



**Portland
Community
College**

Planning & Capital
Construction



PORTLAND COMMUNITY COLLEGE
Facilities Plan

Phase I – May 2019

Revised August 2022

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Welcome

From classrooms to computers, plumbing to parking: How our students, faculty, and staff experience the physical space we create matters. Comfort, ease and a sense of belonging are integral to student success.



Cascade Student Union Building

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, is a visioning exercise for the campuses and centers in the PCC district.

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



Space Utilization

Classrooms and meeting rooms on campuses and centers



Facilities Condition Assessment

College utilities, landscape, structural conditions, mechanical, electrical and plumbing, as well as code compliance



Transportation and Parking

Parking spaces and current transportation demand strategies (including bike rental programs, shuttle service and discounted TriMet passes), that aim to reduce car use



Safety and Security

Electronic safety systems such as building access, emergency notifications, intrusion detection and video surveillance



Critical Race Theory

Framework that stresses the participation, leadership and experimental knowledge of students of color in the design process



Information Technology

Wireless access, telecommunications rooms, copper and fiber optic cabling, as well as classroom technology



Americans with Disabilities Act (ADA)

Accessible pathways from parking lots and bus hubs to building entrances and building interiors



Capital Projects

Large-scale campus construction projects funded by general obligation bonds



Culture of Sustainability

Waste management, energy and water efficiency, stormwater management, natural systems including gardens and bee apiaries and transportation alternatives

Fast Facts PCC District Wide Map

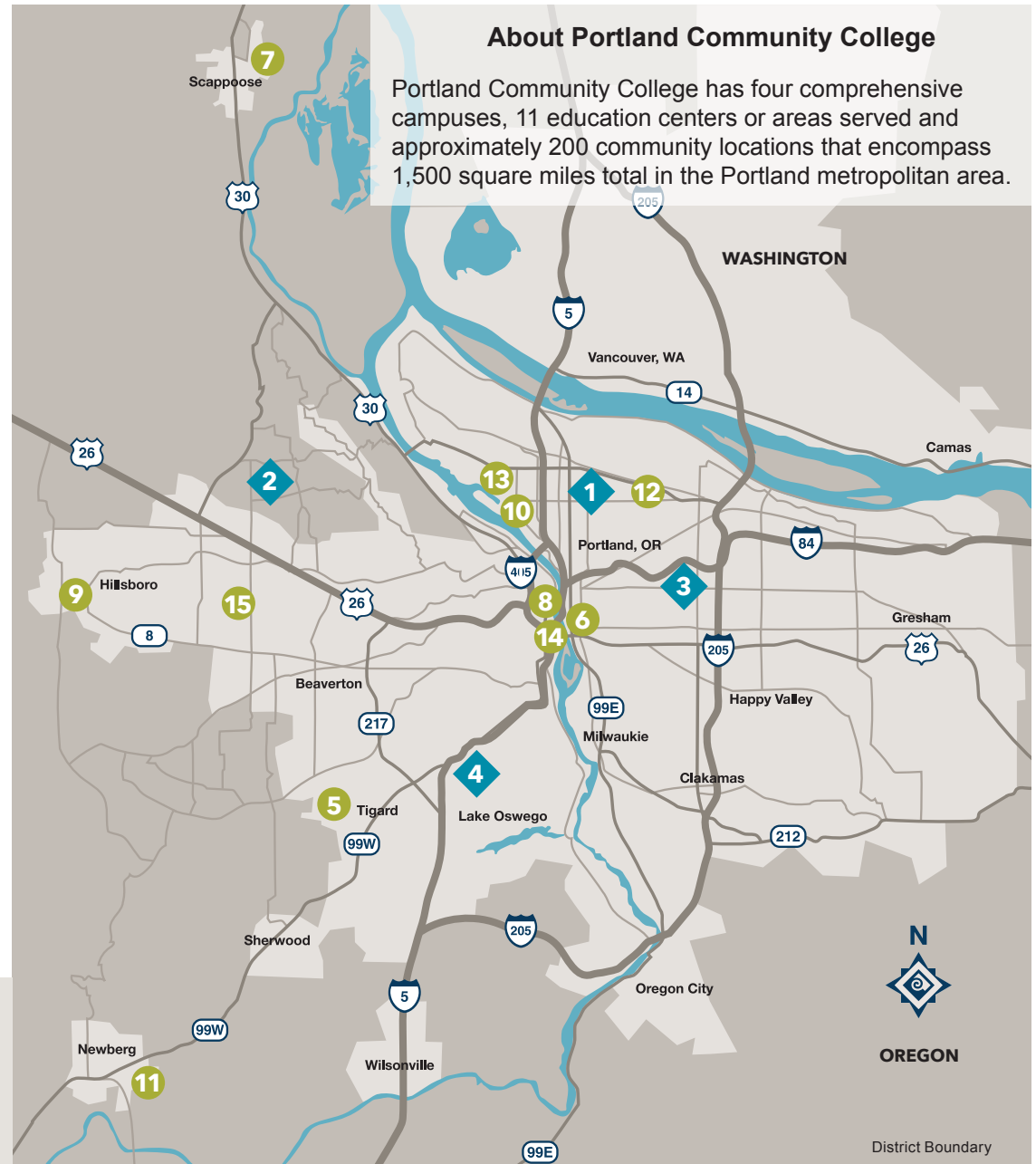
CAMPUSES

- 1 Cascade
- 2 Rock Creek
- 3 Southeast
- 4 Sylvania

CENTERS AND OTHER LOCATIONS

- 5 Carolyn Moore Writers House
- 6 CLIMB Center for Advancement
- 7 Columbia County Center
- 8 Downtown Center
- 9 Hillsboro Center
- 10 Maritime Welding Training Center
- 11 Newberg Center
- 12 Portland Metropolitan Workforce Training Center
- 13 Swan Island Trades Center
- 14 Vanport Building
- 15 Willow Creek Center

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

11

PCC has eleven LEED-certified buildings

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

Campuses

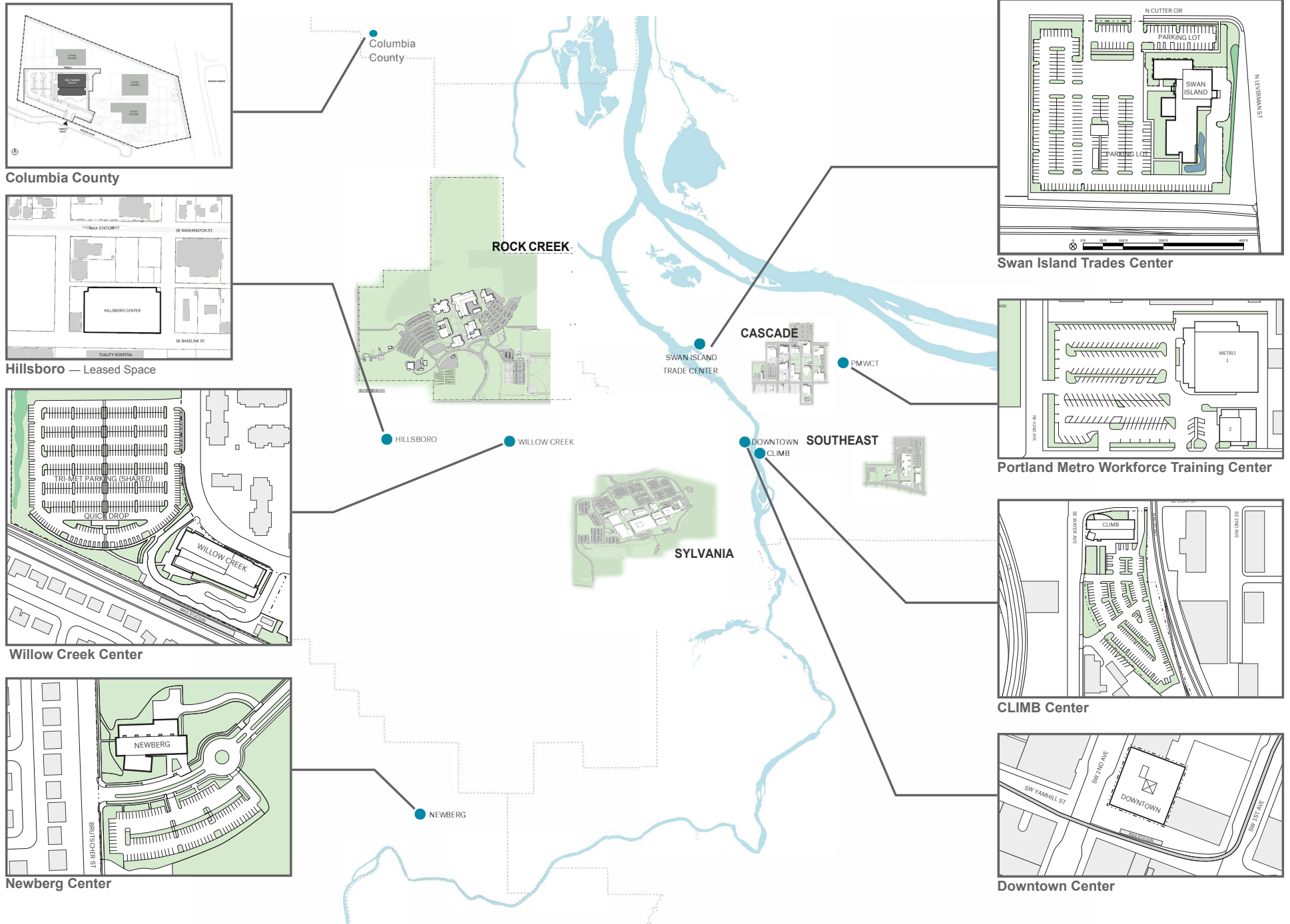
Cascade	1971	13 Buildings	485,282 gsf	18.8 acres
Rock Creek	1976	21 Buildings	643,335 gsf	252 acres
Southeast	1981 Center 2014 Campus	6 Buildings	228,455 gsf	17.55 acres
Sylvania	1968	16 Buildings	898,717 gsf	123.04 acres
SUBTOTAL		56 Buildings	2,255,789 gsf	411.39 acres

Centers

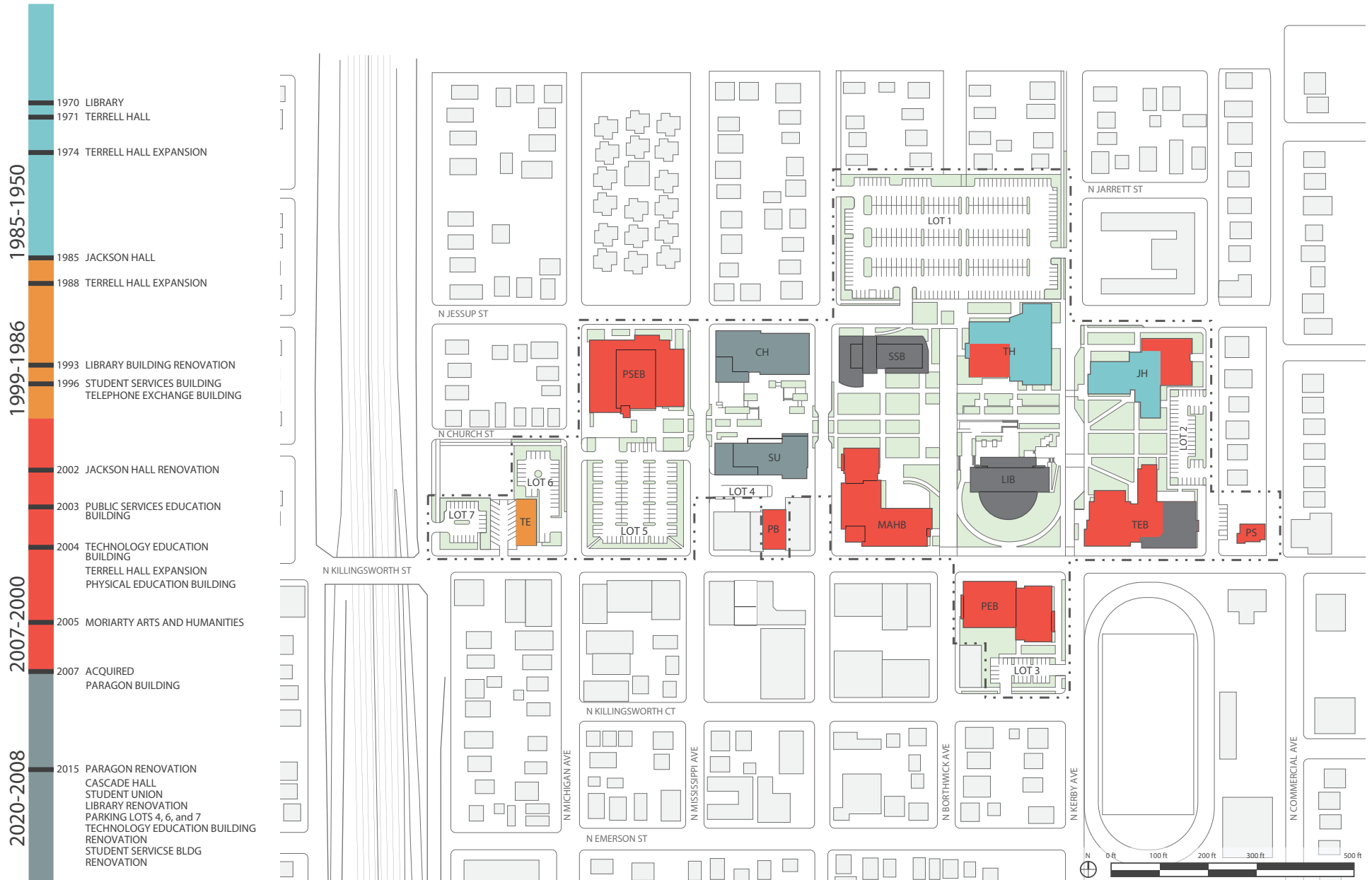
CLIMB	1996	1 building	35,646 gsf	2.58 acres
Downtown Center	1880 2010 Renovation	1 building	43,595 gsf	.22 acres
Newberg	2011	1 building	12,800 gsf	14.9 acres
OMIC	2021	1 building	29,630 gsf	17.25 acres
PMWTC	1957 Acquired by PCC in 1998	2 buildings	32,570 gsf	2.92 acres
Swan Island	1993 2014 Renovation	1 building	22,517 gsf	5.3 acres
Vanport	2021	Third Floor	25,615 gsf	—
Willow Creek	2009	1 building	95,308 gsf	1.55 acres
SUBTOTAL		8 buildings	297,681 gsf	44.72 acres
TOTAL		64 buildings	2,553,470 gsf	456.11 acres

Fast facts are a snapshot of campus assets as of February 4, 2022. They do not include leased spaces at: Hillsboro Center, Central Distribution Services, Capital Park, or Telephone Exchange Building (gsf = gross square feet)

Centers



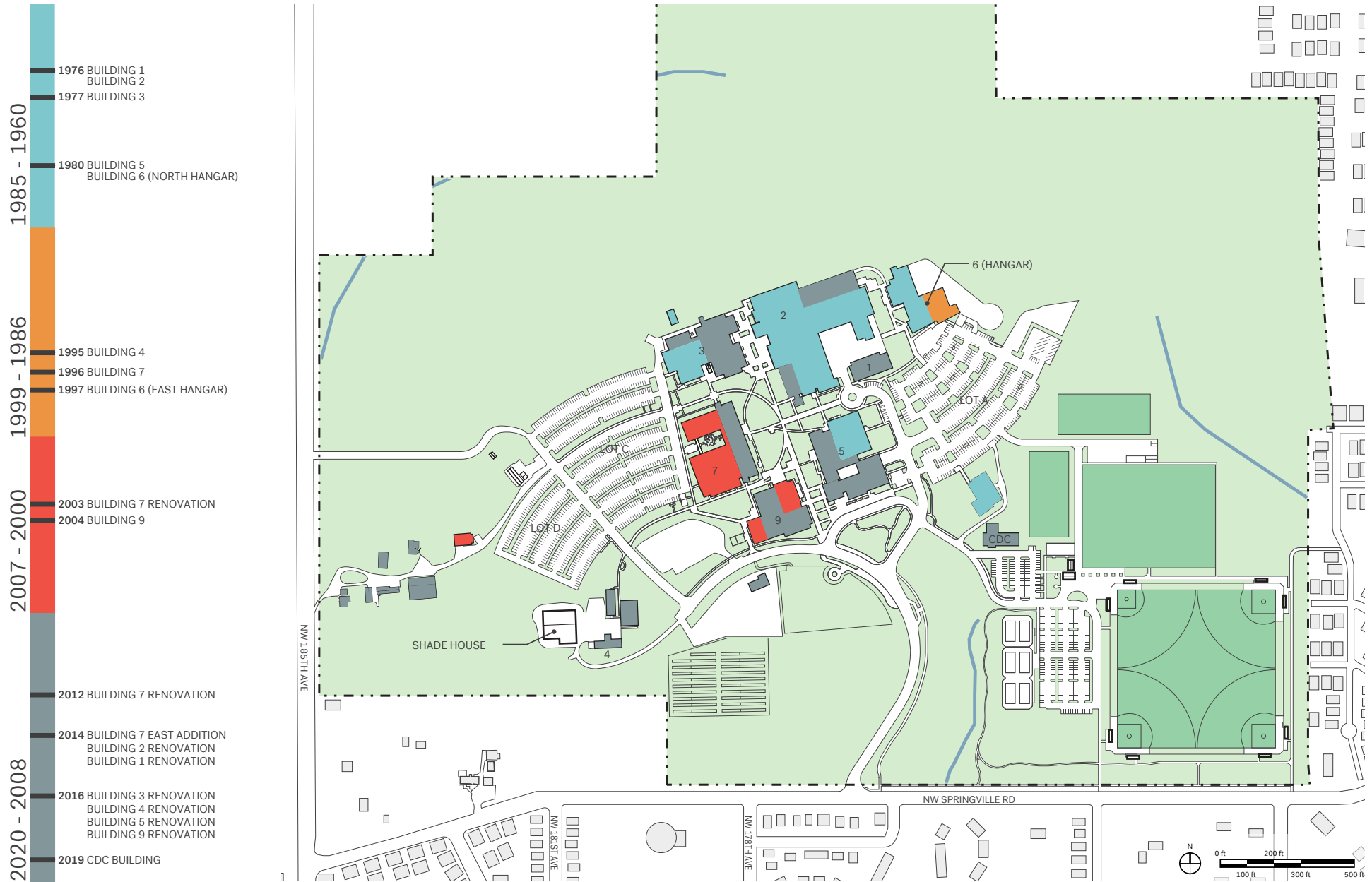
Cascade Development History



Sylvania Development History



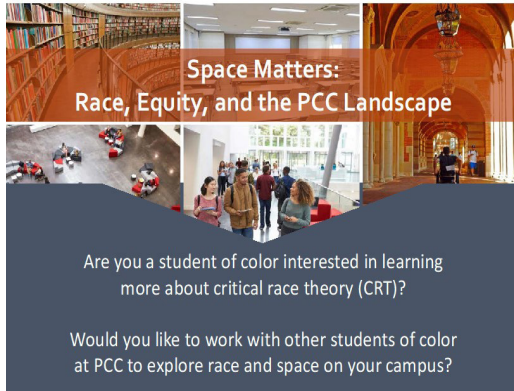
Rock Creek Development History



Southeast Development History



Critical Race Theory: Engaging With Equity

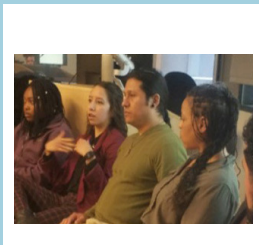


“This project has taught me a lot about taking part in collaborative research and addressing the complexities of our world, then taking on the task of improving as best we can.”

—Cory Gillette
Space Matters Student

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?

Critical Race Theory: Student Discovery



Rock Creek Learning Garden

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?

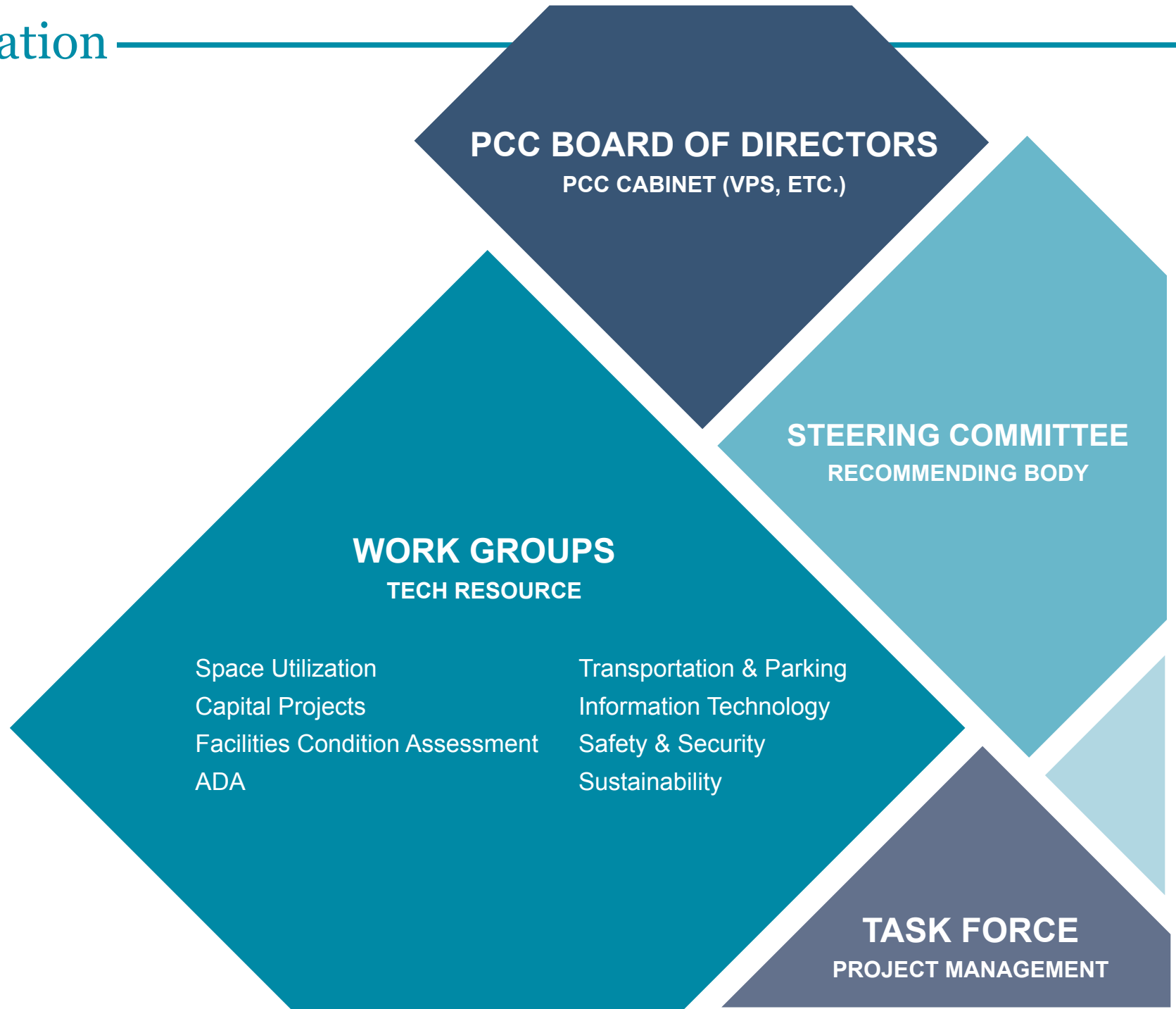
What messages do educational settings communicate?

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.

Organization



Space Utilization



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:



Overview of Classroom Utilization

		All Rooms		General Purpose Rooms	
		8am to 5pm	5pm to 10pm	8am to 5pm	5pm to 10pm
Cascade	MTWR	48%	33%	55%	33%
	F	22%	24%	20%	24%
	S	21%	8%	21%	8%
Rock Creek	MTWR	58%	39%	69%	41%
	F	21%	20%	19%	22%
	S	27%	3%	24%	3%
Southeast	MTWR	51%	42%	59%	44%
	F	17%	24%	18%	29%
	S	19%	0%	20%	0%
Sylvania	MTWR	53%	33%	60%	31%
	F	18%	30%	14%	40%
	S	21%	8%	16%	0%

Overview of Seat Utilization in Classrooms

		All Rooms		General Purpose Rooms	
		8am to 5pm	5pm to 10pm	8am to 5pm	5pm to 10pm
Cascade	MTWR	72%	67%	66%	58%
	F	67%	71%	63%	69%
	S	71%	29%	53%	29%
Rock Creek	MTWR	68%	65%	71%	66%
	F	64%	32%	63%	38%
	S	58%	55%	63%	55%
Southeast	MTWR	72%	68%	78%	68%
	F	63%	66%	74%	77%
	S	70%	0%	70%	0%
Sylvania	MTWR	67%	65%	65%	60%
	F	65%	45%	55%	30%
	S	53%	74%	38%	0%

Capital Projects



Funded through general obligation bonds, these large-scale construction projects and building upgrades rely upon a trusted relationship with the wider PCC community. Ideally, funding decisions are data-driven to ensure we're good stewards of public money. Capital projects should also be responsive to students' current academic needs and flexible enough to meet future needs.

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.

Priorities for the 2017 Bond Measure:

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 Condition Assessment



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:



- Option to repair, renovate or replace does not apply
- Minimal significant deficiencies
- Some substantial deficiencies
- Numerous deficiencies, typically across multiple areas of assessment
- Significant deficiencies; This ranking occurs selectively at those facilities with seismic/structural deficiencies. These structural deficiencies indicate a concern with the structural stability during a seismic event, not under normal use.

Building Assessment Summaries Key

Name	Summary	Structure (Seismic)	Fire/Life/Safety	ADA	Facilities	Mechanical	Electrical	Plumbing	Energy Use Index	Sustainability	I.T.
Cascade Hall											
Jackson Hall											
Library											
Moriarty Arts & Humanities Bldg											
Paragon Building											
Physical Education Building											
Public Safety Building											
Public Service Education Bldg.											
Student Services Building											
Student Union											
Tech. Educ. Bldg. (Margaret Carter)											
Terrell Hall											

Building Assessment Summaries Cascade

Facilities Condition Assessment Continued



Name	Summary	Structure (Seismic)	Fire/Life/Safety	ADA	Facilities	Mechanical	Electrical	Plumbing	Energy Use Index	Sustainability	I.T.
Amo De Bernardis College Center											
Automotive & Metals Building											
Automotive Storage Building											
Bookstore											
College Services Building											
Communications Technology Bldg.											
Health Technology Building											
Heat Plant											
Library											
Performing Arts Center											
Social Science Building											
South Classroom Building											
Technology Classroom Building											

Building Assessment Summaries Sylvania

Name	Summary	Structure (Seismic)	Fire/Life/Safety	ADA	Facilities	Mechanical	Electrical	Plumbing	Energy Use Index	Sustainability	I.T.
Administration Hall											
Annex											
Library [Learning Commons]											
Mt. Scott Hall											
Mt. Tabor Hall											
Student Commons											

Building Assessment Summaries Southeast

Name	Summary	Structure (Seismic)	Fire/Life/Safety	ADA	Facilities	Mechanical	Electrical	Plumbing	Energy Use Index	Sustainability	I.T.
Building 1											
Building 2											
Building 3											
Building 4											
Building 5											
Building 6 (Hangar)											
Building 7											
Building 9											

Building Assessment Summaries Rock Creek

Name	Summary	Structure (Seismic)	Fire/Life/Safety	ADA	Facilities	Mechanical	Electrical	Plumbing	Energy Use Index	Sustainability	I.T.
CLIMB Center											
Downtown Center											
Newberg Center											
Portland Metro Center ¹ - Building 1											
Portland Metro Center ² - Building 2											
Swan Island Trades Center											
Willow Creek Center											
Hillsboro Center ²	na										
Columbia County Center ³	na										

1. Addressed in 2017 Bond

2. Leased Space

3. TBD

Building Assessment Summaries Centers

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.

Sylvania Accessible Travel Network

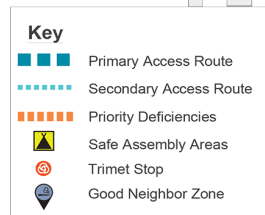
What is working

- 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

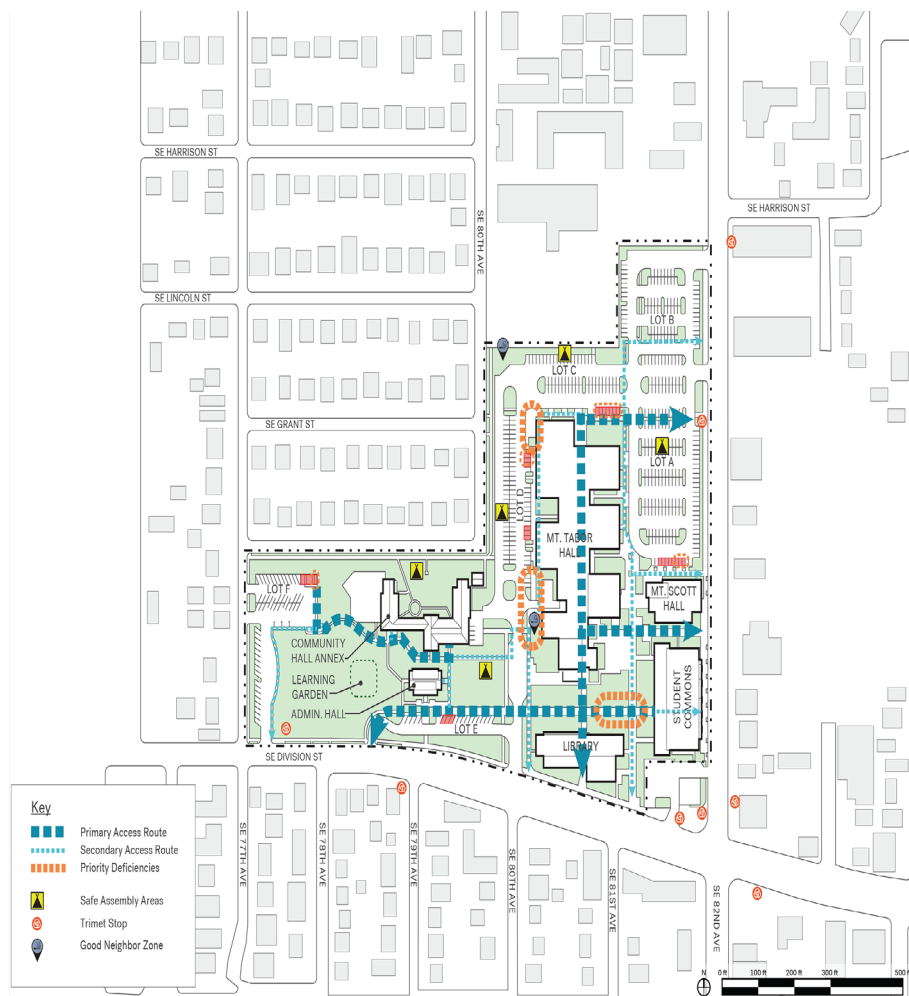
Also look at:



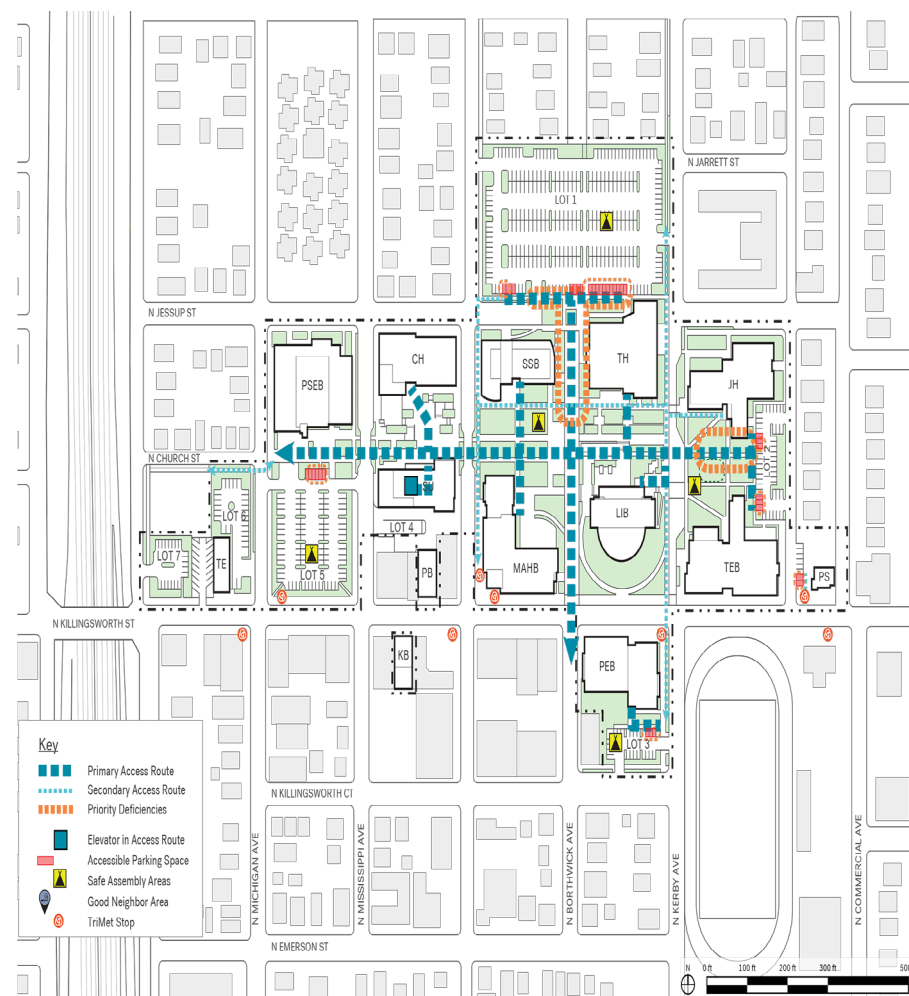
Americans With Disabilities Act (ADA)



Southeast Accessible Travel Network



Cascade 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:

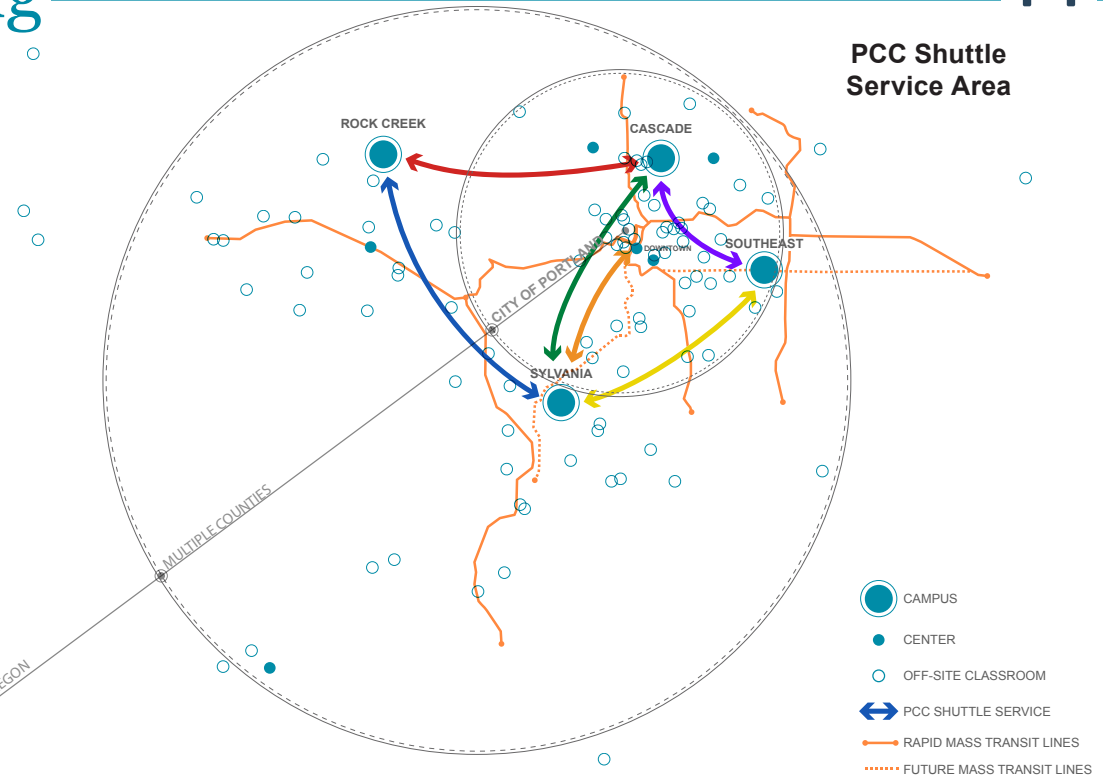


2017 Survey of Students

	Sylvania		Rock Creek		Cascade		Southeast	
Commute Method	Weekly Trips Reported in Survey	Percent of Total Weekly Trips	Weekly Trips Reported in Survey	Percent of Total Weekly Trips	Weekly Trips Reported in Survey	Percent of Total Weekly Trips	Weekly Trips Reported in Survey	Percent of Total Weekly Trips
Drove Alone or Motorcycled	1,138	54.8%	943	57.0%	506	37.3%	479	39.7%
Rode the bus or MAX	469	22.6%	406	24.5%	521	38.5%	421	34.9%
Carpooled	183	8.8%	207	12.5%	99	7.3%	179	14.8%
2-person	155	7.5%	164	9.9%	63	4.6%	127	10.5%
3-person	19	0.9%	42	2.5%	23	1.7%	29	2.4%
4-person	9	0.4%	1	0.1%	2	0.1%	19	1.6%
5-person	0	0.0%	0	0.0%	10	0.7%	0	0.0%
6+ -person	0	0.0%	0	0.0%	1	0.1%	4	0.3%
Walked	55	2.6%	26	1.6%	56	4.1%	30	2.5%
Biked	16	0.8%	6	0.4%	109	8.0%	39	3.2%
Distance Learning*	397	19.1%	395	23.9%	213	15.7%	222	18.4%
PCC Shuttle	215	10.4%	67	4.0%	64	4.7%	58	4.8%
TOTAL	2,076	100%	1,655	100.0%	1,355	100.0%	1,206	100.0%

*Distance Learning not counted in total trips

PCC Shuttle Service Area





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

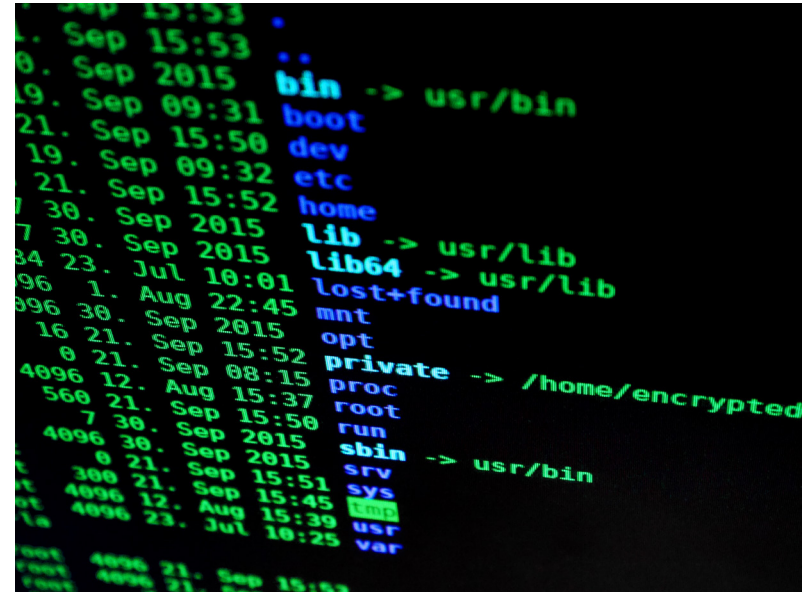
What is working

- 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:





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

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:



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

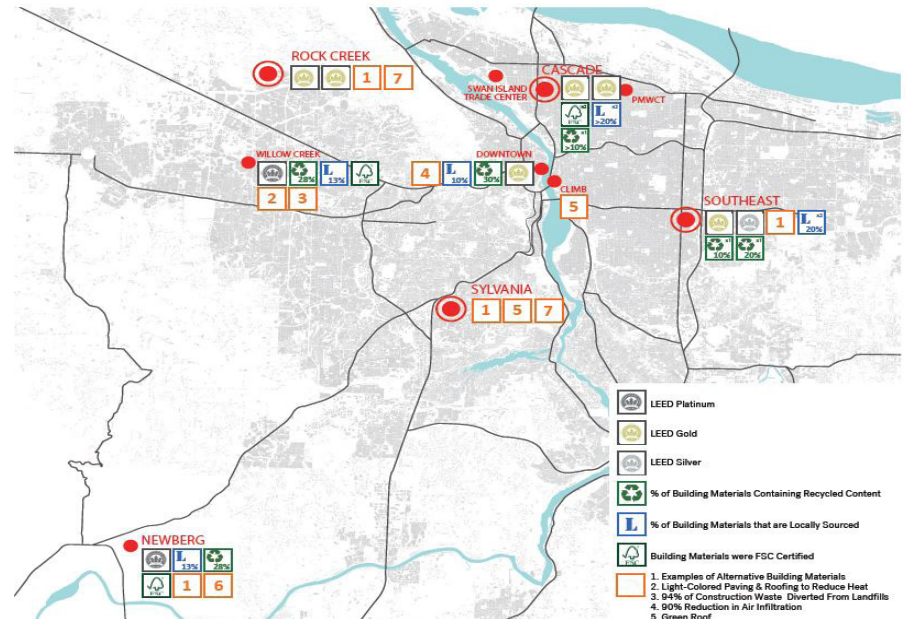
Recommendations

- Develop standard protocols to power off computers
- Reduce chemical use, with a goal of being pesticide and synthetic fertilizer-free by 2020

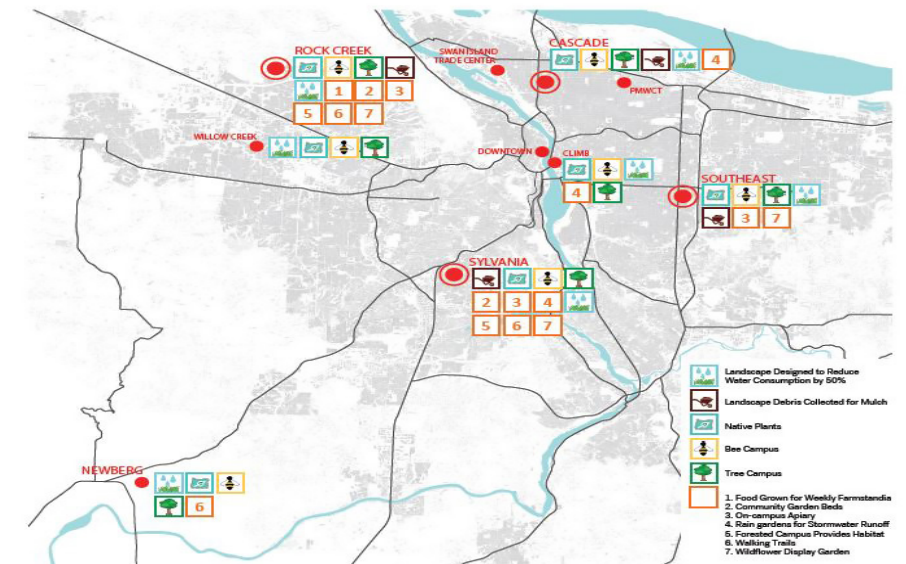
Also look at:



LEED Buildings



Sustainability Attributes



Future Forward

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

Technical Reports

1. Space Utilization

Space Utilization Work Group/Biddison Hier

2. Capital Projects

Capital Projects Work Group/SRG

3. Facilities

3a. Building Overview

Facilities Work Group/Catena Engineers

3b. Facility Condition Assessment

ISES

3c. Architectural Review

Facilities Work Group/SRG

3d. Mechanical/Electrical/Plumbing

Facilities Work Group/PAE Engineers

3e. Utilities

Facilities Work Group/DEA

3f. Landscape and Open Spaces

Facilities & Sustainability Work Group/2.ink
Landscape Architects

3g. Cost

Facilities Work Group/RLB

4. ADA

4a. General Assessment

ADA Work Group/Code Unlimited

4b. Site Accessibility

ADA Work Group/DEA

5. Transportation

Transportation Work Group/Lancaster Engineers/Kittelson

6. Information Technology

IT Work Group/Vantage Consultants

7. Safety and Security

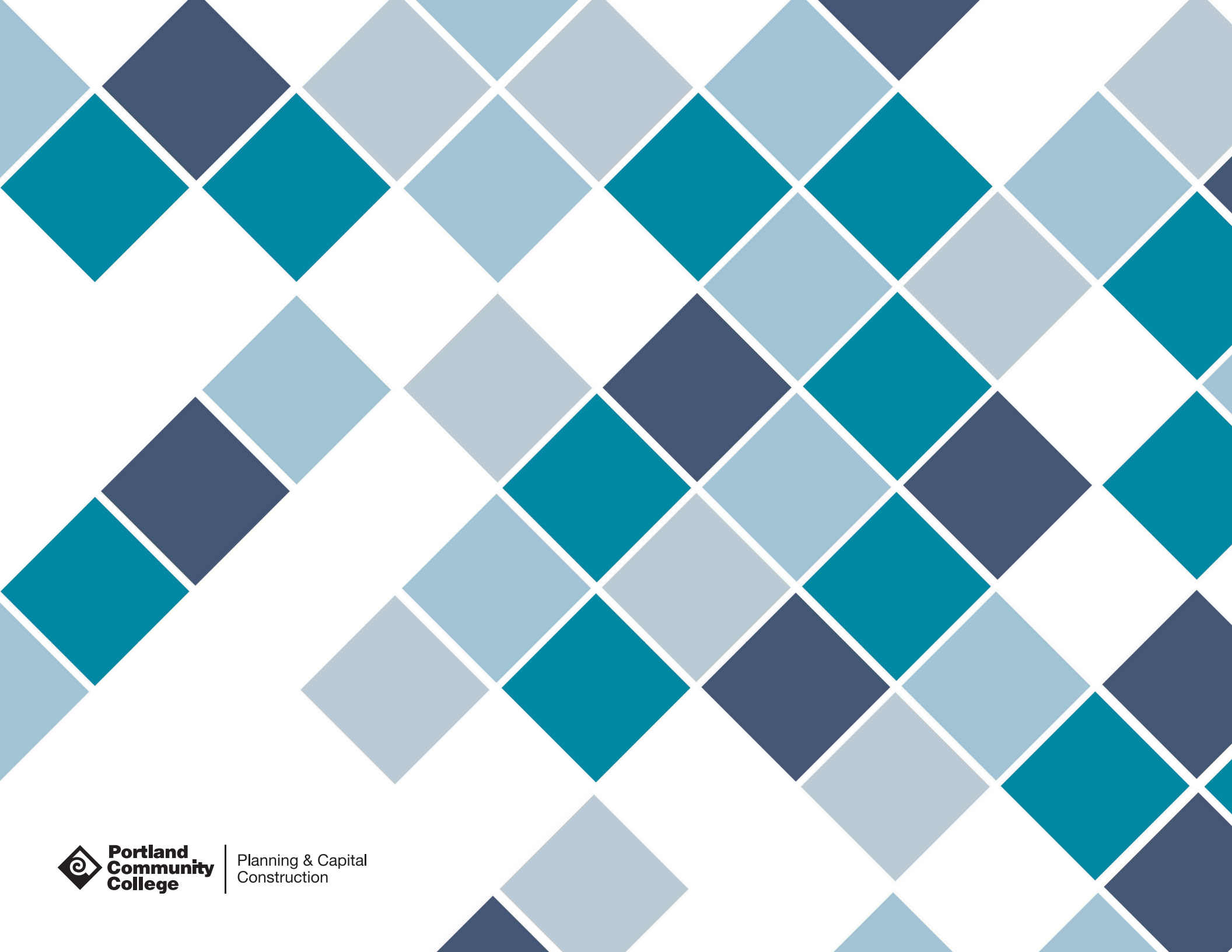
Security Work Group/Layne Consultants

8. Sustainability

Sustainability Work Group/SRG

9. Critical Race Theory

Intent & Purposes LLC, Amara H. Pérez



**Portland
Community
College**

Planning & Capital
Construction