructure and Layout

PI-1: The facility has extremely limited space open to the general public. The space is around the outside of the interior because the center of the interior is taken up by stairwells. If the transit path is established, the center has little space left for exhibits.

P1-2: The facility has windows lining the west wall and the north, south and west walls of the upper area. The lower edges of the windows, especially those in the upper area, are relatively close to the floor. If the view out the windows is to be maintained, even less area is available for exhibits.

P1-3: The opportunities for expanding the Center are extremely limited. The actual area available for building is limited, plus anything extending too high in elevation would detract from the view of the Center and would block the view of the ocean. Although it appears as if a fully accessible restroom will be built next to the facility, we have to assume that the space available for interpretive exhibits is fixed.

P1-4: The facility has an open deck area accessible from the upper floor. Opening up this area for interpretive opportunities and looking for whales would increase the attraction power of the facility and allow it to serve more visitors at one time. At this time, a structural analysis is being considered. To make the area safe, a barrier will have to be installed to prevent people from falling over the edge. A glass patio wall has been suggested. At the very least, a handrail would have to be installed for safety.

P1-5: The Center is at one end of a long wide walkway along the seawall that provides excellent views of the ocean and rocky intertidal area below. This also creates an opportunity to serve more people at the same time by providing materials visitors can use to interpret the scene along the walkway by themselves.

Existing Interpretive Opportunities

EO-1: The Whale Watching Center currently offers the following interpretive opportunities:
- Interpretive and educational programming
- Interpretive exhibits
- Special events with interpretive themes (Whale Watch Week).

Surrounding Attractions and Events

SAE-1: The following nearby attractions are facilities that have similar or related experiences.
- **The Hatfield Marine Science Center in Newport.** Information at this site includes the tracking program of Dr. Bruce Mate. It is also affiliated with the Ocean Mammal Institute.

- **The Oregon Coast Aquarium.** At this time this facility only offers a short film on whales. There are no plans to expand the offerings because the OSU Hatfield Marine Science Center currently focuses in part on whales.
- **The Visitor Center at Yaquina Head Outstanding Natural Area.** This facility contains information on whale migrations, biology and sounds. It is also a Whale Watching Spoken Here site.

The interpretive program at the Whale Watching Center should be developed so it takes advantage of these other sites by offering experiences that are complementary to those offered at other facilities rather than competing.

SAE-2: Whale Watch opportunities are spread along the coast. Information tying the facility with these opportunities is necessary to create a complete network.

Other

O-1: The scientific and research community would like this Center to be an outlet for information.

Appendix D: Inventory of Interpretive Opportunities

Introduction
In general, people become more interested in a subject when they can *see* something related to it, and they are more likely to believe what they can see than what they only hear or read. Therefore, the more an interpretive program connects with and uses actual artifacts or features in conveying information, the more effective the program will be. The inventory of interpretive opportunities within the context of Interpretive Planning focuses on inventorying artifacts and features available for use as supporting visuals for interpretive opportunities in order to develop themes and storylines based on what visitors can *see* or *experience.* Note that the inventory of interpretive opportunities is like a menu – just because it is possible to tell a particular story does not mean that it should be told.

Note: *A key issue in regards to the Whale Watching Center is that the key focus of interpretation – whales – are not always seen, and even when seen, the glimpse is usually fleeting and does not involve the entire mammal. In addition, the habitat is not really visible – only the surface.*

Key Stories
In essence, this Center does not focus so much on telling stories but rather on facilitating the whale watching experience. To that end it does include information to motivate people to take part in such experiences. These stories will focus on the following:

Primary Stories

Fascination through the ages: This set of stories is intended to try to find connections with audiences as they come in the door and to make them realize that whales have been and continue to be a part of human lifestyles on this planet.

Whales for whale's sake: This is the story of whales as whales – not as a resource for human consumption, whether literally or figuratively. Although this story has appeal to those who are familiar with whales, it is important that it be told in such a way as to make progress toward the desired outcomes. In other words, we cannot appeal to people to save whales because it is the right thing to do – arguing on moral and philosophical grounds has not been very effective over the years. However, if we can get audiences to become connected to whales in some way – because they are mammals with vestiges of fingers; because they are huge; because they are endangered; because they are a living icon of the oceans – then we can begin to engage that audience in ways to help protect this creature.

OPRD as a major provider of recreational and educational opportunities that enrich our quality of life and contribute to the economy of Oregon, and the manager of the Oregon beaches: Being the manager of the beaches means they are responsible for dead whale disposal, which is an interesting story to tell as part of this effort. In general, this is the story we want to tell in connection with the 2014 vote.

The Oregon Coast as the best place in the United States and one of the best places in the world to watch whales from shore. The Whale Watching Center is the hub of the whale watching activities on the Oregon Coast: This is the story we want to tell to market the Center and the associated experiences.

<u>**Secondary Stories**</u>

Linkages between ocean and associated habitat for biota, and human activities on land, especially to activities on the coastline. Due to linkages between the terrestrial and marine ecosystems, many marine organisms are threatened by human impacts. This is a key story because it connects the health of whales to our activities. It also connects the health of all organisms that depend on the marine environment as a key part of their habitat to our activities on land. In more general form, this is the story of everything in an ecosystem being linked. Consequently, events in that ecosystem cause a ripple effect that affects other components of the ecosystem. This is a key concept that forms the basis for many resource management actions. For example, managing wildlife depends heavily on managing the habitat of a species, which is what is happening in managing water flows for fish, keeping snags for wildlife and other such actions.

Existing Features and Stories

Table 1 identifies the key stories that could be told and the key features, artifacts and specimens that would by useful in telling those stories. The table does not include what could be brought to the facility and displayed outdoors or indoors in existing or new facilities.

Table 1: Key stories and supporting features

Primary or Secondary Story	Features/events supporting the story	Comments
Linkages between ocean and habitat with human activities	• The developed coastline visible from the Center • The rocky intertidal area • US 101	It is not hard to understand that impacts from human activities affect the ocean when a person can see the highway (oil), houses built to the edge of rocky bluffs, and a rocky intertidal area similar to ones that support a lot of visitation.
	• The bay with boats, piers and docks • The breakwater protecting the channel	The fact that structures (piers, etc.) are built in water and that boats are used extensively in the marine environment also creates a good opportunity to point out the possibility of impacts due to human activities.
	• Anadromous fish	This allows a focus on how we affect anadromous fish when they are in fresh water and as a consequence, affect all the species that are linked to such fish in the marine environment. It also allows a focus on rivers as transport agents of "impacts," such as pollution.
Linkages of flora and fauna to habitat, which includes food sources, etc.	• Whale • Sea birds • Marine organisms in an intertidal area • Fish, especially anadromous fish	This is a key to understanding the extent of impacts on whales. One good approach is to interpret the chain of linkages that connect whales to such areas as estuaries and intertidal areas.
OPRD as a top provider of high quality recreational and educational opportunities	• The Center itself • The programs offered through the Center • The outreach programs developed for the network	Simply offering an array of high quality interpretive and recreational opportunities and ensuring that visitors know OPRD is responsible for the opportunities will communicate this story. Tying the value of OPRD opportunities to economy can be done by noting the visitors served during Whale Watch Week and determining the economic impact of those visitors, and the number of visitors going through the Center annually.
	•	

The Oregon Coast and Depoe Bay as whale watching meccas.	• The number of whale watching sites along the coast compared to other states and countries. • The number of visitors to the Center • The number of visitors participating in Whale Watch week	The numbers are going to tell this story.

Appendix E: Desired Behavioral Impacts Input from Working Group

The following information was submitted by the Planning Team based on filling out the following statement:

As a result of participating in your communication strategy, __**(target audience)**__ will/will not____**(behavior)**_____.

Table 2: Results of work sheet on desired behavioral outcomes

Target Audience	Will/Won't	Behavior
Public	Will	Visit and enjoy the exhibits
Public	Will	Learn of other Whale Watching sites to visit
Public	Will not	Pollute ocean
Public	Will	Volunteer
Public	Will	Understand ocean ecology
Public	Will	Be aware of State Parks' efforts
Public	Will	Learn ethical ways to observe wildlife
Public	Will	Enjoy tours of center
Public	Will	See center as significant
Public	Will	Discover various types of wildlife to observe
Public	Will	Want to take care of the coast and ocean
All visitors	Will	Feel personal responsibility for whales and the ocean environment (and beaches, near shore, etc.)
All visitors	Will	Understand how their everyday behaviors can affect the ocean (polluted rivers emptying into the ocean) so they will avoid harmful actions
All Visitors	Will	Desire to learn more about the coastal environment
Adults	Will	Support public and private research on whales and the marine environment
Adults	Will	Spend more time visiting the coast, especially Depoe Bay – they will stay longer and return often
Visitors (kids)	Will	Want to grow up to be a steward of the natural world – go to college to become a marine biologist, etc.
All visitors	Will	Want to bring family and friends with them next time

Target Audience	Will/Won't	Behavior
All Visitors, especially eligible voters	Will	Recognize Center as outstanding use of OPRD funds so they will vote to reauthorize M66 funding
Families	Will	Take care of our ocean
Children	Will	Love Whales
Seniors	Will	Want to volunteer
All Visitors	Will	Want to visit more parks
Children	Will	Share with friends – Great Spot
School Groups	Will	Want to come here
All Visitors	Will	Feel a connection to whales
People	Will	Want to save whales "again"
Families	Will	Relax, be educated, want to return
Children	Will	Learn but have fun
Seniors	Will	Enjoy and learn in a protected environment
Locals	Will	Appreciate what they take for granted
Locals	Will	Bring family and friends
School Field Trips	Will	Learn or understand other features of State Parks
US Citizens	Will	Vote to continue effective programs of ESA
Most people	Will	Consider volunteering during Whale Watch Week
Most people	Will	Consider staying at a State Park near a Whale Watch site
Most people	Will	Consider taking a whale watch charter trip from Depoe Bay or elsewhere
School Groups	Will	Add this location and content to annual curriculum
City Council	Will	Renew building 5-year lease in 3 years
OSU Marine Mammal Institute	Will	Consider this the respectable leader in Gray Whale Interpretation
Marine Mammologists		Consider this venue for presentations
Polluters	Will not	Litter, dispose of motor oil, etc. on the Oregon Coast
Everyone	Will	Agree that the Oregon Coast is the best place to watch whales
Habitat Quality Decision Makers	Will not	Degrade whale habitat

Appendix F: Theme Input from Working Group

The following information was submitted by the working group based on filling out the following statement:

> When (**target audience**) finishes learning about (**topic)**, I want them to know that (**theme**).

Table 3: Theme input from working group

Target Audience	Topic	Theme
School Groups	Ecology	Everything is interconnected
Teachers	Whales	The Whale Watching Center is a valuable resource for whale information and tours
Oregon Residents	2014	OSP does a good job of protecting the resource while helping the public enjoy it
Locals	Economy	The Whale Watching Center boost the local economy
General	Migrating whales	Why, when, where
Children	Whales in general	Characteristics – size, color, types, etc.
General	Other locations	Other sites to see and why whales go there
Locals	How you can get involved	Volunteering at the center and other sites
General	The world around whales	Other animals, environment, food, things to see if you can't view whales
Families/future generations	Environment	How, who, what you cad do to protect the ocean
Schools	How to get involved	Encourage students to be stewards for the future
All Visitors	Whale migration	Gray whales make an epic return journey every year and it has been going on right past the Oregon coast for thousands of years
Oregon residents, locals	Oregon's coastal waters	The Oregon coast is one of the best places to see whales because it is nutrient rich and naturally attractive to whales
All visitors	Whale lifecycle	Whales are social, communicative, intelligent individuals with interesting behaviors
All, coastal residents	Ocean web of life	The health of the ocean, especially along coastlines, affects all life; if the plankton and shrimp die, no more whales around here. How what humans do can affect ocean health

Target Audience	Topic	Theme
Oregon residents, locals	Whale watching	Oregon has the best program and Depoe Bay is the center of it and there are whales along the coast near Depoe Bay nearly year round.
Public	Whales	The Whale Watching Center is the premier site for whale watching in the world
Public	Ocean Ecology	Pollution for people can harm sea life
Public	Coastal Wildlife	The Whale Watching Center is a valuable source for information on where to go to see wildlife n the coast.
Public	Whales	Whales are worthy of our protection
Public	Rocky shores	Oregon has many rocky tide pools that can be explored
Public	Birds	The Oregon coast is home to many interesting birds
Public	Wildlife	The Oregon coast is a great place for wildlife watching
All Visitors	Ocean	Life in the ocean is all interrelated
Kids	Whales	Whales play like children
Mothers	Whales	Mother whale are proud of their babies
Teenagers	Whales	Whales love to surf
Oregon residents	Whale Watching	Oregon is the best place in the world to watch whales
Locals	Whale Watching	Whale Watching Center puts Depoe Bay in center of Oregon
Teachers	The Center	One Center for all your marine, geologic historic information.
Other visitors	Whale Watching	Oregon is the least expensive whale watching experience in the USA
Outdoorsmen	Whales and Trails	Cape Lookout is a 2 ½ mile hike to ?????
All visitors	Whale Watching Center	Oregon has whale watching site for you – rustic, AAA, indoor outdoor
All visitors	Whales	Gray whales are as curious about you as you are about them
All visitors	Marine Life	The biggest thing in the oceans live off the smallest
Families	Whales	Whales (marine mammals) are more like us than you think
Depoe Bay	The center	There are many things to do in Depoe Bay

Appendix G: Ross Curtis Evaluation and Recommendations

A Historic Evaluation and Recommendations for the Development at the Depoe Bay Whale Watch Center

By:
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November 28, 2007

INTRODUCTION

The Depoe Bay Whale Watch Center is owned by the city of Depoe Bay, but the property is managed by Oregon Parks and Recreation Department and operated as a state park. The property was originally part of the Oregon state park system and operated as Depoe Bay State Park, but ownership was transferred to the City of Depoe Bay in 1989. An important function of the center is to provide restroom facilities to the public, in addition to its function as an interpretive facility for whale watching. Restrooms for men and women are situated on the first floor (sometimes referred to as the basement), interpretive facilities and park store are located on the second floor, and an observation platform is present as a third floor. Stairways lead from a promenade along the sea wall of Depoe Bay to the second floor entrance to the center. From here stairways lead down to the restroom facilities, and up to the observation platform. At present there is not universal access to the lower level restroom facilities and handicapped individuals can not access the restrooms.

OPRD would like to continue to develop this facility as one of the premier whale watch centers on the west coast, and there are needs for universal access to restrooms and additional classroom facilities. When the facility was transferred to Depoe Bay by OPRD, there were two important provisions placed in the transfer. One provision was that any changes to the building be approved through the Oregon State Historic Preservation Office (OSHPO) since the building is more than 50 years old, and considered a historic building associated with the development of Oregon State Parks in the 1950s. Another provision was that the building continues to function as public space with restrooms, and that if the city did not operate the facility in this way, it would revert back to OPRD before any other development of the property could occur. Because of these factors, any future development of the property needs to respect the historic character of the property, and still provide public access to restrooms. Lack of universal access to the center restrooms has been an on-gong issue with this property, and several solutions have been explored in the past with little success.

While the center has been previously considered a historic resource, it has never been formally evaluated for its historical significance taking into account integrity and other issues. Ross Curtis, Historic Preservation Specialist for OPRD was contacted by James Little, OPRD Interpretive Coordinator to look at the property and determine what types of development might be acceptable for the property to allow the integration of a classroom and restrooms with universal access given the historic resources present. The field visit for this project was conducted on August 16, 2007.

The first part of the present study is a description and evaluation of the property looking at a number of issues to determine the historic significance and development history. Once the historic significance and development history are discussed, recommendations will be made regarding how the property might be modified to accommodate the needed facilities taking into account the properties historic nature.

WHALE WATCH CENTER HISTORY

The Whale Watch Center at Depoe Bay was originally a "comfort station" designed and built for Depoe Bay State Park in 1956. More than just a restroom with a view, the designers and builders of the building recognized that the spectacular setting of the facility along the seawall in Depoe Bay afforded the opportunity to design a unique building that would allow the visitor to appreciate the view of the ocean and ocean life while providing needed public services. The building was designed by the Oregon State Highway Department in the days when OPRD was a division of this state agency. Because of this, OPRD has a great deal of the original records regarding the design and construction of the facility in its archives. These materials have allowed for much of the following historic information. Other sources include park histories and additional documentation.

Figure 1. Historic image of Whale Watch Center from ca. 1956.

The Whale Watch Center at Depoe Bay was built on state parks land that was acquired for Depoe Bay State Park beginning in 1929. In this year the first parcel of land was acquired for the park in a donation of 2.90 acres from Sunset Investment Company (Armstrong 1965:115). By 1963 the total acreage of the park was 3. 35. A small triangular parcel of land directly adjacent to the south boundary of the park was privately owned, and several attempts were made by the Parks Commission to acquire the piece throughout the 1940s-1960s, but the price was always thought to be priced too high. A restaurant called the "Cliff House" had once been present on the property that burned down, and this parcel later had a small booth for a charter fishing company. Photographs from the 1950s and 1960s (OPRD Archive) show a full size small wooden boat or dory

was elevated on a sign as part of the advertising for this charter fishing service. Sometime in the 1970s-80s the property was finally acquired from the private land owner and became part of the park.

Plans for a restroom facility at the park began as early as 1949 when the City of Depoe Bay requested that such a facility be built to provide services to the public (Armstrong 1965:116). The State Parks Commission authorized the construction of a restroom facility in 1955 and requested that a concession be built into the design to help off-set the costs of operating the facility. Early designs for the new facility included a footprint that extended on to the property located to the south that was privately owned, and accommodated all of the needed facilities on two levels (OPRD Archive). Interestingly, the initial concept design for the building from 1955 refers to it as the "Depoe Bay Vista House". A final design for the present facility was completed by Oregon State Highway Department engineers in 1955. The original plans for the facility remain in the archives of OPRD. The project blueprints were signed off by R. H. Baldock, State Highway Engineer, and other signatories include P. M. Stephenson, Bridge Engineer who may have actually designed the building.

Construction of the building began in 1955 and the contractor for the work was John Helstrom of Astoria. A contract document within the archives of OPRD indicates the original contract with Helstrom was dated September 23, 1955, with construction to be completed by June 30, 1956. The final cost for the construction was $88,288.66 according to the contract document.

The first concessionaire to occupy the building was Oregon Gifts, Inc. (in a contract let on April 26, 1956 at a rate of 7 % of the gross sales) and they were responsible for paying all costs to operate the building (Armstrong 1965:116). This gift company was owned by Jack Flaucher who also held the concessionaire lease on Vista House at the time.

After the building was opened in June of 1956 it became evident that there was a need to name and advertise the building to help with its public visibility. Correspondence in the OPRD archives from State Park Superintendent Chester Armstrong to the Oregon State Highway Commission dated September 24, 1956 indicates that the concessionaire Jack Flaucher had contacted Armstrong to note that his business at the new location was much less than anticipated, and he hoped a change in name designation from "Depoe Bay Ocean Wayside" might help improve his business. Armstrong notes:

"He reports business from opening date of June 20 to 30 amounting to $956.01, for July $4502.08, and August $4173.20. At the Vista House on the Columbia River Highway he reports $15, 409.70 for July and for August $13,774.85. This is an average of three and one-third times as much business done at the Vista House for the month of July and August as at the Depoe Bay building. The cause or reason for this difference I am unable to determine, particularly when there are several times as many cars passing through or stopping at Depoe Bay as compared with those visiting the Vista House and vicinity".

The correspondence goes on with Armstrong recommending to the Oregon State Highway Commission that the name "Observation Building" be considered. He notes that the name "Cliff House' has also been mentioned for the building, but discounts this name because it is the same name as the restaurant that previously burned down on the property immediately to the south of the park property. In subsequent correspondence from Armstrong dated May 10, 1957, the name issue is brought up again, and he notes that the name "Look-Out" had been proposed for the building and adopted by the Highway Commission, although there was some local opposition to this name. A local business man named W.H. Badley requested this name not be used because it was the same name as his restaurant in the area. Based on the feedback regarding competing names, Armstrong comes up with a preferred name that had no competition-"Depoe Bay State Park". A subsequent resolution by the Oregon State Highway Commission dated May 29, 1957 officially changed the name from "The Lookout" to "Depoe Bay State Park".

The first concessionaire to occupy the building, Oregon Gifts, Inc., remained at the site until 1962. The concessionaire lease for the building was transferred to Mr. and Mrs. Richard Thompson March 2, 1962. The Thompson's operated a gift store at the location until at least 1970 as indicated by correspondence in the OPRD archives from 1966 which states that the Thompson's were asking to renew their lease to 1970. In this renewal letter, it was noted that the concessionaires have been responsible for all building up-keep and had been maintaining the building well. Extension of the lease was recommended.

The history of subsequent concessionaires has not been completely researched for the present project, but in 1989 the concession lease went to the "Made in Oregon Company". In that year, the franchise remodeled the building for use as their Depoe Bay retail outlet. During this remodel, one of the stairways leading downstairs to the restrooms was blocked off to increase the retail space on the second floor, and all traffic to the restrooms was directed down a single stairway.

BUILDING AND PROPERTY DESCRIPTION

The Depoe Bay Whale Watch Center as noted above was designed in 1955 and constructed in 1956. The building measures approximately 48 feet long (north-south) and 30 feet wide (east-west). It is constructed of poured reinforced concrete, and has an architectural style that is very much of the 1950s period in design and materials. Constructed in a Mid-Century Modern commercial style, the building is influenced in its design from both its setting on the edge of the Oregon coast, and its modern concrete building material. The building has a strong horizontal emphasis in its design expressed in raised bands and grooves in the concrete structure. This horizontal focus is a characteristic of the expansive natural setting on the edge of Depoe Bay with the horizon in the distance. When the building was designed in 1955, there was also landscape features designed to compliment the building. There was a large concrete platform built with a concrete pavement to place the building and landscape features on.

An existing stone retaining wall and parapet along the seawall was preserved and provides the eastern border of the park. The stone work on the retaining wall appears to be the work of the Civilian Conservation Corps (CCC) from the 1930s-1941. Stonework to match the existing retaining wall was designed into the 1950s site work including stone masonry parapets on the north and south sides of the building. A planter was also constructed of stone on the east edge of the concrete platform. These features are all detailed in the 1955 blueprints for the park on file in the OPRD archives in Salem.

The building was designed to have three levels, with the second level being the primary entrance level. The first level or basement is located below grade and houses separate bathrooms for men and women. Originally there were two separate stairways leading down to each of the restrooms. A central hallway is located on this level between the restrooms, and this leads back to a storage room and a furnace or boiler room. There are two doorways that open onto the seaward side of the building, and three windows. Two of the windows are opaque glass steel casement windows located in the bathrooms and functioning primarily to allow diffuse light into the building. The third window is also a steel casement unit and has been painted over.

Figure 2. Overview of Whale Watch Center seaward side from the south.

Figure 3. Overview of Whale Watch Center from the north showing primary entrance on second level, upper viewing deck, and landscape features.

The primary entrance to the building is on the second level or concession level. This is the level of the building situated at grade and is the first part of the building accessed by the public. Originally designed to house retail space, the space is currently used for interpretation. When the "Made in Oregon" store moved into this location in 1989 they did some changes to the interior, with the most notable change being the closing off of the more northerly of two stairways that lead to the lower level containing restrooms. During this remodel, a concrete bearing wall in the center of the building was cut to open up the top of the stairwell for additional retail space. Two steel posts were added after the bearing wall was cut to help support the upper floor.

Large fixed windows are present on each wall of the second level to enhance viewing. The windows have been replaced with new double-pane units, but the openings have not been changed, and the appearance of the windows has not changed. The front door was replaced with a more recent aluminum and glass door, but it looks similar to the original. The building originally had a low concrete stoop or slab at the entrance that curved at the corners. This stoop was removed to presumably facilitate universal access to this level. A cantilevered overhang shields the entry.

The upper level of the building is the viewing deck with an enclosed viewing space featuring an octagon plan. Large fixed windows provide viewing from the building out
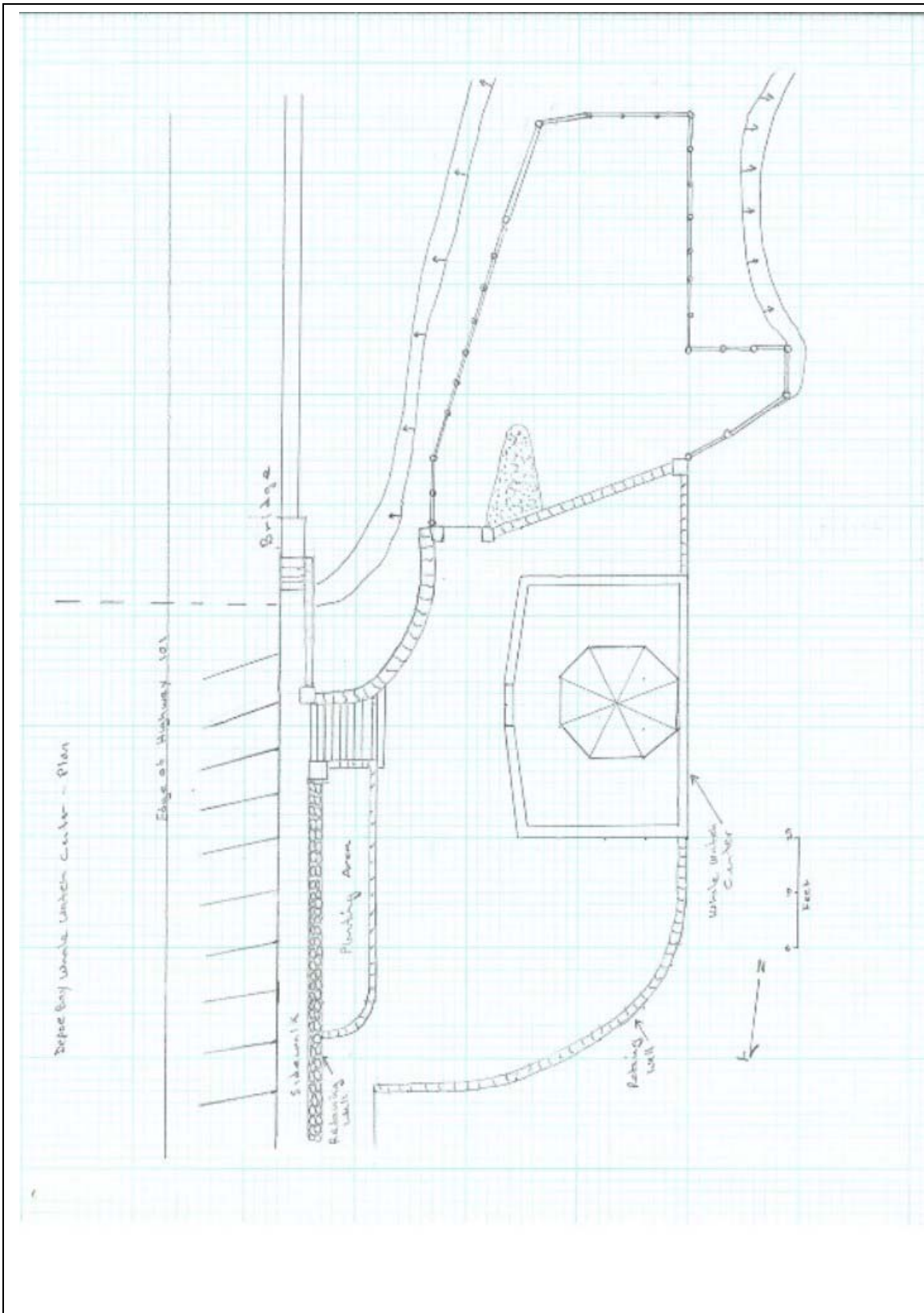
Figure 4. Plan of Whale Watch Center.

to the ocean. These windows have been replaced with double pane units, but the look of the windows and the window opening have not changed. The upper deck of this building originally had metal railings, but these were removed at an unknown date and the upper deck is no longer accessible to the public. Plans are currently underway to replace the railing with a modern compatible horizontally influenced railing design. Because of modern Lincoln County safety concerns, it is not possible to recreate the original design which was a horizontal metal railing with a "V" cross-section. A door on the east side of the enclosed viewing space was used to access the outside viewing platform, and is a recent steel replacement unit. Historic photographs show that the original door had a window in the upper half.

Overall condition of the building is quite good. The building has been continually maintained since construction, and no serious condition issues were noted during the field assessment.

HISTORIC SIGNIFICANCE EVALUATION

Integrity

The Depoe Bay Whale Watch Center building has only been modified slightly since it was constructed, and still retains high integrity. The building appears much as it did when first built, and still functions as a state parks "comfort station". The building clearly conveys its intended function, and later minor modifications to the building do not substantially diminish its feeling.

In terms of the seven aspects of integrity needed to convey the significance of a historic property defined by the National Register of Historic Places, the property retains all of these aspects (Location, Design, Setting, Materials, Workmanship, Feeling, and Association). As such the integrity is recommended as "high".

National Register Eligibility Recommendations

The Depoe Bay Whale Watch Center or Depoe Bay State Park Building is an outstanding example of Mid-Century Modern public building constructed in an Oregon State Park. It was designed by the Oregon Highway Department as a first class comfort station in the tradition of the "Vista House" on the Columbia River. In fact, early designs for the Depoe Bay facility even called it the "The Depoe Bay Vista House". While not as large, or elaborate as the Columbia River Vista House, the Depoe Bay facility is part of the architectural heritage of the Oregon Highway Department and Oregon State Parks, and reflects the 1950s evolution of public architecture in the state parks along highways.

There are no other examples of buildings designed as comfort stations with observation platforms in Oregon State Parks from the 1950s. The building is considered architecturally significant based on its unique architecture designed to fit into the spectacular coastal setting. The building also had a unique function as a combined comfort station and observation platform, which is unusual in Oregon. The building is

constructed with high quality poured in place concrete, and is a good example of well constructed concrete architecture. As an outstanding example of Mid-Century Modern public architecture in Oregon State Parks, the building and associated landscape features are recommended as eligible for inclusion in the National Register of Historic Places under Criterion C.

The building is also considered historically significant as it represents the development of Oregon State Parks during the 1950s when the agency was part of the Oregon Highway Department. In 1929 Samuel Boardman was appointed the first Superintendent of State Parks and he began the systematic acquisition of properties throughout the state for new parks. Between 1929 and 1950 Boardman acquired a vast "land bank" of properties including several parcels along the Oregon Coast. Development of the lands during this period was minimal and focused on day use because Boardman was not a fan of camping in Oregon State Parks. In 1950 Boardman retired and was replaced by Chester Armstrong. The tenure of Armstrong lasting from 1950-1961 was characterized by a period of dramatic park development that corresponded with the post–World War II economic boom and increased interest in outdoor recreation throughout the United States. This period saw the construction of many camping facilities and the development of additional public facilities within Oregon State Parks. It was during this boom period of development that the Depoe Bay State Park Building was constructed.

The Depoe Bay State Park Building conveys the 1950s period of optimistic and progressive park development in its Mid-Century Modern architecture, and unique public design. Because of its association with the development of Oregon State Parks in the 1950s, the building is also recommended as eligible for inclusion in the National Register of Historic Places under Criterion A.

RECOMMENDATIONS

As a fine example of 1950s Oregon State Parks public architecture that is representative of state parks development under the tenure of Chester Armstrong, it is recommended that the Depoe Bay State Park Building be preserved and protected. The building is presently in very good condition, and has been well maintained. Any future development of the property should take into account the important historic character of the building and its associated landscape features. Any building or landscape changes at the Whale Watch Center should be carefully analyzed and designed to minimize impacts to the historic character. As specified in the OPRD Cultural resources Policy, any changes to the building should be undertaken to comply with the *Secretary of the Interior's Standards for the Treatment of Historic Properties* (1995).

There are a number of desired facilities to integrate into the Depoe Bay Whale Watch Center to make the facility work better for the public, and these proposed facilities are generally related to ADA accessibility and more space for a classroom. Heritage Programs was asked to examine possibilities for accommodating these needs in terms of how they might impact the historic character of the property in, a) the existing space in the building, b) in an addition to the existing building, or c) in a separate building on site.

The following discussions will address the potential impacts of each of the options. Note that the proposed alternatives are based on impacts to the historic building, but are not based on architectural and engineering feasibility. Likewise, costs have not been considered in the following recommendations. The feasibility of any of the proposed options should be weighed against architectural, engineering, and cost considerations that are informed by data from the OPRD Design and Engineering Section.

The first option (a) is to integrate a classroom and ADA accessible restrooms into the existing building. Some options for a classroom might be, to move the interpretive video or theater area from the second level to the lower level and convert the furnace or boiler room into a theater room (approximately 15 by 15 feet). The boiler is now broken, and there are plans to replace the furnace with electric baseboard heaters in each room. Going with this alternative would provide space for a classroom in the north half of the second floor (12 by 26 feet). Alternatively, a classroom could be placed in the boiler room. Providing ADA accessibility to restrooms and the classroom could be accomplished by providing access to the lower level of the building in some way. During a remodel of the second level in 1989, one of two original stairways was abandoned and covered over to provide more floor space. It may be possible to re-open this stairway, and use the space for a lift or possibly elevator that could provide the needed lower level access. This option was verified as possible by OPRD Preservation Architect, Sue Licht after examining the original building blueprints and visiting the site.

A second option for utilizing interior space for an ADA restroom was proposed by OPRD Preservation Architect, Sue Licht after examining the original building blueprints and visiting the site. This option would focus on converting a changing room on the main (second) floor to a single ADA accessible rest room by expanding the north wall of the changing room by approximately 2-3 feet. The changing room, which is located to the north of the existing stair wells, would be well suited to a conversion because it is adjacent to the closed second stair well to the lower level, and plumbing could be run from the basement to the new restroom. The option needs to be verified as feasible with local officials, but is a potential solution to an ADA accessible restroom on the main floor. More details of this option are in a separate document by Sue Licht.

Another option (b) proposed is to add an addition to the existing building that could house the needed facilities, or some of the facilities (e.g. ADA restrooms). Considering an addition to this building must take into account how the building was designed for the setting and the limited space available to place an addition. In general, adding onto the existing building would be difficult to accomplish because of limited space and the fact that any addition would have a negative impact on the building appearance and historic character. The west side of the building faces the ocean, and there is natural bedrock between the building and the bay. Building an addition here would be difficult and likely unfeasible because of the low elevation so close to the ocean. The north side is also problematic, in that local business people and other locals have expressed a strong desire to keep the viewing platform open and not create any obstructions to the ocean view from the esplanade. The east side of the building is the entry to the building, and given the limited space available on this side adding on here also seems unlikely because of the

impact to the primary façade of the building. There is also very little room available to the south of the building to add on to because there is only a narrow triangular area confined by the existing concrete foundation and stone parapet.

The final option (c) proposed is the building of a separate free standing building somewhere on the property to house the needed facilities or some of the needed facilities. For similar reasons as noted above (with regards to additions,) the areas on the north, east, and west sides of the building do not seem to lend themselves to a freestanding building. There is limited space in these areas to build anything, and if something was built it would be very close to the existing building or require removal some of the compatible designed landscape features like the stone planter or parapet.   The only area that seems well suited to a freestanding building is the open area just south of the building. This area was added to the park after the original building and landscape features were constructed, and presently functions as an additional observation area with a view to the mouth of the harbor. Historically there was a restaurant located on the parcel, but there has been no building on the lot since the 1950s. The area is presently covered with asphalt paving and there are two picnic tables. There is not a great deal of level ground in this location (ca. 30 x 60 feet), but there might be enough room for an ADA accessible restroom or two, and possibly a small classroom. Another option might be the construction of a smaller building that housed only one or two ADA accessible restrooms. Perhaps in combination with re-use of some of the interior space, the desired classroom could be placed inside, and ADA accessible restroom could be outside. An architect or engineer would have to be consulted to determine if there was enough stable ground in this location to build such a facility. There may also be zoning or land use regulations that would preclude an additional building on this property.

Figure 5. Overview of the vacant park land on south side of Whale Watch Center.

CONCLUSIONS

Integrating new facilities into the existing Depoe Bay Whale Watch Center is challenging because of the limits of the natural setting and historic nature of the building and associated landscape features. Some historic properties lend themselves well to potential modifications and changes, but others such as the Whale Watch Center are particularly difficult to modify. This historic evaluation has considered the impact of potential modifications to the building and its historic character. An alternative that was not discussed, but should always be considered, is just leaving the building as it is and utilizing the existing space more efficiently. Before any proposed changes or additions to this property are seriously considered, the OPRD Engineering and Design Section and possibly Planning Section should be consulted to determine if proposed project are feasible. The coastal setting of this property provides many significant constraints to development, and there may be zoning or other land use issues that would preclude any or all of the proposed changes.

Appendix H: Sue Licht Report on Options for Restrooms

Whale Watch Center Options for Restroom Accessibility (Short Term?)

<u>Option A</u>
This option locates a single unisex toilet room on the main floor of the whale watch center.

This new toilet room is located in the area where the stair was removed in 1989. Because this area is "filled in", it should be much easier to run the plumbing through it then to cut new holes through the original concrete beam and slab floor construction. It shouldn't require much in the way of structural analysis either.

It needs to be verified with the local officials that adding this one toilet doesn't trigger a review of the existing septic system and cause a redesign requirement to kick in. If adding one more toilet to the load requires an upgrade, it might be worth looking at taking one of the lower level toilets out of service.

It will be critical to maintain clearance from the column at the door to the toilet room.

<u>Option B</u>
This option explores the idea of using a small residential size elevator to provide access to the restrooms on the lower level. It also modifies those restrooms to meet ADA requirements.

This elevator is located in the area where the stair was removed in 1989. Because this area is "filled in", it should be much easier to run the elevator through it then to cut a new opening through the original concrete beam and slab floor construction. It also shouldn't require much in the way of structural analysis.

If the building is considered "historic", the design and size of the elevator can be reviewed and negotiated with the local building officials based on code interpretation. Often times they will see "some elevator" as better than "no elevator". The elevator shown is a residential size elevator. Often in this category the size can be customized. We have the ability to make it deeper, but not to make it wider if we want to have it remain simple, inexpensive and fit within the existing structural framework.

With this option we would be taking 2 toilets out of service, so it needs to be verified with the local jurisdiction that this would not be a problem. Often times, historic structures do not meet the required fixture count, but it can be allowed if the local officials believe that the facilities have been improved. The other plumbing issue that

will need to be discussed with officials in this scheme is whether or not swapping out fixtures will require the entire plumbing systems (including septic) to be upgraded.

These are both viable options and can be developed further at a later date.