PORTLAND COMMUNITY COLLEGE

FACILITIES
PLAN

Portland Community College | Planning & Capital Construction

LAND ACKNOWLEDGEMENT

The campuses and centers of Portland Community College rest on the traditional village sites of Multnomah, Kathlamet and Clackamas bands of the Chinook, Tualatin Kalapuya, Molalla and many other tribes who made their homes along the Columbia River. Multnomah is a band of Chinooks that lived in this area.

We thank the descendants of these tribes for being the original stewards and protectors of these lands since time immemorial. We also acknowledge that Portland, Oregon has one of the largest Urban Native American populations in the U.S. with over 380 federally recognized tribes represented in the Urban Portland Metropolitan area. We acknowledge the systemic policies of genocide, relocation, and assimilation that still impact many indigenous/Native American families today.

We are honored by the collective work of many Native Nations, leaders, and families who are demonstrating resiliency, resistance, revitalization, healing, and creativity. We are honored to be guests upon these lands. We thank you as well as the PCC colleagues at Portland State University Indigenous Nations Studies Program for crafting this acknowledgement.

ACKNOWLEDGEMENTS

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EXECUTIVE SUMMARY

Portland Community College's Facilities Plan is a resource document for the college's planning and development. Informed by a wealth of data and analysis, both quantitative and qualitative, the plan provides a flexible framework for improvement and potential expansion of PCC's multiple locations across the district. This Facilities Plan represents more than five years of research, outreach, and integration with college-wide initiatives. It is intended to function as a living document that can be updated with additional data and studies conducted as the delivery of community college education continues to evolve. With this plan as a guide for how its facilities can support the college's mission of equitable student success, PCC will be prepared to respond with agility to current and long-term needs throughout the district, while focusing on creating a sense of belonging and a sustainable future for students, faculty, and staff.

INTRODUCTION

Portland Community College supports student success by delivering access to quality education while advancing economic development and promoting sustainability in a collaborative culture of diversity, equity, and inclusion. To further this mission, the Facilities Plan represents PCC's first district-wide plan for future growth, integrated with other initiatives including the 2020 Strategic Plan, planning for Academic and Career Pathways, the One College model reorganization, and PCC's 2020 Climate Action Plan. As the college continues to evolve in response to the changing needs and conditions of the district, this Facilities Plan is intended to serve as a resource document and a long-term vision to guide college growth and improvement over the next 10 to 20 years.
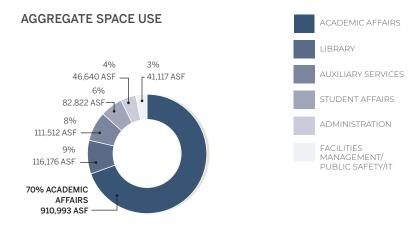
OUTREACH & ENGAGEMENT

Extensive outreach and in-reach to students, employees, and neighbors of PCC was conducted over two years, including the integration of a Critical Race Spatial Lens to study how college space can advance equity. Despite fully virtual engagement due to the COVID-19 pandemic, campus workshops, listening sessions, online surveys, focus groups, and other activities were successfully conducted to directly inform plans for future development and improvement at each campus. Lessons learned from this process can inform outreach and engagement for future planning and design projects.

DISTRICT CONSIDERATIONS
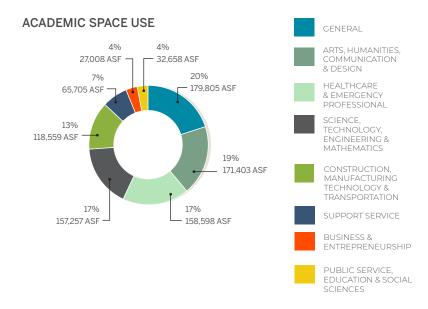
The Facilities Plan is rooted in a detailed assessment of existing conditions and background information about facilities across the PCC district.

Space Use. To aid in ongoing programming decisions, the analysis at right shows existing district-wide space use in assignable square feet by aggregate and by Academic and Career Pathway. Existing space across all campuses totals over 1,293,900 ASF. Academic Affairs space makes up 70% of the total ASF at PCC.

AGGREGATE SPACE USE

- 3% — 41,117 ASF
- 4% — 46,640 ASF
- 6% — 82,822 ASF
- 8% — 111,512 ASF
- 9% — 116,176 ASF
- 70% ACADEMIC AFFAIRS — 910,993 ASF

Legend:
- ACADEMIC AFFAIRS
- LIBRARY
- AUXILIARY SERVICES
- STUDENT AFFAIRS
- ADMINISTRATION
- FACILITIES MANAGEMENT/ PUBLIC SAFETY/IT

ACADEMIC SPACE USE

- 4% — 32,658 ASF
- 20% — 179,805 ASF
- 19% — 171,403 ASF
- 17% — 158,598 ASF
- 17% — 157,257 ASF
- 13% — 118,559 ASF
- 7% — 65,705 ASF
- 4% — 27,008 ASF

Legend:
- GENERAL
- ARTS, HUMANITIES, COMMUNICATION & DESIGN
- HEALTHCARE & EMERGENCY PROFESSIONAL
- SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS
- CONSTRUCTION, MANUFACTURING TECHNOLOGY & TRANSPORTATION
- SUPPORT SERVICE
- BUSINESS & ENTREPRENEURSHIP
- PUBLIC SERVICE, EDUCATION & SOCIAL SCIENCES

Transportation. Accounting for the impacts of the COVID-19 pandemic, pre-COVID transportation patterns were analyzed to provide a baseline for future monitoring and comparisons as new mobility patterns emerge. On average across the campuses, PCC provides 3.3 parking spaces per 1,000 gross square feet of building space, slightly less than the Institute of Transportation Engineers' peak demand parking rate for junior and community colleges of 3.7 spaces per 1,000 GSF. Depending on the single-occupancy vehicle mode split of the campus, moving a 30-student class fully online could reduce peak parking demand by as much as 11 to 17 parking spaces.

PARKING RATIOS

Campus	Parking Spaces per 1,000 GSF
CASCADE CAMPUS	2.6
ROCK CREEK CAMPUS	3.3
SOUTHEAST CAMPUS	3.4
SYLVANIA CAMPUS	3.9

Most campuses provide less parking per GSF of building space than the average peak demand rate for junior and community colleges; Sylvania campus provides more than the average.

Sustainability. With strategies for buildings, open space, and transportation, the plan provides an integrated approach to operationalize 2020 Climate Action Plan goals.

Equity Considerations. A number of district-wide equity considerations, including analysis of racial, social, and economic factors, inform the Facilities Plan and specific campus recommendations. With acute housing need evident among PCC students, this process also helped the college to develop an approach to potential affordable housing partnerships.
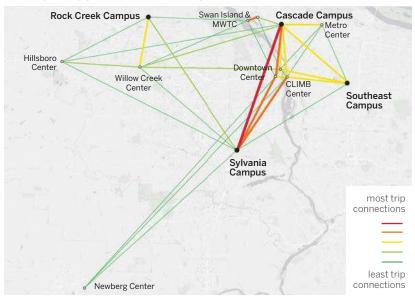
BASIC NEEDS INSECURITY

Of surveyed PCC students:

64% experienced some kind of basic needs insecurity

56% experienced housing insecurity

41% experienced food insecurity

19% experienced homelessness
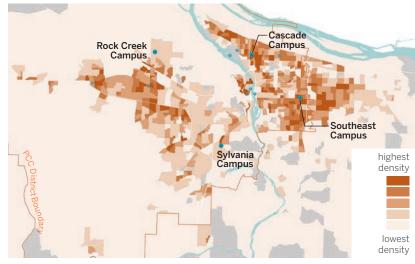
Source: March 2021 Real College Survey from the Hope Center for College, Community, and Justice

INTERCAMPUS TRAVEL PATTERNS

Analysis of pre-COVID data revealed intercampus commuting patterns.

PELL GRANT STUDENTS

Density of PCC students who were offered a Pell Grant, 2018-19. Source: ECONW

FUTURE TRENDS

Using historic and current demographic and enrollment data, the Facilities Plan provides a snapshot of district trends and projected enrollment growth that can be expected by 2030. The population of the PCC district is growing and diversifying, and from a 2019-2020 baseline, combined enrollment at all four PCC campuses is projected to increase by about 23% by 2030. This is about 18% below the previous peak, circa 2012. Near-term trends are difficult to predict due to the fast-changing dynamics of the COVID-19 pandemic and economic uncertainty. The 2030 enrollment projections serve as a guide for potential college growth over time, and PCC will continue to monitor enrollment trends to inform decisions about campus growth.

Enrollment projections resulted in a forecast of up to 140,000 gross square feet of potential space need across the PCC system by 2030.

The future of PCC's campuses will be impacted by a number of trends, including shifts toward educational delivery through online and hybrid models, changes in mobility patterns, and gaps in educational equity exacerbated by the increasing economic vulnerability of many community college students. Strategies to address these trends include transit-supportive mobility hub amenities, welcoming and evident resource areas for students at each campus, and adaptation of campus facilities to prioritize supportive and flexible spaces that are responsive to students' greatest needs.

HYBRID EDUCATION CHOICES

When the college is able to resume classes on-campus, students would choose to enroll in:

50% A combination of on-campus and online classes

22% Only courses fully delivered on-campus

14% Only courses offered online with no live sessions

14% Only courses offered online with some meeting time

Source: Priorities Survey for Online Learners 2021, conducted by the PCC Office of Institutional Effectiveness

Future trends in transportation and equity considerations inform recommendations for transit-supportive mobility hubs at each campus.

CAMPUS DEVELOPMENT PLANS

To improve educational delivery at each campus, the campus development plans provide flexible frameworks for future development and improvement that will align campus environments with college needs. Future development plans draw directly from student, faculty, staff, and community input as well as data about existing facilities, projected growth, and expected future trends.

To address housing insecurity faced by students, affordable housing sites are identified in each campus development plan for potential land lease partnerships with housing providers to own, operate, and maintain affordable housing open to the community at PCC locations.
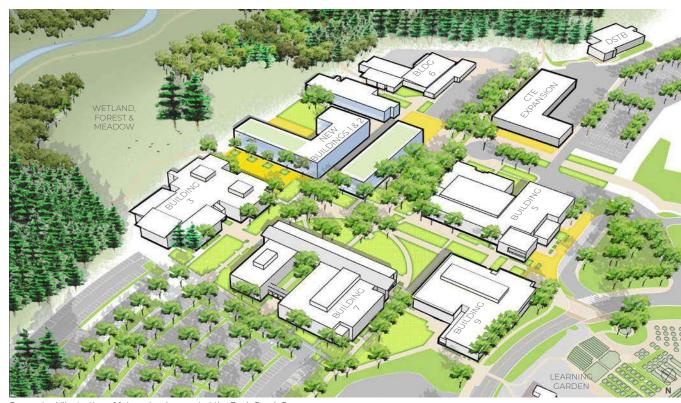
Rock Creek Campus is the largest PCC campus by land area, and is characterized by its agricultural and natural surroundings. Academically, it emphasizes Career Technical Education (CTE) programs such as Veterinary Technology, Welding, Aviation Science, and Automotive Collision Repair. It also has one of the largest solar panel arrays in the state. The Facilities Plan prioritizes upgrading the campus's oldest buildings to meet evolving educational needs, improving CTE facilities, and enhancing views and access to the surrounding natural context.

Priority projects include replacing Building 2 and expanding CTE facilities to the east of campus. Future opportunities include the replacement of buildings 1 and 3 and additional expansion area to the east of campus that preserves needed land for CTE programs.

Near-term open space recommendations include providing more welcoming and evident access points to nature and trails, improving the usability of existing outdoor spaces with weather protection, and knitting the new CTE facilities seamlessly with existing campus open spaces.

Transportation improvements include a reconfigured bus drop-off, providing a pedestrian-oriented front door to the campus at the crossing to the Learning Garden, and continued enhancement of connected walking paths and trails around the campus.

A 3-acre site suitable for about 120 units of affordable housing is located at the eastern edge of the campus with access from NW Milcliff St.

Conceptual illustration of future development at the Rock Creek Campus

New pedestrian-oriented campus entry

Future development takes advantage of views and access to nature

Specific recommendations for the Rock Creek Campus development plan include the following:

(A) Replace Building 2 to phase in 10-year growth; academic and compatible CTE space (without noise or emissions that impact adjacent programs) can be combined in the redevelopment of Building 2.

(B) Locate CTE shops that need more functional vehicular and yard access to the east side of campus in a new expansion that is directly connected to other areas of the campus.*

(C) Public Safety and Facilities Management Services functions that require storage and vehicular areas may be better accommodated on the east side of campus, with compatible functions accommodated in the redeveloped Building 2.

(D) Relocate the Building Construction Technology facility from Building 2 to provide high-bay shop space for the existing cabinetry workshop in a new facility on the west side of campus.

(E) Replace Building 3, an older building with functional issues, in the future beyond the upcoming bond.

(F) Consider affordable housing at the east of campus, with land owned by the college and a housing provider to own, operate, and maintain the housing building.

*CTE expansion and parking reconfiguration as shown impacts the existing THPRD archery range. Further study will be needed at the time of development to determine appropriate building and parking size and location.

Rock Creek Campus Development Plan

RENOVATION		MOBILITY HUB
DEVELOPMENT AREAS		OPEN SPACE FRAMEWORK
INVITING BUILDING EDGES		PEDESTRIAN NETWORK
		TRANSIT ROUTE

Southeast Campus is unique within the PCC system for its close connection to the multicultural Jade District and the concentration of campus functions in a single, large structure, Mt. Tabor Hall. The Facilities Plan prioritizes efficient long-term use of the campus's limited land while enhancing its role as a cultural resource and green oasis with welcoming connections to the surrounding community.

Priority projects include conducting a phasing and logistics study for replacement of Mt. Tabor Hall in efficient structures that improve the usability of campus open spaces. Future opportunities include an addition to Mt. Scott Hall and a new gym and childcare facility replacing the existing Community Hall. Improved large meeting space will be included in new facilities.
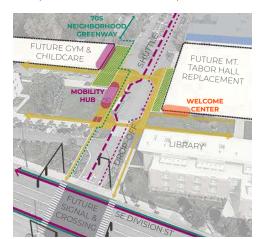
Recommendations for open space include interconnecting and activating existing green spaces on the east and west sides of campus, preserving existing trees, and adding tree canopy to new, east-west open space corridors with future development.

Transportation improvements include creating welcoming pedestrian and bicycle entry points from the surrounding neighborhoods, with a focus on an open and functional interface with the city's planned neighborhood greenway improvements along SE 80th Ave. The existing shuttle stop, drop-off, and east-west pedestrian crossings can be enhanced with future development, along with accessibility and safety improvements to parking lots.

A suitable site for about 115 units of affordable housing is located at the western edge of campus, with access from SE 77th Ave.

Conceptual illustration of future development at the Southeast Campus

Improvements to the existing shuttle stop area

Future development embraces and activates campus open spaces

Specific recommendations for the Southeast Campus development plan include the following:

(A) Prioritize replacement of Mt. Tabor Hall due to inefficient land use and program fit, making better use of college land by densifying campus development.

(B) Consider an addition to Mt. Scott Hall to support potential near-term growth and/or provide swing space for a future Mt. Tabor Hall replacement while improving the campus edge along SE 82nd Ave.

(C) Replace Community Hall with a new gym and childcare facility that could include improved community meeting and education space. Depending on the timing of development, the new gym could also provide swing space for the replacement of Mt. Tabor Hall.

(D) Consider affordable housing at the western edge of campus that embraces the campus open spaces and is close to a new, improved bus stop at SE 77th Ave., with land owned by the college and a housing provider to own, operate, and maintain the housing building.

(E) Study opportunities for a future "community corner." Elements of the community corner could include the bank, along with community-focused space that reflects PCC identity and provides information, a welcoming public interface, and transit support.

Southeast Campus Development Plan

LEASED PARKING
SE GRANT ST
PARKING
SE SHERMAN ST
POTENTIAL AFFORDABLE HOUSING
GYM AND CHILDCARE
MT. TABOR HALL
MT. SCOTT ADDITION
MT. SCOTT HALL
SE 77TH AVE
ADMIN HALL
MOBILITY HUB
WELCOME
STUDENT COMMONS
SE 82ND AVE
LIBRARY
SE DIVISION ST
SE 78TH AVE
SE 79TH AVE
SE 80TH AVE

0   50   100   N

DEVELOPMENT AREAS
MOBILITY HUB
FUTURE OPPORTUNITY SITES
OPEN SPACE FRAMEWORK
INVITING BUILDING EDGES
PEDESTRIAN NETWORK

x

Sylvania Campus is known for its unified concrete architecture and steep, forested surroundings. It was the first of PCC's four campuses, and it houses the college's distrtict administrative offices. It also has a state of the art theater and an innovative MakerLab, among other campus resources. The Facilities Plan prioritizes addressing accessibility issues, modernizing buildings to meet today's educational needs, and improving overall wayfinding and navigability across campus.

Priority projects focus on continued renovation of the campus's oldest buildings, including the Health Technology, Communications Technology, and Automotive Metals buildings. Improving accessibility and circulation is also a high priority. Future opportunities for campus expansion are identified as options for new buildings framing the Grove and extending the campus east toward its main entry at SW 49th Ave.

Near-term recommendations for open space include removing visual obstacles to campus wayfinding, including heavy concrete stair towers and walls. Existing open spaces can be improved for greater accessibility and comfort.

Transportation improvements include integrating a proposed transit-only lane at the existing shuttle and bus stops, along with adding comfortable indoor waiting areas, amenities for transit users and other low-carbon modes, dedicated drop-off areas, and improved accessible parking.

About 114 units of affordable housing can be accommodated on parking lot 10, north of the bookstore, with access to future light rail from SW 53rd Ave.

Conceptual illustration of future development at the Sylvania Campus

Mobility hub with comfortable indoor waiting area

Improvement of campus open spaces creates a more usable and navigable campus

Because Sylvania Campus is not expected to grow significantly by 2030, the development plan provides two options that accommodate the projected space need beyond ten years. Specific recommendations are listed below.

(A) Priority projects include the renovation of existing buildings, such as the west side of the Health Technology (HT) building, Communication Technology (CT), and Automotive and Metals (AM), and improvements to the campus entry.

(B) Accessibility and pedestrian improvements, include creating inviting outdoor gathering areas such as between CC and the Library.

(C) Adjustments to the east side of the Technology Classroom Building (TCB) to create indoor elements of the mobility hub.

(D) Option 1 for future growth locates a new building adjacent to the Bookstore, enlivening the area and creating a new accessible entry to the heart of campus.

(E) Option 2 for future growth locates a new building adjacent to the Library and along the south edge of the Grove, with an opportunity to activate the transit waiting area and this portion of campus.

(F) Potential affordable housing site, with land owned by the college and a housing provider to own, operate, and maintain the housing building.

RENOVATION

FUTURE OPPORTUNITY SITES

INVITING BUILDING EDGES

MOBILITY HUB

PEDESTRIAN NETWORK

OPEN SPACE FRAMEWORK

Sylvania Campus Development Plan

SW LESSER RD

G ST

LEARNING GARDEN

TRACK

LESSER PARK

SW 49TH AVE / KERR PARKWAY

BOOKSTORE

CT

HT

PAC

THE GROVE

LIBRARY

CC

ST

TCB HUB

SS

AM

SDC SCB

HP

CSB

PROTECTED OPEN SPACE & TRAILS

0 50 100   200   N

Cascade Campus is distinguished by its central location within the historically Black Humboldt neighborhood along the mixed-use N Killingsworth St. corridor. Future development at Cascade Campus will recognize community voices and maintain respectful edges to adjacent residential and commercial properties. The Facilities Plan prioritizes renovating existing buildings to meet the campus's changing needs while enhancing the comfort of open spaces for the PCC community and neighbors to enjoy.

Cascade Campus is not projected to grow significantly by 2030; any redevelopment at this campus will depend on future program decisions. In the near term, PCC will study opportunities for potential program shifts and the reconfiguration of areas in the Student Union Building and Student Services Building to better support student activity and wayfinding.

Near-term recommendations for open space include adding shade and comfortable seating areas in existing gathering spaces like the Library Terrace and other large, paved outdoor areas.

Transportation improvements include a new shuttle waiting area combined with a comfortable gathering space near the Learning Garden, supporting transit use and a sense of community around this valued campus open space.

Parking lot 7 at the far west of the campus can accommodate 78 affordable micro-units. Depending on future parking demand, parking lot 1 also has capacity for future development, whether for affordable housing or academic uses.

Conceptual illustration of future development at the Cascade Campus

Additional shade and seating improves the usability of existing outdoor spaces

A gathering space and shelter supports the existing shuttle stop and Learning Garden

Because Cascade Campus is not expected to grow significantly by 2030, the development plan provides two options that can accommodate the projected space need or other programmatic shifts beyond ten years. Specific recommendations are listed below.

(A) Option 1 for future growth is envisioned across N. Jessup St. from the Student Services Building. A future building here could transform this area of N. Jessup St. into an inviting and comfortable open space between campus buildings and support improvements to the adjacent portion of the Borthwick Mall pedestrian walkway.

(B) Option 2 for future growth is envisioned as a new building along N Killingsworth St. This site would create a more welcoming edge along the street and provide area to the north for parking or future development. A new building could accommodate the current uses in the Public Services Education Building and the yard for the Fire Protection Technology Program.

(C) Reconfigure the ground floor of the Student Union Building into a more engaging space with a stronger indoor-outdoor connection and student support functions, including resources for first-time students and visitors, some of which are currently located in the SSB.

(D) The northern entry and wayfinding inside SSB can be improved to better support student access to educational resources and connect the potential new development site on parking lot 1 to the heart of campus.

(E) Affordable housing will be built at the corner of N Killingsworth St. and N Missouri Ave. on underutilized parking lot 7. Land will be leased by the college for a housing provider to own, operate, and maintain a housing development. Depending on future campus development and parking demand, there may be another option for affordable housing along N Kerby Ave. north of Terrell Hall.

Cascade Campus Development Plan

RENOVATION

FUTURE OPPORTUNITY SITES

INVITING BUILDING EDGES

MOBILITY HUB

OPEN SPACE FRAMEWORK

PEDESTRIAN NETWORK

PCC SHUTTLE ROUTE

CENTERS

While campuses are recognized as PCC's primary facilities, the college maintains multiple additional locations around the region, called centers, that provide diverse services to their local areas. Centers are smaller facilities offering job training, specialized programs, and transfer courses. These PCC locations are valued by community members who may not live close to the four campuses. In coordination with PCC's reorganization to a One College model, the Facilities Plan provides guiding principles and strategies to assist the college in future decisions about opening, closing, or modifying existing centers, including a proposed review process by geographical area. The guiding principles and strategies establish evaluation criteria with an intentional district-wide lens, shaping centers that effectively and equitably serve their local communities.

The Facilities Plan calls for PCC's centers to achieve the following guiding principles:

- Provide needed education, training, and other services to their local communities

- Include a mix of programs and services, including diverse workforce programs, general education support, and wraparound services

- Reinforce PCC's One College identity while maintaining physical flexibility to accommodate changing needs and technologies

- Serve as "on-ramps and off-ramps" for education—clearly connecting students to their next step, whether academic or employment

- Draw students into the larger PCC community by supporting their educational needs and interests

- Act as flexible satellites of PCC that are nimble and responsive to current needs and shifts

IMPLEMENTATION

In the context of current uncertainties about future enrollment levels, program shifts, and economic trends, the Facilities Plan emphasizes responsible investment of bond funding and focuses on strategies and near-term steps for achieving the long term vision laid out in the plan.

There are numerous action items at multiple scales for each campus that the college can advance as it determines funding sources, operational capacity, and program. The plan categorizes these items in terms of major priority projects, near-term actions, and long-term considerations. PCC conducts an extensive internal and external process to craft a capital projects list with a focus on equity and responsible financial stewardship. Future capital projects will include robust community engagement that builds on the guidance of the Facilities Plan.

Within the flexible frameworks for future development at each campus, further study and definition may be needed with monitoring of campus enrollment growth and academic decisions. Additional plans and studies can be appended to the Facilities Plan as they are completed, strengthening the document as a living resource for college growth.

PCC will continue to periodically update the Facilities Plan to serve the college's most current needs and priorities over the coming decades. The college is committed to strengthening a culture of ongoing planning to ensure that investment in physical facilities is conducted responsibly, informed by data, and continuously improving PCC locations in service of the college's mission and vision.

1 INTRODUCTION

This Facilities Plan is a vision for how Portland Community College will grow and develop over the next 10 to 20 years. While a facilities plan is a requirement of college accreditation, it also provides a comprehensive assessment of the condition of PCC's physical assets and supports greater efficiencies in land use, space management, and capital funding. The Facilities Plan aligns PCC's locations and sites with the college's mission, vision, and its ongoing evolution based on the 2020 Strategic Plan. It is also integrated with several other college-wide initiatives, such as Academic and Career Pathways, the Climate Action Plan, and the One College model of service delivery.

Opened in 1961, PCC is the largest higher education institution in the state of Oregon in terms of enrollment. The college opted to divide its facilities planning process into two phases. Phase 1, completed in 2019, provided a conditions assessment of the college's 60-plus buildings and over 2.5 million gross square feet of building space. It also studied how efficiently PCC is using classroom space. Phase 2, documented in this report, focuses on the future and examines how the college can grow or adapt to better support its mission of equitable student success. The Facilities Plan is data-driven and informed by intensive outreach and in-reach, despite the COVID-19 pandemic prohibiting in-person work and engagement. It integrates equity considerations and a Critical Race Spatial Lens (described in Chapter 2) to inform future development. Ultimately, the Facilities Plan provides long-term conceptual development plans for each campus and guidance for PCC's centers.

ABOUT PORTLAND COMMUNITY COLLEGE

COLLEGE MISSION

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

PCC is the largest post-secondary institution in the state of Oregon, serving over 50,000 full-time and part-time students and offering high-quality education and opportunities to start a career, to reenter the workforce or to continue to learn. At PCC, members of the community can access credit programs for university transfer; career, technical, and workforce development programs; adult basic education; continuing education; and community education classes. PCC also serves the most racially diverse student body of all higher education institutions in the state.

In November of 2020, PCC completed a new Strategic Plan. The Strategic Plan guides all areas of the college and includes four themes and 20 initiatives. These initiatives strive for equitable, adaptable, and accessible facilities.

2020 STRATEGIC PLAN THEMES

Belonging. Transform our learning culture toward creating a sense of belonging and well-being for every student
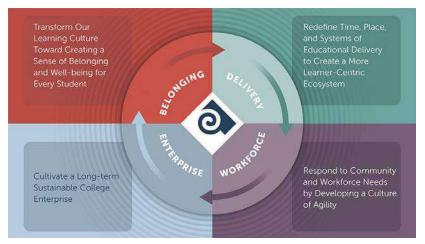
Delivery. Redefine time, place, and systems of educational delivery to create a more learner-centric ecosystem

Workforce. Respond to community and workforce needs by developing a culture of agility

Enterprise. Cultivate a long-term sustainable college enterprise

In alignment with the Strategic Plan, the college recently reorganized its service delivery into a One College model that utilizes Academic and Career Pathways with the goal of achieving equitable student success outcomes. The One College model shifts PCC from operating as multiple, self-contained locations to operating as a single college with multiple points of entry and service for students. Six new Academic and Career Pathways offer programs that meaningfully integrate guidance and support for students as they explore and commit to their academic and career goals.

This is a time of change and alignment across the college as PCC's programs and processes are reconfigured to achieve the college mission. This Facilities Plan provides a guide for aligning investment in PCC's sites and locations with the college's mission, vision, and Strategic Plan.

PCC's 2020 Strategic Plan includes four themes.

The Facilities Plan is informed by multiple ongoing district-wide initiatives.

FACILITIES PLANNING OVERVIEW

This document represents PCC's first district-wide plan for future growth, integrated with other initiatives including the Strategic Plan, Academic and Career Pathways, the One College model reorganization, and PCC's 2020 Climate Action Plan. As the college continues to evolve in pursuit of its mission and in response to the changing needs and conditions of the district, this Facilities Plan is intended to serve as a resource document to guide college growth and improvement over the next 10 to 20 years. In the near term, the plan provides a basis for continued funding through a bond measure in 2022; over the longer term, it provides a vision and guide for future development and improvement to college facilities.

PAST PLANNING

In 1961, PCC began as a series of educational centers in the Portland area that provided basic education, job skills training, and programs for community and cultural enrichment. The college has since expanded to include four campuses and multiple centers, with more than 450 acres of land and almost 2,500,000 gross square feet of building space. Over the 60 years since its inception, PCC has conducted necessary development and improvements to its facilities, often with a focus on acquiring bond funding for individual campuses or centers when opportunities and needs arose on a site-by-site basis.

CURRENT & CONTINUED PLANNING

Today, the college's size and complexity require a comprehensive and integrated approach to planning that is proactive and future-focused, supported by data, and ensures equitable and responsible investment in facilities across the district. A strong culture of physical planning will ensure that built facilities align with and complement the One College model of service delivery and that investment in PCC locations is conducted responsibly and informed by data. The Office of Planning and Capital Construction will continue to maintain a vital district-wide view to achieve the long-term college vision. Beyond the 20-year timeline of this plan, P&CC will continue to update the Facilities Plan to serve the college's needs and priorities.

PHASES OF THE FACILITIES PLAN

To begin its first-ever college-wide Facilities Plan, PCC conducted a comprehensive inventory and analysis of its existing facilities. Phase 1 of the plan provided data-rich, detailed inventories and existing conditions analysis of physical space at PCC, organized by discipline. The areas of work from Phase 1 are shown in Figure 1.1. Some projects arising from Phase 1, such as district-wide accessibility improvements and sustainability efforts, are already underway.

PHASE 1: EXISTING CONDITIONS COMPLETED 2019

AREAS OF WORK:

· Capital Projects
· Space Utilization
· Facility Conditions Assessment
· Information Technology
· Safety and Security
· Accessibility in the Built Environment (ADA)
· Transportation and Parking
· Sustainability
· CRT Student Cohort - Space Matters

PHASE 2: PLANNING FOR THE FUTURE 2020 - 2021

AREAS OF WORK:

· Integration With District Processes
· Communication, Outreach, Engagement
· Enrollment and Demographic Research
· Space Needs Analysis
· Building Functional Assessments
· Future Development Planning
· Transportation Recommendations
· Informing 2022 Bond Planning
· CRT Student Cohort - Future Space

LIVING DOCUMENT

CONTINUED PLANNING & IMPROVEMENT

Figure 1.1 Phases of the Facilities Plan

Phase 2 of the Facilities Plan conducted research, outreach, and engagement to create a framework for future growth and adaptation that prepares the college for the ongoing evolution of educational delivery.

This Facilities Plan functions as a living document intended to be updated and added to over time, responding to the ever-changing landscape of community college service delivery and informing future efforts to secure funding through bond measures.

FUNDING FOR CAPITAL IMPROVEMENTS

PCC funds its capital projects primarily with general obligation or GO bonds. GO bonds are voted on by residents who live within the college's five-county, 1,500 square mile district and are guaranteed and paid for with property taxes. These funds can be used for capitalized improvements, such as new and renovated buildings, Information Technology equipment and infrastructure, and major equipment, as well as associated costs, including staffing. Because of this, the college is careful to balance any new space with operational and instructional capacity, which is supported by college general fund monies (funded by student tuition, state support, and property taxes). In addition, GO bonds require any facilities funded by the bond to be owned by the college. Ownership is preferred over leasing to alleviate pressure on the general fund and help keep tuition rates low.
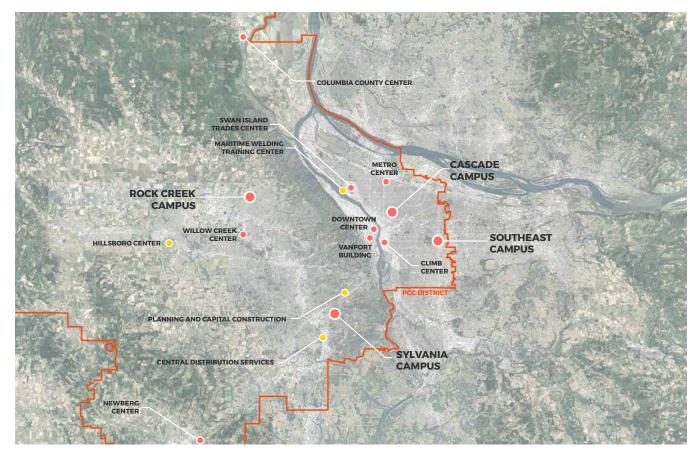

Figure 1.2 PCC District map identifying the location of existing campuses, centers, and other facilities

- ● OWNED FACILITY
- ● LEASED FACILITY
- ⌐ PCC SERVICE DISTRICT

PROCESS & DECISION-MAKING

The Facilities Plan Phase 2 process was led by a Project Management Team including the Director, Planning Manager, and Stakeholder Engagement Manager of the Office of Planning & Capital Construction supported by a consultant team. This core team consulted and coordinated with the Integration Team, a group of college leaders, and a Technical Advisory Committee, made up of technical specialists throughout the college, some of whom were also engaged in Phase 1. The Project Management Team provided updates to the PCC Board of Directors and President's Office at key points in the process.

Between May 2020 and December 2021, the team gathered online input from over 600 PCC students, faculty, staff, and neighbors through online surveys, welcomed 115 participants to collaborative online workshops for each campus, and met individually with numerous stakeholder groups within the college. These various forms of outreach and in-reach to college and community stakeholders provided the basis for recommendations about the future of each campus. A summary of outreach and engagement can be found in Chapter 2; for a full summary of input received during the process, see Appendix A.

Given that the planning process was conducted entirely during the COVID-19 pandemic, all meetings, events, and communications were conducted online after initial in-person site tours by the consultant team.

FACILITIES PLAN GOALS

At the outset of Phase 2, the following goals were established for the Facilities Plan:

- Ensure that the college has the necessary space in the appropriate locations to support its mission of equitable student success

- Align and integrate with the new Strategic Plan and support the college mission

- Reflect college organization by Academic and Career Pathways rather than location

- Evaluate the physical design of the college to support its role as an educational, economic, and social hub of the community

- Make efficient and responsible use of the land available for current and future college needs

- Incorporate design elements and building uses that support the surrounding neighborhood

- Incorporate sustainability and resiliency principles and how to achieve them, equipping PCC to proactively engage with future challenges

- Facilitate a collaborative process with key stakeholders and communicate effectively with a variety of participants

- Elicit and incorporate users' input into the final plan

- Explore alternative processes and resources to apply a Critical Race Spatial Lens throughout the project
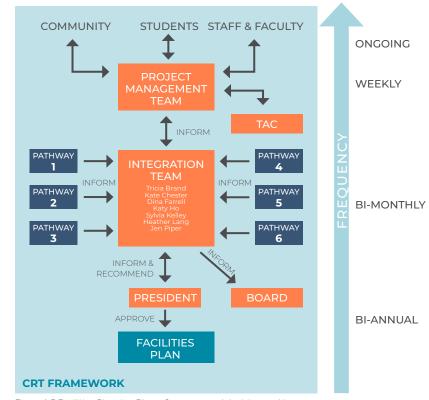
Figure 1.5 Facilities Planning Phase 2 process and decision-making

Given impacts from the COVID-19 pandemic, ongoing college reorganization, and other uncertainties, this planning effort focused on preparing PCC for the future by improving the college's existing assets while planning for flexibility around potential growth needs. The pandemic has ushered in new modalities of learning that will influence future education in undetermined ways. If online and hybrid learning remain or increase, there are significant implications for campus development (see Chapter 4).

GUIDING IDEAS FOR PLANNING AND DESIGN

Over multiple years of engagement, conversations, data-gathering, and analysis for the Facilities Plan, several considerations and needs were identified as uniquely important for planning and design projects. The following Guiding Ideas were developed to catalogue these lessons learned through the facilities planning process.

The Guiding Ideas articulate how planning and design projects for PCC facilities can align with the college's Strategic Plan and mission. They are intended to guide future planning, design, and capital project teams as they focus on individual projects and locations. These ideas also form the basis of the recommendations that follow within the Facilities Plan.

CREATE SPACES THAT INSPIRE A SENSE OF BELONGING AND SUPPORT EQUITABLE STUDENT SUCCESS

- Design welcoming indoor and outdoor spaces that meet the needs of a diverse student body of all abilities

- Provide comfortable spaces that facilitate collaboration and connection

- Create campus environments where information, resources, and support are easy for first-time students and visitors to find

- Use a Critical Race Spatial Lens to foster authentic and inclusive engagement that foregrounds the voices of people of color and includes the many dimensions of diversity in the PCC community throughout individual planning, design, and construction projects

CREATE SPACES THAT ARE DESIGNED AROUND THE EVOLVING DELIVERY OF EDUCATION

- Create inspiring educational spaces that prepare students for their chosen career paths and support lifelong learning

- Integrate technology, flexibility, and accessibility into learning and support spaces

- Provide study, gathering, and support spaces that serve students engaged in both online and in-person education

CREATE SPACES THAT BUILD RESILIENCE AND EMBODY STEWARDSHIP

- Design healthy, climate-adaptive campus buildings and open spaces that foster connections with nature

- Integrate climate justice education in college facilities by using campuses as "living laboratories" for sustainability

- Support transportation choices for the PCC community that align with PCC climate action values of lowering emissions while centering equity

- Build resilient college facilities that support community strength and business continuity during disruptions or emergencies

CULTIVATE AND SUSTAIN A CULTURE OF DISTRICT-WIDE PLANNING THAT IS EQUITY-FOCUSED AND SUPPORTED BY DATA

- Use data, both quantitative and qualitative, to drive equity-focused decision-making when planning for and investing in the continuous improvement of physical facilities

- Use continued planning as a tool to ensure that ongoing development, improvement, and space management projects meet college-wide needs

2 COMMUNITY ENGAGEMENT

The Facilities Plan Phase 2 process generated substantial feedback from students, faculty, staff and neighbors about the physical environment offered at each campus and their priorities for improvements. Through a number of online surveys, visioning workshops, open houses, and focus groups, insight was gained into what is valued and appreciated on PCC campuses and where concerns and issues exist. Also, in Fall Term of 2020, to foreground the voices of students most impacted by educational disparities, PCC launched its second-ever Critical Race Theory training and inquiry project for students. Facilitated online, Future Space was designed as a virtual engagement project to support a cohort of five students of color (representing PCC's four campuses), to explore the future of space at PCC. The planning team collected lessons learned while conducting outreach and engagement during the COVID-19 pandemic; these are shared at the end of this chapter.

CRT-INFORMED APPROACH TO PLANNING

As part of the college's commitment to advance diversity, equity, and inclusion, in Winter Term of 2017, a CRT-informed model was introduced to the Office of Planning and Capital Construction in Phase 1 of the Facilities Plan. Developed and delivered by Amara H. Pérez, PhD, a "Critical Race Spatial Lens" is an educational equity framework that acknowledges campus space as a dimension of campus climate. A CRSL acknowledges that space is not neutral, that colorblind planning and design practices work against equity goals, and that amplifying the voices of students of color in planning processes is essential to creating welcoming and inclusive educational space for PCC's diverse communities. Inquiry with a CRSL in outreach and engagement brings participants into conversations that allow a fuller and more enriching discussion on what makes space welcoming to students of color,

2018 STUDENT COHORT: SPACE MATTERS

Space Matters was a 2018 CRT training and inquiry project that engaged a cohort of 25 students of color (representing PCC's four campuses) to work as co-researchers in an examination of students' perceptions of campus space. Using a CRSL, students spent time individually and in groups analyzing built environments and spatial arrangements in their "home" campus. To learn about other students' perceptions of campus spaces, they developed a survey to conduct face-to-face with students across the district in common spaces like libraries, lounges, or resource centers as well as hallways, classrooms, and cafeterias. Student participants received a $200 gift card for their full participation.

Phase 2 engagement efforts built off the insights of student leaders in Phase 1, such as the need for welcoming, collaborative space and the importance of highlighting resource and support spaces. Findings were incorporated into the Guiding Ideas, providing a framework to create spaces that inspire a sense of belonging and support equitable student success.

STUDENT-CRAFTED QUESTIONS

CONSIDER THE FOLLOWING QUESTIONS WHEN CONCEIVING AND DESIGNING EDUCATIONAL SPACE:

HOW WILL YOU **AMPLIFY THE VOICES** OF PEOPLE MOST AFFECTED BY INEQUITY SO THEIR CONCERNS ARE **IMPLEMENTED IN CAMPUS DESIGN?**

HOW DOES THE **DIVERSITY OF DESIGNERS** REFLECT THE **DIVERSITY OF THE STUDENT BODY?**

HOW DO THE **INTERESTS AND EXPERIENCES** OF STAKEHOLDERS INFORM **DESIGN DECISIONS?**

HOW MIGHT DESIGN **MAINTAIN** OR **DISRUPT** THE STATUS QUO?

Source: Facilities Plan Phase 1 CRT Student Cohort: Space Matters

2020 STUDENT COHORT: FUTURE SPACE

The Phase 2 engagement project—"Future Space"—began in Winter Term 2020 during the COVID-19 pandemic. Future Space was designed as a virtual engagement project to support a cohort of five students of color (representing all four campuses) to explore the future of space at PCC. Facilitated in three virtual two-hour workshops, students explored how PCC spaces can be more welcoming and inclusive to communities of color pursuing educational opportunities. Future Space was designed as a two-term project: Fall Term was dedicated to community-building, training, storytelling, and inquiry; Winter Term was designed to support the cohort to apply experiences and insights to the Online Campus Workshops in collaboration with the design team.

In Fall Term, using a CRSL, students discussed and evaluated campus space dedicated to student services and resource centers. Drawing from their own experiences combined with online research of other campus settings, students discussed pressing issues and spatial aspirations for equity, inclusion, and academic success in a 20 year plan for growth.

Students serving in paid student government roles were able to select Future Space as their leadership project. Others received a $200 gift card for their full participation. At the end of the term, students cited pressure and stress brought on by the COVID-19 pandemic and feeling over-extended as the main reasons why they were unable to participate in the Online Campus Workshops during the second term.

STUDENT COHORT REFLECTIONS

"Future Space helped me to better understand how space is important in every student's life and how not having safe and comfortable spaces can make us feel, because school is where we all spend our time. So we need it to feel welcoming and at home for everyone. I know how uncomfortable some school spaces made me feel and I don't want anyone to feel what I felt by being in those spaces."

"I joined the Future Space because I desired to create a space for people of various backgrounds to be able to come and to discover a purpose, and or direction in life. It is important to understand the barriers that prevent people from seeking and achieving this reality. Through a critical race spatial lens we begin to understand the changes needed to help our communities, schools, and world live equally for a better tomorrow."

"As a Filipina student, I have firsthand experience with exclusivity throughout my life. Future Space enabled me to investigate my own experiences as a student in a predominately white institution and understand how I can utilize my lived experiences to advocate for change. In participating in this project, my hope was to help all future students, especially BIPOC students, feel included within student spaces."

"I want to be part of changing policies and curriculum to reflect and represent more of the community and students that attend schools. Critical Race Theory is such a big part of creating community and belonging in space. As a woman of color that has a disability, it was always hard to find a space where I felt welcomed and encouraged to succeed. I am extremely proud that PCC is taking the steps to better their facilities."

PHASE 2 OUTREACH & ENGAGEMENT

Engagement activities began in Winter 2020 during the COVID-19 pandemic, and the team made a concerted effort to foster meaningful, inclusive engagement activities within the constraints of virtual tools. Outreach was timed and designed to provide feedback that directly informed development concepts (see Figure 2.1).

For campus-specific outreach findings, see chapters 5.1 through 5.4 or Appendix A, Outreach and Engagement Summaries.

ONLINE CAMPUS SPACES SURVEY

In Winter Term 2020, the online Campus Spaces Survey gathered input on where people spend time, what spaces they like, dislike, and where they feel unsafe on the four PCC campuses. This input was collected via an interactive map (example shown in Figure 2.2) where respondents added comments on spaces they could freely choose to identify. In addition, the survey collected specific input on two key open spaces per campus using site photos and survey questions. The survey was taken 478 times, and the interactive maps received 933 comments.

ONLINE CAMPUS WORKSHOPS

In Spring 2021, the team gathered input from students, employees, and neighbors on the vision of future campus facilities and the perception and experience related to existing buildings and open spaces. The Campus Workshops had 115 participants and used the Zoom video conferencing platform and breakout rooms as well as Miro boards to facilitate small group conversations focused on each campus.
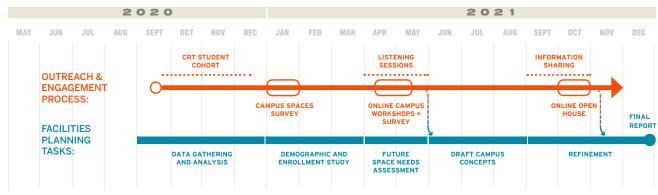

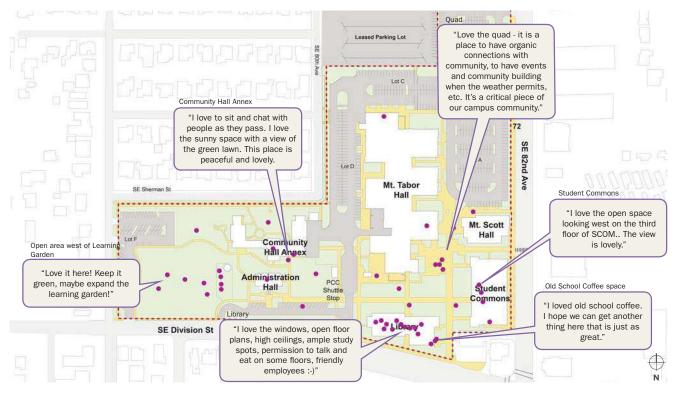Figure 2.1 Phase 2 engagement directly informed concepts for each campus.

Figure 2.2 Online Campus Spaces Survey map with purple dots showing responses for "I like this space" at Southeast Campus, and selected open-ended comments describing why.

To increase participation in the process, a second web survey was available around the time of the Campus Workshops. The online survey had 128 total participants. Workshop participants and survey respondents discussed the following topics for each campus:

- Vision for the campus in 20 years
- What is important to preserve about the campus
- What feels like the "front door" of campus
- How the transit experience could be improved
- How the campus could be more accessible to all
- How outdoor spaces and buildings could be more welcoming
- How affordable housing would fit with the campus vision

LISTENING SESSIONS

In Spring 2021, the team conducted listening sessions that were targeted toward student and community groups across the district. The team reached out to a total of nine student and community groups. The intent of the listening sessions was to invite open conversations about participants' lived experiences of campus spaces in a more familiar setting among their peers and to amplify the voices of students, particularly students of color, who may not have participated in the online Campus Workshops or surveys. Listening sessions were also offered to nearby neighborhood associations to hear neighbors' input on the campuses close to them.

Figure 2.3 Online Campus Workshop exercise example using Miro boards to visually record small-group discussions

ONLINE OPEN HOUSE

In Fall Term 2021, an Online Open House was conducted to describe how earlier community feedback was being incorporated and to request comments on the draft concepts framing the campus development plans. The Online Open House was visited 381 times and received a total of 34 responses.

4 ONLINE CAMPUS WORKSHOPS with
115 participants

3 ONLINE SURVEYS with
606 responses

3 LISTENING SESSIONS

2 PROJECT VIDEOS

IN-REACH

To guide the Facilities Plan, the project team met periodically with internal stakeholders to share findings, coordinate with complementary planning processes, and gather feedback. The team met with the Academic Affairs Council, Deans of Academic and Career Pathways, and various educational program specialists and stakeholders. For the space needs assessment, the team consulted with PCC technical specialists representing Academic Affairs, Student Affairs, Library, Auxiliary Service, Facilities Management Services, Information Technology, Public Safety, and the Office of Planning and Capital Construction. A group of college leaders, the Integration Team, was continuously consulted for strategic direction and coordination with other college-wide efforts. In addition, the team updated the PCC Board of Directors and President's Office periodically during the process.
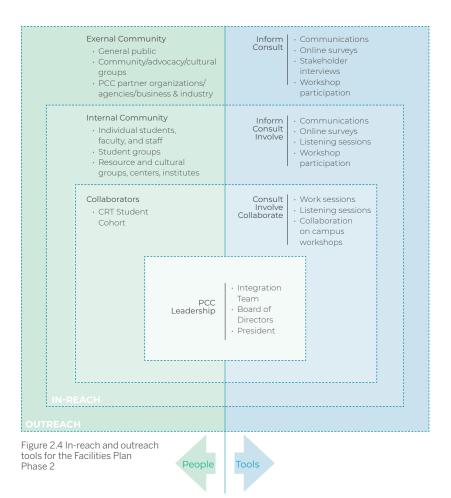
TECHNICAL ADVISORY COMMITTEE

In Phase 1, members of the Technical Advisory Committee played a vital role in collecting and analyzing system-wide facilities data, which is fully available on PCC's website. During Phase 2, the project team consulted with the TAC on key deliverables and community engagement findings. The TAC provided invaluable guidance on how future planning and capital projects could impact various departments as well as complement other efforts. This committee also offered insight into system-wide considerations and constraints.

SUSTAINABILITY WORKSHOPS

In January and February 2021, the team conducted two virtual workshops with stakeholders of the PCC Climate Action Plan. Workshop 1 focused on the relationship of the Facilities Plan to the CAP as well as buildings and open space strategies. Workshop 2 focused on transportation, environmental justice, and social justice implications. These discussions clarified which CAP goals and strategies were most applicable to the Facilities Plan and confirmed the role of the Facilities Plan in supporting and operationalizing CAP goals. The group discussed precedents and specific strategies for buildings, open spaces, and transportation that influenced the development of guiding ideas and campus concepts. A third meeting on sustainability was conducted in December 2021 and involved a review of the draft plan with a focus on sustainability goals and strategies.

7 INTEGRATION TEAM meetings

6 TECHNICAL ADVISORY COMMITTEE meetings

2 SUSTAINABILITY WORKSHOPS

Figure 2.4 In-reach and outreach tools for the Facilities Plan Phase 2

LESSONS LEARNED FOR FUTURE ENGAGEMENT

Based on the successes and challenges of engagement during the facilities planning process, future planning and capital project efforts can consider the following.

STUDENTS OF COLOR COHORT MODEL

The students of color cohort model used in Phase 1 and Phase 2 can be incorporated in future planning or capital projects. This model creates a safe space for students of color to explore the relationship between space and race and build skills in critical thinking, presentation, and research. It can also introduce students to the built environment professions.

AFFINITY SPACES & LISTENING SESSIONS

As a complement to the cohort model, the Facilities Plan team recommends early outreach to various student affinity groups representing students of color and other dimensions of diversity. In Phase 2, these took the form of small listening sessions where members of the Facilities Plan team joined standing group meetings. Early outreach to student groups to coordinate with their schedules could help to increase participation.

STORIES AND LIVED EXPERIENCES

In Phase 1, the student cohort highlighted stories and lived experiences of students of color through their targeted inquiry. In Phase 2, these topics were part of all engagement efforts, including open-ended comments and map comments in online surveys and discussion questions in the online Campus Workshops. In a virtual format, the most insightful and in-depth comments on lived experience came through the map survey comments, possibly due to the anonymity and longer time period to craft a response in contrast to traditional survey questions, which tend to be less open-ended. Affinity groups can support a more comfortable and engaging conversation in contrast to the sometimes more intimidating mixed online workshop groups of staff, students, and community members.

ENGAGEMENT WITH CLASSES

Involvement in planning and design projects can contribute to students' education and build skills that will help them no matter what they do in the future. Integrating student engagement in planning and capital projects through academic or workforce programming will support students' educational experience while offering crucial insights that create more student-centric spaces. For example, programs at PCC focused on interior design, building construction technology, landscape technology, and other disciplines can be engaged through early planning and integration with course syllabi.

GOALS FOR STUDENT ENGAGEMENT

Phase 2 recorded demographics of participants in engagement activities using PCC's preferred language and questions. Future teams can review data from this and other PCC projects to set quantitative as well as qualitative goals for engagement with students of color and overall student engagement and track follow-through on these goals.

In addition, it is vital to compensate students for their time and energy in providing input, feedback, and for engaging in planning or design work that may not directly benefit them within their time at PCC. Future outreach can continue to seek ways to provide sufficient and meaningful compensation to student participants.

VARIETY, CONSISTENCY, & ACTIVE PARTICIPATION

The Facilities Plan included a variety of engagement with students, faculty, staff, and neighbors, as well as in-reach to college stakeholders. Engagement opportunities were communicated through multiple media, including email, postal mailing, websites, and videos. Activities were designed to be as participatory as possible with discussion and interaction. In addition, consistent and transparent communication was provided about the planning process and outcomes.

EQUITY-DRIVEN & CRT-INFORMED APPROACH TO PLANNING

Since 2017, PCC has engaged an equity-driven and CRT-informed approach to capital projects. Staff debriefed with many of the consultant teams that have participated in CRSL workshops, training sessions, and PCC projects. Much of the feedback heard supported this work and even asked for additional refresher courses to support practice throughout the life of a capital project.

Some of the themes heard in these sessions include:

- Continue to use a CRSL approach in procurement, programming, and design, and find ways to incorporate it in the construction documentation and administration phases

- Include a CRSL champion throughout the project who can ensure equity values are supported throughout the project, especially at costing

- Foreground the voices and leadership of students of color through cohort work, interaction with design and construction teams, and ongoing exploration into new forms of inquiry

Some future actions items developed as an outgrowth of this phase of work include:

- Involve CRSL trained students in room audits who can read the space, document equity conditions, and contribute to design solutions

- Add a CRSL section to the Office of Planning and Capital Construction's Project Procedure Manual. This will include recommendations for procurement, engagement, project scheduling, and more

- Conduct a land ownership assessment to better understand the history of PCC owned land

3 DISTRICT CONSIDERATIONS

The Facilities Plan is rooted in a detailed understanding of existing conditions and background information about facilities across the PCC district, including space use, transportation, sustainability, safety, equity, and affordable housing. Along with the Phase 1 existing conditions assessment findings, this information provides a basis and context for the future development plans in this report.

To aid in ongoing programming decisions, an analysis was prepared of district-wide existing space use by ratio of academic to support space and by preliminary Academic and Career Pathways. Accounting for the impacts of the COVID-19 pandemic, pre-COVID transportation patterns using new sources of data were analyzed to provide a baseline for future monitoring and comparisons as new mobility patterns emerge. The plan also proposes an integrated approach to sustainability supporting the 2020 Climate Action Plan. There are a number of district-wide equity considerations and comparisons that have influenced the plan and more specific campus recommendations. With acute housing need evident among PCC students, this process also helped PCC to develop the college's approach to potential future affordable housing partnerships.

PHASE I KEY FINDINGS

Phase 1 of the facilities planning process was a comprehensive, data-rich inventory and analysis of all existing college-owned facilities. Completed in 2019, Phase 1 provided detailed recommendations regarding sustainability, transportation, accessibility, landscape maintenance, and other areas, which informed a series of projects for improvement that were conducted or are currently underway using 2017 bond funding. Phase 1 provided a baseline of conditions that informed the campus development concepts in Phase 2.

SPACE UTILIZATION & EFFICIENCY

The Phase 1 study of existing space utilization and efficiency found that PCC had adequate classroom space, and this finding remains prominent in the context of ongoing shifts in education program delivery due to the COVID-19 pandemic. PCC will continue to monitor space utilization as new modalities like hybrid learning settle into more stable patterns. The Facilities Plan assumes a focus on improving and modernizing existing assets and increased flexibility of space before building additional space.

Phase 1 also found that PCC would benefit from collaborative meeting and flexible workspaces for district use, as well as "hoteling" space, meaning flexible workstations at each campus to accommodate visiting faculty and staff from other locations. With the transition to a One College model and the anticipated operational changes emerging from the COVID-19 pandemic, these spaces will remain important.

BUILDING CONDITION

In Phase 1, a full facilities condition analysis was conducted using a rubric called the Facilities Condition Needs Index, a standard form of assessment of educational buildings that helps colleges and universities measure the long-term costs and benefits of renovating or replacing aging facilities. While the FCNI tool is used nationwide, it focuses only on theoretical replacement and renovation costs without assessing program fit and functionality, accessibility, and other building- and college-specific issues.

Phase 1 found that PCC's building stock is in relatively good condition by the FCNI measure. However, building users and stakeholders experience programmatic and functional issues that the FCNI does not address. Therefore, Phase 2 included building assessments of eight selected buildings across the district to supplement the FCNI assessment. The Phase 2 building assessments examined program fit, wayfinding, flexibility of use, comfort, image and character, location, and efficient use of land area. Overall qualitative ratings are shown in Figure 3.1, and detailed findings and recommendations for these selected buildings at each campus are included in chapters 5.1 through 5.4. A full summary of the building functional assessments is available in Appendix B.

PCC's building stock is in relatively good condition based on the Facilities Condition Needs Index.

Phase 2 Building Functional Assessments

Rock Creek Campus

Building 9	2.1

Southeast Campus

Mt. Tabor Hall	3.7
Mt. Scott Hall	1.4

Sylvania Campus

Technology Classroom Building	1.9

Cascade Campus

Public Services Education Building	2.9
Student Services Building	3.0
Margaret Carter Technology Education Building	2.0

Willow Creek Center

	1.6

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

Figure 3.1 Building functional assessments of functional fit are shown on a qualitative scale of 1 to 5, where 1 is best.

DISTRICT-WIDE SPACE USE

Before the implementation of the Academic and Career Pathways model and the One College approach, decisions about space use and facilities were often driven by campus leadership on an individual site basis rather than a holistic assessment of district-wide needs. This approach, along with the relative suitability of campus sites for particular programs, has driven the current pattern of space use by program at each campus.

The reorganization of PCC's programs by Academic and Career Pathways is intended to improve student outcomes by shifting the way the college groups and offers academic programs and by meaningfully integrating student guidance and support through pathway completion. As this program realignment continues, the college may re-examine how program space and location can better support implementation of the Pathways model. To inform this decision-making, the plan provides a preliminary analysis of how space is being used today to prepare for future changes. Total space use is shown in assignable square feet* and is broken down by aggregate space use overall. Academic Affairs space is further broken down by preliminary Academic and Career Pathway organization.

* Assignable square feet, or ASF. represent interior spaces that are occupied by a specific program. Interior spaces that are not assignable include building structure, envelope, entryways, corridors, restrooms, and building support spaces such as mechanical rooms. Gross square feet, or GSF, represent the total square footage of a building including each of the above-mentioned areas.

AGGREGATE SPACE USE

Existing space across all campuses totals over 1,293,900 ASF. Academic Affairs space makes up 70% of the total ASF at PCC, followed by Library (9%) and Auxiliary Services (8%). The district-wide split of aggregate spaces use can be described as 70% Academic Affairs space to 30% other spaces, including Student Affairs, Library, Administration, Auxiliary Services, and Facilities Management Services/Public Safety/Information Technology space (see Figure 3.2).

The Southeast Campus has the least amount of overall square footage, while Sylvania Campus has the most. As would be expected given its history as the main administrative hub for the college, Sylvania Campus has proportionately more administration space compared to the other campuses and proportionately less space in Academic Affairs.

SPACE USE BY PATHWAY

The Academic Affairs space breakdown in Figure 3.3 shows that three pathways (Science, Technology, Engineering, and Mathematics, Arts, Humanities, Communication, and Design, and Healthcare and Emergency Professional), as well as general purpose classrooms, are nearly equally divided, ranging from 17 to 20% of the total academic space district-wide. Construction, Manufacturing Technology and Transportation programs are slightly smaller at 13%. The Business and Public Services Pathways are smallest at 4%.

AGGREGATE SPACE USE

Figure 3.2 Space use split between academic and support spaces

Legend:
- ACADEMIC AFFAIRS
- LIBRARY
- AUXILIARY SERVICES
- STUDENT AFFAIRS
- ADMINISTRATION
- FACILITIES MANAGEMENT/ PUBLIC SAFETY/IT

Chart values:
- 4% 46,640 ASF
- 3% 41,117 ASF
- 6% 82,822 ASF
- 8% 111,512 ASF
- 9% 116,176 ASF
- 70% ACADEMIC AFFAIRS 910,993 ASF

ACADEMIC SPACE USE

Figure 3.3 Space use split by preliminary Academic and Career Pathways

Legend:
- GENERAL
- ARTS, HUMANITIES, COMMUNICATION & DESIGN
- HEALTHCARE & EMERGENCY PROFESSIONAL
- SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS
- CONSTRUCTION, MANUFACTURING TECHNOLOGY & TRANSPORTATION
- SUPPORT SERVICE
- BUSINESS & ENTREPRENEURSHIP
- PUBLIC SERVICE, EDUCATION & SOCIAL SCIENCES

Chart values:
- 4% 27,008 ASF
- 4% 32,658 ASF
- 7% 65,705 ASF
- 20% 179,805 ASF
- 13% 118,559 ASF
- 19% 171,403 ASF
- 17% 157,257 ASF
- 17% 158,598 ASF

Figure 3.4 shows existing academic space use by campus and Pathway. Sylvania and Cascade campuses each have a strong focus on Healthcare space, where Rock Creek Campus has a large concentration of space supporting Career Technical Education programs. Of all campuses, Cascade Campus has the largest proportion of Arts and Humanities space, but Sylvania Campus has the largest square footage dedicated to the same. Southeast Campus has no particular emphasis in terms of program space, with general classrooms making up the largest proportion of its space.

FUTURE DIRECTION

Moving forward under the One College model and Academic and Career Pathways, program spaces and facilities will be purposefully provided based on district-wide data, demand, and needs. Future expansion of program facilities will be similarly informed by data at the Pathway and district level.

Additionally, the college will continue to evaluate equity in the quality of facilities for programs by location. For example, multiple locations provide science labs and other specialized facilities that prepare students for medical professions. However, these facilities are of varying quality and condition. Within the One College model, a course available at multiple locations is ideally served by the same caliber of facilities. This also applies to other programs and elements the college provides, such as equally accessible and instructional art galleries across locations.
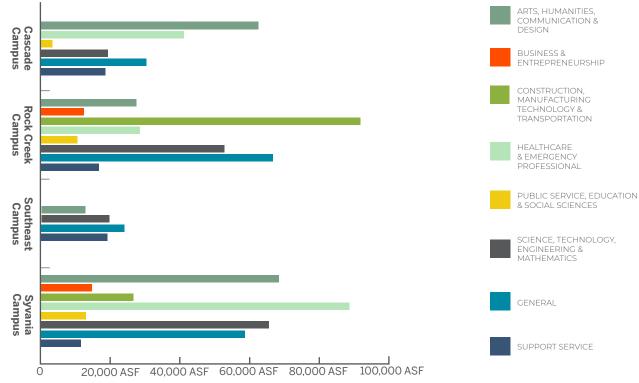
Figure 3.4 Campus academic space allocation by Academic and Career Pathway

Legend:
- ARTS, HUMANITIES, COMMUNICATION & DESIGN
- BUSINESS & ENTREPRENEURSHIP
- CONSTRUCTION, MANUFACTURING TECHNOLOGY & TRANSPORTATION
- HEALTHCARE & EMERGENCY PROFESSIONAL
- PUBLIC SERVICE, EDUCATION & SOCIAL SCIENCES
- SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS
- GENERAL
- SUPPORT SERVICE

When considering college growth and future space needs, ongoing assessment of space use and potential for readaptation will help assure greater efficiency.

The college is working to ensure that PCC locations deliver a consistent learning environment across the district.

TRANSPORTATION

Due to the disruption of typical campus activity during the COVID-19 pandemic, analysis of "big data" provides a baseline of pre-COVID trip generation in combination with existing data from PCC and the region. Big data refers to high volumes of data (in this case, cellphone location data) that allow for analysis of behavioral trends.

PRE-COVID TRAVEL PATTERNS

PCC travel patterns as of October 2019 were analyzed using the big data provider StreetLight that consolidates and visualizes complex multi-mode traffic patterns using aggregated cell phone signals.

Analysis revealed that district-wide, morning peak hours display higher trip generation than evening peak hours (see Figure 3.6). Rock Creek Campus is an exception, likely due to the shared access drive with THPRD recreation facilities.

Average trip activity (inbound and outbound) has a surge in the morning between 8 and 9 a.m. and then fluctuates throughout the day in conjunction with class scheduling at the location. This reinforces the importance of scheduling when pursuing climate goals through parking reduction or low-emissions modes.

Pedestrian and bicycle trip generation is higher for the morning peak period than the evening peak period. The Southeast and Cascade campuses show the highest per-headcount pedestrian trip generation in all cases, whereas the Sylvania Campus has the lowest. The Cascade and Southeast campuses show a higher per-headcount bicycle trip generation rate, whereas the Rock Creek Campus is the lowest.

Cascade and Sylvania campuses have the highest intercampus travel, which may be due to preferential scheduling or limited class offerings (see Figure 3.5). Some PCC shuttle routes show low intercampus travel and should be further analyzed with assessment of shuttle operations—for example, the Purple Line between Southeast Campus and the Portland Metropolitan Workforce Training Center and the Yellow Line between the Southeast and Sylvania campuses.

A system-wide zip code study of all campuses and centers revealed where PCC students and staff travel to and from on a daily basis. The highest frequency zip code is located in North Portland, with other high zip codes in Washington County and Southeast Portland.

MODE SPLIT AND SAFETY

PCC has strong participation in alternative transportation modes, which includes carpooling, transit, shuttle, biking, and walking. Washington County's 2040 alternative mode split target is 45% and East Portland's target is 65%. Based on a 2017 survey of students and staff, PCC campuses are close to or exceeding these goals, with Southeast Campus in need of improvement. While PCC exceeds mode share targets for transit, shuttle, and carpool, improvement is needed to increase walk and bike mode share (see Figure 3.7).

PCC community members have expressed that pedestrian safety within campus driveways and parking lots is a major concern. According to Oregon Department of Transportation data, traffic safety issues are most pronounced near PCC's urban campuses. Within a quarter mile of campus,
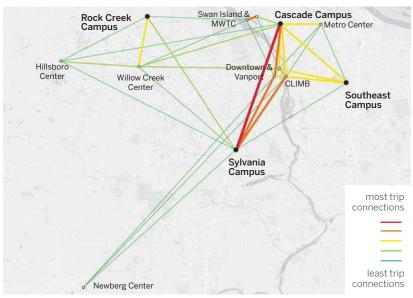

Figure 3.5 There is high intercampus commuting betwen Sylvania and Cascade, and minimal commuting between most centers and campuses.
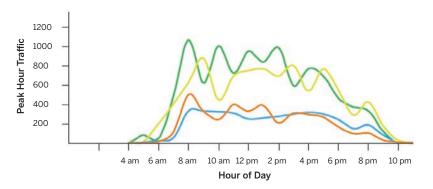

Figure 3.6 Sylvania Campus generates the highest morning peak hour traffic and Rock Creek and Sylvania campuses generate the highest afternoon peak hour traffic.

Cascade and Southeast campuses have a greater frequency and severity of collisions and injuries than suburban campuses.

PARKING

On average across the campuses, PCC provides 3.3 spaces per 1,000 gross square feet of building space, which is slightly lower than the Institute of Transportation Engineers' peak demand parking rate for junior and community colleges of 3.7 spaces per 1,000 GSF (see Figure 3.8). Sylvania Campus's ratio is higher than the ITE rate (3.9) while Cascade Campus's is the lowest (2.6). Phase 1 recommended a range of strategies to maximize efficient use of parking supply, such as tiered parking rates by desirability of location and adjustments to class scheduling.
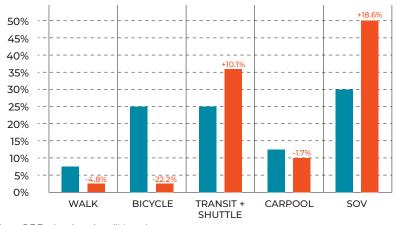
Future parking demand is presently difficult to predict. Internal operations and programming at PCC have already shifted some of the curriculum toward online distance learning or hybrid learning. Historic enrollment data clearly indicate a long-term shift—not connected with the COVID-19 pandemic—toward online enrollment. The impacts to parking and transportation demand will require a flexible system that can sustain periods of higher or lower demand. Depending on the single-occupancy vehicle mode split of the campus, moving a 30-student class fully online could reduce peak parking demand by as much as 11 to 17 parking spaces.

CONCLUSIONS

Recommendations to make efficient use of parking supply at PCC campuses and centers include: expansion of the Transportation Demand Management program; tiered parking rates or permits; exploring parking efficiency options; changes to class scheduling; reducing parking in conjunction with distance learning expansion; and conducting a parking cost comparative analysis. An update to the PCC TDM Plan is also recommended to identify modal targets and specific goals for each campus in coordination with local transportation agencies.

Several new modes of transportation have emerged and/or grown in recent years, including scooters and related light vehicles, electric bicycles, and ride-sharing applications such as Uber and Lyft. Additionally, key transit projects are currently being planned along Portland's Southwest Corridor and Powell-Division corridor, presenting new opportunities to travel to and from the Sylvania and Southeast campuses, respectively. The college can continue to monitor mobility changes and the trade-offs of new technologies to encourage transportation via new modes.

A study of PCC shuttle circulation functions on each campus and between campuses is recommended, including examination of how future learning modalities would impact travel needs and shuttle operations across the district. A comparison of the utility of a PCC-funded shuttle program versus a partnership with TriMet to expand bus service options will help the college

Figure 3.7 Regional mode split target compared with campus mode share survey results

Legend: Regional Target | PCC Campuses

CAMPUS	CASCADE	ROCK CREEK	SOUTHEAST	SYLVANIA	ITE Parking Rate for Junior/ Community College (LUC 540)
TOTAL PARKING SPACES	918	1,792	734	2,802	
PERCENTAGE OF ADA SPACES	3.7%	-	2.6%	2.2%	
SPACES PER 1,000 BUILDING GSF*	2.6	3.3	3.4	3.9	3.71

Figure 3.8 Parking counts and ratios by campus

*data provided by Walker Macy
GSF = gross square footage
LUC = Land Use Code

to more effectively support the transportation needs of its students and employees. The potential for microtransit technology as a supplemental alternative to the shuttle program can also be explored. Microtransit is a technology-enabled transit service that typically uses multi-passenger/ pooled shuttles or vans to provide on-demand or fixed-schedule services with either dynamic or fixed routing.

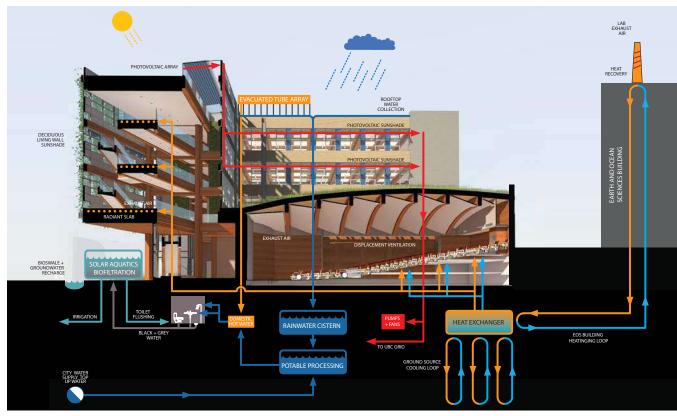For a full summary of transportation data and analysis, see Appendix G.

SUSTAINABILITY

PCC's 2021 Climate Action Plan (CAP) sets a carbon neutrality goal for 2040 and outlines goals, strategies, and specific energy standards and reductions targets for reference by future development project teams and partners. The CAP seeks to highlight and address climate justice, which acknowledges that climate change can have disproportionate social, economic, public health, and other impacts on underprivileged populations. CAP goals and strategies are organized into the following categories:

- Operating Buildings and Grounds
- Travel, Commuting, Purchasing, and Solid Waste
- Education and Outreach
- Resiliency

The Facilities Plan and the capital projects that it will guide have intersections with all CAP goal categories. In addition to the CAP, future project teams can refer to PCC's Design and Construction Standards that address specific sustainability measures such as construction waste reduction. The following are potential sustainability strategies for buildings, open spaces, and transportation for future teams working on planning and capital projects to engage in support of the CAP goals.

BUILDINGS

- Pursue LEED Silver green building certification or higher
- Implement high-efficiency heat, ventilation, air conditioning (HVAC) systems in new buildings
- Evaluate embodied carbon for renovated and new buildings

An EcoDistrict approach to campus buildings holistically integrates energy and water conservation strategies into the site and buildings across a campus.
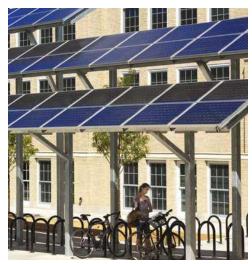
- Explore retrofits of building HVAC and water systems to employ an "EcoDistrict" approach to the campus, where energy and water conservation strategies are holistically integrated into the site and buildings across a campus
- Provide shade in summer to decrease energy needs

- Explore interior biophilia features (such as sound, sight, touch, and smell) to support occupants' well-being
- Evaluate opportunities for rooftop solar arrays and green roofs for existing and new buildings
- Pursue grant funding and study opportunities to locate solar storage at each campus to support campus resiliency

OPEN SPACE

- Evaluate site solar opportunities in coordination with other programmatic and ecological campus needs

- Integrate site stormwater design into building and infrastructure projects

- Prioritize climate adaptive planting

- Highlight outdoor sustainability elements as living laboratories (e.g., sustainable agricultural and building technology, photovoltaic arrays, landscaping with native and climate-adaptive plants)

- Enhance learning garden amenities and accessibility in support of inclusive, culturally responsive education around food sovereignty and food justice

- Facilitate connections to nature focusing on views, trails, and location of gathering spaces

TRANSPORTATION

- Create "mobility hubs" that improve the transit waiting experience and support low-emissions modes (e.g., bike share, shared e-scooters). See Chapter 4.

- Provide electric vehicle charging for PCC fleet and private vehicles

- Improve pedestrian comfort and safety with accessible paths, lighting, and continuous, wide sidewalks

- Evaluate parking facilities in coordination with campus programmatic needs, alternative modes available, and equity implications

Site solar opportunities

Outdoor classroom example

Sustainability elements integrated with campus spaces

Climate adaptive planting

EQUITY CONSIDERATIONS

In support of the college mission and Strategic Plan, analysis of equity considerations at the district level informs continuous improvement to PCC's facilities at multiple scales with service toward PCC's most marginalized and vulnerable populations as a guidepost. Racial, social, and economic equity considerations were explored through analysis of quantitative data, such as Census data, as well as qualitative data, such as student input.

DISTRICT DEMOGRAPHICS

In terms of racial diversity, the PCC student body is already the most diverse of any higher education institution in the state of Oregon. Looking ahead, the college is expected to become even more racially diverse, with the same share of students from underrepresented racial groups as white students by 2030. Based on 2019 data, PCC students who self-identified as Black, American Indian or Alaska Native, Hispanic, Asian, Native Hawaiian or Pacific Islander, and Two or More Races reside in higher density in Washington County, in North and East Portland, and east of PCC's district boundary near Gresham (see Figure 3.9). To assess where the most economically vulnerable PCC students may be located, 2019 locations of students who were offered a Pell Grant was mapped to show concentrations of students in western Washington County, and a shift to the east side in north and east Portland (see Figure 3.10). This demographic data indicates that Cascade, Southeast, and Rock Creek campuses are well positioned to support current and prospective students who identify as part of underrepresented racial or ethnic groups and who may be economically vulnerable.

STUDENT SUPPORT & SENSE OF BELONGING

The college can ensure that its facilities are not only serving diverse communities equitably, but that they also help actively dismantle barriers to achieving equitable outcomes.

One measure of equitable and welcoming facilities is the quality and navigability of resource spaces that serve students regardless of academic program. For example, analysis by the CRT student cohort in Phase 1 found that student identity-based resource centers were often seen as "Hidden Space," and Administration offices and Veterans Resource Centers were seen as "Intimidating Space" and "White Space." A March 2021 survey found that 11% of students who experienced basic needs insecurity used emergency aid, but 33% had not heard of emergency aid programs on campus, and 50% of students experiencing basic needs insecurity did not apply for college support because they did not know how. PCC will continue to evaluate design practices and strategies to make sure that college spaces serve and represent diverse students' needs and interests.

ACCESSIBILITY

Phase 1 of the Facilities Plan provided a comprehensive assessment of accessibility issues at each campus. Sylvania Campus presents the most significant accessibility barriers due to its steep topography. PCC allocates bond funding specifically to ADA upgrades, and a full ADA transition plan is moving forward as an initiative from the Strategic Plan. This will ensure the college provides accessible facilities at each location.
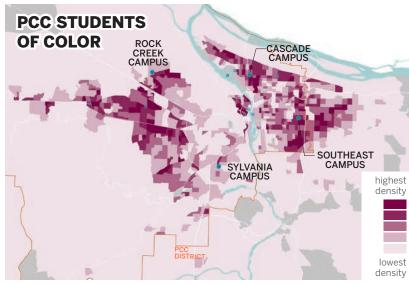

Figure 3.9 Density of students who self-identified as Black, American Indian or Alaska Native, Hispanic, Asian, Native Hawaiian or Pacific Islander, and Two or More Races, 2018-19. Source: ECONW
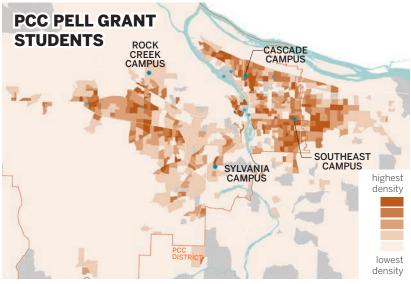

Figure 3.10 Density of students who were offered a Pell Grant, 2018-19. Source: ECONW

ENVIRONMENTAL CONTEXT

Figure 3.11 shows high-level comparisons of place-based environmental equity factors, including pedestrian and bike safety and urban heat index, along with locations of PCC students who were offered a Pell Grant. Future investments at each campus can be evaluated by how well they address the most pressing local environmental concerns that disproportionately impact vulnerable students.

Pell Grant eligibility is a measure of economic vulnerability, but also racial equity, since 45% of Pell Grant eligible PCC students were also students of color. Density of students who were offered Pell Grants in 2019 is evident all around the Southeast and Cascade campuses and in high concentrations south of the Rock Creek Campus. Fewer of these students lived near Sylvania Campus, indicating that vulnerable students may have a longer commute to that campus.

Pedestrian and bicycle safety is a critical issue at the Southeast and Cascade campuses on adjacent busy streets. The main adjacent public street to Rock Creek Campus, NW Springville Rd., saw a few injuries to pedestrians and cyclists, while Sylvania Campus has had no reported pedestrian or bicyclist injuries nearby since 2014.

Similarly, Southeast and Cascade campuses are most impacted by urban heat island effect given their more urban context. Rock Creek Campus is benefited by the forest and wetland to the north, and Sylvania Campus is cooled by its forested surroundings.

	PELL GRANT STUDENTS	PEDESTRIAN & BIKE SAFETY	URBAN HEAT INDEX
ROCK CREEK CAMPUS			
SOUTHEAST CAMPUS			
SYLVANIA CAMPUS			
CASCADE CAMPUS			
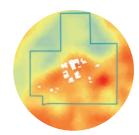
PELL GRANTS

PED/BIKE INJURIES
- minor
- severe
- fatal

SURFACE TEMP. DEVIATION FROM MEAN
- higher
- lower
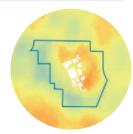
Figure 3.11 Place-based environmental equity factors

Density of PCC students offered a Pell Grant, 2018-19. Source: ECONW

Pedestrian & bike injuries and fatalities, 2014-18. Source: Oregon Metro

Surface temperature deviation from mean. Source: Oregon Metro

SAFETY IN THE BUILT ENVIRONMENT

PCC has safety offices and staff at each of its locations. The campuses experience low crime rates, and PCC Public Safety officers make efforts to meaningfully engage with students and staff in addition to providing services. Also, the college conducts ongoing interaction and engagement about safety with faculty, staff, and students as well as community partners.

The college's Public Safety Department publishes an annual Clery Report, a federally required reporting of campus crime statistics and security policies. In the most recent Clery Report in 2021, the number of reported crimes is extremely low on PCC's campuses. Between 2018 and 2020, most crimes recorded were burglaries or motor vehicle thefts, with less than five recordings of any recognized crime in any given year. However, it is important to note that not all incidents are reported through the official Clery Act reporting process, and it does not represent the full spectrum of safety issues perceived by campus communities. The current level of safety and low crime is an important and positive aspect of PCC campuses, and the college will continue to strive to maintain and improve safety at all its locations.

CAMPUS & COMMUNITY PERCEPTIONS OF SAFETY

When considering safety, it is important to recognize that students, faculty, and staff may experience safety in different ways based on their racial and social identities and depending on their lived experiences.

Various perceptions and experiences of feeling safe or unsafe emerged through outreach and engagement to campus communities during the online Campus Spaces Survey. The majority of respondents felt safe on PCC's campuses. Spaces that felt safe or created positive experiences were most often green spaces, libraries that provide quiet study space and staff support, and comfortable indoor spaces for studying or informal gathering. Most comments related to where people felt unsafe discussed conflicts between vehicles and pedestrians and lack of lighting or activity in parking lots and between certain buildings, especially after dark when the campuses are less busy. For a detailed summary of all comments received about safety, see Appendix A.

STRATEGIES FOR SAFE ENVIRONMENTS

Crime Prevention Through Environmental Design (CPTED) has become a standard for addressing safety in the built environment. It is one way of addressing safety using built infrastructure and site improvements. CPTED originated in criminology in the 1960s and 1970s and focuses on mechanisms that encourage community surveillance with the goal of deterring or discouraging crime.

In service of PCC's mission of equitable student success, it is vital to keep people safe while providing an open, active, and welcoming environment. To better achieve this, the college introduced a CPTED review of its major capital projects during design while also applying a Critical Race Spatial Lens during programming and design to foreground the voices of students of color and better achieve an inclusive experience of safety and community on campus.

"I cycle between **using a wheelchair and mobility crutches**, and I am **physically incapable of using this walkway** in a wheelchair because it is so dangerous."
-Sylvania Campus comment

"Between 9:30 and 10 p.m., the **parking lot is almost empty**. I feel like if I called for help, **there would be no one around to hear me**."
-Southeast Campus comment

"I feel like I'm **behind the lines in white people territory** on this campus. The **isolation, lack of neighborhood stores, restaurants, etc...really impact how this place feels**."
-Sylvania Campus comment

"I have been down to walk the track many times with groups, but **as a woman I would not ever go here alone...** "
-Sylvania Campus comment
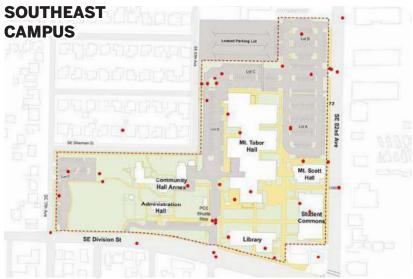
"I do not feel safe in this crosswalk. **Drivers often speed through it** on their way to or from Division, and the shrubbery **lowers visibility**."
-Southeast Campus comment
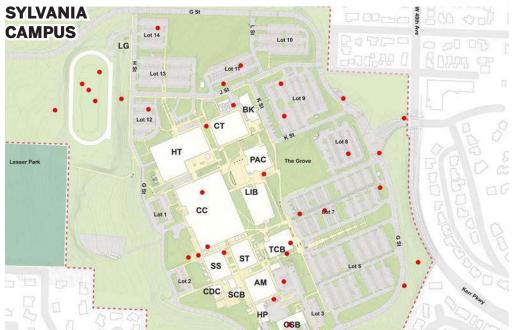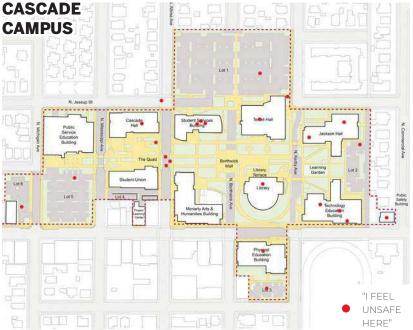
"Well, I feel safe here, but my bike doesn't! It got stolen from this area. **A major rethink of bike safety on campus is needed**. How can we get away from a car culture if we don't have **good alternatives?** "
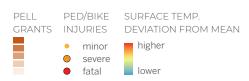-Southeast Campus comment

ROCK CREEK CAMPUS

SOUTHEAST CAMPUS

SYLVANIA CAMPUS

CASCADE CAMPUS

"I FEEL UNSAFE HERE"

The online Campus Spaces Survey revealed areas on each campus that the PCC community felt unsafe (red dots), along with comments describing why. Further study of the most pressing safety issues, with a focus on the experiences of historically marginalized students, is recommended to inform future approaches to safety and security in the built environment.

AFFORDABLE COMMUNITY HOUSING

PCC has an opportunity to support affordable community housing, which will offer significant benefit to students. Numerous studies, supported by PCC's own experience, show that students with greater life stability, including secure housing, have higher rates of college retention and graduation. Through the Facilities Plan, the college began to explore how it could support affordable community housing by quantifying the need, identifying potential housing sites on college-owned land, and creating decision criteria to help balance future academic land use needs with other student support services. After thorough assessment, it is clear that the college has limited land and is not able to serve as a housing operator. Ultimately, it is through strategic partnerships with housing providers, who have the expertise and resources needed, that the college can serve the most students.

HOUSING NEED

The Portland region has a current housing shortage or an underproduction of housing, which is expected to continue over the next 20 years. This creates a very competitive housing market and makes it exceptionally difficult for those with a lower income level to compete.

Definitions of "affordable housing" can vary and are often tied to median family income. Typically, affordable housing is defined as monthly housing costs including utilities for a single-family dwelling or apartment unit not exceeding 30% of gross household income. This means that for a four-person household making $27,630 to $46,050, an affordable monthly housing cost would range between $691 and $1,151.

These rates are considered deeply affordable and hard to find in the region, which student surveys and Pell Grant data support. According to the March 2021 Real College Survey from the Hope Center for College, Community, and Justice, 56% of PCC students who responded to the survey experienced housing insecurity in the previous year, with 19% (about 7,500 students) potentially experiencing homelessness and 5% who self-identified as homeless (about 2,500 students).
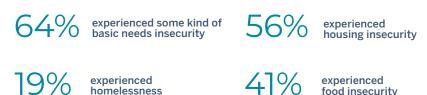
Based on Pell Grant data, around 4,000 students who live within a five-minute travel time of a campus face housing insecurity, and about 2,000 students are experiencing homelessness. Housing need among students varies across campuses. It is estimated that 20% of students who attend Southeast Campus and live near it are facing housing insecurity compared to 13% for Cascade Campus and 7% each for Rock Creek and Sylvania campuses.

APPROACH

The scale of the affordable housing crisis is too great for the college alone to address while continuing to fulfill its academic mission. For example, to provide enough units to house PCC's approximately 2,000 homeless students would require a land area equivalent to the entire acreage of the Cascade Campus. Strategic housing partnerships are vital for the college, not only to meet student housing needs, but also to provide other wrap-around services that deliver on the college mission.

To achieve housing with affordable rents, the college intends to offer a long-term land lease to affordable housing providers at little to no cost. In this arrangement,

A 2021 survey of PCC students found that:

64% experienced some kind of basic needs insecurity

56% experienced housing insecurity

19% experienced homelessness

41% experienced food insecurity

Source: March 2021 Real College Survey from the Hope Center for College, Community, and Justice

Summary of estimated housing needs near each campus. Source: ECONW

PCC would continue to own the land and the housing provider would own, operate and maintain the housing building on a determined area of a campus. As the building owner and operator, the housing partner would take full responsibility for building and site maintenance, security, and general management. The lease could be continually renewed or could be transferred to another housing operator in the future.

The affordable units would be open to the community but heavily marketed to PCC students. This is because PCC students, with an average age of 28 to 32 and often with families and jobs, are not always able to enroll in classes on a continual schedule. Therefore, housing will be open to the community who meet required income levels, and students who qualify will not lose housing if they are not enrolled in college. This approach

also supports future students who may need housing stability before enrolling and provides residents with convenient opportunities to pursue needed education or training at PCC.

SITE SUITABILITY

Because affordable housing at PCC will be open to the community rather than dormitory housing, careful consideration of campus conditions and college needs determines site suitability and capacity for housing at each campus. Suitable sites should be well-connected to the rest of the campus with pedestrian paths and also require some separation from main vehicular access routes and campus activity to avoid potential impacts to residents and students from traffic, noise, lighting, and other factors. Ideal siting of housing will provide sufficient separation from educational uses for ease of management and quality of life for occupants.

More broadly, relative site suitability for affordable housing can be measured by access to transit, jobs, and services and amenities like grocery stores or healthcare. Cascade Campus scores well in all these areas, while Southeast Campus has good access to transit and services but is more distant from major employment areas. Cascade and Southeast campuses have the highest potential housing need among housing-insecure students and the highest suitability. However, these campuses also have the least available land. (See Appendix K for a developable land assessment.)

Rock Creek and Sylvania campuses have relatively lower localized housing needs among PCC students. Rock Creek Campus has some transit access but is distant from jobs and services, while Sylvania Campus has good transit access and some nearby employment but few amenities and services.
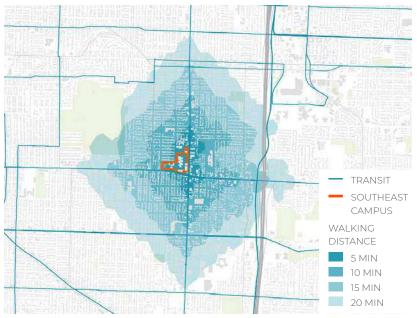
Student needs for affordable housing should also be balanced with current and future land needs for academic and student support services, including parking. Some campus parking lots may offer area for housing development, but this requires careful consideration of the impacts of displaced parking to the campus community. While PCC students have a high rate of alternative travel mode use, sufficient parking is important to support students balancing multiple daily activities and responsibilities. For a summary of PCC's affordable housing needs and site suitability, see Appendix C.

After an initial study of potential opportunity sites for affordable housing partnerships, one preferred site was identified at each campus. The other sites studied currently present feasibility challenges, including competition with academic program needs that are vital to PCC's educational mission and services. For example, sites currently used as parking lots are a limited and necessary resource for students, and also represent the majority of the college's available land for any future academic expansion. Site selection for affordable housing was also informed by developer partner needs. Maps of preferred sites and other sites studied for potential affordable housing partnerships are shown in Figure 3.12.

Site Suitability Criteria

	Transit	Jobs	Amenities & Services
Rock Creek Campus	Relatively Low	Relatively Low	Relatively Low
Southeast Campus	Good	Medium	Good
Sylvania Campus	Medium	Medium	Relatively Low
Cascade Campus	Good	Good	Good

PCC campuses were evaluated using neighborhood-level affordable housing site criteria. These rankings are qualitative and relative to each other; all PCC sites can be suitable for affordable housing.

TRANSIT

SOUTHEAST CAMPUS

WALKING DISTANCE
- 5 MIN
- 10 MIN
- 15 MIN
- 20 MIN

Walking distance to transit access is a key criterion for site suitability; for example, Southeast Campus scores well in walkability to transit, including bus and light rail.

STRATEGIC HOUSING PARTNERSHIPS

Currently, the college has initial agreements for affordable housing at all of its campuses and the Portland Metropolitan Workforce Training Center. Housing partners include Washington County Housing Authority at Rock Creek Campus, Community Partners for Affordable Housing at Sylvania Campus, Human Solutions at Southeast Campus, HMS Development at Cascade Campus, and Home Forward at PMWTC. Through these partnerships, the college is dedicating about eight acres to bring on more than 500 units of affordable housing with a range of unit types from studios to four bedrooms. Depending on the partnership, wraparound services will also be offered to residents within the building.

Affordable housing built using federal or state assistance is often required to remain as affordable housing for up to 60 years. Additionally, the design requirements of a typical affordable housing building are not compatible with readaptation for college uses such as classrooms or offices. Therefore, housing built on PCC's campuses cannot be converted to other uses and will remain as housing for the life of the building.
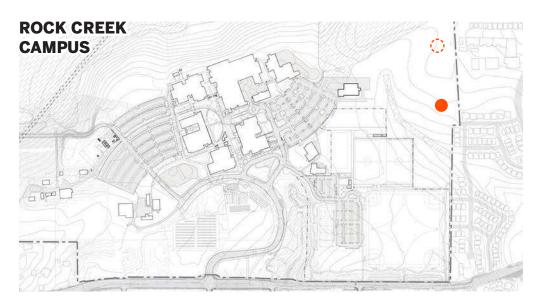
PCC will continue to carefully evaluate potential affordable housing partnership using a combination of site suitability, academic program needs, developable land, and community needs for affordability, prioritizing the most vulnerable students in this effort as in all areas of service delivery. Also, the college continues to connect students with regional housing providers such as Native American Youth and Family Center, Asian Pacific American Network of Oregon, Hacienda, Portland Community Reinvestment Initiative, Central City Concern, and other agencies who together are currently building more than 10,000 new affordable units open to the community, with more to be built as funding allows. Many of these developments will be close to PCC campuses. Through these partnerships, the college strives to ensure that its students have the stable housing they need, whether on PCC campuses or elsewhere in the region.
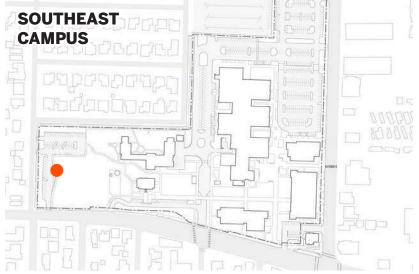
The Portland Metropolitan Workforce Training Center redevelopment will include PCC's first affordable housing partnership. (Rendering by Hacker Architects)
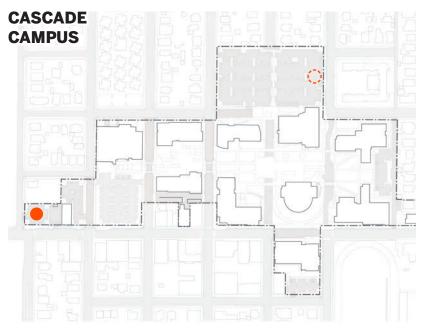
Affordable housing at PCC locations will be made available to the community.

ROCK CREEK CAMPUS

SOUTHEAST CAMPUS

SYLVANIA CAMPUS

CASCADE CAMPUS

Figure 3.12 Potential affordable housing sites. Currently feasible sites are shown as full circles. The other sites studied, shown as dashed circles, present feasibility challenges including development constraints or competition with college needs, including parking and potential academic expansion areas.

● CURRENTLY FEASIBLE HOUSING SITE

◌ OTHER POTENTIAL OPPORTUNITY SITES

4 FUTURE TRENDS

Future trends in demographics, enrollment, education, and transportation will impact the college's planning with potential implications for physical facilities. The Facilities Plan provides an analysis of demographic trends in the PCC district and enrollment projections through the 2030 academic year, including projections by campus, Academic and Career Pathway, race and ethnicity, and age. Using the enrollment projections, an analysis of future space needs provides a measure of additional space that could be needed by 2030. Emerging trends in education and mobility are assessed for their impact on college facilities, and the plan suggests ways to address these trends, including mobility hubs and welcome centers at each campus.

DEMOGRAPHIC & ENROLLMENT STUDY

Using demographic data and historic enrollment data, the Facilities Plan provides a snapshot of district trends and projected enrollment growth that can be expected by 2030.

DISTRICT DEMOGRAPHIC TRENDS

The population of the PCC district is diversifying and growing. The share of the population in the PCC district that self-identifies as part of an underrepresented racial group has increased by five percentage points over the last decade to 29%. Hispanic and Asian populations have the largest projected growth rates between now and 2060. PCC enrollment is also diversifying. The shares of Fall Term enrollees who are Hispanic or multiracial have grown disproportionately over the last decade (from 8.5 to 12.5% for Hispanic enrollees and from 2.7 to 7.2% for multiracial enrollees). Overall enrollment has been declining from levels seen between 2009 and 2012 during and after the Great Recession, but degree and certificate completion counts are holding steady. Full-time equivalent enrollment has fallen from a high of over 24,000 in 2012 to nearly 18,000 in 2019. However, the number of completions has held steady at around 5,000 annually since 2013.

The COVID-19 pandemic has altered the postsecondary educational system and the economy and will have long-lasting effects. Some likely scenarios can result in an increased reliance on technology by employers and in the delivery of education; increased importance of options for retraining incumbent workers and workers displaced by the pandemic and future

shocks to the economy; and a continued shift toward enrollment of older, less-traditional students. For more detail on demographic trends, see Appendix D.

ENROLLMENT PROJECTIONS

Enrollment projections for PCC were produced from Academic Years 2021 through 2030 along four different dimensions: by campus, Pathway, race and ethnicity, and age. The projections rely on PCC's student- and course-level data and incorporate trends apparent in the historical data. While these projections can help guide future space needs planning and other initiatives, future marketing and decisions about program and course offerings could have a significant effect on actual enrollment patterns in the future. For full methodology and limitations of the enrollment study, see Appendix E.

From a baseline of 2019 to 2020 enrollment, combined enrollment at all four PCC campuses is projected to increase by about 23% by 2030. This is about 18% below the pre-pandemic peak circa 2012. 2019 to 2020 enrollment was meaningfully affected by the COVID-19 pandemic: Spring Term 2020 enrollment dropped by 30% compared to the prior year. Fall Term 2019 enrollment was only down by about 2% and Winter Term 2019 down only by about 1%. Compared to the non-pandemic-affected Academic Year 2018-2019, projected 2030 enrollment is only 13% higher, implying average annual growth of 1.1% through 2030.

NON-WHITE POPULATION

0%-5%
5%-10%
10%-20%
20%-30%
30%-40%
40%-50%
>50%
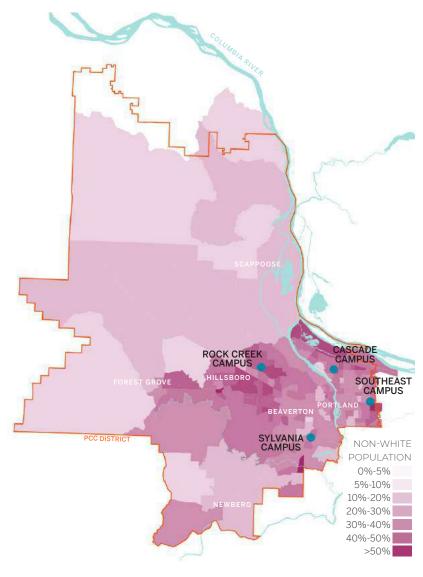
Figure 4.1 Share of PCC district population, by tract, that is American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, some other race, or multiracial. Source: American Community Survey 5-year estimates, 2014-2018

Near-term trends are difficult to predict due to the fast-changing dynamics of the COVID-19 pandemic and economic uncertainty. PCC will continue to monitor enrollment trends, including impacts of a nationwide "demographic cliff" due to declining birth rates. However, it is important to note that higher education enrollment growth and decline over the coming decades will differ by region, and in-migration to the Portland metropolitan region has remained a strong factor in population growth. Recent projections suggest growth in the state's 18 to 24 age group population through 2030, as well as net gains in the 25 to 34 age group population. Both trends would support stable enrollment in the long term, all else being equal, and Portland is likely to experience slightly stronger growth than the state average. The core 18 to 24-year-old population is expected to decline slowly in later years, but offsetting increases in the 25 to 34 age group could still support relatively stable enrollment.

ENROLLMENT BY CAMPUS

Enrollment by campus (Figure 4.2) shows that the distribution of enrollment across campuses has remained stable over the past few years. Longer-term trends suggest continued growth in the share of enrollment at Rock Creek Campus, consistent with anticipated population growth. The projections anticipate the largest offsetting decline in enrollment share for the Cascade Campus. The graph also shows that the college's peak enrollment since 2005 occurred between 2011 and 2013, and 2030 enrollment is not expected to reach similar levels at any location except the Rock Creek Campus.
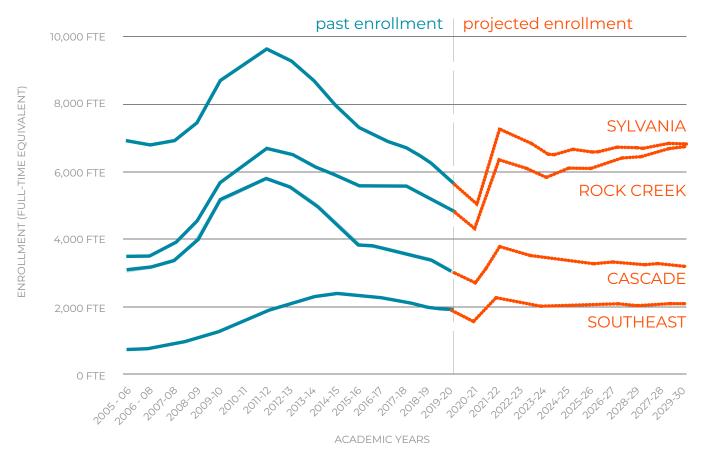
Figure 4.2 Projected enrollment by campus until Academic Year 2029 - 2030. Source: ECONW

ENROLLMENT BY ACADEMIC & CAREER PATHWAY

Enrollment by Academic and Career Pathway* was projected to help inform college programming decisions. Enrollment in Arts and Humanities and Construction and Manufacturing will continue to increase slowly as a share of FTE enrollment. The projections anticipate slight declines in the share of FTE enrollment in the Business and Entrepreneurship and Public Service, Education, and Social Sciences pathways (Figure 4.3). The Healthcare and Emergency Professions and STEM pathways will remain constant as a share of FTE, with a small decline in the late 2020s. Additional program-specific analysis could provide a better understanding of trends for specific Pathways.

ENROLLMENT BY RACE / ETHNICITY AND AGE

FTE enrollment of students of color has increased over time, mirroring demographic changes in the broader population. FTE enrollment share of students of color is expected to match with that of white students by 2030. Hispanic students and self-identified biracial or multiracial students will drive this outcome.

In terms of age, increases in enrollment due to students who deferred college during the pandemic could increase the level and share of enrollment by 18 to 24-year-olds over the next few years. The projections indicate greater enrollment of older (25+) students than of traditional-age (18 to 24) students throughout the projection period. Several demographic and economic trends suggest increasing enrollment of older

students in the coming years. The pre-existing national and state focus on training and re-training adults for career changes and new fields is expected to continue. In the shorter term, the COVID-19 pandemic may have induced increased interest in career changes that require education or training. The enrollment of 18 to 24-year-olds is less responsive to the business cycle than that of older adults, and the share of this younger demographic will continue to shrink over the long term. Finally, planned federal investments in infrastructure could lead to increased demand for workforce training to fill jobs in rebuilding the nation's infrastructure.
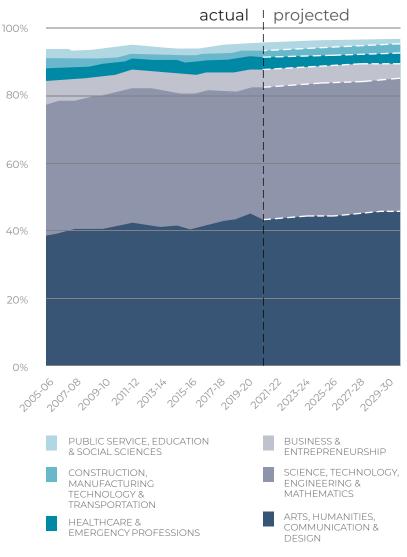
Figure 4.3 Projected enrollment share by Academic and Career Pathway. Source: ECONW

Legend:
- PUBLIC SERVICE, EDUCATION & SOCIAL SCIENCES
- CONSTRUCTION, MANUFACTURING TECHNOLOGY & TRANSPORTATION
- HEALTHCARE & EMERGENCY PROFESSIONS
- BUSINESS & ENTREPRENEURSHIP
- SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS
- ARTS, HUMANITIES, COMMUNICATION & DESIGN

PROJECTED SPACE NEEDS

Built space is a key college asset, and ongoing assessment of space use and space needs will help assure greater efficiency. The following analysis of space needs was used to determine potential growth at each campus.

METHODOLOGY

A combination of qualitative and metrics-based approaches was used to determine space needs. The qualitative approach was based on input from college representatives, consultant observations, and resultant right-sizing using space standards. The metrics-based approach included the use of space standards developed by an international organization called the Association for Learning Environments. These standards were used to determine campus-wide needs for each type of space by applying space drivers, such as enrollment and full-time equivalent faculty or staff, to a specific square foot standard.

The Phase 1 analysis determined that PCC has adequate learning space at all four campuses with good room utilization (except during hours that are commonly low in utilization at many colleges, such as 8 a.m. and Fridays). Therefore, projected needs for learning space are assumed to match existing supply for this study. In addition, Phase 1 noted that traditional instructional space utilization analyses and metrics, which rely on consistent scheduling across a term, did not apply as easily to the centers, where events are more irregularly scheduled. Once the centers develop a consistent approach to collecting and maintaining data on scheduling and use of instructional space, these data can be analyzed to assess efficiency of space use.
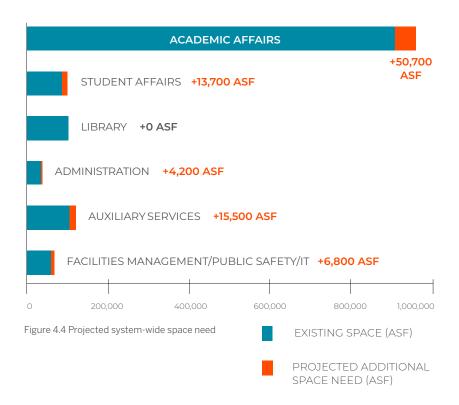
College data on rooms was aggregated into the following campus-wide categories:

- Academic Affairs (e.g., classroom, assembly space, labs)
- Student Affairs (e.g., office/conference room, recreation)
- Library (e.g., stacks, study room, processing room)
- Administration (e.g., office/conference room)
- Auxiliary Services (e.g., food service, day care, lounge, merchandising)
- Facilities Management Services/Public Safety/Information Technology

KEY FINDINGS

System-wide 2030 projected space needs total 1,348,300 assignable square feet. This translates to a total additional need of 91,000 ASF (4.2% of the current total ASF) and 140,000 gross square feet. Total GSF needs are identified for renovation or replacement square footage using a typical 65% level of efficiency to convert ASF to GSF. Academic Affairs has the greatest additional need with its significant proportion of total space throughout the PCC system. Student Affairs has the greatest percentage growth to accommodate the need for collaborative meeting space with groups of students.

At the campus level, Rock Creek Campus has the largest space need in terms of the percent increase in space required (10.6%), followed by Southeast Campus (9.2%), Sylvania Campus (4.9%), and Cascade Campus (3.3%). Rock Creek Campus has the greatest future additional need

Figure 4.4 Projected system-wide space need

ACADEMIC AFFAIRS +50,700 ASF
STUDENT AFFAIRS +13,700 ASF
LIBRARY +0 ASF
ADMINISTRATION +4,200 ASF
AUXILIARY SERVICES +15,500 ASF
FACILITIES MANAGEMENT/PUBLIC SAFETY/IT +6,800 ASF

■ EXISTING SPACE (ASF)

■ PROJECTED ADDITIONAL SPACE NEED (ASF)

for Academic Affairs space, given its projected growth in enrollment, in contrast with Cascade Campus which has current lower enrollments and projected growth. Southeast Campus is projected to require more Facilities Management Services/Public Safety/IT space than other campuses. For a full summary of the space needs analysis, see Appendix F.

It is important to note that the space needs analysis focuses on the quantity of space, not its quality, including configuration and adjacencies. It is equally important to consider quality of existing space. Whether the resultant improvements are for right-sizing or improving quality, the wide variety of spaces at the college, including the range of learning spaces, means a wide variety of costs per square foot for improvements. Career Technical Education lab space, for example, can be much more costly to build or upgrade than general classroom space.

FUTURE EDUCATION & MOBILITY

ONLINE & HYBRID LEARNING

PCC policies on hybrid and online learning are currently in progress. Preferences of students and staff are likely to evolve in the coming months and years depending on many factors. Given the rapidly changing educational landscape during the COVID-19 pandemic, space needs were based on historic assumptions for educational delivery to outline the high end of space needs. If the college strongly adopts hybrid/online learning and work practices, PCC may see a reduction in peak demand for parking, classroom space, and office space. Depending on the single-occupancy vehicle mode split of the campus, moving a 30-student class fully online could reduce peak parking demand by as much as 11 to 17 parking spaces. Hybrid learning could change physical space needed for services such as bookstores and cafeterias while increasing the need for more efficient and flexible auxiliary space that is responsive to student needs.

The successful elements of virtual advising and onboarding during COVID-19 could translate into permanent shifts in the office and meeting space needs for student support. In a hybrid model, classrooms will require new types of technology to support a mix of in-person and at-home students with an in-person or remote instructor. If surplus space is created by adoption of hybrid models, there is an opportunity to address the system-wide need for more study and collaborative meeting space that was identified through engagement with staff and students. Additionally, there is a need for faculty support and training space and a new Innovation Hub linked to the college's existing Teaching Learning Centers.

MOBILITY SHIFTS

Mobility habits were in flux prior to the COVID-19 pandemic, and it remains to be seen how these trends will solidify as PCC staff and students return to campus in some capacity. For example, in many places, transit ridership plummeted during the pandemic. Ridership rebounding depends on what other options are available to the PCC community that meet their needs and whether new transportation behaviors of the past year and half remain strong (e.g., use of e-bikes for errands, increase of private vehicle commutes to frontline jobs). The implementation of emerging mobility services that may be used by the PCC community, such as e-scooters, e-bikes, carshare, and microtransit, has largely paused during the pandemic, but these modes could be important assets to reach PCC's climate and equity goals in the future.

EQUITY CONSIDERATIONS

Future plans and capital projects will foreground equity issues that are inherent in this transition to some type of hybrid learning and work. In PCC's YESS (Yes to Equitable Student Success) work, students of color were disproportionately likely to report a lack of access to technology and space to study or work as barriers to fully engage in online learning. Vulnerable students may have difficulty finding the resources available on campus and online, and they may struggle to feel part of the PCC community. This could place an undue burden on first generation students to navigate PCC alone and reduce retention. As PCC considers adjustments to transportation, learning, and student support facilities (for example, changes

34% of Black PCC students are challenged by **access to a reliable computer or laptop**
*compared with 13% of white PCC Students

36% of Asian PCC students are challenged by **access to reliable internet at home**
*compared with 22% of white PCC Students

26% of PCC students are challenged by **by sharing a computer with a family member**

Equity disparities in challenges for fully engaging in online courses. Source: PCC Board of Directors YESS Update 7/16/2020

to the shuttle schedule or allocation and pricing of parking in pursuit of sustainability goals), it is important to mitigate the impacts to the most vulnerable students. This includes providing clear and evident resources and supporting students who may rely on transit services or a gas-powered vehicle to juggle their commitments outside of PCC.

MOBILITY HUBS & WELCOME CENTERS

To address these learning, mobility, and equity considerations, mobility hubs and welcome centers are recommended as means of flexible support to students and staff at each campus. These amenities build on existing programs and facilities across the campuses along with new elements that support PCC's mission.

A mobility hub is multifunctional infrastructure that addresses PCC's sustainability, equity, and transportation goals. At its core, a mobility hub is an enhanced transit stop that supports and encourages use of transit and other low-carbon modes of transportation. It also addresses equity issues by supporting access to non-car transportation and providing clarity and welcoming space at the front door of campus. A successful mobility hub provides a comfortable waiting experience using features such as covered and heated waiting areas, real-time transit information, and multilingual signage and wayfinding. A mobility hub may serve as a consolidated access point to a variety of mobility services, such as the PCC bike share, transit cards, or emerging services like carshare or e-scooters. Mobility hubs also have the potential to reinforce the unique identities of PCC campuses. Rather than providing solely utilitarian elements, these spaces can celebrate the unique settings, activities, and goals of the PCC community and serve as an informal gathering place enhanced with comfortable seating, food, and displays of student work.

A welcome center is a highly visible and welcoming campus resource space for first-time students and visitors. The intent is to better support vulnerable students who may face disproportionate challenges in a hybrid or on-campus future, and address orientation and wayfinding concerns that emerged during research and community engagement. PCC's existing Answer Centers were intended to achieve similar goals, but they vary in configurations and locations across the PCC system with differing levels of effectiveness. A successful welcome center is sited in a location that is evident to first time students or visitors to a campus. It could include a staffed information or help desk, financial aid, and information about all student and community resources available on the campus, as well as basic support like ID cards. If surplus space arises from some student advising functions moving online, these areas could also include flexible activity space for students or visitors to spend time, charge devices, study, etc.

Mobility hubs and welcome centers are proposed at each campus to implement the Guiding Ideas around equitable student success. Depending on campus conditions and staffing, they may be combined or located in separate areas. Mobility hubs are located based on transit access, and welcome centers are in evident and prominent locations on each campus. To coordinate with the college's continuous improvement of service delivery, ongoing assessments of these spaces will be conducted on a regular basis using tools like student and staff outreach as well as applicable administrative and transportation metrics.

Sylvania Campus transit waiting area
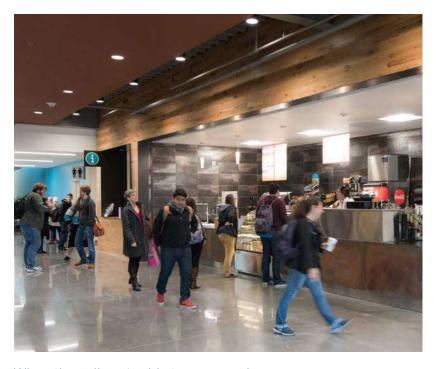
Sylvania Campus Answer Center

ON-CAMPUS RESOURCES IN A HYBRID WORLD

As part of facilities planning outreach during the COVID-19 pandemic, students were asked about what spaces they valued when they were on campus and what kinds of spaces they think will be valuable even if online education trends continue. Students indicated that when on campus, spaces to eat and study, both alone and in groups, were highly valued and contributed to a sense of comfort, belonging, and support. Students also noted that these spaces were in high demand before the COVID-19 pandemic, with the most comfortable spaces often occupied. Given the known racial disparities in access to technology and quiet work or study space, it is important that campus environments continue to provide comfortable and inviting informal study and gathering spaces, and that these areas are made evident, convenient, and available even if educational trends continue to shift toward online and hybrid education. Potential needs for these spaces include collaborative space, quiet learning space, and easy access to computers, WiFi, and device charging.

Similarly, spaces like the identity-based resource centers, food pantries, and computer labs were described as important on-campus resources to make visible and welcoming. During the pandemic, PCC loaned out laptops to students who lacked access to technology to participate in online education; this valuable resource will continue to be important for PCC's most vulnerable students. Beyond the COVID-19 pandemic, continued outreach to diverse students will help determine what elements of physical campuses will best support them to succeed and feel a sense of belonging in their higher education journey.

When the college is able to resume classes on-campus, I would choose to enroll in:

50% A combination of on-campus and online classes

22% Only courses fully delivered on-campus

14% Only courses offered online with no live sessions

14% Only courses offered online with some meeting time

5.1 ROCK CREEK CAMPUS

Rock Creek Campus is the largest PCC campus by land area and is characterized by its agricultural and natural surroundings. Academically, it emphasizes Career Technical Education programs such as Veterinary Technology, Welding, Aviation Science, and Automotive Collision Repair. It also houses one of the largest solar panel arrays in the state. The Facilities Plan prioritizes upgrading the campus's oldest buildings to meet evolving educational needs, improves CTE facilities, and enhances views and access to the surrounding natural context.

Conceptual illustration of future development at the Rock Creek Campus

WETLAND, FOREST & MEADOW

DSTB

BUILDING 6

CTE EXPANSION

NEW BUILDINGS 1 & 2

BUILDING 3

BUILDING 5

BUILDING 7

BUILDING 9

LEARNING GARDEN

N

EXISTING CONDITIONS

CAMPUS HISTORY & CHARACTER

Rock Creek Campus was purchased by PCC in 1969 and opened in 1976 as the college's first location in Washington County. At 252 acres, it is the college's largest campus by land area. The original plans for the campus envisioned it as a "mall" for education where students could walk through the campus and buildings and "shop" for various educational programs. This concept led to the collocation of diverse programs at the campus, and today, students, faculty, and staff continue to value collaborative interconnections between academic and CTE programs.
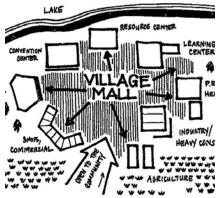
The campus's physical environment is defined by its natural and agricultural setting at the edge of rapidly growing Washington County. The campus core is bordered to the north by the sloping forests and wetlands adjoining Rock Creek, which runs through PCC's property. Approximately 88 acres of the campus are permanently protected wetland and forested land. These areas provide campus identity and benefit the campus community through their utilization in environmental education and the restorative effects of connecting to nature. In addition, unique elements at this campus include the Washington County Museum, a Learning Garden surrounded by other agricultural uses like the Veterinary Technology program's grazing areas, and an airplane hangar used for aircraft maintenance training programs.

SITE & TRANSPORTATION CONTEXT

The Rock Creek Campus is located in unincorporated Washington County. It is zoned INST (Institutional District) which allows for a range of college uses. Future development on the campus will require coordination with Clean Water Services to demonstrate consistency with the previously approved Vegetated Corridor Enhancement Master Plan for the campus. For a full summary of applicable zoning regulations, see Appendix H.

Tualatin Hills Parks and Recreation District leases 32 acres of the campus for its Rock Creek facility. PCC uses THPRD athletic fields for some programs, and the parking area is shared between both institutions. THPRD is planning the future North Bethany Trail to extend along the eastern campus boundary and connect new neighborhoods to the north, east, and south with the nearby Rock Creek Regional Trail, a major east-west pedestrian and bike corridor.

NW 185th Ave. and NW Springville Rd., both Washington County urban arterials, border the campus. All improvements to these streets are governed by the county with PCC participation as a stakeholder. The only vehicular access to the campus is provided from NW Springville Rd. Washington County is conducting ongoing improvements to NW Springville Rd., including improved bicycle and pedestrian facilities, and may expand the right of way to encroach on the southern edge of PCC's land at the THPRD facility. PCC will continue to work with the county to ensure a positive pedestrian environment and clear, accessible

Original campus planning concept sketch
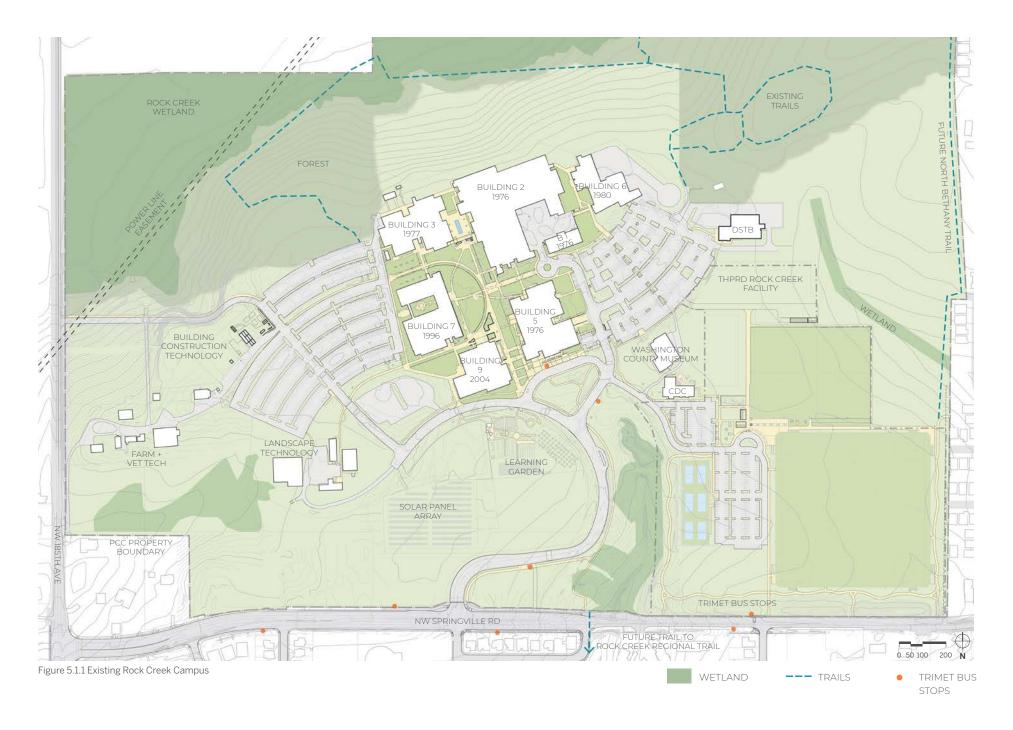
Students in Building 2

Aerial photo of the campus in 1990

connections into the campus in the future design of Springville Road. TriMet provides bus service to a stop at the core of the campus and at bus stops along NW Springville Rd. Some TriMet buses lay over on the PCC entry drive.

Figure 5.1.1 Existing Rock Creek Campus

ROCK CREEK
WETLAND

FOREST

POWER LINE
EASEMENT

BUILDING 3
1977

BUILDING 2
1976

BUILDING 6
1980

B 1
1976

DSTB

EXISTING
TRAILS

FUTURE NORTH BETHANY TRAIL

THPRD ROCK CREEK
FACILITY

WETLAND

BUILDING
CONSTRUCTION
TECHNOLOGY

BUILDING 7
1996

BUILDING 5
1976

BUILDING
9
2004

WASHINGTON
COUNTY MUSEUM

FARM +
VET TECH

LANDSCAPE
TECHNOLOGY

LEARNING
GARDEN

CDC

NW 185TH AVE

PCC PROPERTY
BOUNDARY

SOLAR PANEL
ARRAY

TRIMET BUS STOPS

NW SPRINGVILLE RD

FUTURE TRAIL TO
ROCK CREEK REGIONAL TRAIL

0 50 100   200   N

WETLAND — — — TRAILS • TRIMET BUS
STOPS

EXISTING SITE USE

18% of campus land is dedicated to CTE program uses, including the Farm, Veterinary Technology, and Building Construction Technology programs. The Veterinary Technology Program currently uses the areas indicated in Figure 5.1.4, approximately 35 acres, for livestock grazing. This land area is tied to the number of animals maintained by the program, and quality of the grazing land differs in terms of soils, grasses, and shade. The highest quality grazing lands are located on the southwest side of campus and along NW Springville Rd., where there are mature trees to offer shade to the animals. Any adjustment to grazing land area will require study of potential program impacts.

Another 33% (about 84 acres) of the campus is permanently protected wetland and forest. An additional four acres of land are located at the northern property boundary, separated from the campus core by the Rock Creek wetland. This area is unlikely to be developed by PCC even in the far future. This means that the only readily available land for future development consists of the green field to the east, about 6.5 acres, and existing parking areas.

THPRD currently uses 32 acres of the campus on a long-term lease, which will be renegotiated in 2028. At the time of lease renegotiation, there may be opportunities to adjust the boundary of THPRD's facility to accommodate other campus needs.

BUILDINGS & PROGRAM

Currently, 77% of building square footage at the campus is Academic Affairs, with the remaining 23% dedicated to support spaces like the Library, Student Affairs, Administration, Facilities Management Services/Public Safety/Information Technology, and Auxiliary Services (see Figure 5.1.2). This is a slightly higher ratio of classroom space to other spaces than other PCC campuses. The Association for Learning Environments standards (also called CEFPI standards) indicate that the Library is more than 20% larger than typical standards for Rock Creek's 2019 enrollment. Therefore, it is assumed that any issues identified with the Library can be addressed with reconfiguration.

To help facilitate ongoing discussions about future program provision by location, Rock Creek Campus's current space use was categorized in terms of Academic and Career Pathways (Figure 5.1.3). Rock Creek Campus has the largest share of Construction, Manufacturing, Technology, and Transportation Pathway space of any PCC Campus; the only other campus providing this space is the Sylvania Campus.

The campus also provides important space for community and cultural events. A total of around 10,400 gross square feet of space is available to community groups and individuals, including a 4,000 GSF conference and event center in Building 9 and the 6,400 GSF auditorium in Building 3.

3%
14,076 ASF

3%
11,419 ASF

5%
19,025 ASF

6%
22,594 ASF

6%
23,667 ASF

77%
307,067 ASF

- ACADEMIC AFFAIRS
- AUXILIARY SERVICES
- LIBRARY
- STUDENT AFFAIRS
- FACILITIES MANAGEMENT/ PUBLIC SAFETY/IT
- ADMINISTRATION
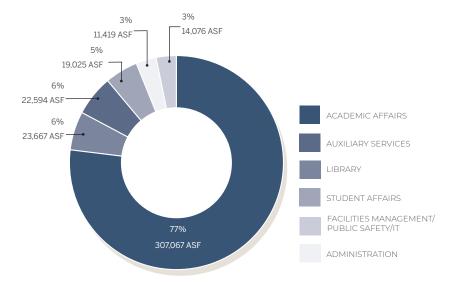
Figure 5.1.2 Rock Creek Campus-Wide Aggregate Space Use

4%
12,319 ASF

3%
10,468 ASF

6%
16,713 ASF

9%
28,566 ASF

9%
27,444 ASF

17%
52,825 ASF

30%
92,008 ASF

22%
66,724 ASF

- GENERAL
- ARTS, HUMANITIES, COMMUNICATION & DESIGN
- HEALTHCARE & EMERGENCY PROFESSIONAL
- SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS
- CONSTRUCTION, MANUFACTURING TECHNOLOGY & TRANSPORTATION
- SUPPORT SERVICE
- BUSINESS & ENTREPRENEURSHIP
- PUBLIC SERVICE, EDUCATION & SOCIAL SCIENCES

Figure 5.1.3 Rock Creek Campus-Wide Space Use by Academic & Career Pathway

Figure 5.1.4 Rock Creek Campus Site Use

Map labels:
- PROTECTED OPEN SPACE (WETLAND)
- PROTECTED OPEN SPACE (FOREST)
- ADDITIONAL UNFENCED GRAZING AREA
- GRAZING
- PROTECTED OPEN SPACE (FOREST)
- DSTB
- WETLAND
- BUILDING CONSTRUCTION TECHNOLOGY
- MUSEUM
- CDC
- FARM / VET TECH / GRAZING
- LANDSCAPE TECHNOLOGY
- WC MGA
- LEARNING GARDEN
- THPRD (FIELDS USED BY PCC PROGRAMS)
- GRAZED WETLAND
- SOLAR PANEL ARRAY
- GRAZING
- GRAZING
- WETLAND + STORMWATER
- NW 185TH AVE
- PCC PROPERTY BOUNDARY
- NW SPRINGVILLE RD

Building numbers: 1, 2, 3, 5, 6, 7, 9

Scale: 0 50 100 200 N

Legend:
- PROGRAMMED USE **8%**
- PROTECTED OPEN SPACE (FOREST) **11%**
- CTE USE **18%**
- PROTECTED OPEN SPACE (WETLAND) **26%**
- BUILDINGS **4%**

EQUITY CONSIDERATIONS

While the following is not an exhaustive list of equity considerations at this campus, it summarizes some key themes that emerged through this planning effort.

Student data from 2018 and 2019 showed that about 29% of PCC students were enrolled at Rock Creek Campus. These students lived primarily in Washington County, and in concentrated numbers along the 185th Ave. corridor. Some students also resided further west in Hillsboro, Cornelius, and Forest Grove. The map of all PCC students who self-identified as self-identified as Black, American Indian or Alaska Native, Hispanic, Asian, Native Hawaiian or Pacific Islander, and two or more races indicates concentrations of these students in this area of Washington County, overlapping directly with locations of Rock Creek Campus enrollees.
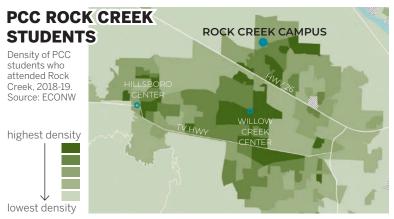
An assessment of PCC students who were offered a Pell grant (which can serve as a measure of economic vulnerability) shows concentrations of these students along the 185th Ave. and Tualatin Valley Highway corridors. As housing affordability continues to constrict in central Portland, Hillsboro, and Beaverton, this area of the county will likely continue to support lower-income residents seeking a lower cost of living. The Rock Creek Campus will continue to serve a diverse community of students, many of whom may be economically vulnerable, as this area of the county continues to grow.
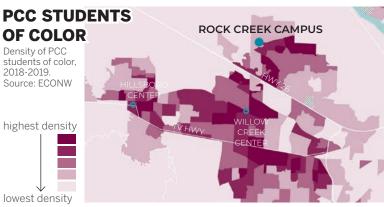
During Phase 1 of the Facilities Plan, a cohort of students of color examined PCC campus spaces with a Critical Race Spatial Lens. In addition to overall findings about space and equity (see Chapter 3, District Considerations), the cohort noted that students need to know "how to participate"
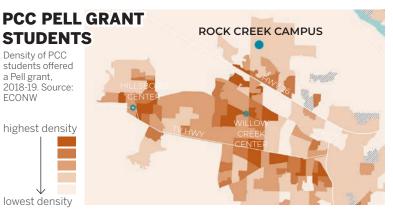
in spaces like the Learning Garden and who is welcome there. The plan recommends continued efforts to include a CRSL to invite the lived experiences of students of color and encourage authentic participation in design processes.

Accessibility is a key equity consideration. At Rock Creek Campus, the PCC Disability Services office recently partnered with the Learning Garden to provide accessible garden beds and seating and is exploring opportunities to bring garden beds into more centrally located areas of the campus. While PCC will continue to make accessibility improvements across the district, including a full ADA transition plan, the Learning Garden accessibility project provides a model approach to collaborative design of a more inclusive campus environment.

Input from students, employees, and neighbors revealed themes about how the campus could specifically provide a more equitable environment in the future. A few key strategies to create a more equitable campus are described on the following page.

PCC ROCK CREEK STUDENTS

Density of PCC students who attended Rock Creek, 2018-19. Source: ECONW

highest density

lowest density

PCC STUDENTS OF COLOR

Density of PCC students of color, 2018-2019. Source: ECONW

highest density

lowest density

PCC PELL GRANT STUDENTS

Density of PCC students offered a Pell grant, 2018-19. Source: ECONW

highest density

lowest density

SUPPORTING ALTERNATIVE TRANSPORTATION MODES

Survey and workshop participants reiterated the importance of comfortable and accessible seating and waiting facilities for transit users and users with disabilities. Transit users and pedestrians are often the most vulnerable in terms of traffic safety, and many stakeholders identified the area around the crossing toward the Learning Garden as unsafe for pedestrians.

HEALTHY & EQUITABLE FACILITIES

Many participants mentioned the air quality impacts of trucks near classes and student resource centers in Building 2. Additionally, Building 2 lacks access to daylight and fresh air due to its design. Participants also noted that older buildings on the campus, including Buildings 2 and 3, generally lack comfortable and supportive spaces for students within a busy schedule.

ACCESS TO NATURE FOR ALL

Connections to nature are treasured at this campus. Stakeholders noted that existing access points to the forest and trails are hidden and could be more evident and welcoming, communicating that access to nature is available to all.

VISION & VALUES

Through outreach to campus community members and neighbors, participants were asked: what spaces do you like on the campus, and what is important to preserve? At Rock Creek Campus, the wetlands, forested areas, native plants, trees, and natural environment as a whole were most often marked as precious. Access to these features, as well as green spaces like the THPRD facilities and the Learning Garden, will be important to preserve and improve into the future. Campus art installations are valued inside and outside of buildings. Participants also valued the visibility and interconnection between academic and CTE programs on the campus, and the opportunities for students in different programs to interact. It will be critical to engage stakeholders from all Academic and Career Pathways, with a focus on the experiences of historically marginalized students, to ensure that decisions about future spaces are representing students' needs and interests from the programs at this campus.

At the online Campus Workshops and listening sessions, campus and community stakeholders described their vision for the Rock Creek Campus. Based on this input, the following is a summary of some key themes and elements of the long-term vision for the campus.

In 20 years, the Rock Creek Campus is:

- Surrounded by and connected to nature, with views and access to the forest, wetlands, and gardens;

- Celebrating and maintaining its agricultural connections;

- Welcoming, safe, and accessible for transit users, bicyclists, and pedestrians;

- Filled with comfortable spaces inside and outside to study or spend time, surrounded by art;

- Connected with the surrounding community

The Facilities Plan provides recommendations about open space, circulation, and future development that draws directly from a broad range of campus and community input. A full summary of the input received about the Rock Creek Campus is included in Appendix A.

"Protection of green space and nature views"

"Open"

"Natural, inviting, organic"

"Modern and student-friendly"

"Connected to community"

"Inclusive to all"

CAMPUS GROWTH

ENROLLMENT PROJECTIONS

By 2030, Rock Creek Campus is projected to reach about 6,729 Full-time equivalent by credit-hour.* This is an increase of about 1,873 FTE from the 2019-2020 baseline, and it is the greatest projected increase in enrollment amongst all PCC campuses by 2030. It is also the only campus where 2030 enrollment is projected to reach a similar level as seen in the previous peak in 2012. Given the impacts of the COVID-19 pandemic and nationwide concerns about declining birth rates, the college will continue to closely monitor enrollment and budget trends. The 2030 enrollment projections serve as a guide for potential college growth over time.

In 2019, Rock Creek Campus enrollees made up 29% of overall PCC enrollees. Long-term trends suggest continued growth in the overall share of enrollment at this campus, consistent with the anticipated population growth in this area of the region. In terms of Academic and Career Pathways, enrollment in the Construction, Manufacturing, Transportation, and Technology Pathway is expected to continue to increase slowly as a share of FTE enrollment. Rock Creek Campus provides a large amount of the space for these programs.

10-YEAR SPACE NEEDS

Based on the enrollment projections and interviews with Academic Affairs staff, Rock Creek Campus may need up to 65,600 additional GSF of academic and support space over the next 10 years. Because of projected enrollment growth, this campus shows the greatest space need in proportion to its current size (about a 10.6% increase from its existing space). The additional space needed is equivalent to a building slightly larger than the existing Building 5.

Rock Creek Campus has the greatest future additional need for Academic Affairs and classroom space, given its projected future growth in enrollment. Student Affairs is projected to require 19% more space, some of which includes space to meet with students in a range of group sizes. By comparison, the other divisions' additional needs are relatively small, including IT and Public Safety needs and Facilities Management Services need for a continued presence on the west side of campus with updates to existing facilities.

CTE space is unique among academic campus facilities. These spaces have specialized requirements, such as higher ceilings and exterior access for loading materials and heavy equipment, which may make these facilities more expensive to construct, maintain, or repurpose.

Additional detail about space needs projections, including sub-categories for each major space type and assumptions made in the analysis, can be found in Appendix F.
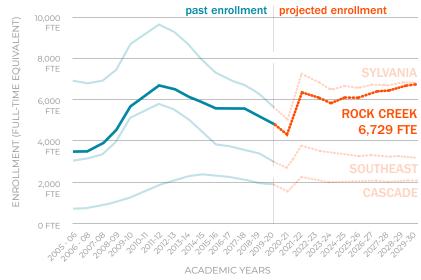
Figure 5.1.5 Rock Creek Campus enrollment projections through 2030.

Category	Existing Area (ASF)	Additional Future Need (ASF)	Additional Future Need (GSF)
Auxiliary Services	22,844	2,900	4,400
Academic Affairs	309,696	34,100	52,500
Facilities Maintenance	17,591	900	1,400
Administration	3,400	0	0
Student Affairs	24,621	4,800	7,400
Library	23,800	0	0
Totals	**401,952 asf**	**42,600 asf**	**65,600 gsf**

Table 5.1.1 Rock Creek Campus 10-year space needs.

* This study projected FTE enrollment shares by campus using an exponential smoothing method and applied projected shares to totals derived from the initial projections. For more information on projections methodology, see Appendix E.

CAMPUS DEVELOPMENT CONCEPT

Based on the Guiding Ideas for planning and design, and drawing from college and community input, future development and improvements at the Rock Creek Campus will prioritize several objectives described below.

- Prioritize improvements to outdated facilities
- Continue to interconnect CTE and academic program spaces where appropriate
- Maintain the character of campus as a natural and agricultural oasis, especially at the green campus gateway and the northern forested edge
- Connect the Learning Garden to the heart of campus
- Improve transit waiting areas and visibility of resources and information
- Improve access and views to nature and trails
- Provide comfortable, useable outdoor gathering areas
- Provide a network of accessible paths through and around the campus

Rock Creek Campus Development Concept

SENSE OF BELONGING & EQUITABLE STUDENT SUCCESS

Future development will prioritize improvement of outdoor spaces and buildings that are outdated and least accommodating of student needs. It will create indoor and outdoor spaces that are comfortable, usable, and encourage collaboration and connection. Updates to buildings improve accessibility, wayfinding, and occupant well-being and increase the visibility of student resources.

EVOLVING DELIVERY OF EDUCATION

The provision of new, state-of-the-art facilities for current and evolving CTE programs in construction and transportation trades will provide students with pathways to economic opportunity that also have an impact on sustainability.

RESILIENCE & STEWARDSHIP
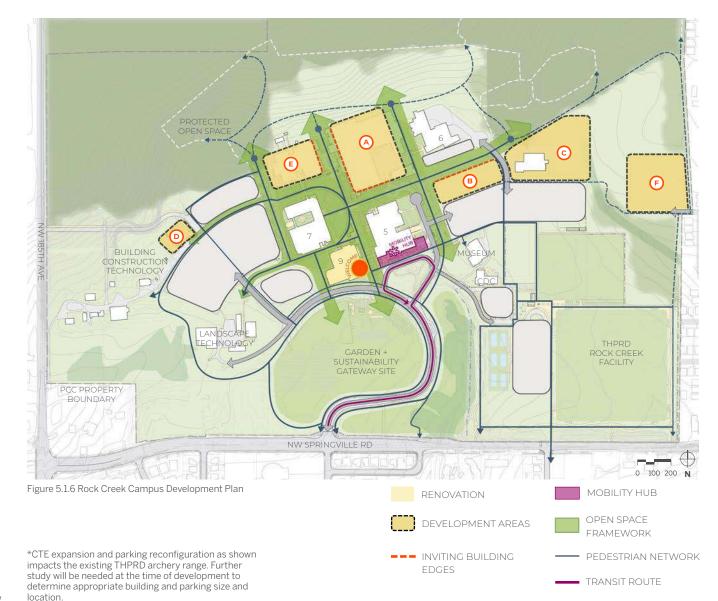
Future development will focus on protecting, preserving, and enhancing the natural and pastoral environment of the campus. In addition, it will improve ecological function through restored wetlands, stormwater treatment, and tree planting. Development projects can actively support the environmental health of the campus by reducing runoff, emissions, and other impacts, both from construction and from ongoing use of new facilities, and continue to embrace sustainable energy features like solar panels and future fleet electrical charging infrastructure.

DEVELOPMENT PLAN

The Rock Creek Campus development plan prioritizes replacing buildings with functional issues and honoring the campus identity of prominent, high quality CTE and agricultural facilities. Recommendations include the following:
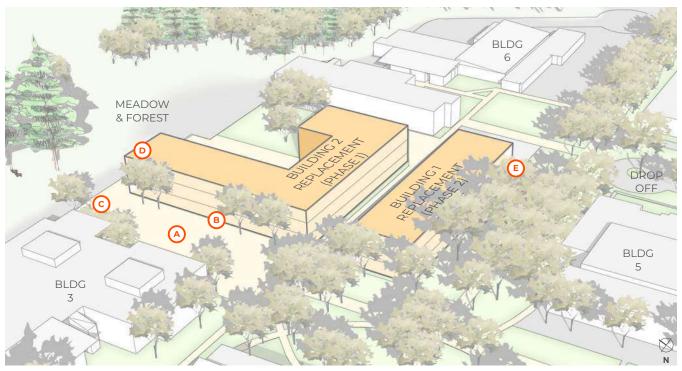
(A) Replace Building 2 to phase in 10-year growth; academic and compatible CTE space (without noise or emissions that impact adjacent programs) can be combined in the redevelopment of Building 2.

(B) Locate CTE shops that need more functional vehicular and yard access to the east side of campus in a new expansion that is directly connected to other areas of the campus.*

(C) Public Safety and Facilities Maintenance functions that require storage and vehicular areas may be better accommodated on the east side of campus, with compatible functions accommodated in the redeveloped Building 2.

(D) Relocate Building Construction Technology facility from Building 2 to include high-bay shop space for existing cabinetry workshop in a new facility on the west side of campus.

(E) Replace Building 3, an older building with functional issues, in the future beyond the upcoming bond.

(F) Consider affordable housing at the east of campus, with land owned by the college and a housing provider to own, operate, and maintain the housing building.

Figure 5.1.6 Rock Creek Campus Development Plan

*CTE expansion and parking reconfiguration as shown impacts the existing THPRD archery range. Further study will be needed at the time of development to determine appropriate building and parking size and location.

RENOVATION

MOBILITY HUB

DEVELOPMENT AREAS

OPEN SPACE FRAMEWORK

INVITING BUILDING EDGES

PEDESTRIAN NETWORK

TRANSIT ROUTE

BUILDINGS 1 & 2

The site encompassing Buildings 1 and 2 is central to the campus and also contains the campus's oldest buildings and yard spaces. Replacement of Building 2 is a priority project because of building age, condition, limited flexibility and program support, and overall inefficiencies. This project will improve existing programs' service delivery and will provide more equitable and efficient facilities.

Building 2 is currently a two-story building that houses a mix of academic and CTE programs, with high-bay shops on the ground floor opening to a central vehicular yard. Programs include auto body maintenance, welding, diesel, and building construction. Shop and yard spaces often create loud sounds, vibration, and emissions that impact the other building functions, including classroom and student resource spaces. Additionally, the building's 180-foot width reduces access to daylight and fresh air. Replacing this building with more efficient, three-story buildings will create a healthier learning and working environment that takes advantage of the natural views to the north. The elements of CTE programs that are compatible with other uses in the building can remain at the site. Spaces that produce higher levels of noise, vibration, and odors and require yard access can be relocated nearby in a new building on the east side of the campus. A full programming study with campus input will be conducted prior to the redevelopment of Building 2 to ensure the right mix of programs and spaces in the new building.

Conceptual illustration demonstrating elements of future replacement of Buildings 1 and 2

This project will be phased due to building size and space needs. Future phases of development may include replacing Building 1 with a new academic building and accommodating portions of existing Facilities Management Services and Public Safety space on the east side of campus for ease of vehicular access and yard space. This new arrangement would create a welcoming entry to the campus from the drop-off, which would be relocated close to new building entries.

Guidance for redevelopment of Building 2 includes the following:

A Create at least a 60-foot-wide open space between Buildings 2 and 3

B Provide active and transparent edges along central open spaces, including indoor-outdoor spaces with weather protection and seating on the west and north sides of the new building

C Develop a new outdoor gathering and learning area at the north between Buildings 2 and 3 with signage, lighting, and a new trail connection to the forest

D Take advantage of views and access to nature from the north edge of campus

E Locate a main building entrance close to the drop-off area

BUILDING CONSTRUCTION TECHNOLOGY

In 2018, the college commissioned a study of a new 10,000 GSF shop building in the existing Building Construction Technology parcel at the west of campus. This facility would accommodate the existing cabinetry shop currently located in Building 2 and would also allow for future building expansion to accommodate other BCT program needs over time. The existing BCT yard already provides the needed vehicular access, and locating a new shop facility in the existing yard area would greatly simplify teaching and access while addressing proximity issues. Site design for a new shop facility would require attention to construction vehicle access for concrete, material deliveries, and other program-specific needs. This development project provides an opportunity to highlight the BCT program identity—for example, through "learning on display" that exhibits the tools and materials of the trade.

Conceptual illustration from 2018 study showing a new shop within the existing yard with convenient vehicular access

Massing diagram indicating building size needed for a new Building Construction Technology shop
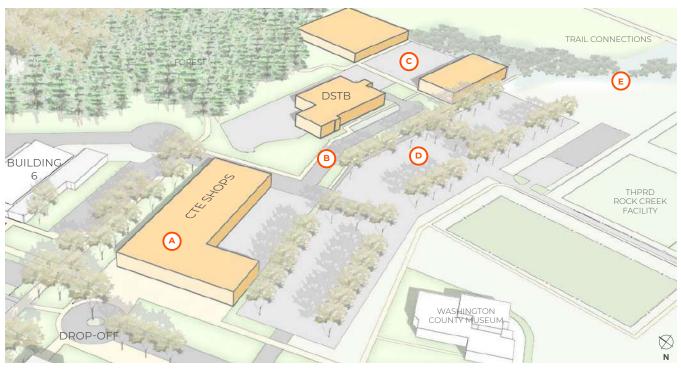
Example of high-bay shop building envisioned for construction trades training

CTE FACILITY EXPANSION

CTE shops from Building 2 that need specialized, high-bay facilities and more functional vehicular and yard access can be relocated to the east side of campus in a new expansion of the campus core that is strongly connected to other areas of the campus. Some Public Safety and Facilities Management storage and vehicular areas could also be accommodated to the east side of campus with a new building designed especially for these uses. Considerations for CTE expansion at Rock Creek Campus include:

(A) High-bay shop building includes current Diesel Program and Auto Body Repair shops

(B) Dealer Service Technology Building access can be reconfigured while preserving existing yard locations convenient to the building

(C) Additional capacity is available for further expansion or shop, storage, and support space for CTE programs

(D) Reconfigure parking lot A with renegotiation of THPRD lease

(E) An intermittent stream runs southeast of the site with an assumed 25-foot wide vegetated corridor; at the time of development, if the drainage area is determined to be less than 50 acres, the intermittent stream can be rerouted and restored to accommodate development and yards more efficiently

This project can exemplify sustainable and low-impact development, including capture and treatment of runoff and mitigating air

Conceptual illustration demonstrating elements of CTE facility expansion toward the east of the campus

pollution impacts. The wetland can become a new natural feature that contributes to the character and identity of the campus, and the forested edge can expand south around new buildings.

The long-term future of automotive programs at PCC will engage with the transition toward clean transportation technology, and the new facility will embrace this transition. There is also an opportunity for future fleet charging in the new parking area south of the CTE facilities in partnership with TriMet.

New CTE shop buildings should reflect the future of training programs focused on sustainability.

AFFORDABLE HOUSING

Three acres on the east side of campus are identified as a suitable location for affordable community housing in partnership with the Washington County Housing Authority, who may lease the land from the college to own, operate, and maintain the facility. This site is located adjacent to existing residential neighborhoods on flat land that is considered poor for grazing. It also has good access to transit. Figure 5.1.7 shows the potential capacity of this site for 120 units, with some three-bedroom units to support larger families. Per Washington County zoning, 25% of the site must be dedicated to useable open space and landscaping (0.75 acres), and a 20-foot setback is required from the property boundary to the east.

Key recommendations for affordable housing at this site include the following:

(A) Extend an access road from the stub of NW Milcliff St. to access the housing parking area tucked behind the building to the west

(B) Ensure a generous, landscaped setback from the eastern property boundary to include a future shared use path with the extension of the North Bethany Trail

(C) Provide an open space for residents adjacent to the building that connects conveniently to existing and future pedestrian pathways to campus buildings and surrounding areas

(D) Mitigate any air quality or noise impacts from adjacent college programs that may affect housing residents
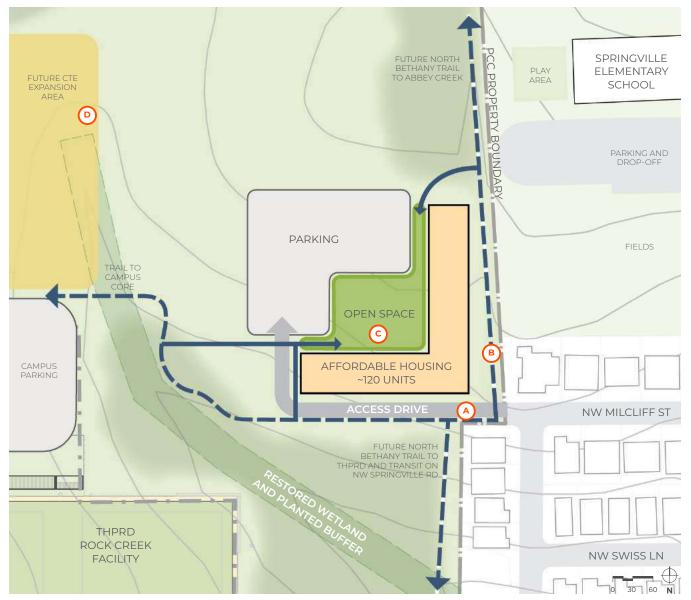
Figure 5.1.7 Capacity study for potential affordable housing with conceptual building footprint, open space, and vehicular access configuration preferred by PCC.

Note: While current zoning does not allow residential use on the campus, regulated affordable housing could be built without a zone change or conditional use permit under provisions of Senate Bill 8, passed in 2021. For more details, see Appendix H.

FUTURE OPPORTUNITIES

Beyond the timeline of this plan, future opportunities focus on continued improvement of older facilities. Replacing Building 3, the second-oldest building on campus, would increase overall space and efficiency. Depending on future programming decisions, additional CTE facilities could be provided at this campus; there are approximately 6.5 acres of land available to the east of the proposed CTE facilities to continue campus expansion. Other undeveloped areas of the campus are currently required by the Farm and Veterinary Technology program based on existing herd sizes. Apart from the eastern field area, land available for future development is limited to existing parking lots. The plan recommends that any far future expansion proceeds from the western edge of the existing campus, adjacent to Building 7 and Building 3, as a natural extension of the campus pedestrian framework.

Continued evaluation of transportation patterns will inform the tradeoffs between parking demand and development needs. Driving mode shares must be reduced in the future to achieve regional climate goals, which indicates that parking demand should diminish beyond the 20-year timeline. However, structured parking could be considered if needed, depending on cost feasibility.

Figure 5.1.8 Development areas beyond the timeline of this plan

DEVELOPMENT AREAS

RENOVATION

FUTURE CAPACITY

OPEN SPACE FRAMEWORK

PEDESTRIAN CONNECTIONS

TRANSIT ROUTE

OPEN SPACE PLAN

Key recommended actions for future improvements to the open space system at Rock Creek Campus are noted in Figure 5.1.9. Major elements include:

A Enhance the campus entry as a showcase of campus character, including agriculture, sustainability, and ecology

B Improve access and visual connections to nature

C Restore the edge of the forest and blend with the meadow and grazing use

D Provide welcoming and useable outdoor gathering spaces

E Strengthen the connection between the Learning Garden and the heart of campus

F Improve the connection to the Washington County Five Oaks Museum and Childcare Center with future open space corridors

G Extend the campus open space corridor to the east, connecting with the forest and trails

H Enhance and restore the eastern wetland to create a natural buffer at the edge of campus with a future trail

Figure 5.1.9 Rock Creek Campus Open Space Plan

OPEN SPACE FRAMEWORK

FOREST / WETLAND

ENHANCE THE GREEN CAMPUS GATEWAY

The design of the campus entry is intended to showcase the pastoral character of Rock Creek Campus. In the same spirit, the plan recommends enhancement of this area as an ecological and agricultural gateway. Solar panels, the Learning Garden, Washington County Master Gardener program, livestock grazing, and farm uses are all examples of positive attributes of this area that can continue to highlight PCC's values around sustainability and agriculture.

The campus entry area could be improved with the addition of a complete pedestrian network that begins from Springville Road, connects to the Learning Garden, continues to the Landscape Technology area, and reconnects into a loop at the entry drive. A loop of walking paths would allow the campus community to connect with this area that embodies the character of the campus's rural setting.

IMPROVE OUTDOOR SPACES

In the core of the campus between existing buildings, the plan recommends improvements to the usability and comfort of open spaces such as the lawn fronting Building 7 and the fountain plaza between Buildings 2 and 3. These areas lack adequate weather protection and drainage during rainy weather. Generally, new and existing outdoor spaces between buildings will focus on an indoor-outdoor connected environment that provides weather-protected opportunities to gather, study, and spend time within a busy schedule.

Rock Creek Campus has the opportunity to provide outdoor gathering spaces that can double as outdoor learning and classroom areas. Spaces between buildings at the north edge of campus are ideal locations for outdoor learning and gathering spaces that provide direct visual and trail connections to the forest and Rock Creek wetland. Agricultural spaces are also integral elements of the campus open space framework; views and physical access to these spaces are prioritized in future improvements.

Campus outdoor spaces will provide opportunities for outdoor learning, direct access to nature, and comfortable studying and gathering areas for all seasons.

PROVIDE VIEWS AND ACCESS TO NATURE

A primary recommendation for open spaces at the Rock Creek Campus is to enhance and increase the sense of connection to nature from between and within buildings. Currently, forest trails can be accessed from two locations on the campus. In the future, additional access points to nature can be provided from between buildings at the north and east of campus. These access points could include lighting, multilingual signage, gathering space, and access to the trails system.

An example of how the plan improves visual and physical access and connections to nature is between Building 2 and Building 3. With the replacement or renovation of Building 2, a more generous and comfortable outdoor space can be created around the existing fountain. By creating more space between buildings, the new plaza area will reveal views down the sloping meadow to the Rock Creek wetland and to the fields and forests beyond. A future trail access could connect directly from this prominent location to the existing trail network, making it evident that access to nature is available to all who visit the campus.

Future development takes advantage of views and access to nature.

View from between Building 2 and Building 3

CIRCULATION PLAN

Circulation improvements at the Rock Creek Campus build from existing assets and knit together the natural areas and academic and recreation facilities across the campus. Recommendations for improved circulation at this campus include the following:

A Provide new, improved access points to nature and trails that celebrate Rock Creek's unique natural environment

B Expand trail access and connect to existing and planned THPRD trails

C Reconfigure the transit loop to create a more pedestrian-focused area at the campus "front door" and a safer and more direct pedestrian crossing between the Learning Garden and the heart of campus

D Reconfigure parking lot A with renegotiation of the THPRD lease, providing more developable area near the core of campus and access to new CTE areas

E Create a new mobility hub at Building 5 to consolidate transportation resources in a high visibility location
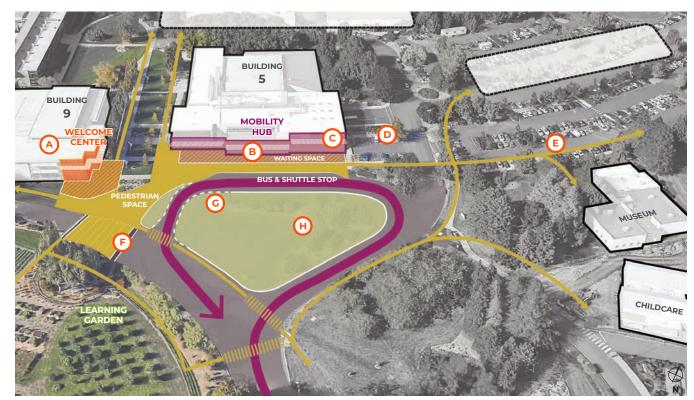
Figure 5.1.10 Rock Creek Campus Circulation Plan

—— PEDESTRIAN CONNECTIONS

- - - EXPANDED TRAILS

● IMPROVED ACCESS POINT TO NATURE

—— TRANSIT ROUTE

⇨ VEHICULAR ACCESS

PARKING AREAS

MOBILITY HUB CONCEPT

Creating a mobility hub at the front door of campus will support PCC's district-wide goals of sustainability and equity. The mobility hub includes amenities to support transit users, pedestrians, and cyclists as well as a highly visible information desk that directs students and visitors to available campus resources. Recommendations for the Rock Creek Campus mobility hub include:

A Provide a welcome center with consolidated campus resources in Building 9 in a more visible and welcoming way for new students

B Locate covered bike parking near this entry to the campus to reinforce PCC's commitment to sustainable transportation modes

C Create a more comfortable and inviting waiting environment with indoor and outdoor covered seating areas with multilingual signage

D Retain accessible parking and drop-off in a prominent location close to an entry to Building 5

E Create a stronger and more direct pedestrian connection to the museum and childcare facilities

F Provide a raised, high-visibility crossing that strongly connects the Learning Garden with the academic core of campus

G Study reconfiguration of the existing bus drop-off to accommodate the existing PCC shuttle and TriMet buses, creating a more pedestrian-focused space

Mobility hub improvements will add bike parking, make a more comfortable waiting environment, and enhance the connection to the Learning Garden

EXISTING BUILDING RECOMMENDATIONS

Phase 1 found that PCC's building stock is in relatively good condition by the FCNI measure (see p. 16). However, further study identified programmatic and functional issues that the FCNI does not address. Therefore, Phase 2 included building assessments of eight selected buildings across the district that examined program fit, wayfinding, flexibility of use, comfort, image and character, location, and efficient use of land area. At Rock Creek Campus, Building 9 was identified for assessment based on existing wayfinding issues.

BUILDING 9 FUNCTIONAL ASSESSMENT

Building 9 was designed as Rock Creek's Library/Student Services building and includes a large meeting space. The building is underutilized, and the college would like to increase visibility to the Library and make better use of the first floor. The Library's location on the second floor is not immediately apparent upon entering the building. Also, Student Services functions on the first floor have low activity after the start of each quarter.

The FCNI score, indicating the physical condition of the building, is 0.12 where 0.10 is "Excellent" Condition and 0.20 is "Good" Condition. See Phase 1 of the Facilities Plan.

After touring the building, speaking with staff, and reviewing the floor plans, elevations and sections, the following observations were made.

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

- Some Student Services spaces lack access to daylight.

- There is an absence of gender inclusive restrooms.

- The building interacts well with the central courtyard space and other buildings on campus.

- The building is efficiently configured and makes good use of its footprint.

- The large conference space is a benefit to campus.

- Wayfinding to the Library on the second floor is difficult.

- Areas (or an area) on the first floor could be converted to a medium to small sized classroom space if needed.

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

- The existing floor-to-ceiling heights are best suited for small and medium classrooms, except in the large meeting space.

Student Services area on the main floor of Building 9

Building 9 Functional Assessment	
Criteria	Score
Program Fit	
Wayfinding	
Flexibility	
Comfort	
Image / Character	
Location	
Efficient Use of Land Area	
AVERAGE	2.1

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

The following are two potential strategies to increase overall building activity as well as the presence of the Library and potentially minimize the space devoted solely to Student Services. Strategy 1 would be most transformational and potentially most effective to increase use of the Library and overall activity in the building.

STRATEGY 1

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 Services space.

Strategy 1 creates an informal student gathering/study area with access and signage for the Library.

STRATEGY 2
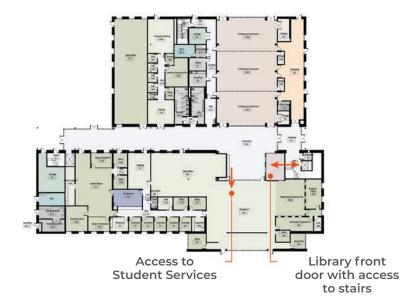
Add direct access and identity signage to Library from first floor main corridor.

Pros

- Enhance the 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 provides direct access and identity signage to the Library from the first floor.

SUSTAINABILITY STRATEGIES

With the Rock Creek Campus's existing natural open spaces, solar panel array, and areas for CTE and agricultural programs, the campus has distinct sustainability opportunities compared to the urban Cascade or Southeast campuses or the more forested and hilly Sylvania Campus. With an existing identity centered around hands-on learning, the Rock Creek Campus can provide sustainability and climate justice related training to a diverse community of students.

As Washington County's population continues to grow, it is critical that the Rock Creek Campus preserves the wetland and forest areas that are both important to the campus and the larger watershed ecosystem. The Rock Creek Campus will continue to support alternative transportation options that make the campus convenient regardless of whether students or staff have access to a car.

Future facilities at Rock Creek Campus can support the Climate Action Plan goals and strategies in the following ways.

STRATEGIES FOR BUILDINGS

- Explore viability of rooftop solar arrays and green roofs on existing and future buildings

- Prioritize building electrification to decarbonize thermal load

- Consider embodied carbon (all CO2 emitted in producing materials) for new and renovated building materials

- Build on parking lots if future mobility reduces demand

- Explore retrofits of building HVAC and water systems to employ an "EcoDistrict" approach to the campus, where energy and water conservation strategies are holistically integrated into the site and buildings across a campus

STRATEGIES FOR OPEN SPACE

- Restore and preserve riparian, meadow, and forested areas for carbon sequestration, mitigation of urban heat island, and habitat preservation

- Highlight training for sustainable careers as a "living laboratory" featuring renewable energy, building technologies, agriculture, and automotive repair

- Transition to climate adaptive and pollinator friendly planting in existing and new open spaces, and plant additional trees to strengthen the urban forest canopy and improve air quality

STRATEGIES FOR TRANSPORTATION

- Improve user experience of low-carbon modes by improving infrastructure for shuttle, transit, and bike users

- Assess future PCC fleet and shuttle charging locations in collaboration with TriMet

- Assess locations for private vehicle charging

Future buildings should take full advantage of connections to nature and trails

Example of existing TriMet fleet charging infrastructure at Sunset Transit Center

The following examples show where sustainability and climate justice strategies can be employed within future development at the campus (Figure 5.1.11).

(A) TREE PLANTING OPPORTUNITIES

- Carbon sequestration
- Mitigation of urban heat island

(B) HABITAT PRESERVATION & RESTORATION

- Biodiversity
- Connections to nature

(C) EFFICIENT NEW BUILDINGS

- Increased energy efficiency and air quality
- Rooftop solar array opportunities

(D) LIVING LABORATORY

- Highly visible training for sustainable agriculture, building technologies, renewable energy, and electric vehicles

(E) MOBILITY HUB

- Encouraging and supporting increased transit use

(F) SUSTAINABLE LANDSCAPE & PARKING AREAS

- Climate-adaptive planting
- Stormwater treatment
- Mitigating urban heat island
- Future fleet charging
- Safe pedestrian access

Figure 5.1.11 Rock Creek Campus sustainability opportunities

(G) ON-SITE AFFORDABLE HOUSING

- Reduced commuting
- Supporting campus resiliency by addressing housing insecurity and gentrification

N

RENOVATION

DEVELOPMENT AREAS

INVITING BUILDING EDGES

OPEN SPACE FRAMEWORK

5.2 SOUTHEAST CAMPUS

The Southeast Campus is the newest campus within the PCC district. It has a concentration of campus functions in a single, large structure, Mt. Tabor Hall, which was formerly two big-box stores surrounded by parking lots, a common development pattern along SE 82nd Ave. The campus has a close connection to the multiclutural Jade District, and frequently hosts community events. Future development at Southeast Campus can enhance the campus role as a cultural resource and green oasis to the surrounding community.

Conceptual illustration of future development at the Southeast Campus

EXISTING CONDITIONS

CAMPUS CHARACTER & HISTORY

PCC's southeast Portland location began in 1978 as a center that offered apprenticeships and other training. In 2001, the college purchased land and commercial big-box stores at the corner of SE 82nd Ave. and SE Division St. By 2004, the buildings were connected and renovated for academic use and an additional classroom building was added; in 2008, the college purchased an additional five acres, added two new buildings, and by 2014, PCC's most recent campus was established. The Southeast Campus is characterized by its integration within the Jade District, a diverse neighborhood of southeast Portland. There is a contrast between Southeast Campus's calm environment and the busy streets that border it. The campus provides education, training, and vital connections to cultural enrichment and economic opportunity for local communities.

SITE & TRANSPORTATION CONTEXT

The campus's first and largest building, Mt. Tabor Hall, was developed by renovating former commercial buildings. This large, single-story structure contrasts with the recent Library and Student Commons buildings that front major public streets at the south and east edges of the campus.

The campus sits between residential neighborhoods to the west and commercial and mixed-use corridors to the east and south. The college property is zoned Campus Institutional 2 (CI2). Where the campus faces residential zones, buildings are required to be set back 10

feet and stepped back in height toward the residential zone. Main Street overlay zoning along SE 82nd Avenue requires that buildings front the right-of-way with no setback and provide an active use in 25% of the ground floor (see Figure 5.2.1). The Student Commons building met this requirement with a modification that allowed the building to be placed an additional 10 feet from the street, creating a more comfortable pedestrian environment. This approach can be studied for any future PCC development along SE 82nd Ave. For a full summary of applicable zoning regulations, see Appendix H.

Of the two major streets bordering the campus, SE 82nd Ave. is a State-owned District Highway, with SE Division St. owned by the City of Portland. In 2021, the Oregon Department of Transportation and Portland Bureau of Transportation dedicated $80 million in funding to improve pedestrian safety by 2025. The City plans to take long-term ownership of SE 82nd Ave. with the goal of transforming it from a dividing barrier into a street that connects the neighborhood. SE Division St. is slated for improved TriMet bus service through the Division Transit Project, which will include larger and more frequent buses that stop at the corner of SE 82nd Ave. and SE Division St., directly serving the Southeast Campus. A small bank currently owns the prominent corner property at this intersection.
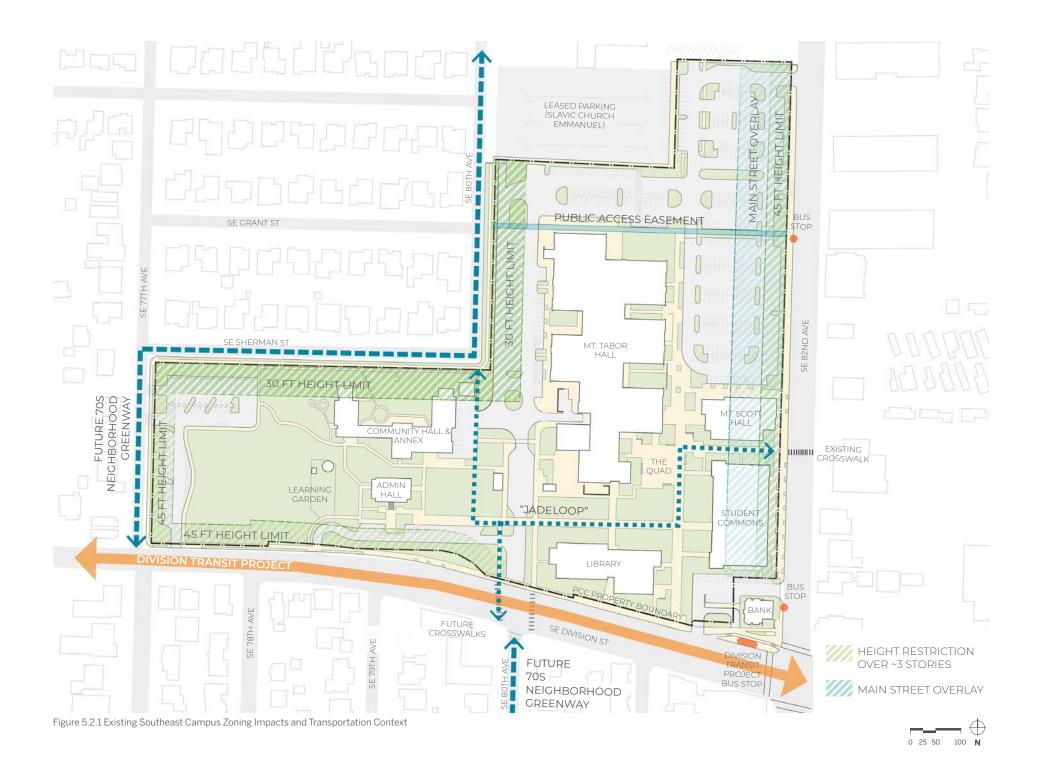
The City is also planning a new neighborhood greenway along SE 80th Ave. that will improve pedestrian and bicycle access to the campus from adjacent neighborhoods. Previous plans for the Jade District identified an aspirational "Jade Loop" path that connects through the campus to future greenways and other areas of the district.

Southeast Campus being retrofitted from a shopping center (early 2000s)

Today, the campus is a community hub and stepping stone to opportunity in southeast Portland.

Figure 5.2.1 Existing Southeast Campus Zoning Impacts and Transportation Context

LEASED PARKING
(SLAVIC CHURCH EMMANUEL)

PUBLIC ACCESS EASEMENT

MAIN STREET OVERLAY

45 FT HEIGHT LIMIT

BUS STOP

30 FT HEIGHT LIMIT

SE 80TH AVE

SE GRANT ST

SE 77TH AVE

SE SHERMAN ST

MT. TABOR HALL

SE 82ND AVE

FUTURE 70S NEIGHBORHOOD GREENWAY

30 FT HEIGHT LIMIT

COMMUNITY HALL & ANNEX

MT. SCOTT HALL

EXISTING CROSSWALK

45 FT HEIGHT LIMIT

LEARNING GARDEN

ADMIN HALL

THE QUAD

"JADE LOOP"

STUDENT COMMONS

45 FT HEIGHT LIMIT

DIVISION TRANSIT PROJECT

LIBRARY

PCC PROPERTY BOUNDARY

BUS STOP

BANK

SE 78TH AVE

SE 79TH AVE

SE 80TH AVE

FUTURE CROSSWALKS

SE DIVISION ST

DIVISION TRANSIT PROJECT BUS STOP

FUTURE 70S NEIGHBORHOOD GREENWAY

HEIGHT RESTRICTION OVER ~3 STORIES

MAIN STREET OVERLAY

0 25 50   100   N

68

EXISTING SITE USE

With a total land area of approximately 18 acres, the Southeast Campus is PCC's smallest. Approximately 45% of the campus is currently used for parking, with 3.4 spaces provided per 1,000 gross square feet of building space, reflecting the high parking needs at this campus; Southeast Campus students often commute by car due to jobs, families, and other competing obligations. In addition to the college-owned parking areas, PCC leases parking from the Slavic Church Emmanuel to the north to provide overflow parking for campus users. Open space, including groves of mature trees to the east, comprise much of the campus area. The footprints of the most recently constructed buildings (Library and Student Commons) are similar in scale, but Mt. Tabor Hall extends nearly 500 feet from north to south, the length of two standard city blocks, with no pedestrian connections in between from east to west. Small areas of the campus outdoor spaces are used by programs, including a kiln yard, a physical education patio, and the Learning Garden at the east of campus. The Quad, the open space and plaza area between Mt. Tabor Hall and the Library at the heart of the campus, is used for PCC and community events like the Jade District Night Market.

BUILDINGS & PROGRAM

Currently, 52% of building square footage at the campus is used by Academic Affairs, with the remaining 48% dedicated to spaces such as the Library, Student Affairs, Administration, Facilities Management Services/Public Safety/Information Technology, and Auxiliary Services (Figure 5.2.2). This is a higher ratio of non-Academic Affairs space than other PCC campuses, with a Library that is proportionately significantly larger than the other campuses. The Association for Learning Environments standards (also called CEFPI standards) indicate that the library is more than 70% larger than typical standards for Southeast Campus's 2019 enrollment. Therefore, it is assumed that any issues identified with the Library can be addressed with reconfiguration.

To assist in ongoing decisions about future programs by location, current space use was categorized in terms of Academic and Career Pathways (Figure 5.2.3). Southeast Campus has a roughly even split between general classroom space, STEM Pathway space, and support services space. A slightly smaller share is dedicated to the Arts, Humanities, Communication & Design Pathway.

Aside from educational programs, the campus also provides important space for community and cultural events. A total of around 8,000 GSF can be used by community groups and individuals, including a 4,000 GSF event space in the Community Hall, which includes a large meeting area and kitchen, and the 4,000 GSF Great Hall in Mt. Tabor Hall.

5%
7,246 ASF

12%
18,206 ASF

19%
27,486 ASF

3%
4,931 ASF

9%
12,955 ASF

52%
75,199 ASF

- ACADEMIC AFFAIRS
- AUXILIARY SERVICE
- LIBRARY
- STUDENT AFFAIRS
- FACILITIES MANAGEMENT/ PUBLIC SAFETY/IT
- ADMINISTRATION
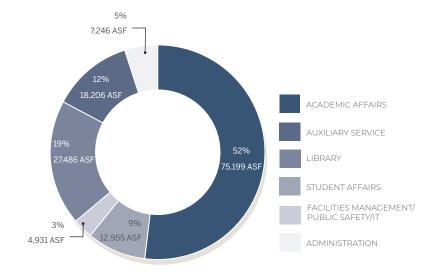
Figure 5.2.2 Southeast Campus-Wide Aggregate Space Use

17%
12,696 ASF

32%
23,908 ASF

25%
19,070 ASF

26%
19,525 ASF

- GENERAL
- ARTS, HUMANITIES, COMMUNICATION & DESIGN
- HEALTHCARE & EMERGENCY PROFESSIONAL
- SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS
- CONSTRUCTION, MANUFACTURING TECHNOLOGY & TRANSPORTATION
- SUPPORT SERVICE
- BUSINESS & ENTREPRENEURSHIP
- PUBLIC SERVICE, EDUCATION & SOCIAL SCIENCES

Figure 5.2.3 Southeast Campus-Wide Space Use by Academic & Career Pathway

Figure 5.2.4 Southeast Campus Existing Site Use

Map labels:

LEASED PARKING (SLAVIC CHURCH EMMANUEL)

PARKING LOT B

PARKING LOT C

PARKING LOT A

SE GRANT ST

SE 80TH AVE

KILN

MT. TABOR HALL

SE SHERMAN ST

PARKING LOT D

SE 82ND AVE

PARKING LOT F

CHILDCARE PLAY AREA

MT. SCOTT HALL

COMMUNITY HALL & ANNEX

SE 77TH AVE

LEARNING GARDEN

ADMIN HALL

DANCE

STUDENT COMMONS

PARKING LOT E

LIBRARY

FUTURE SIGNAL AND CROSSWALKS (PBOT)

PCC PROPERTY BOUNDARY

BANK

SE 78TH AVE

SE 79TH AVE

SE 80TH AVE

SE DIVISION ST

Legend:

PARKING & VEHICULAR **45%**

BUILDING FOOTPRINTS **18%**

PROGRAMMED USE **1%**

0 25 50   100   N

EQUITY CONSIDERATIONS

While the following is not an exhaustive list of equity considerations at this campus, it summarizes some key themes that emerged through this plan.

Student data from 2018 to 2019 showed that about 11% of PCC students were enrolled primarily at Southeast Campus. These students reside in concentrations surrounding the campus, particularly to the south and east, with many students commuting from the city of Gresham east of the city of Portland.

The mapping of PCC students who self-identified as Black, American Indian or Alaska Native, Hispanic, Asian, Native Hawaiian or Pacific Islander, and two or more races shows concentrations of students of color in this area of outer southeast Portland. This concentration overlaps with locations of Southeast Campus enrollees, but with slightly greater concentrations to the east and south of the campus. Mapping of PCC students who were offered a Pell Grant (which can serve as a measure of economic vulnerability) indicates concentrations of these students to the east and south of the campus.

Accessibility is a key equity consideration. Issues at this campus include a lack of ADA parking spaces close to major building entries, including the Library. Future development will continue to improve accessibility, including accessible parking locations.

Input from students, employees, and neighbors revealed themes about how the campus could specifically provide a more equitable environment in the future. A few key strategies to create a more equitable campus are described on the following page.

PCC SOUTHEAST STUDENTS

Density of PCC students who attended Southeast, 2018-19. Source: ECONW

highest density

lowest density

PCC STUDENTS OF COLOR

Density of PCC students of color, 2018-2019. Source: ECONW

highest density

lowest density

PCC PELL GRANT STUDENTS

Density of PCC students offered a Pell Grant, 2018-19. Source: ECONW

highest density

lowest density

INTEGRATION WITH COMMUNITY; STUDENT-FOCUSED SPACES

Students, faculty, staff, and neighbors indicated the importance of the campus to the surrounding community, particularly for access to education and economic opportunity, but also for cultural and community events. The campus should continue to feel open to the public and act as a stepping stone to opportunity. At the same time, PCC affiliates often remarked that the student resource spaces in Mt. Tabor Hall are "cramped," and that more and higher-quality spaces for students are needed.

MULTILINGUAL SPACE

Given the cultural and linguistic diversity in this area of the city, many participants mentioned the importance of multilingual signage for wayfinding and information when visitors first enter the campus. Input received also highlighted the importance of providing high-quality and welcoming spaces for English for Speakers of Other Languages (ESOL) programs at this campus.

PEDESTRIAN SAFETY

Pedestrian safety was the primary concern identified at this campus, with vulnerable road users feeling unsafe along major streets and at crossings. An improved campus interface is desired toward the neighborhoods to the east that are currently cut off from the campus by busy streets and lack of infrastructure.

VISION & VALUES

Through outreach and in-reach to campus community members and neighbors, participants were asked: what spaces do you like on the campus, and what is important about this campus to preserve? At Southeast Campus, peaceful green spaces like the Learning Garden and central gathering spaces such as the Quad were described as precious. The Southeast Campus is known and loved for its diverse, multicultural atmosphere. Its integration with the surrounding neighborhood and community is a cornerstone of campus identity. It is important to preserve and enhance spaces that represent and reflect community diversity as well as those that invite the community into PCC. Students often mentioned the Library as a beloved part of the campus that provides much-needed quiet study space.

Community education and small business development activities are important at this campus. It will be critical to engage stakeholders from these programs and others, with a focus on the experiences of historically marginalized people, to ensure that decisions about future spaces create a sense of belonging for students and stakeholders.

At the campus workshops and listening sessions, campus and community stakeholders described their vision for the Southeast Campus. Based on this input, the following is a summary of key themes and elements of the long-term vision for the campus.

In 20 years, the Southeast Campus is:

• a resource for the diverse student body and the surrounding community;

• a green respite in the city;

• welcoming and easy to navigate for students;

• a safe and comfortable environment for pedestrians

The Facilities Plan provides recommendations about open space, circulation, and future development that draw directly from a broad range of campus and community input. A full summary of the input received about the Southeast Campus is included in Appendix A.

"Nucleus of the neighborhood"

"Resource for community"

"Diverse, multicultural atmosphere"

"Lifeline for future economic mobility"

CAMPUS GROWTH

ENROLLMENT PROJECTIONS

By 2030, Southeast Campus is projected to reach about 2,105 full-time equivalent by credit-hour*. This is an increase of about 170 FTE from the 2019-2020 baseline. Given the impacts of the COVID-19 pandemic and nationwide concerns about declining birth rates, the college will continue to closely monitor enrollment and budget trends. The 2030 enrollment projections serve as a guide for potential college growth over time.

In 2019, Southeast Campus enrollees made up 11% of overall PCC enrollees, the lowest share of overall enrollment amongst the campuses given that it is the smallest campus. Long-term trends suggest continued growth in the overall share of enrollment at Southeast Campus, consistent with anticipated population growth in this area of the region. In terms of pathways, the STEM Pathway is expected to continue to increase as a share of FTE enrollment, and Southeast Campus currently provides a large share of the space for these programs.

10-YEAR SPACE NEEDS

Using the enrollment projections and through interviews with Academic Affairs staff, it is estimated that Southeast Campus may need up to 21,800 additional GSF of academic and support space. Because of projected enrollment growth, Southeast Campus shows the second greatest space need over the next 10 years in proportion to current size (about a 9% increase from its existing space). The additional space needed is equivalent to a building about the same size as Mt. Scott Hall.

Southeast Campus has the greatest future additional need for Academic Affairs space, given its projected future growth in enrollment. Student Affairs will require 16% more space, some of which includes space to meet with students in a range of group sizes. Southeast Campus is short on Public Safety space with needs for an interview room, lockers, restrooms, and a break area. Additional detail about space needs projections, including sub-categories for each major space type and assumptions made in the analysis, can be found in Appendix F.
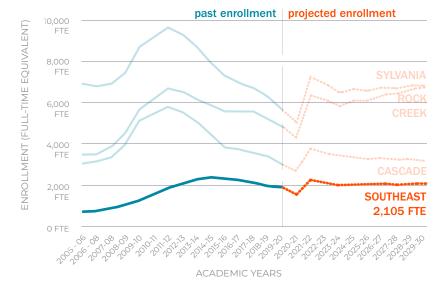
Figure 5.2.5 Southeast Campus enrollment projections

Category	Existing Area (ASF)	Additional Future Need (ASF)	Additional Future Need (GSF)
Auxiliary Services	15,739	2,000	3,000
Academic Affairs	79,151	6,700	10,400
Facilities Maintenance	6,821	1,900	2,900
Administration	2,540	400	600
Student Affairs	17,179	2,800	4,300
Library	27,500	0	0
Totals	**148,930 asf**	**13,800 asf**	**21,200 gsf**

Table 5.2.1 Southeast Campus 10-year space needs

* This study projected FTE enrollment shares by campus using an exponential smoothing method and applied projected shares to totals derived from the initial projections. For more information on projections methodology, see Appendix E.

CAMPUS DEVELOPMENT CONCEPT

Based on the Guiding Ideas for planning and design and drawing from college and community input, future development and improvements at the Southeast Campus will prioritize several objectives described below.

- Improve the efficiency and sustainability of the campus by increasing the amount of building space while lessening the floor-area-ratio

- Interconnect, improve, and activate key open spaces across campus from east to west

- Provide a connected and safe system of pedestrian paths within and through the campus to surrounding areas

- Utilize campus edges to better interface with the community

SENSE OF BELONGING & EQUITABLE STUDENT SUCCESS

Future development will prioritize functional upgrades to facilities that are needed to meet student needs. Beloved campus spaces will be made more comfortable and usable by students and surrounding communities for informal and formal gathering and events. Development projects proactively provide welcoming entry points to the campus from the surrounding neighborhoods to the east, west, and south. Furthermore, the campus will continue to welcome and reflect the diversity of the tight-knit communities it sits within.

Southeast Campus Development Concept

EVOLVING DELIVERY OF EDUCATION

Existing and future informal gathering and study spaces are important to support students and community. Future development will focus on improving service delivery by modernizing buildings and keeping pace with the on-going changes in educational delivery.

RESILIENCE & STEWARDSHIP

Plan recommendations include more efficient and sustainable use of limited campus land through a denser development pattern and the preservation and addition of tree canopy in an area highly impacted by urban heat island effect. High-efficiency buildings and resilient systems support business continuity in emergencies. In addition, the campus is a neighborhood hub for community support during emergencies.

DEVELOPMENT PLAN

The Southeast Campus development plan prioritizes efficient use of the limited campus land and improving the quality of existing spaces and services while protecting and activating campus green spaces. Specific recommendations are outlined below.

(A) Prioritize replacement of Mt. Tabor Hall due to inefficient land use and program fit, and make better use of college land by densifying campus development.

(B) Consider an addition to Mt. Scott Hall to support potential near-term growth and/or provide swing space for a future Mt. Tabor Hall replacement while improving the campus edge along SE 82nd Ave.

(C) Replace Community Hall with a new gym and childcare facility that could include improved community meeting and education space. Depending on the timing of development, the new gym could also provide swing space for the replacement of Mt. Tabor Hall.

(D) Consider affordable housing at the western edge of campus that embraces the campus open spaces and is close to a new, improved bus stop at SE 77th Ave., with land owned by the college and a housing provider to own, operate, and maintain the housing building.

(E) Study opportunities for a future "community corner." Elements of the community corner could include the bank, along with community-focused space that reflects PCC identity and provides information, a welcoming public interface, and transit support.
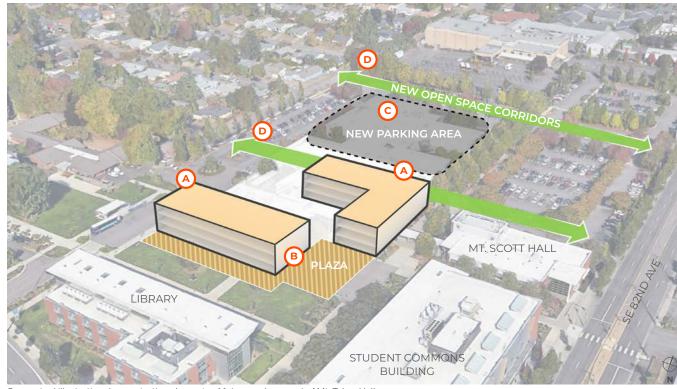

Figure 5.2.6 Southeast Campus Development Plan

Legend:
- DEVELOPMENT AREAS
- FUTURE OPPORTUNITY SITES
- INVITING BUILDING EDGES
- MOBILITY HUB
- OPEN SPACE FRAMEWORK
- PEDESTRIAN NETWORK

MT. TABOR HALL REPLACEMENT

Replacement of Mt. Tabor Hall is a priority project due to the large, inefficient building footprint. Recommendations for this project include:

(A) Densify buildings to match the scale of the Library and Student Commons and accommodate replacement space. Buildings may be phased to minimize campus disruption and meet projected enrollment.

(B) Activate the plaza with indoor-outdoor connection, comfortable furnishings, and weather protection.

(C) Develop additional parking area to the north that also provides far future development capacity and is an opportunity for ADA parking close to building entrances.

(D) Create new open space corridors with tree canopy that knit the campus into the surrounding neighborhood and re-establish a grid of connections to SE 82nd Ave.

Because Mt. Tabor Hall currently houses most core campus programs and student resources, future replacement will require careful coordination to minimize disruptions to campus operations. PCC has studied options for the replacement and will conduct a planning and logistics study to further develop the building and open space concept as well as determine appropriate phasing of construction, swing space needed, utilities, and land use considerations. For more details, refer to the 2021 Mt. Tabor Hall Assessment Study.
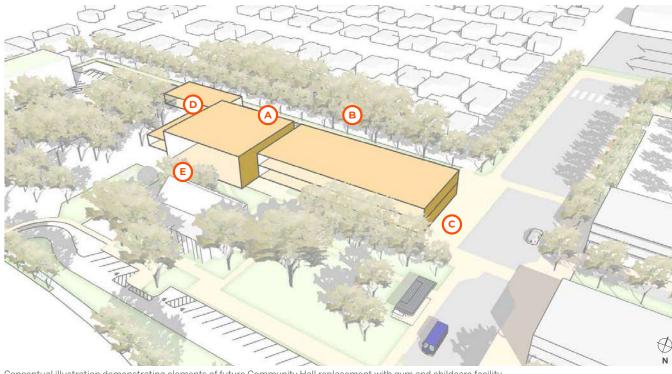

Conceptual illustration demonstrating elements of future replacement of Mt. Tabor Hall

GYM & CHILDCARE

The existing Community Hall building provides important space for childcare and large meeting space. These functions can be provided with additional and customized space in a future gymnasium and classroom building at the existing location. The 55,000 GSF building will provide gym facilities similar to those available at the Cascade Campus, with additional space provided for gatherings and events, bike rental and repair, or other program elements to be determined at the time of redevelopment. Recommendations for this project include:

A Meet required height limits and setbacks from SE Sherman St. while maintaining a strong east-west pedestrian campus connection. This can be achieved by setting the taller gym volume to the south and developing lower height portions of the facility along SE Sherman St.

B Protect the existing grove of mature trees north and west of the existing Community Hall.

C Support a new pedestrian plaza space at the east end of the building to welcome pedestrians from the greenway along SE 80th Ave. with bike parking, rental, and repair available in and near the building. Service or delivery access requirements are ideally accommodated from SE Sherman St. or SE 77th Ave. (rather than from the campus entry drive) to enhance pedestrian safety at this location. Large deliveries are not anticipated for this facility, so access from the north or west should have minimal impact to the neighborhood.

Conceptual illustration demonstrating elements of future Community Hall replacement with gym and childcare facility

D Locate the childcare facility at the west end of the new building, with 8,000 GSF of ground floor space connected to an outdoor play area.

E Take advantage of views of campus green spaces to the south, including the open lawn, grove of trees, and Learning Garden. Site improvements associated with this project include a new east-west campus walk between the new building and Administration Hall, fostering connections between the mobility hub area and the Learning Garden.

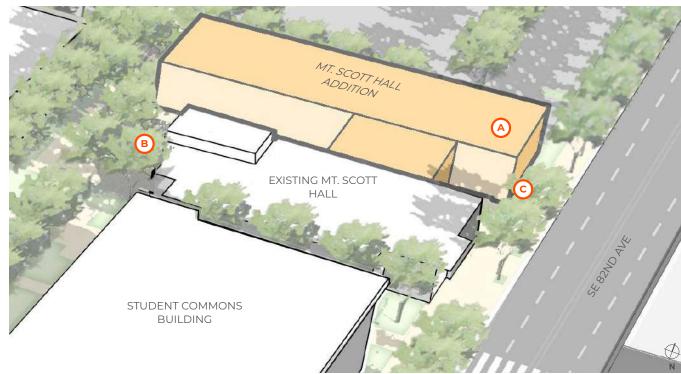The future building can include multipurpose rooms and other functions in addition to a gym.

The future childcare facility requires 8,000 to 10,000 GSF of ground floor space, similar to the facility provided at Rock Creek Campus.

MT. SCOTT HALL ADDITION

If additional educational space is required over the next 10 to 20 years, an addition to Mt. Scott Hall, about the same size as the existing building, could support and activate the existing building while improving the campus edge along SE 82nd Ave. Below are observations and recommendations for this development.

A The addition can be built up to 45 feet tall. However, matching the two-story height of existing Mt. Scott Hall will create a cohesive form, providing the needed 21,800 GSF of academic and support space projected for this campus over the next decade.

B The addition creates and supports a new campus open space along its west side. This area can become a new and welcoming entry point to the campus core from the north and west.

C Similar to the Student Commons building, this project could study an increased setback from SE 82nd Ave. to provide more generous and comfortable pedestrian space and landscape and create a buffer from the busy street. Due to the city's Main Street Overlay, 25% of the ground floor of the new wing would require an "active use". Within college uses, this could be lobby, library, food service, theatre, or meeting space. Retail is also a possibility, but has so far been challenging to support in the Student Commons building.

Mt. Scott Hall Addition

The addition to Mt. Scott Hall creates a new open space that receives students and visitors from the north and west of campus.

Similar to the Student Commons building, the addition provides more generous sidewalks along busy SE 82nd Ave.

AFFORDABLE HOUSING

Research into housing insecurity among PCC students found that Southeast Campus potentially has the greatest number of nearby students in need of housing support. It is also a campus with limited available land. The area at the far western edge of the campus has been identified as the best site for potential affordable housing, open to the community and provided through partnership with a housing provider who will lease the land from the college to own, operate, and maintain the facility. This area offers beneficial separation from the core academic areas, positive adjacency to the quieter campus green spaces, and access to transit.

Other considerations for incorporating affordable housing in Southeast Campus include:

A The site accommodates approximately 120 units with a mix of studio, 1, 2, and 3-bedroom apartments.

B There is a required 10-foot setback and height step-back from the west within 40 feet of the right-of-way.

C Parking and vehicular access is preferred in the existing access to parking lot F.

D Include lighting improvements to the parking area and pedestrian walkways, and connect the housing development with pedestrian paths to the campus core.

E The vehicular access and parking for the housing development could be shared with drop-off and parking needs for the adjacent childcare facility depending on configuration.
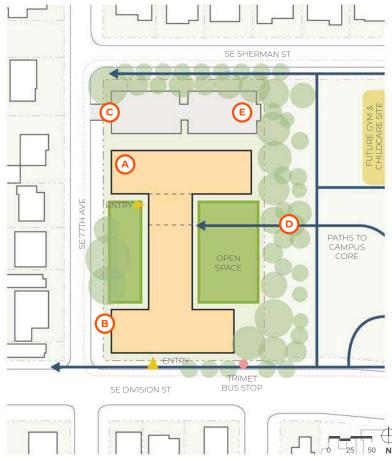

Figure 5.2.7 Capacity study for potential affordable housing with conceptual building footprint, open space, and vehicular access configuration preferred by PCC.

FUTURE OPPORTUNITIES

In addition to improvements on campus land, the college will continue to work with neighboring properties to meet college and community needs. For example, the college will work with the existing bank at the corner of SE 82nd Ave. and Division St. to explore opportunities for this site to become a future gateway element to the Southeast Campus that also includes ADA parking spaces just south of the Student Commons Building. This will increase accessibility to the campus, particularly the Library and Student Commons.

The neighboring property to the north, the Slavic Church Emmanuel, currently provides leased overflow parking for PCC, and this agreement is expected to continue.

Beyond the timeline of this plan, the only program expansion areas available will be in the existing parking lots. Depending on available land and future need for additional educational space, structured parking may be explored as part of far future development. Continued evaluation of transportation patterns and demand will inform the tradeoffs between parking and development needs. Driving mode share must be reduced in the future to achieve regional climate goals, which indicates that parking demand could lessen beyond the 20-year timeline.

The existing corner of SE 82nd Ave. and SE Division St. presents opportunities to invite the community into the campus.

OPEN SPACE PLAN

The recommended primary areas of improvement to campus open spaces include:

(A) Improve the Quad as an active community gathering space at the heart of campus with the addition of comfortable seating areas

(B) Strengthen connections between the east and west of campus (Quad to Learning Garden), by activating the green space west of the shuttle stop with potential expansion of Learning Garden elements

(C) Reinforce the surrounding street grid system with campus open spaces that provide green, east-west pedestrian routes through the campus

(D) Preserve existing tree canopy and plant trees in open spaces throughout campus

Figure 5.2.8 Southeast Campus Open Space Plan

OPEN SPACE FRAMEWORK

CONNECT EAST TO WEST

The west side of campus includes significant groves of mature trees, the Learning Garden, and a green, calm atmosphere that contrasts with the surrounding busy streets. Future improvements can frame and improve these green spaces and create clear visual and physical connections between the east and west side of the campus. Currently, the Community Hall and Annex building interrupts the open space in this area, blocking views and clear pathways between Mt. Tabor Hall to the east and the Learning Garden to the west. Future redevelopment of this area will create a new interconnection of green spaces that interact with and support campus activity. In addition to providing space for outdoor gathering, program use, and campus activity, elements of the Learning Garden may also be expanded to the east along this new open space connection. This expansion could include edible plantings or pollinator gardens lining the new campus walkway.

CREATE NEW OPEN SPACE CORRIDORS

Currently, the mass of Mt. Tabor Hall covers a large central campus area from north to south, interrupting east-west connections between SE 82nd Ave. and the neighborhood streets to the west. The plan calls for two new east-west pedestrian-oriented open space corridors to connect through this area in the future, providing more connections with the surrounding neighborhoods and improving overall walkability and pedestrian safety in the area. The northern open space corridor coincides with a public access easement required by the City of Portland. These new corridors also provide opportunities to increase tree canopy at the campus, with trees planted on either side of generous walkways. Where these pathways cross existing vehicular circulation and parking, they can be designed to prioritize pedestrians, using lighting, paving and other design elements to enhance visibility and to slow vehicles down.

New open space corridors will connect the east and west of campus with generous walkways and landscape.

Existing mature tree near shuttle stop

Future campus development will create a generous walkway with landscaping that connects to the existing green space and grove of mature trees at the east of campus.

ACTIVATE THE QUAD

The open space at the heart of the Southeast Campus is beloved by students and the community. Currently, Mt. Tabor Hall presents a series of blank walls to this central open space at a prominent front door location to the campus from the shuttle stop and drop-off. Future development will frame and activate this space by providing transparent and inviting spaces along the edge of the Quad, including the central plaza. These edges are ideal locations for indoor-outdoor "spill-out" spaces. The ground floor spaces in the building can open to the Quad and plaza and provide generous weather protection with seating areas for study, gathering, or spending time comfortably outside year-round. Spaces that provide both fresh air and weather protection may continue to be in high demand from a public health standpoint if indoor activities are a risk in the future beyond the COVID-19 pandemic.

The new building edge along the Quad is also an ideal location for a highly visible welcome center, providing support and wayfinding. This area could include an information desk that provides students and visitors with a jumping-off point to other resources available around the campus.

Future development embraces and activates campus open spaces.

View from walkway between Mt. Tabor Hall and Library

CIRCULATION PLAN

Figure 5.2.9 indicates recommended improvements to transportation and circulation at the campus as outlined below.

(A) Create a mobility hub around the existing shuttle stop that could include adjacent bike parking/storage, rental, and repair; food; multilingual digital signage; and bulletin boards for campus and community events or information

(B) Provide a raised northern crossing that connects the new Mt. Tabor Hall to the future gym site

(C) Connect to the City of Portland's planned "70s Greenway" that intersects with the campus at SE Sherman St. and SE 80th Ave. and continues south of the campus via a new signal and crosswalk at SE 80th Ave./SE Division St., while requesting cyclists to dismount and walk along campus pedestrian paths

(D) Improve the pedestrian entrances to the campus from surrounding areas, including:

- A new welcoming pedestrian entry from SE 80th Ave.

- A potential "community corner" at SE 82nd Ave. and Division St. that could include food or community-oriented space, framing a welcoming entry to the campus

- New east-west green pedestrian corridors between SE 80th Ave. and SE 82nd Ave.

- Crossings and lighting on SE 82nd Ave. through upcoming ODOT/City investment
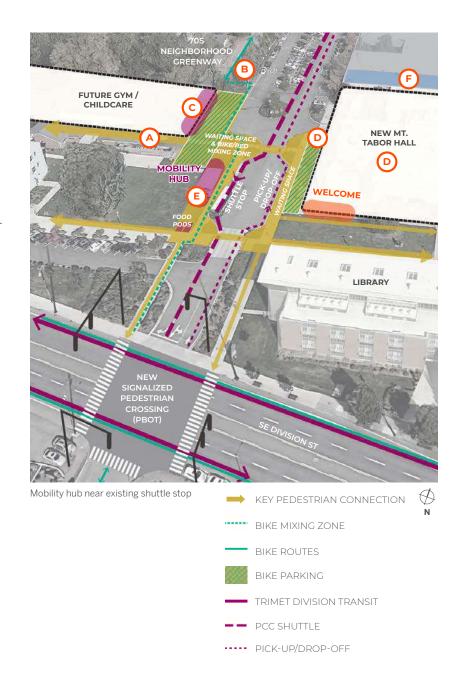

Figure 5.2.9 Southeast Campus Circulation Plan

PEDESTRIAN NETWORK

VEHICULAR ACCESS

NEW PARKING AREA

FUTURE GREENWAY (PBOT)

DIVISION TRANSIT PROJECT IMPROVED BUS SERVICE (TRIMET)

MOBILITY HUB CONCEPT

The existing shuttle stop shelter and waiting area on the west side of the entry drive from SE Division St. was completed in 2015. This shuttle stop is comfortable and functional in its current location. Passenger drop-off along the east side of the entry drive is also conveniently located at the heart of the campus. Future mobility hub improvements focus on enhancing the existing shuttle waiting area, providing a more visible and evident bike rental and repair space, and welcoming and managing cyclist traffic entering the campus from the new greenway. Recommendations for the Southeast Campus mobility hub include:

(A) Provide a direct and safe east-west pedestrian pathway aligned with a new raised crossing north of the shuttle stop. This path clearly connects Mt. Tabor Hall and central campus activity with the western areas of campus, including the future gym and childcare facility.

(B) Create a new, accessible pedestrian entry point from the future greenway along SE 80th Ave. The design of this area should encourage cyclists to dismount and walk when entering the campus.

(C) Include bike rental and repair in the future gym and add indoor bike storage in a prominent campus location.

(D) Provide outdoor secure bike parking adjacent to the bike rental and repair area as well as near the new Mt. Tabor Hall entry.

(E) Add multilingual digital transit signage and improved waiting space at the existing shuttle stop, including opportunities for community-focused features.

(F) Prioritize new accessible parking spaces close to entry at the new Mt. Tabor Hall and other campus buildings.

Mobility hub near existing shuttle stop

KEY PEDESTRIAN CONNECTION

BIKE MIXING ZONE

BIKE ROUTES

BIKE PARKING

TRIMET DIVISION TRANSIT

PCC SHUTTLE

PICK-UP/DROP-OFF

EXISTING BUILDING RECOMMENDATIONS

Phase 1 found that PCC's building stock is in relatively good condition by the FCNI measure (see p. 16). However, further study identified programmatic and functional issues that the FCNI does not address. Therefore, Phase 2 included building assessments of eight selected buildings across the district that examined program fit, wayfinding, flexibility of use, comfort, image and character, location, and efficient use of land area. At Southeast Campus, Mt. Tabor Hall was identified for assessment based on wayfinding issues and program fit, and Mt. Scott Hall was assessed based on its underutilization and perceived disconnection from campus activity.

MT. TABOR HALL FUNCTIONAL ASSESSMENT

Mt. Tabor Hall, originally two big-box retail stores, occupies a very large footprint on campus, with 74,000 GSF in a single story. Its conversion to academic and student space has been relatively successful given its original use. However, for the long term, the building is not practical, with long distances from one end to the other, wayfinding challenges that require a significant amount of signage, inefficient use of land, and lack of flexibility to meet to evolving academic programming and hybrid learning.

The FCNI score indicated the physical condition of the building is 0.09, where 0.10 or less is "Excellent" condition. See Phase 1 of the Facilities Plan.

OBSERVATIONS

- The 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 of the building.

- The large floor plate allows for a wide mix of functions; however, it is unclear if such a mix is positive, as some uses are in space that is not ideal. This includes food service, with a kitchen/serving area and dining separated by the building's main corridor, and the workout rooms, with severely constricted size and floor-to-ceiling height compared to the real campus need.

- The northwest classroom wings have limited daylight access. These wings lend themselves better to functions requiring large spaces.

- Clear circulation and ample signage are part of the existing building. However, the large floor plate requires long travel distances and a significant amount of signage (renumbering classrooms with more intuitive strategy may help students navigate more easily).

- The workout rooms lack gender neutral locker rooms.

- The building has an extremely large footprint, and could be more porous and complementary to other buildings and open spaces on campus.

Mt. Tabor Hall's large footprint blocks east-west connections through the campus.

Mt. Tabor Hall Functional Assessment

Criteria	Score
Program Fit	
Wayfinding	
Flexibility	
Comfort	
Image / Character	
Location	
Efficient Use of Land Area	
AVERAGE	3.7

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

CONCLUSIONS

- Upgrades have improved the building with access to daylight throughout; however, the large floor plate limits the concentration of campus activity in 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 for students to spend all day inside.

- The food service location is not ideal with the dining area across the main corridor.

Refer to the 2021 Mt. Tabor Hall Assessment Study that outlines future needs, potential campus configuration, and estimated budget required for a Mt. Tabor Hall replacement.

MT. SCOTT HALL FUNCTIONAL ASSESSMENT

Mt. Scott Hall is a relatively small classroom building located just east of Mt. Tabor Hall. People feel the building is disconnected from campus.

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

OBSERVATIONS

- The building is conveniently located adjacent to the central plaza and the buildings that surround it.

- Overall, the building's contemporary learning spaces are well designed.

- The building configuration lends itself well to classroom and office space.

- Wayfinding is clear with a central corridor and stairs at each end.

- The multiple doors into the offices are confusing to students.

- There is an absence of gender inclusive restrooms.

- The wide hallway could accommodate some furniture for study or informal gathering.

CONCLUSIONS

- The building has many good attributes.

- The mix of programs in the building are unrelated.

- The multiple doors into office suites create wayfinding issues.

- Users feel the building is disconnected from campus and Mt. Tabor Hall. This might be related to the large center of gravity that Mt. Tabor holds. Redevelopment of Mt. Tabor Hall and a new addition to Mt. Scott Hall could change this perception.

Mt. Scott Hall is conveniently located but feels isolated from campus activity.

Mt. Scott Hall Functional Assessment	
Criteria	Score
Program Fit	
Wayfinding	
Flexibility	
Comfort	
Image / Character	
Location	
Efficient Use of Land Area	
AVERAGE	1.4

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

SUSTAINABILITY STRATEGIES

With the second-greatest projected increase in enrollment of campuses, a diverse neighborhood and student population that appreciates and needs the quality open space on campus, and the upcoming improvements to transit access, Southeast Campus can showcase PCC's sustainability values with buildings, open space, and transportation. Sustainability strategies at Southeast Campus can demonstrate PCC's commitment to climate justice, which acknowledges that climate change can have differing social, economic, public health, and other adverse impacts on underprivileged populations.

Future facilities at Southeast Campus can support the Climate Action Plan goals and strategies in the following ways.

STRATEGIES FOR BUILDINGS

- Explore viability of rooftop solar arrays on existing and future buildings

- Explore retrofits of building HVAC and water systems to improve air quality and employ an "EcoDistrict" approach to the campus, where energy and water conservation strategies are holistically integrated into the site and buildings across a campus

- Consider embodied carbon (all CO2 emitted in producing materials) for new and renovated building materials

STRATEGIES FOR OPEN SPACE

- Transition to climate adaptive and pollinator friendly planting in existing and new open spaces

- Plant additional trees that strengthen the urban forest canopy, mitigate urban heat island, and improve air quality in support of climate justice

STRATEGIES FOR TRANSPORTATION

- Improve user experience of low carbon modes by improving infrastructure for shuttle, transit, and bike users

- Assess future charging locations of PCC fleet vehicles as well as private vehicles

A new east-west campus walk includes elements of the Learning Garden through edible plantings or pollinator and bird habitat.

New parking areas include stormwater treatment and generous landscaped areas including additional tree canopy.

The following examples show where sustainability and climate justice strategies can be employed within future development at the campus (Figure 5.2.10).

(A) ON-SITE AFFORDABLE HOUSING

- Reducing traffic and commuting
- Supporting campus resiliency by addressing housing insecurity and gentrification

(B) TREE PRESERVATION

- Carbon sequestration
- Mitigating urban heat island

(C) LEARNING GARDEN EXPANSION

- Improved campus walk with new gym project that connects to Learning Garden
- "Food forest" opportunity

(D) MOBILITY HUB

- Encouraging and supporting increased transit use

(E) SUSTAINABLE LANDSCAPE & PARKING AREAS

- Climate-adaptive planting
- Stormwater treatment
- Pollinator and bird habitat
- Mitigating urban heat island

(F) TREE PLANTING OPPORTUNITIES

- Carbon sequestration
- Mitigating urban heat island

Figure 5.2.10 Southeast Campus sustainability opportunities

(G) EFFICIENT LAND USE & BUILDINGS

- New buildings increase campus energy efficiency
- Rooftop solar opportunities
- New Mt. Tabor Hall building makes efficient use of available site area

(H) INTEGRATION WITH DIVISION TRANSIT PROJECT
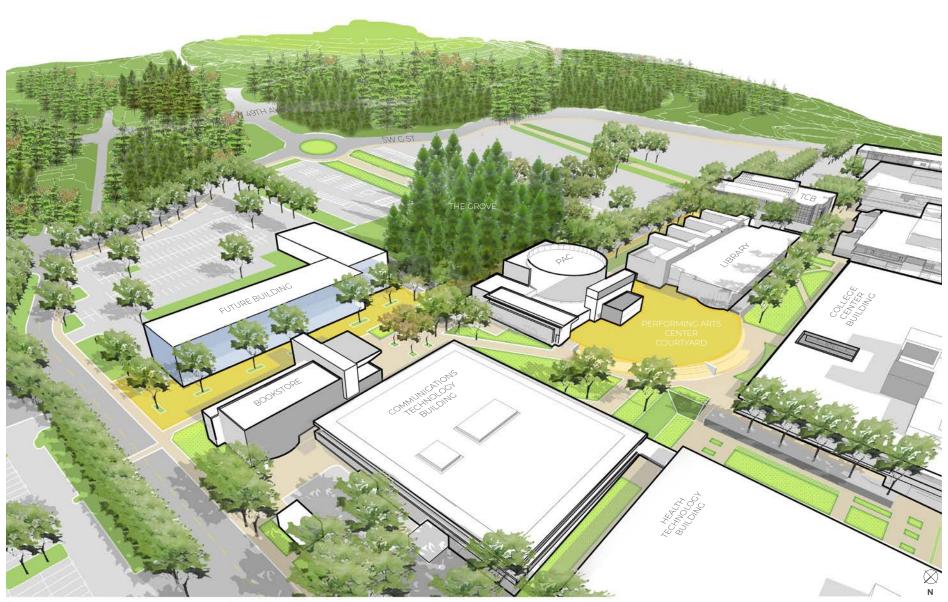
- Opportunities for a "community corner" that connects with new bus stop for increased bus service along SE Division St.

Legend

- DEVELOPMENT AREA
- FUTURE OPPORTUNITY SITES
- INVITING BUILDING EDGES
- CAMPUS OPEN SPACES
- PARKING AREA
- BIKE LANES
- BUS SERVICE

5.3 SYLVANIA CAMPUS

The Sylvania Campus stands out for its unified concrete architecture and steep, forested surroundings. It is the first of PCC's four campuses and houses the college's distrtict administrative offices. It also has a state of the art theater and an innovative MakerLab, among other campus resources. Future development at Sylvania Campus can address accessibility issues, modernize buildings to meet today's educational needs, and improve overall wayfinding and navigability across campus.

Conceptual illustration of future development at the Sylvania Campus

EXISTING CONDITIONS

CAMPUS HISTORY & CHARACTER

Development of the Sylvania Campus, PCC's first, in 1968, was driven by enrollment outgrowing existing college space in other locations. Sylvania Campus is distinctive in its uniform use of Brutalist architecture, which primarily uses exposed concrete. Like Rock Creek Campus, Sylvania Campus's designers took a "shopping mall" approach to showcase educational activities to visitors and other students. Many classrooms were designed with exterior entrances and generous windows facing large open areas similar to shopping malls.

The campus's physical environment is defined by its setting in the forested hills of southwest Portland. According to one PCC manager at the time of construction, the site felt like "the end of the world at the end of a cow trail." Today, the campus site is surrounded by residential development and is seen as an asset by community members, who appreciate the trails through the protected forest and the recreation facilities of the track and upper field. However, the steep slopes make accessibility of uses and services a challenge.

LAND USE & TRANSPORTATION CONTEXT

The Sylvania Campus is located in the city of Portland and abuts the city of Lake Oswego. It is zoned Campus Institutional 2 (CI2), and portions of the campus fall under the Conservation overlay, which limits development to minimize impacts on natural resources. For a full summary of applicable zoning regulations, see Appendix H.

About 39 acres of the 123-acre campus are permanently protected under a Conservation overlay. The campus is currently mitigating some impacts to land from past construction-related activities within the conservation area.

SW Kerr Parkway, SW 49th Ave. and SW Lesser Rd. border the campus, respectively classified as minor arterial, district collector, and neighborhood collector by the cities of Lake Oswego and Portland. Several roads within the campus property are classified as City of Portland transit streets. TriMet provides transit service to stops on SW Kerr Parkway and adjacent to the Library. TriMet also uses a bus layover zone at the east side of the Grove, which is important to its operations. When TriMet's future Southwest Corridor light rail line is constructed, the campus will have a direct connection to the future SW 53rd Ave. station via SW L St., complemented by a potential PCC-owned automated "people-mover" in a loop around SW G St.

View of Sylvania parking around 1966

Original CT building rendering

View of PCC Sylvania HT, CT, CC, SS, and ST buildings around 1970

HT - Health Technology
CT - Communications Technology
CC - Amo De Bernardis College Center
PAC - Performing Arts Center
SS - Social Science
ST - Science Technology
TCB - Technology Classroom Building
CDC - Child Development Center
SCB - South Classroom Building
AM - Automotive Metals
HP - Heat Plant
CSB - College Services Building

– – TRAILS

/// E-ZONE

• BUS STOPS

Figure 5.3.1 Existing Sylvania Campus

EXISTING SITE USE

A large portion of the campus is forested natural areas that are key to campus identity. In addition to the forested surroundings, a mature stand of fir trees, called the Grove, is centrally located near the Library and is a beloved green space for the campus community. Similar to Rock Creek Campus, about a third of Sylvania Campus is protected open space, much of it steeply sloping. These areas are unlikely to be developed by PCC even in the far future. With this context, existing parking areas represent the majority of available space for future development. Any development will consider parking demand in conjunction with other transportation demand management programs and potential shifts to hybrid learning and working.

This campus has a small portion of area dedicated to Career and Technical Education uses. The primary CTE site area is currently used by the Automotive Program. There are additional CTE spaces within buildings for nursing, radiology, and AutoCAD programs.

BUILDINGS & PROGRAM

Currently, 68% of assignable square footage at the campus is Academic Affairs, with the remaining 32% dedicated to support spaces such as the Library, Student Affairs, Administration, Facilities Management Services/Public Safety/ Information Technology, and Auxiliary Services (Figure 5.3.2). The Association for Learning Environments standards (also called CEFPI standards) indicate that

the Library is slightly undersized versus typical standards for Sylvania's 2019 enrollment. Some of this difference might be in the way the space data is categorized; confirmation of the data is recommended. For the purposes of this plan, it is assumed that any issues identified with the Library can be addressed with reconfiguration. As would be expected given its history as the first campus for the college and center of system-wide administration, Sylvania Campus has proportionately more administration space compared to other campuses. It also has a slightly higher ratio of Facilities Management Services/Public Safety/Information Technology space, including shops and storage.

To help facilitate ongoing discussions about future program provision by location, Sylvania Campus's current space use was categorized in terms of Academic and Career Pathways (Figure 5.3.3). Sylvania Campus has the largest share of Healthcare & Emergency Professional program space of any PCC campus and has the largest amount of square footage dedicated to Arts and Humanities.

According to enrollment projections, the Healthcare and Emergency Professional Pathway will remain relatively constant with a small decline in the late 2020s. Students of color accounted for approximately 27% of completions in this pathway in 2019. Over the next 10 years in the Portland region, healthcare is projected to be a relatively high-demand and high-paying career.
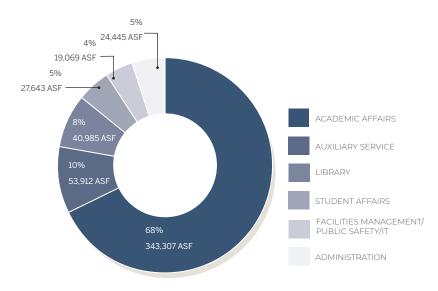
Figure 5.3.2 Sylvania Campus-Wide Aggregate Space Use
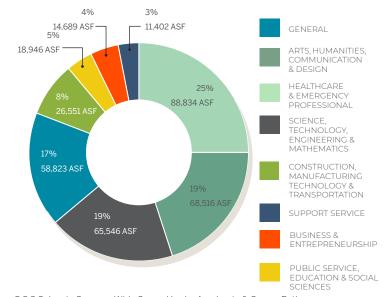
Figure 5.3.3 Sylvania Campus-Wide Space Use by Academic & Career Pathway

Map labels:
SW LESSER RD
G ST
SW 49TH AVE / KERR PARKWAY
LEARNING GARDEN
TRACK
BOOKSTORE
CT
HT
PAC
THE GROVE
CC
LIBRARY
UPPER FIELD
TCB
ST
AM
CDC
SCB
HP
CSB
PROTECTED OPEN SPACE (FOREST E-ZONE)

Legend:
PROTECTED OPEN SPACE (E-ZONE) **31%**
BUILDING FOOTPRINTS **8%**
PROGRAMMED USE **6%**
PARKING & VEHICULAR **30%**
CTE USE **1%**

0 50 100   200   N

Figure 5.3.4 Sylvania Campus Site Use

EQUITY CONSIDERATIONS

While the following is not an exhaustive list of equity considerations at this campus, it summarizes some key themes that emerged through this planning effort.

Student data from 2018 and 2019 showed that approximately 35% of the overall PCC student population was enrolled at the Sylvania Campus. These students lived primarily in southwest Portland and Washington County. PCC students who self-identified as Black, American Indian or Alaska Native, Hispanic, Asian, Native Hawaiian or Pacific Islander, and two or more races reside in the lowest concentration around the Sylvania Campus. This could contribute to those students feeling less welcome at this campus (which was articulated in comments on the Online Campus Spaces Survey), and facing longer commutes to attend the campus.

PCC students who were offered a Pell grant (which can serve as a measure of economic vulnerability) are at the lowest concentration near Sylvania Campus compared to other PCC campuses. This suggests that economically vulnerable students who attend classes at Sylvania Campus may live farther from campus and face longer commutes.
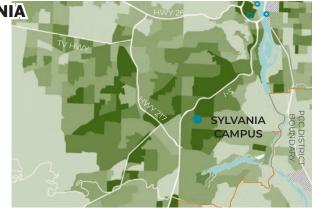
Conversations with PCC staff and students underscore the equity implications of how Sylvania Campus buildings and open spaces are currently designed. The Brutalist architecture is polarizing. While some appreciate the history and aesthetics, many others feel the buildings and adjacent spaces are dark and unwelcoming.

Difficulty in navigating the campus due to inadequate wayfinding, interrupted views, and issues with accessible routes were noted throughout outreach efforts. For example, one comment on the Campus Spaces Survey maps reported that the incline where the buses layover just south of the Grove is difficult for students to access. Elements such as the gates at the campus borders were noted as adding to the unwelcoming nature of the campus. Survey respondents also found it important to improve transit use by installing seating with lighting and weather protection as well as posting schedules and routes in multiple languages.

PCC SYLVANIA STUDENTS

Density of PCC students who attended Sylvania, 2018-19. Source: ECONW
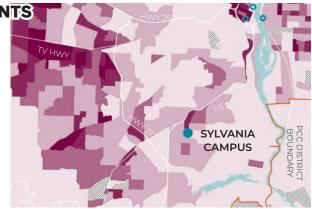
highest density

lowest density

PCC STUDENTS OF COLOR

Density of PCC students of color, 2018-2019. Source: ECONW

highest density

lowest density

PCC PELL GRANT STUDENTS

Density of PCC students offered a Pell grant, 2018-19. Source: ECONW

highest density

lowest density
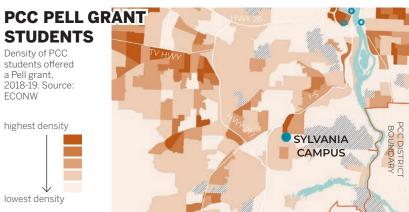
WELCOMING & SAFE AREAS

Survey participants noted that certain buildings feel dark which contributes to an uninspiring learning environment. Others described feeling unsafe at night in the parking lots and space between buildings due to lighting.

EQUITABLE FACILITIES

The majority of buildings at the Sylvania Campus were built in the late 1960s and do not reflect current best practices for higher education building design. Survey and workshop participants talked about the buildings feeling outdated, dark, or uninspiring, and the need for more comfortable spaces to gather and study.

SUPPORTING ALTERNATIVE TRANSPORTATION MODES

Survey and workshop participants reiterated the importance of comfortable and accessible seating and weather protection at waiting facilities for transit users and users with disabilities.

ACCESSIBILITY & WAYFINDING

Survey and workshop participants characterized the campus as needing better wayfinding and accessible routes. These navigability issues across campus add physical barriers to student access.

VISION & VALUES

Through outreach and in-reach, campus community members and neighbors were asked: what spaces do you like on the campus, and what is important about this campus to preserve? At the Sylvania Campus, green spaces such as the grove of trees in the east, the walking trails, the track, and the Learning Garden were most often marked as precious. Access to these features, as well as views of the forest surroundings are important to the campus community to preserve and improve in the future. In addition, community members value the Amo DeBernardis College Center Building as a campus "hub" for student resources, and appreciate recent improvements funded by the 2008 bond.

Future development plans at the Sylvania Campus focus on celebrating visual and physical connections to the natural areas, creating a green, pedestrian-focused entry that welcomes all to the campus, visually opening up the campus by removing large concrete barriers between buildings, and improving accessibility.

In campus workshops and listening sessions, campus and community stakeholders described their vision for the Sylvania Campus. The following summarizes some of the important themes and elements of the long-term vision for the campus.

In 20 years, the Sylvania campus is:

- Warmer, welcoming, cohesive, brighter, open, and alive;
- Accessible and navigable;
- Representative of the diverse student body

The Facilities Plan provides recommendations about open space, circulation, and future development that draws directly from a broad range of campus and community input. A full summary of the input received about the Sylvania Campus is included in Appendix A.

"Green space, spectacular views"

"More "sticky spots" that encourage people to gather for work or conversations"

"Accessible, navigable"

"Racially, economically, multiculturally inclusive

"Brighter, open, alive, colorful"

CAMPUS GROWTH

ENROLLMENT PROJECTIONS

By 2030, the Sylvania Campus is projected to reach about 6,809 full-time equivalent by credit-hour.* This is an increase of about 1,123 FTE from the 2019-2020 baseline, but is well below the previous FTE peak of 2011. Given the impacts of the COVID-19 pandemic and nationwide concerns about declining birth rates, the college will continue to closely monitor enrollment and budget trends. The 2030 enrollment projections serve as a guide for potential college growth over time.

Long-term trends suggest a continued steady share of overall PCC enrollment at Sylvania Campus. In terms of Academic and Career Pathways, enrollment in the Healthcare and Emergency Professional Pathway will remain relatively constant as a share of FTE enrollment, and the Sylvania Campus provides a large share of the space for these programs across the district.

10-YEAR SPACE NEEDS

Based on enrollment projections and interviews with Academic Affairs staff, it is estimated that Sylvania Campus may need up to 38,200 GSF of additional academic and support space (a 4.9% increase from current conditions). The additional space needed is equivalent to a building the size of the Sylvania Campus Bookstore. In comparison to other PCC campuses, Sylvania Campus is projected to need relatively little space over the next 10 years.

Within the PCC system, the Sylvania Campus has the greatest additional need for Student Affairs and Auxiliary Services space. Both categories are projected to need 17% more space, which includes space to meet with students in a range of group sizes (a need across the campuses) and an expansion of the college-wide Print Center currently located at the Sylvania Campus (identified as 2,000 ASF in addition to the current space of 3,000 ASF). This need should be revisited as the college moves out of COVID-related operations. With hybrid learning increasingly common, the need for print materials and related space may be significantly reduced. Facilities Management Services needs include exterior equipment storage space.

More detail about space needs projections, including sub-categories for each major space type and assumptions made in the analysis, can be found in Appendix F.

Figure 5.3.5 Sylvania Campus enrollment projections

Category	Existing Area (ASF)	Additional Future Need (ASF)	Additional Future Need (GSF)
Auxiliary Services	52,786	8,800	13,600
Academic Affairs	345,595	8,300	12,800
Facilities Maintenance	33,212	800	1,200
Administration	24,519	3,100	4,700
Student Affairs	22,757	3,800	5,900
Library	28,900	0	0
Totals	**507,769 asf**	**24,800 asf**	**38,200 gsf**

Table 5.3.1 Sylvania Campus 10-year space needs

* This study projected FTE enrollment shares by campus using an exponential smoothing method and applied projected shares to totals derived from the initial projections. For more information on projections methodology, see Appendix E.

CAMPUS DEVELOPMENT CONCEPT

Based on the Guiding Ideas for planning and design and drawing from college and community input, future development and improvements at the Sylvania Campus will prioritize several objectives described below.

- Create clear and unobstructed open space corridors through the campus to improve a cohesive sense of place and to improve wayfinding

- Provide convenient and accessible pedestrian routes throughout campus

- Create a green, pedestrian-focused entry to the campus core from SW 49th Ave., connecting to the Grove, future development sites, and the campus core

- Improve views and connections to the forested areas

SENSE OF BELONGING & EQUITABLE STUDENT SUCCESS

Future development will prioritize improvement of campus spaces to achieve accessibility and wayfinding. The development of welcoming, weather-protected spaces can connect to active indoor areas with multiple uses, fostering a more inviting environment.

Sylvania Campus Development Concept

EVOLVING DELIVERY OF EDUCATION

Future development will prioritize the renovation of older buildings over building new space to provide state-of-the-art facilities and create gathering and study spaces indoors and outdoors. Development projects can focus on adaptation of existing facilities to better serve the changing educational needs of students.

RESILIENCE & STEWARDSHIP

Future development will enhance connections to the surrounding forest and elevate the safety and comfort of low-carbon transportation modes. If there is a future need for new buildings, they can be located on current surface parking lots to strengthen the campus entry, add vitality to the adjacent buildings and spaces, and enhance existing open space and circulation corridors. New and renovated buildings will prioritize energy-efficient systems and connect people to nature.

DEVELOPMENT PLAN

Because Sylvania Campus is not expected to grow significantly by 2030, new buildings are not proposed in the near future. Instead, priority projects at Sylvania Campus focus on improving the existing buildings, outdoor spaces, and accessibility. The development areas shown in Figure 5.3.6 accommodate the projected space need beyond 10 years with two options for a new building site. Below is a list of specific elements of the Sylvania Campus development plan.

(A) Priority projects in the next ten years include the renovation of existing buildings such as the west side of the Health Technology (HT) building, Communications Technology (CT), Automotive and Metals (AM) and improvements to the campus entry.

(B) Accessibility and pedestrian improvements include creating inviting outdoor gathering areas such as between CC and the Library (see Figure 5.3.11 for priority accessibility issues identified during Phase 1).

(C) Adjust the east side of TCB to create indoor elements of the mobility hub.

(D) Option 1 for future growth locates a new building adjacent to the Bookstore, enlivening the area and creating a new accessible entry to the heart of campus.

(E) Option 2 for future growth locates a new building adjacent to the Library and along the south edge of the Grove, with an opportunity to activate the transit waiting area and this portion of campus.

(F) Parking lot 10 is a suitable site to be leased to a partner entity to own, operate, and maintain affordable housing.

Figure 5.3.6 Sylvania Campus Development Plan

Legend:
- RENOVATION
- FUTURE OPPORTUNITY SITES
- INVITING BUILDING EDGES
- MOBILITY HUB
- PEDESTRIAN NETWORK
- OPEN SPACE FRAMEWORK

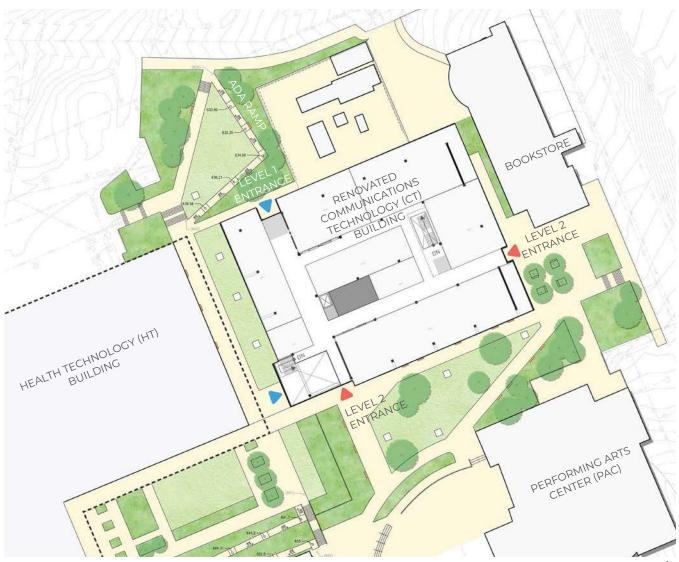0 50 100 200 N

PRIORITY PROJECTS

Renovation of HT, CT, and AM buildings and general improvements to accessibility and the campus entry are priority projects that respond to demonstrated campus needs.

HEALTH TECHNOLOGY (HT) BUILDING WEST

Built in the late 1960s, the HT requires renovation to meet the changing educational demands of health, science, and recreation programs. HT East will deliver fully renovated labs, classrooms, meeting rooms, offices, and student collaboration areas (funded by the 2017 bond and due to open in 2023). The HT West project will continue this renovation work with the goals of improving wayfinding, accessibility, inclusivity, and sustainability.

COMMUNICATIONTECHNOLOGY (CT) BUILDING

Built in 1972, the CT building needs substantial improvements to increase efficiency and flexibility. Renovation will modernize the classrooms, improve circulation, provide more access to daylight, and upgrade building systems. In addition, the project is envisioned to provide informal collaboration space and improve access to the Little Theater. The project also supports the goals of the Facilities Plan by creating usable open space and gathering areas adjacent to the building and improving circulation and campus wayfinding. For more details, see the 2021 CT Building Pre-Bond Report.

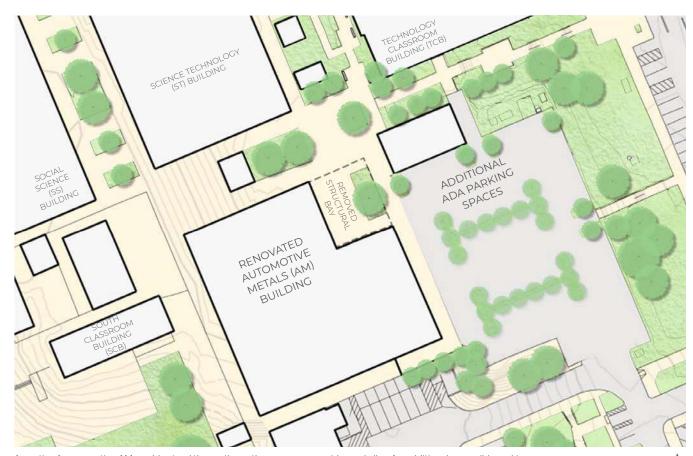Preferred CT renovation concept site plan

AUTOMOTIVE & METALS (AM) BUILDING

Several options for the future of AM were explored for future improvement to this older building. One option examined the renovation of the building to better connect to the south side of campus by removing one bay of the building, extending the north-south campus open space corridor. If the location of Automotive programs currently located in AM is reconsidered, the building could be significantly reconfigured. This redevelopment could also provide additional accessible parking spaces in the lot currently used by the Automotive program.

ACCESSIBILITY AND CIRCULATION IMPROVEMENTS

Future development projects will incorporate accessibility improvements to adjacent pathways, parking lots, and open spaces, as well as general improvements to accessibility throughout the campus, with the goal of reducing overall travel distances from accessible points of arrival to users' destinations. Previous studies have indicated the need for improvements to the main campus entry from SW 49th Ave.

A detailed study is needed to explore concepts for entry redesign, signage, and implications of reconfiguring circulation to include a roundabout and a new bicycle and pedestrian connection through the Grove. The reconfigured entry can also improve accessibility from the entry and SW 49th Ave bus stops.

An option for renovating AM would extend the north-south open space corridor and allow for additional accessible parking spaces.

N

FUTURE DEVELOPMENT PROJECTS

OPTIONS FOR NEW BUILDING SITES

Projected 2030 enrollment growth alone does not require enough space for a new building at Sylvania Campus; however, if other district-wide needs emerge that necessitate a new building, the plan recommends one of two options for building siting.

The first option is preferred, and would place a new building within existing parking lot 9, across from the Bookstore and with part of the building facing south toward the Grove. This location would create and activate a new entry plaza and drop-off that provides direct and accessible entry to the heart of the campus. It would also begin to move campus activity and energy closer to the main campus entry from SW 49th Ave. This area will be complemented with future access to light rail from SW 53rd Ave.

The second option for a new building site is along the southern edge of the Grove. A new building here would also bring campus development closer to the main entry. This location offers opportunities to activate and interact with the Grove, making this iconic green space more central to campus development. The potential building site could also include mobility hub elements within its ground floor, close to the TriMet and PCC shuttle stops.

AFFORDABLE HOUSING

A 2.2-acre site on parking lot 10 at the northeast corner of PCC's property was identified as a suitable location for affordable housing. This site will provide activity to the northeastern portion of the
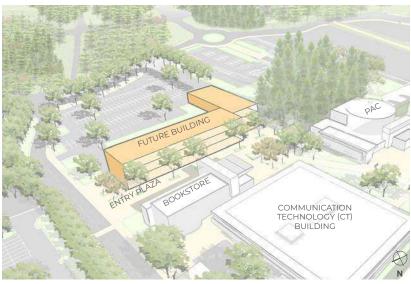
campus while maintaining appropriate separation from the core of the academic campus. This site has good access to the existing TriMet stops on SW 49th Ave. as well as the future shuttle to the Southwest Corridor 53rd Ave. light rail station. Development here is compatible with the adjacent residential areas and connects the new housing open space to the larger network of campus paths.

Figure 5.3.7 shows a capacity of about 115 units in a 6-story building configuration. This concept would reduce campus parking by 164 spaces. Instead, 75 parking spaces would be included in the housing development for residents and their visitors. Monitoring of parking demand and an update to the college Transporation Demand Management Plan will be needed in the future, especially given the shifting educational delivery modalities and transportation behaviors.

FUTURE OPPORTUNITIES

Beyond the timeline of this plan, the next priorities focus on continued improvement of older facilities and accessibility.

Due to the existing dense development of the campus core and environmental protections on the forest surrounding the campus, long term future development would take place on existing surface parking lots. Continued evaluation of transportation patterns will inform the tradeoffs between parking demand and future development needs. Driving mode shares need to be reduced in the future to achieve regional climate goals, which should result in diminished parking demand in the future. Structured parking could be considered depending on demand and feasibility.

Option 1 for a new building site would activate a new entry plaza across from the Bookstore and frame the Grove.
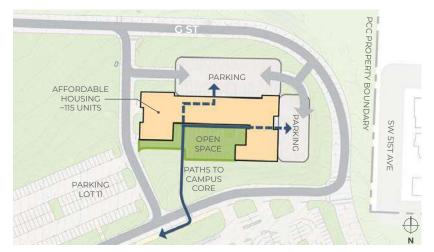
Figure 5.3.7 Potential affordable housing configuration on parking lot 10

OPEN SPACE PLAN

The plan recommends key improvements to the open space system at Sylvania Campus that are noted in Figure 5.3.8. Major recommendations include:

(A) Improve the Grove; there is potential for activating the space with seating, lighting, and a central walkway between the campus entry and the Performing Arts Center.

(B) Develop a more usable central open space between the CC Building and Library for studying, gathering, and campus activities.

(C) Remove concrete obstacles such as large covered stairs, exterior restrooms, and opaque railings from spaces between buildings to open up views through campus, support intuitive wayfinding, and visually link uses.

(D) Bring Learning Garden functions into accessible locations closer to the center of campus to increase participation.

(E) Improve the plaza area south of the Bookstore as part of future development, creating a new accessible entry point to the core campus open spaces and circulation paths.

FOREST

OPEN SPACE FRAMEWORK

0 50 100 200 N

Figure 5.3.8 Sylvania Campus Open Space Plan

REMOVE CONCRETE OBSTACLES

The original design of the campus sited a variety of functions in concrete structures between buildings, including restrooms, offices, and HVAC equipment (see Figure 5.3.9). Stairs were similarly encased in concrete towers separated from the buildings, and many upper pedestrian routes are lined by concrete railings. These concrete structures and railings impede intuitive wayfinding on campus by obstructing views to features and buildings that could orient people, such as the forested edge or the Performing Arts Center. These structures also contribute to the cold, unwelcoming feeling that has been expressed in engagement discussions. Their removal and redevelopment will have a significant positive impact on the campus's sense of continuity and connection.

PCC has already begun to replace concrete railings with open cable or steel railings in renovated buildings. Future projects will continue this practice throughout the campus while retaining overhead weather protection where possible. For example, removing the concrete wall between the Amo DeBernardis College Center (CC) building and the Social Science (SS) Building would provide a clear sight line and access to the future Healing Garden. As buildings are renovated throughout the campus, functions currently housed in adjacent concrete structures can be relocated within the renovated buildings.

Existing concrete stair tower west of SS

Replacement of the concrete stair tower with railings to match the existing walkway opens up views of the forest and aids wayfinding.
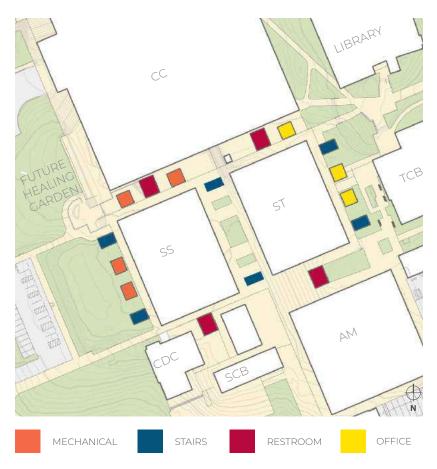

| MECHANICAL | STAIRS | RESTROOM | OFFICE |

Figure 5.3.9 A variety of functions are currently housed in concrete structures between buildings. Office and restrooms may be added to adjacent buildings during renovation, allowing for removal of some of these structures.

IMPROVE SPATIAL WAYFINDING

Due to its sloped topography, the scale of the campus, and the uniform Brutalist concrete architecture, PCC students and staff reported significant challenges in finding their way around campus. In particular, the inconsistent floor levels between buildings make Sylvania Campus confusing to navigate. For example, a person will enter the east side of the Technology Classroom Building (TCB) at the ground level, will walk through the building and out the west side to find themselves at a bridge leading to the third level of the ST Building. There are also instances where stairways, elevators, or walkways do not reach all levels, which requires people to move to a different level to access another building. This is a confusing and frustrating experience for people of all abilities and makes the campus feel highly inaccessible. These conditions also create physical and psychological barriers for new students to orient themselves and feel comfortable on campus.

In addition to the removal of concrete obstacles, future projects can explore a wayfinding approach that targets these vertical challenges. Similar to the wayfinding frequently found on medical campuses or in large parking garages, campus levels could be identified by color or icons in buildings and exterior pathways so users can more readily orient themselves and find their way. Renaming buildings in more easily understandable ways will also help with wayfinding through campus.

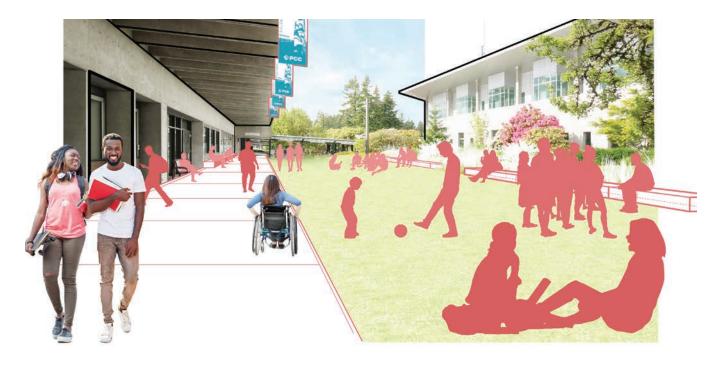Wayfinding and building signage can help to distinguish buildings and levels.

A consistent color for levels across campus could be used inside buildings (above, upper left) and outside (lower left) in walkways and open spaces to aid navigation.

CREATE CLEAR & CENTRAL CAMPUS CORRIDORS

A primary recommendation for open spaces at the Sylvania Campus is to create clear and unobstructed open space corridors through the campus. Currently, the campus is condensed, with little usable open space between buildings, and much of the space broken up by concrete structures or unoccupiable planting areas. In the future, the spaces between buildings can be redesigned as gathering space that provides clear view corridors and intuitive navigation through campus.

An example of how the existing campus environment could be made more active and welcoming is between the CC Building and Library. This central campus outdoor space is currently not used by the campus community. It is sloped, divided by planting, and obscures views through the area from the south to the Performing Arts Center courtyard at the north.

The image at right envisions how the renovation of this space could activate and enliven this portion of the campus, adding outdoor gathering space, colorful vegetation, and better navigability through the heart of campus. By re-grading the area next to the CC Building, the space can be better used with an open lawn and seating areas that complement the social hub within the building. The new slope adjacent to the Library could feature a variety of climate-adaptive planting to bring visual interest and increased habitat value to campus.

Usable outdoor space connects to CC and strengthens north-south route through center of campus. Seat walls create an active, useable space, and planting area softens and enlivens the campus. Banners or other elements add color and help with campus wayfinding.

View from between CC and Library, looking north

CIRCULATION PLAN

Recommended circulation improvements at Sylvania Campus support the vision of a more accessible, multimodal, and welcoming campus with strong connections to the surrounding natural areas. Below is a list of initiatives for Sylvania Campus circulation plan.

(A) Improve the entrance to the campus from SW 49th Ave., including gate removal, traffic circulation reconfiguration, improved PCC signage, and a new welcoming pedestrian/bicycle connection through the Grove to the PAC courtyard area.

(B) Improve the Accessible Travel Network (Phase 1, see Figure 5.3.8) of paths and access points into the campus for all users, including connection to the southern area of campus.

(C) Develop a continuous pedestrian path along SW G St. with connections to trails and safe crossings.

(D) Create a mobility hub adjacent to the existing shuttle and bus stop.

(E) Provide additional accessible parking, including at the drop-off area and near the AM Building.

(F) Continue collaboration with the Southwest Corridor MAX planning to ensure a future shuttle connection to the MAX station along SW 53rd Ave.

(G) Explore future opportunities for a small, automated "people mover" vehicle that operates in a loop to provide better access to multiple areas of campus along SW G St.

Figure 5.3.10 Sylvania Campus Circulation Plan

FUTURE TRIMET SHUTTLE

PEDESTRIAN NETWORK

FUTURE PCC PEOPLE MOVER

ACCESSIBILITY

Due to its unique topography and the age of many of its facilities, Sylvania Campus presents the most significant accessibility challenges of any location across the PCC system. Phase 1 of the Facilities Plan identified a preferred Accessible Travel Network and noted key accessibility issues. These are illustrated in Figure 5.3.11.

Any future projects at the Sylvania Campus will incorporate accessibility improvements across buildings, open space, pathways, and parking lots. There may also be a benefit to a study that builds from the Phase 1 accessibility analysis to identify midterm changes that can be implemented for improved accessible and intuitive circulation between buildings. Additional accessibility improvements may be possible through future shifts of programs. For example, if the use of the AM parking lot changes in the future, there is an opportunity to provide additional accessible parking close to the core of campus. For more details, see the Facilities Plan Phase 1 accessibility reports available on the college website.

Figure 5.3.11 Sylvania Campus Accessible Travel Network as identified in Phase 1 of the Facilities Plan

MOBILITY HUB CONCEPT

Creating a mobility hub at the front door of campus would support PCC's district-wide goals of sustainability and equitable student success. The mobility hub includes amenities to support transit users, pedestrians, and cyclists as well as a highly visible information desk that directs students and visitors to available campus resources. Other recommendations for the Sylvania Campus mobility hub include:

(A) Create a comfortable and convenient indoor waiting area in TCB with a direct view of arriving transit; indoor features could include real-time and multilingual transit signage, an information/coffee kiosk, and bulletin boards for campus and community events.

(B) Provide a generous, covered outdoor waiting area with space for bike parking/storage as well as potential e-scooter parking in the future.

(C) Reconfigure vehicular circulation to provide a one-way bus/shuttle loop and a separate passenger pick-up/drop-off to improve safety and efficiency, and reserve spaces for ADA parking and future carshare/electric vehicles

(D) Plan for an improved TriMet bus stop with additional seating and weather protection

(E) Plan for a future automated "people-mover" electric vehicle that could operate in a loop around SW G St., providing connections to the mobility hub and improved accessibility to all areas of the campus.

Mobility hub improvements at Sylvania Campus organize circulation and new amenities for a more efficient, comfortable, and safe experience.

EXISTING BUILDING RECOMMENDATIONS

Phase 1 found that PCC's building stock is in relatively good condition by the FCNI measure (see p. 16). However, further study identified programmatic and functional issues that the FCNI does not address. Therefore, Phase 2 included building assessments of eight selected buildings across the district that examined program fit, wayfinding, flexibility of use, comfort, image and character, location, and efficient use of land area. At Sylvania Campus, the Technology Classroom Building was identified for assessment based on comfort and usability issues.

TECHNOLOGY CLASSROOM BUILDING (TCB) FUNCTIONAL ASSESSMENT

The TCB is occupied by a range of technology-heavy programs with video production on the first level and a two-story atrium on the second level with direct access to transit at the east side of campus. Classrooms and offices line the atrium, which is good for daylight and community-building. However, the atrium is rarely used aside from people walking through the building to and from the west side of campus. Poor thermal comfort with extreme weather conditions leads to discomfort, especially in the atrium space. The CRT student cohort during the Facilities Plan Phase 1 stated that the space feels "elite." An understanding of how to improve the atrium is needed to make it more inviting and comfortable for people to use.

The FCNI score indicated the physical condition of the building is 0.10 or "Excellent" Condition. See Phase 1 of the Facilities Plan.

OBSERVATIONS

- The location adjacent to the shuttle stop lends itself to a waiting area for riders. Comfortable space and shuttle information would be helpful.

- The front door is in a good location and the building is adjacent to the Library.

- 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, the lower floor is best suited for online distance learning centers.

- Better signage is needed, especially for classrooms and offices.

- The atrium space provides poor thermal comfort with extreme weather conditions.

- There is no gender inclusive restroom on first floor.

- The building is efficiently configured and makes good use of its footprint.

- The building has a lot of natural light.

First floor atrium currently lacks inviting furnishing.

Technology Classroom Building (TCB) Functional Assessment	
Criteria	Score
Program Fit	
Wayfinding	
Flexibility	
Comfort	
Image / Character	
Location	
Efficient Use Of Land Area	
AVERAGE	1.9

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

CONCLUSION

- The atrium space needs to be improved in order to be more welcoming and highly used.

- The contemporary learning spaces are well-designed overall.

- A more friendly and welcoming environment could be provided with some tweaks to the atrium space, creating more of a sense of community.

To understand the potential of TCB, particularly the atrium space, a range of strategies were studied. The strategies focus on interior finish and seating configurations and are not meant to be final designs, but suggestions of what is possible.

CONCEPT

- Make the 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 circulation in central space with pockets of seating for a variety of group sizes

- Add soft furniture and carpeted areas

Add acoustic baffles

Add acoustic panels / tackable surfaces

Replace rockery with built-in bench with planter or inset carpet with loose furniture

The atrium could become more welcoming with acoustic baffles, panels and more comfortable furniture.

SUSTAINABILITY STRATEGIES

As the largest campus and historic heart of the PCC system, Sylvania Campus is an opportunity to demonstrate PCC's sustainability commitments in the built environment and encourage shifts to low carbon transportation. Sylvania Campus's first impressions are dominated by the forest, expansive surface parking lots, and campus buildings of a past era. As this campus adapts to the many changing needs of educational delivery, sustainable approaches can be thoroughly embedded into all adjustments to the buildings, open spaces, and transportation.

Future facilities at Sylvania Campus can support the PCC Climate Action Plan goals and strategies in the following ways.

STRATEGIES FOR BUILDINGS

• Explore viability of rooftop solar arrays and green roofs on existing and future buildings

• Consider embodied carbon (all CO2 emitted in producing materials) in future decisions to renovate or build new

• Build facilities on parking lots if future mobility reduces demand

• Explore retrofits of building HVAC and water systems to employ an "EcoDistrict" approach to the campus, where energy and water conservation strategies are holistically integrated into the site and buildings across a campus

STRATEGIES FOR OPEN SPACE

• Preserve the existing forest edge and the Grove for carbon sequestration, urban heat island reduction, air quality, and habitat enhancement

• Highlight training for sustainable careers as a "living laboratory" using Sylvania Campus's assets of the Automotive program, MakerLab, unique topography, and forested areas

• Transition to climate adaptive and pollinator friendly planting in existing and new open spaces

STRATEGIES FOR TRANSPORTATION

• Improve user experience of low carbon modes by improving infrastructure for shuttle, transit, and bike users

• Explore future fleet charging collaboration with TriMet as well as additional charging facilities for private vehicles

Future development at Sylvania Campus emphasizes tree preservation and enhancement of campus connections to nature.

An automated "people-mover" shuttle that runs in an internal loop of the Sylvania Campus would support transit users and increase accessibility.

The following examples show where sustainability and climate justice strategies can be employed within future development at the campus (Figure 5.3.12).

(A) HABITAT PRESERVATION & RESTORATION

· Biodiversity
· Connections to nature
· Mitigating urban heat island
· Air quality

(B) EFFICIENT BUILDINGS

· Renovated and new buildings increase campus energy efficiency
· Rooftop solar array and green roof opportunities

(C) LIVING LABORATORY

· Enhancing Learning Garden and exploring more accessible locations

(D) MOBILITY HUB

· Encouraging and supporting increased transit use

(E) SUSTAINABLE LANDSCAPE & PARKING AREAS

· Climate-adaptive planting
· Stormwater treatment
· Mitigating urban heat island
· Future fleet and electric vehicle charging

(F) MICROTRANSIT

· Enhancing accessibility and transit support with future campus "people mover" and future TriMet shuttle to light rail

(G) ON-SITE AFFORDABLE HOUSING

· Reducing traffic and commuting
· Supports campus resiliency by addressing housing insecurity and gentrification

Figure 5.3.12 Sylvania Campus sustainability opportunities

N

RENOVATION

FUTURE OPPORTUNITY SITES

INVITING BUILDING EDGES

MOBILITY HUB

PEDESTRIAN NETWORK

OPEN SPACE FRAMEWORK

5.4 CASCADE CAMPUS

The Cascade Campus is located adjacent to residential neighborhoods and along the mixed-use N Killingsworth St. corridor. The campus is located in the historically Black Humboldt neighborhood and the Piedmont Historic Conservation District. Future development at Cascade Campus will recognize community voices and maintain respectful edges to adjacent residential and commercial properties. It will enhance the comfort of open spaces for the PCC community and neighbors to enjoy, and renovate existing buildings to meet the campus's changing needs.

Conceptual illustration of future development at the Cascade Campus

EXISTING CONDITIONS

CAMPUS HISTORY & CHARACTER

In 1970, PCC purchased the former Cascade College and reopened it as a PCC center. The center served the neighborhood with cultural and community activities, career training, and other services. Over time, Cascade Center expanded into a campus with input from the community.

Cascade Campus is unique in hosting community events such as the Cascade Festival of African Films, utilizing spaces such as the Borthwick Mall and the Moriarty Arts & Humanities Building. The Fire Protection Technology Program uses parking lot 5 for student training, which attracts interest from community members in the neighborhood.

The historically Black Humboldt neighborhood, in what was originally named the Albina area, was subjected to redlining practices over many decades and has seen rapid gentrification in recent years. To the north of campus is a long-standing residential neighborhood, and to the south, the North Killingsworth Street corridor anchors Jefferson High school, the Multnomah County Library and a range of local businesses. Strong connections to the surrounding neighborhood deeply benefit the campus community and are important to the Cascade Campus identity.
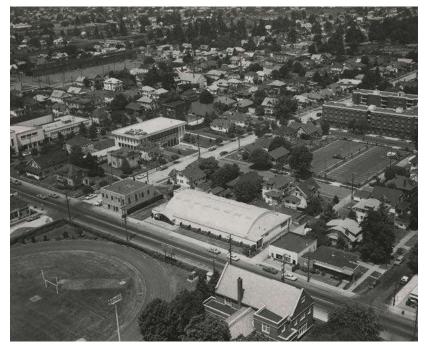
LAND USE & TRANSPORTATION CONTEXT

The Cascade Campus is located in the City of Portland. It is currently regulated by an Impact Mitigation Plan (IMP) and will transition to Campus Institutional 2 (CI2) zoning. Buildings along N Killingsworth St. are subject to the Main Street Overlay. Other portions of campus along N Killingsworth St. are located within the Piedmont Conservation District, a type of historic resource designation. For a full summary of applicable zoning regulations, see Appendix H.

N Killingsworth St. is classified as a District Collector and N Albina Ave., which bisects the campus, is classified as a Neighborhood Collector. The other north-south streets that border or cross campus are local streets. Killingsworth St. and Albina Ave. are Major Transit Priority streets where TriMet provides bus services. At the corner of N Albina Ave. and N Killingsworth St., there is a Biketown bike corral providing bikes for rent. Cascade Campus is located 1,800 feet (7 blocks) away from the MAX Yellow Line station to the west on N Interstate Ave., roughly a 10-minute walk.

Classes at the early Cascade Center included typist training.

Site of PCC Cascade in 1969
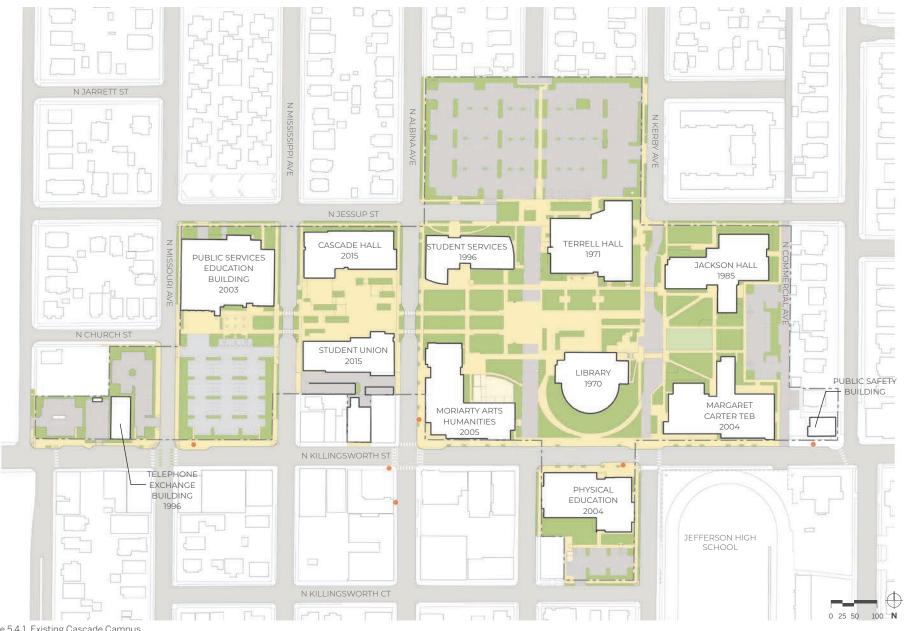
Figure 5.4.1 Existing Cascade Campus

N JARRETT ST

N MISSISSIPPI AVE

N ALBINA AVE

N KERBY AVE

N JESSUP ST

N MISSOURI AVE

PUBLIC SERVICES
EDUCATION
BUILDING
2003

CASCADE HALL
2015

STUDENT SERVICES
1996

TERRELL HALL
1971

JACKSON HALL
1985

N COMMERCIAL AVE

N CHURCH ST

STUDENT UNION
2015

LIBRARY
1970

MARGARET
CARTER TEB
2004

PUBLIC SAFETY
BUILDING

MORIARTY ARTS
HUMANITIES
2005

TELEPHONE
EXCHANGE
BUILDING
1996

N KILLINGSWORTH ST

PHYSICAL
EDUCATION
2004

JEFFERSON HIGH
SCHOOL

N KILLINGSWORTH CT

0 25 50   100 N

TRIMET BUS STOPS

EXISTING SITE USE

The 18-acre Cascade Campus has a relatively small portion of site devoted to outdoor programmatic use (2%). The largest, most prominent area is parking lot 5, which is used for the Fire Protection Technology Program at select times. The Learning Garden, childcare, and kiln for the arts program make up the other programmed outdoor space on campus. Borthwick Mall is also used for community events.

BUILDINGS AND PROGRAM

Currently, 71% of assignable square footage on campus is used by Academic Affairs, with the remaining 29% dedicated to Student Affairs, Administration, Facilities Management Services/Public Safety/ Information Technology, and Auxiliary Services (Figure 5.4.2). The Association for Learning Environments standards (also called CEFPI standards) indicate that the Cascade Cascade Library is more than 20% larger than typical standards for Cascade's 2019 enrollment. Therefore, it is assumed that any issues identified with the library can be addressed with reconfiguration.

To assist in ongoing decisions about future program provision by location, current space use was categorized in terms of the Academic and Career Pathways (Figure 5.4.3). Cascade Campus has the largest share of Arts, Humanities, Communications & Design program space of any PCC campus. Cascade Campus does not currently provide dedicated space for the Construction, Manufacturing, Technology and Trades Pathway (moved to Swan Island Trades Center 3 miles west) or Business and Entrepreneurship Pathway.
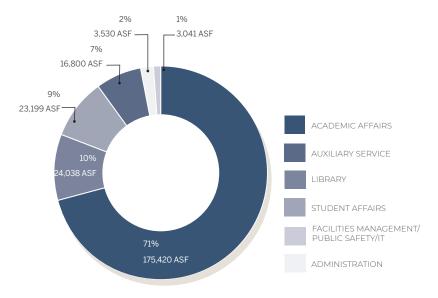
Figure 5.4.2 Cascade Campus-Wide Aggregate Space Use

Legend:
- ACADEMIC AFFAIRS
- AUXILIARY SERVICE
- LIBRARY
- STUDENT AFFAIRS
- FACILITIES MANAGEMENT/ PUBLIC SAFETY/IT
- ADMINISTRATION

Values: 71% 175,420 ASF; 10% 24,038 ASF; 9% 23,199 ASF; 7% 16,800 ASF; 2% 3,530 ASF; 1% 3,041 ASF
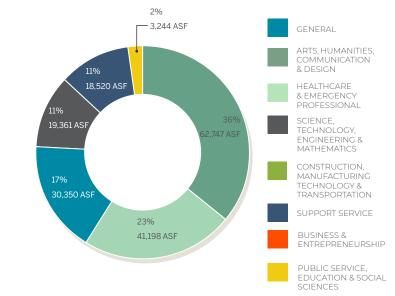
Figure 5.4.3 Cascade Campus-Wide Space Use by Academic & Career Pathway

Legend:
- GENERAL
- ARTS, HUMANITIES, COMMUNICATION & DESIGN
- HEALTHCARE & EMERGENCY PROFESSIONAL
- SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS
- CONSTRUCTION, MANUFACTURING TECHNOLOGY & TRANSPORTATION
- SUPPORT SERVICE
- BUSINESS & ENTREPRENEURSHIP
- PUBLIC SERVICE, EDUCATION & SOCIAL SCIENCES

Values: 36% 62,747 ASF; 23% 41,198 ASF; 17% 30,350 ASF; 11% 19,361 ASF; 11% 18,520 ASF; 2% 3,244 ASF

Childcare play area adjacent to Cascade Hall

The Cascade Festival of African Films is a beloved community event held in the Moriarty Arts & Humanities Building. Photographer: Soraya Benson

Figure 5.4.4 Cascade Campus Site Use

PROGRAMMED USE **2%**

BUILDING FOOTPRINTS **25%**

PARKING & VEHICULAR **44%**

EQUITY CONSIDERATIONS

While the following is not an exhaustive list of equity considerations at this campus, it summarizes some key themes that emerged through this planning effort.

Cascade Campus is located in the historically Black Humboldt neighborhood of north Portland. In recent years, the neighborhood has undergone significant gentrification and displacement, but the area is still more diverse than the surroundings of other PCC campuses. Student data from 2018 and 2019 showed that about 19% of all PCC students were enrolled at Cascade Campus. These students lived primarily in north and northeast Portland. PCC students who self-identified as Black, American Indian or Alaska Native, Hispanic, Asian, Native Hawaiian or Pacific Islander, and two or more races are concentrated in this area of North Portland, overlapping directly with the home locations of Cascade Campus enrollees.

PCC students who were offered a Pell Grant (which can serve as a measure of economic vulnerability) are also concentrated near Cascade Campus.

Input from students, employees, and neighbors revealed themes about how the campus could specifically provide a more equitable environment in the future. For example, survey and workshop participants discussed that the open spaces at Cascade Campus seem empty and lacking comfortable furnishing and weather protection, which makes PCC students and staff hesitant to spend time outside and feel unsafe at night. There were also many comments about feeling unsafe at pedestrian crossings and within the parking lots due to inadequate lighting or interaction with cars. This finding is echoed in the Oregon Department of Transportation crash data, which shows minor and severe pedestrian and bicycle injuries on N Killingsworth St. adjacent to the campus. PCC community members also recommended multilingual signage and a clearer campus entry point and welcome area.

Accessibility is a key equity consideration for all campuses. In Phase 1 of the Facilities Plan, relatively few accessibility issues were identified on the Cascade Campus compared to other PCC campuses. During Phase 2 engagement, some additional issues came to light, such as locations and configuration of accessible routes and ramps.

PCC CASCADE STUDENTS

Density of PCC students who attended Cascade, 2018-19. Source: ECONW

highest density

lowest density

PCC STUDENTS OF COLOR

Density of PCC students of color, 2018-2019. Source: ECONW

highest density

lowest density

PCC PELL GRANT STUDENTS

Density of PCC students offered a Pell Grant, 2018-19. Source: ECONW

highest density

lowest density

SUPPORTING ALTERNATIVE TRANSPORTATION MODES

Cascade Campus has strong access to alternative modes and is located on a walkable, mixed-use street. Survey and workshop participants reported feeling unsafe when crossing N Albina Ave., and that the PCC shuttle stop feels disconnected from the main activity of campus.

WELCOMING & SAFE AREAS

The broad campus open spaces do not feel well-used by the campus community, which can make the campus feel unsafe when there are not events. Survey participants noted that the campus open spaces feel empty, lack weather protection, have uncomfortable furnishings, and that campus lounges do not feel meant for spending long periods of time.

COMMUNITY INTERACTION

People appreciate how the Cascade Campus is connected to the surrounding neighborhood in daily routines and special events. Some noted that there are a lot of non-PCC people on campus, which can be a positive or negative depending on the overall activity and time of day.

VISION & VALUES

Through outreach and in-reach to campus community members and neighbors, participants were asked: what spaces do you like on the campus, and what is important about this campus to preserve? At Cascade Campus, key themes voiced were the integration with the community through cultural events and openness to the neighborhood. In addition, participants valued the proximity to local food and stores; ease of access to campus by transit, walking and biking; and the character of the surrounding neighborhood. On campus, green spaces like the Borthwick Mall and Learning Garden were highly valued.

At the online campus workshops and listening sessions, campus and community stakeholders described their vision for the Cascade Campus. Based on this input, the following is a summary of some key themes and elements of the long-term vision for the campus.

In 20 years, the Cascade Campus is:

• Connected with the surrounding community;

• A comfortable and inviting campus environment with usable green spaces;

• Easily navigable from anywhere within campus outdoor spaces

The Facilities Plan provides recommendations about future development, open space, and circulation, that draws directly from a broad range of campus and community input. A full summary of the input received about the Cascade Campus is included in Appendix A.

"Walkable, accessible"

"Building that have lots of light/more open spaces"

"The integration into the community is unique"

"Learning Garden space and quad, always people gathered and hanging out there, well-situated"

CAMPUS GROWTH

ENROLLMENT PROJECTIONS

By 2030, Cascade Campus is projected to reach about 3,235 tull-time equivalents by credit-hour.* This is an increase of about 201 FTE from the 2019-2020 baseline, and it is the smallest projected percentage increase in enrollment amongst all PCC campuses by 2030. This is well below the previous FTE peak of 2011. Given the impacts of the COVID-19 pandemic and nationwide concerns about declining birth rates, the college will continue to closely monitor enrollment and budget trends. The 2030 enrollment projections serve as a guide for potential college growth over time.

In 2019, Cascade Campus enrollment made up 19% of overall PCC enrollees. Long-term trends suggest a continued similar share of enrollment at this location, with a slight decline in coming years. In terms of pathways, enrollment in the Arts, Humanities, Communication, and Design Pathway will continue to increase slowly as a share of FTE enrollment district-wide. The Cascade Campus currently provides a large share of the space for these programs.

10-YEAR SPACE NEEDS

Based on enrollment projections and interviews with Academic Affairs staff, it is estimated that Cascade Campus may need up to 12,500 gross square feet of additional academic and support space over the next ten years. Of all the PCC campuses, Cascade Campus has the least amount of space need for the next 10 years, a 3% increase. In relative scale, the additional space needed would be less area than one floor of the existing Student Union Building.

The Cascade Campus requires additional space in Student Affairs to provide more area to meet with students in a range of group sizes (17% of total space need). Because of the lower enrollments currently occurring at Cascade Campus and the lower rate of projected growth, the future need for additional Academic Affairs space is very small (1%). Facilities Management Services needs additional exterior and interior storage.

Additional detail about space needs projections, including sub-categories for each major space type and assumptions made in the analysis, can be found in Appendix F.

Figure 5.4.5 Cascade Campus enrollment projections

Category	Existing Area (ASF)	Additional Future Need (ASF)	Additional Future Need (GSF)
Auxiliary Services	16,500	1,100	1,700
Academic Affairs	174,300	2,000	3,100
Facilities Maintenance	5,700	600	900
Administration	4,000	500	800
Student Affairs	23,200	3,900	6,000
Library	23,900	0	0
Totals	**247,600 asf**	**8,100 asf**	**12,500 gsf**

Table 5.4.1 Cascade Campus 10-year space needs

* This study projected FTE enrollment shares by campus using an exponential smoothing method and applied projected shares to totals derived from the initial projections. For more information on projections methodology, see Appendix E.

CAMPUS DEVELOPMENT CONCEPT

Based on the Guiding Ideas for planning and design, and drawing from college and community input, future development and improvement at the Cascade Campus will prioritize several objectives described below.

- Create a more welcoming interface with the surrounding neighborhoods

- Improve the useability of open spaces as places to gather and study year-round

- Enhance the northern portion of the Borthwick Mall pedestrian corridor if future development is considered in this area

- Coordinate with PBOT to improve safe crossings of public streets that intersect the campus

SENSE OF BELONGING & EQUITABLE STUDENT SUCCESS

Future development will prioritize improvement of outdoor spaces and clarity of wayfinding to make students, staff, and visitors feel comfortable and welcome. This will create a more positive interface with the surrounding neighborhood's commercial and residential land uses.Future projects will create indoor and outdoor spaces that are comfortable, usable, and encourage collaboration and connection.

Cascade Campus Development Concept

EVOLVING DELIVERY OF EDUCATION

In response to minimal projected enrollment growth, future projects will adapt existing buildings to meet changing educational needs. Flexible development options are provided to accommodate future programming decisions.

RESILIENCE & STEWARDSHIP

Future development will enhance the usability and sustainability of existing open spaces. Improvements can leverage the campus's significant access to transit, bicycling, and walking and prioritize safe crossings of public streets that intersect the campus to encourage low-carbon transportation modes. The inclusion of affordable housing supports college and neighborhood resilience in the face of gentrification pressures.

DEVELOPMENT PLAN

Given that the Cascade Campus has low projected growth by 2030, no new buildings are proposed in the near future. Instead, the college can remain flexible with future development options. Priority projects at this campus include improving the existing campus buildings, outdoor spaces, and accessibility. The development areas shown in Figure 5.4.6 accommodate the projected space need in the next ten years and beyond with two options for a new building site. Future development will depend on many considerations, including programmatic decisions.

A Option 1 for future growth is envisioned just north of the Student Services Building and across N. Jessup St. A future building here could transform this area of N Jessup St. into an inviting and comfortable open space between those buildings and support improvements to the adjacent portion of the Borthwick Mall pedestrian walkway.

B Option 2 for future growth is envisioned as a new building along N Killingsworth St. This site would create a more welcoming edge along the street and provide area to the north for parking or future development. This new building could accommodate the current uses in the Public Services Education Building and the yard for the Fire Protection Technology Program.

C Reconfigure the ground floor of the Student Union Building into a more engaging space with a stronger indoor-outdoor connection and student support functions, including resources for first-time students and visitors, some of which are currently located in the Student Services Building (SSB).
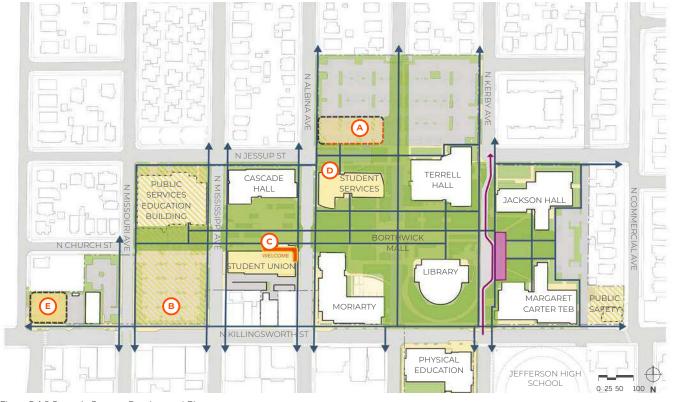

Figure 5.4.6 Cascade Campus Development Plan

D The northern entry and wayfinding inside SSB can be improved to better support student access to educational resources and connect the potential new development site on parking lot 1 to the heart of campus.

E Affordable housing will be built on a site on the corner of N Killingsworth St. and N Missouri Ave., on underutilized parking lot 7. The land will be leased by the college for a housing provider to own, operate, and maintain. There may be another option for affordable housing along N Kerby Ave. north of Terrell Hall, depending on future campus development and parking demand.

RENOVATION

FUTURE OPPORTUNITY SITES

INVITING BUILDING EDGES

MOBILITY HUB

OPEN SPACE FRAMEWORK

PEDESTRIAN NETWORK

TRANSIT ROUTE

OPTIONS FOR FUTURE BUILDING SITES

Projected 2030 enrollment growth alone does not require enough space for a new building at Cascade Campus; however, depending on district-wide needs or program shifts that may necessitate a new building, the plan recommends one of two options for building siting.

OPTION 1

The first option for a future building site continues to utilize the existing PSEB and parking lot 5 for fire training exercises. If this is the case, a new building site is proposed across N Jessup St. from the SSB. A new building here could be accompanied by a vacation of the N Jessup St. right-of-way, and thereby achieve a long-term aim to reduce public rights-of-way intersecting the campus. The area between the SSB and the new building would become a pedestrian green space and plaza with clearly visible and welcoming entry points to the buildings. This is a desire frequently mentioned at this campus and specifically at the northern entry to SSB. Vehicular access to parking lot 1 would remain from N Albina and N Kerby Avenues.

Conceptual illustration of Option 1: a new academic building north of the Student Services Building

OPTION 2

The second option for a future building utilizes the existing parking lot 5 along N Killingsworth Street as a new building site. Siting a building along the south edge of the campus would support the community's desire for the campus to create a more welcoming edge along this street as well as citywide goals of providing development directly fronting major transit and pedestrian streets such as N Killingsworth St. The new building could house the Fire Protection Technology Program as well as classrooms and offices, with a yard and parking area usable for fire training activities provided on the north side. The site of the existing PSEB would also become available in the short term for parking and for long-term future development capacity. The college is more likely to consider this second option as a long-term area for future development capacity beyond this plan's timeline.

Conceptual Illustration of Option 2: a new academic building along N Killingsworth St.

AFFORDABLE HOUSING

A 0.2-acre site on the underutilized parking lot 7 has been identified for an affordable housing partnership. The site can accommodate approximately 78 micro-units. Micro-units are small, usually single-room living spaces of about 200 square feet each that include all the functions of a typical apartment within a smaller, more efficiently designed space. Because more of them can be built on a given site, rent is usually lower for micro-units, making them more affordable. This project would contribute a positive edge to N Killingsworth St and is situated adjacent to existing residential uses, including PCC-owned market rate housing that is operated by others.

If there is the desire for additional affordable housing at this campus, the plan identifies a compatible site on the northeast corner of campus, on parking lot 1, adjacent to existing apartments across N Kerby Ave. This site could accommodate approximately 45 units at four stories, or approximately 57 units at five stories. Future study of this site is needed to determine the appropriate setbacks from neighborhoods to the north and Terrell Hall to the south and parking impacts to the campus.

FUTURE OPPORTUNITIES

Beyond the timeline of this plan, the next priorities focus on continued improvement of existing facilities as well as further study of potential future development. Several elements need further planning study at this campus, listed below.

PSEB

The PSEB is functioning well on campus. A future study is needed to confirm the academic programs for PSEB and to explore the possible benefits of relocating the building to front N Killingsworth St. on the current parking lot 5 as noted in Option 2 of the development plan.

PUBLIC SAFETY PLANNING STUDY

The size and location of the existing Public Safety building was explored through a parallel planning study. Further technical study and engagement efforts to assess the optimal location of Public Safety functions and use of the current site on N Killingsworth St. is needed before a final determination is made.

CAMPUS EXPANSION TO NORTH

A future study can assess the expansion potential to the north of SSB illustrated in Option 1 of the development plan. This study would explore the vacation of North Jessup St. and how the new building can be optimally sited to create active, well-lit open space and relate to SSB.

Conceptual illustration of affordable housing along N Killingsworth Sts on parking lot 7

The existing public safety office on N Killingsworth St. will be assessed for potential relocation.

OPEN SPACE PLAN

The key recommended improvements to the open space system at Cascade Campus are noted in Figure 5.4.7. Major recommendations include:

A Add weather protection and usable seating in campus open spaces, including the Library terrace

B Improve indoor-outdoor connection to the ground floor of the Student Union Building (currently cafeteria space)

C Evaluate opportunities to transform the lawn between Killingsworth St. and the Library into an engaging and welcoming space

D Add seating, weather protection, and gathering area at the Learning Garden that also serves the shuttle stop

E Improve the northern portion of Borthwick Mall pedestrian corridor north to the neighborhood with future development

F Explore opportunities to vacate Jessup Street with future development to create a new campus open space

Figure 5.4.7 Cascade Campus Open Space Plan

OPEN SPACE FRAMEWORK

CREATE COMFORTABLE & USEABLE OUTDOOR SPACES

A primary recommendation for open spaces at the Cascade Campus is to improve the comfort and usability of outdoor areas. Currently, PCC community members report that the open spaces feel too open, empty of people, and lack sufficient cover for rainy or hot weather. Recommendations include enlivening the campus's open spaces with weather protection, climate adaptive planting and trees, and comfortable, flexible seating for outdoor gathering, study, and work.

The Library plaza provides an example of how to improve the comfort of campus open spaces. By adding shade trees and canopy, the existing Library plaza is transformed into a more inviting space to spend time. Additional seating and climate adaptive planting break up the large scale of the plaza and mark this as a place to linger rather than a pass-through area.

The Library plaza can be enhanced with comfortable seating with weather protection, shade trees, and solar panels to provide device charging.
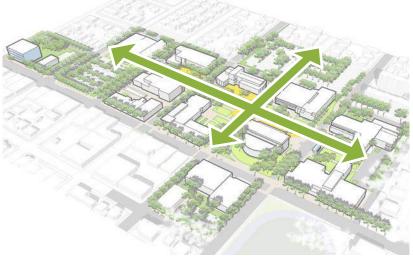

Existing Library plaza

PROVIDE POSITIVE EDGES

The Cascade Campus is defined by its location within residential areas and along the mixed-use N Killingsworth St. corridor. For long term future redevelopment, it is important that this campus continues to be a good neighbor and provide respectful edges. This includes the massing and program of potential future redevelopment of parking lot 1 or potential shifts to the Public Safety Building or the PSEB, subject to future studies and community conversations. Along N Killingsworth St., future projects at the Cascade Campus can create a more positive and integrated active frontage. For existing buildings, this may include adjustments for more welcoming entrances on N Killingsworth St. and replacing existing windows with transparent windows. In addition, activating rooms on the street level with visually engaging academic uses or displays (such as art studios and community art installation) could support campus integration with the surrounding community. These positive edges along N Killingsworth St. can be incorporated into far future projects beyond the timeline of this plan.

EXTEND PEDESTRIAN GREEN SPACES

To support the connection between the Cascade Campus and the surrounding neighborhood, the portion of Borthwick Mall that runs north through parking lot 1 can be improved as a pedestrian green space with future development in this area. This will create more welcoming connections to the neighborhood and support any future buildings on parking lot 1, providing more opportunities for indoor-outdoor learning, as well as amenity space for potential affordable housing on the east side of parking lot 1. In addition, there is potential to improve the east-west quad in front of the PSEB depending on the future status of that area.

Future development can strengthen pedestrian open space connections north-south and east-west.

N

Example of transparent windows with active lab or classroom space at ground level

CIRCULATION PLAN

Circulation improvements at Cascade Campus build upon the campus's existing strong pedestrian, bicycle, and transit infrastructure. Recommendations include the following:

(A) Add mobility hub improvements at the existing shuttle stop and Learning Garden area.

(B) Improve and mark pedestrian entries to campus along N Killingsworth St. at N Kerby and N Borthwick avenues

(C) Improve wayfinding throughout campus with better building identity and signage

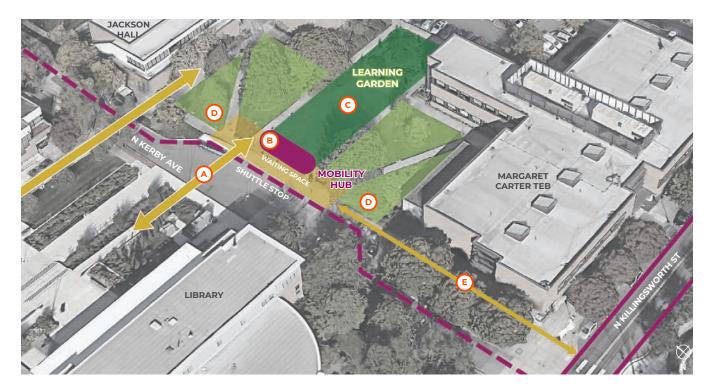Figure 5.4.8 Cascade Campus Circulation Plan

MOBILITY HUB

TRIMET BUS STOP

PEDESTRIAN NETWORK

MOBILITY HUB CONCEPT

Enhancing the Cascade Campus shuttle stop will support PCC's district-wide goals of sustainability and equitable student success. Cascade Campus's mobility hub focuses on improving comfort for shuttle passengers and enhancing the connection to and identity of the Learning Garden. In addition, other amenities are present at adjacent TriMet stops, which may be further enhanced in the future. For example, there is currently a Biketown bike share corral adjacent to the Route 72 stop at N Albina Ave. and N Killingsworth St. Strategies for the mobility hub include:

A Relocate the crosswalk to align with the central walkway from Library terrace, with high-visibility crossing treatment and an extended curb on the east side.

B Add generous shelter and gathering area that serves both the Learning Garden and transit users; integrate multilingual signage for the shuttle and the Learning Garden.

C Shift a portion of the Learning Garden slightly east of the shuttle stop and buffer it from the street with the new shelter and gathering area.

D Incorporate climate adaptive and pollinator planting which supports the Learning Garden and provides a more interesting, beautiful waiting experience for shuttle riders.

E Establish improved pedestrian connections to N Killingsworth St. bus lines and retail.

The mobility hub enhances the existing shuttle stop and creates a better connection to the Learning Garden and west side of campus.

EXISTING BUILDING RECOMMENDATIONS

Phase 1 found that PCC's building stock is in relatively good condition by the FCNI measure (see p. 16). However, further study identified programmatic and functional issues that the FCNI does not address. Therefore, Phase 2 included building assessments of eight selected buildings across the district that examined program fit, wayfinding, flexibility of use, comfort, image and character, location, and efficient use of land area. At Cascade Campus, the Public Service Education Building was assessed due to functional fit issues, the Student Services Building was identified for assessment based on wayfinding concerns, and the Margaret Carter Technology Education Building was assessed due to its low level of activity and engagement with the N Killingsworth St. edge and the campus as a whole.

PUBLIC SERVICES EDUCATION BUILDING (PSEB) FUNCTIONAL ASSESSMENT

The original structure was constructed in 1950s and was renovated in 2003 from its former retail use to house programs for fire and emergency services training programs. As part of the 2017 bond improvements to the Nursing school facilities at the Sylvania Campus, a temporary facility was needed to give the program continuity. To accommodate this, a 2,200 square foot Hospital and Ambulance Simulation Space was added to the PSEB in 2021. The work included reconfiguring some interior rooms. The lab required new lighting, electrical, plumbing, AV, and technology throughout along with modifications to the existing HVAC.

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 question was considered as part of the analysis: what is the functional appropriateness of this building and its value to the campus long term?

The FCNI score indicated the physical condition of the building is 0.13, where 0.10 is "Excellent" Condition and 0.20 is "Good" Condition. See Facilities Plan Phase 1 for further detail.

With roll-up bays for Fire Protection Technology program vehicles, the program often utilizes parking lot 5 to the south of the building for training exercises and other activities.

Nursing and EMS/EMT programs use the PSEB, including a hospital simulation space.

OBSERVATIONS

- Due to its location at the edge of campus with parking to the south, the building feels somewhat removed from the rest of campus.

- The classrooms on the interior lack access to daylight.

- The offices on the building perimeter have good access to daylight which limits the ability for more than two classrooms to have good daylight.

- The significant space for Facilities Management limits academic functions in the building.

- Access to faculty offices by students is not immediately clear.

- There are enough individual bathrooms to accommodate gender inclusive use.

- There is little engagement with outdoor spaces, but there is potential through existing truck bay doors.

- The building's design language does not fit well with adjacent PCC buildings.

CONCLUSION

- Providing such a small number of classrooms on the edge of campus is not ideal.

- The building displays poor image and 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 versus investing significant dollars to retain the building.

The open space in front of PSEB has potential to become a more welcoming extension of the campus open spaces to the east.

Public Service Education Building (PSEB) Functional Assessment

Criteria	Score
Program Fit	
Wayfinding	
Flexibility	
Comfort	
Image / Character	
Location	
Efficient Use of Land Area	
AVERAGE	2.9

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

STUDENT SERVICES BUILDING (SSB) FUNCTIONAL ASSESSMENT

The Student Services Building (SSB) includes an area on the first floor devoted to the Student Affairs Answer Center where students access Registration, Financial Aid, Cashier, and other student services. The space has been confusing to students and is highly congested during peak times. At the same time, the future of Answer Centers on all campuses is unclear. They are not heavily used after the start of each quarter, and now more than ever students are reaching out for services online instead. In fact, the COVID-19 pandemic has shown that services can be accessed quite successfully online. The college wished to study possibilities for the space if Answer Centers are no longer used in the future.

The FCNI score indicated the physical condition of the building is 0.9, where 0.10 or less is "Excellent Condition." See Phase 1 of the Facilities Plan.

OBSERVATIONS

- Once in the building through the two main entrances, orientation is difficult with large columns obstructing views and with the entrances offset from each other.

- The central Answer Center has very limited access to daylight.

- There is an absence of gender inclusive restrooms.

- The building configuration helps to frame the campus central spine.

- There is 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, the building makes good use of its footprint.

CONCLUSIONS

- The first floor configuration appears functionally problematic for the Answer Center without improvements to sightlines and wayfinding.

- The majority of the functions receive good daylight except the central lobby and Answer Center at the first floor.

- If the Answer Center were to remain in SSB, improvements can be made to address sightlines and wayfinding, and the amount of space needed beyond the COVID-19 pandemic should be confirmed. If it were not to remain, the space could be used for other functions.

To understand the potential for the Answer Center space should it no longer be housed in SSB, two strategies were examined. Strategy 1, which provides additional study and gathering space for students, may be the most effective overall. Strategy 2 expands office space, but the campus is not experiencing an office space deficit, and with the likely transition toward more hybrid work, there may be less need for additional office space in this building.

Answer Center on the first floor

Student Services Building (SSB) Functional Assessment	
Criteria	Score
Program Fit	
Wayfinding	
Flexibility	
Comfort	
Image / Character	
Location	
Efficient Use of Land Area	
AVERAGE	3.0

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

STRATEGY 1

Remove 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 an Answer Center is not needed, it could be a study and gathering space.

Cons

- Increase in restroom capacity may be required.

Strategy 1 creates an informal study and gathering space immediately off the main entrance

STRATEGY 2
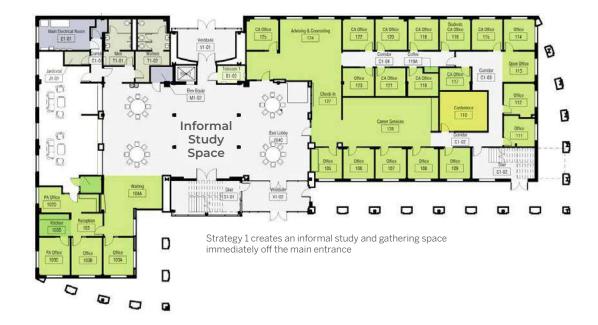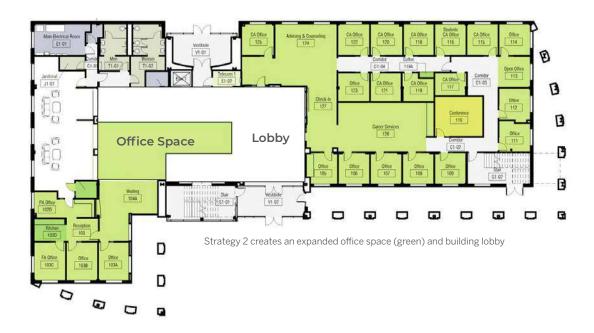
Convert the space to focus on office use.

Pros

- Amount of office space is expanded, if needed.

Cons

- Increase in restroom capacity may be required.

- Less activated and student-oriented first floor.

Strategy 2 creates an expanded office space (green) and building lobby

MARGARET CARTER TECHNOLOGY EDUCATION BUILDING (TEB) FUNCTIONAL ASSESSMENT

The Margaret Carter Technology Education Building (TEB) 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. The college wished to understand whether there is something inherently wrong with the building that limits its usability and contributes to its low level of activity.

The FCNI score indicated the physical condition of the building is 0.11 where 0.10 is "Excellent" Condition and 0.20 is "Good" condition. See Phase 1 of the Facilities Plan.

OBSERVATIONS

- Location at the far east end of campus poses a challenge to activation of the building. Increased transparency on the north facade at the Computer Resource Center (CRC) could help activate the central spine.

- The building supports academic functions well with a mix of spaces such as classrooms, class labs of varying scale,s and office space.

- It has a clear layout, but since the removal of the information desk, there is no place for visitors to go to find help.

- The building has open access to general public; it lacks security, but it is a good location for Jefferson High School student access.

- The building can support a range of classrooms and class labs. The office wing could be converted to medium-sized classrooms if needed. The building might be limiting for heavy equipment-related programs.

- Overall comfort is good, but there is an absence of gender inclusive restrooms.

- Sound issues with the 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.

- The building is efficiently configured and makes good use of its footprint.

- The building projects a positive image for the college along N Killingsworth St. and internal to the campus. However, it does not read as a major destination on campus.

Margaret Carter TEB entrance from Killingsworth Street

Margaret Carter Technology Education Building (TEB) Functional Assessment

Criteria	Score
Program Fit	
Wayfinding	
Flexibility	
Comfort	
Image / Character	
Location	
Efficient Use of Land Area	
AVERAGE	2.0
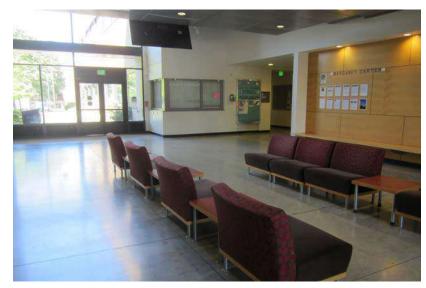
Excellent Condition (Score: 1)	Good Condition (Score: 2)	Average Condition (Score: 3)	Poor Condition (Score: 4)	Very Poor Condition (Score: 5)

CONCLUSIONS

- Overall, the building has strong functional attributes related to access to daylight, flexibility, wayfinding, etc.

- Open dimensions support classroom space, non-wet classlab space, and office uses.

- Its location on the edge of campus might be limiting to the level of activity in the building. There is potential for the building to have a stronger theme in terms of the types of programs housed here so that it functions as more of a destination.

- The removal of the Information Desk might have contributed to losing clarity in where to go to find the disparate programs within the building and creating problematic activity by non-campus users.

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 Information Desk in the main corridor at the Computer Resource Center could help manage the use by people from the broader community and potential problematic activities there.

- Softer furniture and carpeting in the lobby area with a range of seating configurations would provide more comfortable collaboration and hang-out space.

The first floor lobby could provide more comfortable furnishings.

The mezzanine above the lobby offers flexible furnishing for collaboration.

SUSTAINABILITY STRATEGIES

With little future proposed growth, in the short term, Cascade Campus sustainability strategies will focus on retrofits of existing buildings, strengthening the sustainability of open spaces, and supporting low-carbon transportation. Sustainability strategies at the Cascade Campus can demonstrate PCC's commitment to climate justice, which acknowledges that climate change can have differing social, economic, public health, and other adverse impacts on underprivileged populations.

Future facilities at Cascade Campus can support the Climate Action Plan goals and strategies in the following ways.

STRATEGIES FOR BUILDINGS

• Explore viability of rooftop solar arrays and green roofs on existing and future buildings

• Consider embodied carbon (all CO2 emitted in producing materials) for new and renovated building materials

• Explore retrofits of building HVAC and water systems to employ an "EcoDistrict" approach to the campus, where energy and water conservation strategies are holistically integrated into the site and buildings across a campus

STRATEGIES FOR OPEN SPACE

• Transition to climate adaptive and pollinator friendly planting in existing and new open spaces

• Plant additional trees that strengthen the urban forest canopy, mitigate urban heat island, and improve air quality in support of climate justice

STRATEGIES FOR TRANSPORTATION

• Improve user experience of low carbon modes by improving infrastructure for shuttle, transit, and bike users

• Explore adjustments to the location of shuttle cleaning routines to minimize impacts to the adjacent Learning Garden

• Assess future charging locations of PCC fleet vehicles and private vehicles

Renovation or new development can provide quality, easy to find amenities for bike and transit users.

A buffer between the Learning Garden and PCC shuttle stop would benefit the edible plants while allowing a supportive waiting space for transit riders.

The following examples show where sustainability and climate justice strategies can be employed within future development at the campus (Figure 5.4.9).

(A) TREE PLANTING OPPORTUNITIES

· Carbon sequestration
· Mitigating urban heat island

(B) EFFICIENT NEW BUILDINGS

· New buildings increase campus energy efficiency
· Rooftop solar and green roof opportunities

(C) LIVING LABORATORY

· Expanding Learning Garden and highlighting activities at shared mobility hub covered area

(D) MOBILITY HUB

· Encouraging and supporting increased transit use

(E) SUSTAINABLE LANDSCAPE & PARKING AREAS

· Climate-adaptive planting
· Stormwater treatment
· Mitigating urban heat island
· Future fleet and EV charging

(F) ON-SITE AFFORDABLE HOUSING

· Reducing traffic and commuting
· Supporting campus resiliency by addressing housing insecurity and gentrification

Figure 5.4.9 Cascade Campus sustainability opportunities

N

RENOVATION

FUTURE OPPORTUNITY SITES

INVITING BUILDING EDGES

MOBILITY HUB

CAMPUS OPEN SPACES

6 CENTERS

While campuses are recognized as PCC's primary facilities, the college maintains multiple additional locations around the region, called centers, that provide diverse services to their local areas. Centers are smaller facilities offering job training, specialized programs, and transfer courses and are valued by community members who may not live close to the four campuses. Some centers also serve specific employers, like Vigor Shipyards, or focus on one specialized program, such as Vanport's Dental Hygiene and Assisting program.

CURRENT CONDITIONS

Currently, PCC operates ten centers, most of which use PCC-owned facilities. Two facilities (Hillsboro Center and the Maritime Welding Training Center) are leased, and one of the newest PCC facilities (in the Vanport Building in downtown Portland) is a single floor of a new building owned by the college through a condominium-style agreement with PSU, OHSU, and the City of Portland. All existing PCC centers and non-campus facilities, along with information about space use by Academic and Career Pathways, are identified in Figure 6.1.

Some centers are newly built, and others have been studied in recent years for expansion or reprogramming. In addition to the new Vanport Building, which houses PCC's Dental Science programs, the Columbia County Center, including the Oregon Manufacturing Innovation Center (OMIC), was completed in 2020 based on a local community desire for more workforce training opportunities. A plan for the Newberg Center site was completed in 2010, and the first phase of development was completed in 2011. Other centers have been in operation for many years but have been recently studied for improvements, such as the Swan Island Trades Center. Redevelopment of the Portland Metropolitan Workforce Training Center in northeast Portland, originally built in 1998, is beginning construction in early 2022 and will become PCC's most recently updated center with the college's first-ever affordable housing partnership development.

PCC's centers have long functioned on a case-by-case basis, with investments and improvements occurring when compatible partnerships or funding opportunities arose. Each center provides unique benefits to its local community and partners and has evolved to meet the needs in that location over time. Under the One College model, the college is aligning and organizing all its programs based on district-wide needs, and this includes its approach to centers. This chapter documents ongoing conversations with college leadership to provide a preliminary set of Guiding Principles to frame the decision-making process, as well as several key strategies to achieve these principles.
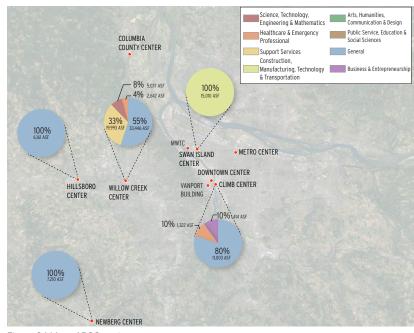

Figure 6.1 Map of PCC centers

GUIDING PRINCIPLES FOR CENTERS

The following set of Guiding Principles was developed to assist the college in future decisions about opening, closing, or modifying existing centers. The intent of the Guiding Principles is to establish evaluation criteria with an intentional district-wide lens, leading to centers that effectively and equitably serve their local communities.

PCC's centers should…

- Provide needed education, training, and other services to their local communities

- Include a mix of programs and services, including diverse workforce programs, general education support, and wraparound services

- Reinforce PCC's One College identity while maintaining physical flexibility to accommodate changing needs and technologies

- Serve as "on-ramps and off-ramps" for education—clearly connecting students to their next step, whether academic or employment

- Draw students into the larger PCC community by supporting their educational needs and interests

- Act as flexible satellites of PCC that are nimble and responsive to current needs and shifts

Hillsboro Center

Newberg Center

POTENTIAL STRATEGIES

The following list of recommended strategies was developed with input from college leadership. These strategies are intended to align centers with the Guiding Principles and PCC's mission.

- **Establish a District-Wide Centers Review Process.** To ensure that the centers' programming is responsive to community and workforce needs, conduct regular research and assessment of local community needs as well as local employer interests for each geographic region in the district. This data-informed strategy can be updated on a 5-year basis with the goal of assessing ongoing program viability at each of the centers. The review process will enable informed decisions about opening, closing, or modifying centers across the district. It will also consider financial sustainability and fixed costs of physical locations. A centers review effort, including representation from Academic and Student Affairs, could be folded into an existing district-wide initiative.

- **Make Decisions About Centers by Geographical Area.** Explore the possibility of establishing location-based advisory groups (for example, Western Washington County, Eastern Multnomah County, Portland Central City) to support the centers review process to focus on the whole district and its component regions rather than being tied to existing locations of individual centers.

- **Use Quantitative and Qualitative Data to Inform Programming and Design.** In addition to quantitative data about demographic changes and industry growth, seek experiential data from students, including high school students, to inform programming and design at centers that help achieve equitable student success by geographic location.

- **Identify Opportunities to Own Rather Than Lease Space.** In support of improving efficiency and ensuring long-term viability of the college business enterprise, pursue opportunities to own space for centers rather than leasing facilities. Ownership of centers facilities will avoid potential issues with the risks and liabilities that may arise from lease agreements.

Through the planning process, six existing centers facilities were identified for high-level analysis of opportunities based on discussions with college leadership. These centers either have not been recently studied or have potential for adjustments depending on ongoing programming decisions. The following summaries of considerations for these locations are intended as reference material as the college reviews these centers.

Columbia County Center OMIC welding shop

Vanport Building dental hygiene instruction space

PORTLAND CENTRAL CITY

CLIMB CENTER

Located in inner east Portland, the CLIMB (Continuous Learning for Individuals, Management and Business) Center was built in 1996 on a 2.88 acre site. The 35,600 GSF building offers several programs focused on workforce development, continuing education, and space for community education classes. Program offerings that generate revenue are vital to operations at CLIMB. However, it is also a popular location for district-wide meetings due to its central location and large auditorium. CLIMB program areas as of 2018 are illustrated in Figure 6.2.

PCC is currently working with the Oregon Museum of Science and Industry and the City of Portland to integrate the CLIMB Center within the OMSI Central City Master Plan, which envisions a high-density mixed-use neighborhood that could include office, maker space, apartments, a hotel, and/or a destination retailer. The OMSI District vision describes "a playful, immersive, community destination and inclusive neighborhood for diverse families, businesses, food markets, scientists, artists, teachers, and makers centered in creativity and innovation, educational opportunities for all ages, and public access to the river."

The OMSI CCMP calls for a rerouting of SE Water Ave. directly along PCC's property to the west (see Figure 6.3). The new Water Ave. would become the primary passenger and freight route through the district. The CLIMB site is already bordered by freight railroad right-of-way to the east, creating potentially constrained development conditions in the future. If the CLIMB Center remains in this location long-term, PCC may consider programs or expansions

that are complementary and take advantage of the draw of the OMSI District and future employers that may locate in the area, including supportive uses. For example, high local need for childcare indicates that future expansion at CLIMB could consider including a childcare facility.

10% Business + Entrepreneurship *(1,414 asf)*

10% Healthcare + Emergency Professional *(1,322 asf)*

80% General Classroom + Conference *(11,000 asf)*
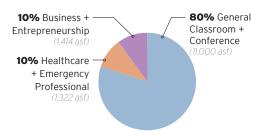
Figure 6.2 Current CLIMB Center program

DOWNTOWN CENTER

The Downtown Center, an historic building (originally built in 1880) and opened as a PCC center in 2009, is a 43,600 GSF four-story building. It houses primarily college operations space, including Human Resources, Finance, and the Office of Equity and Inclusion. Looking ahead, the college can evaluate the long-term benefit of housing purely administrative functions in a downtown location, especially depending on future hybrid or remote work trends. In earlier programming studies, the administrative uses were found to be outgrowing their space, and staff preferred a campus location to have closer interaction with students and faculty.

Figure 6.3 OMSI Master Plan and PCC Climb Center property

WASHINGTON COUNTY

WILLOW CREEK

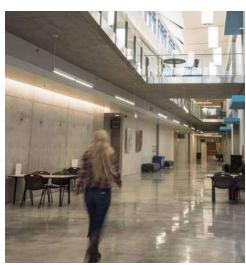PCC developed the Willow Creek Center in 2009 adjacent to the Willow Creek Transit Center through purchase of a 99-year lease of the site from TriMet. The development agreement included the innovative reconfiguration of the existing bus drop-off to include a transit-oriented higher education facility with direct access to the light rail platform and bus drop-off. At the time, TriMet's existing park-and-ride lot was underutilized, so PCC and TriMet worked with the Federal Transit Administration to secure the use of 150 parking spaces for college use; PCC paid a fee of roughly $800,000 for the permanent use of these parking spaces.

PCC's three-story 95,300 GSF building houses primarily workforce training programs, including space leased by WorkSource Oregon, PSU, and the Oregon Employment Department. Most classes offered are non-credit, and other programs include job-searching workshops, Emergency Medical Technicians training, and a Small Business Development Center. In 2019, the third floor was remodeled to include a new high-tech space for mechatronics engineering training. The ground floor is primarily occupied by office space and classrooms for partner agencies.

Given the building's location at the front door of the TriMet transit center, there are opportunities to create a more welcoming and active ground floor that represents PCC's identity. The new mechatronics space located on the third floor resulted from conversations with business and industry partners about the need for skilled workforce training in Washington County.

If this trend continues, the Willow Creek Center will likely continue to house high-tech training space of some kind into the future. In addition to industry partners, the college can continue to work closely with local community partners like the Hillsboro and Beaverton School Districts and gather experiential data from high school students to better understand how this center can provide pathways to higher education for students graduating with a GED.

TriMet is currently conducting planning for future transit-oriented development or other redevelopment at the Willow Creek Transit Center site. PCC will remain a close partner and collaborator in these efforts with a focus on positive synergies with future redevelopment of TriMet land. The college's development agreement with TriMet from the original center project will be carried forward with any new developments, including the college's 150 parking spaces.
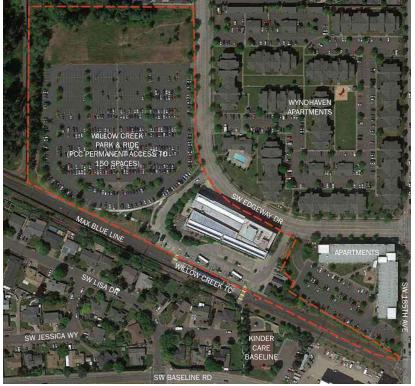

Willow Creek Center

Willow Creek Center interior

Figure 6.4 Willow Creek Center site context

HILLSBORO CENTER

The Hillsboro Center was established in 2002 in a leased space of about 9,500 GSF. It is located within the ground floor of the Hillsboro Intermodal Transit Facility, close to the MAX Blue Line Tuality Hospital/SE 8th Avenue Station in downtown Hillsboro. It is surrounded by healthcare facilities and adjacent to the Pacific University Hillsboro Campus. Programs currently offered are mostly for-credit classes in 14 different departments, with concentrations in ESOL, Math, and Writing classes. The Hillsboro Center has updated classroom technology, wireless Internet access, a testing room, a study room, three classrooms, a computer lab/classroom, an art room/classroom, and a commons area.

The most pressing priority for this center is to transition to ownership from leased space. PCC is in ongoing conversations with the City of Hillsboro, Virginia Garcia Memorial Health Center, the Hillsboro School District, and others about a potential partnership for a future location. When evaluating potential long-term sites, the college will focus on the confluence of community, partner, and student needs, with an eye to potential "education deserts" in this area of western Washington County.

Hillsboro Center entrance

Hillsboro Center is currently located within the Hillsboro Intermodal Transit Facility.

NORTH PORTLAND

SWAN ISLAND TRADES CENTER

The Swan Island Trades Center provides training programs in the Construction, Manufacturing, Technology, and Transportation Pathway, including apprenticeship, trades, and facilities maintenance training. The 5-acre site contains a 20,000 GSF building with offices, classrooms, and high-bay shop space.

In 2019, PCC explored expansion options for the facility to increase its existing square footage or potentially add program space for classes not currently offered at the facility. The study provided six options for expansion or new programming. In the future, the college may determine that one of these options meets programming needs; for example, additional program space at the site in the Construction, Manufacturing, Technology, and Transportation Pathway and/or the Healthcare and Emergency Professions Pathway. The option for expansion with the most additional square footage is shown in Figure 6.5. The college will continue to monitor ongoing workforce needs at this location to inform future expansion.

Figure 6.5 Swan Island Trades Center Expansion Feasibility Study, Concept F (2019)

NEW BUILDING APPROXIMATE SIZE

LEVEL 1: 36,000 sf
LEVEL 2 (not shown): 17,000 sf
53,000 sf total

Legend:
- SHOP/CLASS LAB
- TOOLS
- OFFICE AREA
- CLASSROOM
- CIRCULATION
- STORAGE
- RESTROOM/BUILDING SERVICES
- BUILDING ENTRY
- SITE ENTRY/EXIT
- LOADING/SERVICE

7 IMPLEMENTATION

This chapter of the Facilities Plan focuses on strategies and near-term steps for achieving the vision laid out in PCC's first Facilities Plan. In the context of current uncertainties about future enrollment levels, program shifts, and economic trends, the college's approach to responsible investment of Bond funding is described. Near-term steps are outlined, including planning for the 2022 Bond program and the need for continued research and data-gathering.

RESPONSIBLE INVESTMENT

Voters have approved PCC bond measures since 2000, and have funded key projects such as the creation of a full Southeast Campus and greatly needed renovations to older buildings across the district. In the next twenty years, these bond funds will continue to be critical to improve PCC's existing facilities. Bond funding will help implement the range of capital projects from the Facilities Plan which address campus specific and system-wide needs.

PCC conducts an extensive internal and external process to craft a capital projects list with a focus on equity and responsible financial stewardship. The objective of this process is to catalogue needed improvements and then narrow the list to projects which provide the most benefit to the college as a whole, while ensuring PCC's prudent investment for the next 20 years. Projects were identified through technical analysis, stakeholder conversations, and outreach to the broader PCC community during the facilities planning process. This plan incorporates key learnings from previous projects in costs, phasing, and the need to minimize expensive temporary facilities and swing space.

NEAR-TERM STEPS

Ongoing Research and Data. Because the Facilities Plan was conducted during a time of unprecedented regional change in education, commuting, and PCC as an organization, there are several inward- and outward-facing efforts that will be important to advance this work and keep it relevant, which include:

- Closely coordinate with Academic & Student Affairs to ensure physical facilities meet the needs of students.

- Continue to keep an eye on demand for educational training and demographic trends in the region. For example, PCC has ongoing CTE studies in progress.

- Monitor transportation and commuting patterns, using pre-COVID data as a baseline, to inform any adjustments at each location

- Pursue land use and zoning consultation as needed for housing or other priority projects.

- Study and better define future development areas of the Facilities Plan as campus enrollment grows and academic decisions are solidified. These studies will continue to center a robust community engagement process that builds on the lessons of the Facilities Plan.

Bond 2022 Planning. Bond 2022 Planning will include several critical steps in the near term: bond polling, campaign materials, and Board resolution. This plan outlines priority projects and action items to be studied further for the Bond campaign in 2022. More detailed costing for key priority projects will be conducted as needed.

Investments in PCC faciltiies support the mission of equitable student success

DISTRICT-WIDE ACTION ITEMS

- Update college-wide floor plans with user identification

- Update the college Transportation Demand Management Plan (TDMP)

- Audit and inventory space using a Critical Race Spatial lens and cohort model of students

ROCK CREEK CAMPUS

PRIORITY PROJECTS

Phase 1 - Replace Building 2

- Replace Building 2 to phase in 10-year growth; academic and compatible CTE space (without noise or emissions that impact adjacent programs) can be combined in the redevelopment of Building 2

- Public Safety and Facilities Management Services functions that require storage and vehicular areas may be better accommodated to the east side of campus, with compatible functions accommodated in the redeveloped Building 2

- Locate CTE shops that need more functional vehicular and yard access to the east side of campus in a new expansion that is directly connected to other areas of the campus

- Relocate Building Construction Technology facility from Building 2 to include high bay shop space for existing cabinetry workshop in a new facility on the west side of campus

Phase 2 - Replace Building 1

- Replace Building 1 with a new academic building that replaces necessary FMS and Public Safety space

OTHER NEAR TERM ACTION ITEMS

Buildings

- Renovate Building 9 to improve wayfinding to Library and student support area

- Consider affordable housing at the east of campus, with land owned by the college and housing provider to own, operate and maintain the housing building

- Explore viability of rooftop solar arrays and green roofs on existing and future buildings

- Prioritize building electrification to decarbonize thermal load

- Consider embodied carbon (all CO2 emitted in producing materials) for new and renovated building materials

- Explore retrofits of building HVAC and water systems to employ an "Ecodistrict" approach to the campus, where energy and water conservation strategies are holistically integrated into the site and buildings across a campus

LONG TERM CONSIDERATIONS

- Replace Building 3, an older building with functional issues, in the future beyond the upcoming bond

- Opt to build any new facilities on parking lots if future mobility reduces demand and there is an increased need for academic and support space

Future projects at Rock Creek will enhance the forest edge and indoor-outdoor connections.

Replacement of Building 2 and the relocation of various CTE programs currently housed within is a priority project for Rock Creek Campus.

Open Space

- Restore the edge of the forest and blend with meadow/grazing use

- Enhance drainage and hence usability of existing central lawn

- Extend the campus open space corridor to the east, connecting with the forest and trails

- Enhance and restore the eastern wetland to create a natural buffer at the eastern edge of campus with a trail connection to the future North Bethany Trail

- Restore and preserve riparian, meadow and forested areas for carbon sequestration, urban heat island, and habitat preservation

- Highlight training for sustainable careers as a "living laboratory" featuring renewable energy, building technologies, agriculture, and automotive

- Transition to climate adaptive and pollinator friendly planting in existing and new open spaces, and plant additional trees to strengthen the urban forest canopy and improve air quality

- Enhance the campus entry as a showcase of campus character, including agriculture, sustainability, and ecology

Circulation

- Expand trail access and connect to existing and planned THPRD trails

- Provide welcoming access points to nature from between campus buildings at the north and east edge of the campus core, which could include lighting, multilingual signage, and gathering or outdoor learning areas

- Improve the connection to the Washington County Five Oaks Museum and Childcare Center with future open space corridors

- Create a new mobility hub at Building 5 to consolidate transportation resources in a high visibility location

- Study reconfiguration of the transit loop to create a more pedestrian-focused area at the campus "front door," and a more direct and safer pedestrian crossing between the Learning Garden and the heart of campus

- Improve user experience of low carbon modes by building infrastructure for shuttle, transit, and bike users

- Monitor mode shares for the campus with the goal of meeting regional targets

- Assess future PCC fleet and shuttle charging locations in collaboration with TriMet

- Assess locations for private vehicle charging

The Rock Creek Learning Garden acts as a "living laboratory" for sustainable education.

Reconfiguring the transit loop and waiting amenities is an opportunity to improve the experience of shuttle and transit users as well as pedestran safety.

SOUTHEAST CAMPUS

PRIORITY PROJECTS

- Conduct campus planning and logistics study for a future replacement of Mt. Tabor Hall, including phasing of construction and swing space to minimize campus disruption

- Consider an addition to Mt. Scott Hall to support potential near-term growth and/or provide swing space for a future Mt. Tabor Hall replacement while improving the campus edge along SE 82nd Avenue

LONG TERM CONSIDERATIONS

- Replace Community Hall with a new gym and childcare facility that could include improved community meeting and education space

- Replace Mount Tabor Hall

OTHER NEAR TERM ACTION ITEMS

Buildings

- Partner with an affordable housing provider on a suitable site at the western edge of campus that embraces the campus open spaces and is close to a new, improved bus stop at SE 77th Avenue

- Study opportunities for a future "community corner"; elements of the community corner could include the bank, along with community-focused space that reflects PCC identity and provides information, a welcoming public interface, and transit support

- Explore viability of roof solar on existing and future buildings

- Explore retrofits of building HVAC and water systems to improve air quality and employ an "Ecodistrict" approach to the campus, where energy and water conservation strategies are holistically integrated into the site and buildings across a campus

- Consider embodied carbon (all CO2 emitted in producing materials) for new and renovated building materials

Activating the campus quads and plazas will be part of studies for Mt. Tabor Hall, Mt. Scott Hall, and a new gym/childcare facility.

As a step towards replacing Mt. Tabor Hall, a study will further develop the concept, phasing, and logistics considerations.

Open Space

Many of the open space action items will depend on and be bundled with the priority projects (replacement of Mt. Tabor Hall, addition to Mt. Scott Hall, and new gym/childcare building), including:

- Improve the Quad as an active community gathering space at the heart of campus with the addition of comfortable seating areas

- Strengthen connections between the east and west of campus (Quad to Learning Garden), by activating the green space west of the shuttle stop with potential expansion of Learning Garden elements

- Reinforce the surrounding street grid system with campus open spaces that provide east/west pedestrian routes through the campus

- Preserve existing tree canopy and plant trees in open spaces throughout campus to strengthen the urban forest canopy, mitigate urban heat island, and improve air quality, in support of climate justice

- Transition to climate adaptive and pollinator friendly planting in existing and new open spaces

Circulation

- Create a mobility hub around the existing shuttle stop that could include adjacent bike parking/storage, rental, and repair; food; multilingual digital signage; bulletin boards for campus and community events or information

- Provide a raised northern crossing that connects new Mt. Tabor Hall to the future gym site

- Connect to the City of Portland's planned "70s Greenway" that intersects with the campus at Sherman St. and 80th Ave. and continues south of the campus via a new signal and crosswalk at 80th Ave./Division St., while ensuring that cyclists dismount and walk along campus pedestrian paths

- Improve the pedestrian entrances to the campus from surrounding areas

- Improve user experience of low carbon modes by building infrastructure for shuttle, transit, and bike users

- Assess future charging locations of PCC fleet vehicles as well as private vehicles

Preserving and adding to the campus tree canopy can mitigate urban heat island and improve air quality.

Southeast Campus can continue to support low carbon modes with infrastructure for shuttle, transit, and bike users.

SYLVANIA CAMPUS

PRIORITY PROJECTS

- Continue renovation of the Health Technology (HT) Building to the West

- Modernize classrooms, improve circulation and provide more access to daylight in Communication Technology (CT) Building

- Explore reconfiguration of Automotive & Metals (AM) Building and parking lot if PCC reconsiders location of Automotive programs currently located in AM

- Incorporate accessibility improvements to pathways, parking lots, and open spaces and general improvements to the Accessible Travel Network throughout the campus

- Study concepts for entry redesign, PCC signage, and implications of reconfiguring circulation utilizing a roundabout and a new bicycle and pedestrian connection through the Grove with seating and lighting

LONG TERM CONSIDERATIONS

- For future growth, consider the area adjacent to the Bookstore along the North edge of the Grove or the area across from the Library and along the south edge of the Grove

- Build facilities on parking lots if future mobility reduces demand

OTHER NEAR TERM ACTION ITEMS

Buildings

- Partner with an affordable housing provider at north east end of campus, introduce community housing that is owned, operated, and maintained by others

- Explore viability of roof solar on existing and future buildings

- Consider embodied carbon (all CO_2 emitted in producing materials) in future decisions to renovate or build new

- Explore retrofits of building HVAC and water systems to employ an "Ecodistrict" approach to the campus, where energy and water conservation strategies are holistically integrated into the site and buildings across a campus

Sylvania Campus's steep topography and older buildings with complex exterior circulation require accessibility improvements.

Spatial wayfinding improvements within and between buildings will help students, staff, and visitors more efficiently move throughout the campus.

Open Space

- Develop a more usable central open space between the CC Building and Library for studying, gathering, and campus activities

- Remove concrete obstacles such as large covered stairs, exterior restrooms, and opaque railings from spaces between buildings to open up views through campus, support intuitive wayfinding, and visually link uses

- Bring Learning Garden functions into accessible locations closer to the center of campus to increase participation

- Improve the plaza area south of the Bookstore as part of future development, creating a new accessible entry point to the core campus open spaces and circulation paths

- Improve spatial wayfinding with a system that consistently identifies campus levels

- Preserve the existing forest edge and the Grove for carbon sequestration, urban heat island reduction, and habitat enhancement

- Highlight training for sustainable careers as a "living laboratory" using Sylvania Campus's assets of the Automotive program, Maker Space, unique topography, and forested areas

- Transition to climate adaptive and pollinator friendly planting in existing and new open spaces

Circulation

- Develop a continuous pedestrian path along G Street with connections to trails and safe crossings

- Create a mobility hub adjacent to the existing shuttle and transit stop including an indoor waiting area in TCB, generous exterior covered waiting area, and reconfigured vehicle circulation

- Provide additional accessible parking, including at the drop-off area and near the AM Building

- Continue collaboration with the Southwest Corridor MAX planning to ensure a future shuttle connection to the MAX station along SW 53rd Ave

- Explore future opportunities for small, automated "people mover vehicles" that operates in a loop to provide better access to multiple areas of campus along G Street

- Improve user experience of low carbon modes by building infrastructure for shuttle, transit, and bike users

- Explore future fleet charging collaboration with TriMet as well as additional charging facilities for private vehicles

The Learning Garden is a "living laboratory" for sustainable agriculture and could benefit from future satellite locations that are more accessible.

A mobility hub at the existing shuttle and TriMet stops would create a more comfortable transit waiting experience.

CASCADE CAMPUS

PRIORITY PROJECTS

At this time, many of the following action items depend on future program decisions and will have implications for future development sites and phasing.

For more details, please see Chapter 5.4.

- Conduct a campus plan to determine the appropriate location of Public Safety services

- Consider affordable housing at the west or northeast end of campus, with land owned by the college and housing provider to own, operate and maintain the housing building

LONG TERM CONSIDERATIONS

- Study the possible benefits of relocating Public Services Education Building (PSEB) to front Killingsworth St. on the current parking lot 5

- Study a potential campus expansion to north of Student Services Building (SSB) on lot 1

OTHER NEAR TERM ACTION ITEMS

Buildings

- Explore viability of roof solar on existing and future buildings

- Consider embodied carbon (all CO2 emitted in producing materials) for new and renovated building materials

- Explore retrofits of building HVAC and water systems to employ an "Ecodistrict" approach to the campus, where energy and water conservation strategies are holistically integrated into the site and buildings across a campus

Public Services Education Building requires further study of the implications of moving the building and program to front N Killingsworth St.

Public Safety requires further study to identify the optimal location for these functions on campus and appropriate use of the current site.

Open Space

- Add weather protection and usable seating in campus open spaces, including the Library Terrace

- Improve indoor-outdoor connection to the ground floor of the Student Union Building (currently cafeteria space)

- Evaluate opportunities to transform the lawn between Killingsworth St. and the Library into an engaging and welcoming space

- Add seating, weather protection, and gathering area at the Learning Garden that also serves the shuttle stop

- Improve the northern portion of Borthwick Mall pedestrian corridor north to the neighborhood with future development

- Explore opportunities to vacate Jessup Street with future development to create a new campus open space

- Transition to climate adaptive and pollinator friendly planting in existing and new open spaces

- Plant additional trees that strengthen the urban forest canopy, mitigate urban heat island, and improve air quality, in support of climate justice

- Provide positive edges to adjacent residential and mixed use neighboring parcels

Circulation

- Add mobility hub improvements at the existing shuttle stop and Learning Garden area

- Improve and mark pedestrian entries to campus along Killingsworth St. at Kerby and Borthwick avenues

- Improve wayfinding throughout campus with better building identity and signage

- Improve user experience of low carbon modes by building infrastructure for shuttle, transit, and bike users

- Explore adjustments to shuttle cleaning (location, products) to minimize conflicts with adjacent Learning Garden

- Assess future charging locations of PCC fleet vehicles and private vehicles

The lawn between the Library and N Killingsworth St. could be reconfigured into a more welcoming campus edge.

Indoor-outdoor connection can be improved between the Student Union and plaza.

CENTERS

PRIORITY PROJECTS

- Establish a District-Wide Centers Review Process (see Chapter 6)

- Acquire a facility for Hillsboro Center

OTHER ACTION ITEMS

- Plan for potential programming adjustments at CLIMB

- Plan for potential programming adjustments at Swan Island Trades Center

- Study potential opportunities to relocate Downtown Center offices

- Study potential opportunities to relocate P&CC offices

Swan Island Trades Center may need facilities adjustments in response to future programming decisions.

PCC can explore a permanent, owned location for the Hillsboro Center to serve the growing educational need in Washington County.

Planning & Capital Construction