

# FACILITIES PLANNING: Phase I Recommendations



- What does the work group want to accomplish through the FMP?
- Complete all existing and available data.
  - Identify any gaps in existing information and how to close.
  - Develop a project outcome and deliverable.
3. What are challenges and opportunities to achieve the objectives identified above?
4. What methodology will be used to manage all the data collected?
5. Are there any missing members that should be added to serve on your Work Group?
6. How will your Work Group approach the work?
- What is the Chair's role?
  - How will the committee make decisions?
  - How will your Work Group communicate with each other?
  - What methodology will be used to manage all the data collected?
- Facilities Master Plan



# FACILITIES PLANNING PHASE I

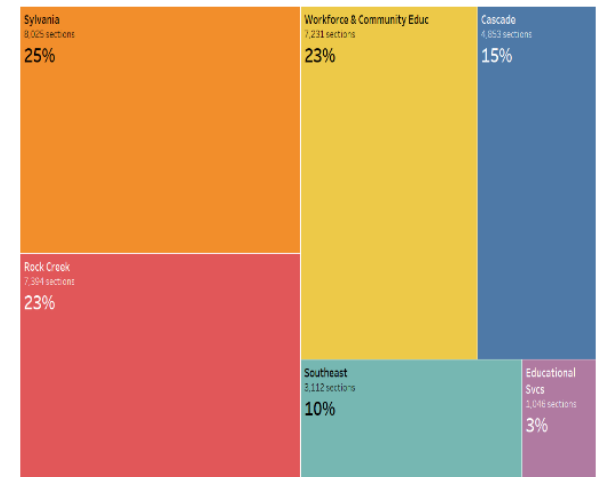
## WORK GROUPS

- Capital Projects
- Space Utilization
- Facility Conditions Assessment
- Information Technology
- Safety and Security
- ADA
- Transportation and Parking
- Sustainability



# SPACE UTILIZATION

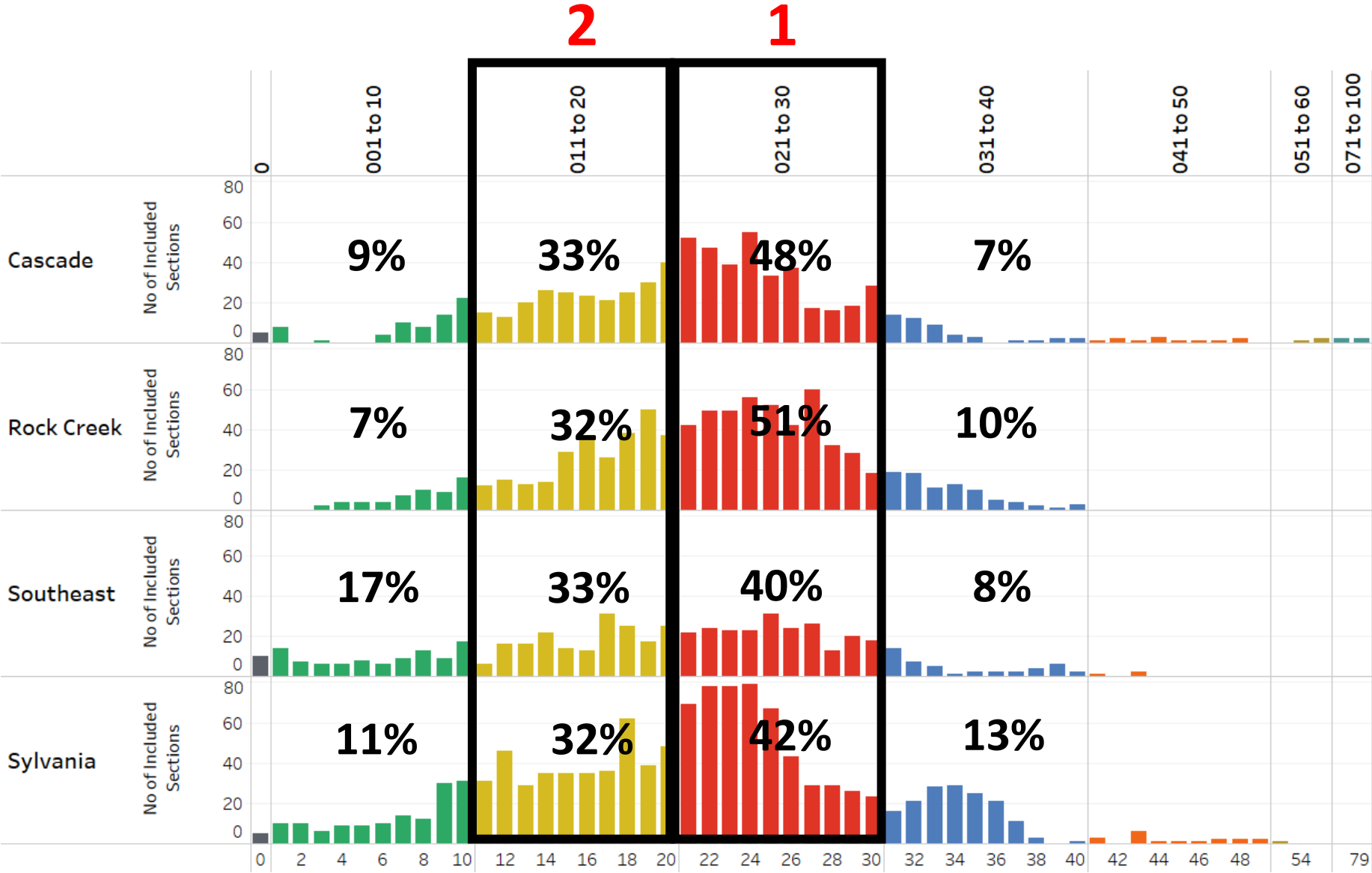
## Kurt Simonds



# INSTRUCTIONAL SPACE UTILIZATION

Analysis of Supply (Rooms) and Demand (Courses and Enrollment)

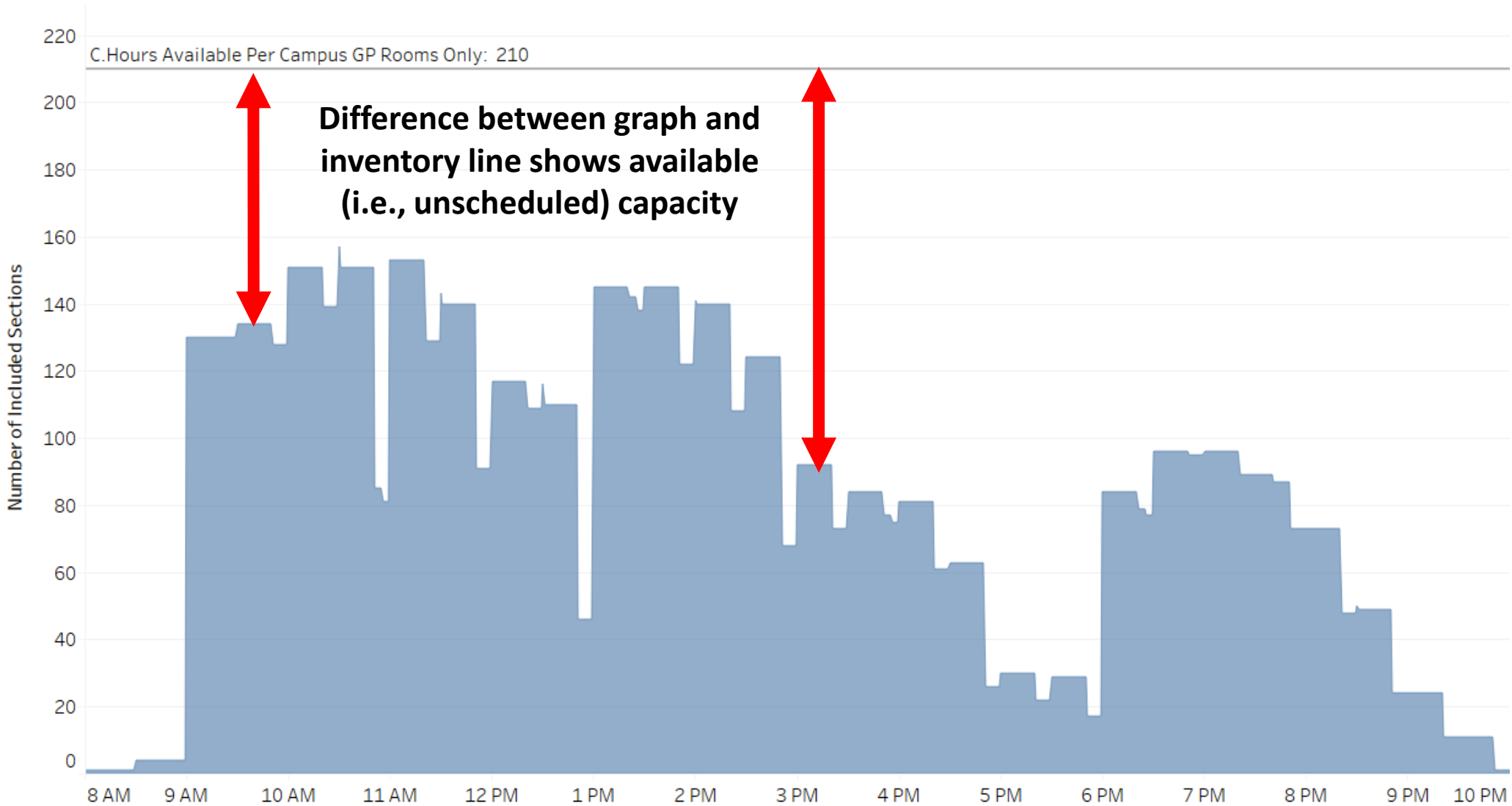
- 1. About 40% to 50% of all sections at each campus enroll 20 to 30 students
- 2. About 30% of all sections at each campus enroll 10 to 20 students



# INSTRUCTIONAL SPACE UTILIZATION

## Room Use by Time of Day

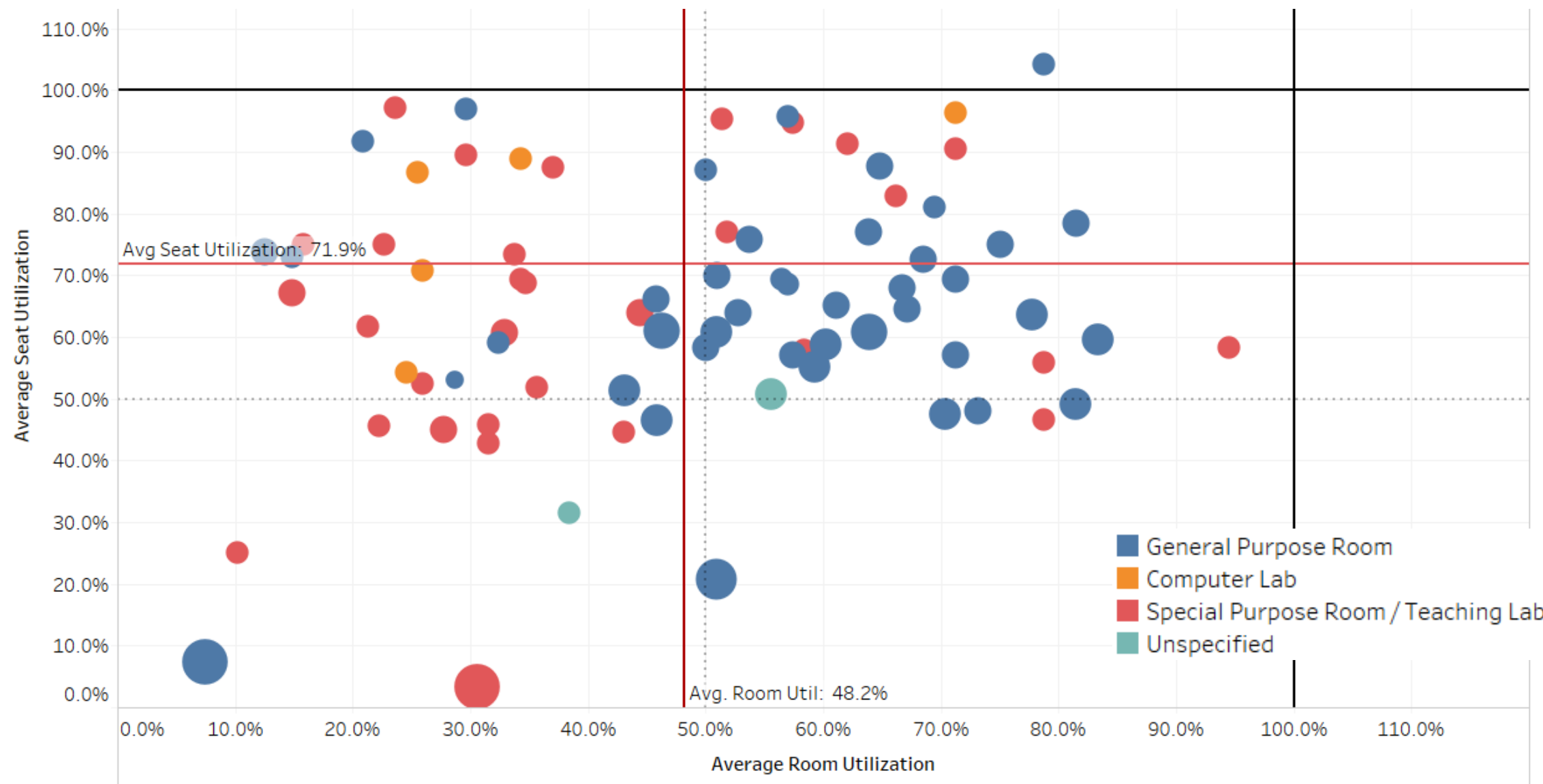
Peak and  
Non-Peak  
Scheduling





# INSTRUCTIONAL SPACE UTILIZATION

## Room and Seat Utilization



# SPACE UTILIZATION

## RECOMMENDATIONS

- Refine data as needed and code course and section data so that they can be organized easily for continued room and seat utilization assessment
- Create a template for use by Workforce Centers to track the wide variety of scheduling requests
- Conduct a space utilization assessment for support spaces district-wide

# FACILITIES CONDITION ASSESSMENT

## John MacLean

Name	Aggregate	Structure (Seismic)	FLS	ADA	Facilities	Mechanical	Electrical	Plumbing	EUI	Sustainability	I.T.
Amo De Bernardis College Center											
Automotive & Metals Building											
Automotive Storage Building											
Bookstore											
College Services Building											
Communications Technology											
Health Technology Building											
Heat Plant											
Library											
Performing Arts Center											
Social Science Building											
Science Technology Building											
South Classroom Building											
Technology Classroom Building											



# FACILITIES CONDITION ASSESSMENT

## Deficiency Ranking

Importance 5 5 5 5

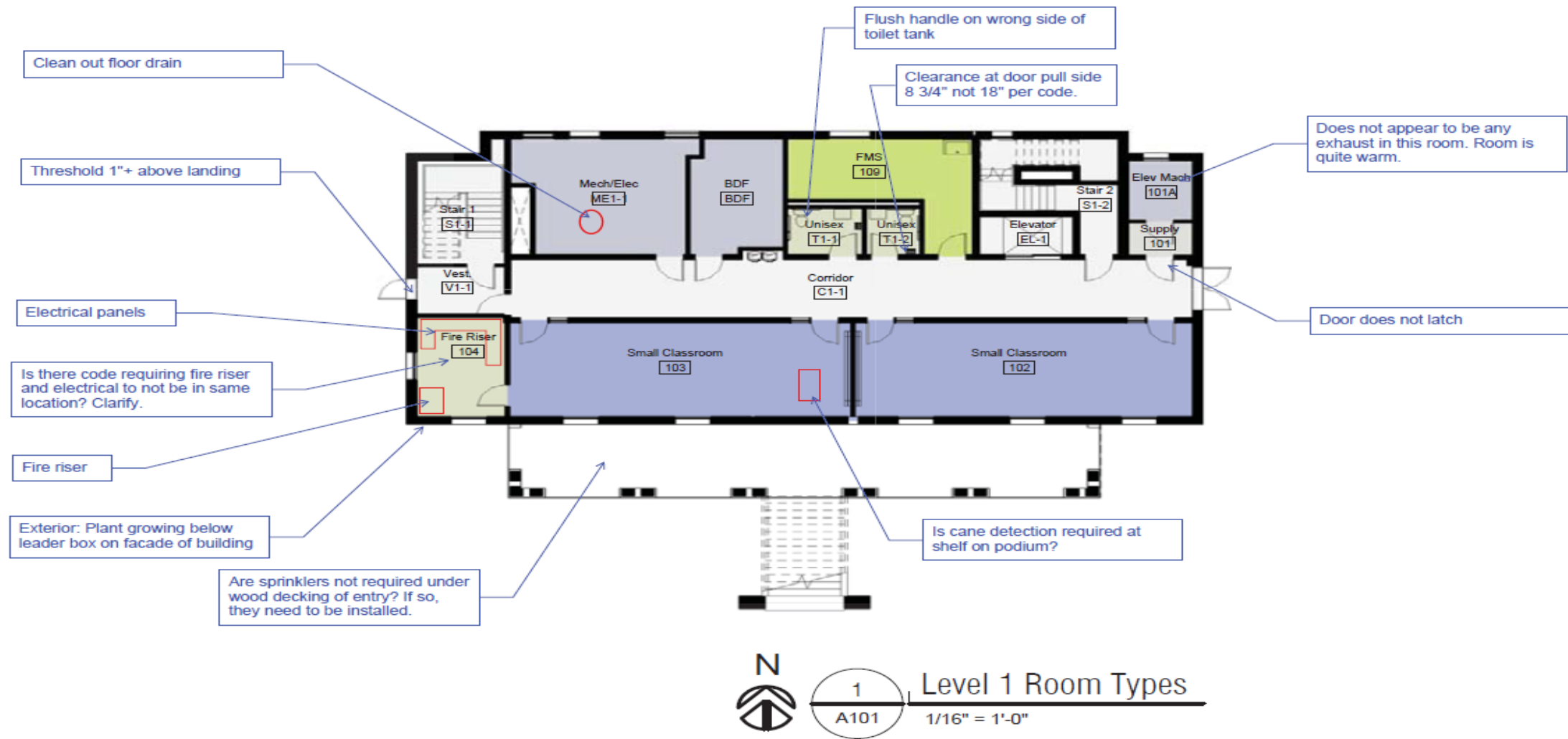
Campus Building	Rock Creek Building 7	Public Access / Traffic	ADA Workgroup											
			ADA											Comments
			ADA Reach	Clearances	Other - See Comments	PCC Concern Multiplier			Statutory Regulations/ Complexity (Low/Medium/High)	Weighted total	Suggested priority for mitigation			
Room Name	Room #													
Stair	S2-2	3	1	1	1	0				45	NP			
Stair	S2-3	3	1	1	1	0				45	NP			
Stair	S2-4	2	1	1	1	0				30	NP			
Stair	S2-5	2	1	1	1	0				30	NP			
Roof Access	S2-6	1	1	1	1	0				15	NP			
Stair	S2-7	3	1	1	1	0				45	NP			
Men	T1-1	3	5	1	1	1			M/M	120	M	Toilet Seat Cover dispenser above ADA, Operable parts of accessible elements shall be placed within reach range ADA 308		
Toilet	T1-2	3	5	1	1	1			M/M	120	M	Operable parts of accessible elements shall be placed within reach range ADA 308		
Women	T1-3	3	5	1	1	1			M/M	120	M	Operable parts of accessible elements shall be placed within reach range ADA 308,		
Men	T1-4	3	5	5	1	0			M/H	165	H	Operable parts of accessible elements shall be placed within reach range ADA 308, ADA stall only 58" clear		
Women	T1-5	3	5	1	1	1			M/M	120	M	Operable parts of accessible elements shall be placed within reach range ADA 308		

5 4 3 2 3 2 4 5 5 5 1 to 5 level of importance to PCC 1 lowest - 5 highest

Facilities Assessment Workgroup													
FLS	Interior Finishes				Doors								Comments
Code Issues	Partition Condition	Floor Condition	Base Condition	Ceiling Condition	Panel condition	Hardware condition	Clearances per code	Rating?	Misc. - See Comments		Weighted total	Suggested priority for mitigation	
S	1	1	1	1	1	1	1	1	S		234	M	Stair handrail extensions do not meet code requirements, Handrail/Guardrail at 34" - does not meet code requirements
1	1	1	1	1	1	1	1	1	1		114	L	
S	1	1	1	1	1	1	1	1	S		156	L	Stair handrail extensions do not meet code requirements, Handrail/Guardrail at 34" - does not meet code requirements
1	1	1	1	1	1	1	1	1	1		76	L	
1	1	1	1	1	1	1	1	1	1		38	L	
S	1	1	1	1	1	1	1	1	1		174	M	No guardrails as required by code
1	1	1	1	1	1	1	1	1	1		114	L	
1	1	1	1	1	1	1	1	1	1		114	L	
1	1	1	1	1	1	1	1	1	1		114	L	
1	1	1	1	1	1	1	1	1	1		114	L	
1	1	1	1	1	1	1	1	1	1		114	L	

# FACILITIES CONDITION ASSESSMENT

## Floorplans



# FACILITIES CONDITION ASSESSMENT

## RECOMMENDATIONS

- Prioritize projects from identified deficiencies
- Create a long-term capital renewal and replacement schedule
- Continue inter-disciplinary project coordination

# INFORMATION TECHNOLOGY

## Debra Jarcho and Troy Berreth



# INFORMATION TECHNOLOGY

## Project Criteria

- Modernize telecommunications to industry standards
- Improve performance
- Increase reliability
- Improve electronic security infrastructure



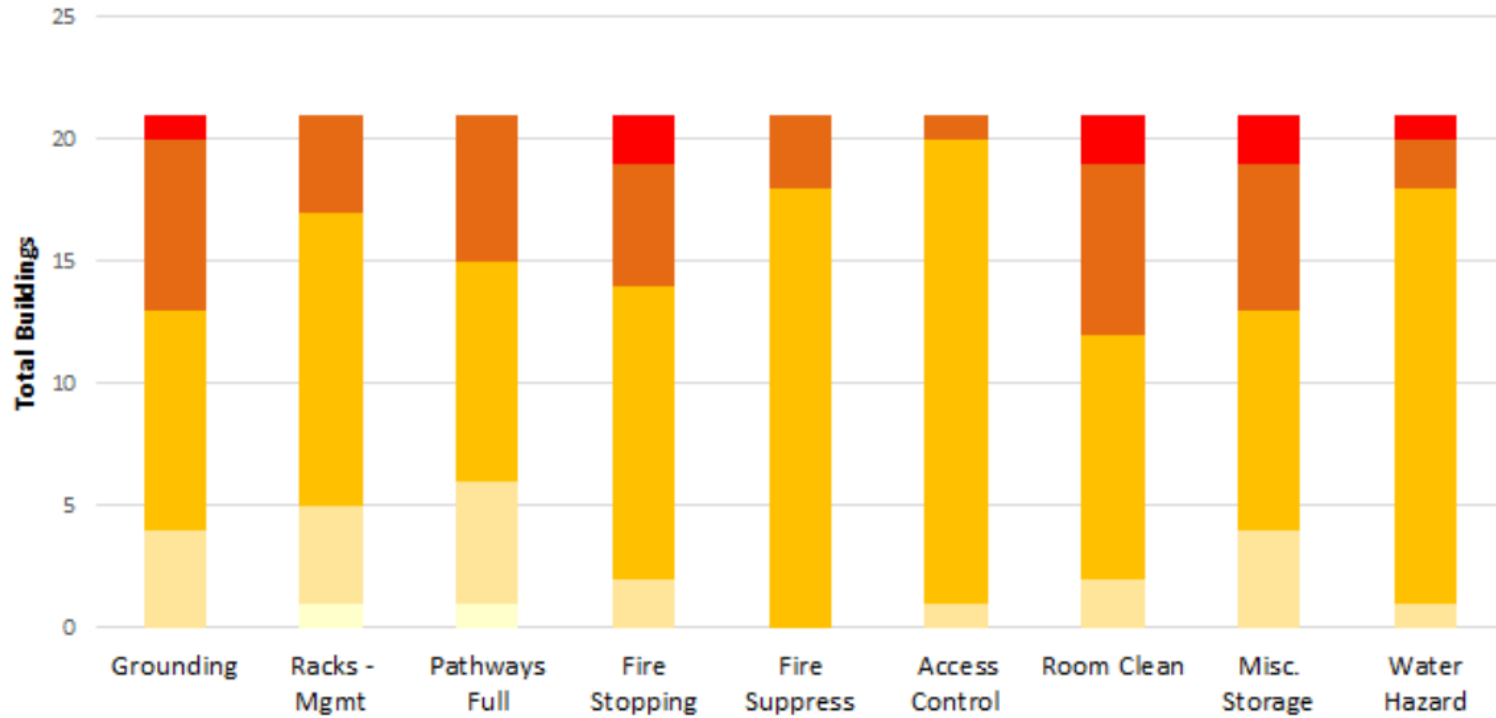
Cascade Campus

BREAKDOWN OF TELECOMMUNICATION		
CASCADE HALL <ul style="list-style-type: none"><li>· BDF</li><li>· IDF 1</li><li>· IDF 2</li></ul> EP <ul style="list-style-type: none"><li>· BDF</li></ul> JACKSON HALL <ul style="list-style-type: none"><li>· BDF</li><li>· IDF 1</li></ul> LIBRARY <ul style="list-style-type: none"><li>· BDF</li></ul> MORIARTY ARTS & HUMANITIES BLDG <ul style="list-style-type: none"><li>· IDF 1</li><li>· MDF</li></ul> PARAGON <ul style="list-style-type: none"><li>· BDF</li></ul>	PHYSICAL EDUCATION BLDG <ul style="list-style-type: none"><li>· BDF</li></ul> UNDERGROUND PARKING <ul style="list-style-type: none"><li>· BDF</li></ul> PUBLIC SAFTEY <ul style="list-style-type: none"><li>· BDF</li></ul> PUBLIC SERVICED EDUCATION BLDG <ul style="list-style-type: none"><li>· BDF</li></ul> STUDENT SERVICES BLGD <ul style="list-style-type: none"><li>· BDF</li><li>· IDF 2</li></ul> STUDENT UNION <ul style="list-style-type: none"><li>· BDF</li><li>· IDF 1</li><li>· IDF 2</li></ul>	TECHNOLOGY EDUCATION BLDG <ul style="list-style-type: none"><li>· BDF</li><li>· IDF 1</li></ul> TERRELL HALL <ul style="list-style-type: none"><li>· BDF</li><li>· IDF 1</li></ul>



# INFORMATION TECHNOLOGY

Cascade Campus



- 30% of the buildings on this campus do not employ effective Firestop methods entering or exiting the communications spaces. Recommend proper installation of approved firestop materials.
- 25% of the conduits and cable trays entering the communications spaces are filled beyond recommended capacity. This allows no expansion and potentially damages cable in the tray due to excess weight. Recommend removing abandoned cabling, or adding parallel pathways for future expansion. The critical entrance conduits can be further evaluated during a campus wide Outside Plant pathway identification and inventory project.
- 30% of the buildings have ground bus bars and ground conductors that are out of compliance with NEC codes or PCC Standards. Recommend electrical contractors perform testing on ground systems flagged as “less than compliant” and visually inspect the bonding connections to system ground, and recommend corrective measures.

5 BAD, IN URGENT NEED OF REMEDIATION OR REPLACEMENT.	4 POOR CONDITION, SIGNIFICANT DEFICIENCIES RELATIVE TO PCC STANDARDS.	3 FAIR TO AVERAGE, ADEQUATE FOR CURRENT NEEDS. MINOR DEFICIENCIES.	2 GOOD TO VERY GOOD, MAJOR RESPECTS MEET PCC STANDARDS AND CRITERIA.	1 EXCELLENT CONDITION, EXCEEDS PCC AND INDUSTRY STANDARDS.
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# INFORMATION TECHNOLOGY

## RECOMMENDATIONS

- Replace older wireless access points and controllers
- Deploy wifi outdoors in highly trafficked areas with strong potential value that support academic programs
- Upgrade core network routers and switches
- Upgrade audio visual equipment in classrooms

# SAFETY & SECURITY

Derrick Foxworth and Michael Sturgill



# SAFETY & SECURITY

## Focus Areas

- Intrusion zoning update
- Access control programming and lockdown
- Mass notification evaluation strategy
- Security camera analysis

The following chart identifies access control installations part of the AWAC:

Site	Building	Rdr Doors	Non-Rdr Drs	Rollup Drs	DC Only Drs	Total
Portland Metro	B1	6	0	0	2	8
Portland Metro	B2	4	0	0	0	4
Rock Creek	B2	21	1	7	10	39
Rock Creek	B3	23	0	0	14	37
Rock Creek	B4	4	0	1	0	5
Rock Creek	B6	13	0	1	11	25
Rock Creek	B7	14	0	0	3	17
Rock Creek	B9	17	4	0	5	26
Southeast	MS	3	0	0	0	3
Southeast	MT	20	2	1	16	39
Sylvania	AM	18	0	7	7	32
Sylvania	BK	5	1	3	0	9
Sylvania	CC	30	0	0	1	31
Sylvania	CSB	8	0	5	3	16
Sylvania	CT	25	0	0	4	29
Sylvania	HP	6	0	1	2	9
Sylvania	LIB	1	0	0	2	3
Sylvania	PAC	8	2	2	1	13
Sylvania	SS	16	0	0	4	20
Sylvania	ST	19	1	0	5	25
Sylvania	TCB	15	1	0	0	16
Total		276	12	28	90	406

# SAFETY & SECURITY

## RECOMMENDATIONS

- Implement staffing for electronic systems oversight and governance
- Develop a full project list once department organization is confirmed









# ADA




## Alex Baldino





## CASCADE CAMPUS - OVERALL


### LEGEND




-  TRIMET BUS STOP
-  PCC SHUTTLE STOP
-  ACCESSIBLE ROUTE
-  ACCESSIBLE PARKING (COMPLIANT)
-  ACCESSIBLE PARKING (NON-COMPLIANT)
-  BUILDING ENTRANCE
-  ELEVATOR
-  NON-COMPLIANT SIGNAGE




-  MILD NON-COMPLIANT CROSS SLOPE ( $>2\%$ ,  $\leq 3\%$ )
-  MODERATE NON-COMPLIANT CROSS SLOPE ( $>3\%$ ,  $\leq 4\%$ )
-  SEVERE NON-COMPLIANT CROSS SLOPE ( $>4\%$ )

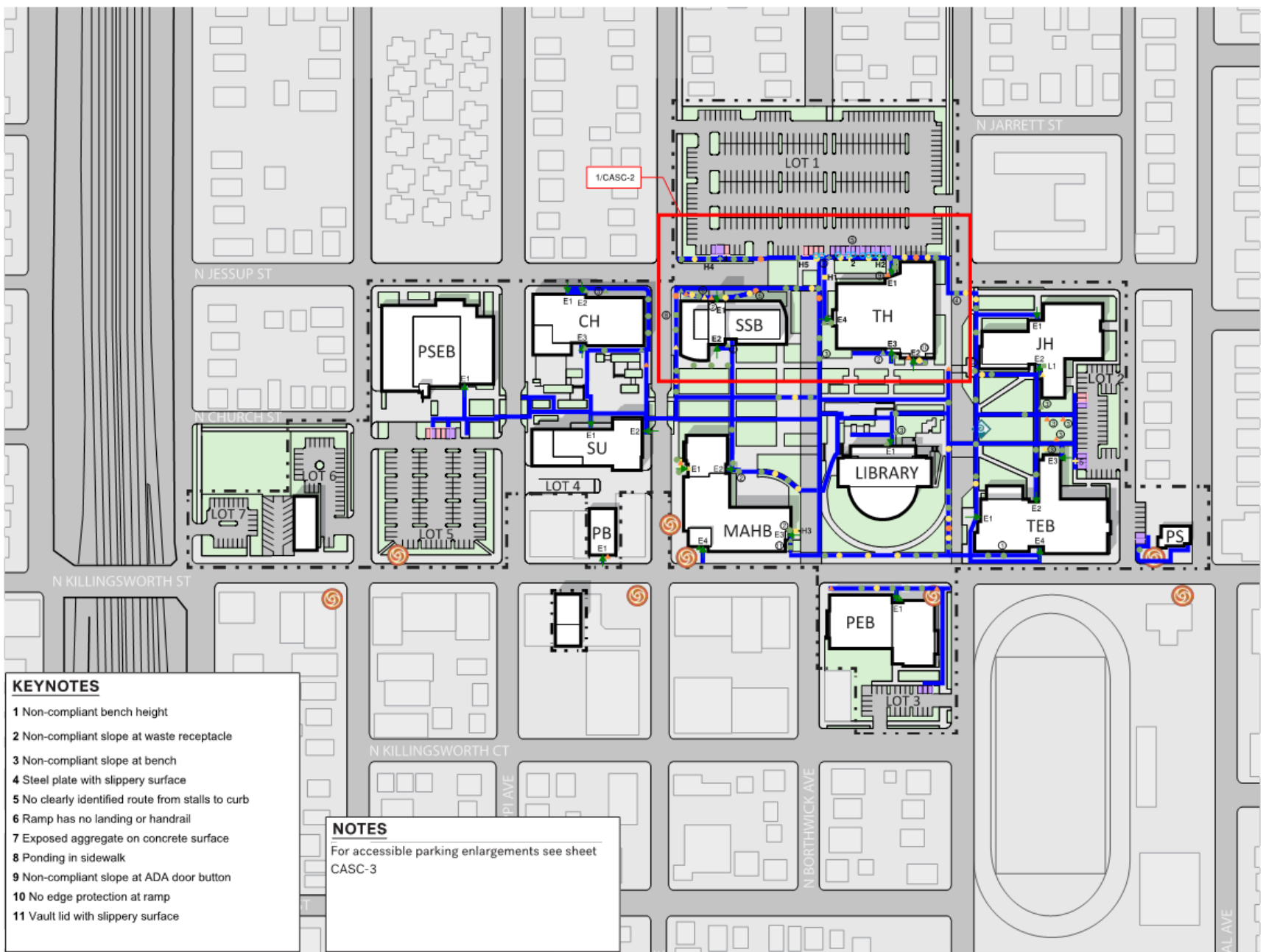
-  MILD NON-COMPLIANT RUNNING SLOPE ( $>8.3\%$ ,  $\leq 9.3\%$  FOR CURB RAMPS)  
( $>5\%$ ,  $\leq 6\%$  FOR SIDEWALK)  
( $>2\%$ ,  $\leq 3\%$  IN FRONT OF DOORS)

-  MODERATE NON-COMPLIANT RUNNING SLOPE ( $>9.3\%$ ,  $\leq 10.3\%$  FOR CURB RAMPS)  
( $>6\%$ ,  $\leq 7\%$  FOR SIDEWALK)  
( $>3\%$ ,  $\leq 4\%$  IN FRONT OF DOORS)

-  SEVERE NON-COMPLIANT RUNNING SLOPE ( $>10.3\%$  FOR CURB RAMPS)  
( $>7\%$  FOR SIDEWALK)  
( $>4\%$  IN FRONT OF DOORS)

-  MILD OBSTRUCTION
-  MODERATE OBSTRUCTION
-  SEVERE OBSTRUCTION
- H# = HOLE
- L# = LIP
- O# = PROTRUDING OBJECT
- SEE REPORT FOR DESCRIPTION

-  MILD NON-COMPLIANT CURB RAMP
-  MODERATE NON-COMPLIANT CURB RAMP
-  SEVERE NON-COMPLIANT CURB RAMP
- SEE REPORT FOR DESCRIPTION



### KEYNOTES

- 1 Non-compliant bench height
- 2 Non-compliant slope at waste receptacle
- 3 Non-compliant slope at bench
- 4 Steel plate with slippery surface
- 5 No clearly identified route from stalls to curb
- 6 Ramp has no landing or handrail
- 7 Exposed aggregate on concrete surface
- 8 Ponding in sidewalk
- 9 Non-compliant slope at ADA door button
- 10 No edge protection at ramp
- 11 Vault lid with slippery surface

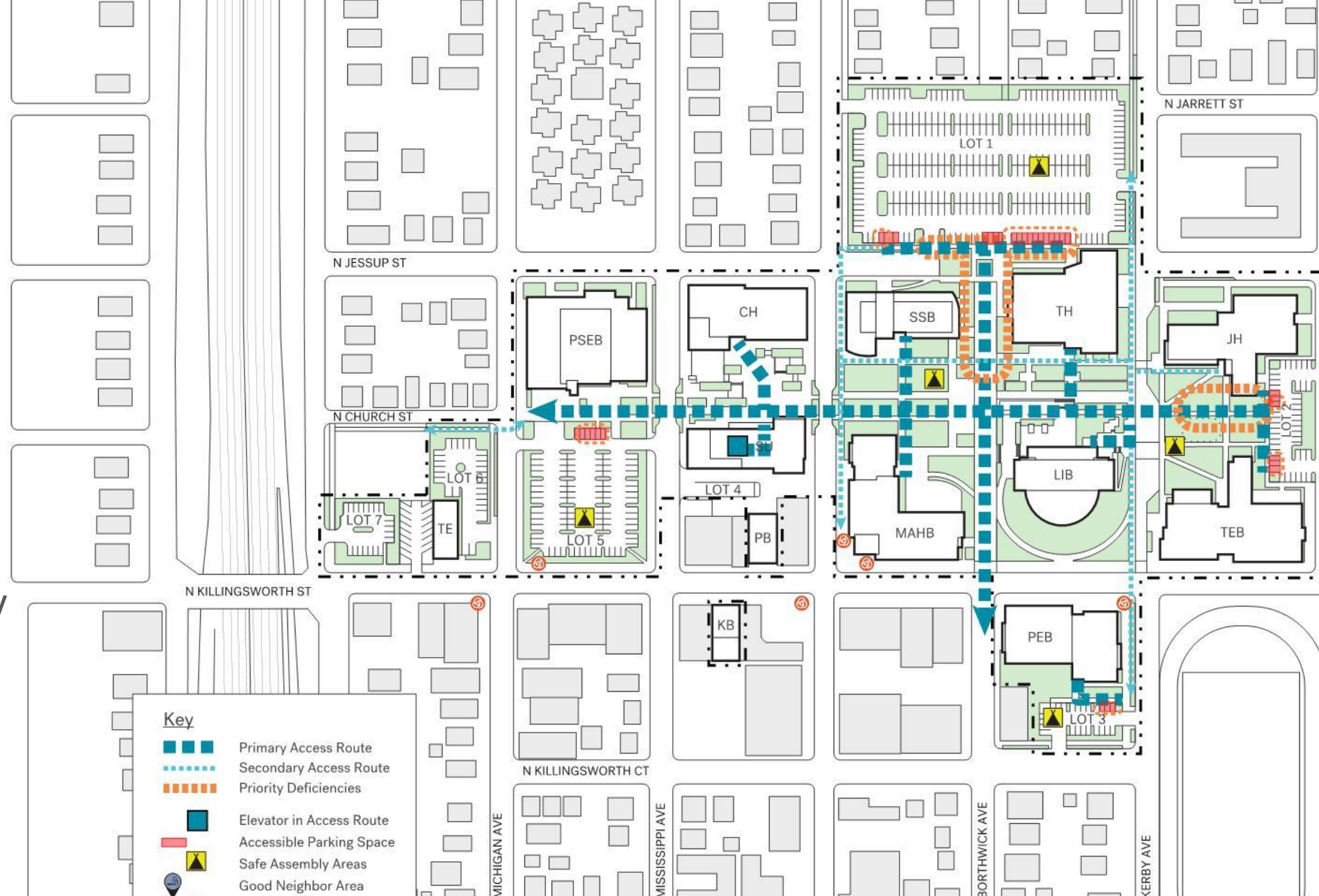
### NOTES

For accessible parking enlargements see sheet CASC-3



## Focus Areas

- Identify Accessible Travel Network
- Prioritize ADA projects using:
  - ADA Scoring
  - Statutory Priority
  - Complexity



## RECOMMENDATIONS

- Establish an Accessible Travel Network (ATN) for each campus and center that connect primary destinations, such as significant building entries, designated ADA parking areas, and campus edges/rights of way
- Address deficiencies noted along each ATN
- Address interior deficiencies where the ATN passes through buildings
- Reduce overall travel distance from accessible points of arrival to users' destination
- Create a time budget for maintenance staff to correct in-building deficiencies resulting from furniture and equipment locations and from stand-alone wall-mounted equipment

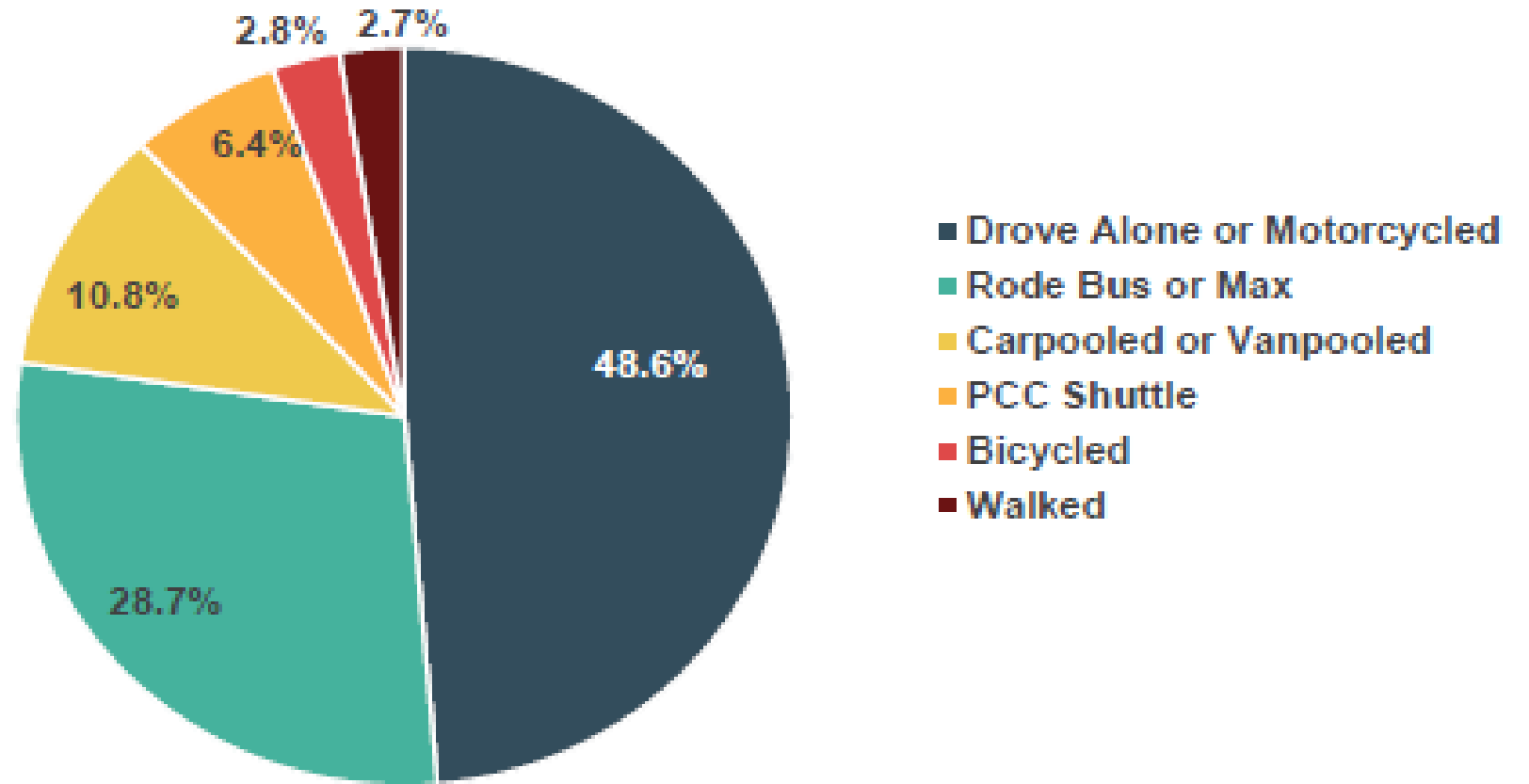
# TRANSPORTATION & PARKING

## Kathleen McMullen



# TRANSPORTATION & PARKING

## Weekly Student Trips



# TRANSPORTATION & PARKING

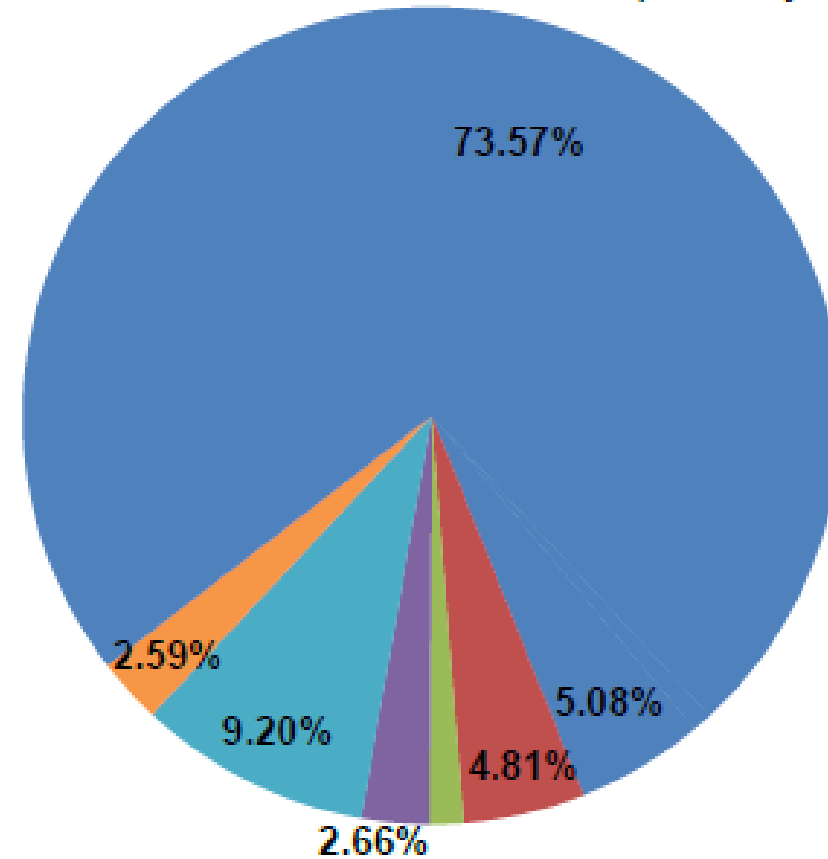
## Weekly Student Trips by Campus

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

# TRANSPORTATION & PARKING

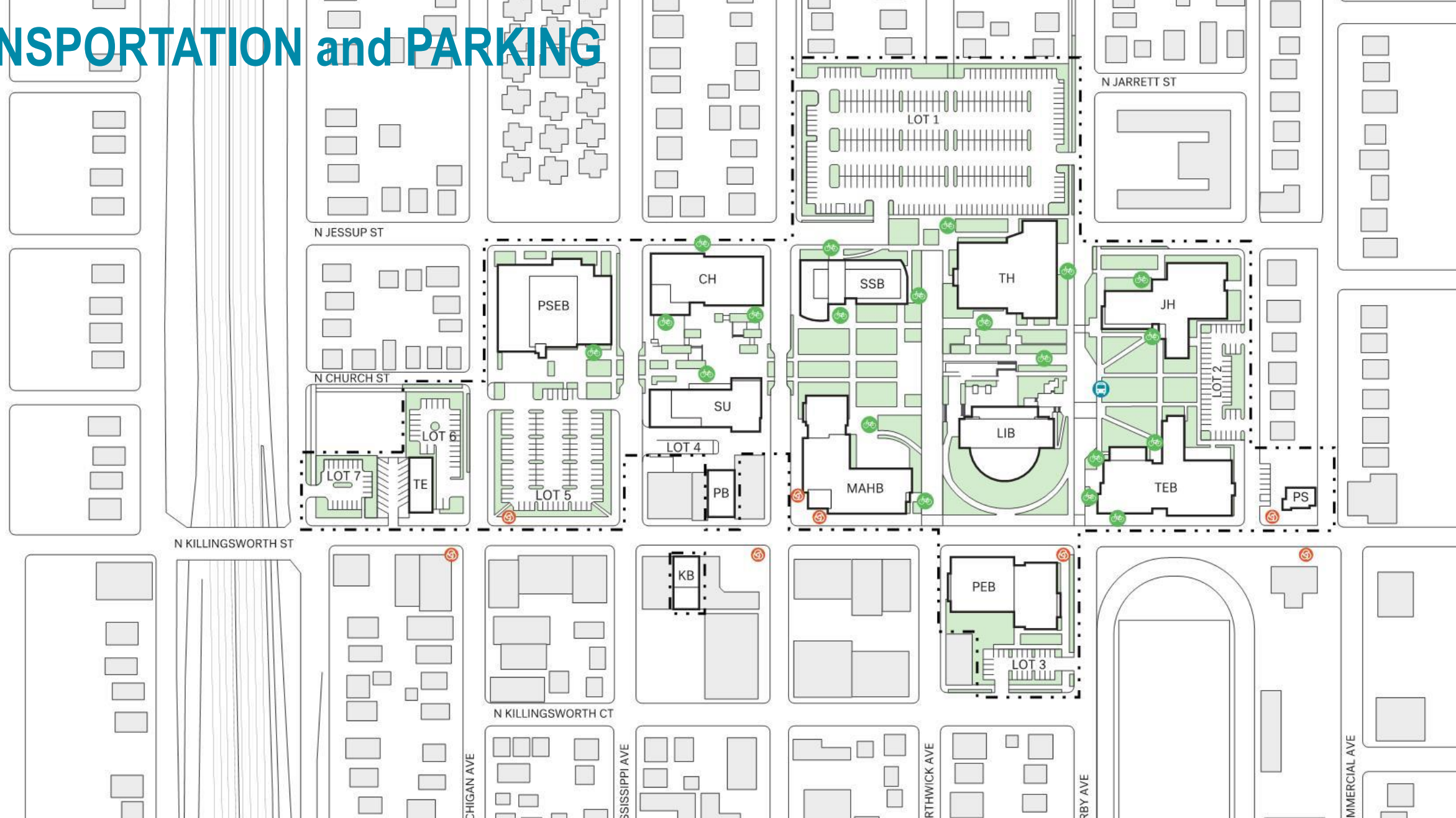
## Weekly Employee Trips

- Percent trips Rode Bus or Max
- Percent trips Walked
- Percent trips Telecommuted
- Percent Trips Drive Alone
- Percent trips Carpooled or Vanpooled
- Percent trips Bicycled
- Percent trips PCC Shuttle
- Percent Trips Motorcycle or Scooter





# TRANSPORTATION and PARKING



# TRANSPORTATION and PARKING

## RECOMMENDATIONS

- Make alternative modes more attractive through enhanced incentives and infrastructure
- Continue regularly scheduled parking lot maintenance
- Upgrade ADA parking to ensure compliance with current ADA guidelines
- Increase electric vehicle charging stations
- Increase shuttle service
- Design a parking system to meet demand and create greater equity

# SUSTAINABILITY

## Briar Schoon





# SUSTAINABILITY

## Focus Areas

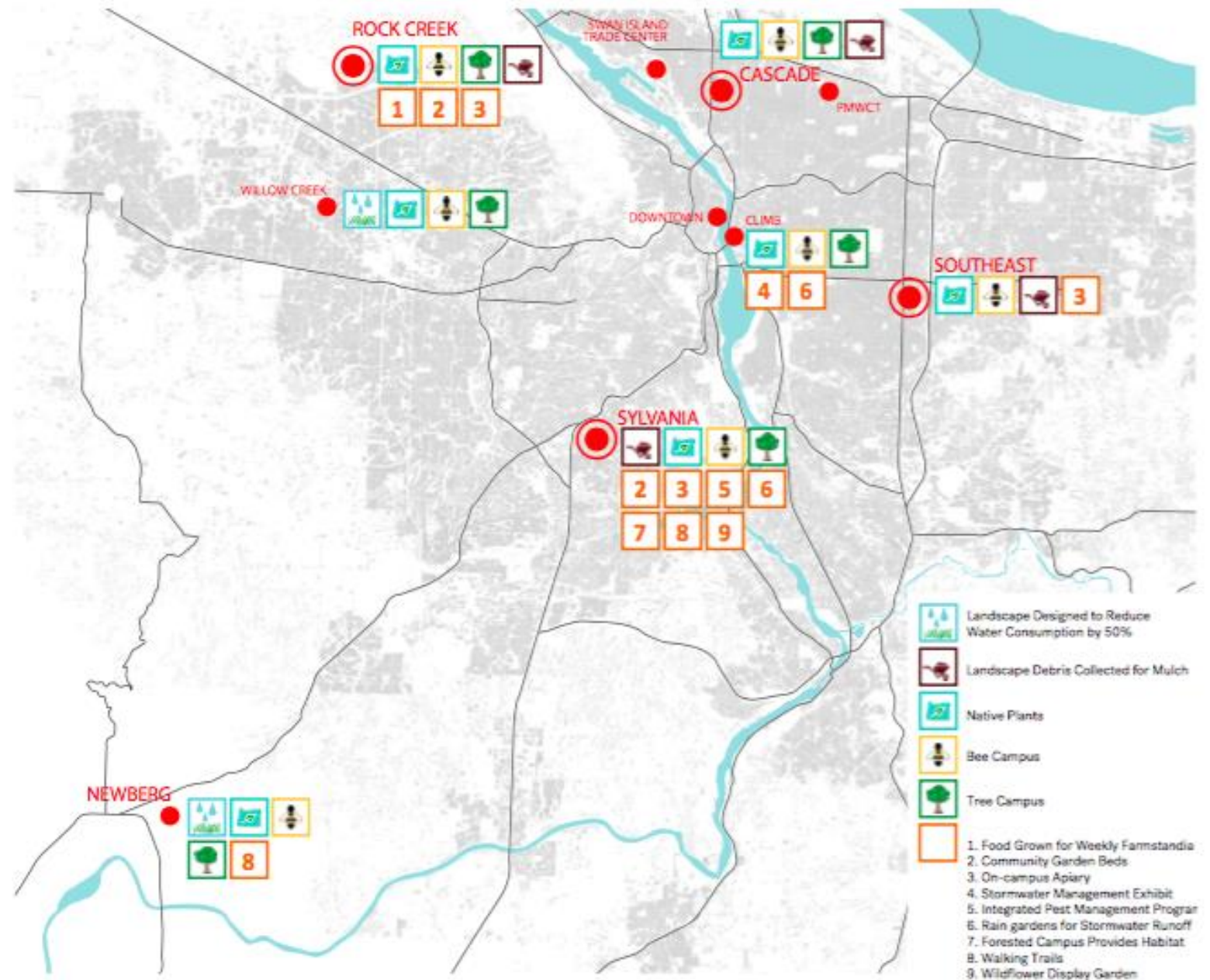
- Energy and emissions
- College operations
- Construction and renovation
- Grounds and natural systems
- Health and well-being
- Education and culture





# SUSTAINABILITY

## District Initiatives



# SUSTAINABILITY

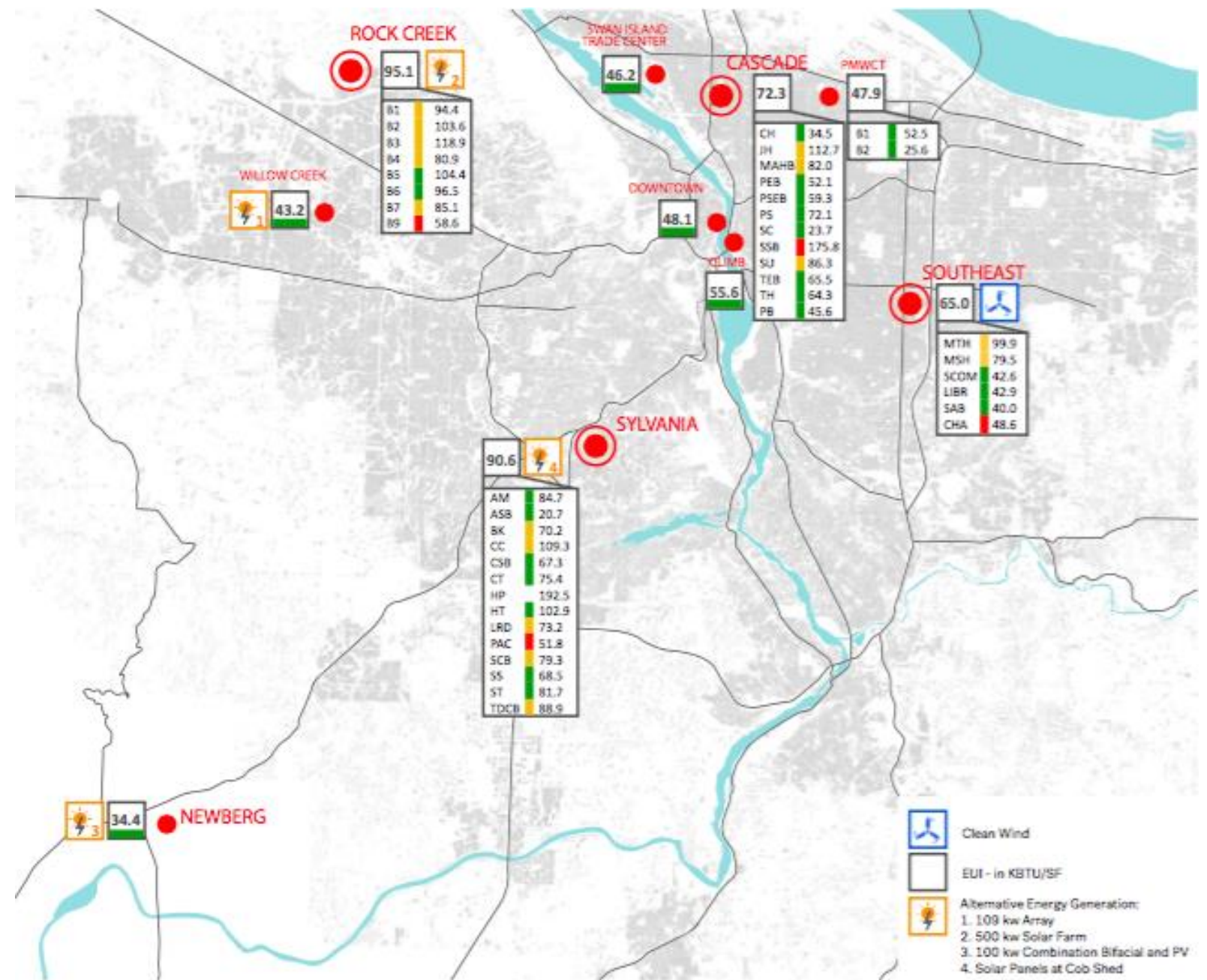
## Campus Amenities





# SUSTAINABILITY

## Alternative Energy



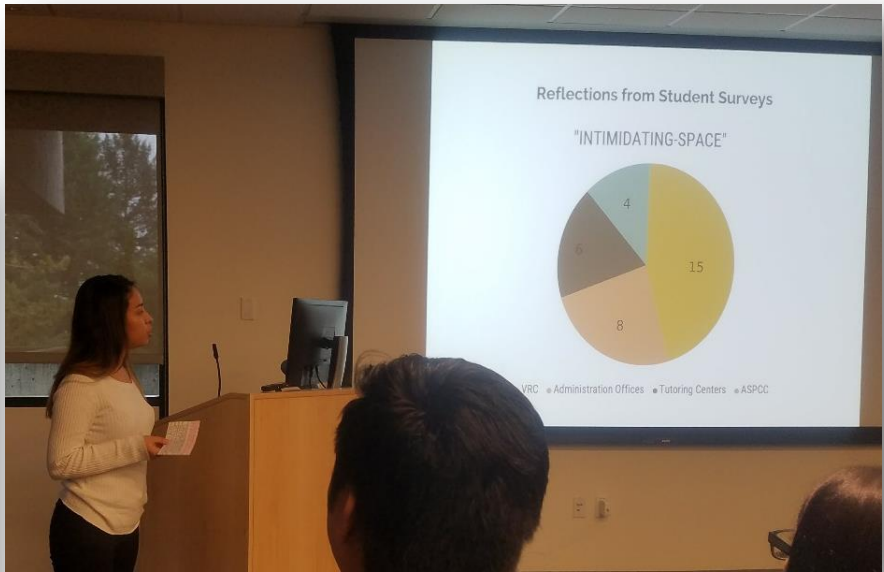
# SUSTAINABILITY

## RECOMMENDATIONS

- Optimize scheduling of buildings on evenings, weekends, and summer by consolidating classes into fewer buildings and using more efficient buildings first
- Develop standard protocols for shutting down computers and remote turnoff
- Create a culture that allows for reduction in commuting through teleconferencing, working from home, flexible hours, and more
- Reduce chemical use with a goal of being pesticide and synthetic fertilizer free by 2020
- Emphasize education of sustainable features throughout the district, reinforcing practices with informational signage, interactive kiosks, etc.



# CRITICAL RACE THEORY



# CRITICAL RACE THEORY

## Practice and Process

- Programming and Design
- Engagement
- Procurement

CRT Tenets (Delgado & Stefancic, 2017)					
Racism/white supremacy is embedded and ingrained in all aspects of society	Multidimensionality of oppression exists	Dominant narratives mask racism/white supremacy	Voice, storytelling, counter-narratives, and experiential knowledge are necessary for institutional change	Interest convergence is a determining factor in racial justice	Dismantling racism/white supremacy advances social justice
What does this tenet invite us to acknowledge or examine? What does this tenet draw our attention to? How might this tenet help us to <i>read</i> the PCC landscape*?					
<ul style="list-style-type: none"><li>• How is racism/white supremacy embedded in the PCC landscape?</li><li>• How might the PCC landscape explicitly/implicitly ignore, neglect, or exclude communities of color?</li><li>• How are diverse cultures reflected in the PCC landscape?</li></ul>	<ul style="list-style-type: none"><li>• How might the PCC landscape acknowledge/deny the intersectionality of racialized, gendered, and classed experiences of people of color?</li><li>• How might people of color read and experience the PCC landscape differently based on other social identities (ex: class, gender, ability)?</li></ul>	<ul style="list-style-type: none"><li>• How might the PCC landscape function to communicate dominant narratives like: color-blindness, meritocracy, and equal opportunity?</li><li>• How might the PCC landscape explicitly/implicitly mask, conceal, or justify racism/white supremacy?</li><li>• How does the PCC landscape counter dominant narratives?</li></ul>	<ul style="list-style-type: none"><li>• What role might space play in amplifying/silencing the voices and experiences of PCC students of color?</li><li>• How might the perceptions and experiences of PCC students of color inform campus design to communicate safety and belonging?</li><li>• How might counter-narratives illuminate spatial needs of PCC students of color?</li></ul>	<ul style="list-style-type: none"><li>• In what ways might a more inclusive and equitable landscape converge/conflict with institutional interests of PCC?</li></ul>	<ul style="list-style-type: none"><li>• In what ways might centering the perceptions and experiences of PCC students of color contribute to the design of a more inclusive college landscape?</li><li>• How might CRT advance/limit equity and inclusion in PCC facilities planning and design?</li></ul>

# CONTACT

Rebecca Ocken

Project Manager

971-722-8463

[rebecca.ocken@pcc.edu](mailto:rebecca.ocken@pcc.edu)