Portland Community College

PORTLAND COMMUNITY COLLEGE

Facilities Plan

Phase I
May 2019

WHY FACILITIES PLANNING

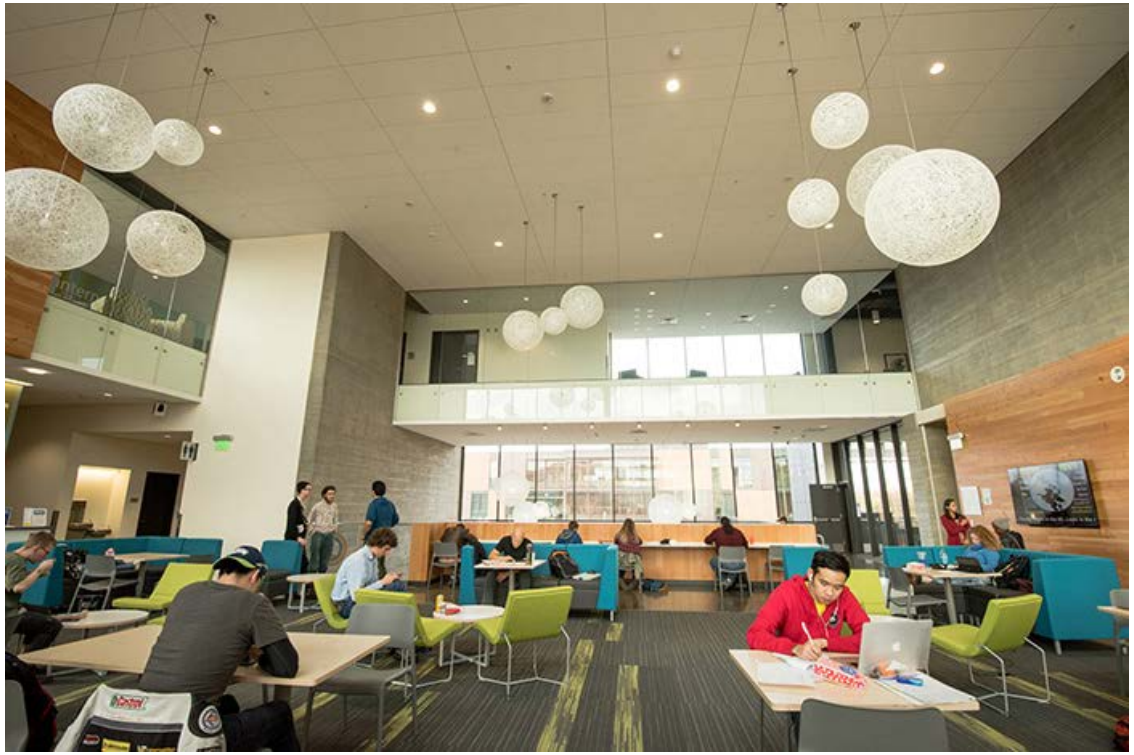
- 2015 Accreditation Report
- President's Planning Initiative noted in Bridge to 2020
- Academic and Student Affairs Plan Coordination
- Strategic Plan Coordination

  Themes:
  - ✓ Think Fearless: Ignite a culture of innovation
  - ✓ Think Proud: Create a nationally renowned culture for diversity, equity and inclusion

FACILITIES PLANNING

A Phased Approach

Phase 1: An existing conditions assessment - 2016 to 2018
Phase 2: A vision for future college growth - 2019 to 2021



Our Process

PCC's first comprehensive, district-wide Facilities Plan is not your typical facilities assessment.

In an effort to be more intentional and thoughtful about gathering data across the college, we saw an opportunity to take an integrated approach. We wanted to support the college's strategic and academic plans that focus on building opportunities for equitable student success.

Because of the vast amount of data to be collected and processed, the plan was split into two phases. Phase I is essentially an existing conditions assessment. Phase II, which will begin in Fall 2019, will be a visioning exercise for the campuses & centers in the PCC district and determine future development capacity.

In Phase I, we created eight work groups that conducted site visits and held meetings with internal PCC stakeholders and specialists to collect data.

With collaboration driving the process, the chairs of each work group met monthly to review information and coordinate workflow. The findings were then shared with an internal steering committee that was supported by a project management task force.

What is listed in the following pages is a high-level summary of the work group findings. Our goal is that the data collected can be used to better identify and understand our greatest needs district-wide, so we can effectively allocate resources moving forward. More detailed information can be found on each focus area in the technical appendices.

Focus Areas

Space Utilization
Classrooms and meeting rooms on campuses and centers

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

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

Americans with Disabilities Act (ADA)
Accessible pathways from parking lots and bus hubs to building entrances and building interiors

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

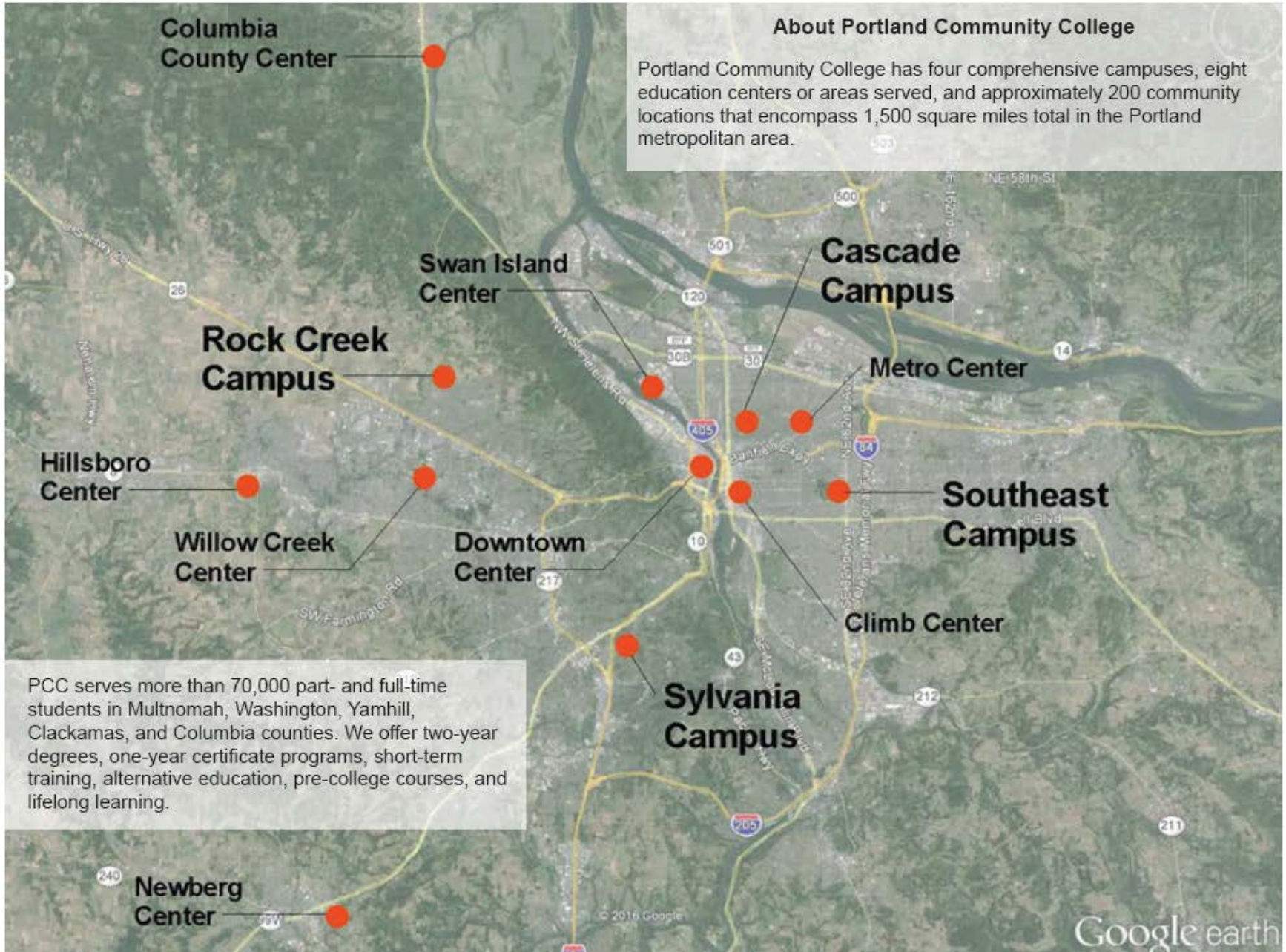
Capital Projects
Large-scale campus construction projects funded by general obligation bonds

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

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

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

Fast Facts PCC District Wide Map



Fast Facts

1 PCC is the largest post-secondary institution in Oregon.

4 PCC was the 4th college nationwide to become Bee Campus USA certified. PCC is also Tree Campus USA certified.

9 PCC has nine LEED-certified buildings.

389 PCC has 389 classrooms on the four campuses

1,500 PCC's district has grown to 1,500 square miles, larger than the size of Rhode Island, and includes five counties — Multnomah, Washington, Clackamas, Columbia, and Yamhill.

1961 PCC opened its doors in 1961.

586 million As of June 30, 2017, PCC's net investment in capital assets is $586 million.

Campuses

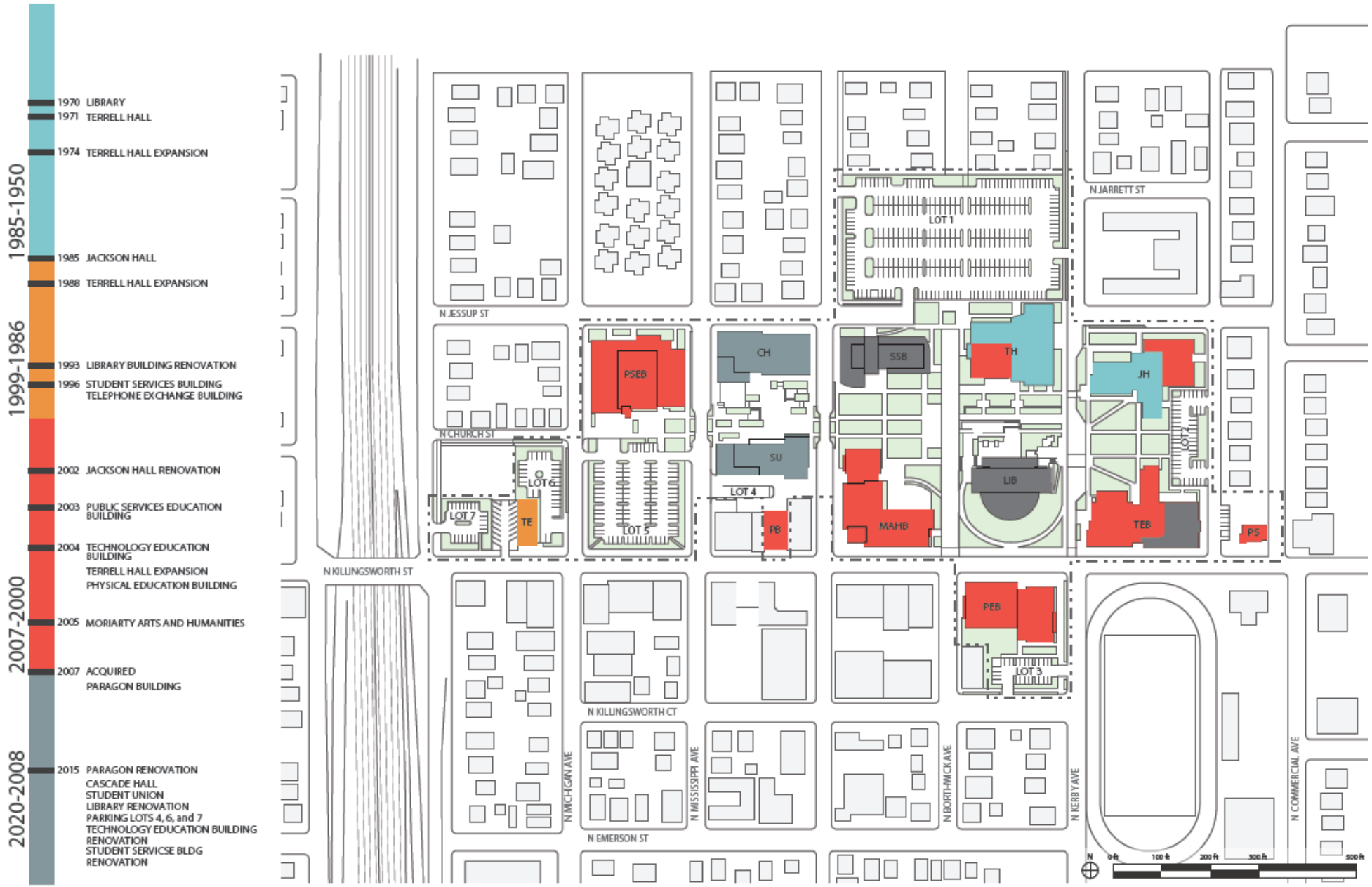
Cascade	1971	13 Buildings	485,282 gsf	20.17 acres
Rock Creek	1976	21 Buildings	643,335 gsf	260 acres
Southeast	1981 Center 2014 Campus	6 Buildings	228,455 gsf	18.5 acres
Sylvania	1968	16 Buildings	898,717 gsf	123 acres
SUBTOTAL		56 Buildings	2,255,789 gsf	421.67 acres

Centers

CLIMB	1996	1 Building	35,646 gsf	2.58 acres
Downtown Center	1880 2010 Renovation	1 Building	43,595 gsf	.22 acres
Newberg	2011	1 Building	12,800 gsf	14.9 acres
Portland Metropolitan Workforce Training Center	1998	2 Building	32,570 gsf	3.41 acres
Swan Island	1993 2014 Renovation	1 Building	22,517 gsf	5.3 acres
Willow Creek	2010	1 Buildings	95,308 gsf	1.55 acres
SUBTOTAL		7 Buildings	242,436 gsf	27.96 acres
TOTAL		**63 Buildings**	**2,498,225 gsf**	**449.63 acres**

Fast facts are a snapshot of campus assets as of March 2, 2018. They do not include leased spaces at: Hillsboro Center, new facility in Columbia County, Central Distribution Services, Capital Park, or Telephone Exchange Building. GSF - Gross Square Feet

Cascade Development History



Space Utilization

Space utilization looks at how we're using our classrooms at campuses and centers. Good space utilization means being able to meet peak demand without having too much excess space. This study marked the first time the college comprehensively reviewed usage.

What is working

- High-seat utilization and effective room utilization. Usage on Monday-Thursday is efficient, which is typical for a community college of our size.
- Classroom sizes are a good mix of size ranges.

Recommendations

- Create a standard template for Workforce Centers to track a variety of scheduling requests
- Refine scheduling/use data for continued room and seat utilization assessment
- Conduct a space utilization assessment for non-academic/ support spaces district-wide

Also look at:

Overview of Classroom Utilization

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

Overview of Seat Utillization in Classrooms

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

Facilities Condition Assessment

Facilities refer to the underlying infrastructure that keeps PCC running—boilers, plumbing, building exteriors, and more. Students have a greater sense of pride in the college when interacting with quality facilities that both look good and feel safe, while staff and faculty can be more creative and experimental in an environment that's responsive to their academic and professional needs.

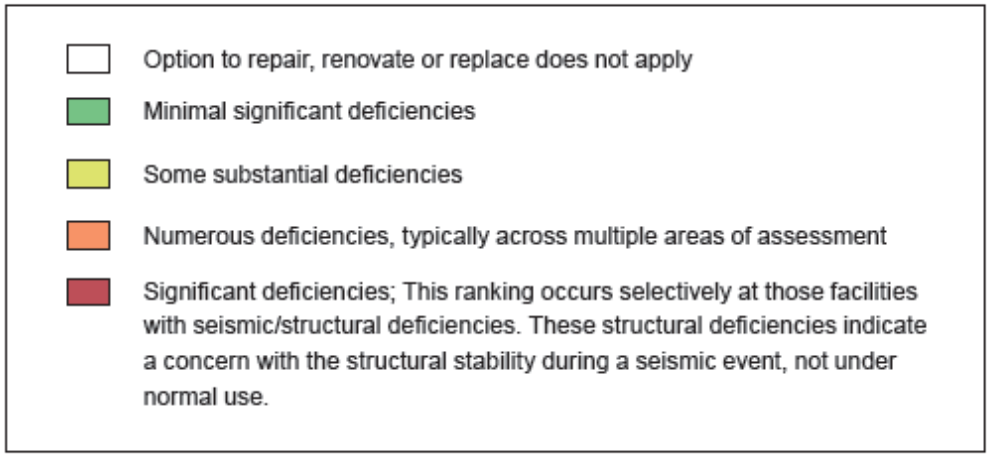
What is working

- **Staff and faculty are committed to making sure things are running smoothly, often putting in extra hours to get the job done.**

Recommendations

- **Create a long-term capital renewal and replacement schedule**
- **Continue interdisciplinary project coordination**

Also look at:



Building Assessment Summaries Key

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

Building Assessment Summaries Cascade

Americans With Disabilities Act (ADA)

ADA ensures access to the built environment for people with disabilities. Features such as grab bars in bathrooms, electrical outlets within reach, and adjustable desks can be critical to student success.

What is working

- There is increased awareness across the district about accessibility issues and solutions.

Recommendations

- Establish an Accessible Travel Network (ATN) for each campus and center
- Prioritize deficiencies along each ATN, including interior deficiencies where the ATN passes through buildings
- Reduce overall travel distance from accessible points of arrival to users' destination

Also look at:

Sylvania Accessible Travel Network

Transportation and Parking

Transportation and parking is often a student's first introduction to campus. Making it a positive & efficient experience is important so they can focus on learning. With Transportation Demand Management, the college can be more responsive to parking demands when enrollment ebbs and flows.

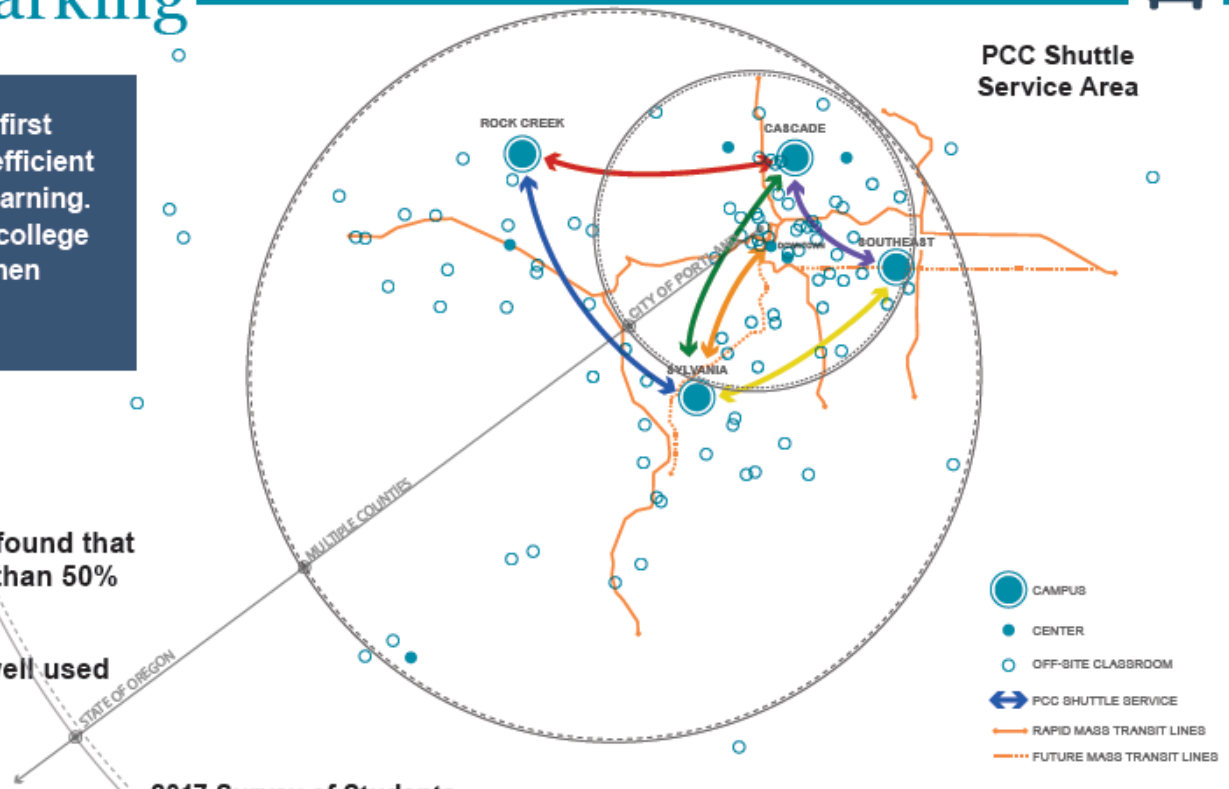
What is working

- **The latest travel survey of staff and students found that 48% drove alone or motorcycled, while more than 50% used alternative modes of travel.**
- **PCC's shuttle service between campuses is well used and valued by students and staff.**

Recommendations

- **Continue to make alternative modes more attractive through enhanced incentives and infrastructure**
- **Design a parkng system to meet demand while increasing equitable access for staff and students**
- **Increase support for more sustainable travel options such as bike rentals and electric vehicle charging stations**

Also look at:



2017 Survey of Students

	Sylvania		Rock Creek		Cascade		Southeast	
Commute Method	Weekly Trips Reported in Survey	Percent of Total Weekly Trips	Weekly Trips Reported in Survey	Percent of Total Weekly Trips	Weekly Trips Reported in Survey	Percent of Total Weekly Trips	Weekly Trips Reported in Survey	Percent of Total Weekly Trips
Drove Alone or 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%

*Distance Learning not counted in total trips

Critical Race Theory: Engaging With Equity

Critical Race Theory (CRT) is a framework used to examine society as it relates to the categorization of race, law and power. Combined with spatial theory, the workgroups applied a CRT lens to explore how race and space play a part in shaping our campus climate. Space is not neutral and finding ways to better understand student's perspectives of the spaces we build will help us achieve a more welcoming and comfortable learning environment.

With a focus on process over outcome, the project supported a student-led inquiry project (see page 14), conducted CRT trainings and workshops, and developed a repository of on-line resources. Our exploration will continue as we seek ways to infuse CRT in our facilities planning and capital projects.

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

—Cory Gillette
Space Matters Student

Student findings

Students combined story telling with inquiry for a more authentic engagement process. Asking critical questions that explored students' on campus experiences mattered just as much as who asked the questions. For future research, consider questions such as: How do built environments on campus make you feel? How would you describe an inclusive space? How are your multiple identities represented in college space?

Technical Reports

1. Space Utilization Space Utilization Work Group/Biddison Hier	**3g. Costing** Facilities Work Group/RLB
2. Capital Projects Capital Projects Work Group/SRG	**4. ADA**
3. Facilities	**4a. General Assessment** ADA Work Group/Code Unlimited
3a. Building Overview Facilities Work Group/Catena Engineers	**4b. Site Accessibility** ADA Work Group/DEA
3b. Facility Condition Assessment ISES	**5. Transportation** Transportation Work Group/Lancaster Engineers/Kittelson
3c. Architectural Review Facilities Work Group/SRG	**6. Information Technology** IT Work Group/Vantage Consultants
3d. Mechanical/Electrical/Plumbing Facilities Work Group/PAE Engineers	**7. Safety and Security** Security Work Group/Layne Consultants
3e. Utilities Facilities Work Group/DEA	**8. Sustainability** Sustainability Work Group/SRG
3f. Landscape and Open Spaces Facilities & Sustainability Work Group/2.ink Landscape Architects	**9. Critical Race Theory** Intent & Purposes LLC, Amara H. Pérez

Future Forward

Facilities Planning integrated with the forthcoming Academic and Student Affairs Plan and the college's Strategic Plan, supports a quality student environment as well as the college's mission of access and inclusivity.

Next steps in Facility Planning include:

- Enhance the findings from Phase I with: an assessment of ADA Barrier Removal; development of Safety and Security Standards; and continued Space Utilization assessment, particularly in support spaces such as offices, meeting rooms, and resource centers.
- Begin Phase II work by conducting visioning exercises for each campus to better understand growth capacity in conjunction with academic programming needs.
- Continue a collaborative and coordinated approach to project work as demonstrated throughout facilities planning.
- Continue to integrate Critical Race Theory (CRT) in capital project work through broad outreach efforts and explore how CRT informs policy and design decisions at the college.

Acknowledgments

Portland Community College

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