



**Portland  
Community  
College**

Planning and Capital Construction | Building Our Future

# PCC Sylvania Health Technology Building Renovation & Site Improvements

## Fall Update - Pre Design Phase

October 24 & 28, 2019

HACKER LEASE CRUTCHER  
**Lewis**

# Project Introduction

# PCC Mission

Portland Community College supports student success by delivering access to quality education while advancing economic development and promoting sustainability in a collaborative culture of diversity, equity and inclusion.

# President's Work Plan 2018-21

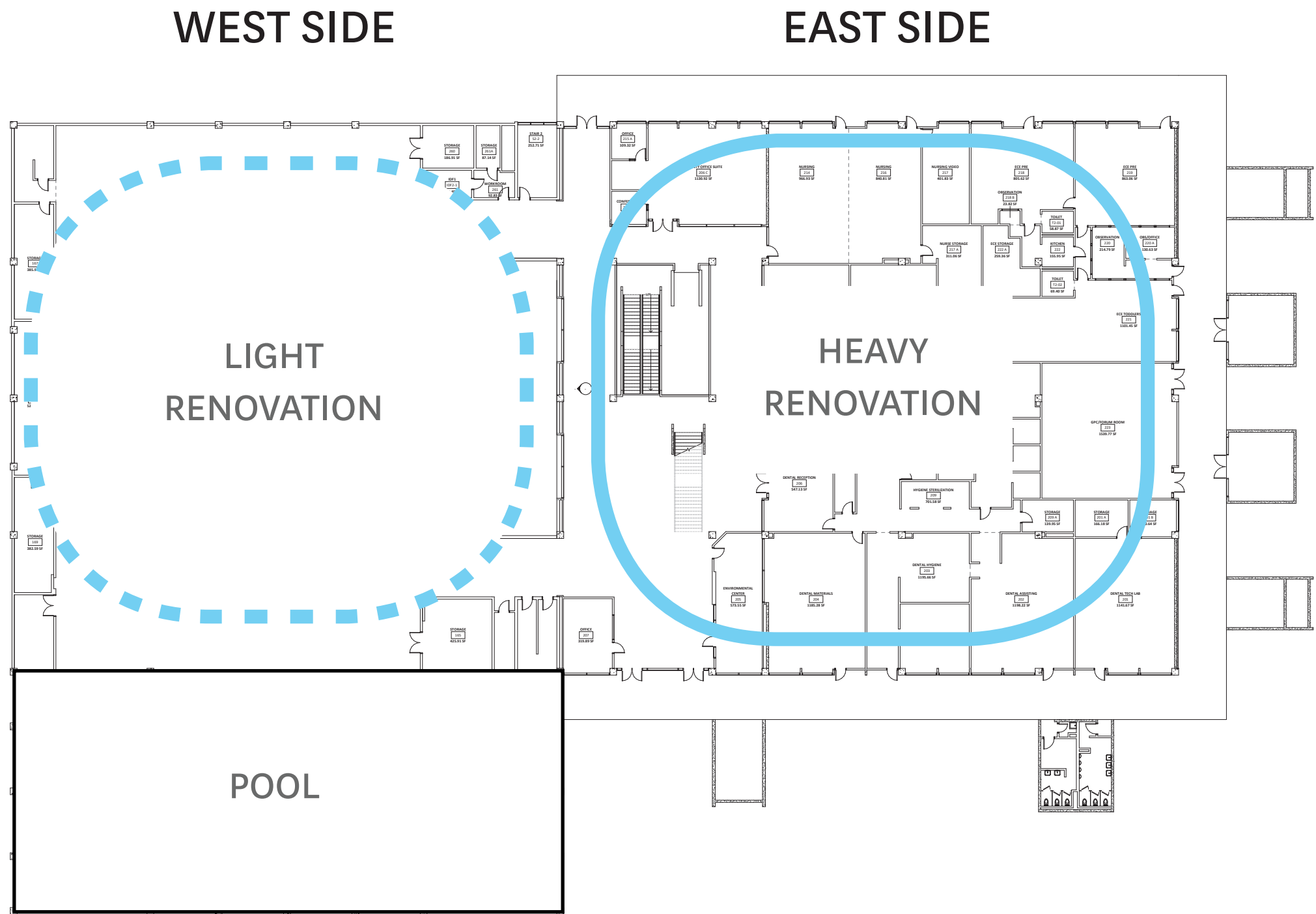
OPPORTUNITY		EQUITABLE STUDENT SUCCESS	
Improve socio-economic mobility for students, particularly low-income students from underserved communities.		Our student population reflects the diverse communities that we serve, our students graduate at a constantly increasing rate and disparities in student outcomes are significantly reduced or eliminated.	
Examples of Strategies	Goals Related to Opportunity	Examples of Strategies	Goals Related to Equitable Success
<p>Leverage or obtain additional resources for PCC and our students by strategically building on existing partnerships and forging new ones cohesively with:</p> <ul style="list-style-type: none"> <li>♦ state agencies/entities (e.g., Department of Human Services, Higher Education Coordinating Commission, Governor's Office, The Oregon Workforce Talent Development Board, the Oregon Legislature, etc.)</li> <li>♦ local school districts</li> <li>♦ universities</li> <li>♦ employers and business associations</li> <li>♦ cities</li> <li>♦ counties</li> <li>♦ multi-county government</li> <li>♦ housing and transit authorities</li> <li>♦ the federal government</li> <li>♦ policy intermediaries</li> <li>♦ the local press and news outlets</li> <li>♦ community-based organizations/non-profits</li> <li>♦ philanthropic donors</li> </ul>	<ul style="list-style-type: none"> <li>♦ establish and operationalize the infrastructure for building or expanding strategic partnerships: <ul style="list-style-type: none"> <li>♦ the Employer Partnership Committee</li> <li>♦ Pathways to Opportunity</li> <li>♦ PCC K-12 Council</li> <li>♦ the Communities of Color Advisory Council</li> <li>♦ listening sessions for the next PCC Strategic Plan</li> </ul> </li> <li>♦ work to garner additional public and private resources <ul style="list-style-type: none"> <li>♦ work with cities, counties, state legislature and federal government, private funders</li> <li>♦ actively engage in the PCC Foundation Campaign for Opportunity to increase opportunity for students and the communities they come from</li> </ul> </li> </ul>	<p>YESS (Yes for Equitable Student Success) strategies and related initiatives – 2018-19 is the year for implementation of YESS initiatives and:</p> <ul style="list-style-type: none"> <li>♦ alignment of district-wide YESS and campus work plans</li> <li>♦ implementation of President's Excellence Fund projects (many of which are focused on equitable student success)</li> <li>♦ continued evolution toward becoming a learning organization (e.g., implementation of a talent management system)</li> <li>♦ identification, communication and pursuit of strategic Key Indicators of Achievement regarding equitable student success and long-term alignment of the new strategic plan, the biennial budget development process and accreditation (see reverse side) along with alignment of the college and board goals;</li> <li>♦ pursue new public and private funding for student success</li> </ul>	<ul style="list-style-type: none"> <li>♦ increase student completion rates <ul style="list-style-type: none"> <li>♦ leading indicators such as: <ul style="list-style-type: none"> <li>– quarter to quarter retention</li> <li>– developmental education outcomes</li> </ul> </li> </ul> </li> <li>♦ decrease disparities in these rates between student populations</li> </ul>



# Why the HT building?

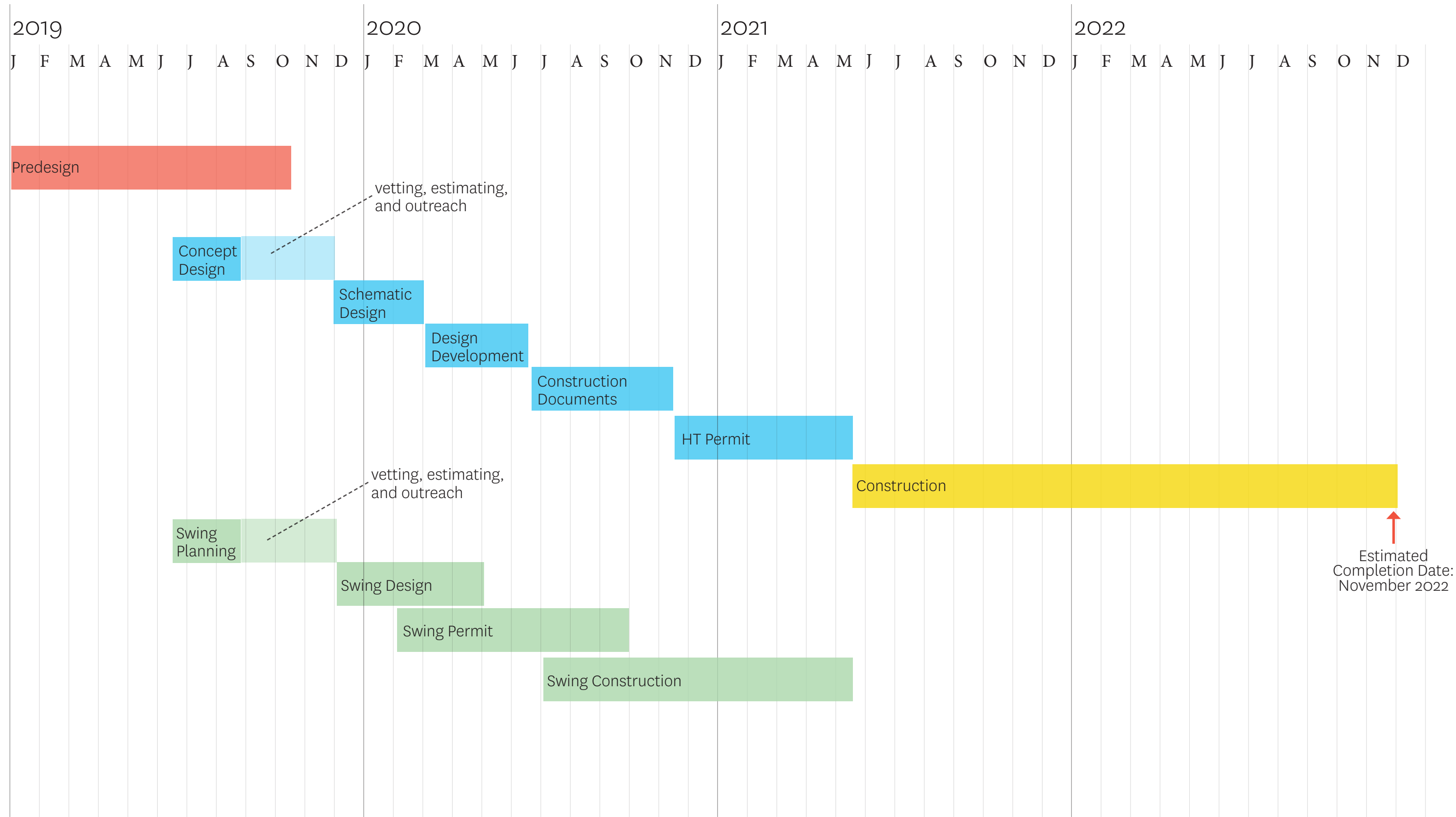
- Largest project in 2017 bond
- Focus on program expansions, alignments, and updates
- Opportunities presented by programs moving out

# Project update | Potential Scope



Opportunity | Remove Interior Construction East Side

# Project update | Draft Schedule

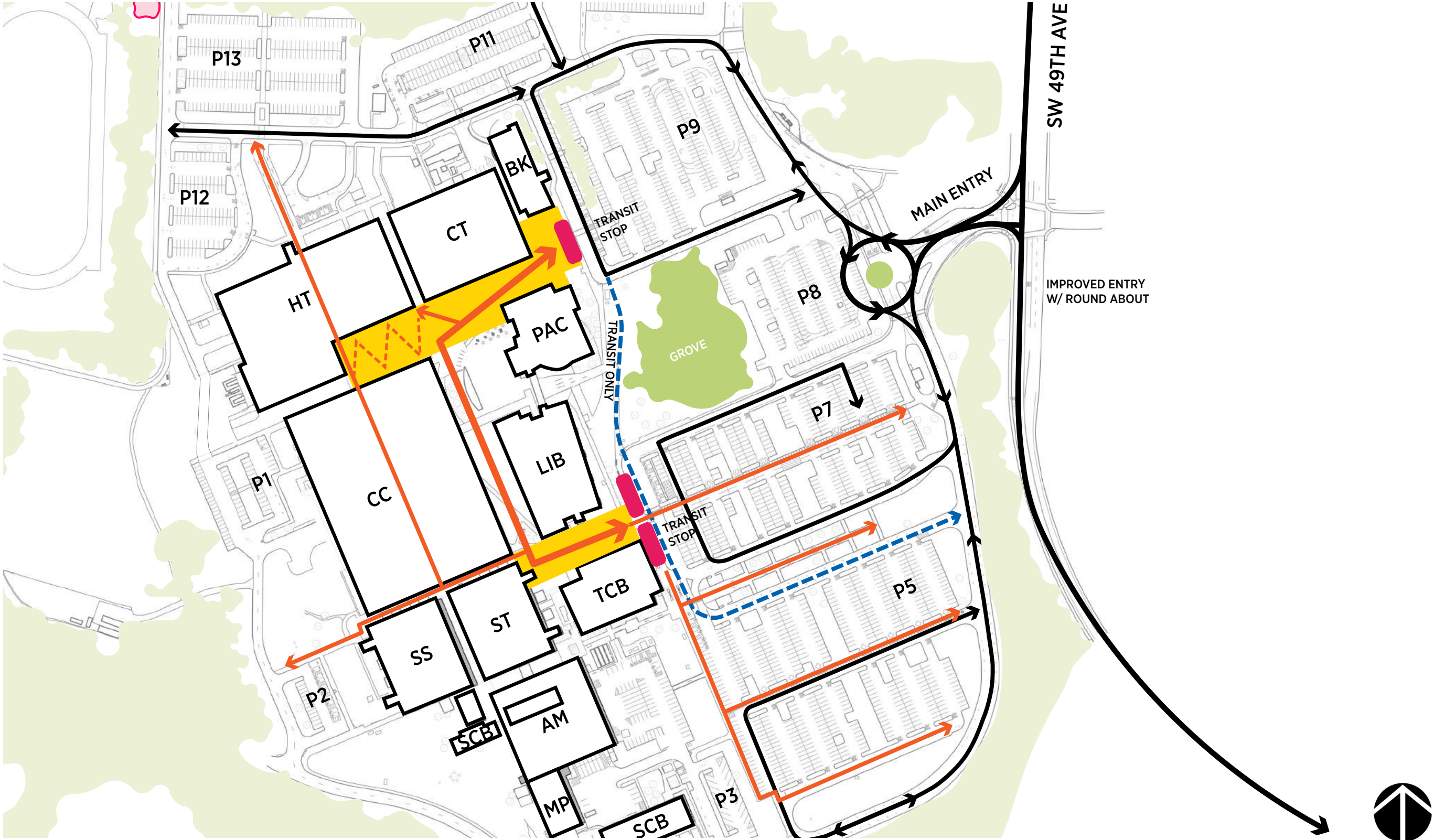


## Project update | Next steps

1. Now thru November - Pricing and Review
2. Now thru November - Swing vetting
3. November - Team makes choices for Swing moves
4. December - Outreach via email, Begin design for HT and Swing
5. January 2020 - Further outreach, Sustainability Workshop

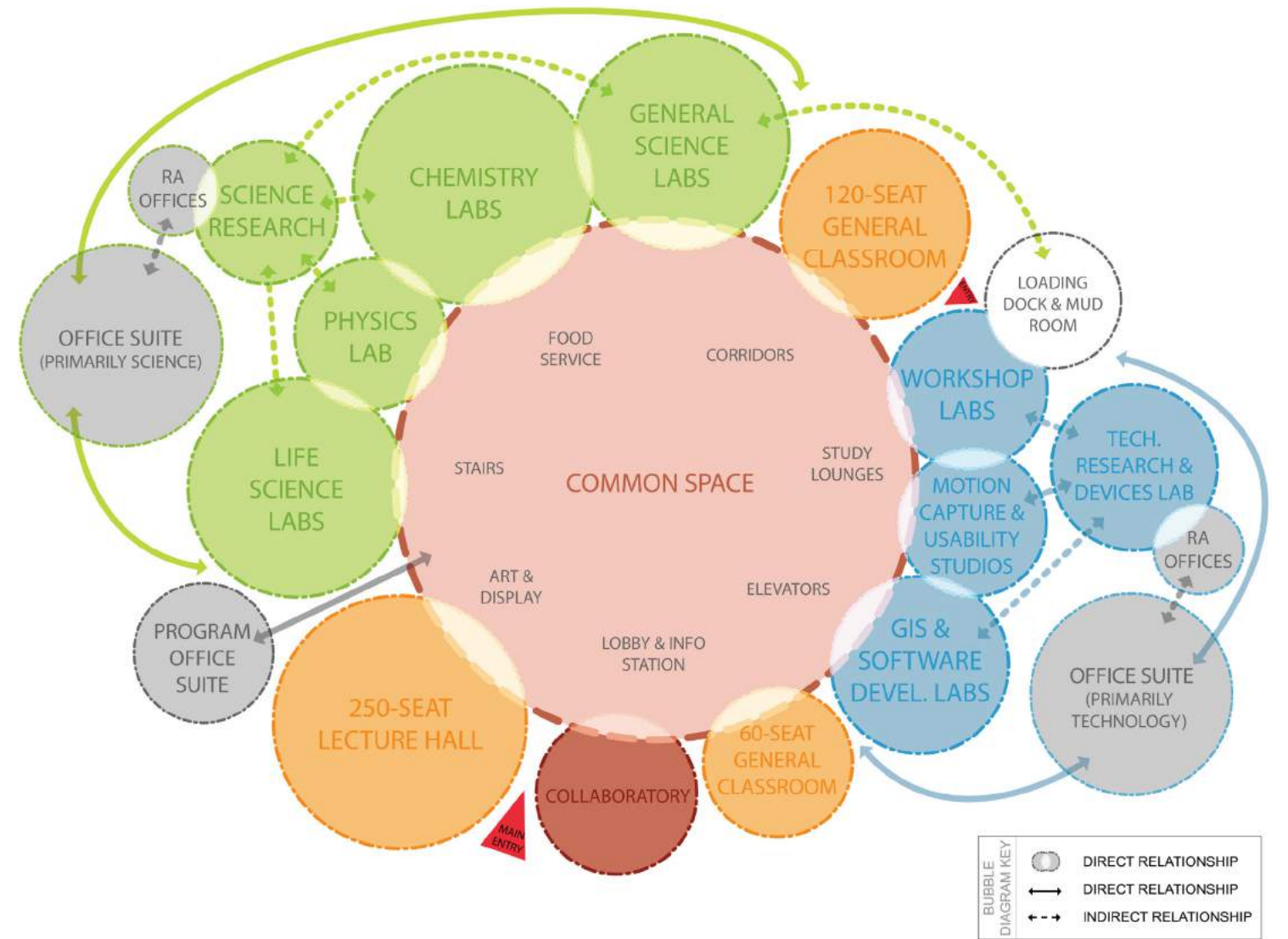
What have we been doing?

# Project update | Campus Framework



How does it all fit together?

# Project update | Programming



What goes where? How big? Adjacencies?

Project update | Draft vision statements

# LEARNING-CENTERED FOR STUDENT SUCCESS



**WELCOME ALL** WHILE REPRESENTING PROGRAM MISSIONS



MAKE **EQUITABLE SPACES** FOR **INCLUSIVE** TEACHING AND LEARNING



NEST SPECIALIZED PROGRAMS IN A **COLLABORATIVE** ENVIRONMENT



SUSTAINABILITY CENTERED ON **HEALTH AND WELLNESS**

# How can we transform the experience to support student success:

In how students **move** through the campus and building.

In how students **feel** in the building.

In how students **learn** (in classroom, small group, focused).

In how students are **supported**.

**Where do we see evidence of inequity /  
bias in the built environment?**

# **move**

What we have seen and heard about moving through campus and the building:

Move | There are impediments to accessibility.



stairs, multiple levels, steep site

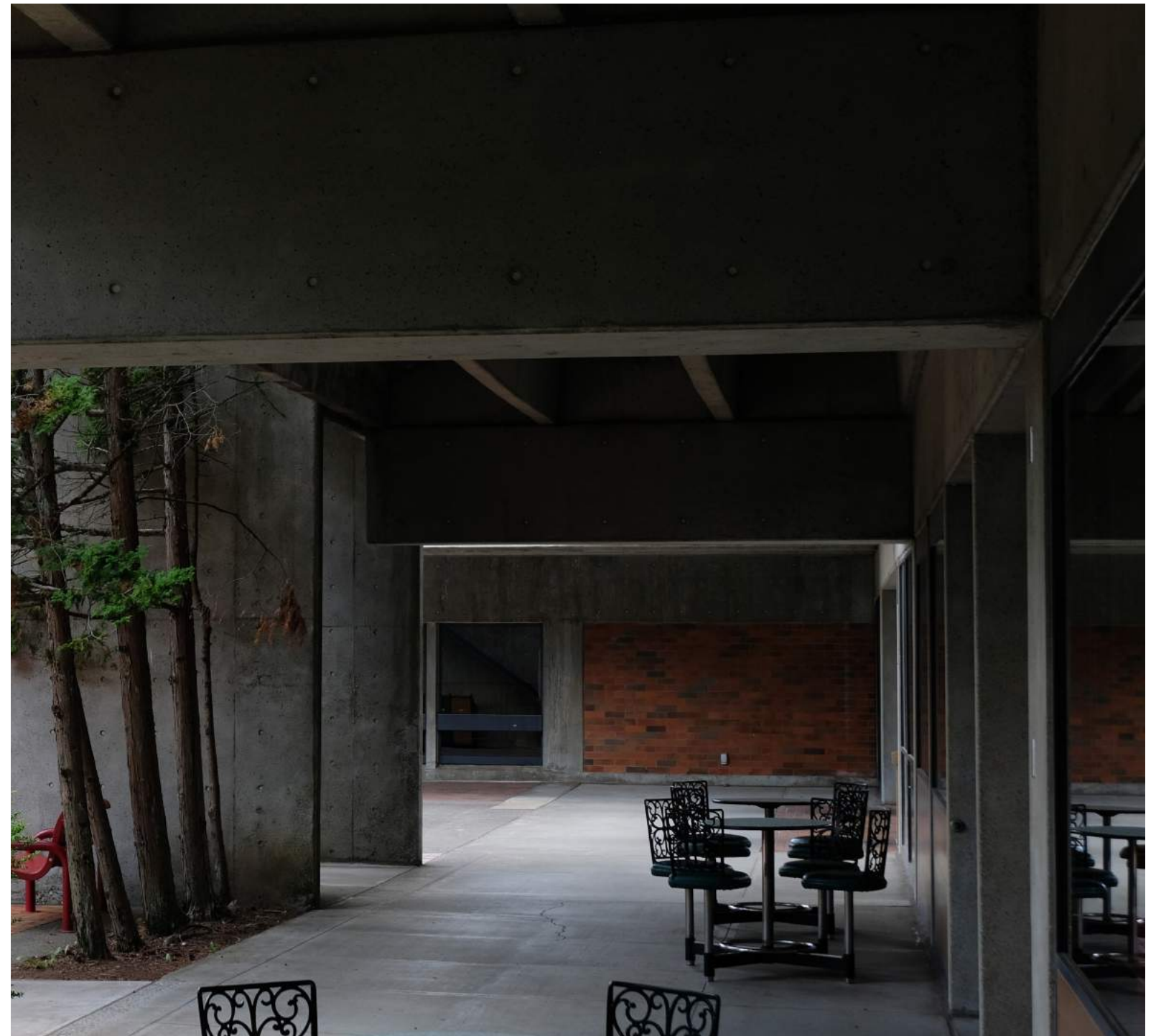


# Move | How can the project provide equitable access to all spaces on campus?



regrading, relocating Learning Garden

Move | Navigating through campus feels unsafe, confined, confusing.



dark areas, few clear sight lines

# Move | How can the project make navigation safe, open, and clear?

CT



HT

## Move | How can the project make navigation safe, open, and clear?

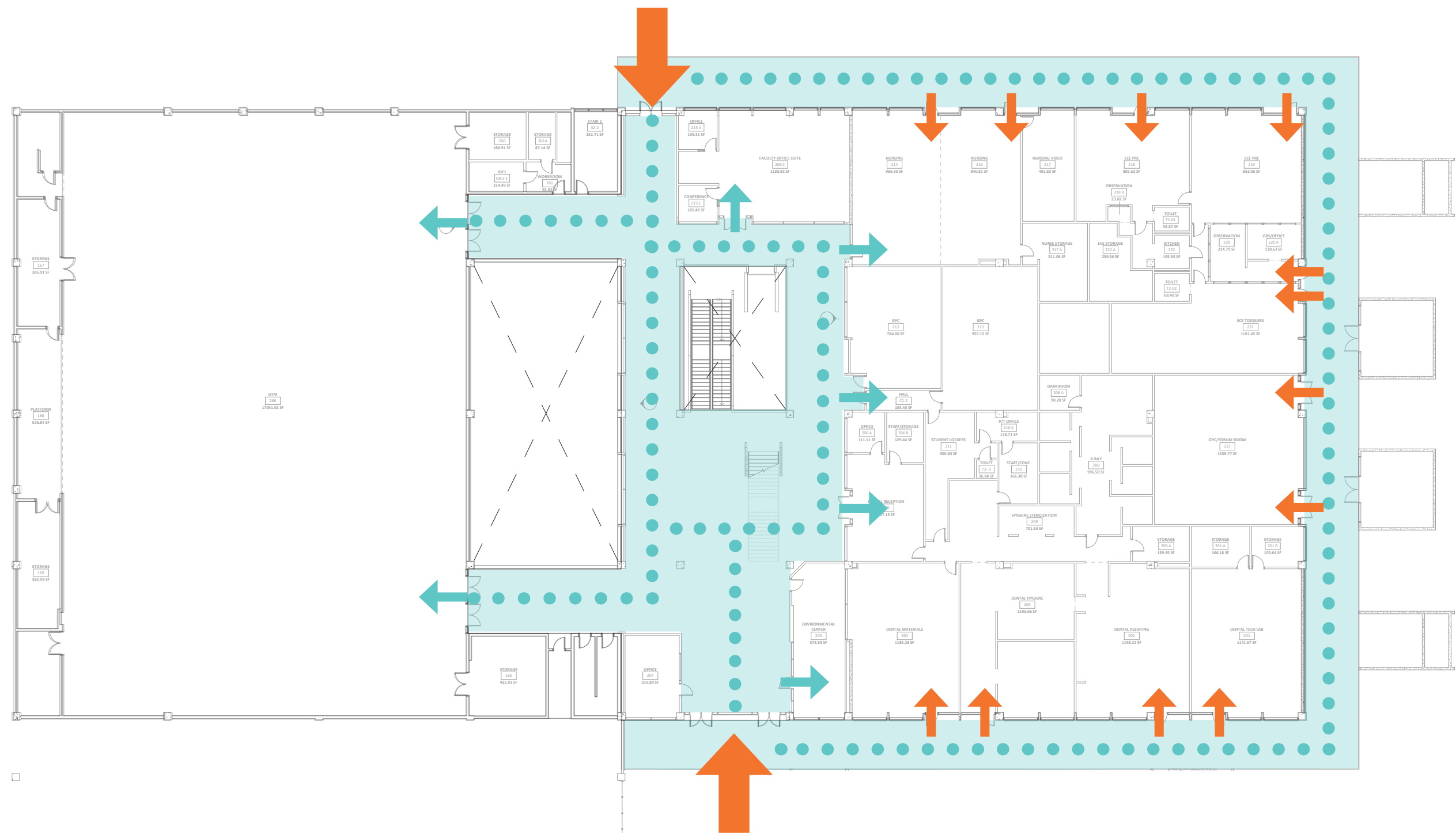
CT



HT

remove obstructions, improve landscape connections

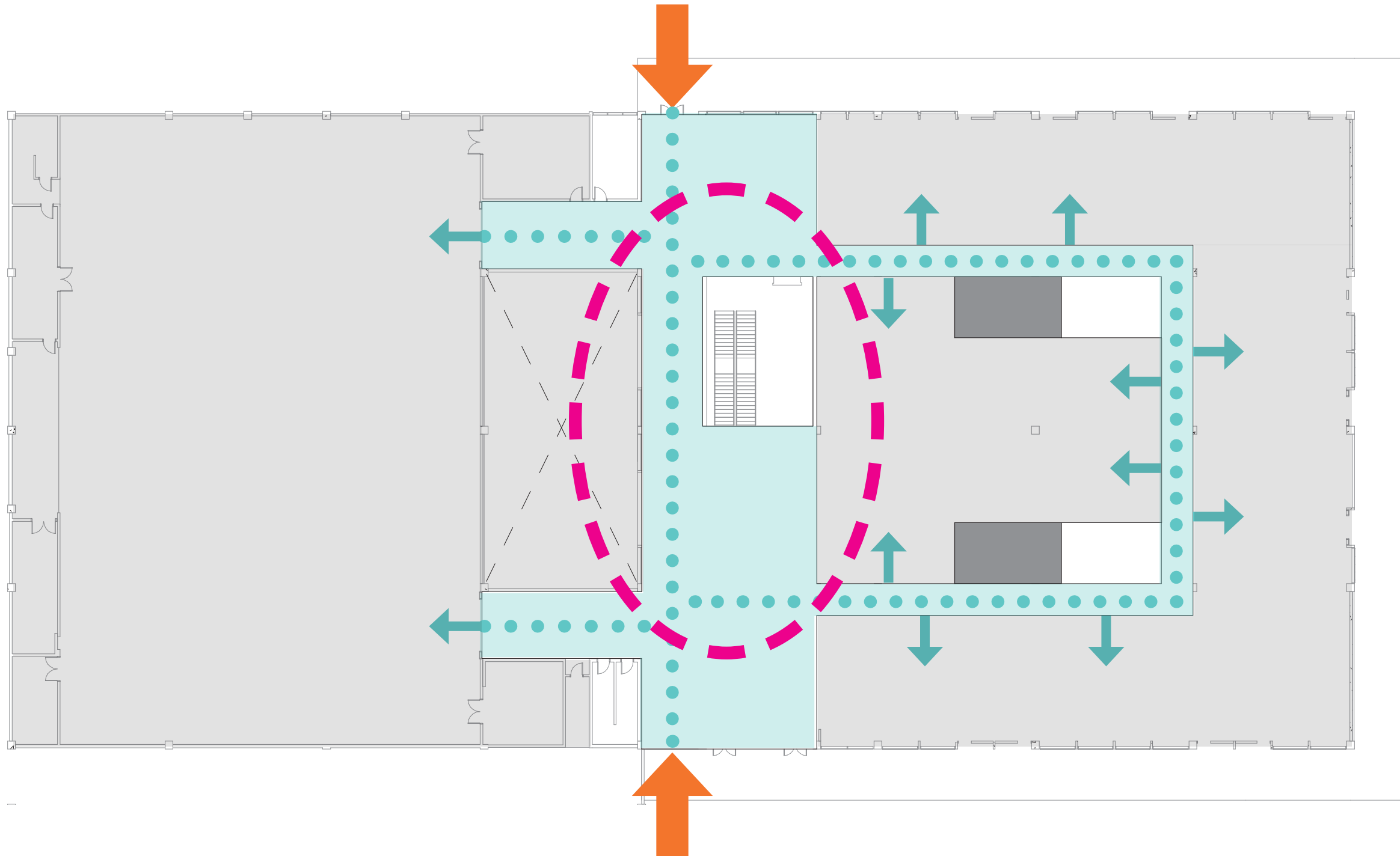
Move | Entries are hard to find, and there are too many of them.



lack of clear entry, weak connection to campus, security concerns



## Move | How can the project create a clear arrival and sense of community?



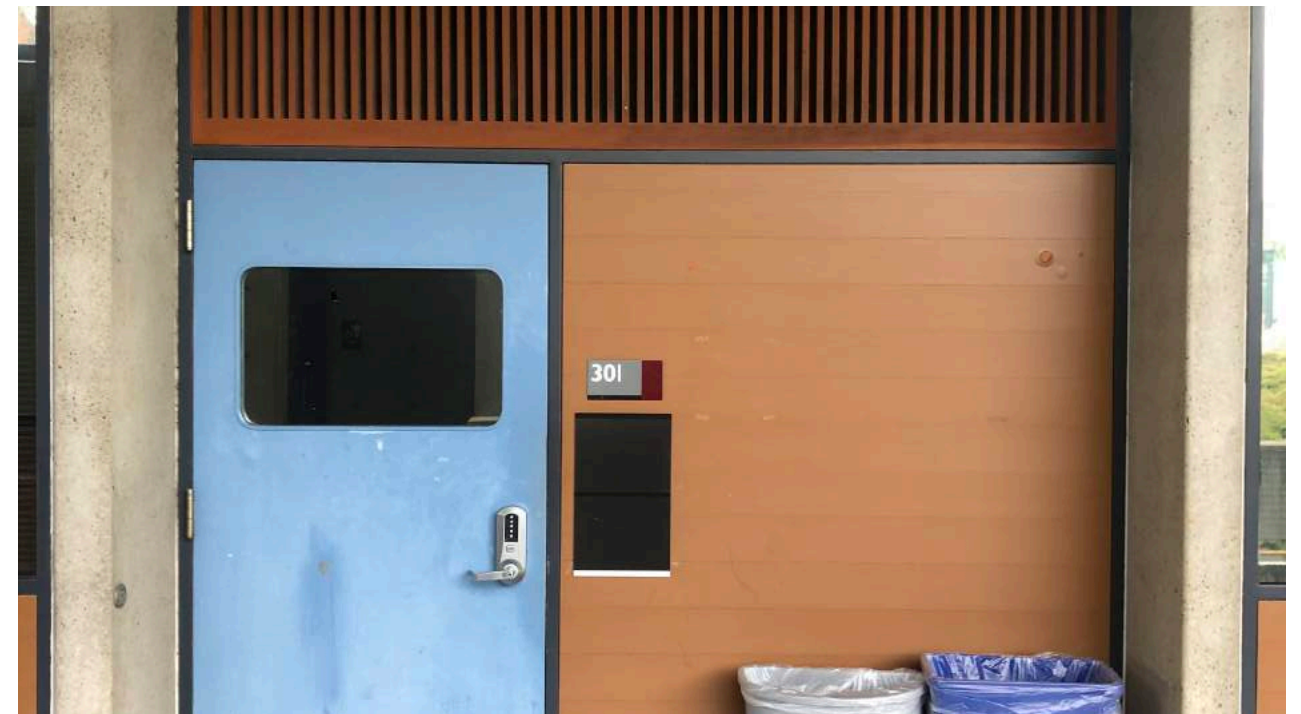
clear entries and clear points of navigation to program, central gathering



# feel

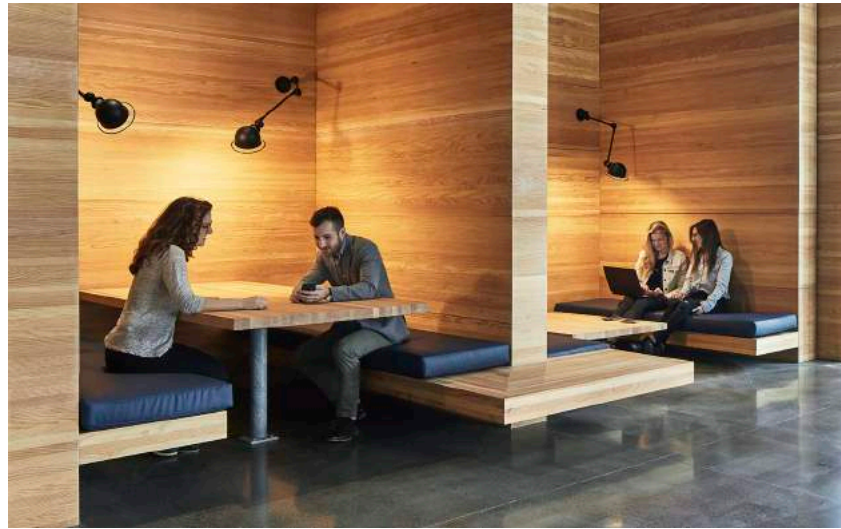
What we have heard about how people feel in the building:

Feel | The building feels defensive, imposing, cold.



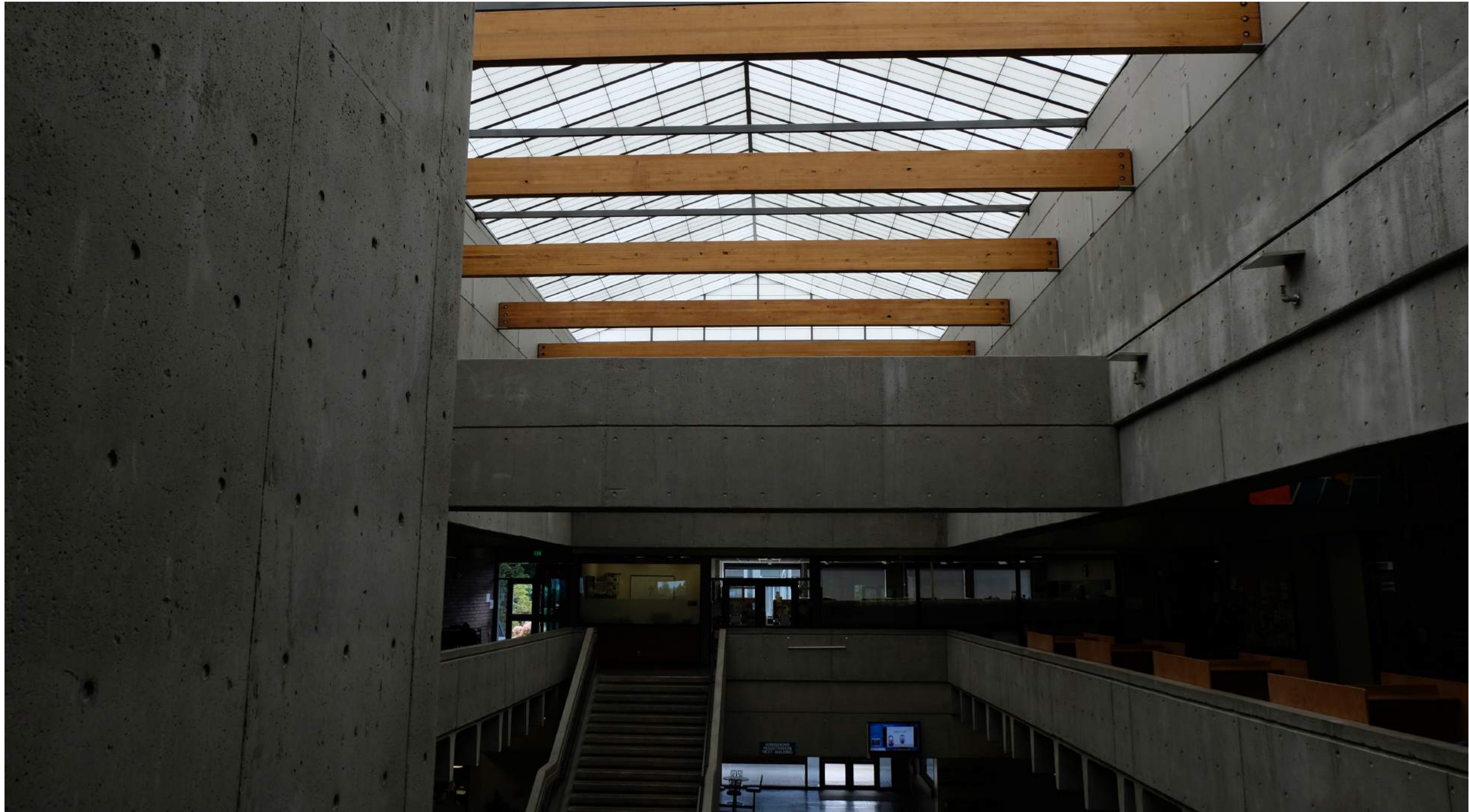
concrete everywhere, limited views

# Feel | How can the project create inviting, open, comfortable spaces?



materiality, visual connections, choices

Feel | The building feels unhealthy and uninspiring.



dark, no views, aged environmental building systems

# Feel | How can the project promote health and wellness?



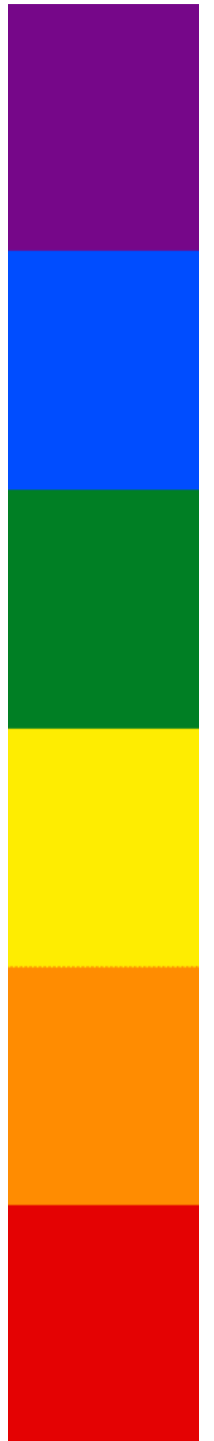
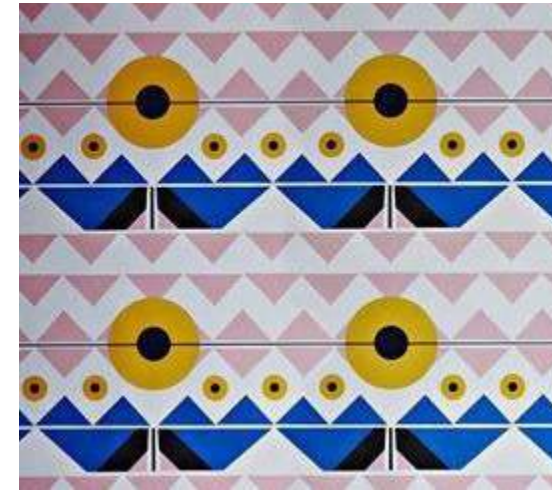
views, natural light, connection to nature, improved ventilation

**Feel** | The building does not represent or welcome multiple individual identities.



intersectionality - gender, race, religion, ability

Feel | How can the project represent students' held identities?



**?**  
**how**



share culture and histories through art, inspiration in materials and colors

# learn

What we have seen and heard about how people learn in the building:

Learn | The current classrooms & labs are inequitable and not inclusive.



mobility, economic background, handedness, body size

# Learn | How can the project create successful classrooms & labs for all students?



accommodating, inclusive, supporting different learning styles

**Learn** | Some teaching environments support only one way of teaching and learning.



lecture format, single focus, no group learning

# Learn | How can the project create classrooms & labs to support diverse learning?



flexible, active, collaborative, supporting different ways of teaching and learning

**Learn** | There are no intentional spaces in HT conducive to group or individual study.



limited options for seating, loud, spaces are designed primarily for movement

# Learn | How can the project support group and focused study?



variety of opportunities for collaboration and individual study

# supported

What we have seen and heard about how students are supported:

Support | It is difficult to access faculty and find a place to meet.

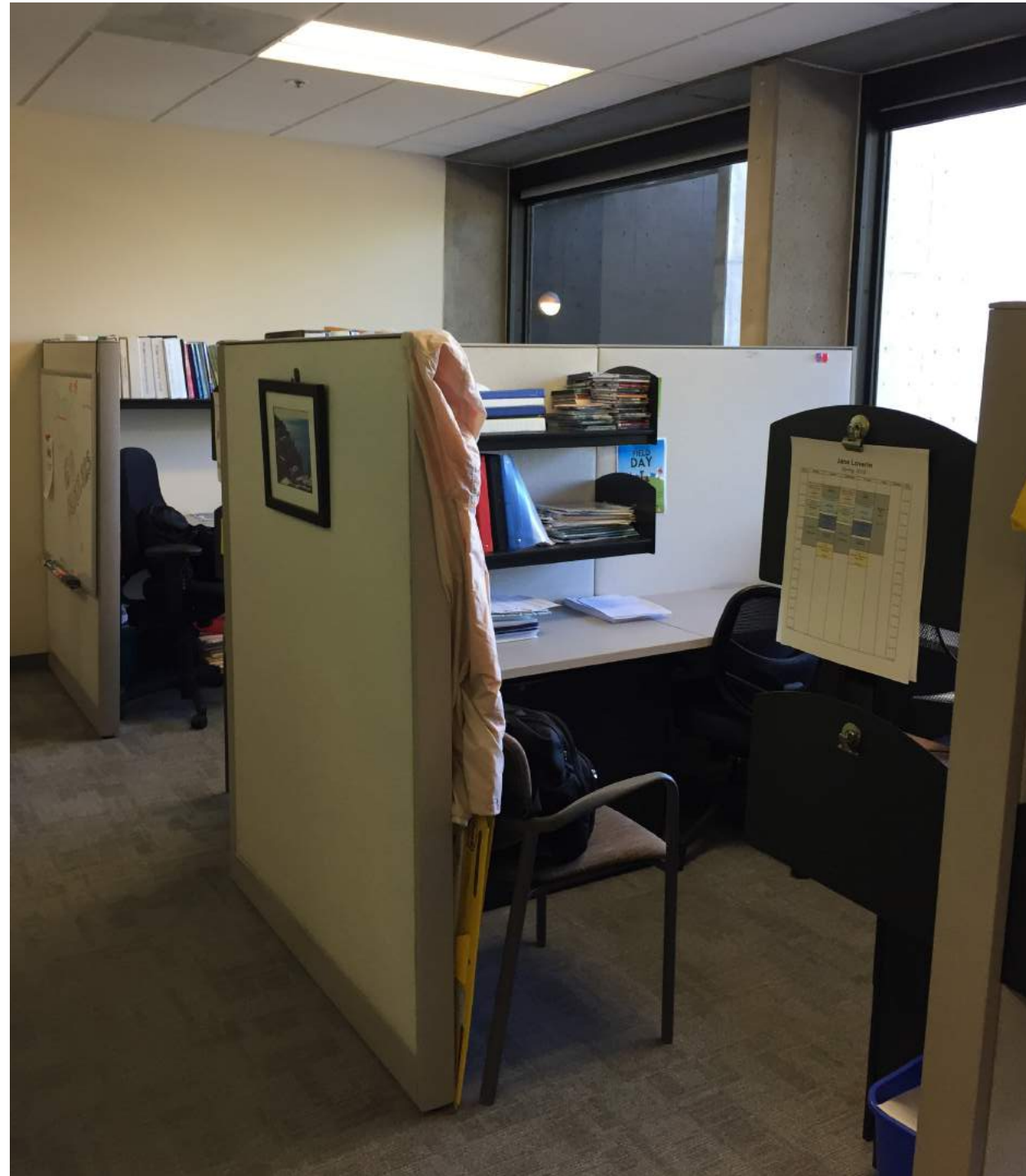


## Support | How can the project strengthen student and faculty connections?



visibility, access, spaces for informal meeting

Support | Space for faculty and staff does not promote collaboration.



closed, insular, no space to meet, no visual connectivity

# Support | How can the project create space to support faculty and students?



variety of opportunities for meeting, and being connected

We developed these questions based on stakeholder input. The questions help guide the project team toward responsive design ideas.

Are there aspects that we are missing to consider?