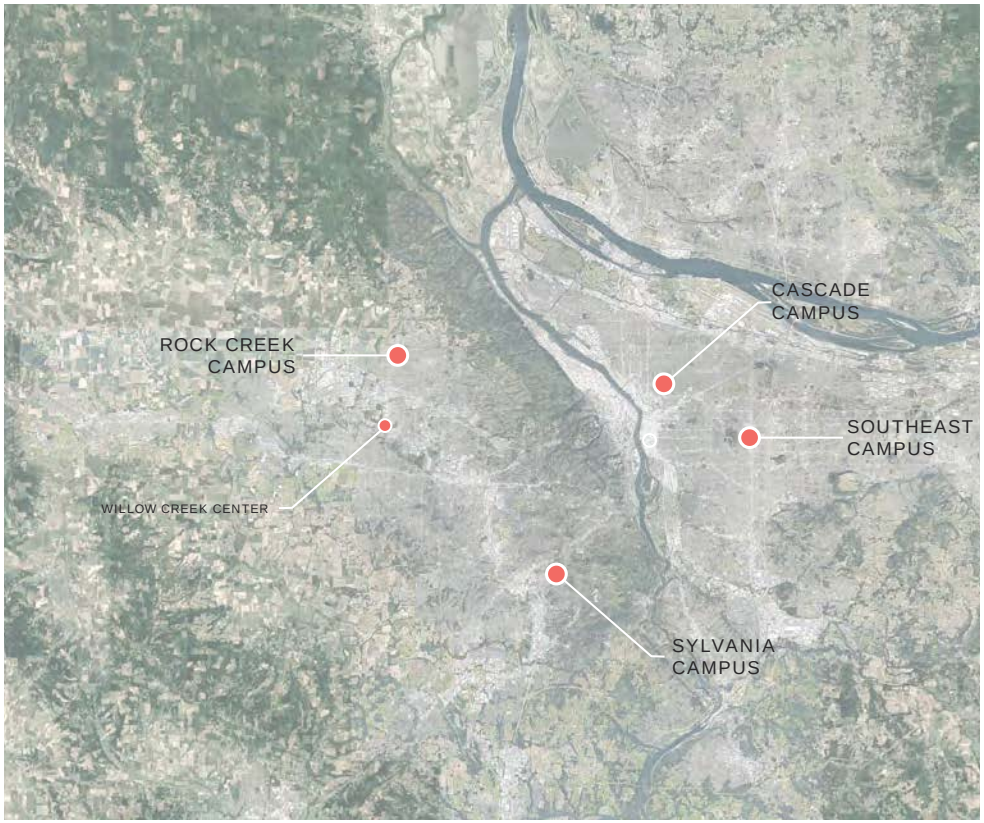
# APPENDIX B

## BUILDING FUNCTIONAL ASSESSMENTS

**DATE: NOVEMBER 2021**

# A. FACILITIES ASSESSMENT - FUNCTIONAL CONDITIONS

Long term use and adaptation of existing buildings is a sustainable practice championed by the college. Investing in its current buildings, and building new only when necessary, is an important strategy. This requires understanding current building conditions to prioritize upgrades and identify facilities needing to be replaced in the long term. The Facilities Condition Assessment for Phase 1 of the PCC Facilities Plan focused on the physical conditions of each of the PCC buildings, including an assessment of each building's structure, mechanical, electrical, plumbing, security and other systems. As part of Phase 2, several buildings were identified for further review to understand their functional conditions and appropriateness in supporting the college mission and needs for contemporary spaces including those that support the latest pedagogies developed from our increased understanding of the way people learn.




Eight buildings under consideration for full renewal and/or replacement were assessed for their functional conditions. They include:

- Cascade Campus
  - Public Safety Education Building
  - Student Services Building
  - Margaret Carter Technoligy Education Building
- Rock Creek Campus
  - Building 9
- Southeast Campus
  - Mt. Scott Hall
  - Mt. Tabor Hall
- Sylvania Campus
  - Technology Classroom Building
- Willow Creek Center

Cascade Campus

Rock Creek Campus

Southeast Campus

Sylvania Campus


## CRITERIA

The functional condition assessment is based on how well a building currently performs to support college functions, or how well it is expected to support functions in the future with minor changes. The assessment is based on review of existing documentation including building plans and sections, discussion with PCC staff, reviewing the college's plans for renewal, and observations from building tours. Criteria include a building's program fit, wayfinding, flexibility to support different uses, level of comfort (independent of the mechanical system performance such as access to daylight and ceiling heights), image/ character, location and efficient use of land area.

The following defines each criteria:

Program Fit: A building's ability to efficiently and effectively support its current or needed future use.

**Wayfinding:** Users' likely ability to remain oriented within and outside the building.

Flexibility of Uses: A building's ability to house a range of uses and be converted easily from one to another.

Comfort: A user's general level of comfort in relation to the physical space. This could include floor to floor heights, convenient travel throughout, access to daylight, restrooms for each gender and gender inclusive restrooms on every floor, thermal comfort, safety and presence of an elevator.

Image/Character: The building's contribution to campus character and university image.

**Location:** Convenience to other uses and how well the building engages with the rest of the campus through its design

**Efficient Use of Land Area:** Land area consumed by the building footprint is fairly balanced for the square footage housed by the building and the footprint contributes to a positive pedestrian-oriented campus framework

# Cascade Campus - Public Services Education Building (PSEB)

## STUDY FOCUS

The future of PSEB without Fire Protection Technology (FPT) and Emergency Medical Services (EMS) currently housed in the building needed to be studied in order to understand the building's functional fit for other uses, should the programs relocate (to a place that better fits their needs). While the building systems of PSEB are generally in good condition based on the Phase 1 analysis, it is not clear how well the building will serve other college functional needs in the long term. The following questions were considered as part of the analysis:

- If FPT and EMS move, what are the best functions for PSEB? How challenging is it to transform it to a classroom building, including the fire bay area?
- What is the functional appropriateness of this building and its value to the campus long term?

## BUILDING DETAILS

**Primary Construction Date:**
1961, previous use was retail

**Physical Description:**
Single story, 28,400 square-foot academic building

**Structural Framing:**
Flat roof with steel structure

**Construction Material:**
Brick, stucco, metal siding, and painted concrete masonry

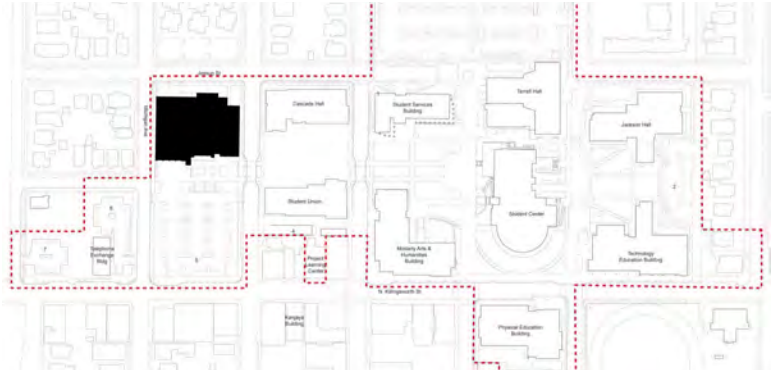
**Alterations:**
Originally occupied by retail businesses and was converted in 2004 to its current use

**Historic or Other Significance:**
No major significance

**Current Uses:**
Specialized and general purpose classrooms, offices and support spaces for the Fire Protection Technology (FPT) and Emergency Medical Services (EMS) programs. The Fire Protection Technology program has a multi-story drill tower for fire-fighting training and an apparatus bay for the fire trucks and ambulances used in the fire and EMS training programs.

## PHYSICAL CONDITION

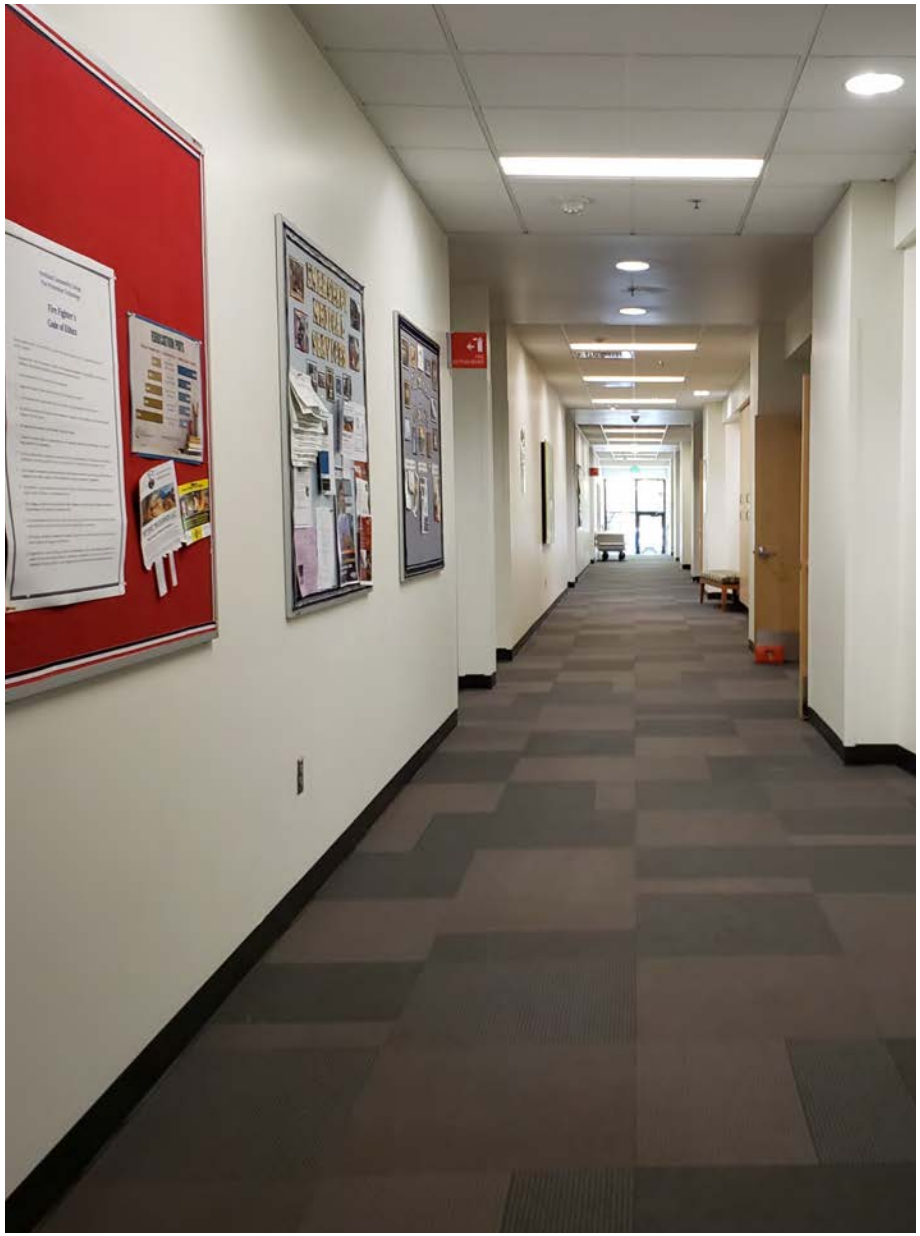
The Facility Condition Needs Index (FCNI) score, indicating the physical condition of the building, is 0.13 where 0.10 is Excellent Condition and 0.20 is Good Condition. Please refer to Facilities Master Plan Phase 1 for further detail.



Key Plan

West section of south facade

North wall of building lobby / study area



Classroom corridor, looking west

# FUNCTIONAL ASSESSMENT

LEGEND

- 110 Classroom
- 115 Classroom Service
- 210 Class Laboratory
- 215 Class Laboratory Service
- 310 Office
- 315 Office Service
- 350 Conference Room
- 410 Study Room
- 550 Demonstration
- 555 Demonstration Service
- 730 Central Storage
- 770 Central IT
- WWW Circulation Area
- XXX Building Service Area
- YYY Mechanical Area


Level 1

Classrooms and faculty offices are focused on the southern portion of the building. The northern portion houses maintenance and operations space. After touring the building, speaking with staff and reviewing the floor plans, elevations sections, the following observations were made.

## LOCATION

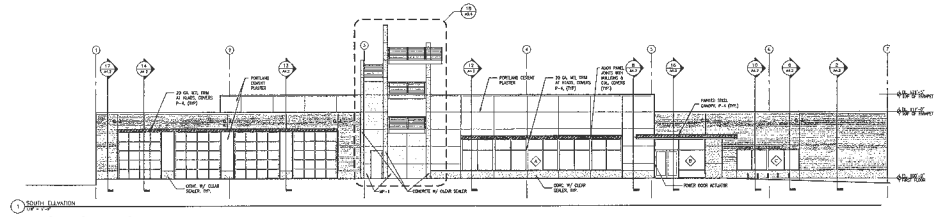
- Being on the edge of campus with parking to the south, the building feels somewhat removed from campus.

## FLOOR PLAN

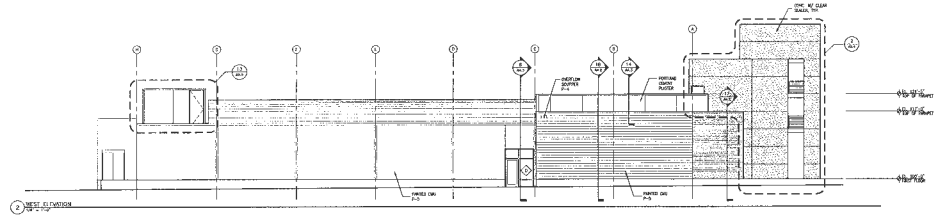
- Classrooms on interior lack access to daylight
- Offices on building perimeter have good access to daylight but this limits the ability for more than two classrooms to have good daylight
- Significant space for facilities maintenance limits academic functions in the building.
- Access to faculty offices by students is not immediately clear.
- Enough individual bathrooms to accommodate gender inclusive use.
- Little engagement with outdoor spaces except for the potential through existing truck bay doors.
- Without Fire Protection, the footprint is large and inefficient for the amount of academic space it houses, particularly at this location where academic uses would be beneficial to the campus.

## ELEVATION

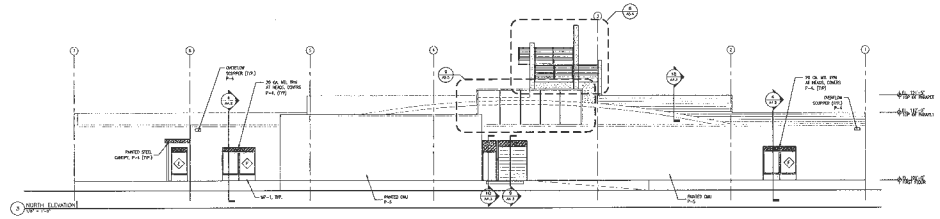
- Functions on South side have good daylight but not functions around the rest of the perimeter.
- South has a somewhat positive image with the truck bay door, however the rest of the facade and west and north elevations facing the community do not present a positive image.
- Design language does not fit well with adjacent PCC buildings.



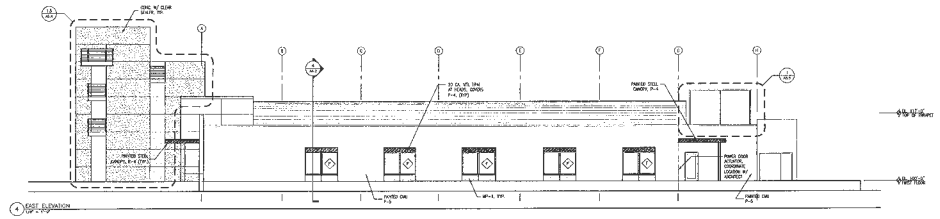
South Elevation



West Elevation



North Elevation

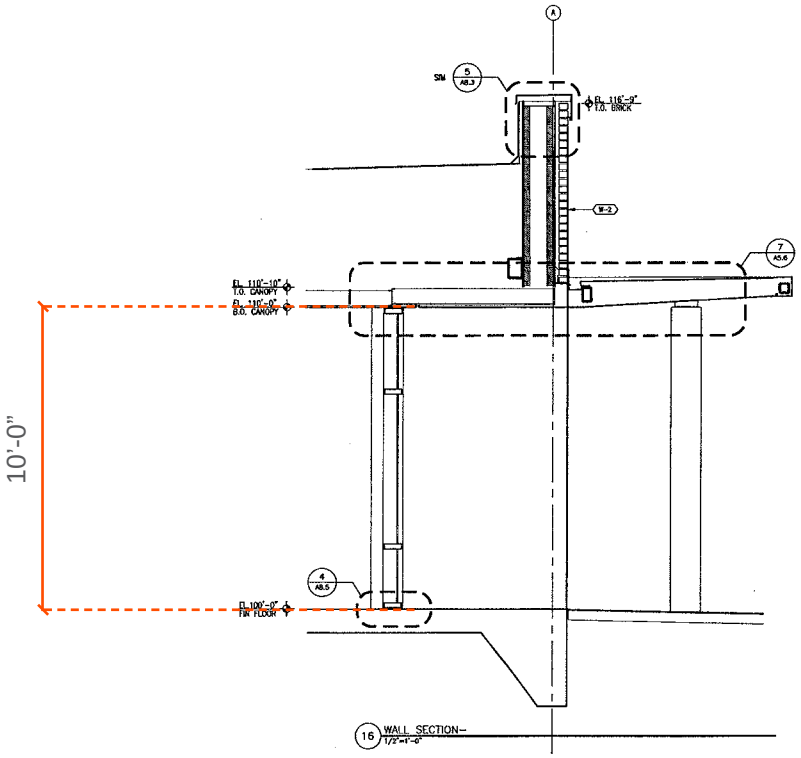


East Elevation

Fire Protection Truck Bays on west provide good access to daylight for future use however there could be significant glare throughout the day with Southern orientation

West and North façades facing the community do not have windows.

Offices on the East side have good daylighting with the presence of multiple windows.

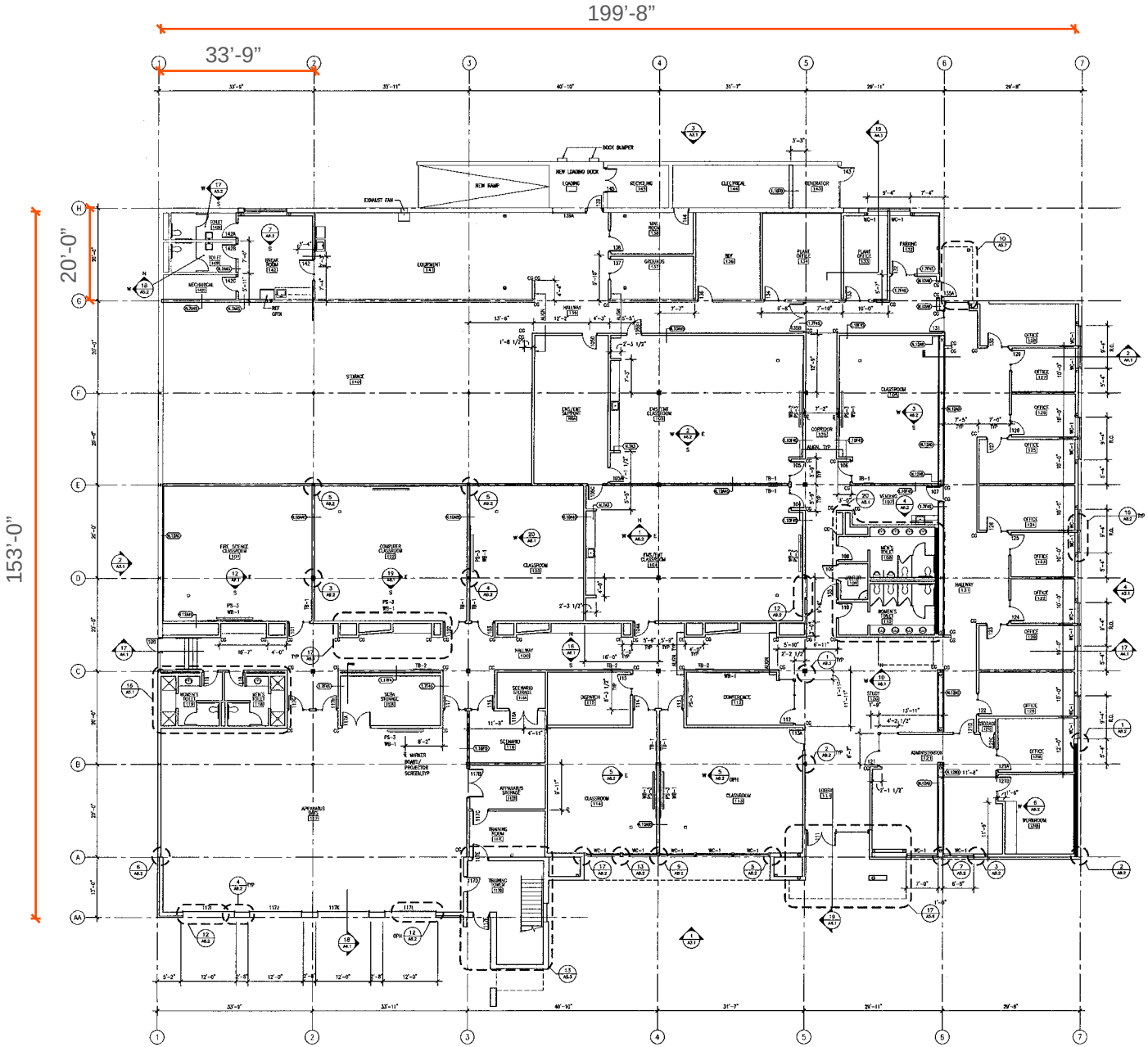



## SECTION

- Floor to ceiling height is adequate for small to medium classrooms but would not be well-suited to large classrooms.

## STRUCTURE

- With multiple structural bay dimensions and columns, large classrooms or other functions that require sight lines would not be functional.
- Open office, classrooms and/or student gathering and collaboration spaces would work well.
- With wide building dimensions access to daylight into the interior is limited and therefore not ideal for classroom.



| Cascade Campus - Public Service Education Building (PSEB) | | |
|---|---|---|
| Criteria | Score | Comments |
| Program Fit | | Appears to be good for fire protection with truck storage bays and offices, but most classrooms in the interior of the building do not have daylight which only works well for courses requiring light projection consistently. Significant space for facilities maintenance limits academic functions in the building. |
| Wayfinding | | Appears to be straightforward and intuitive. However access to faculty offices by students is not immediately clear. |
| Flexibility | | With multiple structural bays and columns large classrooms or other functions that require sight lines would not be functional, however open office, classrooms and/or student gathering and collaboration spaces would work well. |
| Comfort | | Floor to ceiling height is good. Functions on South side have good daylight but not functions around the rest of the perimeter. (Offices do have some daylight) Enough individual bathrooms to accommodate gender inclusive use. |
| Image / Character | | South has a somewhat positive image with the truck bay door, however the rest of the facade and west and north elevations facing the community do not present a positive image. Also, the design languange does not fit well with adjacent PCC buildings. |
| Location | | Being on the edge of campus with parking to the south, the building feels somewhat removed from campus. Little engagement with outdoor spaces except for the potential through existing truck bay doors. |
| Efficient Use of Land Area | | Without Fire Protection, the footprint is large and inefficient for the amount of academic space it houses, particularly at this location where academic uses would be beneficial to the campus. |
| AVERAGE | 2.9 | |

Key:

Excellent Condition (Score: 1) | Good Condition (Score: 2) | Average Condition (Score: 3) | Poor Condition (Score: 4) | Very Poor Condition (Score: 5)

## CONCLUSION

This assessment notes the following conclusions:

- Marginal gain in number of occupiable classrooms with Fire Protection relocation.
- Small number of classrooms on the edge of campus is not ideal.
- Poor image/character to neighbors on the edge of campus.
- In the long term, this location would be better suited to future development that makes more efficient use of the land to meet college needs vs. invest significant dollars to retain the building, if FPT/EMT were to move to a different location.

# POTENTIAL STRATEGIES

In order to understand the potential of PSEB for additional classroom space, a range of strategies were studied. The following pages show potential approaches to using the building if Fire Protection were to move to another location. Each alternative lists a range of Pros and Cons.

## STRATEGY 1 - ADDITIONAL DAYLIT CLASSROOMS

### Concept

Transform Fire Protection truck bays to classroom use.
Eliminate some windowless classrooms and use remaining space for non-occupied functions.

### Pros

- Overall
  - Some windowless classrooms are eliminated
  - Additional utilitarian space gained
- Former Truck Bays
  - Amount of column free space is adequate for active learning
  - Classrooms have daylight

### Cons

- Overall
  - Some windowless classrooms remain
  - Footprint is still large for the amount of academic space it houses, particularly at this location where a higher density of academic uses could be beneficial to the campus.
- Former Truck Bays
  - Large amount of Southern exposure could cause uncomfortable heat gain and/or glare
  - Will increase building occupancy- restroom accommodations will need to be evaluated
  - Light control for projection could be difficult


Strategy 1 - Level 1

## STRATEGY 2 - LEARNING CENTER FOCUSED

### Concept

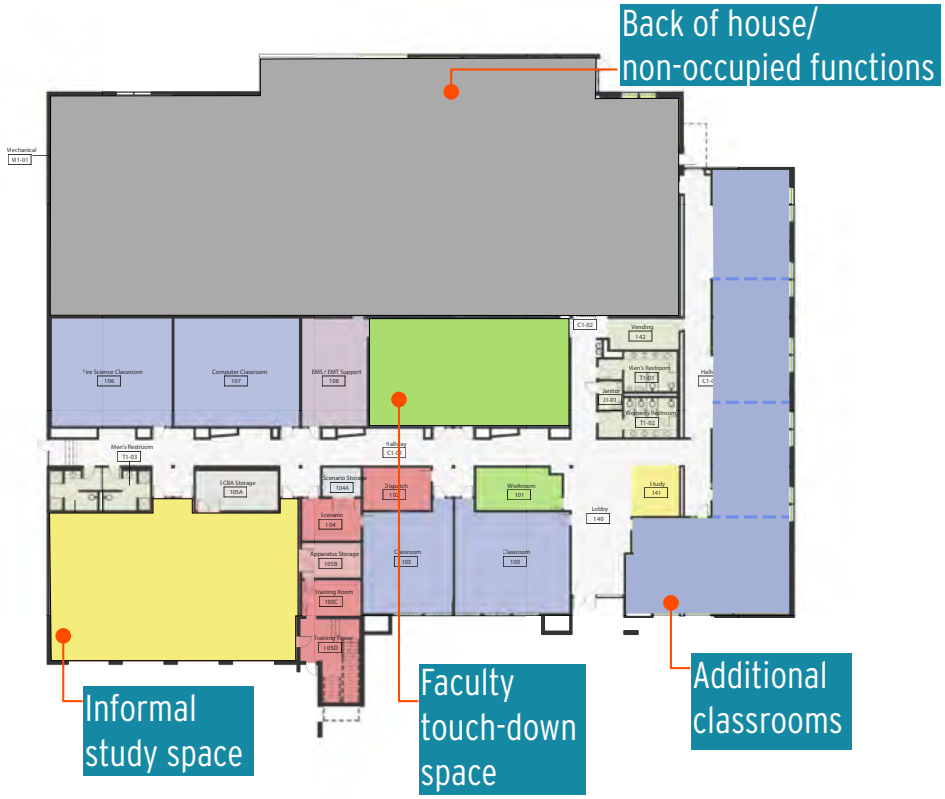
Transform portion of building to a learning center with more daylit classrooms, informal study space and faculty touch down area.

### Pros

- Overall
  - Fewer windowless classrooms.
  - More space for informal study and general classrooms at the west end of campus.
  - Faculty office suite eliminated to create non-department focused building.
  - Additional utilitarian space gained.
- Former Truck Bays
  - Location adjacent to potential future plaza is good for activation and exposure.
  - Large amount of glass would provide a strong visual connection to the outdoors and an appealing space for studying and gathering.

### Cons

- Overall
  - Some windowless classrooms remain.
  - Faculty office suite eliminated so, non-department focused building.
  - Footprint is still large for the amount of academic space it houses, partially at this location where a higher density of academic uses could be beneficial to the campus.
- Former Truck Bays
  - Could be difficult to find in the interior of the building.
  - Will increase building occupancy- restroom accommodations will need to be evaluated.
  - Large amount of Southern exposure could cause uncomfortable amount of heat gain and/or glare however as a gathering space seating can be very flexible.




Strategy 2 - Level 1

# Cascade Campus - Student Services Building (SSB)

## STUDY FOCUS

The Student Services Building (SSB) includes an area on the first floor devoted to the Student Affairs Answer Center where students access help with Registration, Financial Aid, Cashier and other student services. The space has been confusing to students in where to go and how to get help and is highly congested during peak times. At the same time, the future of Answer Centers on all campuses is under debate - they are not heavily used after the start of each quarter and now more than ever students are reaching out for services on-line instead. In addition, the COVID pandemic has shown that services can actually be accessed quite successfully on-line. Is there a way to address the functional issue of the Answer Center in SSB and if Answer Centers are no longer used in the future, what might happen with this space?

## BUILDING DETAILS

**Primary Construction Date:**
1996, Renovated in 2015

**Physical Description:**
Three-story, 34,000 square foot office building

**Structural Framing:**
Bow- truss roof, steel framing

**Construction Material:**
Asphaltic membrane roofing with aluminized coating, a bow-truss roof of standing seam metal, and a small unballasted single-ply roof over the south main entrance. Unballasted single-ply metal roofs. Brick veneer exterior walls with stone accent bands and a small amount of corrugated metal siding. Metal-framed windows insulating glass.

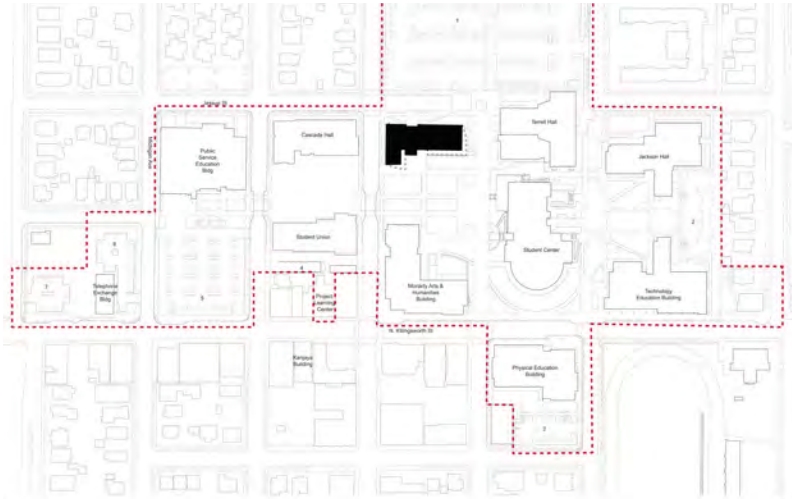
**Alterations:**
Renovated in 2015

**Historic or Other Significance:**
No major significance

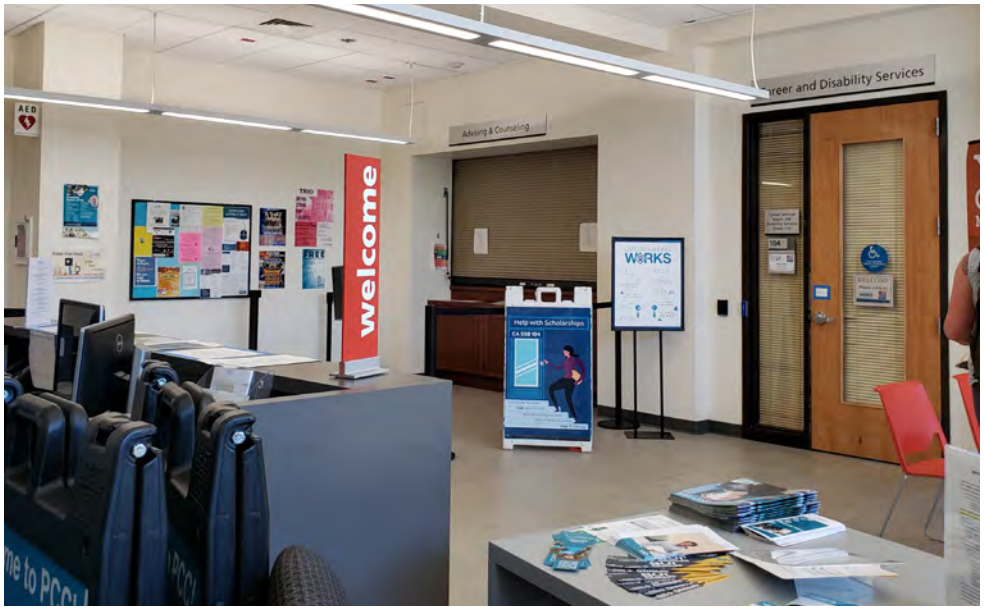
**Current Uses:**
Mostly office use with Answer Center in the first-floor lobby. Functions: Bursar, Registrar, New Student Orientation, Academic Advising, and Career Services

## PHYSICAL CONDITION

The Facility Condition Needs Index (FCNI) score, indicating the physical condition of the building, is 0.9 where 0.10 or less is Excellent Condition. Please refer to Facilities Master Plan Phase 1 for further detail.



Key Plan




First Floor Answer Center, east section

North Facade


**First floor Answer Center, west section**

# FUNCTIONAL ASSESSMENT

LEGEND

- 310 Office
- 315 Office Service
- 350 Conference Room
- 770 Central IT
- WWW Circulation Area
- XXX Building Service Area
- YYY Mechanical Area


Level 1

The Answer Center is located directly off both main building entrances as a central lobby space. After touring the building, speaking with staff and reviewing the floor plans, elevations sections, the following observations were made.

## LOCATION

- Building located in the center of campus is convenient from all directions and also along the North edge.

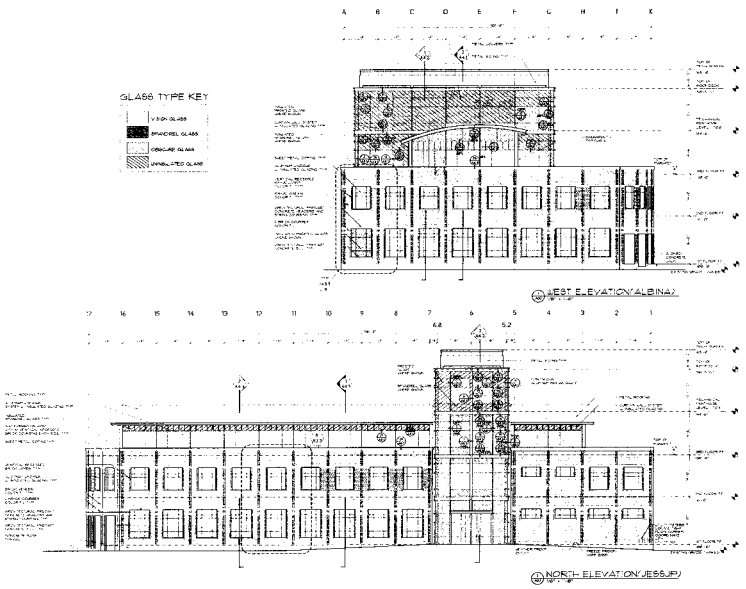
## FLOOR PLAN

- Upon entering through the two main entrances, orientation is difficult with large columns obstructing views and with entrances offset from each other.
- Central Answer Center has very limited access to daylight.
- Absence of gender inclusive restrooms.
- The building configuration helps to frame campus central spine.
- Some connection visually and physically to the outdoor plaza space but most of the windows are for individual offices.
- With three stories of occupiable space, building makes good use of its footprint.

Answer Center with mezzanine above

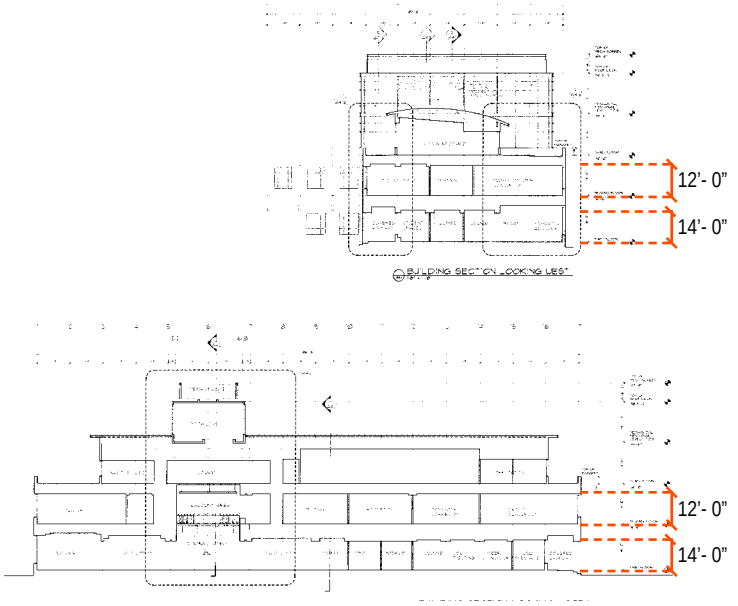
## ELEVATIONS

- Building projects a positive image, consistent with a PCC identity and is coherent with adjacent buildings on campus.
- Appears in good condition.



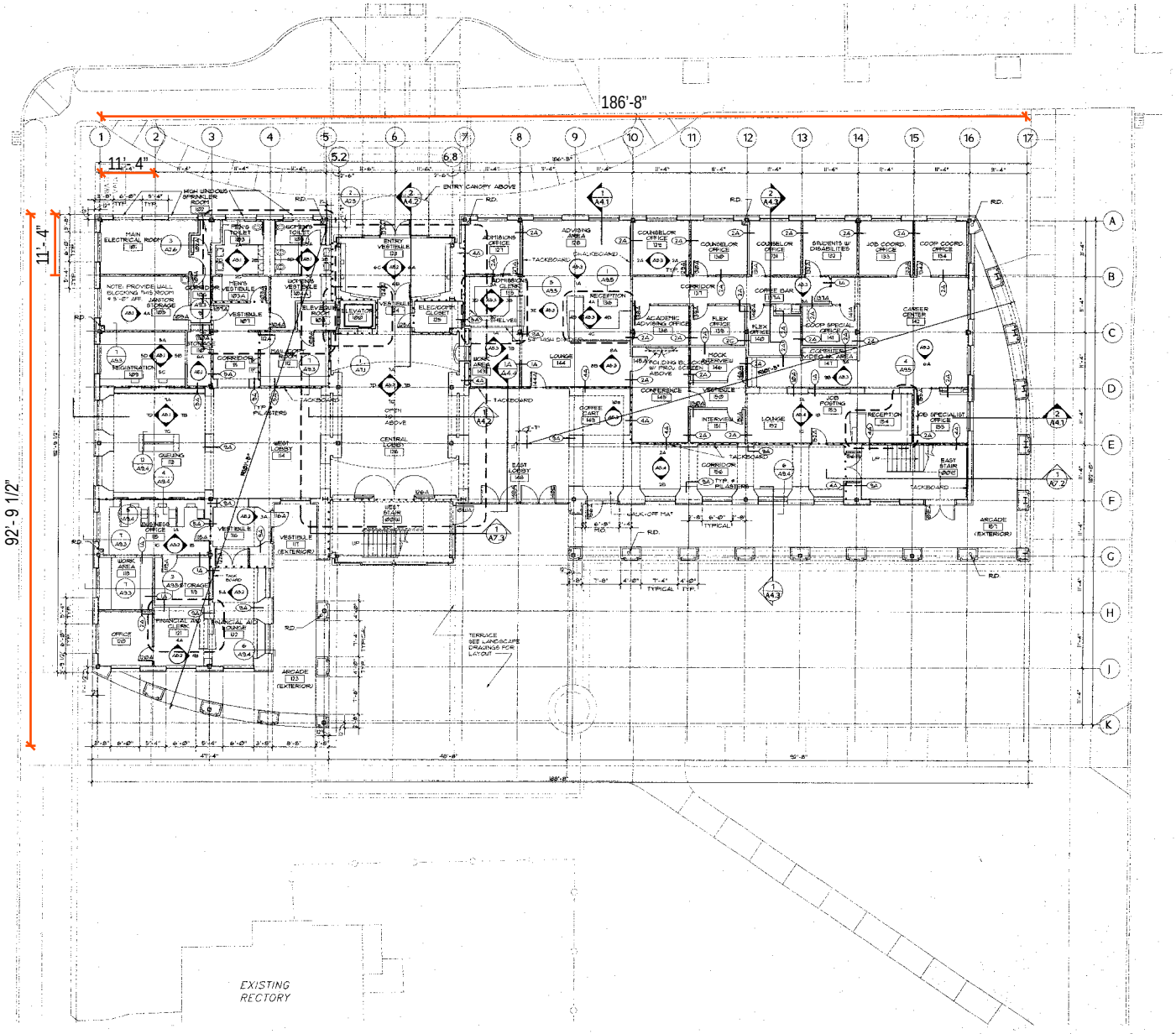

## SECTIONS

- Floor-to-ceilling height is adequate for classrooms on the first and second floors.
- The first floor is best suited for large classrooms.



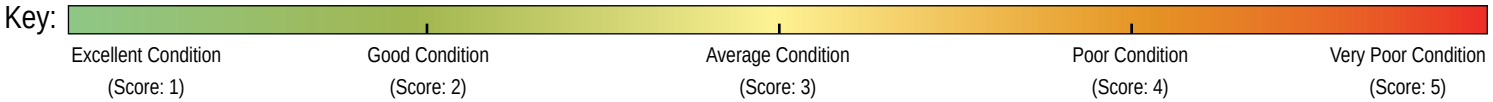
## STRUCTURE

- Structural configuration limits layout to office space and small size classrooms.




Level 1

| Cascade Campus - Student Services Building (SSB) | | |
|---|---|---|
| Criteria | Score | Comments |
| Program Fit | | First floor configuration appears to be functionally problematic for the Student Affairs Answer Center. Students have difficulty knowing where to get help and the space is highly congested during peak times. Size and limiting structure are insufficient for current program. Building overall lends itself to office functions. |
| Wayfinding | | Upon entering through main entrances, orientation is difficult with large columns obstructing views and entrances are offset from each other. |
| Flexibility | | Structural configuration limits layout and constricts classroom use to small size. |
| Comfort | | Absence of gender inclusive restrooms. Numerous windows around building provide significant daylight however the central Answer Center has very limited access to daylight. |
| Image / Character | | Projects a positive image, consistent with a PCC identity and is coherent with adjacent buildings on campus. Appears to be in good condition. The building configuration helps to frame campus central spine. |
| Location | | Building located in the center of campus convenient from all directions and also along the North edge. Has some connection visually and physically to the outdoor plaza space but most of the windows are for individual offices. |
| Efficient Use of Land Area | | Building is efficiently configured and makes good use of its footprint. |
| AVERAGE | 3.0 | |

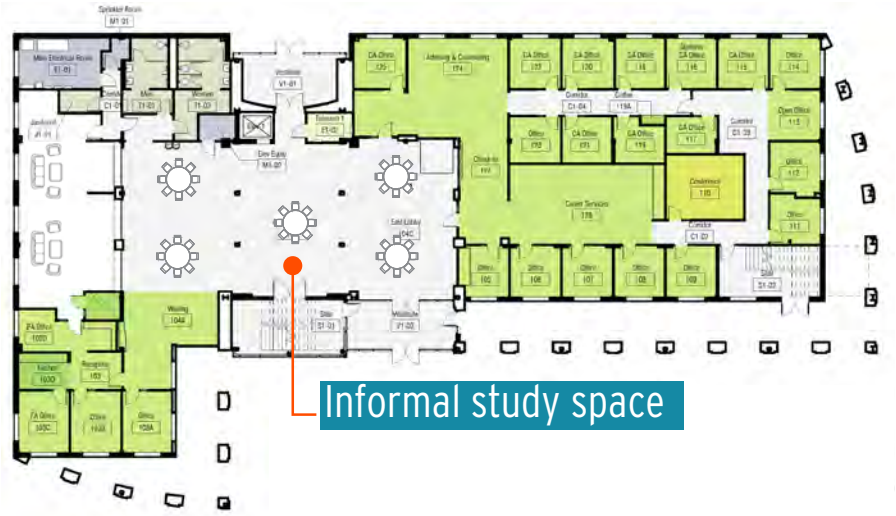



## CONCLUSION

This assessment notes the following conclusions:

- First floor configuration appears functionally problematic for Answer Center without improvements to sightlines and wayfinding.
- Majority of the functions receive good daylight except the central lobby/ Answer Center at the first floor.
- If the Answer Center were to remain in SSB, improvements should be made to address sightlines and wayfinding and the amount of space needed post COVID should be confirmed. If it were not to remain, the space could be used for other functions.

In order to understand the potential for the Answer Center space should it no longer be housed in SSB, two strategies were examined.




Level 1

## STRATEGY 1

### Concept

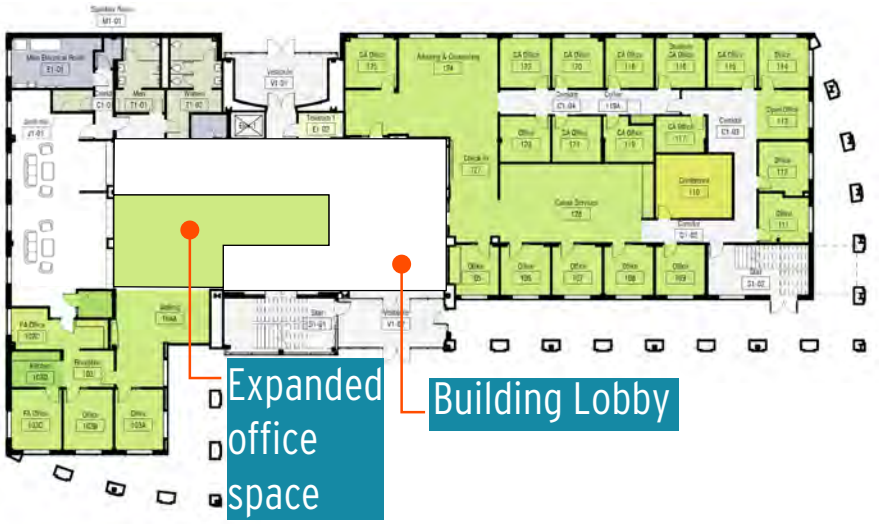
Open up space by removing existing furring around columns to open up space for better visibility and wayfinding.

### Pros

- Removing the furring around the columns in the Answer Center would allow for more flexibility in the layout of the space and improve site lines significantly. If Answer Center not needed, it could be a study / gathering space.

### Cons

- Increase in restroom capacity maybe required




Level 1

## STRATEGY 2

### Concept

Convert space with focus on office use

### Pros

- Amount of office space is expanded, if needed.

### Cons

- Increase in restroom capacity maybe required
- Less activated/ student oriented first floor

# Cascade Campus - Margaret Carter Technology Education Building (TEB)

## STUDY FOCUS

The Margaret Carter Technology Education Building (MCTEB) provides space for a range of programs including Future Connect; Allied Health; Information Technology; Computer Resource Center; Prep Alternative Gateway to College; Skill Center; Middle College; Literacy Center; Media Services; Multimedia Video Production Studio; and Business Administration, Computer Application and Office Systems. Though designed as a place for technology education on campus, the building is not well-activated and sometimes serves as an ad-hoc refuge for people from the broader community seeking shelter from the elements. Is there a way to better activate the building with campus activities? Or, is there something inherently wrong with the building that limits its usability keeping campus users from occupying it?

## BUILDING DETAILS

**Primary Construction Date:**
2004

**Physical Description:**
Two story, 50,500 square feet building

**Structural Framing:**
Cast concrete systems, brick veneer and metal

**Construction Material:**
Brick, concrete, and metal siding

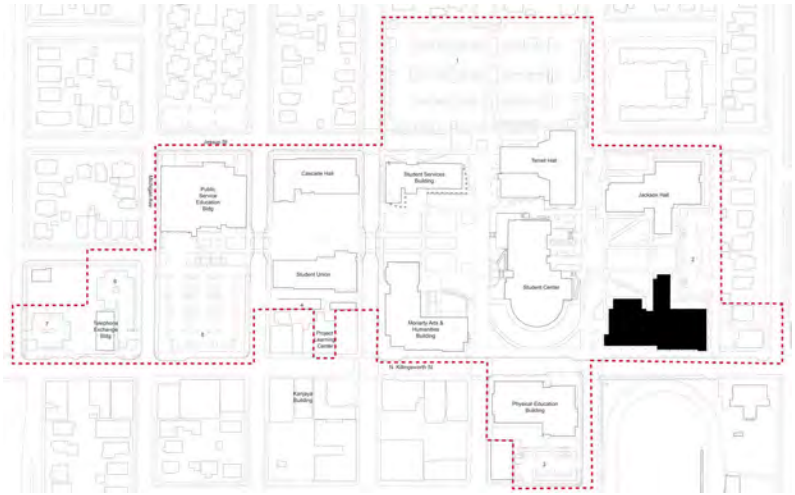
**Alterations:**
No alterations made

**Historic or Other Significance:**
No major significance

**Current Uses:**
Video production studio, classrooms and faculty offices

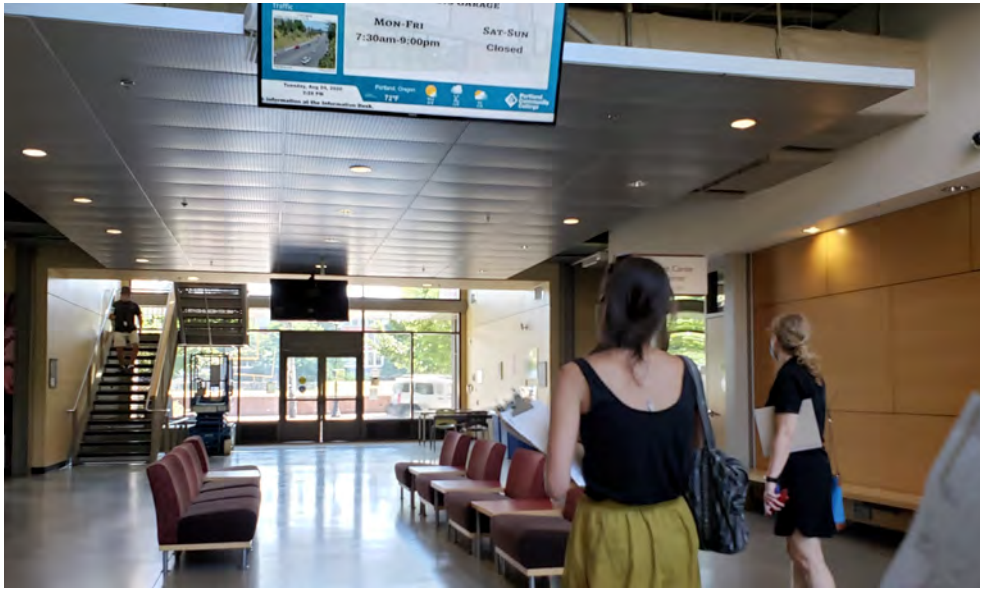
## PHYSICAL CONDITION

The Facility Condition Needs Index (FCNI) score, indicating the physical condition of the building, is 0.11 where 0.10 is Excellent Condition and 0.20 is Good condition. Please refer to Facilities Master Plan Phase 1 for further detail.

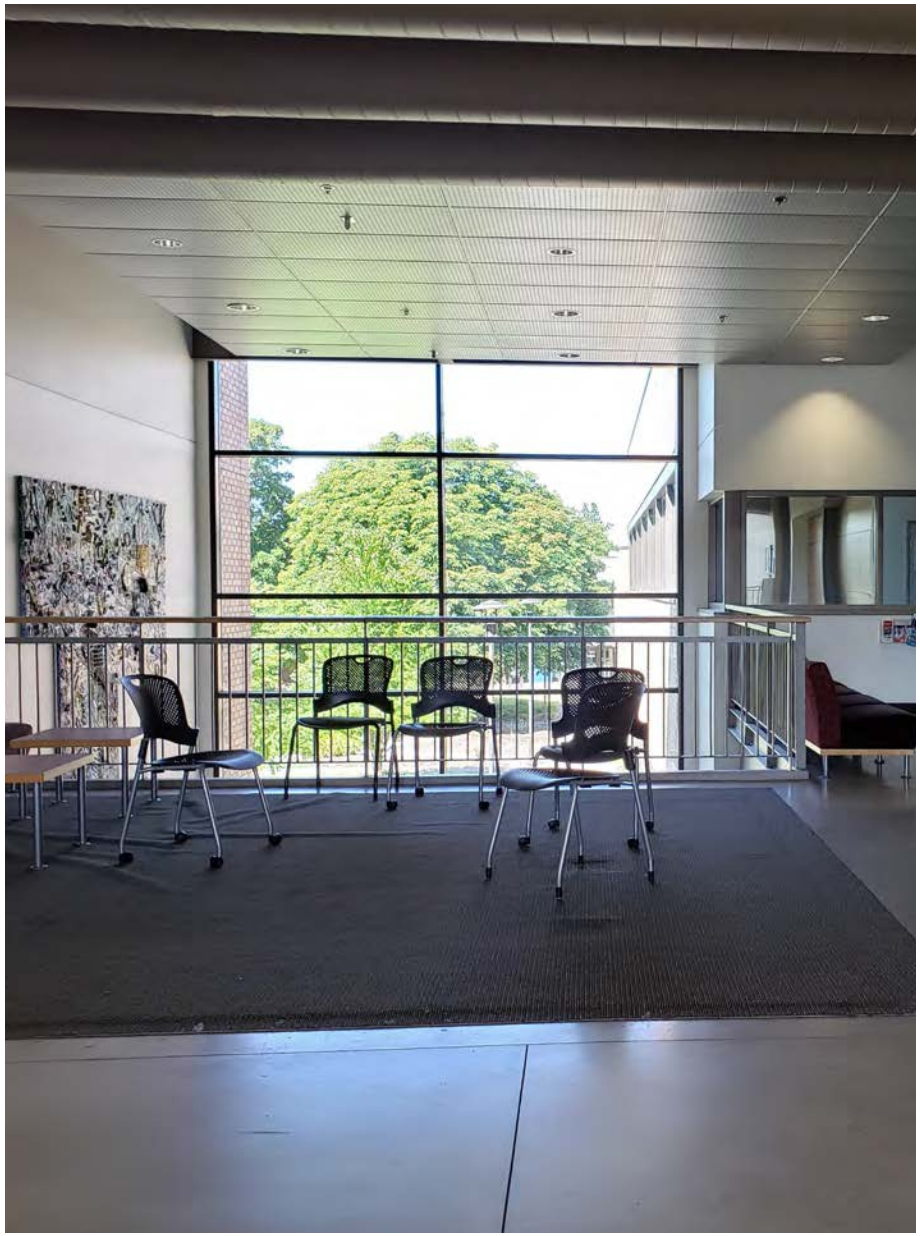


Key Plan


North Entrance




Building lobby, looking south



Mezzanine above lobby

# FUNCTIONAL ASSESSMENT

LEGEND

- 110 Classroom
- 115 Classroom Service
- 210 Class Laboratory
- 215 Class Laboratory Service
- 310 Office
- 315 Office Service
- 710 Central Computer
- 730 Central Storage
- WWW Circulation Area
- XXX Building Service Area
- YYY Mechanical Area


Level 1

LEGEND

- 110 Classroom
- 115 Classroom Service
- 310 Office
- 315 Office Service
- 350 Conference Room
- 710 Central Computer
- 730 Central Storage
- WWW Circulation Area
- XXX Building Service Area
- YYY Mechanical Area


Level 2

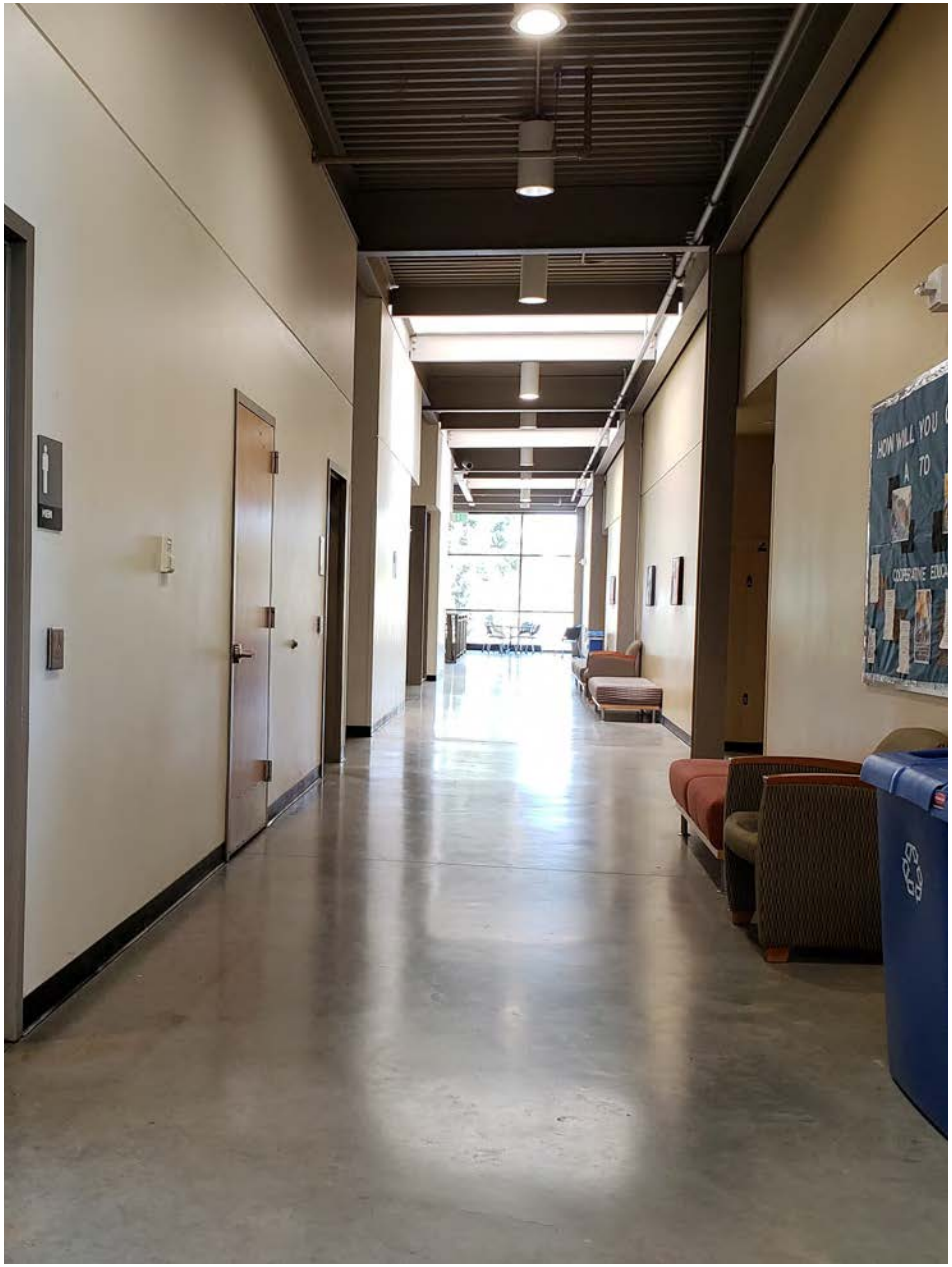
The building is configured in a simple T-plan with double-loaded corridors. The main corridor provides access to classrooms and labs. The wing houses offices. After touring the building, speaking with staff and reviewing the floor plans, elevations sections, the following observations were made.

## LOCATION

- Located at far east end of campus poses a challenge to activation of the building. More transparency on the north facade at the CRC could help activate the central spine.

## FLOOR PLAN

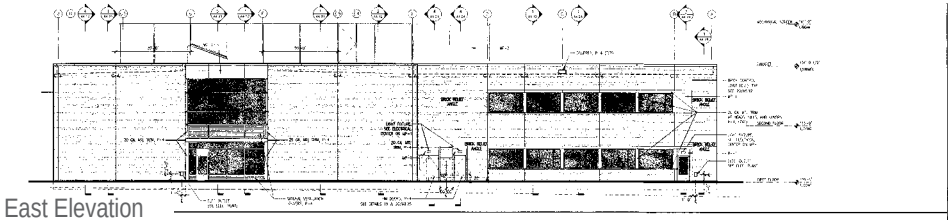
- Building supports academic functions well with a mix of spaces such as classrooms, class labs of varying scales and office space.
- Clear layout. But, since loss of information desk, no place for visitors to go to ask for help.
- Open access to general public, lacks security, but good location for high school student access.
- Building can support a range of classrooms and class labs. The office wing could be converted to medium sized classrooms if needed. Building might be limiting for heavy equipment-related programs.
- Overall comfort is good, but absence of gender inclusive restrooms.
- Sound issues with music/sonic arts program requires separation of disparate uses to opposite sides of the building.
- Offices on the north side are dark, removed from the rest of the building and with no common space.
- Building is efficiently configured and makes good use of its footprint.



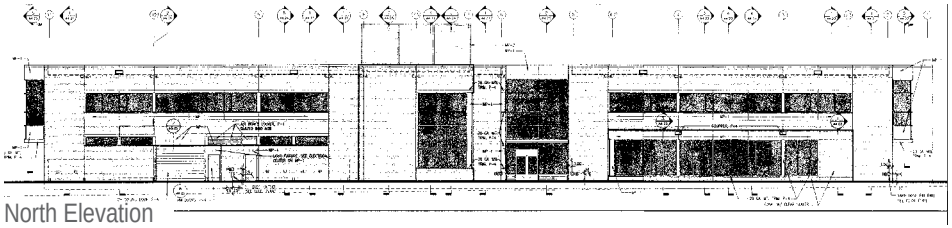
Corridor Space

## ELEVATIONS

- The building projects a positive image for the college along Killingsworth & internal to campus. However it does not read as a major destination on campus.
- If the Computer Resource Center (CRC) on the north were more transparent (window coverings removed), the building would have a stronger presence.



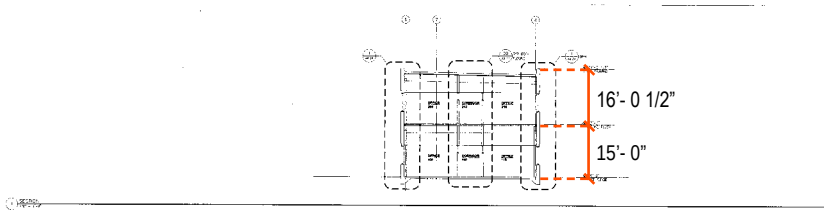
East Elevation

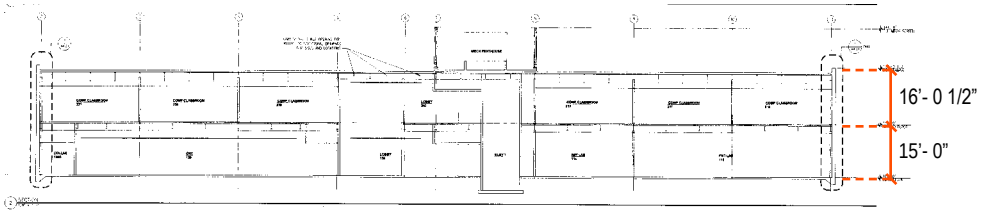


North Elevation

## SECTIONS

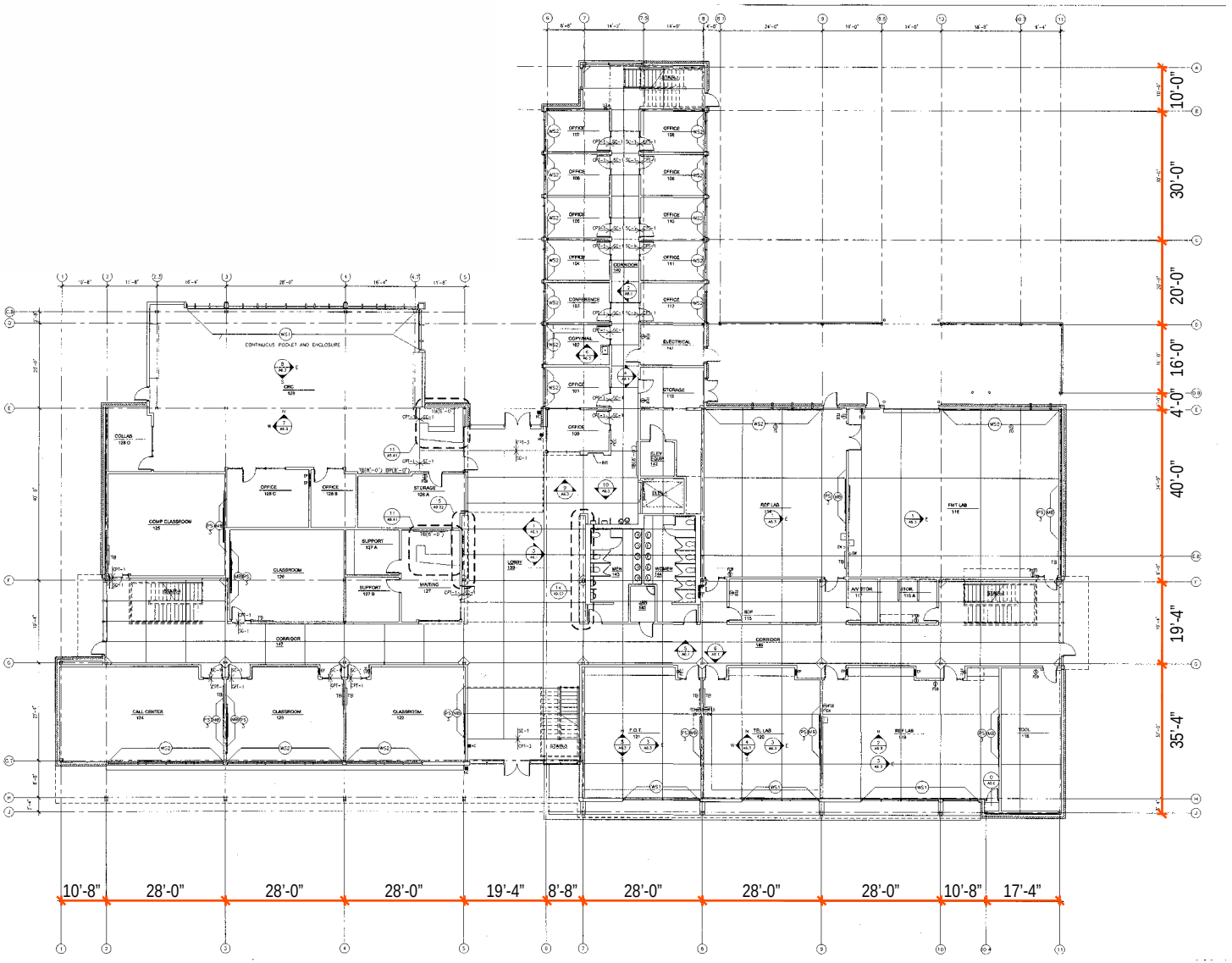
- Floor-to-ceilling heights are very good to support a range of classrooms/ classlab sizes and types.



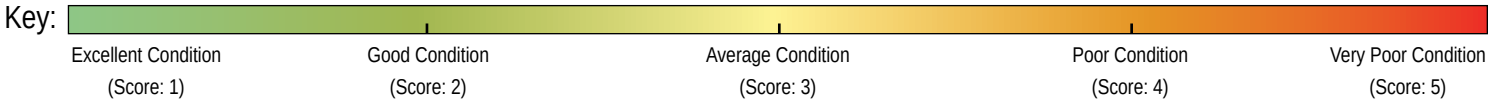
## STRUCTURE

- Structural bay dimensions in the larger wing support a range of uses well, including larger classrooms, classlabs and gathering spaces.
- North wing dimensions limit its use to offices and possibly small (seminar) classroooms.




Building Plan - Margaret Carter Technology Education Building

| Cascade Campus - Margaret Carter Technology Education Building (TEB) | | |
|---|---|---|
| Criteria | Score | Comments |
| Program Fit | | Building supports academic functions well with a mix of spaces such as classrooms, class labs of varying scales and office space. |
| Wayfinding | | Clear layout. Since loss of information desk, no place for visitors to go to ask for help. |
| Flexibility | | Building can support a range of classrooms and class labs, the office wing could be converted to medium sized classrooms if needed. Building might be limiting for heavy equipment related programs. |
| Comfort | | Overall comfort is good, but the building lacks gender inclusive restrooms. Sound issues with music/sonic arts program requires separation of disparate uses to opposite sides of the building. Offices on the north side are dark, removed from the rest of the building and with no common space. |
| Image / Character | | The building projects a positive image for the college along Killingsworth & internal to campus. However it does not read as a major destination on campus. Potential for the building to have a stronger theme, so it functions as more of a destination. If the Computer Resource Center (CRC) on the north were more transparent, the building would have a stronger presence. |
| Location | | Located at far east end of campus poses a challenge to activation of the building. More transparency on the north facade at the CRC could help activate the central spine. Open access to general public, lacks security, but good location for high school student access. |
| Efficient Use of Land Area | | Building is efficiently configured and makes good use of its footprint. |
| AVERAGE | 2.0 | |




## CONCLUSION

- Overall the building has strong functional attributes related to access to daylight, flexibility, wayfinding, etc.
- Open dimensions support both classroom space, dry research and office uses.
- Location on the edge of campus, might be limiting to the level of activity in the building. Potential for the building to have a stronger theme (types of programs housed here), so it functions as more of a destination.
- Removal of the Info Desk might have contributed to clarity in where to go to find the disparate programs within the building and problematic activity by non-campus users. Consider restaffing Info Desk, if possible.

# POTENTIAL STRATEGIES

- In order to attract greater use and activity to the building, consider creating a critical mass of related programs such as computer/ technology or liberal arts to strengthen the building as a specific destination on campus.
- Re-staffing the Help Desk in the main corridor at the CRC could help manage the use by people from the broader community and potential problematic activities there.
- Softer materials in the lobby area with a range of seating configurations would provide more comfortable collaboration and hangout space.

# Rock Creek Campus - Building 9

## STUDY FOCUS

Building 9 was designed as Rock Creek's Library/Student Services building and includes an event center. Since its opening, the library, located on the second floor, has had low use. It is not immediately apparent that the library is there and access from the building's front door is not direct with it on the second floor. Student Services functions on the first floor have high activity at the start of each quarter but for most of the term the activity is low. The building overall is underutilized and the college would like to implement strategies to increase visibility to the library and make better use of the first floor.

## BUILDING DETAILS

**Primary Construction Date:**
2004

**Physical Description:**
Two-story, 72,000 square feet building

**Structural Framing:**
Brick veneer, metal

**Construction Material:**
Brick veneer facades, metal panels, and fixed thermal-pane, metal-framed glazing, storefronts, and clerestory light monitor glass

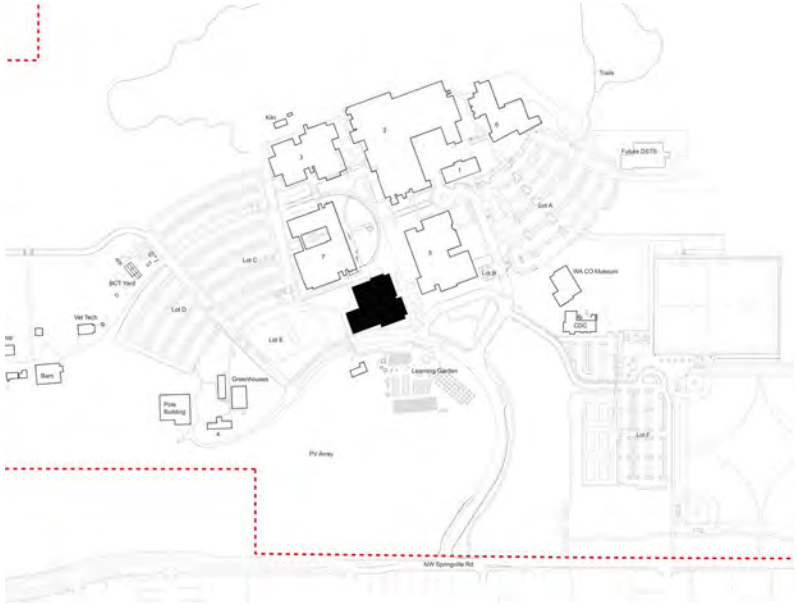
**Alterations:**
No alterations made

**Historic or Other Significance:**
No major significance

**Current Uses:**
Student services counters, kiosks, workstations and offices, library, reading areas and stack spaces, and event center with large assembly space divisible into smaller conference rooms

## PHYSICAL CONDITION

The Facility Condition Needs Index (FCNI) score, indicating the physical condition of the building, is 0.12 where 0.10 is Excellent Condition and 0.20 is Good Condition. Please refer to Facilities Master Plan Phase 1 for further details.



Key Plan


Answer Center

**Library entrance, second floor**

Exterior Facade - West

# FUNCTIONAL ASSESSMENT

LEGEND

- 110 Classroom
- 115 Classroom Service
- 310 Office
- 315 Office Service
- 350 Conference Room
- 355 Conference Room Service
- 440 Processing Room
- 610 Assembly
- 635 Food Facility Service
- 710 Central Computer
- 730 Central Storage
- WWW Circulation Area
- XXX Building Service Area
- YYY Mechanical Area

Level 1

LEGEND

- 110 Classroom
- 115 Classroom Service
- 310 Office
- 315 Office Service
- 350 Conference Room
- 410 Study Room
- 420 Stack
- 440 Processing Room
- 455 Study Service
- 710 Central Computer
- 730 Central Storage
- WWW Circulation Area
- XXX Building Service Area
- YYY Mechanical Area

Level 2

The main entrance provides access to all major functions in the building. Access to the library is through the stairs located in the vestibule. Similarly access to the event space is through the vestibule, before entering the main corridor on the first floor. Student Services is accessed off the main corridor. After touring the building, speaking with staff and reviewing the floor plans, elevations sections, the following observations were made.

## LOCATION

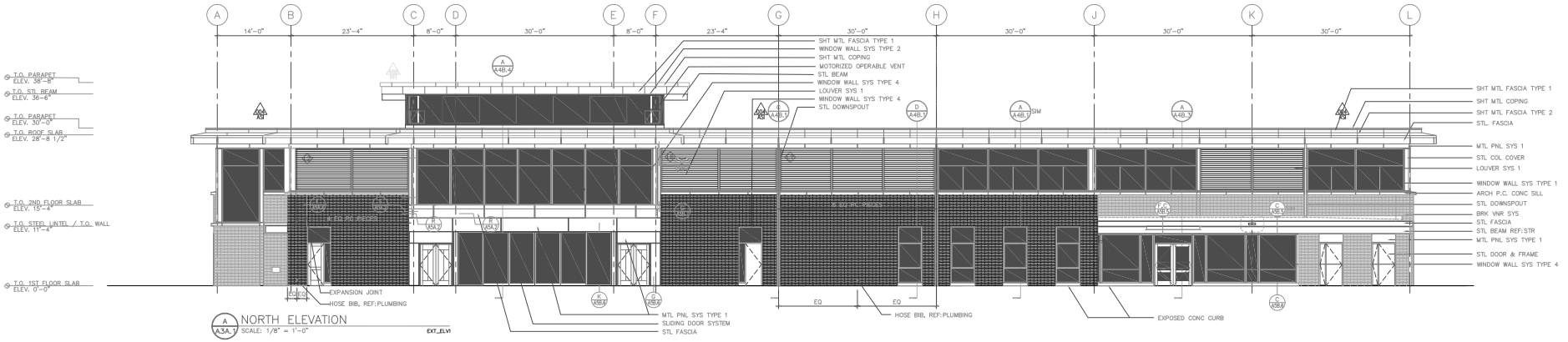
- Building is well-located with convenient access to campus buildings and front door.

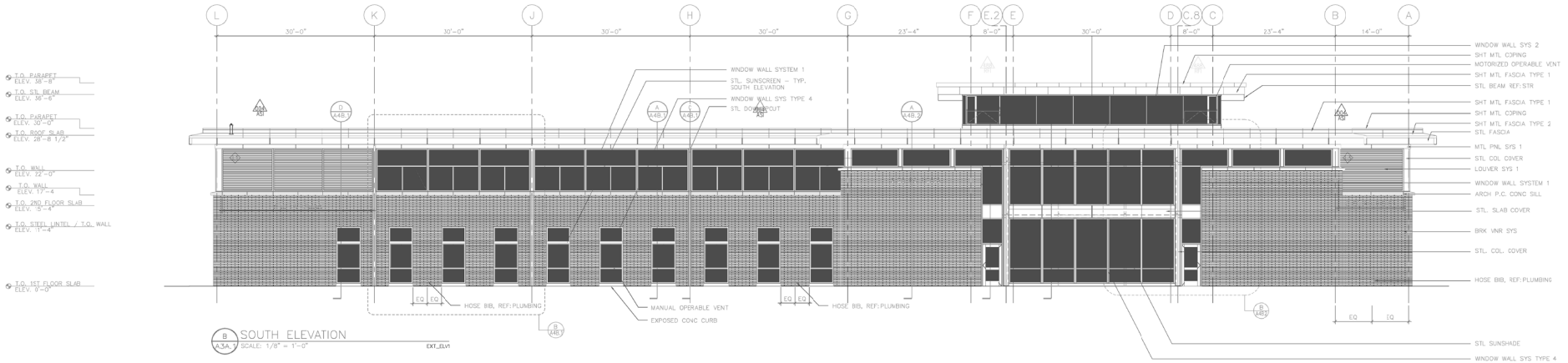
## FLOOR PLANS

- Some Student Services spaces lack access to daylight.
- Transactional Student Services functions may not be complementary with the library on the second floor because high Student Services activity only occurs during peak times at the beginning of the term.
- Absence of gender inclusive restrooms.
- Interacts well with central courtyard space and other PCC buildings on campus.
- Building is efficiently configured and makes good use of its footprint.
- Large conference space is a benefit to campus.
- Difficult wayfinding to the library on the second floor.
- First floor could be converted to medium to small sized classroom space if needed.

# ELEVATIONS

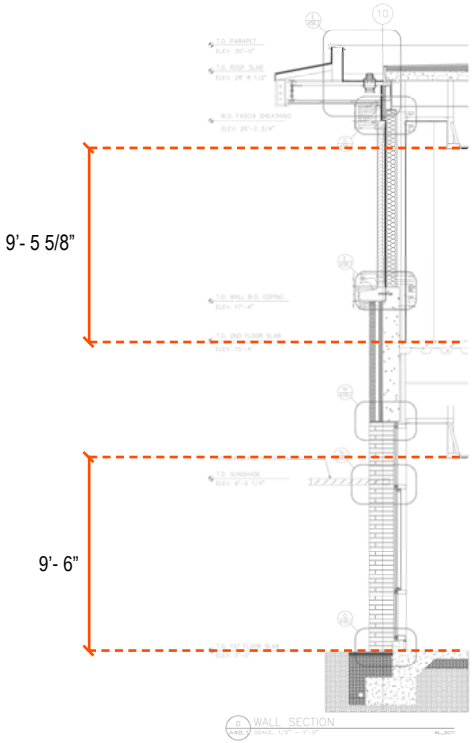
- The building presents a very positive image at the campus front door and internal to the campus.
- Has a positive presence along the adjacent road.

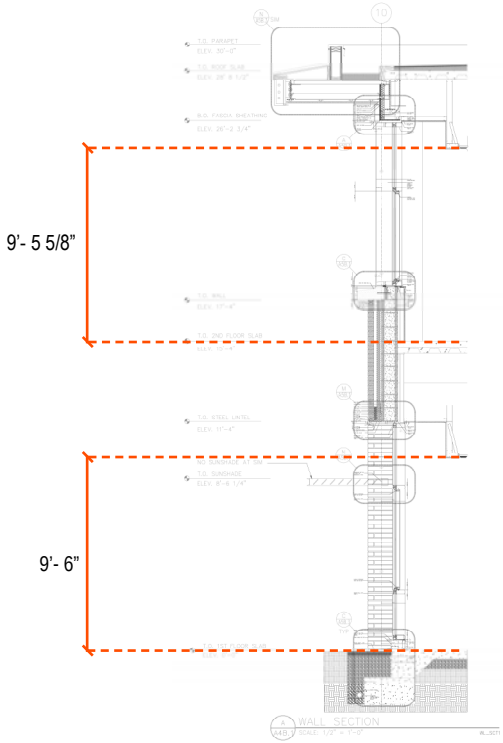


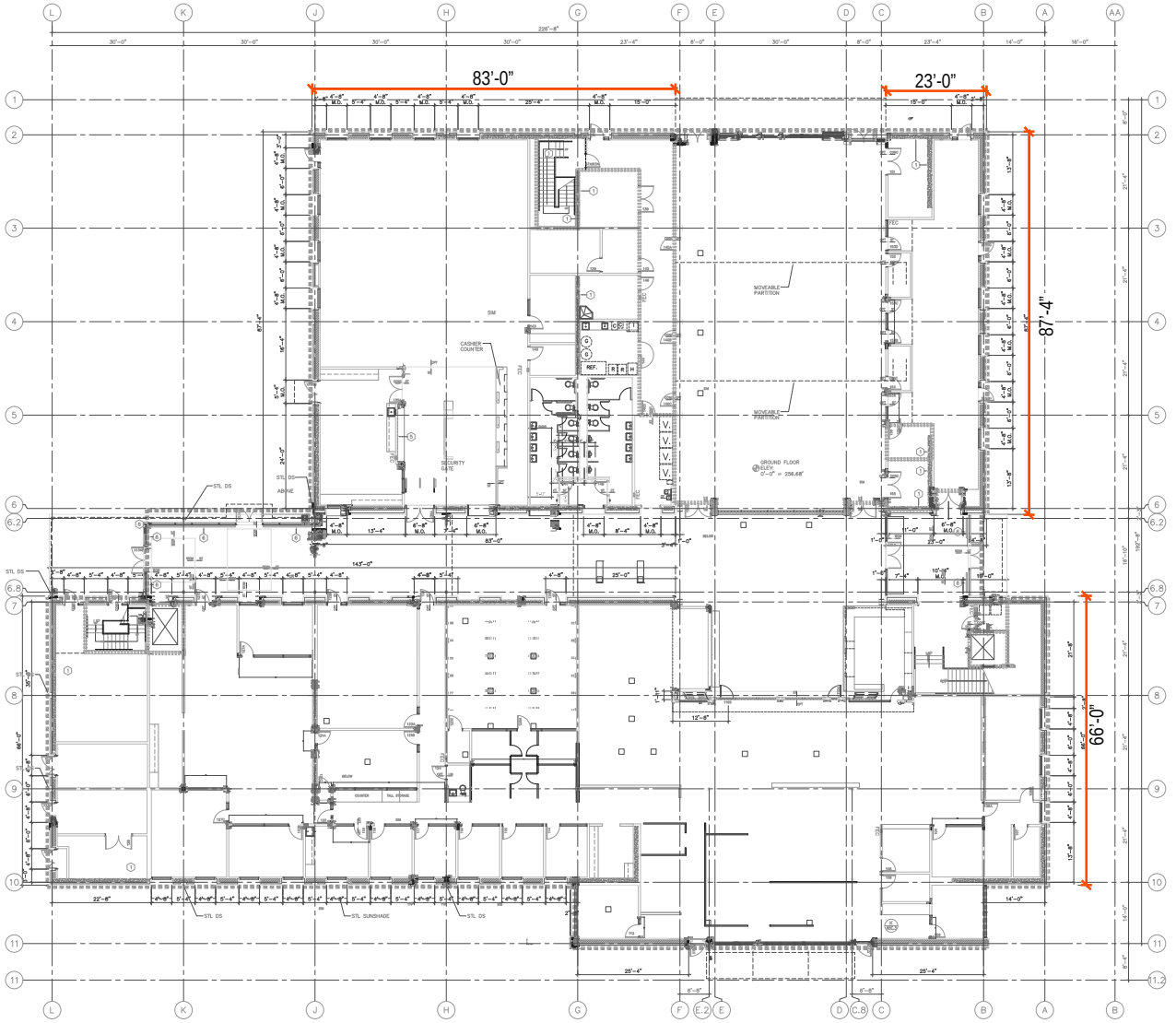



## SECTIONS

- Floor-to-ceiling heights are best suited for small and medium classrooms, except in the event center.

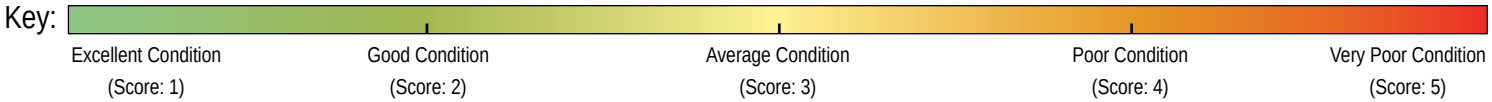





Level 1

| Rock Creek Campus - Building 9 | | |
|---|---|---|
| Criteria | Score | Comments |
| Program Fit | | Building seems to support current Student Services functions, however some spaces may lack access to daylight. Second floor location for library is not ideal. Transactional Student Services functions may not be complementary with the library on the second floor because high Student Services activity only occurs during peak times at the beginning of the term. Consider removing partition to Student Services to create one large open area. Large conference space is a benefit to campus. |
| Wayfinding | | Difficult wayfinding to the library on the second floor. |
| Flexibility | | First floor could be converted to medium to small sized classroom space if needed. |
| Comfort | | Access to daylight in most areas, comfortable floor to floor heights. Absence of gender inclusive restrooms. |
| Image / Character | | The building presents a very positive image at the campus front door. |
| Location | | Has a positive presence along the adjacent road. Interacts well with central courtyard space and other PCC buildings on campus. |
| Efficient Use of Land Area | | Building is efficiently configured and makes good use of its footprint. |
| AVERAGE | 2.1 | |




## CONCLUSION

- Building has good character, good use of campus land and is in a good location on campus.
- Library has low use and is hard to find on the second floor.
- Building 9 is underutilized with low activity on the first floor.
- Main floor Student Services uses may not be complementary with the library.
- Large conference space is a benefit to campus.

# POTENTIAL STRATEGIES

In order to understand the potential of Building 9 to become more activated, two strategies were studied. The following pages show potential approaches increasing the presence of the library and potentially minimizing the space devoted solely to Student Services

## STRATEGY 1

### Concept

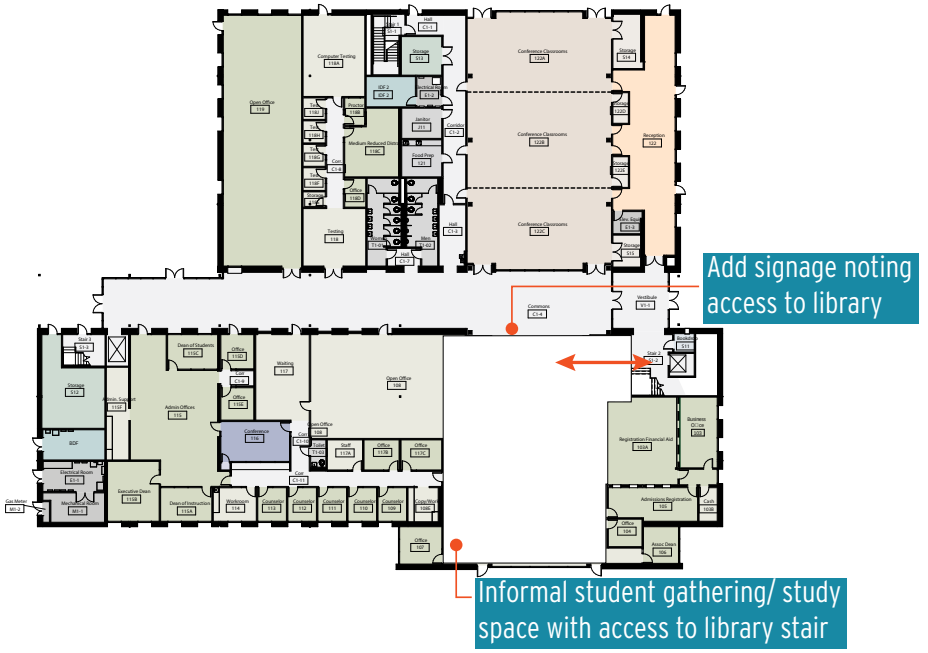
Transform front Student Services / Answer Center to student gathering/study space with more direct access to the library and prominent signage.

### Pros

- More direct access and wayfinding to Library.

### Cons

- Some loss of Student Service Space.




Strategy 1 - Level 1

# STRATEGY 2

## Concept

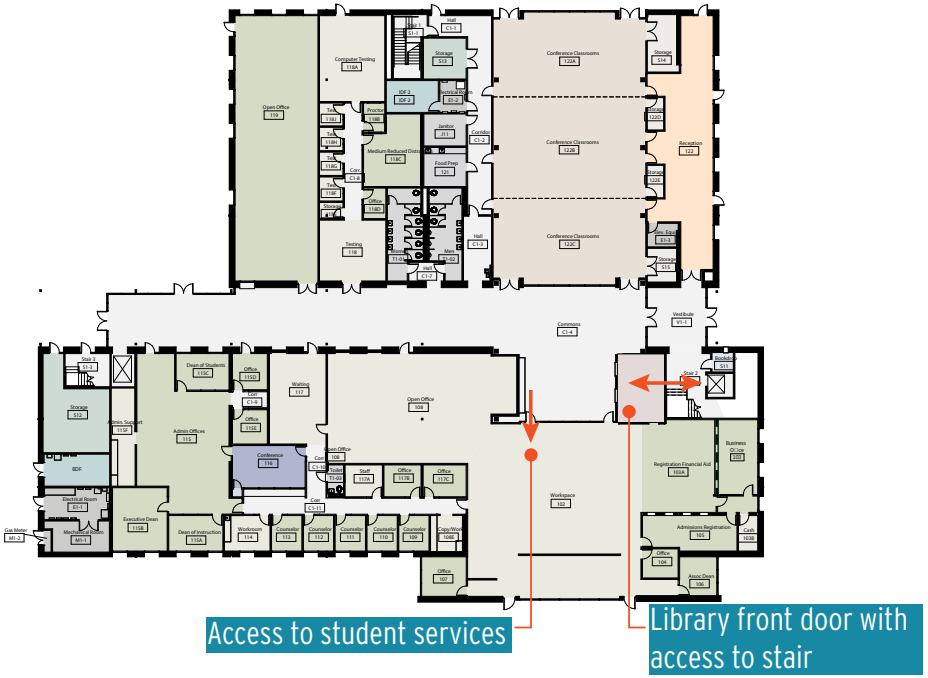
Add direct access and identity signage to library from first floor main corridor

## Pros

- More direct access and identity signage to library from first floor main corridor.

## Cons

- Circulation could be a bit awkward.
- No first floor presence of library aside from the access point.




Strategy 2 - Level 1

# Southeast Campus - Mt.Scott Hall

## STUDY FOCUS

Mt. Scott Hall is a relatively small classroom building located just east of Mt. Tabor. It is typically underutilized and people feel the building is disconnected from campus and Mt. Tabor where many of the classrooms and student affairs functions are housed. Given the proximate actual distances, this appears to be more perception. The college would like to confirm that there are no major functional issues inherent to the building that might make it non-functional or undesirable.

## BUILDING DETAILS

**Primary Construction Date:**
2003

**Physical Description:**
Two-story academic building, 20,348 gross square footage

**Structural Framing:**
Brick veneer, metal

**Construction Material:**
Brick, stucco and synthetic stucco

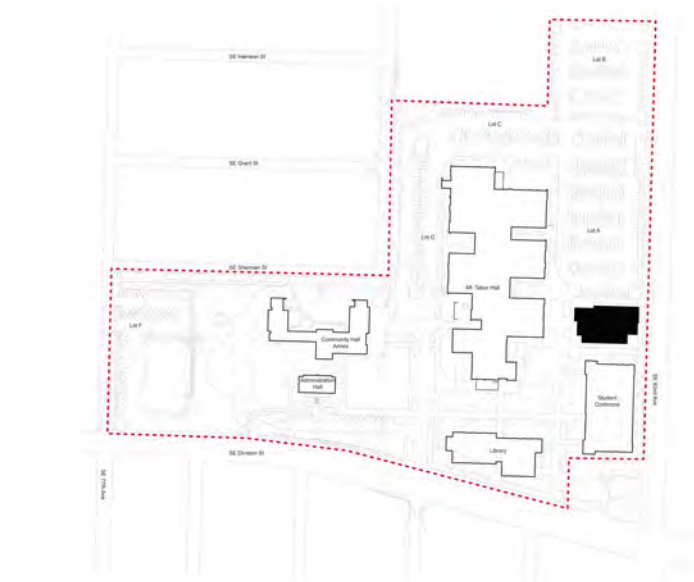
**Alterations:**
No alterations made

**Historic or Other Significance:**
No major significance

**Current Uses:**
Staff and faculty workplace supporting English for Speakers of Other Languages (ESOL) and Liberal Arts programs

## PHYSICAL CONDITION

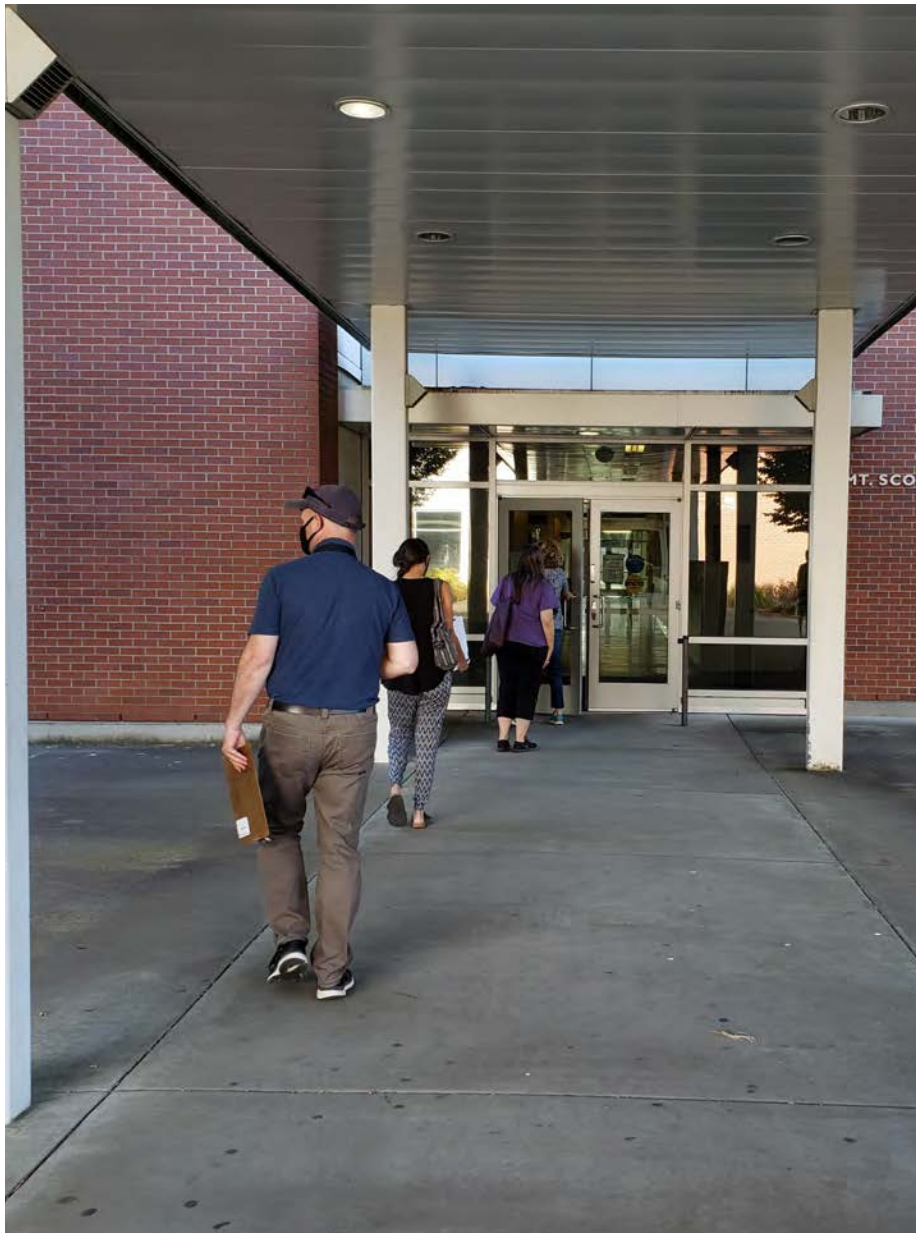
The Facility Condition Needs Index (FCNI) score, indicating the physical condition of the building, is 0.08 where 0.10 or less is Excellent Condition. Please refer to Facilities Master Plan Phase 1 for further details.



Key Plan


Main corridor, first floor

Computer classroom



West entrance

# FUNCTIONAL ASSESSMENT

LEGEND

- 210 Class Laboratory
- 310 Office
- 315 Office Service
- 350 Conference Room
- 710 Central Computer
- 730 Central Storage
- WWW Circulation Area
- XXX Building Service Area
- YYY Mechanical Area

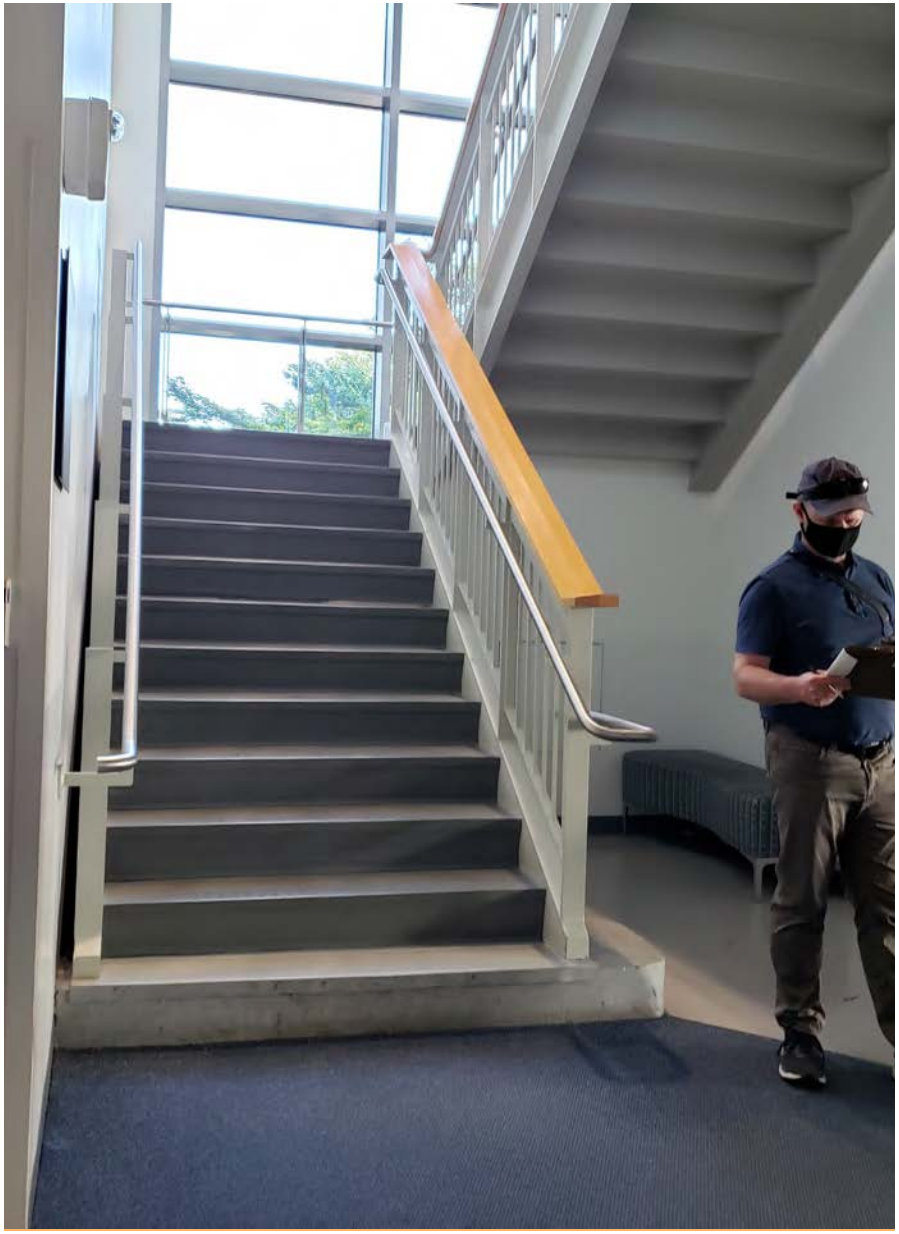
Level 1 & 2

## LOCATION

- Building is convenient to the central plaza and the buildings that surround it.

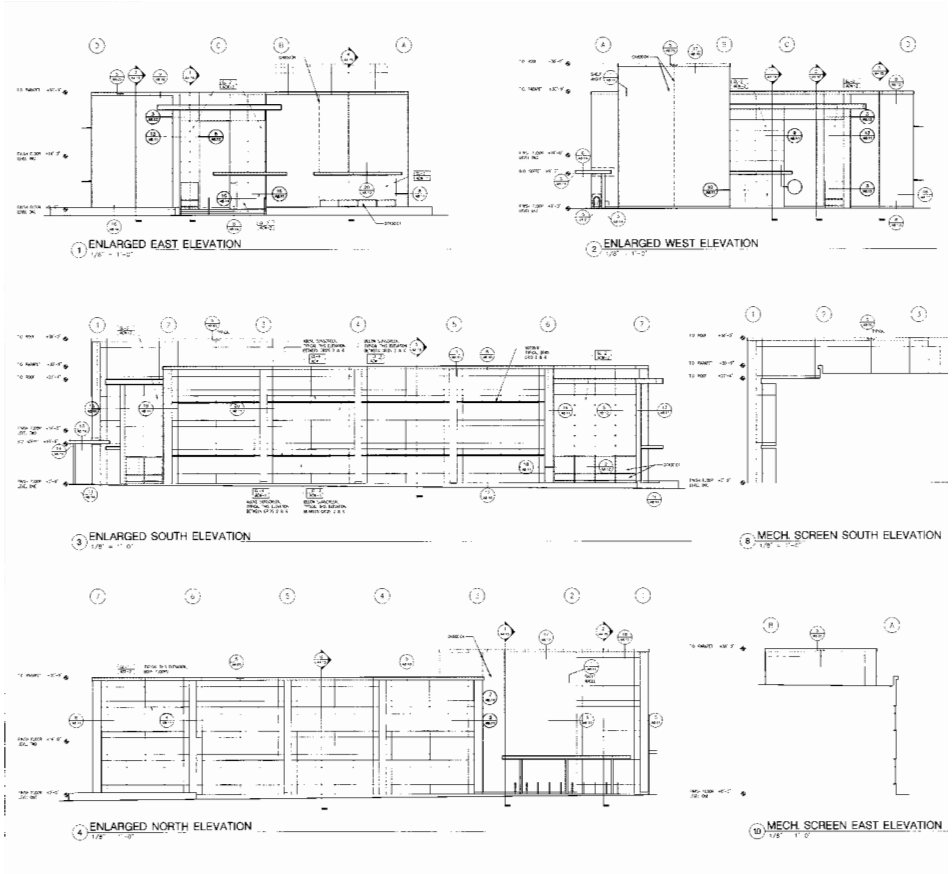
## FLOOR PLANS

- Spaces overall are well designed contemporary learning spaces.
- Building configuration lends itself well to classroom and office space.
- Wayfinding is clear with central corridor and stairs at each end.
- Multiple doors into the offices are confusing to students.
- Absence of gender inclusive restrooms.
- Hallway is wide and could accommodate some furniture for study or informal gathering.



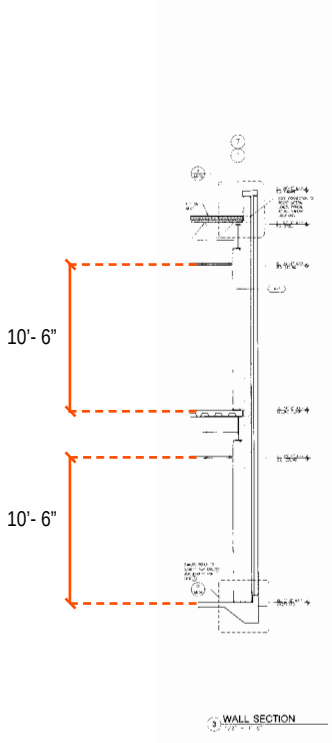
## ELEVATIONS

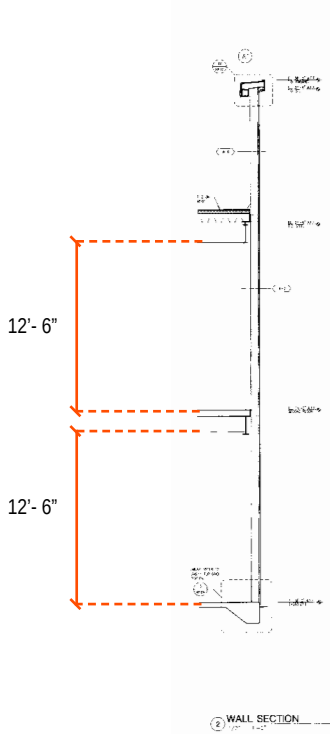
- Positive presence on campus and on SE 82nd Ave (East elevation) however the need to secure the door on 82nd, which is designed to be welcoming, is unfortunate.




## SECTIONS

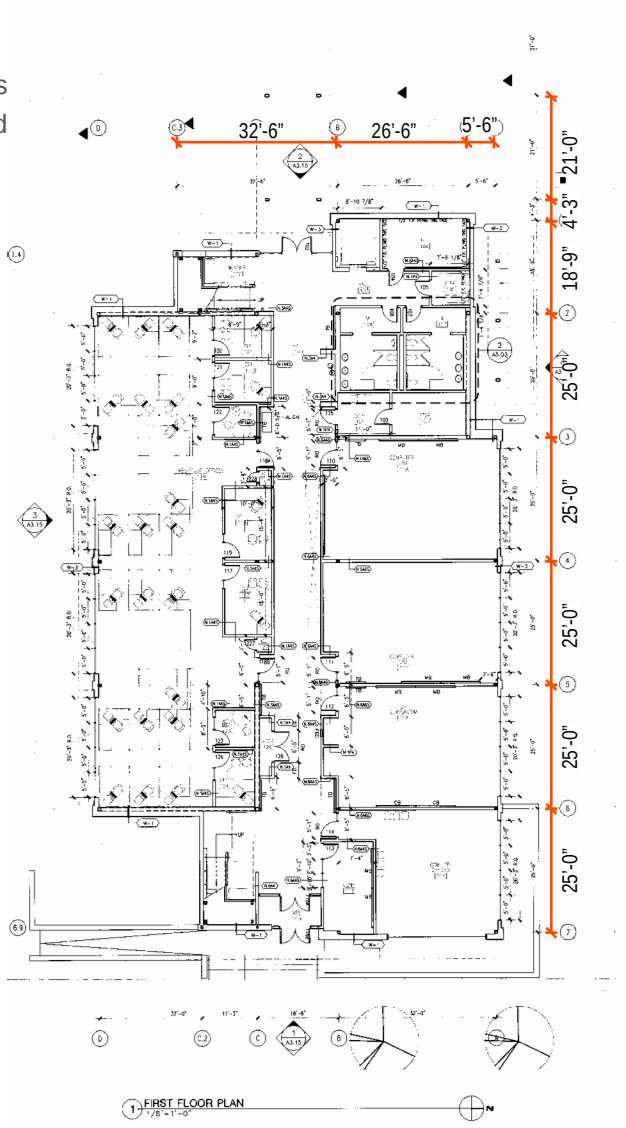
- Good access to daylight. Comfortable floor-to-ceiling heights for multiple uses.

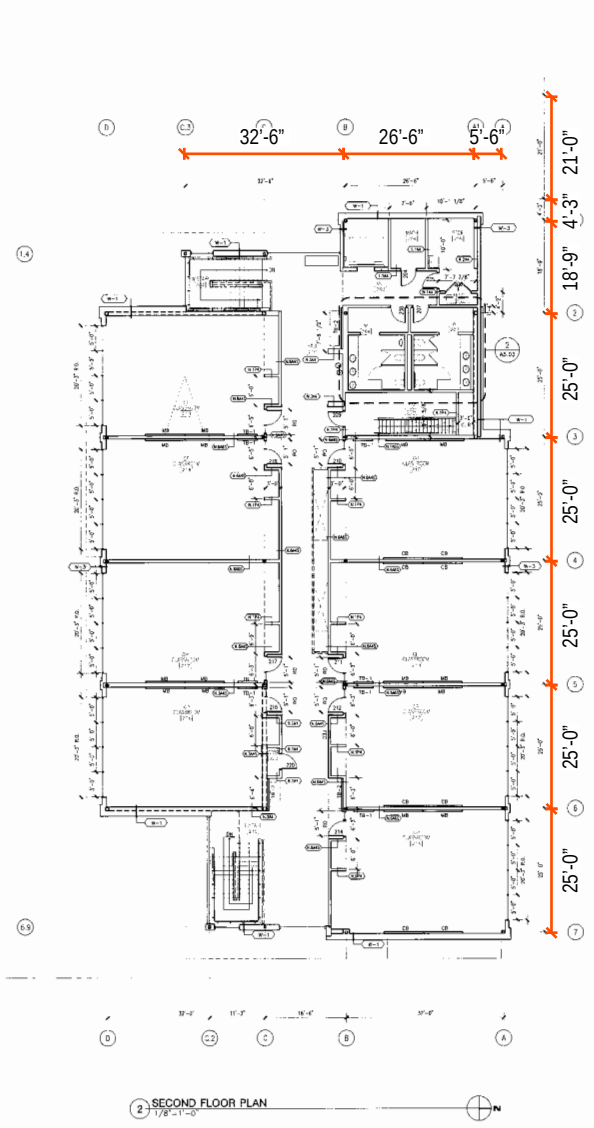


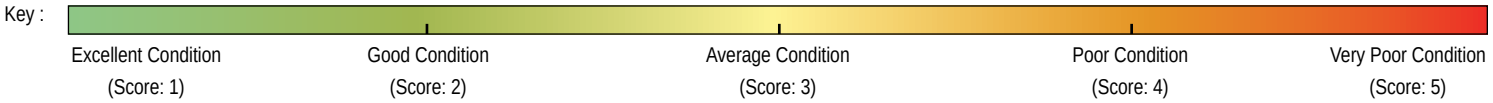
## STRUCTURE

- Column free space in the long direction allows the building to adapt to multiple functions and accommodate a variety of classroom sizes.



| Southeast Campus - Mt. Scott Hall | | |
|---|---|---|
| Functional Assessment | Score | Comments |
| Program Fit | | Spaces overall are well designed contemporary learning spaces. Building configuration lends itself well to classroom and office space. |
| Wayfinding | | Wayfinding is clear with central corridor and stairs at each end. However comments from PCC indicate that the building feels disconnected from campus and Mt. Tabor and navigating to the building is an issue. Multiple doors into the offices are confusing to students. |
| Flexibility | | Has column free space that could adapt to multiple functions and accommodate a variety of classroom sizes. |
| Comfort | | Good access to daylight. Comfortable floor to floor height. Absence of gender inclusive restrooms. Hallway is wide and could have some furniture for study or informal gathering. |
| Image / Character | | Positive presence on campus and on 82nd however the need to secure the door on 82nd, which is designed to be welcoming, is unfortunate. |
| Location | | Building gives PCC a presence on 82nd and is convenient to the central plaza and the buildings that surround it. However, PCC has shared that students express the building feels disconnected from campus and Mt. Tabor. |
| Efficient Use of Land Area | | New building that could potentially house some functions from Mt. Tabor should Mt. Tabor go away in the future. |
| AVERAGE | 1.4 | |




## CONCLUSION

- Building has many good attributes.
- Mix of programs in the building are unrelated.
- Building is relatively new.
- Multiple doors into office suites is confusing.
- Users feel building is disconnected from campus and Mt. Tabor.
- Feeling of disconnect with rest of campus might be related to the large center of gravity that Mt. Tabor holds. With a redeveloped Mt. Tabor and Mt. Scott addition this perception could change.


EGO

# Southeast Campus - Mt.Tabor Hall

## STUDY FOCUS

Mt. Tabor Hall, originally designed as big box retail, is one story and occupies a very large footprint on campus. Its conversion to academic and student life space has been relatively successful given its original use. However, for the long term the building is not practical with its long distances from one end to the other, wayfinding challenges that require significant amount of signage, inefficient use of land and related hindrance to place making opportunities on the Southeast campus. The college would like to understand Mt. Tabor's potential in the long term given these challenges.

## BUILDING DETAILS

**Primary Construction Date:**
Unknown

**Physical Description:**
73,733 square foot academic building

**Structural Framing:**
Asphaltic systems

**Construction Material:**
Flat roof and stucco, metal panels, and brick exterior finishes

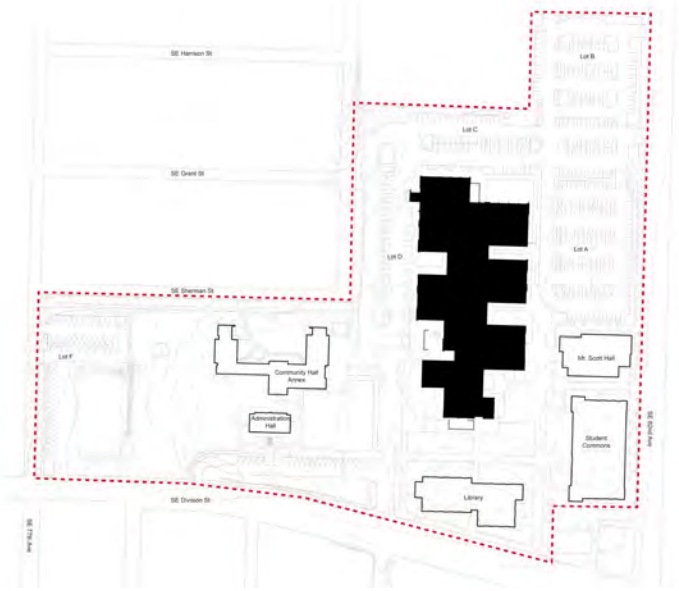
**Alterations:**
Originally constructed as a commercial or retail facility, the building was converted in 2003 for use by PCC

**Historic or Other Significance:**
No major significance

**Current Uses:**
Food service and dining areas, spaces for student clubs, student government offices, study/lounge areas, flexible meeting space, fitness areas, and classrooms

## PHYSICAL CONDITION

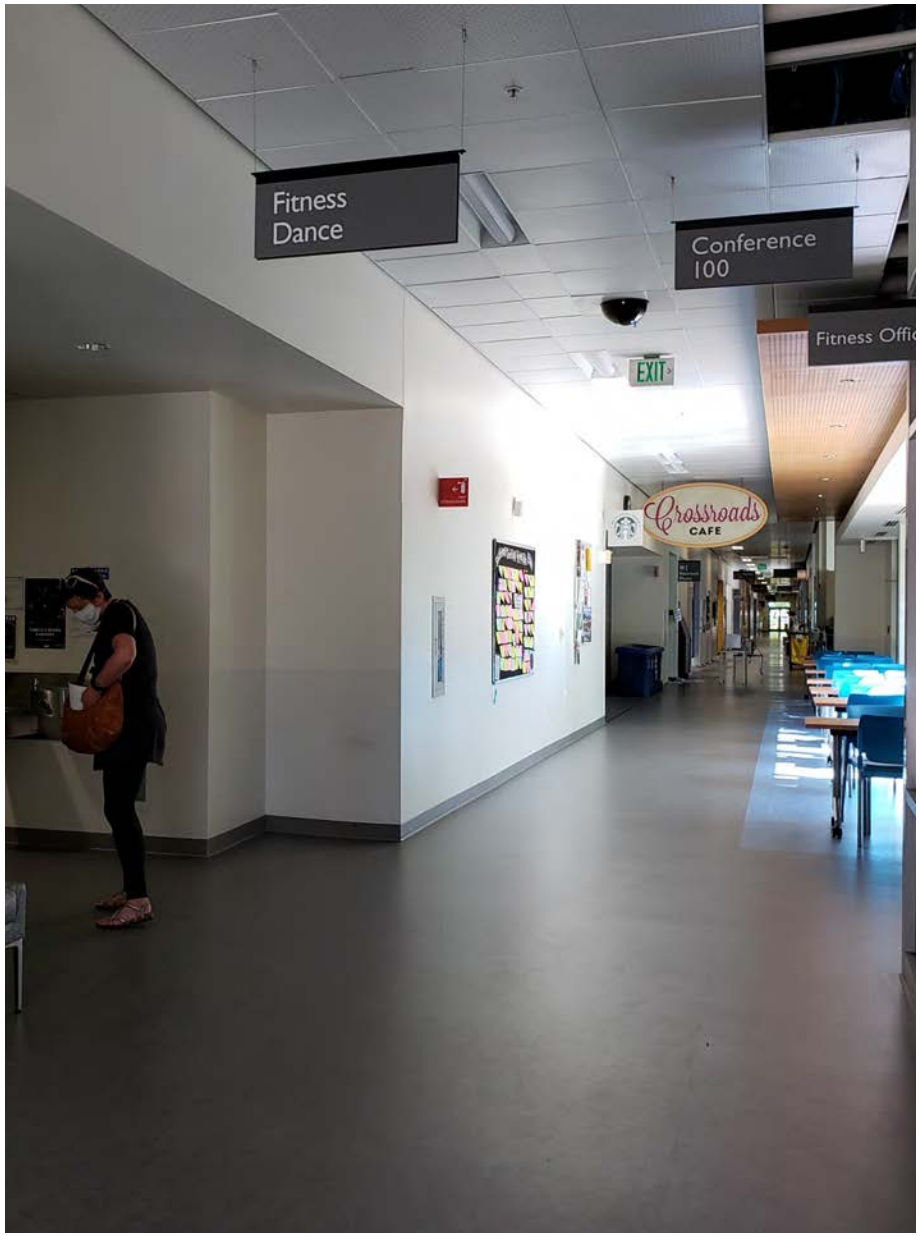
The Facility Condition Needs Index (FCNI) score, indicating the physical condition of the building, is 0.09 where 0.10 or less is Excellent Condition. Please refer to Facilities Master Plan Phase 1 for further details.




Key Plan


South entrance

Open seating areas




Main corridor

# FUNCTIONAL ASSESSMENT

LEGEND

- 110 Classroom
- 115 Classroom Service
- 210 Class Laboratory
- 215 Class Laboratory Service
- 310 Office
- 315 Office Service
- 350 Conference Room
- 520 Phys Ed.
- 633 Food Facility - Preparation
- 635 Food Facility - Service
- 650 Lounge
- 690 Student Leadership
- 730 Central Storage
- WWW Circulation Area
- XXX Building Service Area
- YYY Mechanical Area


N

1 / A101 Level 1 - Room Types

1" = 40'-0"

Level 1

## LOCATION

- Current location surrounded by parking is convenient especially for part-time students however this results in very little engagement with the rest of campus except on the south.

## FLOOR PLAN

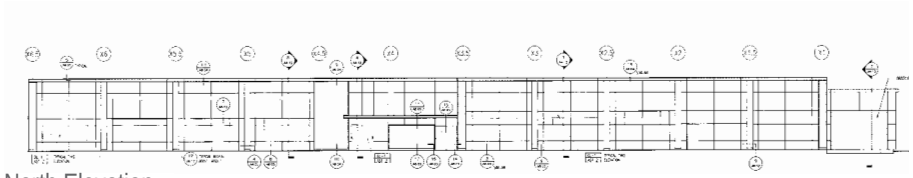
- Large floor plate allows for wide mix of functions, however unclear if such a mix is positive as some uses are in space that is not ideal. This includes food service with  kitchen/servery and dining separated by the building's main corridor and the gym (with severely constricted size and floor-to-ceiling height compared to the real campus need).
- Northwest classroom wings have limited daylight access. These wings lend themselves better to functions requiring large spaces.
- Clear circulation and ample signage, however large floor plate requires long travel distances and significant amount of signage (renumbering classrooms with more intuitive strategy may help students navigate more easily).
- Abesence of gender inclusive restrooms.
- Gym is lacking gender neutral locker rooms.
- Extremely large footprint. Building should be more porous and complementary to other buildings and open spaces on campus.


Cafe servery


Fitness room

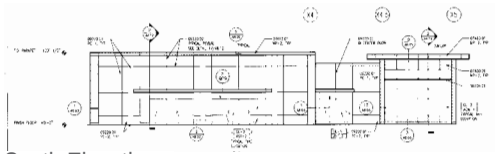
## ELEVATIONS

- Poor image. South elevation is welcoming and compatible with the architecture of the newer buildings on campus but the rest of the building is not.

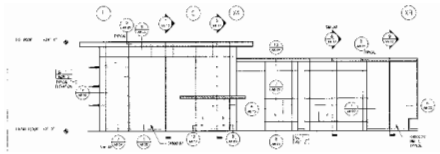


North Elevation

West Elevation



South Elevation

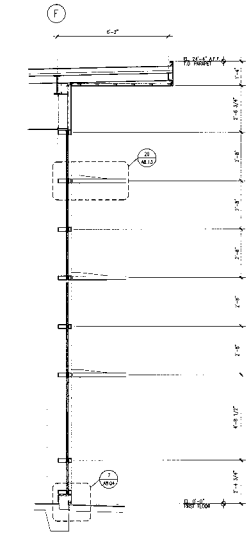


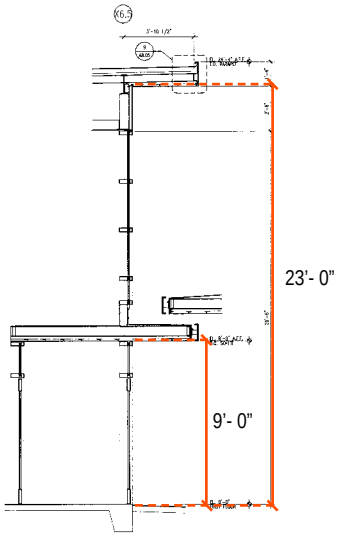
East Elevation

Building Elevations - Mt. Tabor Hall

## SECTIONS

- Despite the large floor plate, there is good access to daylight and ample ceiling heights.

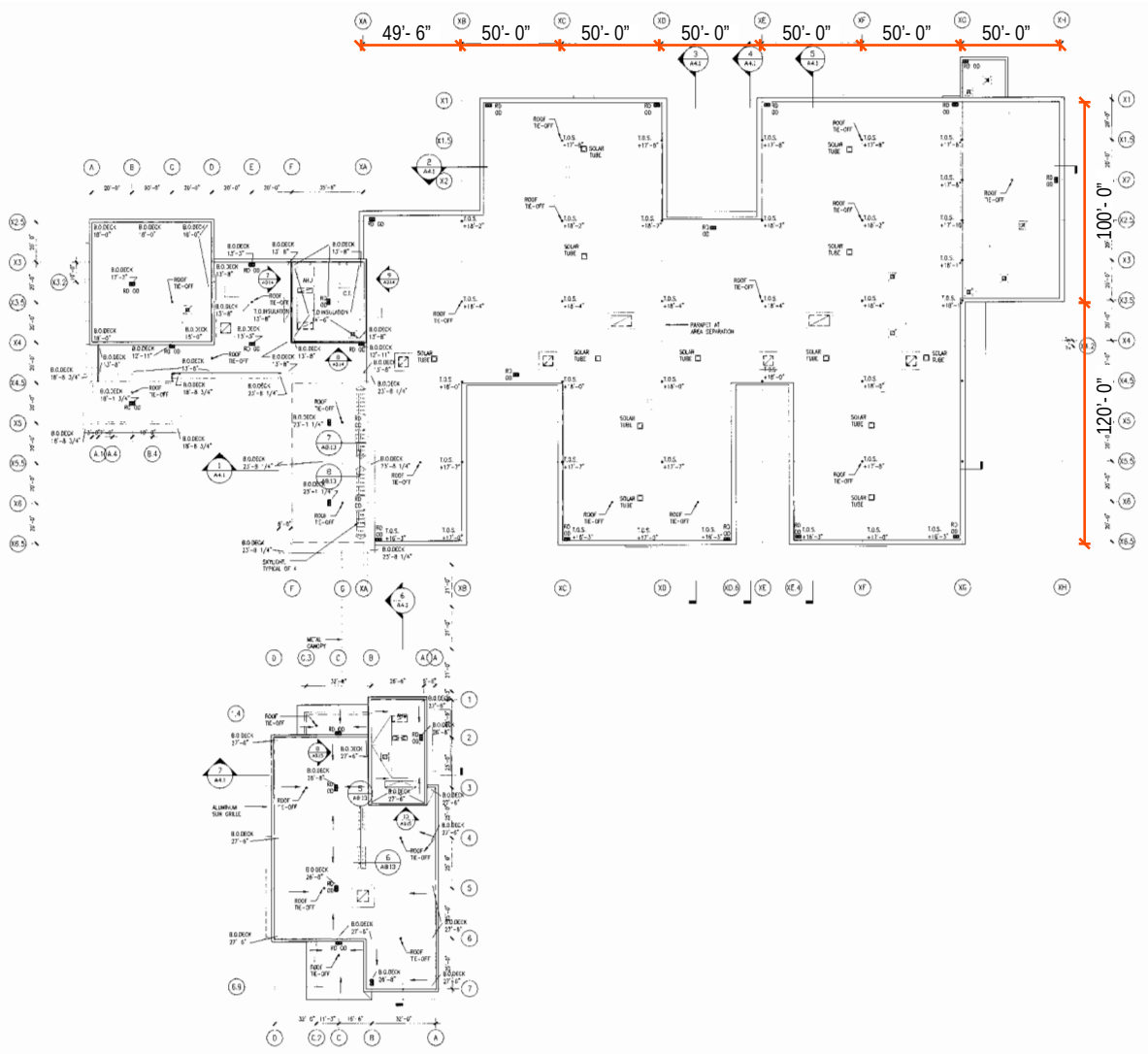



Building Sections - Mt. Tabor Hall

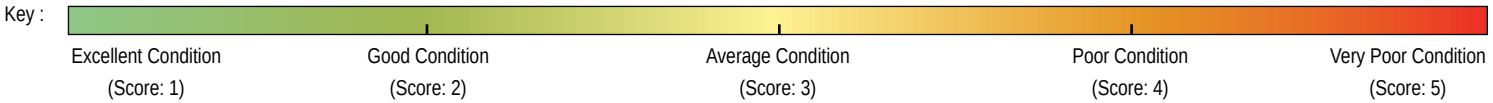
## STRUCTURE

- Floor plate looks relatively flexible in the long dimension for a range of classroom sizes.
- Strcuture bay dimensions support small to medium classrooms in general.




Building Plan- Mt. Tabor Hall

| Southeast Campus - Mt. Tabor Hall | | |
|---|---|---|
| Criteria | Score | Comments |
| Program Fit | | Large floor plate supports large mix of functions, however unclear if such a mix is positive because some uses are in space that is not ideal such as food service and gym. Also, north classroom wings have limited daylight access, those wings lend themselves better to functions that require large spaces. |
| Wayfinding | | Wayfinding is good with clear circulation and ample signage, however large floor plate requires long travel distances. Signage and renumbering classrooms may help students navigate better. |
| Flexibility | | Looks good, review of structural drawings would be helpful. |
| Comfort | | Despite the large floorplate there is good access to daylight, ample ceiling heights, with potential for gender inclusive restrooms. However the gym is lacking gender neutral locker rooms. |
| Image / Character | | Poor image. No strong entry to the building. Not approachable. |
| Location | | Current location surrounded by parking is convenient especially for part-time students however this results in very little engagement with the rest of campus. Engagement with campus could be stronger. |
| Efficient Use of Land Area | | Extremely large footprint. Center of campus should be more porous and complementary to other buildings and open spaces on campus. |
| AVERAGE | 3.7 | |




## CONCLUSION

- Upgrades have improved the building with access to daylight throughout, however the large floor plate limits the concentration of campus activity to this building and creates challenging wayfinding.
- Classroom hallways get very congested with the large number of general-purpose classrooms in the building.
- With the large number of functions in the building it is possible to spend all day inside.
- Food service location and is not ideal with dining across the main corridor

## FURTHER STUDY

Additional study is currently underway to determine future needs, potential campus configuration and estimated budget required for a Mt. Tabor replacement.


WELCOME TO THE
SOUTHEAST
CAMPUS
Portland
Community
College

# Sylvania Campus - Technology Classroom Building (TCB)

## STUDY FOCUS

The Technology Classroom Building is occupied by a range of technology-heavy programs with video production on the first level and a 2-story atrium on the second level with direct access to transit at the east side of campus. Classrooms and offices line the atrium, good for daylight and community-building but the atrium is rarely used aside from people walking through to get to places within the building to and from the west side of campus with access at the lower level. Poor thermal comfort with extreme weather conditions leading to discomfort especially in the atrium space. The Critical Race Theory cohort during Facilities Plan Phase 1 stated the the space feels 'elite'. The college would like to understand how to improve the atrium so that it's more inviting and comfortable for people to use.

## BUILDING DETAILS

**Primary Construction Date:**
2004

**Physical Description:**
Three-story, 46,394 gross square foot building

**Structural Framing:**
Multi-ply asphaltic system

**Construction Material:**
Cast concrete, metal panels, and wood

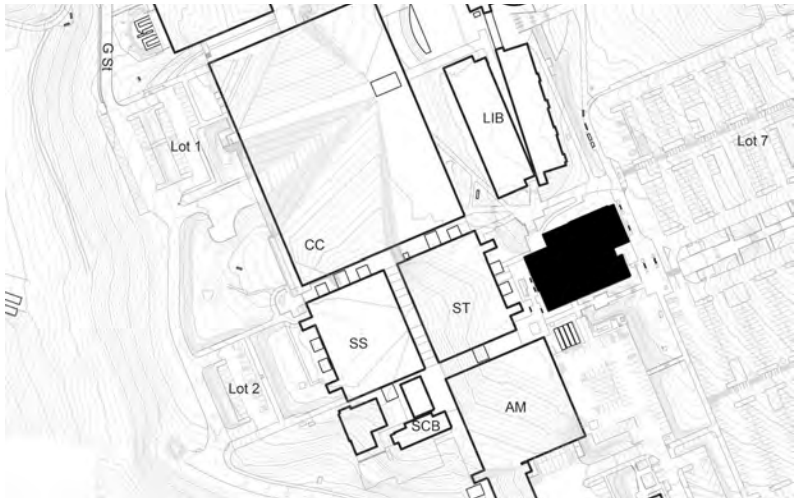
**Alterations:**
No alterations made

**Historic or Other Significance:**
No major significance

**Current Uses:**
Distance Education Program, the Computer Technology labs and offices, and 11 general-purpose classrooms as well as support space for the academic programs. A mechanical penthouse above the third-floor houses most of the mechanical equipment. The lower floor includes video production studios and program office space.

## PHYSICAL CONDITION

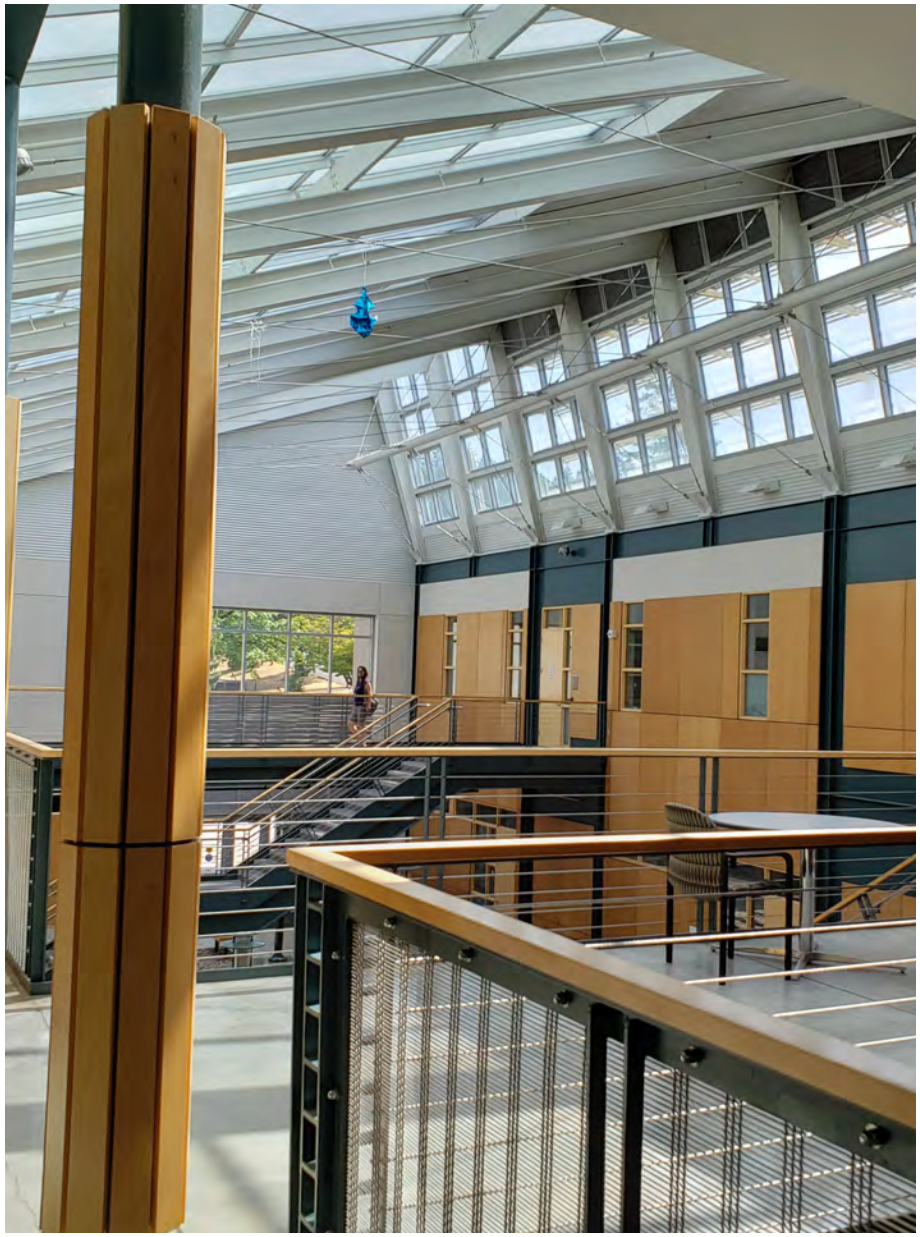
The Facility Condition Needs Index (FCNI) score, indicating the physical condition of the building, is 0.10 where 0.10 is Excellent Condition. Please refer to Facilities Master Plan Phase 1 for further details.




Key Plan

Classroom

Open seating areas



Open seating areas

# FUNCTIONAL ASSESSMENT

LEGEND

- 110 Classroom
- 115 Classroom Service
- 210 Class Laboratory
- 215 Class Laboratory Service
- 310 Office
- 315 Office Service
- 350 Conference Room
- 710 Central Computer
- WWW Circulation Area
- XXX Building Service Area
- YYY Mechanical Area


Level 1

LEGEND

- 110 Classroom
- 115 Classroom Service
- 210 Class Laboratory
- 215 Class Laboratory Service
- 310 Office
- 315 Office Service
- 350 Conference Room
- 710 Central Computer
- WWW Circulation Area
- XXX Building Service Area
- YYY Mechanical Area


Level 2

LEGEND

- 110 Classroom
- 210 Class Laboratory
- 215 Class Laboratory Service
- 310 Office
- 315 Office Service
- 350 Conference Room
- 710 Central Computer
- WWW Circulation Area
- XXX Building Service Area
- YYY Mechanical Area


Level 3

## LOCATION

- Location adjacent to shuttle stop lends itself as a waiting area for riders. Comfortable space and shuttle information would be helpful.
- Good location to the front door and adjacent to the library.

## FLOOR PLANS

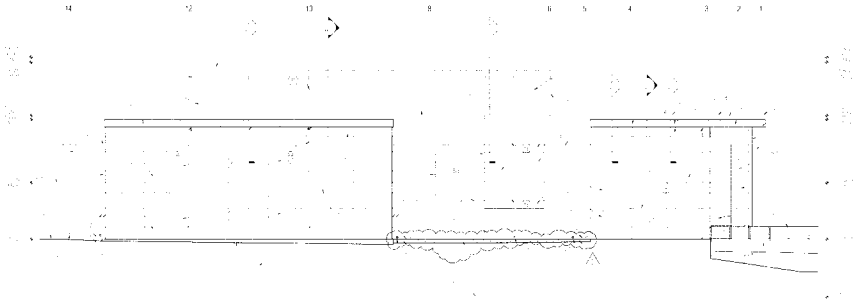
- Lower floor studio spaces do not lend themselves well to general classroom space without daylight.
- Building configuration lends itself well to classroom and office space however lower floor is best suited for online distance learning centers.
- Needs better signage for classrooms and offices.
- Poor thermal comfort with extreme weather conditions leading to discomfort especially in the atrium space.
- Absence of gender inclusive restroom on first floor.
- Building is efficiently configured and makes good use of its footprint.

Computer Lab

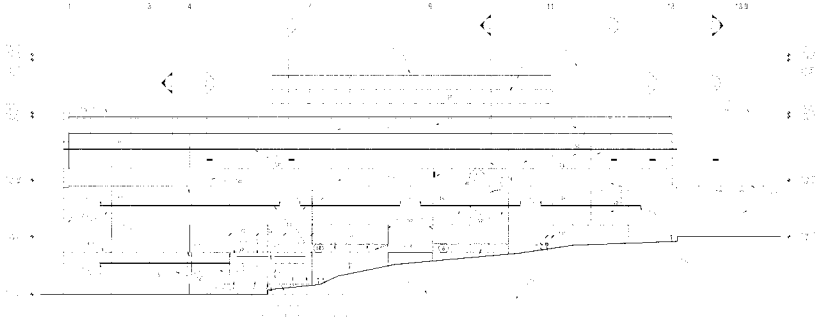

**Main corridor, second floor**

## ELEVATIONS

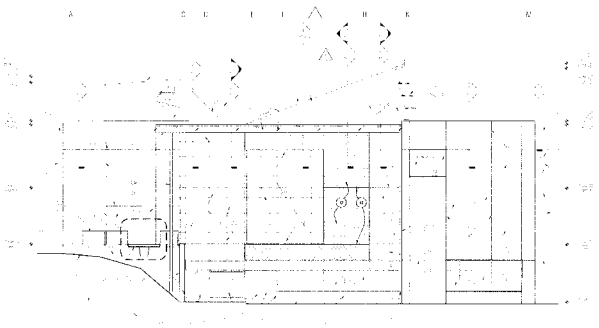
- Building projects a positive image at the front door of campus.



North Elevation



South Elevation

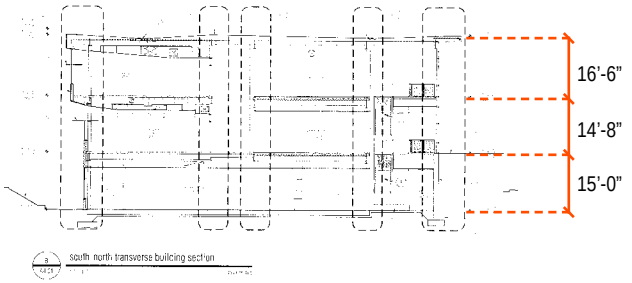


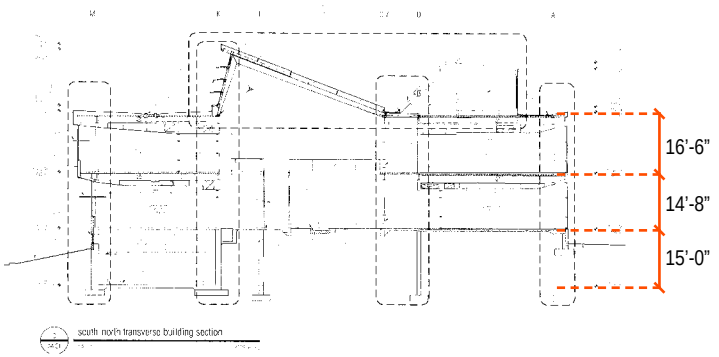
West Elevation

Building Elevations - Technology Classroom Building

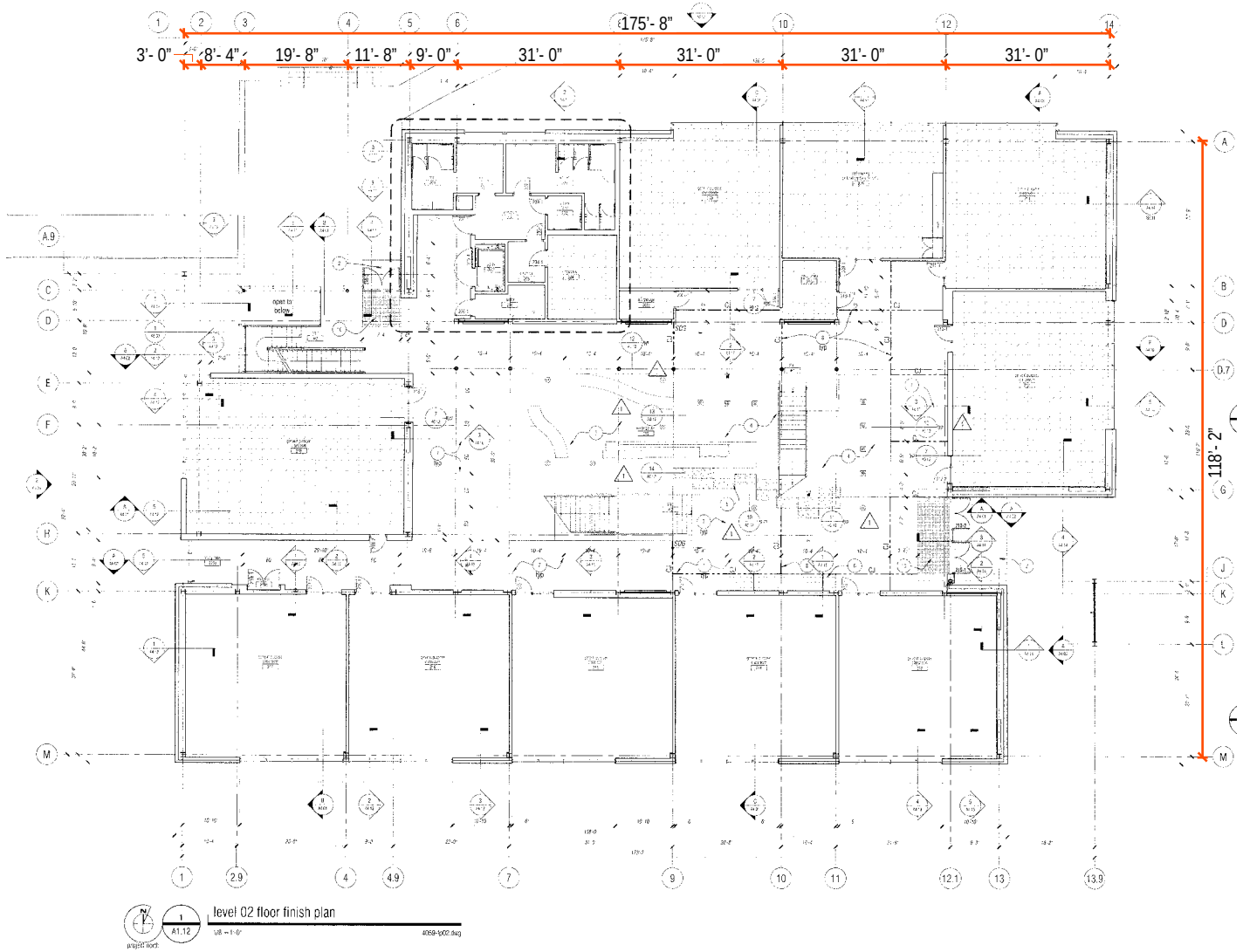
## SECTIONS

- Despite the large floor plate, there is good access to daylight and ample ceiling heights

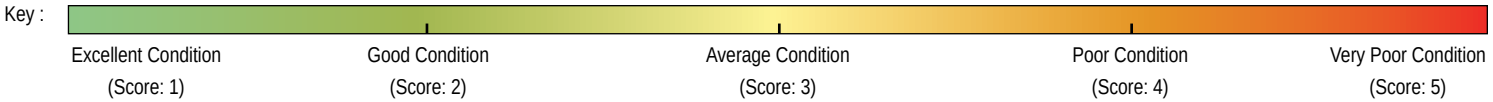




Building Sections - Technology Classroom Building



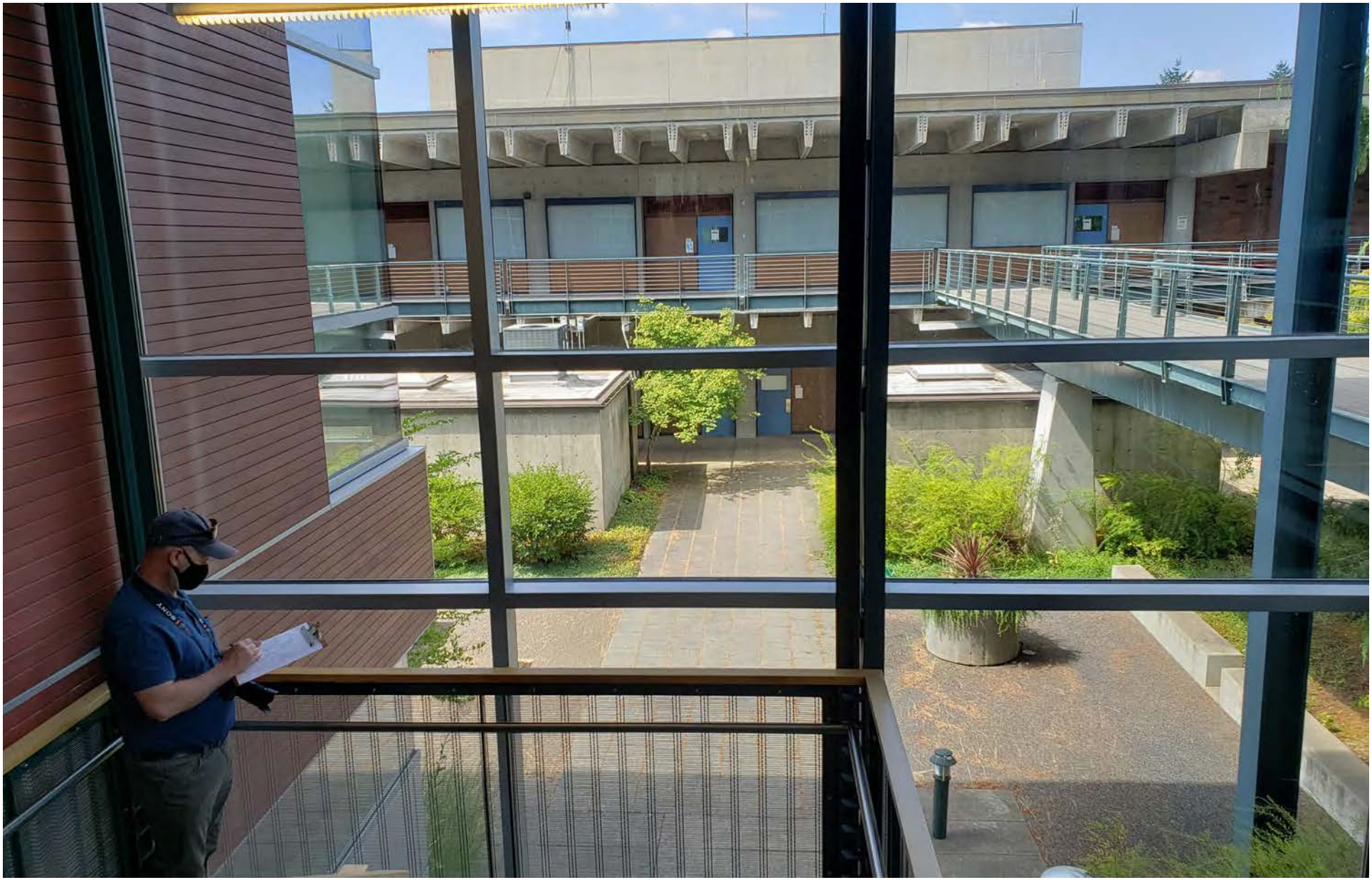

Building Plan - Technology Classroom Building

| Sylvania Campus - Technology Classroom Building (TCB) | | |
|---|---|---|
| Criteria | Score | Comments |
| Program Fit | | Spaces overall are well designed contemporary learning spaces. Building configuration lends itself well to classroom and office space. |
| Wayfinding | | Wayfinding is clear. Visitors often require directions, needs better signage for classrooms and offices. |
| Flexibility | | Atrium space has a lot of potential and can instill a sense of community. Lower floor can be transformed into online distance learning center with presence of few windows. Otherwise studio spaces do not lend themselves well to general classroom space without daylight. |
| Comfort | | Poor thermal comfort with extreme weather conditions leading to discomfort especially in the atrium space. Central atrium space is unfriendly, elite, unwelcoming and noisy. Level 1 does not have a gender inclusive restroom. Location adjacent to shuttle stop lends itself as a waiting area for riders. Comfortable space and shuttle information would be helpful. |
| Image / Character | | Atrium space is uncomfortable, unused and CRT responses indicated it is perceived as “elite” by students. Building could have a friendly and welcoming vibe with some tweaks to the atrium space. Building projects a positive image at the front door of campus. |
| Location | | Good location to the front door and adjacent to the library. However, could have a stronger connection to the outdoors. |
| Efficient Use of Land Area | | Building is efficiently configured and makes good use of its footprint. |
| AVERAGE | 1.9 | |




## CONCLUSION

- Building has a lot of natural light.
- Welcoming aspect and comfort level of atrium space needs to be improved in order to be more highly used.
- Spaces overall are well designed contemporary learning spaces.
- Building could have a friendly and welcoming vibe with some tweaks to the atrium space. It could instill a sense of community.



View of open space between Science Technology Building and Technology Classroom Building

# POTENTIAL STRATEGIES

In order to understand the potential of TCB, particularly the atrium space, a range of strategies were studied. The following pages show potential approaches to improving the usability of the atrium. The strategies focus on interior finish and seating configurations and are not meant to be final designs but suggestions of what is possible. Each alternative lists a range of Pros and Cons.

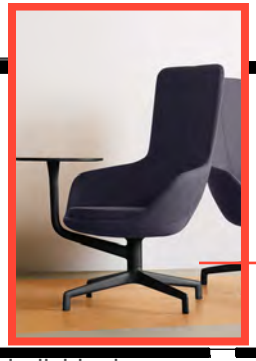
## Concept

Make atrium space more comfortable for students, faculty and staff to linger, study and connect with each other.

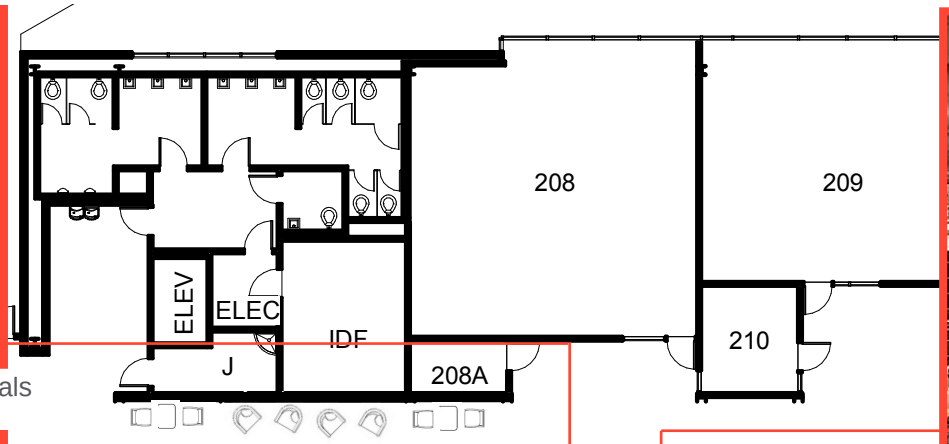
- Create more cohesive space
- Develop more inviting space (less elitist)
- Improve acoustics
- Improve temperature and light control
- Provide clear ciruclation in central space with pockets of seating for a variety of group sizes

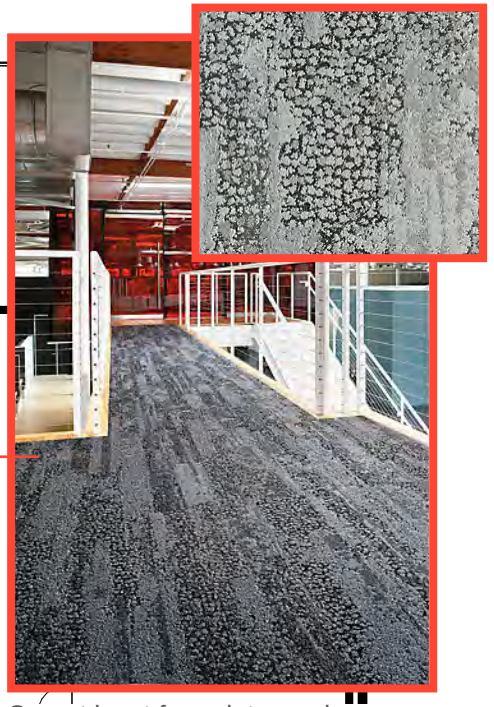
# POTENTIAL STRATEGY 1 - LEVEL 2

Bench seating for small groups or individuals

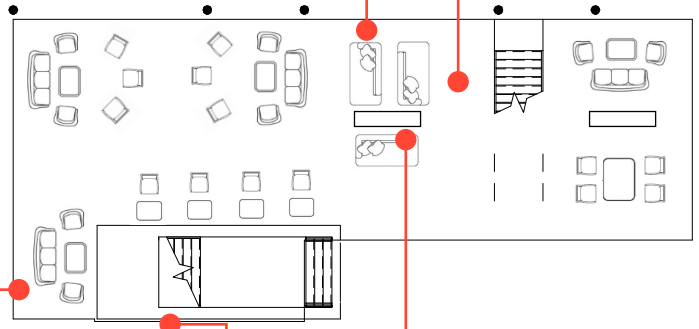


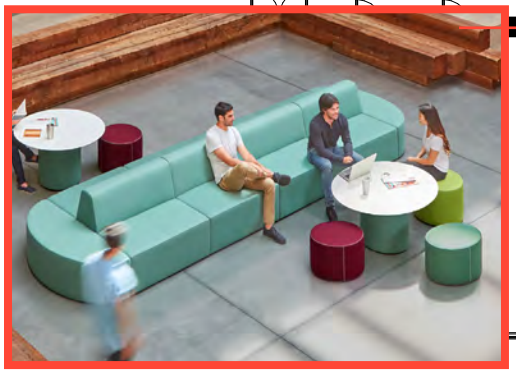
Tablet arm seating for individuals



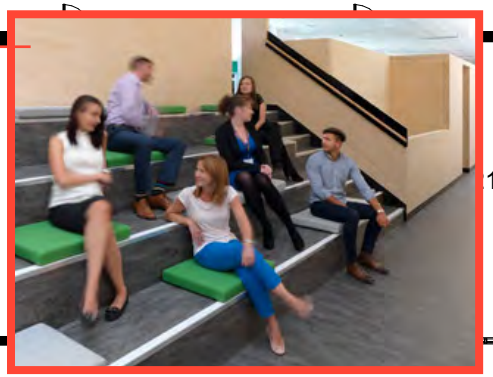



Carpet inset for quieter and more comfortable space. Incorporate pattern that alludes to nature or outdoor theme





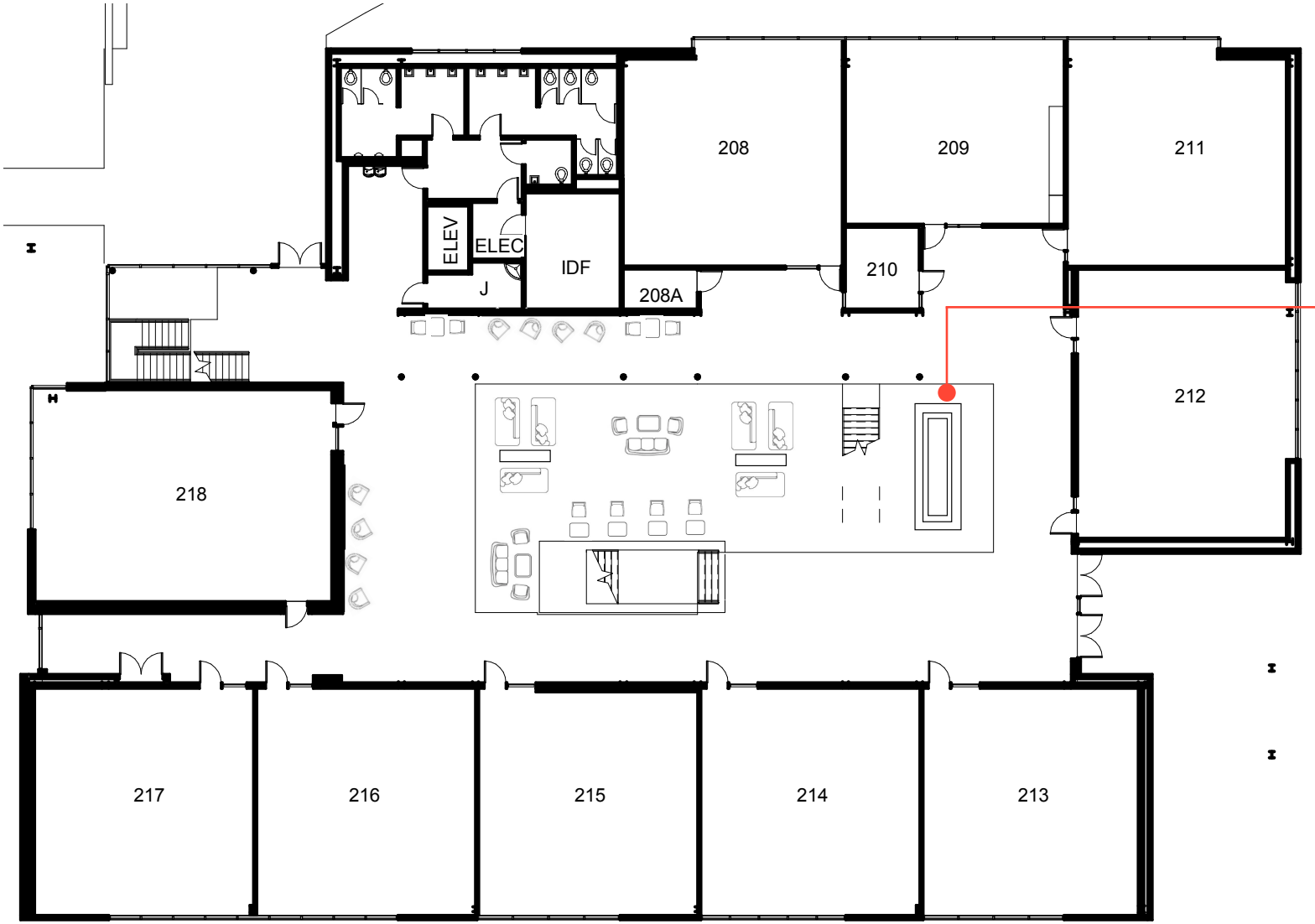
Upholstered furniture groups for a more comfortable living room feeling



Add cushions to seating around stairs

Incorporate planters to break up space and create privacy

# POTENTIAL STRATEGY 2 - LEVEL 2

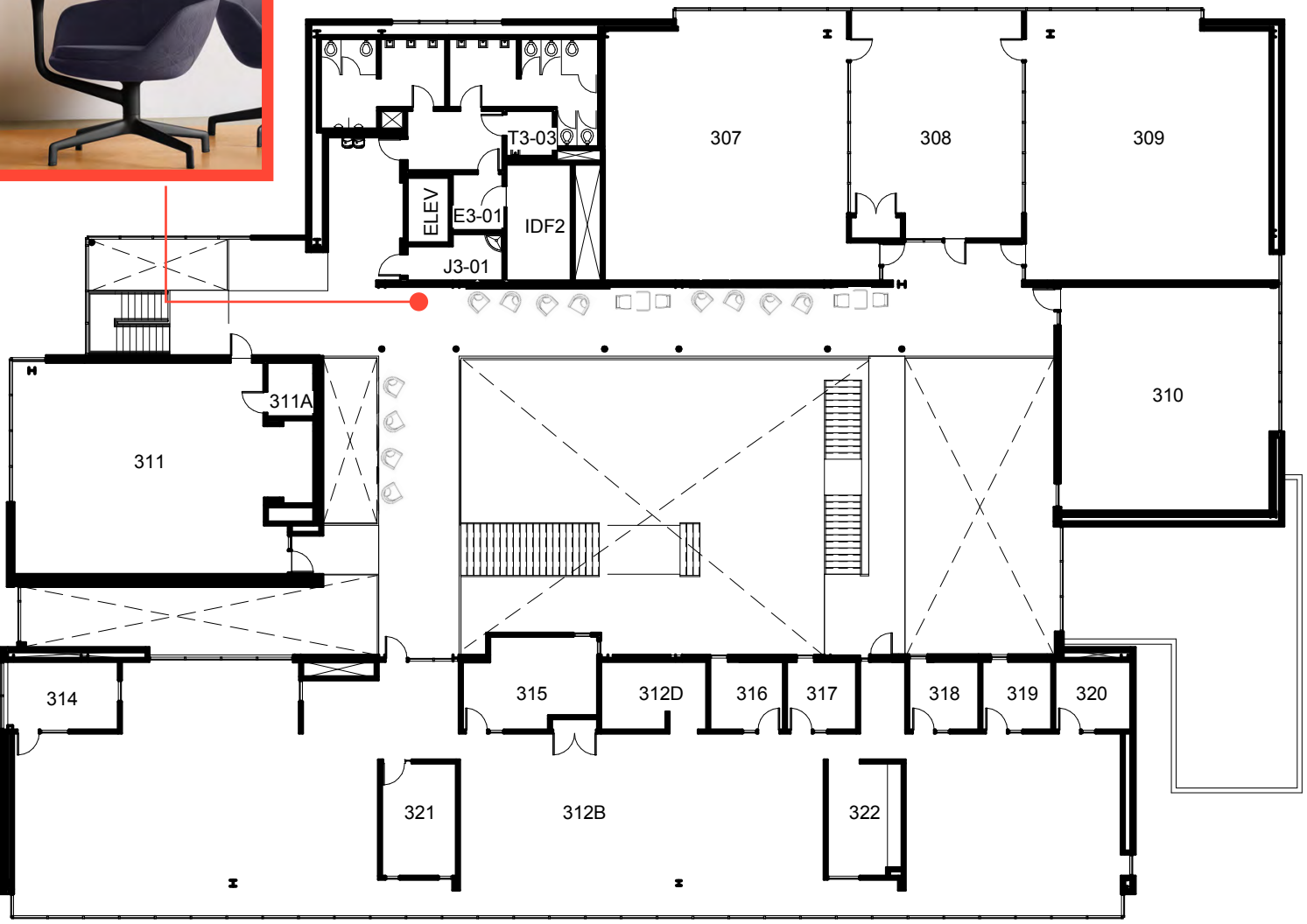



Optional built in piece with seating and planter. Different furniture layout.

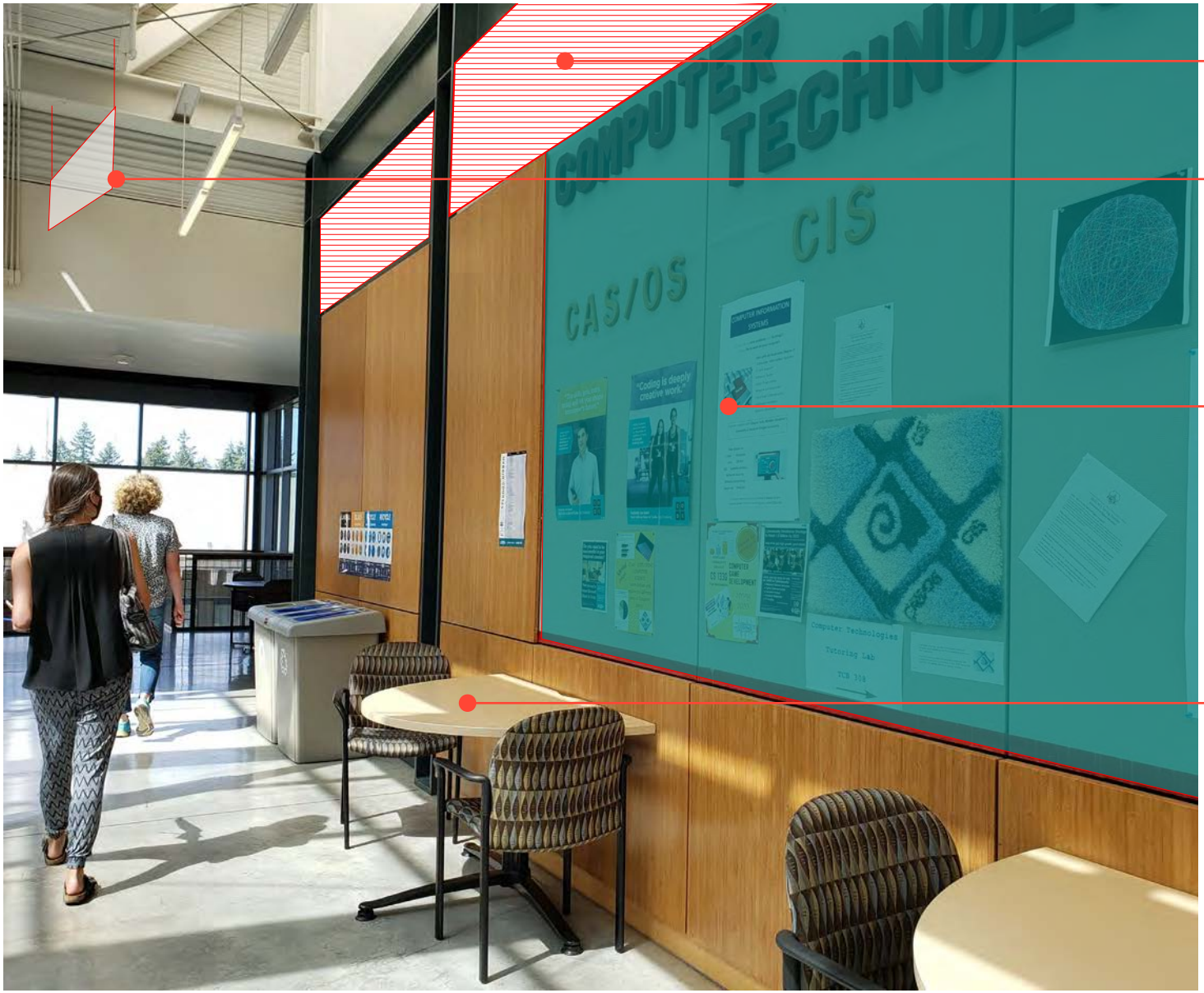
# POTENTIAL STRATEGIES - FINISHES / FURNISHINGS

# POTENTIAL STRATEGIES - LEVEL 3

Tablet arm seating for individuals



# POTENTIAL STRATEGIES - GENERAL




Additional acoustic panels

Alternate lights with acoustic baffles or replace lights with acoustic light fixtures

Update bulletin boards with tackable acoustic wrapped panels

Update seating with soft seating and upholstered benches

# POTENTIAL STRATEGIES - FINISHES / FURNISHINGS


Add shading devices

Remove light fixtures, replace with hanging pendants

Upholstered cushions

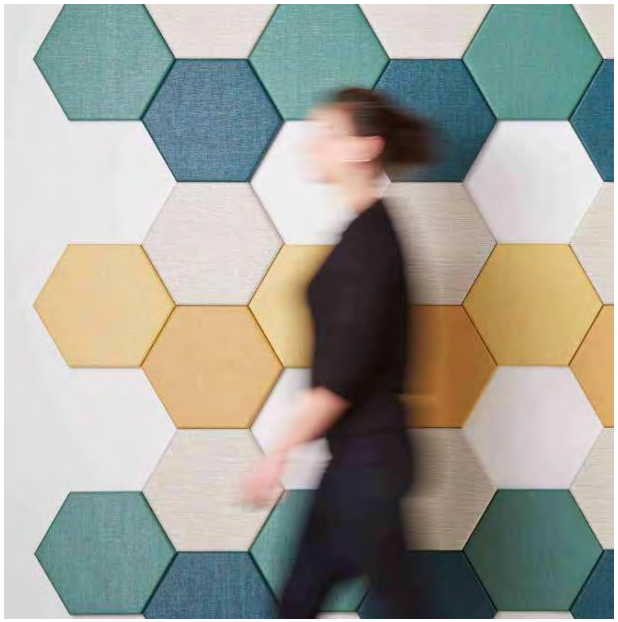
# POTENTIAL STRATEGIES - FINISHES / FURNISHINGS

Incorporate low maintanence plants/moss for extra acoustics.


Built-in planters to add opportunity for seating.

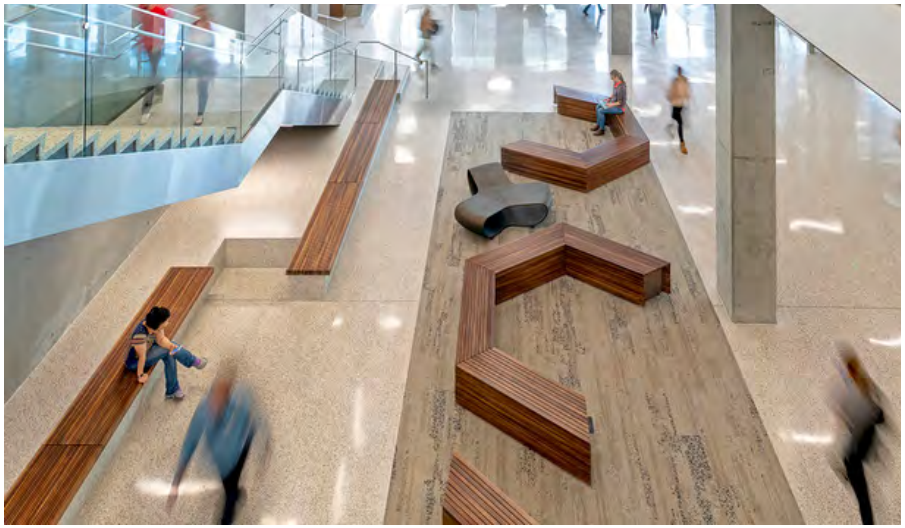
# POTENTIAL STRATEGIES - FINISHES / FURNISHINGS

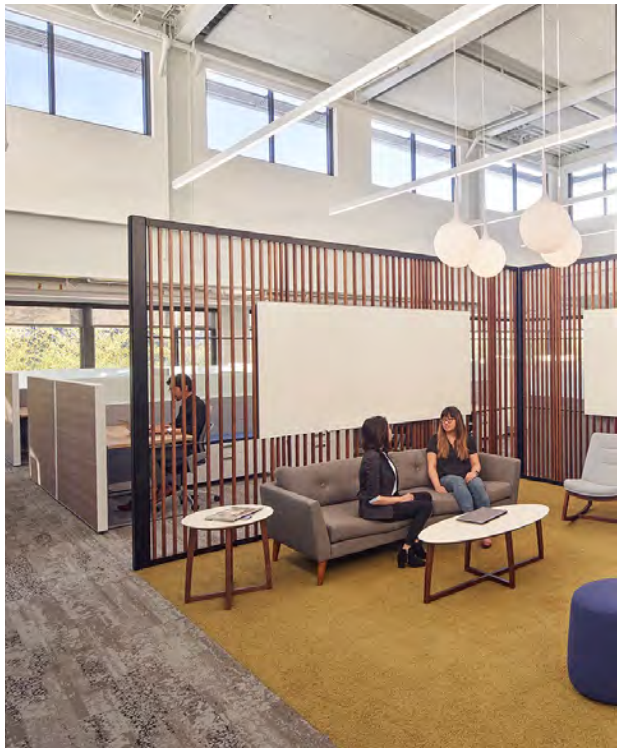
Opportunities for added acoustic panels on wall applications.



Opportunities for added **acoustic panels on baffles and light fixtures.**

# POTENTIAL STRATEGIES - FINISHES / FURNISHINGS





# Willow Creek Center

## STUDY FOCUS

Willow Creek is a college center located in Beaverton. It serves as a one-stop-shop destination for job training and access to a range of college courses.  The building is underutilized and the college would like to confirm that there aren't any major functional issues inherent to the building that might make it non-functional or undesirable.

## BUILDING DETAILS

**Primary Construction Date:**
2010

**Physical Description:**
95,308 square foot building, divided between three above ground levels

**Structural Framing:**
Metal

**Construction Material:**
Metal, clay tiles, glazing

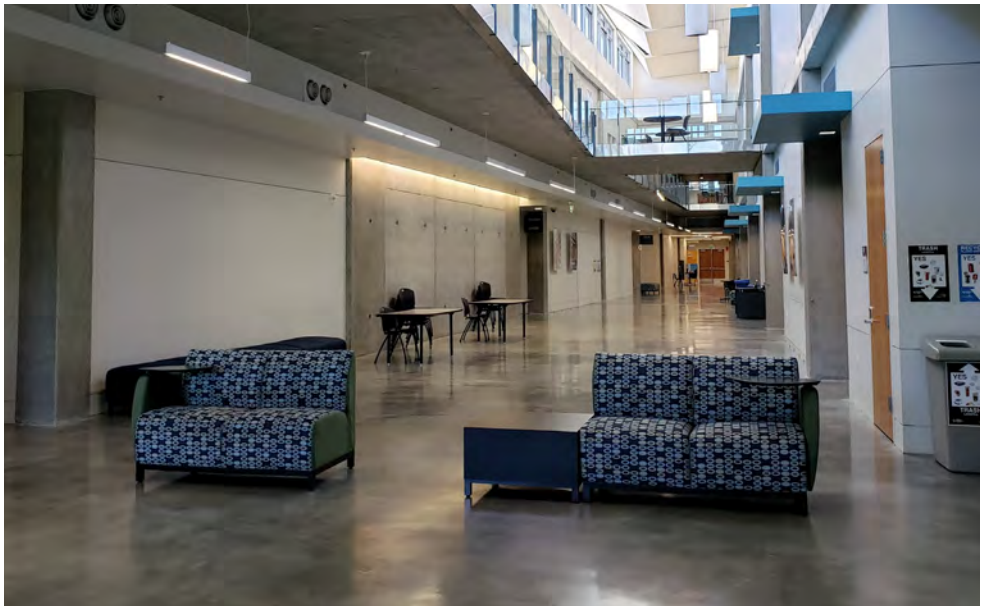
**Alterations:**
2014

**Historic or Other Significance:**
No major significance

**Current Uses:**
Classrooms, open offices and associated support spaces

## PHYSICAL CONDITION

The Facility Condition Needs Index (FCNI) score, indicating the physical condition of the building, is 0.08 where 0.10 or less is Excellent Condition. Please refer to Facilities Master Plan Phase 1 for further details.



Main lobby

**Metro Center Office**

Main entrance

# FUNCTIONAL ASSESSMENT

LEGEND

- 110 Classroom
- 310 Office
- 315 Office Service
- 350 Conference Room
- 660 Merchandising
- 665 Merchandising Service
- 710 Central Computer
- 730 Central Storage
- 750 Central Service
- WWW Circulation Area
- XXX Building Service Area
- YYY Mechanical Area


Level 1

LEGEND

- 110 Classroom
- 115 Classroom Service
- 210 Class Laboratory
- 310 Office
- 315 Office Service
- 350 Conference Room
- 710 Central Computer
- 730 Central Storage
- WWW Circulation Area
- XXX Building Service Area
- YYY Mechanical Area


Level 2

LEGEND

- 070 Unfinished Area
- 110 Classroom
- 210 Class Laboratory
- 215 Class Laboratory Service
- 310 Office
- 315 Office Service
- 350 Conference Room
- 650 Lounge
- 660 Merchandising
- 710 Central Computer
- 730 Central Storage
- 750 Central Service
- WWW Circulation Area
- XXX Building Service Area
- YYY Mechanical Area

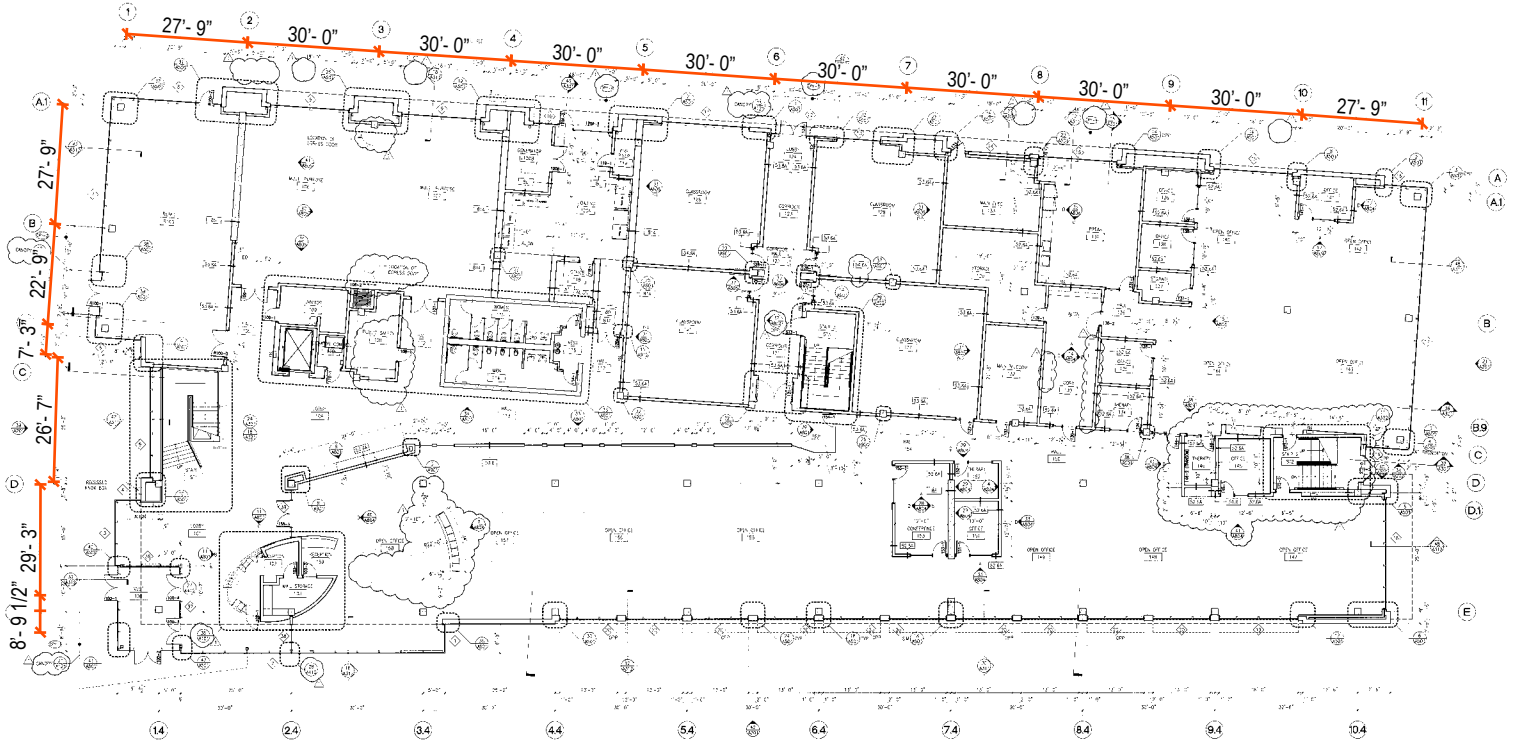

Level 3

## LOCATION

- Adjacency to transit hub provides potentially good access, however the facility has been underutilized and understanding of the broader market should be studied.

## FLOOR PLANS

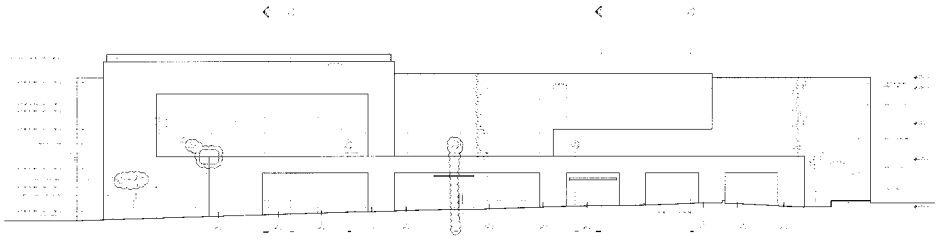
- Spaces overall are well designed contemporary learning spaces.
- Building configuration lends itself well to classroom and office space.
- Some possibilities for gender inclusive restrooms with minor reconfiguration including existing showers.
- Wayfinding is clear with central corridor and stairs at each end. (However the cafe space failed for lack of visibility in its specific location.)
- Structural grid lends itself to small and medium sized classrooms or larger informal labs.
- Building is efficiently configured and makes good use of its footprint.



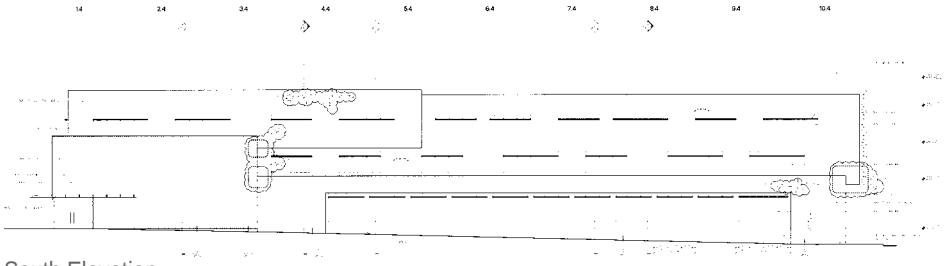

Building Plan - Willow Creek Center

## ELEVATIONS

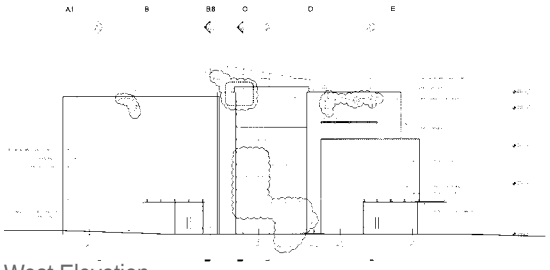
- Projects a positive image, consistent with a PCC identity across the system.



North Elevation



South Elevation

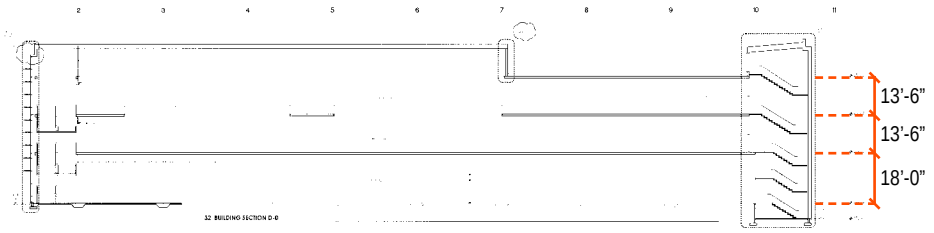


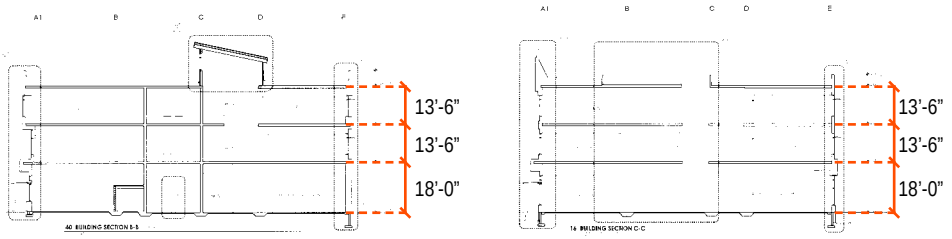
West Elevation

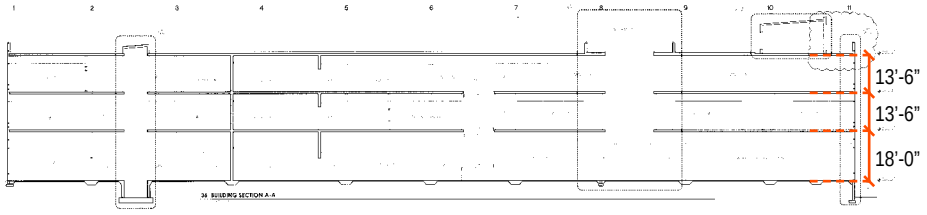
Building Elevations - Willow Creek Center

## SECTIONS

- Good access to daylight.
- Comfortable floor to floor height.

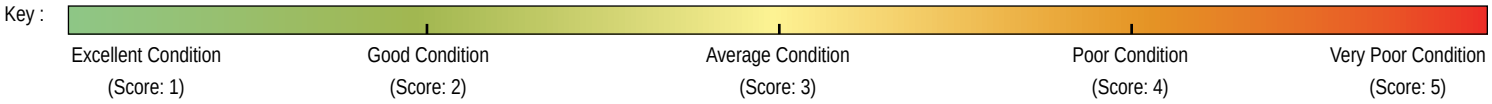



Building Sections - Willow Creek Center

| Willow Creek Center | | |
|---|---|---|
| Criteria | Score | Comments |
| Program Fit | | Spaces overall are well designed contemporary learning spaces. Building configuration lends itself well to classroom and office space. |
| Wayfinding | | Wayfinding is clear with central corridor and stairs at each end. However the cafe space in particular failed for lack of visibility. |
| Flexibility | | Structural grid lends itself to small and medium sized classrooms or larger informal labs. |
| Comfort | | Good access to daylight. Comfortable floor to floor height. Some possibilities for gender inclusive restrooms with minor reconfiguration including existing showers. |
| Image / Character | | Projects a positive image, consistent with a PCC identity across the system. |
| Location | | Adjacency to transit hub provides potentially good access, however the facility has been underutilized and understanding of the broader market should be studied. |
| Efficient Use of Land Area | | Building is efficiently configured and makes good use of its footprint. |
| AVERAGE | 1.6 | |




## CONCLUSION

- Building in good condition
- Many gathering spaces
- Vacant cafe space - not a good location to attract transit users.
- Larger questions still to be answered:
  - Is Metro in the right location at the front door?
  - What is role of Willow Creek within the system?
  - What programs make the most sense there?
  - What will draw people to it?
- Confirm uses and what can be supported from training perspective