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At PCC, we value education that’s equitable and accessible to all. As Portland’s population continues to grow, we’re growing with it. Ensuring our facilities are up-to-date with current standards, and reflect the needs of our ever-evolving and expanding student population, is crucial.

In this first phase of our Facilities Plan, we looked at everything from our multi-million dollar campus construction projects to site irrigation. We created work groups across disciplines made up of internal staff and external consultants. After assessing our classroom usage, transportation and safety needs, accessibility and Information Technology infrastructure, we developed an integrated plan with sustainability woven throughout.

What’s reflected in this comprehensive, college-wide assessment is an overview: what we’re doing right, and where we can improve.

Through this process, we also discovered a new way of working together. We were guided by the tenets of Critical Race Theory, which looks at how race is implicit in everything, including built environments. We created opportunities for students of color in our capital project work through staff and design team trainings, new inquiry methods and robust outreach and engagement.

This data-rich document is just a start. As we move into subsequent phases of facilities planning, our hope is that this plan will offer a framework from which we all learn and build upon.

—Linda Degman
Director of Planning and Capital Construction
Our Process

PCC’s first comprehensive, district-wide Facilities Plan is not your typical facilities assessment.

In an effort to be more intentional and thoughtful about gathering data across the college, we saw an opportunity to take an integrated approach. We wanted to support the college’s strategic and academic plans that focus on building opportunities for equitable student success.

Because of the vast amount of data to be collected and processed, the plan was split into two phases. Phase I is essentially an existing conditions assessment. Phase II, which will begin in Fall 2019, will be a visioning exercise for the campuses and centers in the PCC district and determine future development capacity.

In Phase I, we created eight work groups that conducted site visits and held meetings with internal PCC stakeholders and specialists to collect data.

With collaboration driving the process, the chairs of each work group met monthly to review information and coordinate workflow. The findings were then shared with an internal steering committee that was supported by a project management task force.

What is listed in the following pages is a high-level summary of the work group findings. Our goal is that the data collected can be used to better identify and understand our greatest needs district-wide, so we can effectively allocate resources moving forward. More detailed information can be found on each focus area in the technical appendices.

## Focus Areas

<table>
<thead>
<tr>
<th>Focus Area</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Space Utilization</strong></td>
<td>Classrooms and meeting rooms on campuses and centers</td>
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<tr>
<td><strong>Facilities Condition Assessment</strong></td>
<td>College utilities, landscape, structural conditions, mechanical, electrical and plumbing, as well as code compliance</td>
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<tr>
<td><strong>Transportation and Parking</strong></td>
<td>Parking spaces and current transportation demand strategies (including bike rental programs, shuttle service and discounted TriMet passes), that aim to reduce car use</td>
</tr>
<tr>
<td><strong>Safety and Security</strong></td>
<td>Electronic safety systems such as building access, emergency notifications, intrusion detection and video surveillance</td>
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<tr>
<td><strong>Critical Race Theory</strong></td>
<td>Framework that stresses the participation, leadership and experimental knowledge of students of color in the design process</td>
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<tr>
<td><strong>Information Technology</strong></td>
<td>Wireless access, telecommunications rooms, copper and fiber optic cabling, as well as classroom technology</td>
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<tr>
<td><strong>Americans with Disabilities Act (ADA)</strong></td>
<td>Accessible pathways from parking lots and bus hubs to building entrances and building interiors</td>
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<tr>
<td><strong>Capital Projects</strong></td>
<td>Large-scale campus construction projects funded by general obligation bonds</td>
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<tr>
<td><strong>Culture of Sustainability</strong></td>
<td>Waste management, energy and water efficiency, stormwater management, natural systems including gardens and bee apiaries and transportation alternatives</td>
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</table>
Portland Community College has four comprehensive campuses, eight education centers or areas served and approximately 200 community locations that encompass 1,500 square miles total in the Portland metropolitan area.

PCC serves more than 70,000 part- and full-time students in Multnomah, Washington, Yamhill, Clackamas and Columbia counties. We offer two-year degrees, one-year certificate programs, short-term training, alternative education, pre-college courses and lifelong learning.
Fast Facts

1. PCC is the largest post-secondary institution in Oregon

4. PCC was the 4th college nationwide to become Bee Campus USA certified. PCC is also Tree Campus USA certified

9. PCC has nine LEED-certified buildings

389. PCC has 389 classrooms on the four campuses

1,500. PCC’s district has grown to 1,500 square miles, larger than the size of Rhode Island, and includes five counties — Multnomah, Washington, Clackamas, Columbia, and Yamhill

1961. PCC opened its doors in 1961

586 million. As of June 30, 2017, PCC’s net investment in capital assets is $586 million

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**Campuses**

<table>
<thead>
<tr>
<th>Campus</th>
<th>Year</th>
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<th>GSF</th>
<th>Acres</th>
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<td>1971</td>
<td>13</td>
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<td>Rock Creek</td>
<td>1976</td>
<td>21</td>
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<td>Southeast</td>
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<td>Sylvania</td>
<td>1968</td>
<td>16</td>
<td>898,717</td>
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| SUBTOTAL     |      | 56        | 2,255,789 | 421.67

**Centers**

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<td>1880 2010 Renovation</td>
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<td>Newberg</td>
<td>2011</td>
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Fast facts are a snapshot of campus assets as of March 2, 2018. They do not include leased spaces at: Hillsboro Center, new facility in Columbia County, Central Distribution Services, Capital Park, or Telephone Exchange Building (gsf = gross square feet)
Cascade Development History

1970: Library
1971: Terrell Hall
1974: Terrell Hall Expansion

1985: Jackson Hall
1988: Terrell Hall Expansion

1993: Library Building Renovation
1996: Student Services Building Telephone Exchange Building

2002: Jackson Hall Renovation

2003: Public Services Education Building
2004: Technology Education Building Terrell Hall Expansion Physical Education Building

2005: Moriarty Arts and Humanities

2007: Acquired Paragon Building

2015: Paragon Renovation
2016: Cascade Hall Student Union Library Renovation Parking Lots 4, 6, and 7 Technology Education Building Renovation Student Service Bldg Renovation
Sylvania Development History

- 1968: Automotive & Metals Building
- 1970: A.M. De Bernardis College Center
- 1972: Health Technology Building
- 1985-1990: Science Technology Building
- 1999-2000: Social Sciences Building
- 2003: Performing Arts Center
- 2007-2008: Communications Technology Center
- 2010-2012: Performing Arts Center
- 2013-2015: Science Technology Building
- 2016-2018: College Services Building
- 2019-2020: Child Development Center

**Additional Buildings:**
- 1969: Science Technology Building
- 1972: Heat Plant
- 1972: Social Sciences Building
- 1972: Communications Technology Building
- 1986: Library
- 1986: Performing Arts Center
- 1988: Performing Arts Center
- 1990: Performing Arts Center
- 1994: Performing Arts Center
- 2000: Performing Arts Center
- 2002: Performing Arts Center
- 2005: Performing Arts Center
- 2007: Performing Arts Center
- 2009: Performing Arts Center
- 2011: Performing Arts Center
- 2012: Performing Arts Center
- 2013: Performing Arts Center
- 2014: Performing Arts Center
- 2015: Performing Arts Center
- 2016: Performing Arts Center
- 2017: Performing Arts Center
- 2018: Performing Arts Center
- 2019: Performing Arts Center
Rock Creek Development History
Southeast Development History
Critical Race Theory (CRT) is a framework used to examine society as it relates to the categorization of race, law and power. Combined with spatial theory, the workgroups applied a CRT lens to explore how race and space play a part in shaping our campus climate. Space is not neutral, and finding ways to better understand students’ perspectives of the spaces we build will help us achieve a more welcoming and comfortable learning environment.

With a focus on process over outcome, the project supported student-led inquiry research (see page 14), included CRT trainings and workshops and developed a repository of online resources. PCC will continue to seek ways to infuse CRT within facilities planning and capital projects; our work in this arena is ongoing.

Student findings
Students combined storytelling with inquiry for a more authentic engagement process. Asking critical questions that explored students’ on campus experiences mattered just as much as who asked the questions. For future research, consider questions such as: How do built environments on campus make you feel? How would you describe an inclusive space? How are your multiple identities represented in college space?

This project has taught me a lot about taking part in collaborative research and addressing the complexities of our world, then taking on the task of improving as best we can.

—Cory Gillette
Space Matters Student
Over the course of the project, students applied CRT to “read” three spaces—Learning Garden (RC), Health Technology Building (SY), and College Center Building (SY). Comments included:

- I’m conflicted. There’s historical trauma associated with a garden, especially for people of color.
- You have to be in the know to know what is taught here, how to participate, and who belongs here.
- The open student space, with flexible furniture and data and power outlets, is great and appreciated. Yet it can feel like we’re being watched because of the many windows, and the concrete floor feels harsh and cheap.
- Type of furniture and openness of the ASPCC space makes it seem inclusive. It is spacious, yet private, making it feel safe.
- The photos and posters on the wall are of white people only, and other displays support dominant ideas of gender and race.

‘Space Matters: Race, Equity, and the PCC Landscape’

‘Space Matters’ was a student engagement and inquiry project designed to apply CRT to facilities planning as a means to further PCC’s mission of equity and inclusion.

Wanting to take the theoretical and explore how it could be applied practically, a series of workshops were offered to train 20 PCC students of color as co-researchers over a period of five weeks, from February to March 2018. In between workshops, students designed inquiry tools and conducted outreach on all four campuses to investigate the socio-spatial experiences of PCC students through photojournaling and surveys.

Students were invited to explore the following questions:

*How does space matter?*

*What do material objects, spatial arrangements and built environments teach us about culture and power?*

*What messages do educational settings communicate?*

*What are the relationships among race, space and educational equity at PCC?*

*How might we imagine new possibilities for PCC campus spaces?*

Students shared their findings in a community forum where they presented and discussed insights and recommendations with college leaders.
Space Utilization looks at how we’re using our classrooms at campuses and centers. Good space utilization means being able to meet peak demand without having too much excess space. This study marked the first time the college comprehensively reviewed usage.

What is working

• High-seat utilization and effective room utilization. Usage on Monday-Thursday is efficient, which is typical for a community college of our size
• Classroom sizes are a good mix of size ranges

Recommendations

• Create a standard template for Workforce Centers to track a variety of scheduling requests
• Refine scheduling/use data for continued room and seat utilization assessment
• Conduct a space utilization assessment for non-academic/support spaces district-wide

Also look at:
Capital Projects

What is working

• Through ongoing community support, PCC facilities are in good shape and serve the needs of the college

Recommendations

• Continue to rely on data for a deliberate and informed approach to Capital Projects planning

• Continue to explore ways that incorporate Critical Race Theory in capital project design and outreach processes

Also look at:

Establishing Capital Priorities

One of the objectives of the district-wide Facilities Plan is to establish capital priorities for future bond requests.

The priorities for the 2017 Bond Measure were:

1. **IMPROVE WORKFORCE TRAINING PROGRAMS**
   Modernize the college’s workforce training center in Northeast Portland, and provide updated equipment and technology for programs.

2. **EXPAND HEALTH PROFESSIONS & STEAM (science, technology, engineering, arts and math)**
   Renovate the existing Health Technology building at Sylvania Campus and develop new interactive training spaces for healthcare programs.

3. **MEET NEEDS FOR SAFETY, SECURITY, BUILDING LONGEVITY AND DISABILITY ACCESS**
   Extend the lifespan of PCC facilities and meet the needs of current and future students.
Facilities refer to the underlying infrastructure that keeps PCC running—boilers, plumbing, building exteriors and more. Students have a greater sense of pride in the college when interacting with quality facilities that both look good and feel safe, while staff and faculty can be more creative and experimental in an environment that’s responsive to their academic and professional needs.

What is working

- Staff and faculty are committed to making sure things are running smoothly, often putting in extra hours to get the job done

Recommendations

- Create a long-term capital renewal and replacement schedule
- Continue interdisciplinary project coordination

Also look at:

- Building Assessment Summaries Cascade
- Building Assessment Summaries Key

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<th>Name</th>
<th>Summary</th>
<th>Fire/Life/Safety</th>
<th>ADA</th>
<th>Facilities</th>
<th>Mechanical</th>
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## Facilities Condition Assessment Continued

### Building Assessment Summaries Rock Creek

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### Building Assessment Summaries Southeast

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<th>Name</th>
<th>Summary</th>
<th>Structure (Seismic)</th>
<th>Fire/Life/Safety</th>
<th>ADA</th>
<th>Facilities</th>
<th>Mechanical</th>
<th>Electrical</th>
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### Building Assessment Summaries Centers

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<th>Facilities</th>
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1. Addressed in 2017 Bond
2. Leased Space
3. TBD
Americans With Disabilities Act (ADA)

ADA ensures access to the built environment for people with disabilities. Features such as grab bars in bathrooms, electrical outlets within reach and adjustable desks can be critical to student success.

What is working

- There is increased awareness across the district about accessibility issues and solutions

Recommendations

- Establish an Accessible Travel Network (ATN) for each campus and center
- Prioritize deficiencies along each ATN, including interior deficiencies where the ATN passes through buildings
- Reduce overall travel distance from accessible points of arrival to users’ destination

Also look at:

Sylvania Accessible Travel Network
Southeast Accessible Travel Network

Cascade Accessible Travel Network
Americans With Disabilities Act (ADA)

Rock Creek Accessible Travel Network
Transportation and Parking

Transportation and parking is often a student's first introduction to campus. Making it a positive and efficient experience is important so they can focus on learning. With Transportation Demand Management, the college can be more responsive to parking demands when enrollment ebbs and flows.

What is working

- The latest travel survey of staff and students found that 48% drove alone or motorcycled, while more than 50% used alternative modes of travel
- PCC’s shuttle service between campuses is well used and valued by students and staff

Recommendations

- Continue to make alternative modes more attractive through enhanced incentives and infrastructure
- Design a parking system to meet demand while increasing equitable access for staff and students
- Increase support for more sustainable travel options such as bike rentals and electric vehicle charging stations

Also look at:

<table>
<thead>
<tr>
<th>2017 Survey of Students</th>
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<tbody>
<tr>
<td><strong>Commute Method</strong></td>
</tr>
<tr>
<td>Drove Alone or Motorcycled</td>
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<tr>
<td>Rode the bus or MAX</td>
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<td>Carpooled</td>
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<td>2-person</td>
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<td>3-person</td>
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<td>4-person</td>
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<td>5-person</td>
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<td>Biked</td>
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<td>Distance Learning*</td>
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<td>PCC Shuttle</td>
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<td><strong>TOTAL</strong></td>
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*Distance Learning not counted in total trips
Information Technology

What is working

- Existing infrastructure is generally up-to-date with industry standards
- Information Technology staff have extensive knowledge of the existing network and supporting infrastructure

Recommendations

- Ensure WiFi is consistently reliable through updated wireless access points, including outdoor WiFi in heavily trafficked areas
- Upgrade core network equipment as needed for continued reliability
- Continue ongoing upgrades to audio visual equipment in classrooms to meet ever-changing approaches to instruction

Also look at:

Students’ academic success and confidence is boosted when they can access their information anytime and anywhere using college infrastructure.
Safety and Security

What is working

- Electronic security systems are functioning as designed
- A comprehensive and coordinated approach is taken while determining program needs
- Staffing levels are suitable to support existing electronic security infrastructure

Recommendations

- Update college security standards to ensure consistent delivery methods across the district
- Assess the physical college environment using the principles associated with Crime Prevention through Environmental Design (CPTED)
- Confirm capital needs once department organization is complete
- Evaluate next generation Mass Notification systems for future installations

Also look at:

A safe, comfortable learning environment allows students to focus on their studies without additional safety concerns.
Culture of Sustainability

Sustainability touches everything from food service to gardens to building construction. Campuses are healthier, greener, and cleaner when sustainable practices are implemented. Encouraging a culture of sustainability means creating more learning opportunities both on campus and beyond.

What is working

• Sustainability is considered in all aspects of PCC, operationally and academically

• PCC is looked to as a leader in campus sustainability, winning the 2019 Second Nature Marks of Distinction, the 2017 Second Nature Climate Leadership Award, and the 2016 Sustainability Award from APPA: Leadership in Educational Facilities

• PCC has a strong sense of pride about its award-winning initiatives

Recommendations

• Develop standard protocols to power off computers

• Reduce chemical use, with a goal of being pesticide and synthetic fertilizer-free by 2020

Also look at:
Facilities Planning integrated with the forthcoming Academic and Student Affairs Plan and the college’s Strategic Plan supports a quality student environment as well as the college’s mission of access and inclusivity.

Next steps in Facility Planning include:

• Enhance the findings from Phase I with an assessment of ADA Barrier Removal; development of Safety and Security Standards; and continued Space Utilization assessment, particularly in support spaces such as offices, meeting rooms and resource centers.

• Begin Phase II work by conducting visioning exercises for each campus to better understand growth capacity in conjunction with academic programming needs.

• Continue a collaborative and coordinated approach to project work as demonstrated throughout facilities planning.

• Continue to integrate Critical Race Theory (CRT) in capital project work through broad outreach efforts and explore how CRT informs policy and design decisions at the college.
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<tr>
<th>1. Space Utilization</th>
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<tr>
<td>Space Utilization Work Group/Biddison Hier</td>
<td>Facilities Work Group/RLB</td>
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<tr>
<th>2. Capital Projects</th>
<th>4. ADA</th>
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<tbody>
<tr>
<td>Capital Projects Work Group/SRG</td>
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<th>3. Facilities</th>
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<td>3a. Building Overview</td>
<td>4b. Site Accessibility</td>
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<tr>
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<td>ADA Work Group/DEA</td>
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<td>3f. Landscape and Open Spaces</td>
<td>9. Critical Race Theory</td>
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<tr>
<td>Facilities &amp; Sustainability Work Group/2.ink Landscape Architects</td>
<td>Intent &amp; Purposes LLC, Amara H. Pérez</td>
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