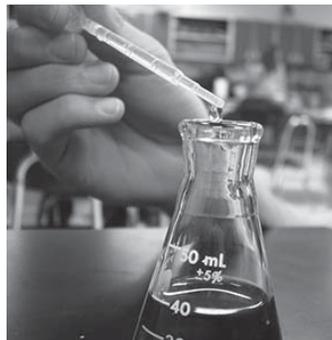




LANE COMMUNITY COLLEGE 2020 FACILITIES MASTER PLAN





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See separate document for Appendix

1 INTRODUCTION

HISTORY & CONTEXT

Lane Community College was founded in 1964. It grew out of the Eugene Vocational School, which opened in 1938 in the original Geary School at Fourth and Madison in Eugene. Local educational leaders recognized the need to expand the vocational school into a regional institution and began the process of developing a community college.

Lane Community College held its first classes in 1965 at the 4th and Madison facility in Eugene. Lane's main campus on 30th Ave. was completed in the late 1960's and its first classes were offered in 1968. It occupies more than 100 acres of land with approximately 40 buildings. Lane also utilizes facilities at six other locations, Cottage Grove, Florence, Mary Spilde Center, KLCC, Willamette Dental Clinic and the Eugene Airport.

Lane Community College serves more than 25,000 students per year through transfer, career technical, and personal enrichment programs. Lane serves a 4,600 square mile area and its main campus is located between the cities of Springfield and Eugene which together form the

second largest population area in the state.

Like most community colleges the main campus is located near major automobile transportation corridors, in this case Interstate 5 and 30th Avenue. The campus has a rural bucolic setting and wonderful views of forested hillsides in most directions.

MASTER PLAN

In the fall of 2017 the college began a facilities master plan to steward the physical assets of the college for the next 10 to 15 years. Facilities master plans enable colleges to make decisions about their current and future needs which are based on guidelines, processes, and ideas that reflect the mission and values of the college itself. A master plan will also often include a list of projects that implements the changes needed.

The 2019 Lane Community College Facilities Master Plan addresses the primary needs of deferred maintenance of buildings, space use efficiency, exterior accessibility and way-finding, safety and climate action planning/sustainability.

The finished plan supports the college's mission of providing comprehensive, accessible, quality, learning centered educational opportunities that promote student success.

INCLUSIVE PROCESS

When developing the process to guide the creation of the master plan, Lane built in opportunities for the faculty, staff, and students to have a voice in the outcomes and to be transparent about the steps along the way. This is reflective of the culture of decision making at Lane. It also supports the idea to build the plan based on internal studies and ideas developed by the faculty, staff, and students, who have the deepest knowledge of campus facilities.

DEFERRED MAINTENANCE

The majority of the college's buildings were built over 50 years ago. In the decades since, many buildings have been remodeled and their deferred maintenance needs addressed, but many have not. This pressing need to address the deferred maintenance is shared by most colleges and universities.

SPACE USE EFFICIENCIES

Within the last decade enrollment at the college rose from the relatively stable level of 8,000 to 9,000 full time equivalent students (FTE) to a peak of 15,000 FTE during the recession of 2008-2012, back to its current level of 8,000. This period also saw several new buildings added to the college's holdings. These changes left the college with enough space for current activities and with a large amount of space either unassigned or recently vacated. Some divisions have grown without adding space and are cramped, some spaces originally built for one purpose are poorly configured for their current uses, and some activities of the campus are growing and changing. While the college likely has enough space, it is likely not in the right configuration or in the right place. The Facilities Master Plan addresses these division needs as illustrated in the Facilities Projects / Buildings-Program Enhancements in chapter 8. For complete details of the space needs of the college see chapter 7.

EXTERIOR, SAFETY, CLIMATE ACTION PLAN AND

SUSTAINABILITY

Being located on a hillside and having experienced significant building growth and change over the last 50 years, the main campus's exterior spaces need to be altered to create an ease of access for those with mobility challenges and a more clear system to allow users to find their way within the campus itself. While major safety issues have largely been addressed, there remain areas for improvement including changes to address large scale events and active shooters. The college remains a leader in sustainable practices and this plan continues and expands on this leadership role.

FACILITIES MASTER PLAN

The Master Plan identifies overall guidelines with the Guiding Principles which informed decisions for the selection of projects. It illustrates a vision plan which identifies key aspects of the exterior spaces of the campus to be retained and/or repaired. Finally, the Facilities Master plan identifies a set of projects to be implemented over the next 10 to 15 years which will meet the majority of the college's current needs. At a cost of \$219 million, the proposed projects appear to be feasible within the funds that can reasonably be expected to be available over the next 10 years.

2 SUMMARY OF FINDINGS

The 2019 Lane Community College Facilities Master Plan identifies 26 projects in five categories estimated to cost \$219 million over 10 years. These projects meet the prioritized facilities needs of the college's main campus and branches and align with potential funding sources for the same time period. The plan provides direction for managing the college's facilities primarily through a combination of repair and remodel. By focusing on making what is already in place work better, the plan makes better use of the current facilities in an efficient and cost effective way.

The following is a summary of the plan's project categories and the implementation strategies.

BUILDINGS - DEFERRED MAINTENANCE

Stated in the costs of 2023 Dollars, the college, including its campuses in Cottage Grove, Florence, downtown Eugene, and the airport has a need of more than \$107.2 million in deferred maintenance. This includes needs related to one-time fixes of building code or safety issues, repairs needed to address maintenance that is overdue, and repairs needed to address maintenance that will be

needed in the next 10 to 15 years. The Master Plan includes a prioritized approach by addressing 59% of the deferred maintenance in the 10 to 15 year time period. This approach addresses the immediate needs first and shifts the work that can be delayed until the next cycle of building improvements. 10 of the 13 buildings to be remodeled include significant deferred maintenance elements – in excess of \$63.7 million is to be spent in this area.

BUILDINGS - PROGRAM ENHANCEMENT

Space needs for college programs were assessed in two ways, current needs for each Division and needs that would support an enrollment of 11,000 FTE. For this Facilities Master Plan, the decision was made to focus on current needs only.

A Space Needs Assessment determined that the college is short about 37,000 assignable square feet to accommodate current activities, address new or renewed initiatives and return one program, the dental clinic, to the main campus from an off-campus location. The shortfall can be mostly met by the 32,000 sf of vacant or unassigned space on the

main campus. This plan relocates several divisions in order to match the division's needs with the unassigned or vacant spaces. For the most part the relocations and remodeling for space reassignments occur in buildings which also will have significant deferred maintenance work. This creates a cost effective synergy between the repair work and the remodel work. The solution includes the partial removal of one existing building (which could not be feasibly remodeled for the needed spaces) and the construction of a new building to contain spaces not able to be housed within existing spaces. The net difference is a very small increase in the campus' overall assignable square feet.

EXTERIOR PROJECTS

A vision plan was created as part of this process that sets the aspirational goals for the campus based on its current physical conditions and the master plan guidelines. Suggested improvements to pathways on the campus include the creation of 3 new entrances and associated improvements which will create better and more easily usable pathways for those who have mobility challenges and will help all users to more easily understand how to navigate the

campus. Improvements will also be made to parking lots, with the addition of designated sidewalks, trees and stormwater treatment areas. Improvements are proposed for Bristow Square and a new multi-use trail is proposed around the outside edge of campus.

EQUIPMENT

Provisions for improving classroom furniture and equipment, media services, and conference room technology are included as a part of the plan.

SAFETY

Creating safe rooms and upgrading locks and control systems in classrooms are campus-wide strategies to improve safety. Relocating and enlarging the public safety offices and creating an incident command center are specific projects that also improve the safety of the campus. Each individual building and exterior project will include elements that improve the safety of the campus as well.

CLIMATE ACTION PLAN AND SUSTAINABILITY

Every project will be constructed with

attention to sustainable practices resulting in a building by building improvement in this area. On-site renewables will be implemented where feasible. Additionally there are three projects which improve campus-wide systems - upgrading lighting with LED sources, upgrading HVAC controls and improving stormwater treatment with a series of exterior projects across campus.

IMPLEMENTATION STRATEGIES

By combining deferred maintenance projects with space use reorganization the master plan achieves a strategic efficiency of remodeling efforts because spaces that will be repaired to fix deferred maintenance issues can at the same time be rearranged to meet space needs. By following the ideas of the vision plan the campus' exterior spaces can be improved incrementally with the confidence that each incremental project works within a greater unifying idea.

FUTURE STEPS

The creation of this master plan did not include revisions to the college's transportation plan or a utilities master plan. These were determined to be beyond the scope of the work. Future work on facilities planning should include comprehensive studies of these two important areas.

3 PROCESS

The Facilities Master Planning process started in 2017 with a comprehensive Facilities Conditions assessment conducted by the ISES Corporation. The assessment covered 34 buildings and over 1.3 million gross square feet. Metrics developed by ISES indicated that the college was “in a favorable position to manage the ongoing needs with a mix of continual capital renovations and planned maintenance”.

Simultaneous with the completion of the assessment, the Facilities Council developed Master Planning Principles to guide the process and outcomes for the Facilities Master Plan (see pages 10-11). The principles were largely developed from Lane’s Strategic Plan (see pages 12-13).

The early months of 2018 were spent gathering information about the campus itself. This included creating an inventory of space on campus, surveying departments to determine their space needs, conducting several open houses to understand the values the campus holds with regard to its facilities and to discover areas which need attention, and meeting with leadership to explain the master plan process and gain their insights. There were also several interactive focus group meetings to determine

the priorities the campus had about its needs.

In mid 2018 the college opened a search for a professional design team to help with the master plan. College staff had already completed a significant amount of work and envisioned working side-by-side with the professional consultant team to complete the work. This relationship resulted in a closer integration of facilities staff in the making of the master plan than is often typical at other colleges.

In July of 2018 the college chose Rowell Brokaw Architects of Eugene to be their professional consultants. Joining the Rowell Brokaw team was CRC Facilities Planning, a planning firm with extensive experience in campus master planning.

By the fall of 2018 the work was underway beginning with more detailed data gathering from a series of focus groups and a review of previous master plans. A vision plan workshop led to the completion of a vision plan for the campus which further developed the guiding principles of the master plan and established a set of themes to guide the changes needed to the exterior spaces of the campus. The guiding

principles were used as criteria for establishing the priorities of the identified projects.

A series of meetings were held in early 2019 with each division that uses space on the main campus and on each of the branches. These 10 meetings covered the 65 divisions and each division was given an analysis of their space in advance. During the meetings information was gathered about new space required for the division to meet current needs, such as funded and filled positions for which there was not adequate office space (e.g. two sharing an office intended for one). Information was also gathered about how much space would be needed to support an enrollment of 11,000 FTE. The results of these meetings were recorded in a space needs assessment document which also included an assessment of the college's classroom needs.

In the spring of 2019 a comprehensive list of projects was developed for review and prioritization. There were five categories of projects – buildings (deferred maintenance and program enhancements), exterior projects, safety, climate action plan/sustainability, and equipment. The

list was reviewed during an open house held on the campus. Input from the open house and from an evaluation, using the guiding principles, by the LCC Facilities Council and LCC facilities staff was forwarded to the college's leadership who made the first cut of the list and eliminated about 30% of the projects from further consideration.

Working from the prioritized list of projects the consultant team and LCC staff developed three options for the implementation of the projects. The options were reviewed by the college's leadership in the fall of 2019. One option became preferred. This was the subject of a campus open house and further review by the Facilities Council in the middle of the fall term.

The preferred option was presented to the LCC Board of Education in November of 2019. A draft master plan was presented to the Board of Education in February 2020 for their review and comment.

A timeline chart is included on pages 14 & 15. More details on process are provided in the Outreach and Analysis chapter and appendix section.

LCC SURVEY QUOTES

LEARNING ENVIRONMENTS

"Outdoor science spaces for Botany, zoology, geology."

"I think spaces Outdoor for study is crucial. People learn more effectively outdoors. What about taking classes outside?"

"Provide more quiet study spaces with enough power outlets to charge phones, ipads, laptops, etc."

"Keeping programs in smart classrooms updated."

"More windows inside classrooms."

SUSTAINABILITY & RESILIENCY

"Maybe more solar energy."

"I don't think students are aware of local energy generation on main campus. Signage would help."

"... more natural light."

"More water bottle filling stations to replace drinking fountains."

"More recycling opportunities indoors."

"More covered outdoor bus stops."

"I would love it if the bike path could connect to Lane. I love to ride my bike but don't feel safe on the roadside to Lane."

(See Appendix for additional Survey Results)

MASTER PLANNING PRINCIPLES

Developed by the Facilities Council - 2017

PROCESS

- **Gather input from the entire college community that is:**
 - Robust, high-level, and interactive
 - Supported through adequate infrastructure
 - Comprehensive and strategic in scope
- **Transparency throughout the process; descriptions and data that are:**
 - Meaningful
 - Accessible
 - Searchable
- **Data driven, using:**
 - Primary data and meaning-making indices
 - Contingency and scenario analysis
- **Structure for regular updates**

OUTCOMES

■ Enhance sustainability and resiliency by providing facilities that:

- Utilize space and resources flexibly and efficiently
- Use local production and distribution of energy
- Implement best design practices that maximize efficient resource use including water conservation and use of natural lighting
- Develop a campus identity that reflects and enhances our natural landscapes
- Protect and preserve the biodiversity within our surrounding natural landscapes
- Maximize opportunities for student collaboration with and involvement in college programs

■ Enhance access, equity, and inclusion by providing facilities that:

- Strive to exceed the expectations of the Americans with Disabilities Act by moving toward universal design
- Support and seek to offer protection to students, employees, and visitors of all religions, as well as those who don't have a religious practice
- Support and seek to offer protection to students, employees, and visitors across the gender spectrum by moving away from design rooted in a gender binary
- Are inviting and inclusive for all students, employees, and visitors

■ Enhance safety by providing facilities that:

- Create and support a comprehensive crime prevention and crime deterrent infrastructure
- Incorporate security and safety assessments and recommendations into all new buildings, remodels, or redesigns
- Continuous and committed development of multiple communication strategies to enhance safety during emergency and non-emergency situations inside and outside of grounds and facilities
- Standardization of parking, bicycle and motor vehicle access points and pedestrian traffic to maximize consistency and enhance campus security and individual safety
- Development of robust, self-sufficient emergency response capabilities for small and large disasters that impact community members and campus facilities.

■ Includes plan for implementation of deferred maintenance projects

■ Support Lane's Learning Plan and Strategic Plan and student success

- Provide infrastructure that supports best practices in teaching and learning.

■ Interface with Long Range Financial Plan and other Lane strategic planning efforts

■ Reflective of our community

LANE'S STRATEGIC PLAN

Core Values

Learning

Working together to create a learning-centered environment

Recognizing and respecting the unique needs and potential of each learner

Fostering a culture of achievement in a caring community

Diversity

Welcoming, valuing, and promoting diversity among staff, students, and our community

Cultivating a respectful, inclusive, and accessible working and learning environment

Working effectively in different cultural contexts to serve the educational and linguistic needs of a diverse community

Developing capacity to understand issues of difference, power, and privilege

Innovation

Supporting creativity, experimentation, and institutional transformation

Responding to environmental, technological, and demographic changes

Anticipating and responding to internal and external challenges in a timely manner

Acting courageously, deliberately, and systematically in relation to change

Collaboration and Partnership

Promoting meaningful participation in governance

Encouraging and expanding partnerships with organizations and groups in our community

Integrity

Fostering an environment of respect, fairness, honesty, and openness

Promoting responsible stewardship of resources and public trust

Accessibility

Strategically growing learning opportunities

Minimizing financial, geographical, environmental, social, linguistic, and cultural barriers to learning

Sustainability

Integrating practices that support and improve the health of systems that sustain life

Providing an interdisciplinary learning environment that builds understanding of sustainable ecological, social and economic systems, concern for environmental justice, and the competence to act on such knowledge

Equipping and encouraging all students and staff to participate actively in building a socially diverse, just and sustainable society, while cultivating connections to local, regional, and global communities

Strategic Directions

Lane Transforms Students' Lives Through Learning

We acknowledge that students occupy many roles, including those of family members, workers, members of social groups, and citizens of an increasingly interconnected world.

We provide educational experiences, support services, and institutional structures that enhance student learning and success.

In our work inside and outside of the classroom, and in our daily interactions with students and one another, we aim to empower all students; we encourage students to grow, to take risks, and to assume responsibility for succeeding in all aspects of their lives.

Commitment to Student Learning and Success

Foster a collegewide culture of service to student learning, academic excellence, and success

Define, build shared understanding, and implement practices that lead to student learning and success

Improve communications, services, systems, and structures to maximize access and opportunity for all students

A Culture of Teaching, Learning, and Innovation

Support teaching, learning, assessment, and innovation through faculty research and scholarship

Develop cross-disciplinary structures and supports to improve collaboration and innovation in Lane's programs and services

Provide professional development opportunities for faculty, staff, and managers that advance teaching and learning at Lane

Build capacity to expand and support online teaching, learning, and educational resources

Access, Equity, and Inclusion through Social Justice

Integrate principles of social justice throughout the college learning and working environment

Develop a culture of inclusivity and respect through dialogue, outreach, education, and equitable policies and practices

Improve recruitment, retention, and support of diverse students, faculty, staff, and managers

Strengthened Community

Foster a sense of college community through engagement, dialogue, transparency, and leadership development of Lane faculty and staff

Identify, evaluate, and agilely respond to evolving community needs, issues and opportunities

Strengthen the effectiveness of collaborative partnerships with employers, advisory boards, K-12 school districts, universities, and community organizations

Financial and Environmental Stewardship

Develop planning, decision-making, and resource allocation structures for programs and services to achieve optimal enrollment levels, student affordability, and fiscal sustainability while continuing to support a high-quality teaching and learning environment

Implement environmental sustainability principles and practices

Increase adaptive capacity in our staff, students, community, and built environment to create organizational and environmental resilience

Vision

Transforming lives through learning

Mission

Lane is the community's college: we provide comprehensive, accessible, quality, learning-centered educational opportunities that promote student success

Core Themes

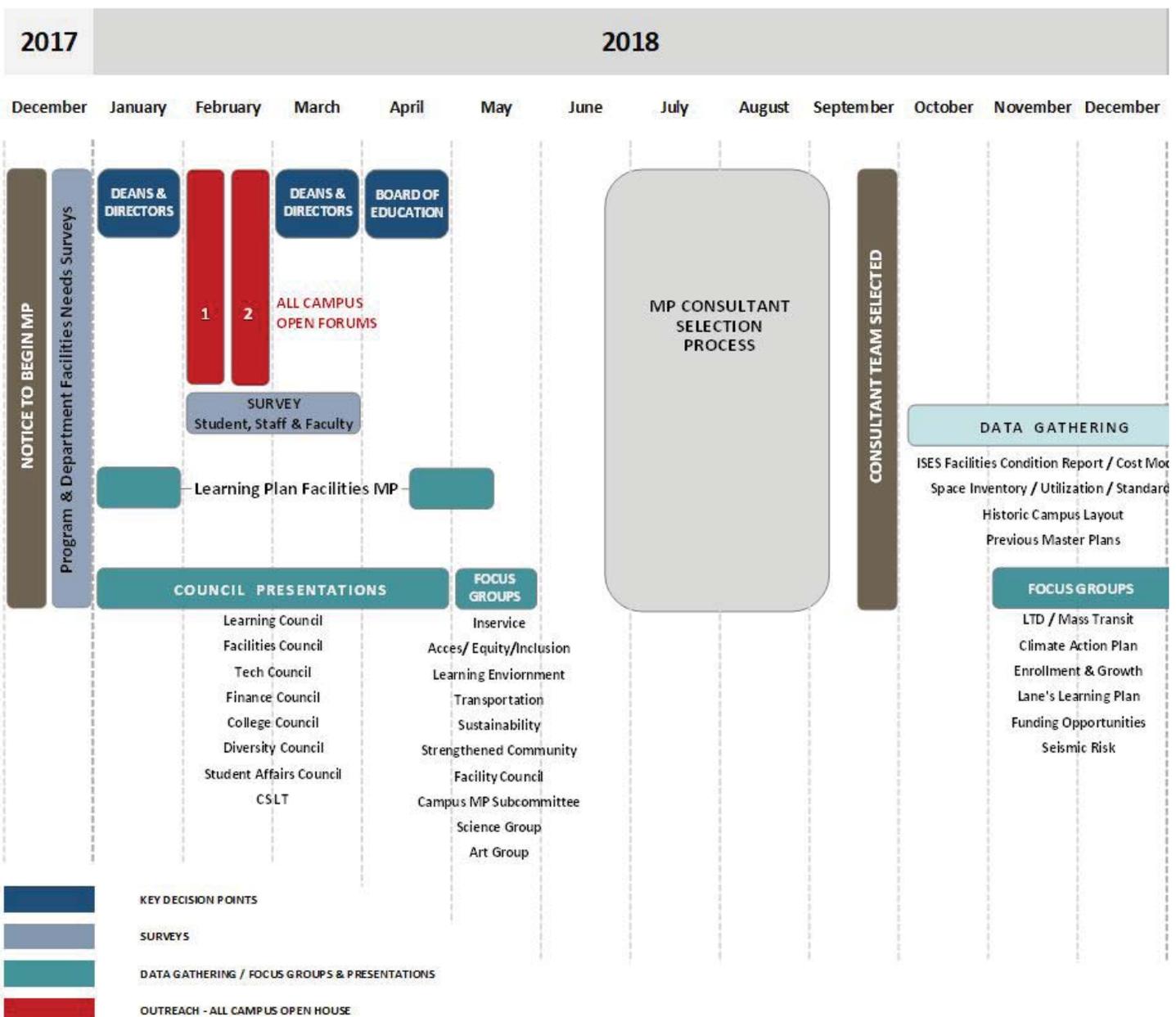
Responsive Community Engagement

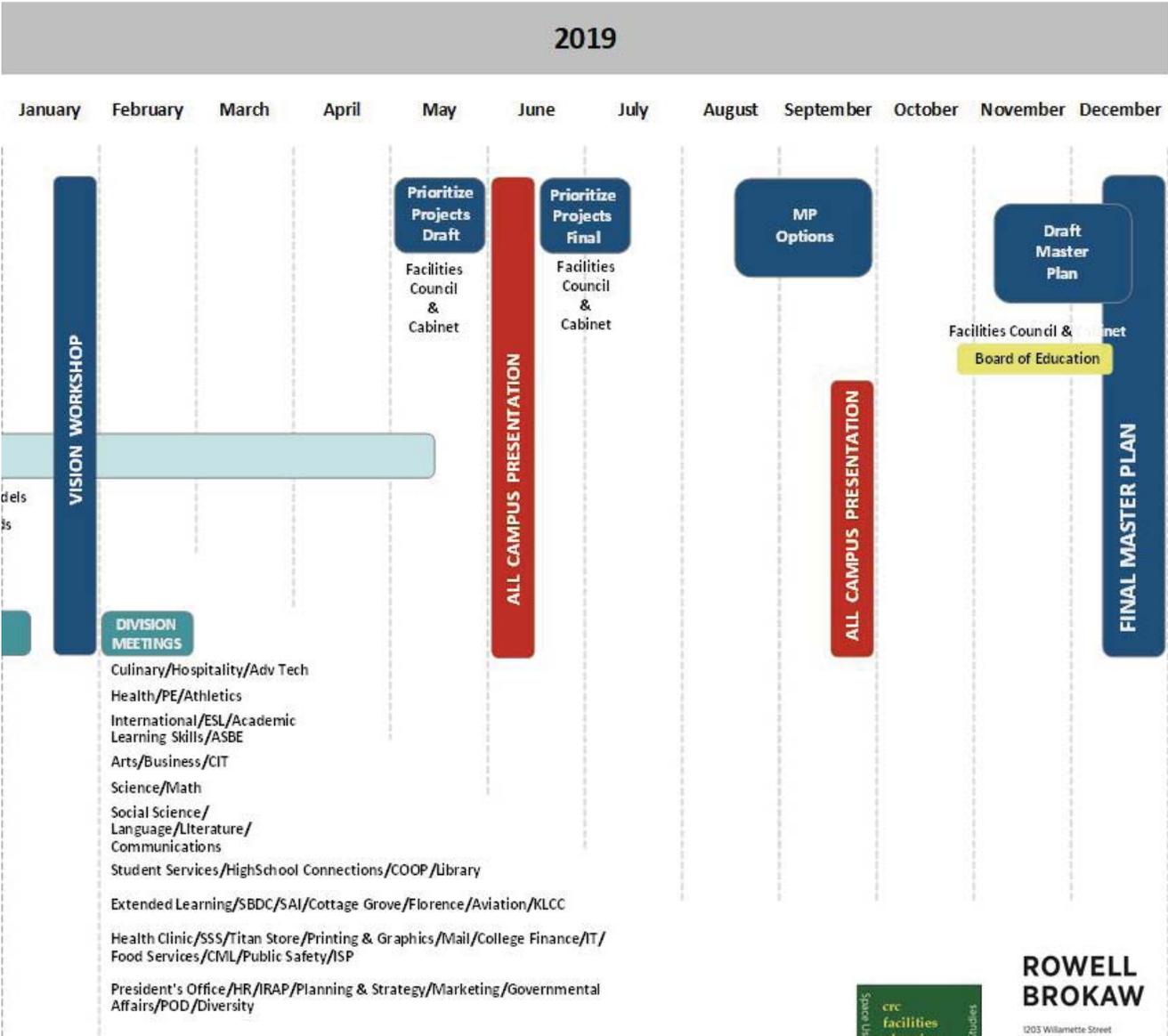
Accessible and Equitable Learning Opportunities

Quality Educational Environment

Individual Student Achievement

MASTER PLAN PROCESS DIAGRAM





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 Architecture. Design. Strategy.

4 GUIDING PRINCIPLES

In 2017 the Facilities Council developed principles that would steer Facilities Master Plan development and decisions (see pages 10-11). Facilities Staff and the Facilities Council reached out to various groups of students, staff and faculty for clarity and direction on how to implement these principles. Presentations, focus group meetings, council reviews, all campus forums and surveys were held during the winter and spring terms of 2018. Information gathered from these outreach activities is summarized in the next section - Outreach & Analysis Activities.

In January 2019, the Guiding Principles were further developed through a Vision Workshop with Lane's leadership.

The shared values expressed in the following 9 Guiding Principles are intended to give direction for future development for Lane's buildings and grounds.

SUPPORT LANE'S ACADEMIC MISSION

All projects must enhance the learning experience.

ENHANCE ACCESS, EQUITY AND INCLUSION

Be welcoming to all cultures, religions and genders. Support solutions that address social and economic diversity.

ENHANCE SUSTAINABILITY AND RESILIENCY

Support Lane's Climate Action Plan, sustainability and resiliency initiatives – enriched biodiversity, energy and water efficiency and alternative transportation.

IMPROVE OVERALL CAMPUS SAFETY

Employ universal access designs and enhance the safety of the campus.

RENEW BUILDINGS BY ADDRESSING DEFERRED MAINTENANCE

Be responsible in campus development and maintenance.

RESPOND TO THE LONG RANGE FINANCIAL AND ENROLLMENT PLAN

Plan for increase enrollment to 11,000 FTE over time.

REFLECT OUR COMMUNITY'S VALUES AND INTERESTS

Respond to community needs on campus. Express Lane's values and interests.

VALUE SPATIAL CLARITY, EFFICIENCY AND WAYFINDING

Implement solutions that are inherently flexible and adaptable to future needs. Employ efficiencies in space use and academic needs. Enable students to more easily find their way around campus.

PROTECT AND EXPAND THE CAMPUS CHARACTER

Expand on Lane's art collection and sustainable practices. Enhance views to the surrounding forested hillsides and bring the landscape into campus. Embrace and enhance the campus' mid-century architecture style.

LCC SURVEY QUOTES

ACCESS & EQUITY

"... a universal chapel, that anyone would be welcomed to use."

"Non gender conforming restrooms would be another way of making everyone feel welcome."

"A room for mothers who are pumping in every building!!"

SAFETY & WAYFINDING

"It is impossible to navigate this campus if you are in a wheelchair, are using a stroller, or carry a wheeled bag."

"I think we need to take active shooter precautions more seriously and I think we need more training on this and some safeguards in classrooms to use as barriers in an active shooter event."

"Basements of the buildings are scary and intimidating."

"I'd love no weird alleys or isolated areas to create a safer situation for female students. Well-lit parking areas especially in the darker winter months."

"There are a ton of inaccessible stairs on this campus. The recent improvements made in front of the Center Building that incorporate gently sloping ramps in an aesthetically pleasing way are a great example of the changes we can make."

"Make the parking lot safer from break-ins."

(See Appendix for additional Survey Results)

5 OUTREACH & ANALYSIS ACTIVITIES

INTRODUCTION

Early in 2017, a facilities condition assessment was performed as a precursor to the facilities master plan process. The assessment surveyed and documented the deferred maintenance needs of the campus. Later in 2017, Lane started the formal master plan process using the Master Planning Principles discussed in Sections 3 and 4. The outreach and analysis effort began in 2017 and lasted through 2019. A detailed list of activities and results is included in Appendix 10b and 10c. Following is a summary by outreach category.

FACILITIES CONDITION ASSESSMENT

Lane retained the services of the ISES Corporation in 2017 to perform a detailed facilities condition assessment to inform the master plan process. The assessment included a survey of all buildings and as-built drawings, as well as multiple interviews with LCC staff to develop a comprehensive understanding of deferred maintenance needs. A final report and on-line tracking system documented the findings and analysis results. Late in 2017, Lane

hired an engineer to provide similar services to document the condition of campus parking lots.

Rowell Brokaw and CRC Facilities Planning Architecture (the consultants) thoroughly reviewed the condition assessment documentation as well as previously prepared seismic risk reports. The consultants also facilitated several meetings with the ISES Corp., facilities, trades, and grounds staff to better understand the documentation and to hear first-hand the staff impressions of the conditions of the campus. The information included in the assessment documentation and gathered from the meetings significantly influenced the deferred maintenance projects recommend in the Master Plan.

SPACE INVENTORY AND UTILIZATION

Lane Facilities Management and Planning (FMP) hired a part-time employee in late 2017 specifically to measure, document, and categorize all spaces on campus. This considerable effort was completed by mid-2018 in preparation for further analysis by the Master Plan

consultants. See the “DEPARTMENT/DIVISION FACILITIES NEEDS” section of this chapter for more detail on space utilization activities.

GOVERNANCE COUNCIL/ STRATEGIC ANALYSIS

Numerous governance councils were involved in the oversight and development of the Master Plan and the principles that guided the process. The Facilities Council and Master Plan Subcommittee were significantly involved throughout the process with regular discussions and presentations, as well as frequent subcommittee meetings. FMP gave presentations and received feedback from college councils for Learning, Diversity, Technology, Finance, Student Affairs, and the College Council in early 2018. The consultants and FMP also held meetings in early 2019 regarding Climate Action, Funding Sources, and LTD/Mass Transit with the interested parties on campus. Facilities informed and obtained feedback from Lane’s President’s Cabinet and Board of Education throughout the process, including presentations to the Board of Education in April 2018 and December 2019.

DEPARTMENT/DIVISION FACILITIES NEEDS

FMP prepared an online survey tool late in 2017 to share with departments to obtain structured feedback regarding campus needs. FMP met several times in early 2018 with the College Services Leadership

Team, Deans and Directors, and Peer-to-Peer group to review the survey tool and to discuss integration of the Facilities Master Plan with learning goals. The survey was active for two months, but there were very few respondents.

Late in 2018, the consultants and FMP met with Provost, Paul Jarrell to discuss enrollment and learning and to strategize for feedback from the various departments and divisions. The consultants prepared and distributed detailed space information summaries for all academic and administrative departments in late 2018 and early 2019. The consultants and FMP met with all departments in early 2019 to review the summaries and receive feedback regarding current and future space needs. The meetings proved very productive in terms of feedback regarding space needs. The information was documented and used to update the space utilization calculations and reports included in the Space Utilization Reports section of the Appendix.

CAMPUS CONVERSATIONS

The “grass roots” master plan process incorporated an inclusive outreach effort with students and staff. The outreach process started in late 2017 and lasted through 2019. The information, ideas, and concepts shared and gathered during the outreach activities ultimately became the framework for the master plan.

FMP prepared a Campus Conversation Kit Flyer in January

of 2018 to educate the campus community about the purpose, process, and involvement opportunities for the Facilities Master Plan. Opportunities were advertised throughout the process in the Titan Times, Lane Weekly, tables in the cafeteria and multiple presentations and emails to various groups. Following is an abbreviated listing of the campus-wide outreach activities. Refer to Appendix 10b for a detailed listing.

- 3-week Online Survey – Jan 2018 (295 responses, including 130 from students)
- Two campus-wide open forums – Feb 2018
- Spring Conference Breakout Session – May 2019
- Vision Plan Workshop – Jan 2019
- All Campus Open House – June 2019
- All Campus Email – June 2019 (request feedback from those that could not attend Open House)
- Fall In-service Breakout Session – Sep 2019

6 VISION PLAN

INTRODUCTION & SUMMARY OF FINDINGS

In the Summer of 2018 Rowell Brokaw and CRC Facilities Planning were hired to complete a facilities master plan for Lane Community College. A part of that assignment was to complete a 20–30 year aspirational vision for the main campus and its facilities needs.

The Vision Plan consists of a set of themes based on the campus’s exterior condition, history, and aspirational goals. These themes give direction to future designers about how the campus’ exterior can be improved and extended in ways that protect what is good about the campus and repair what is not. As individual projects are built over the next few decades, each project can use these themes to inspire an improvement to the exterior of the campus. When many projects have been completed over time a coordinated campus-wide improvement will have been achieved.

CONTEXT AND HISTORY

Lane Community College was completed in the mid to late 1960’s

to serve the needs of Lane County residents. Like most community colleges, it was intentionally located to be easily accessed by car, in this case Interstate 5 and 30th Avenue. Being distant from the urban developments of Eugene and Springfield means the campus has a rural bucolic setting and wonderful views of forested hillsides in most directions.

It is further defined by the decision of its first planners to place the buildings of the campus very close to each other in order to accentuate the opportunities for interaction between its staff, faculty and students and to create a level of energy not found in a campus which is more spread out. The hillside topography and three major level changes add complexity to the exterior spaces.

The majority of the buildings date from the first wave of construction and are modern in style with an emphasis on exposing the structural elements of the buildings and adhering to a rigid geometry. Over the decades newer buildings have been added which did not follow the style of the original buildings and several original buildings have

been gracefully remodeled to update them for new programs and modernize their interiors.

The resulting campus is located in a beautiful setting with generous and efficient connections to local transportation systems. The emphasis on bringing the buildings close together makes it easy to get from car to building but also has resulted in a very confusing system of sidewalks. The hillside location has led to many canyon-like spaces and challenges for those with mobility limitations. Some have described the campus as dark and mysterious. Finding one's way, even for those who work there, is a challenge.

VISION PLAN DEVELOPMENT AND USE

When creating the vision plan the consultant team reviewed recent planning efforts including a building condition assessment, principles and desired outcomes for the master plan, and on-campus surveys. College wide missions and initiatives related to enrollment, sustainability, and other shared values were reviewed. The team also completed their own research into the history

of the campus and the physical condition, or health, of its exterior spaces today.

Key components of the College's desires for its physical development are reflected in the Master Plan Guiding Principles:

- **Support Lane's academic mission**
- **Enhance access, equity and inclusion**
- **Enhance sustainability and resiliency**
- **Improve overall campus safety**
- **Renew buildings by addressing deferred maintenance**
- **Respond to the Long Range Financial and Enrollment Plan**
- **Reflect our community's values and interests**
- **Value spatial clarity, efficiency and wayfinding**
- **Protect and expand the campus character**

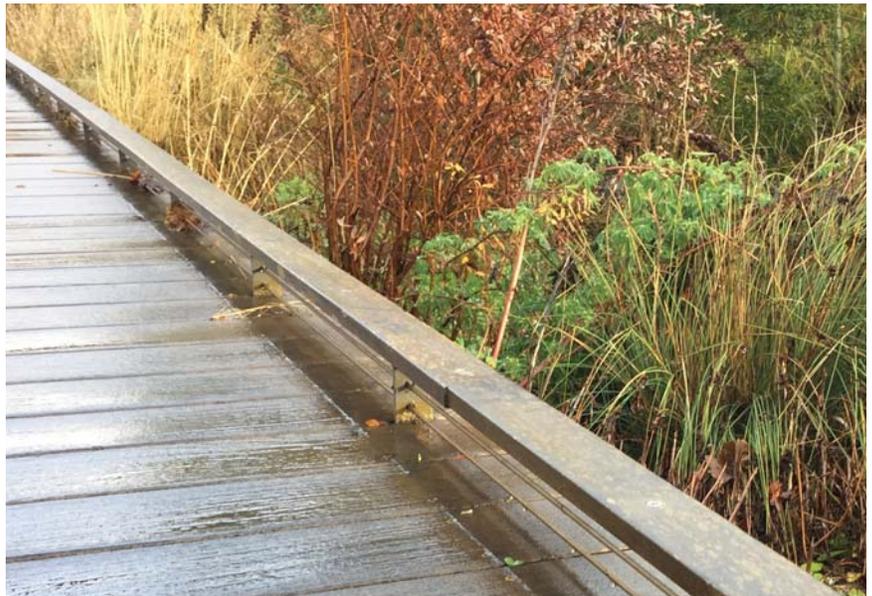
The Vision Plan is derived from the combination of the written goals for its long range plans and the current physical condition of the campus

buildings and grounds.

The Vision Plan will provide the basis for achieving overall exterior facilities improvements in an incremental fashion. By implementing the themes which make up the Vision Plan, individual projects will take on pieces of the overall vision leading to a completion of the vision over time and over multiple projects.

The Vision Plan illustrated on the following pages includes projects with identified funding sources and aspirational goals for long term development of the campus. Section 8, FACILITIES PROJECTS, shows projects for which funding sources have been identified.

FIRST IMPRESSIONS: EXISTING CAMPUS CHARACTER



Part of creating a long-range plan for the physical aspects of a campus involves understanding what is unique about the campus and what aspects of the campus form a noteworthy impression on those who use it. Future projects should protect these characteristic qualities of the campus and build on them over time.

Today, the campus can be characterized by four broad elements that express LCC's strengths, values, and goals:

SUSTAINABILITY: celebrating, respecting, and working with the natural environment

LOCATION: honoring views to the forested hillsides and inviting the forest into the campus

ART: enhancing and reflecting LCC's culture and community

ARCHITECTURE: embracing the sculptural qualities of the existing buildings.



Using the guiding principles outlined by the Master Plan to evaluate and implement incremental changes across campus can reinforce and elevate the campus identity over time. The visible result will be a more positive overall impression of the LCC campus environment.



SUSTAINABILITY

Without question, one of the aspects of the campus which sets it apart is the visible nature of its sustainability efforts. From the photovoltaic roofed electric car charging stations to the solar powered entry fountain and its native plantings.



LOCATION

The campus is surrounded by forested hillsides that provide attractive views from the campus. Seeing and celebrating the campus' beautiful surroundings teaches us to appreciate and value our natural environment.



ART

The campus currently features many displays of art and sculpture. Expanding this collection of publicly displayed artwork on campus can reflect LCC's current student body and enrich its sense of culture and community.



ARCHITECTURE

A majority of the buildings on campus are vivid examples from the brutalist architectural design movement, characterized by concrete structures with a sculptural quality.

VISION PLAN THEMES

The Facilities Vision Plan is based on seven broad themes that provide a road map for visually integrating the guiding principles. By implementing the themes into each future project, LCC will achieve an overall cohesive aesthetic to the campus buildings and landscapes that complement the guiding principles.

- **Visible Sustainability**
- **Main Pathways to the Center: Easy Wayfinding**
- **Art as Reflection of Culture**
- **Embrace the Surrounding Forest**
- **Build on Strengths of the Existing Campus Character**
- **Pedestrian, Bicycle and Vehicle Connections**
- **Transit Connections**

The themes provide specific ways to implement the Guiding Principles and achieve overall facilities improvements that meet the desired campus character.

By implementing the themes which make up the Vision Plan, individual projects will take on pieces of the overall vision leading to a completion of the vision over time and over multiple projects.



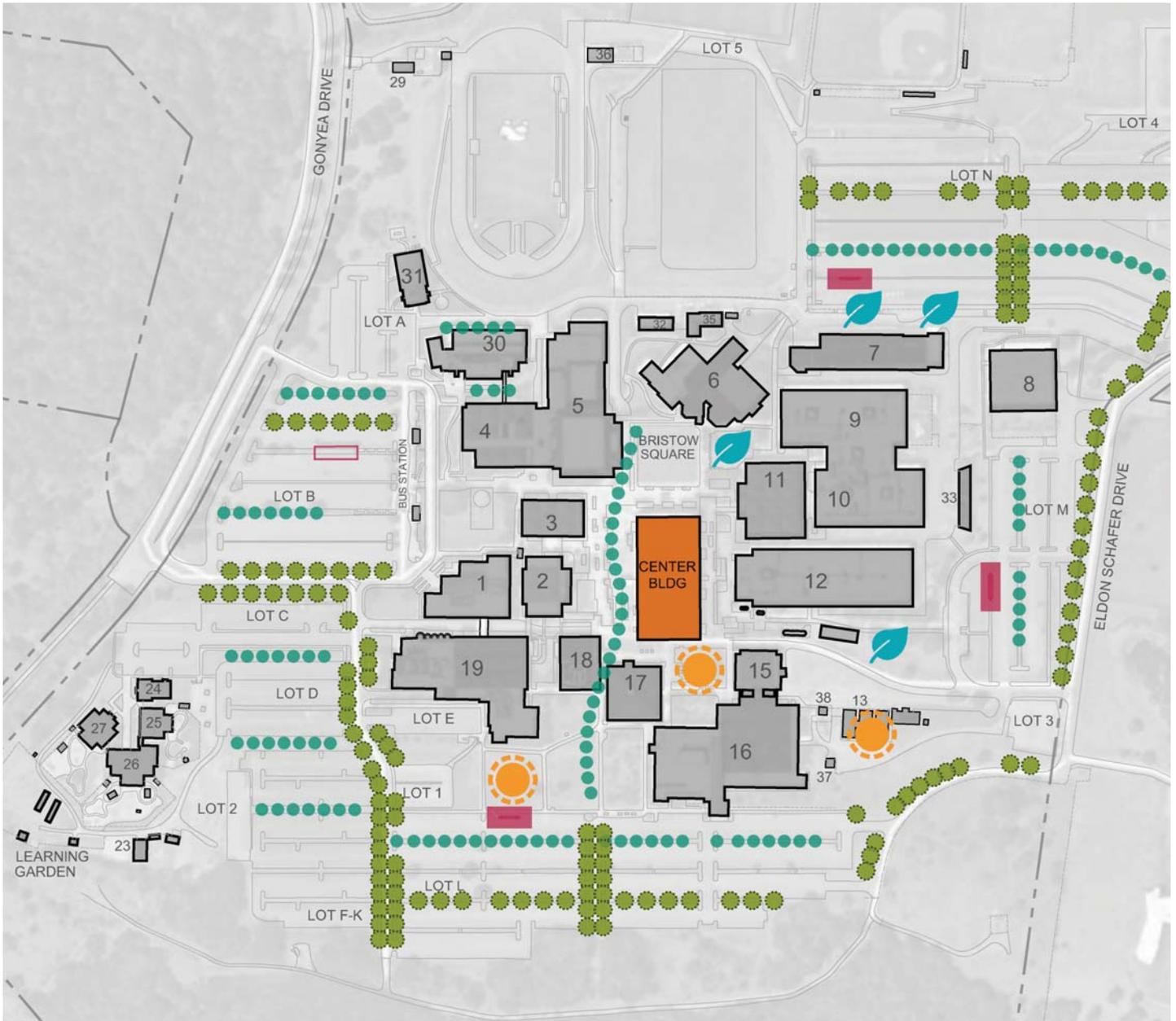
"Main Pathway" at University of British Columbia with stormwater treatment in center



Solar covered entry at Chatham University (Mithun)



Blueberry harvesting - bring the Learning Garden into the center of campus



VISIBLE SUSTAINABILITY

Continue the practice of making sustainable elements of the campus visible to its occupants. Add more on-site renewable energy. Consider allowing stormwater on the campus to be more visible in treatment structures. Use native plantings more broadly.



**NEW LEARNING GARDEN
POSSIBLE LOCATIONS**



**ADD / ENHANCE
NATIVE PLANTINGS**



**ADD SOLAR / EV
CHARGING STATIONS**



**INTRODUCE TREE CANOPY
TO REDUCE HEAT ISLAND
EFFECT**



**ADD STORMWATER
TREATMENT AREAS**



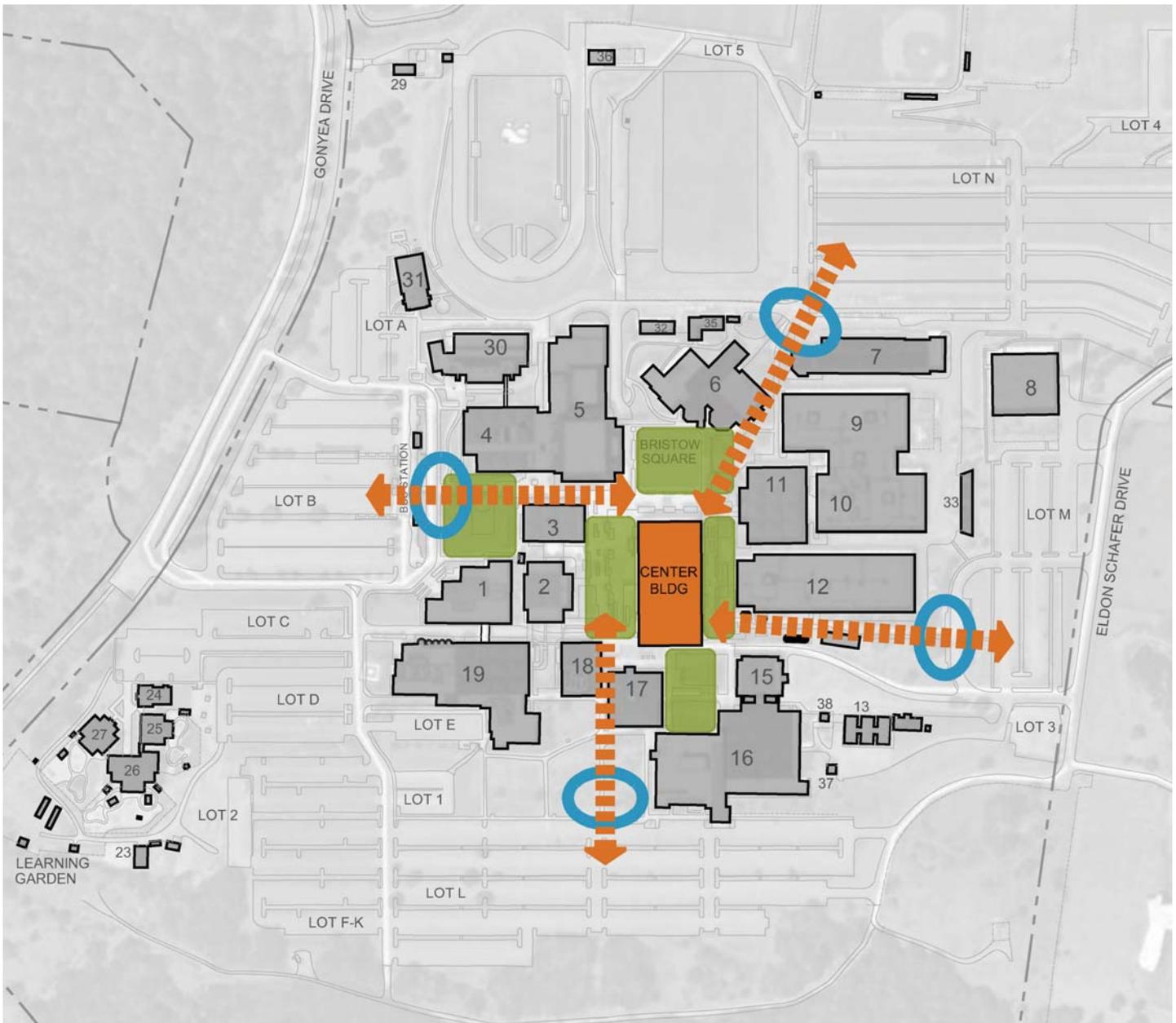
"Main Pathway" Entry at OSU in Corvallis



"Main Pathway" at UCSD



"Main Pathway" at UC



MAIN PATHWAYS TO THE CENTER: EASY WAY-FINDING & UNIVERSAL ACCESS

The Center Building and its associated exterior spaces are the organizing element of the campus exterior. Create clear and understandable pathways from the edge of the campus (parking lots or bus stops) to the Center Building. These can serve as “Main Pathways” that create a sense of order and enhance wayfinding. Create gateways where each main pathway meets the edge of the campus. Identify future building opportunities that face and connect to the “Main Pathways.” Continue to improve accessibility with elevators, ramps and universal design.





Existing art at LCC campus



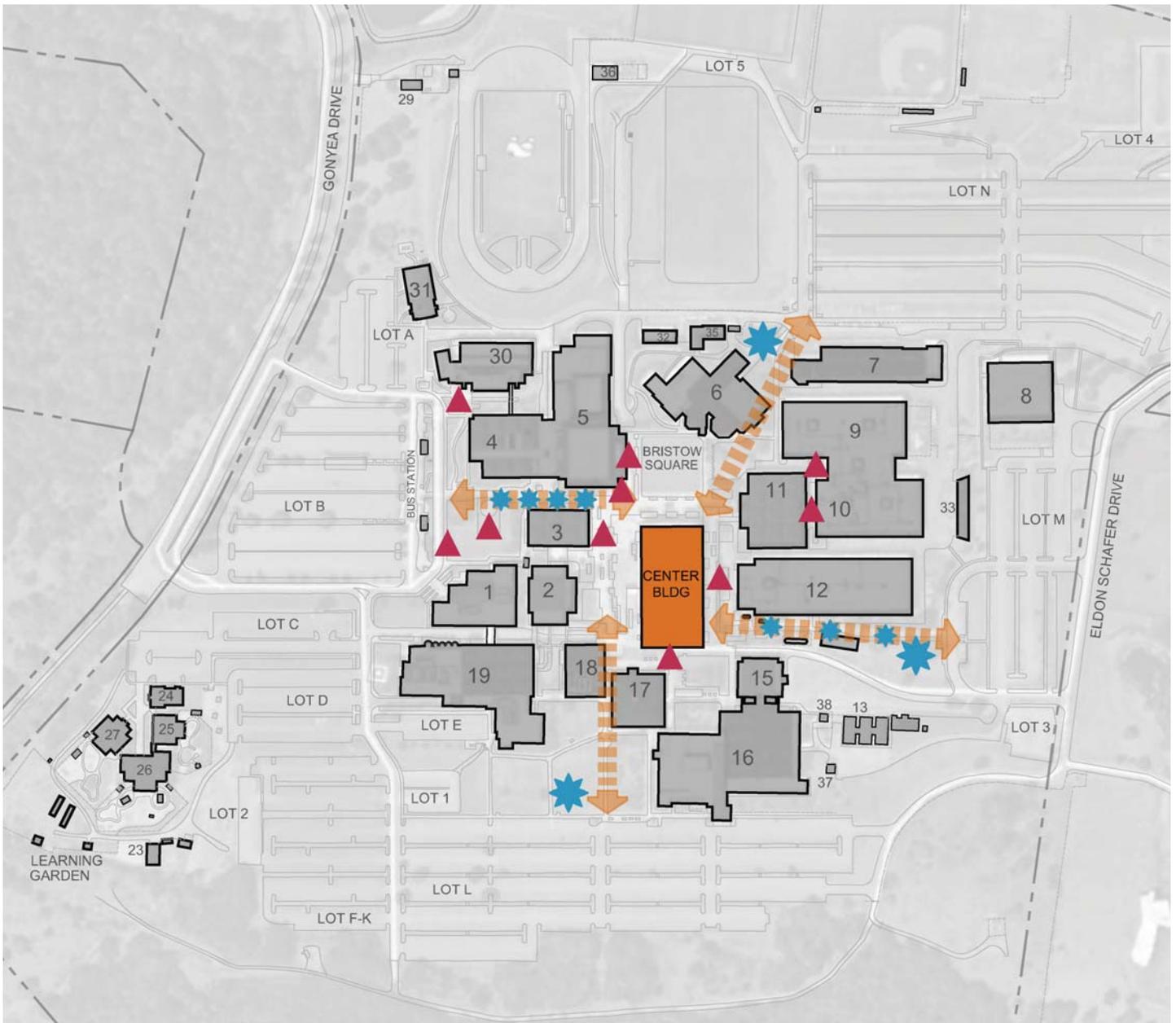
Existing art at LCC campus



Existing art at LCC campus



Existing art at LCC campus



ART AS REFLECTION OF CULTURE

Add to the the existing collection of art on campus to showcase diversity and creativity. Encourage permanent and temporary displays of local, international, and student work. Use the campus art collection to mark significant spaces and pathways throughout the campus. Place art near each campus gateway to enrich the experience of all who visit, study, or work on campus.

 SOME EXAMPLES OF EXISTING ART

 NEW ART - POSSIBLE LOCATION

 "MAIN PATHWAYS"



View to treatment pond and distant hills from LCC campus



Example of campus gathering area with canopy cover (LRSLA Studio)



Example of bringing the forest into campus (Accueil L'Atelier)



EMBRACE THE SURROUNDING FOREST

Connect the campus to its forested surrounding landscapes by preserving and creating views out from the campus. Bring the surrounding landscape into the campus, perhaps across parking areas.

-  EXTEND TREE CANOPY INTO CAMPUS
-  EXISTING TREE CANOPY ON CAMPUS
-  EXISTING FOREST EDGE
-  VIEWS TO SURROUNDING HILLSIDES



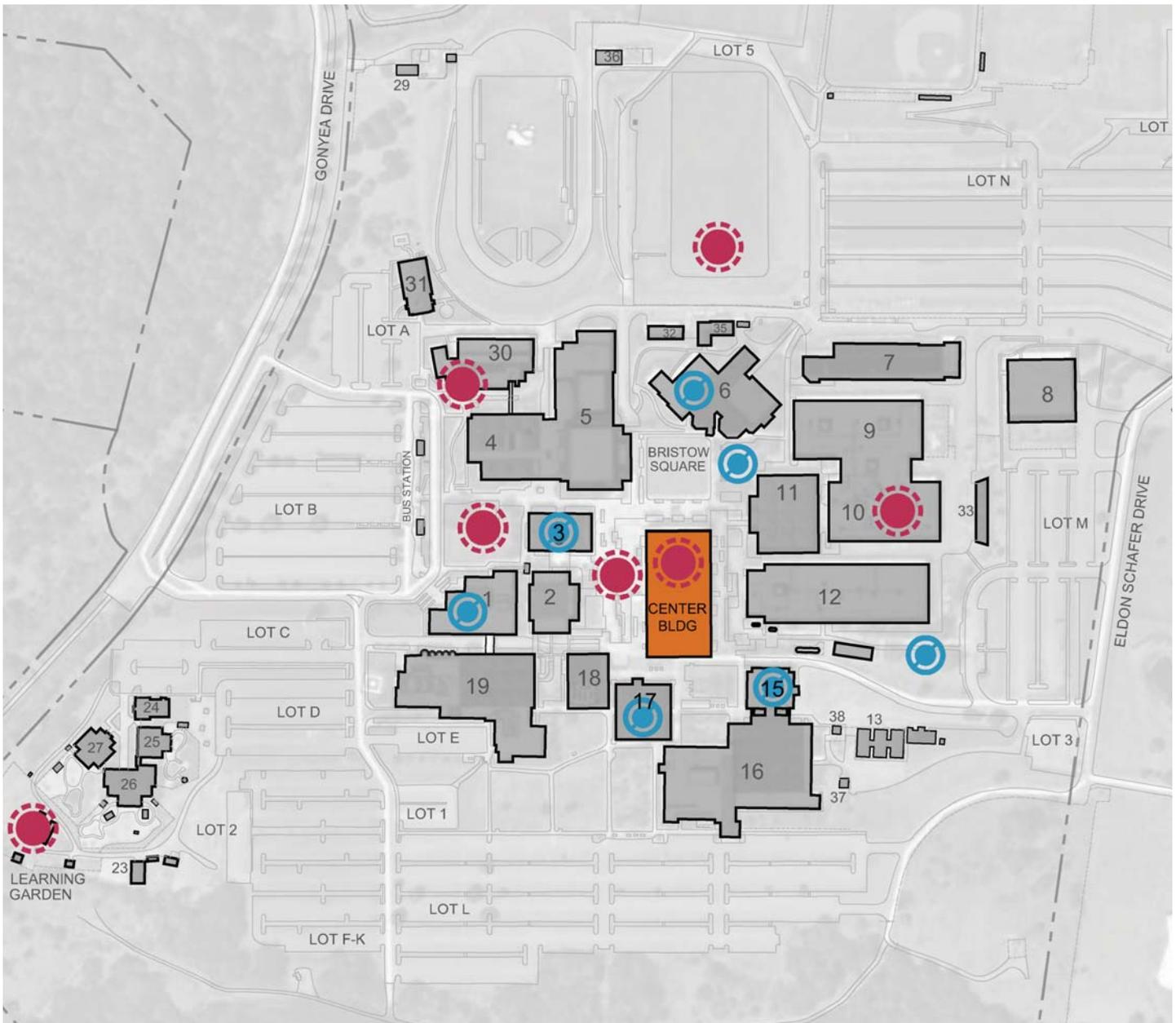
Good example of covered entry and building transparency at LCC's Health & Wellness Center



Take advantage of level changes with more outdoor seating and distant views



Embrace the scale and materials of existing LCC buildings



BUILD ON STRENGTHS OF THE EXISTING CAMPUS CHARACTER

Embrace the aesthetics of new buildings, with clear entries and pleasant outdoor space and landscaping. Enhance landscapes that are in need of renewal. When possible and sensible, highlight the sculptural aspects of the existing mid-century architecture. Respect the resources used to produce concrete by finding ways to reuse existing structures when possible. Create more transparency and bring more daylight into buildings when remodeled. Enhance transparency into buildings, to make visible the programs inside. Make entries more visible for better wayfinding.



**BUILDING OR OUTDOOR SPACE
IN NEED OF RENOVATION**



**GOOD EXAMPLE OF BUILDING OR
OUTDOOR SPACE**



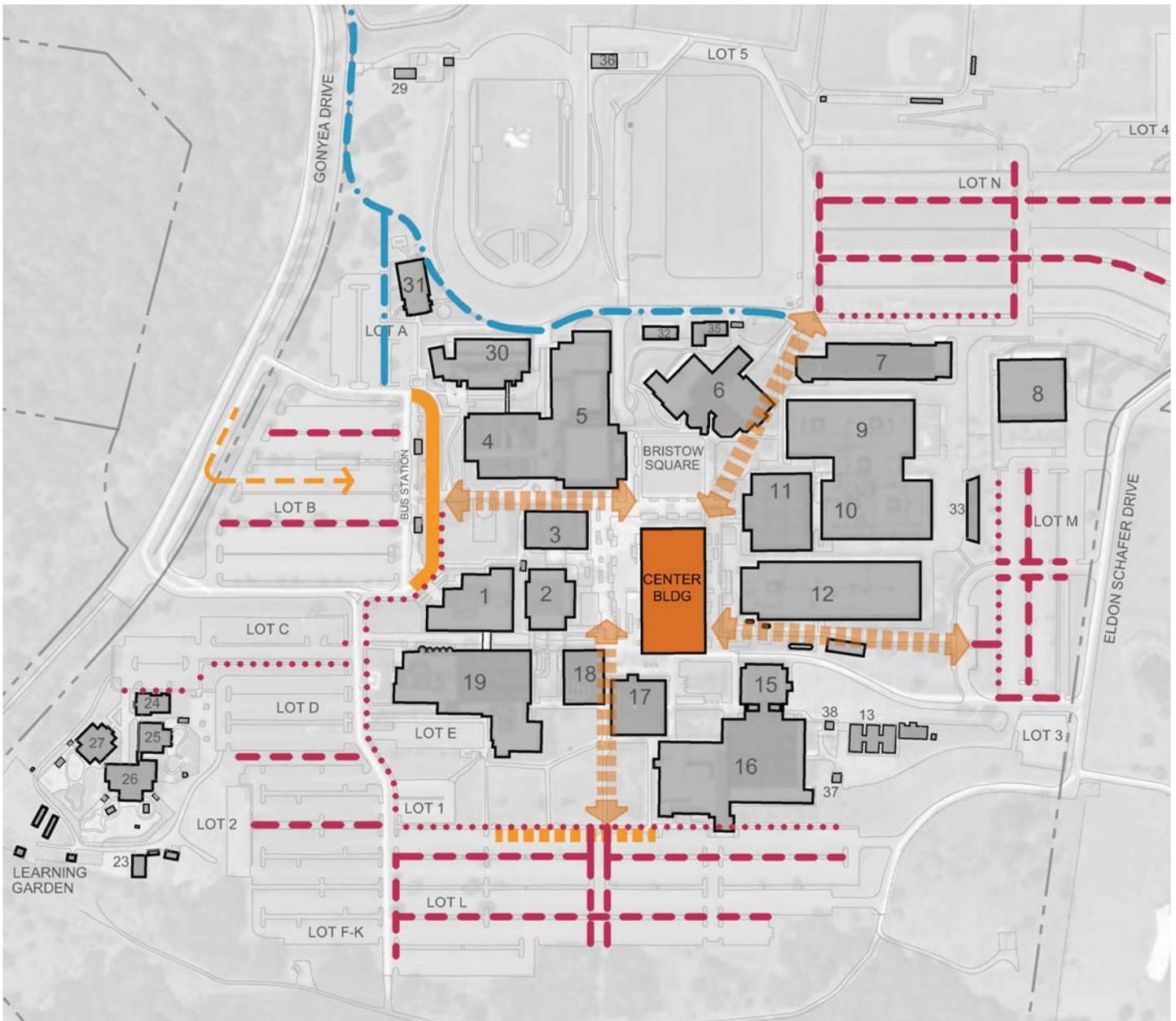
Example of safe, clear walkways through parking lots



Example of a bike path



Example of native planting at stormwater treatment in parking lot



PEDESTRIAN, BICYCLE & VEHICLE CONNECTIONS

Embrace all modes of transportation – walking, biking and vehicular. In the transportation survey, respondents requested more EV parking, improved bike parking and storage, improved bus stops, and better pedestrian and cycling routes to campus.

Make the trip to campus a pleasant and safe experience. Enhance the route with designated paths, sidewalks, trees, shade, lighting, and views to the surrounding landscape. Improve watershed health by treating stormwater in parking lots. Enhance aesthetics and wildlife habitat with additional plantings in parking strips.

-  EXISTING VEHICLE DROP-OFF
-  POSSIBLE LOCATION FOR VEHICLE DROP-OFF
-  POSSIBLE LOCATION FOR VEHICLE ENTRY TO CAMPUS
-  POSSIBLE LOCATION FOR BIKE ROUTE FROM 30th AVE
-  ENHANCED PEDESTRIAN PATH W/ LIGHTING & LANDSCAPE
-  NEW PEDESTRIAN PATH W/ LIGHTING & LANDSCAPE



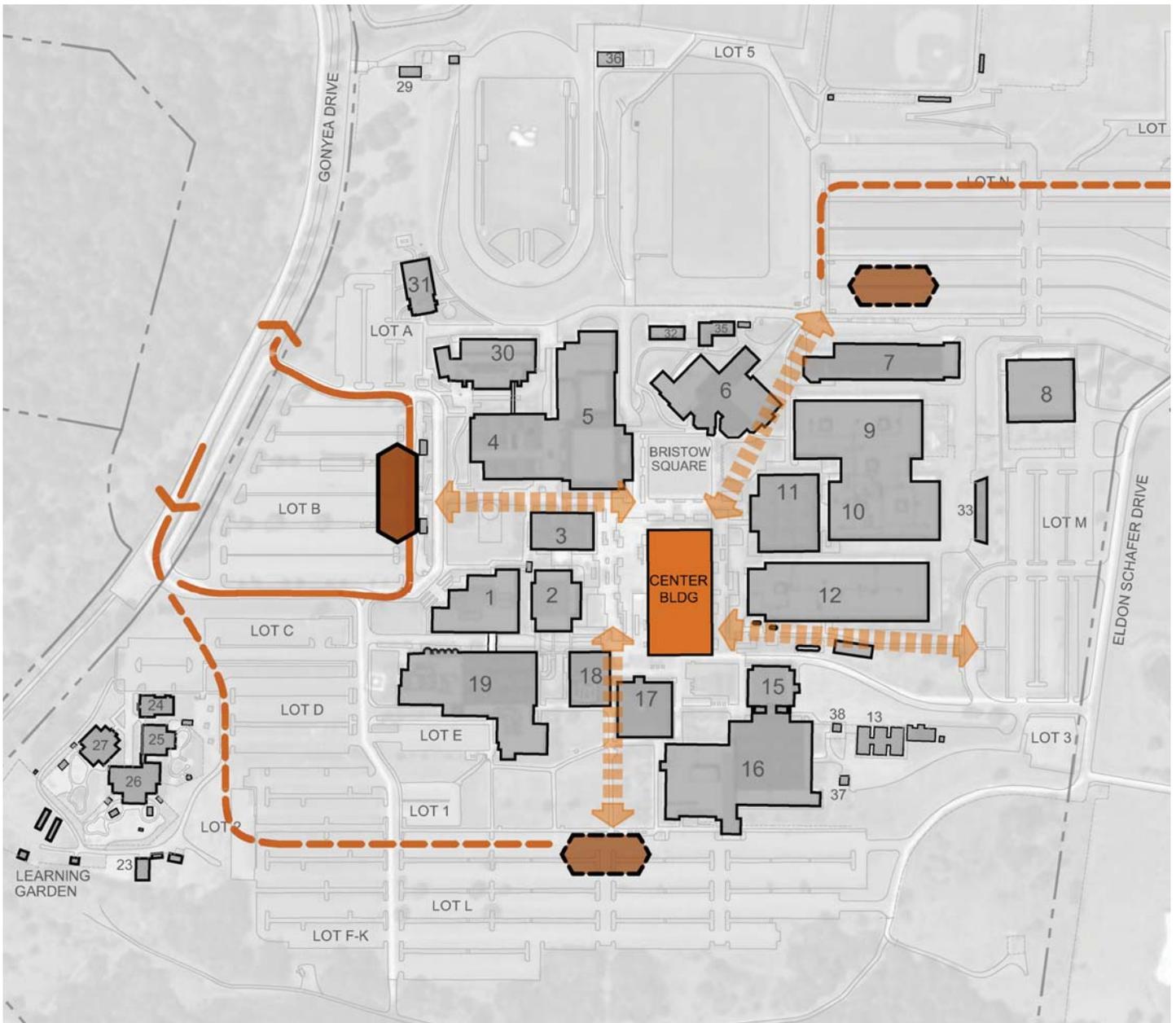
Designated bus lanes for more efficient service



Example of tree lined entry drive



Example of covered transit station



TRANSIT CONNECTIONS

Make the trip from the bus stop less of a task and more of a delight. Consider using art, views to the surrounding hills, plantings and other features as ways to embellish the trip from bus to campus. Rework transit stops to maintain their closeness to campus entries without blocking views in and out of the center. Separate auto and bus travel. Consider additional locations to accommodate expansion.

-  "MAIN PATHWAYS"
-  EXISTING BUS ROUTE
-  POSSIBLE BUS ROUTE SEPARATED FROM CARS
-  EXISTING TRANSIT STATION
-  POSSIBLE LOCATION FOR NEW TRANSIT STATION

7 SPACE NEEDS ASSESSMENT

PROCESS

As part of the creation of a facilities master plan Rowell Brokaw Architects and CRC Facilities Planning completed a space needs assessment for Lane Community College for the next 10-15 years.

In the fall of 2018 the consultants worked with LCC staff to complete an inventory of the space the College uses on its main campus and branches. A series of standards for space allocation according to various activities was created by the consultants and reviewed and revised accordingly by the LCC staff (see appendix for standards). With these two documents the consultants created a space utilization report (see appendix) for each division which compared the standard allocation of space each division should have to the space they actually are assigned. Approximately 65 distinct divisions were identified by the LCC staff.

In the winter and spring of 2019 meetings were held with each division during which the following two questions were discussed.

1. What space does the division currently use and how does this use compare to the space standard set by the college?

The answer to this question reveals the efficiency of space use by each division and may reveal that divisions need more space to catch up with their staffing or classroom use or it may show they have too much space based on their staffing or classroom use.

2. How much space will the division need over the next 10-15 years to meet their needs including an eventual student population of 11,000 FTE?

The answer to this question reveals the space the College's divisions have requested for the future.

During the meetings each division was also asked about opportunities to reorganize or work with other divisions to achieve operational and space use efficiencies. Some examples of these are included in the Findings.

Corrections to each unit's space

inventory and standard allocations were made and the additional space requested was recorded. Space requested to catch up to current standards was also recorded.

It is important to note that the consultants and the LCC staff recorded the needs requested as they were relayed to them and in many cases converted a request into the number of square feet that the request would require (for example, if a private office was requested this was converted into the amount of space an office requires in accordance with the space standards). They are reported here as requests without any attempt to prioritize or judge them.

Each division's space use, how it compares to the standard, and the division's estimate of space needs for the future are recorded in the space utilization reports found in the appendix. Comments each unit made about the qualities of their spaces and other needs they may have which were not additional space requests are included on the utilization reports.

FINDINGS

Overall College Space Use

The college currently occupies about 781,000 assignable square feet (asf). This is generally the space used to carry out the College's mission and does not include hallways, bathrooms, central storage, and other spaces which are not or cannot be assigned to a division.

About 670,000 asf of this is used by College's divisions, 69,000 asf is used as centrally controlled classrooms, centrally controlled conference rooms, or student study areas and 8,000 asf is leased to others.

Vacant or unassigned space amounts to 32,000 asf and is available for reassignment to meet space needs.

Space Assignments Compared to College Space Standards

A comparison of the College's current assignment of space to how space should be assigned shows the College to be within 10% of the standards established

for the comparison. In other words, there is neither excess space nor unreasonable overcrowding. However, within the college there are some individual divisions that have excess space and some divisions that are overcrowded.

Needs for Future Growth to 11,000 FTE

For the next 10-15 years the divisions identified the following needs:

Total of 110,000 additional assignable square feet (asf)

18,000 asf of the total for catching up to standards

92,000 asf of the total for future growth

17,000 asf of general shared classroom space (see details in classroom section) The classroom section presents several options to meet this need in the future by using existing classrooms more efficiently.

OPPORTUNITIES FOR REORGANIZING SPACE ASSIGNMENTS TO ACHIEVE EFFICIENCIES

Building 1 and Student Affairs Units.

Several ideas for reorganizing the space assignments in Building 1 and rearranging the spaces to better fit the operations of the units that occupy this building were discussed. Reorganizing the space to better support the needs of the students was seen as a high priority. There was also a broader discussion of how the various units could make better use of spaces in the Center Building if there was a reorganization of how the spaces are assigned and arranged.

Art and Design, Media Arts, Building 10 and ECCO space

With the departure of ECCO from Building 10 in the summer of 2019 there is an opportunity to reassign the spaces being vacated. If Art and Design was assigned this space several parts of Media Arts could be consolidated from the various buildings they now occupy. Art and Design also has space in Building 11 and if these activities were relocated to Building 10 further consolidation would occur.

LCC Foundation

Brief discussions were held about the possibility of moving the LCC

Foundation to the Mary Spilde Center. There are pluses and minuses to this idea which need to be weighed by the College's leadership.

Building 3

This building is currently arranged in inefficient ways with several units suffering from overcrowding and other parts of the building inefficiently utilized. A complete reorganization of space could relieve some of this overcrowding and result in better efficiencies for the units currently housed in the building.

FINDINGS - SUMMARIES & CHARTS

The following pages of this section provide area summaries and bar charts for the following:

- existing college space use
- how current space assignments compare to the college space standards
- space requested for catching up standards
- space requested for future growth

to 11,000 FTE

Summaries of space needs are organized into six categories:

- Academic
- Preparatory Programs
- Branch and Extended Learning
- Student Affairs
- College Services
- Administration
- Centrally Scheduled Classrooms

Conference rooms, vacant or unassigned spaces, spaces leased to others, and spaces which are either hallways or common support spaces such as restrooms are not included.

Space Standards and Space Utilization Reports for each division can be found in the appendix.

EXISTING SPACE USE

administration
1%

FINDINGS

all units

CURRENT SPACE ASSIGNMENT

CATCH UP SPACE REQUESTED FOR EXISTING PROGRAM

SPACE REQUESTED FOR FUTURE GROWTH TO 11,000 FTE

This column represents the space each would be assigned if the standards (see appendix) were applied to the type of employee each division has. Standards cover office, office support (waiting/reception, kitchens, copying/work rooms), and classlabs. Other types of space (dept classrooms, drop in labs, etc) appear in the 'other category' in the detailed sheets.

Negative numbers in this column result in percentages of less than 100 percent.

Bolded numbers exceed the variances deemed to be acceptable (plus or minus 10%)

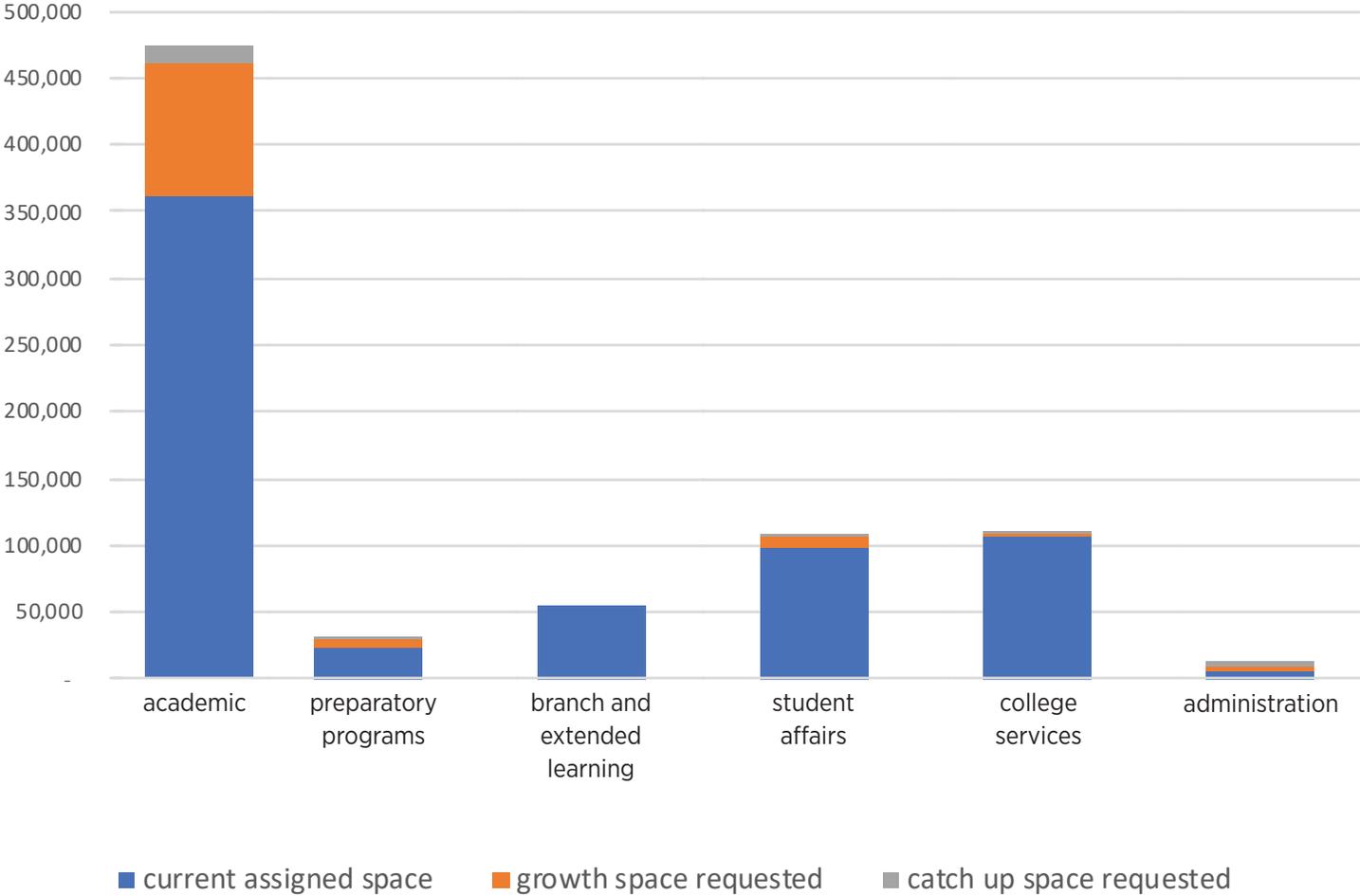
Space requested to get back to the standard (catch up space requested)

Space requested to accomodate growth to 11,000 FTE (growth space requested)

all units

Units

	standard	current assignment	compare standard to current	percentage of standard	requested			
					catch up to standard	rowth: new staff or faculty, class lab, other	total request	percentage increase
academic	327,126	361,429	34,303	10%	3,360	85,212	98,572	27%
preparatory programs	25,22	23,829	-1,392	94%	600	4,500	5,100	21%
branch and extended learning	46,000	55,38	9,381	20%			-	0%
student affairs	90,530	99,255	8,725	10%	820	5,958	6,778	7%
college services	00,97	107,354	6,383	106%	280	1,627	1,907	2%
administration	6,42	6,475	54	101%	3,08	524	3,606	56%
totals	596,269	653,723	57,454	10%	8,141	97,821	15,962	8%



FINDINGS

academic units

academic space summary

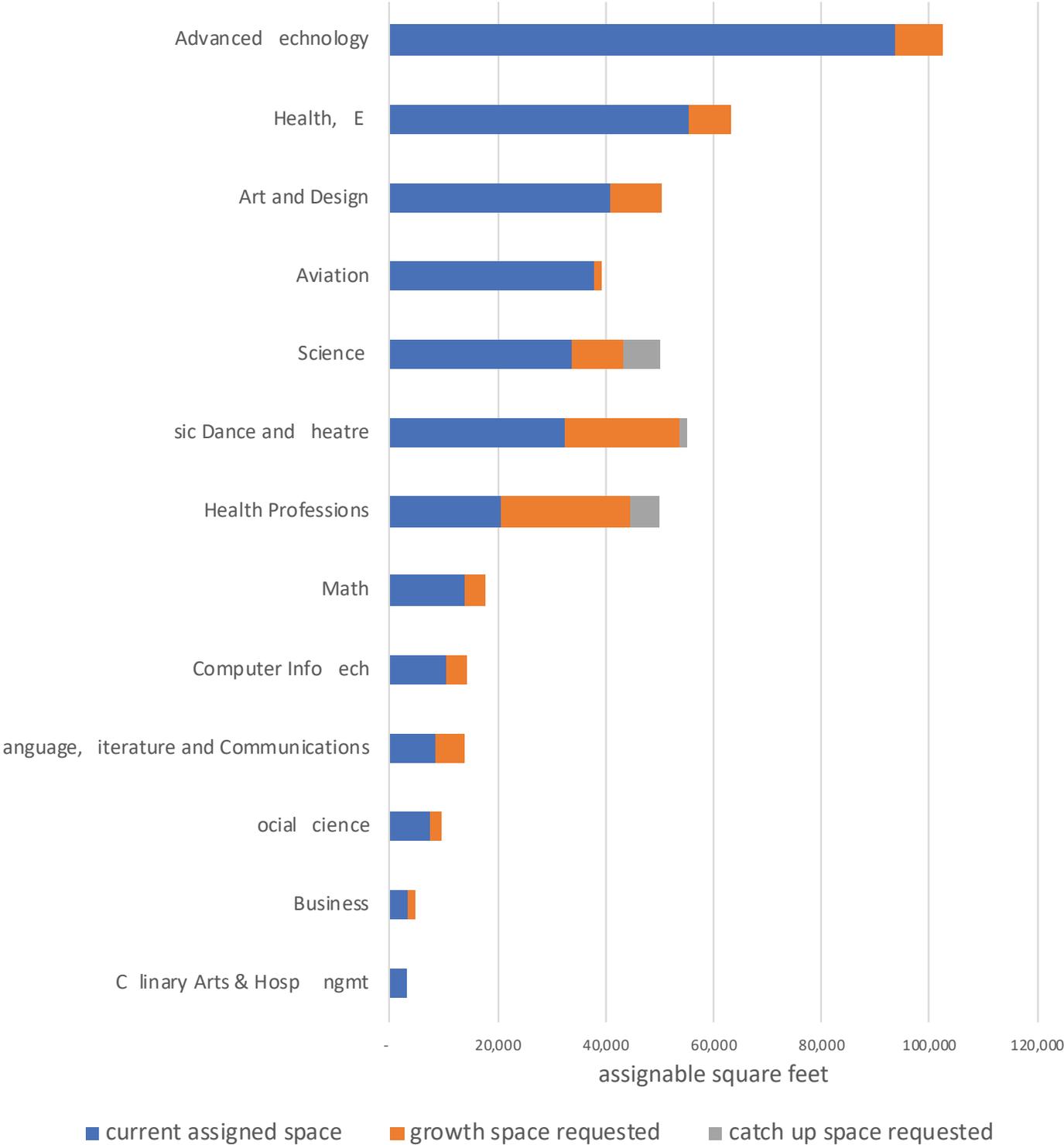


assignable square feet				requested			
standard	current assignment	compare standard to current	percentage of standard	catch up to standard	growth: offices, class lab, other	total request	percentage increase

units

Culinary Arts & Hosp ngmt	2,236	3,125	889	140%			0%	
Business	3,735	3,510	-225	94%	1,137	1,137	32%	
Social Science	7,326	7,393	67	101%	2,153	2,153	29%	
anguage, Literature and Communications	11,429	8,575	-2,854	75%	5,164	5,164	60%	
Computer Info Tech	10,704	10,556	-148	99%	3,528	3,528	33%	
ath	13,337	13,725	388	103%	3,875	3,875	28%	
Health Professions	27,923	20,646	-7,277	74%	5,600	18,280	23,880	116%
usic Dance and Theatre	33,985	32,396	-1,589	95%	1,260	20,175	21,435	66%
Science	40,223	33,820	-6,403	84%	6,500	3,059	9,559	28%
Aviation	31,761	37,812	6,050	119%	1,500	1,500	4%	
Art and Design	34,646	40,748	6,102	118%	9,770	9,770	24%	
Health, PE	56,575	55,419	-1,156	98%	7,860	7,860	14%	
Advanced Technology	53,246	93,705	40,458	176%	8,712	8,712	9%	
	327,126	361,429	34,303	110%	13,360	85,212	98,572	27%

5 offices, 5 workstns
6 offices, 15 workstns
6 offices, 6 wrkstns, group study, computer lab, added tutoring/writing center space
7 offices, 12 wrkstns, labs
6 offices, 21 workstns, engineering lab
office catch up, 7 offices growth, dental clinic (+50%), EMT lab/auto bay
ew theater, added practice/rehers, strg, costume shop, 9 offices, added lobby and student area, dance studio, library strg, costume strg
5 labs, 3 to catch up, 6 offices, 8 workstns, maker space/research lab
main LCC lab for drone prgram
VA clsrm, printer rm, fibers studio, added space for VR
tech/film/journalism, added studios for drawing, design, 3D, added storage for ceramics
4 offices, 2 classrooms for movement, strg.
6 offices, break rm, prod studios, mtg/drop in spaces



FINDINGS

preparatory programs

preparatory programs

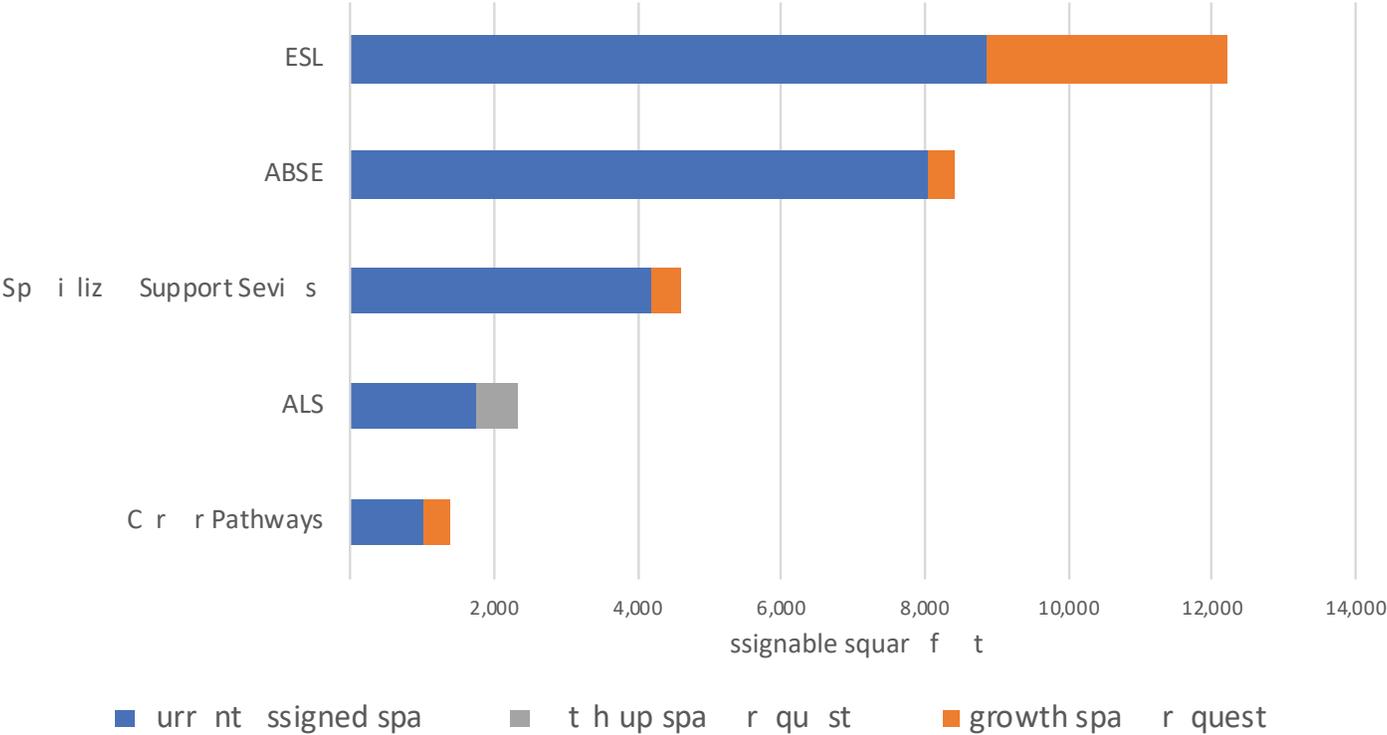


assignable square feet				requested			
standard	current assignment	compare	standard to current	up to standard	growth: office, class lab, other	total request	percentage increase

units

Career Pathways	1,228	1,015	-213	83%	367	367	36%	
ALS	1,941	1,733	-208	89%	600	600	35%	
Specialized Support devices	3,886	4,189	303	108%	402	402	10%	
ABSE	6,812	8,052	1,240	118%	357	357	4%	
ESL	11,354	8,841	-2,514	78%	3,374	3,374	38%	
totals	25,221	23,829	-1,392	94%	600	4,500	5,100	21%

2 offices, 1 wrkstn
 informal learning, gathering spaces - students, break rm
 1 office, 3 wrkstns
 1 office, 4 wrkstns
 10 wrkstns, 4 classrooms, 2 LCC, 2 Downtown



FINDINGS

branch centers / extended learning

branch centers/extended learning



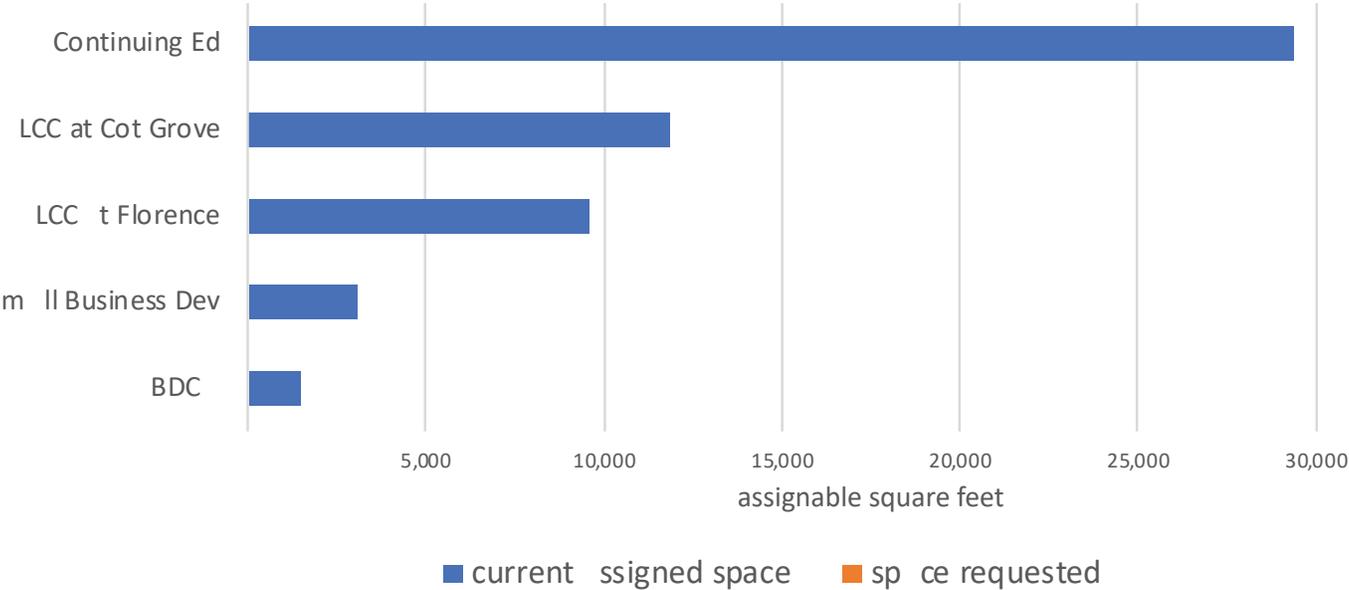
assignable square feet					requested				
standard	current	assignment	compare	standard to current	percentage of standard	catch up to standard	growth: offices, class lab, other	total request	percentage increase

offices

BDCN	787	1,486	699	189%
Small Business Dev	1,802	3,088	1,286	171%
LCC at Florence	9,535	9,542	7	100%
LCC at Cot Grove	9,075	11,887	2,812	131%
Continuing Ed	24,801	29,378	4,577	118%
totals	46,000	55,381	9,381	120%

renting off campus, 1445 Willamette
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FINDINGS

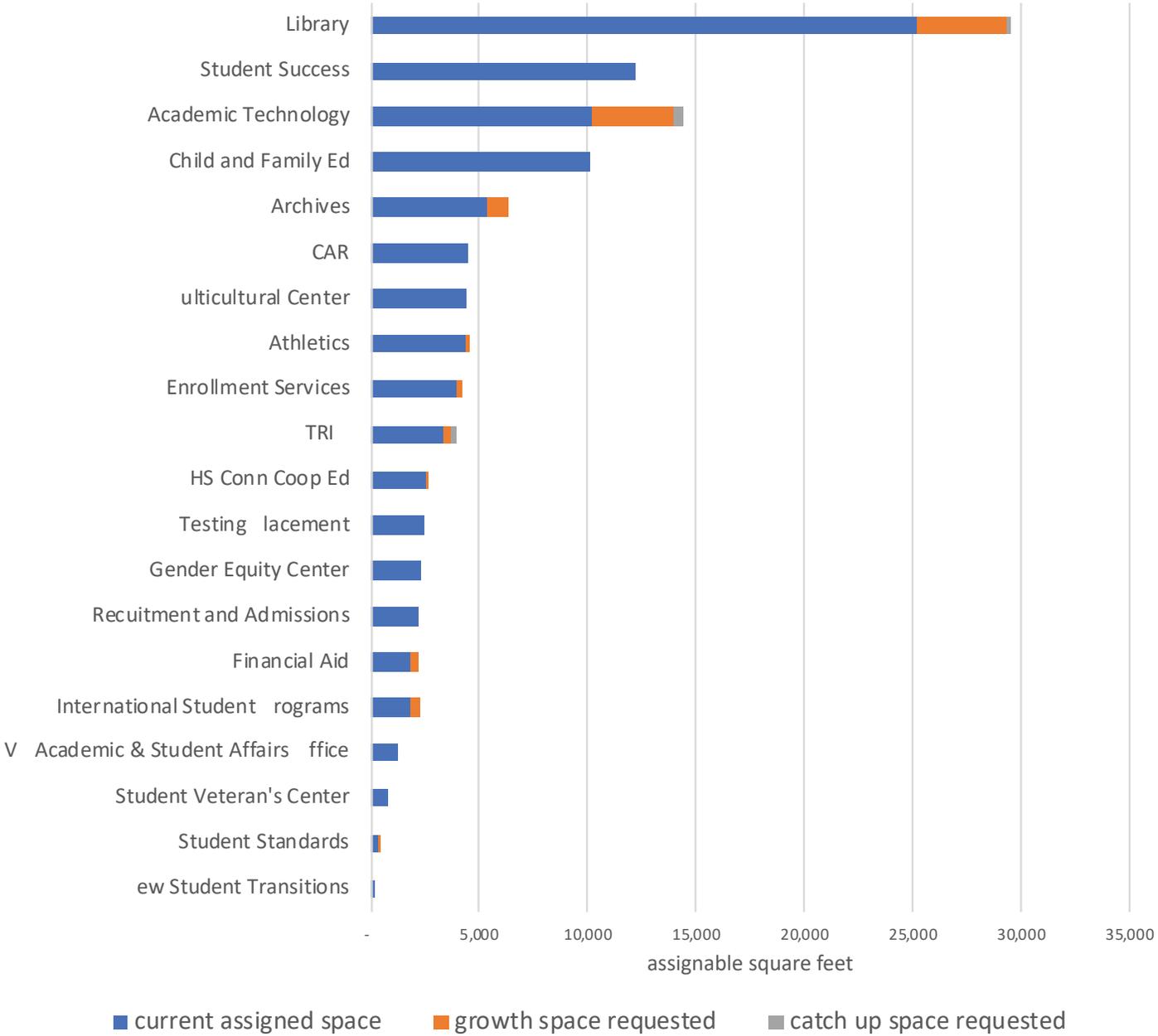
student affairs

student affairs
summary



assignable square feet				requested			
standard	current assignment	compare standard to current	percentage of standard	catch up to standard	growth: office, class lab, other	total request	percentage increase

Units	standard	current assignment	compare standard to current	percentage of standard	catch up to standard	growth: office, class lab, other	total request	percentage increase	
ew Student Transitions	210	164	-46	78%					
Student Standards	350	358	8	102%	100	100	28%	mtg room	
Student Veteran's Center	403	778	375	193%					
VP Academic & Student Affairs Office	1,708	1,209	-499	71%			0%		
International Student Programs	2,204	1,848	-356	84%	437	437	24%	2 student workstations	
Financial Aid	1,906	1,868	-38	98%	367	367	20%	2 offices, 1 workstation	
Recruitment and Admissions	455	2,183	1,728	480%					
Gender Equity Center	2,174	2,286	112	105%				no space requested	
Testing Placement	1,573	2,419	846	154%					
HS Conn Co p Ed	1,592	2,531	939	159%	140	140	6%	office for new advisor	
TRIO	4,687	3,360	-1,327	72%	300	300	9%	work room for 10-15	
Enrollment Services	1,541	3,976	2,435	258%	257	257		requests 4 offices in build 1	
Athletics	3,148	4,395	1,247	140%	175	175	4%		
multicultural Center	3,706	4,427	721	119%				create two spaces from existing space	
CAR	4,045	4,507	462	111%					
Archives	5,133	5,333	200	104%	1,027	1,027		20% increase in space	
Child and Family Ed	11,477	10,066	-1,411	88%					
Academic Technology	10,692	10,160	-532	95%	380	3,455	3,835	38%	offices, studios, production spaces
Student Success	8,907	12,172	3,265	137%					
ibrary	24,617	25,215	598	102%	140	4,000	4,140	16%	office for new hire, study space (4,000)
totals	90,530	99,255	8,725	110%	820	5,958	6,638	7%	



FINDINGS

college services

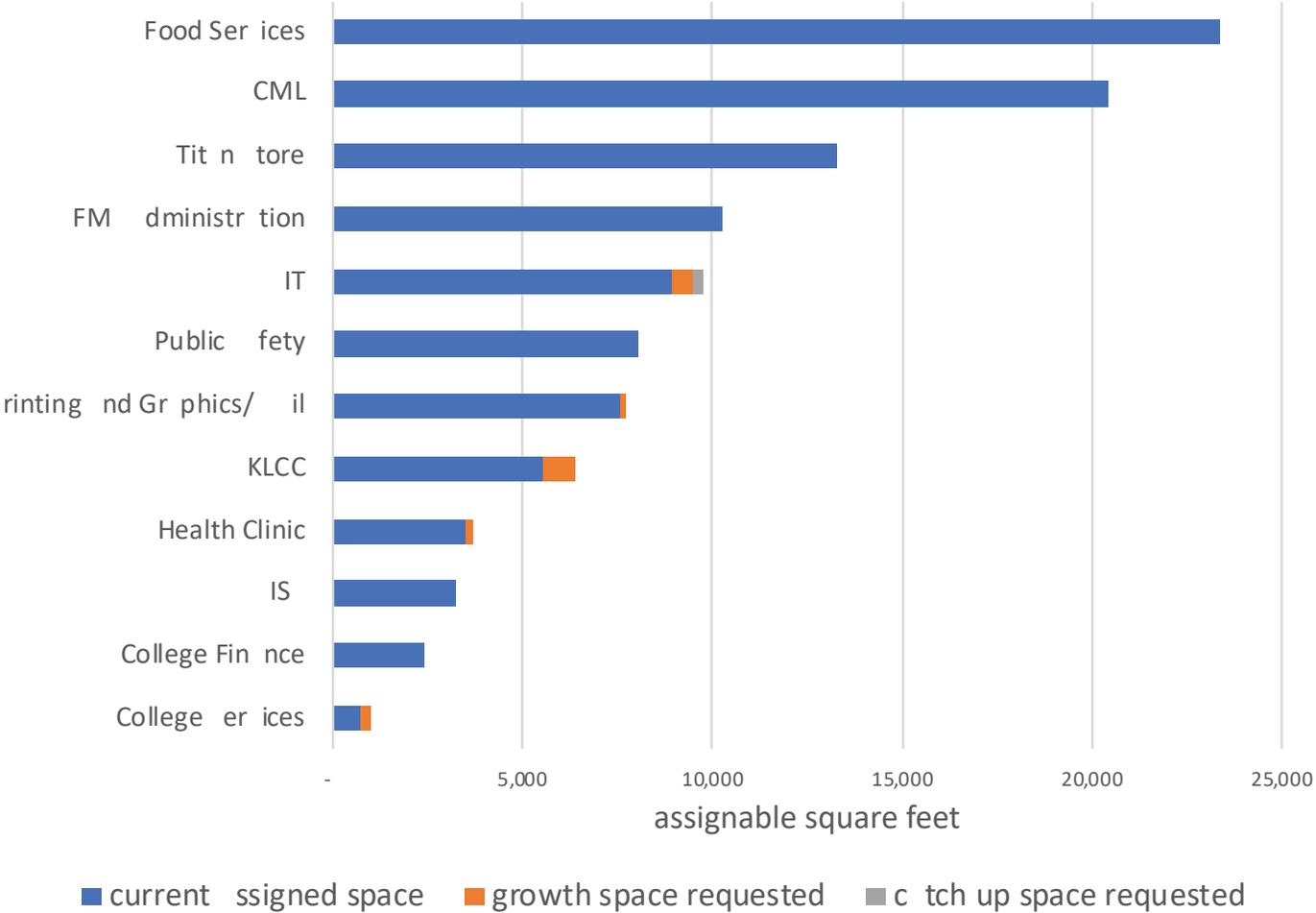
college services space summary



assignable square feet				requested			
standard	current assignment	compare standard to current	percentage of standard	catch up to standard	growth: offices, class lab, other	total request	percentage increase

offices

	standard	current assignment	compare standard to current	percentage of standard	catch up to standard	growth: offices, class lab, other	total request	percentage increase	
College Services	647	749	101	116%	265	265	35%		1 office, 1 wrkstn, 1 student wrkstn
College Finance	1,626	2,420	794	149%	-	-	0%		
ISP	3,508	3,262	-246	93%	-	-	0%		
Health Clinic	3,453	3,521	68	102%	140	140	4%		1 office
KLCC	4,755	5,558	803	117%	803	803	14%		7 offices
Printing and Graphics/Mail	7,093	7,553	460	106%	140	140	2%		1 office
Public Safety	7,606	8,004	398	105%	-	-	0%		
IT	9,212	8,912	-300	97%	280	280	560	6%	4 offices
FMP administration	7,027	10,282	3,255	146%	-	-	-		
Student Store	12,695	13,280	585	105%	-	-	0%		
CML	19,888	20,423	535	103%	-	-	-		
Food Services	23,460	23,391	-69	100%	-	-	-		
	100,971	107,354		106%	280	1,627	1,907	2	



FINDINGS

administration

Administration summary



assignable square feet					requested			
standard	current assignment	compare standard to current	percentage of standard	catch up to standard	growth: office, class lab, other	total request	percentage increase	

units

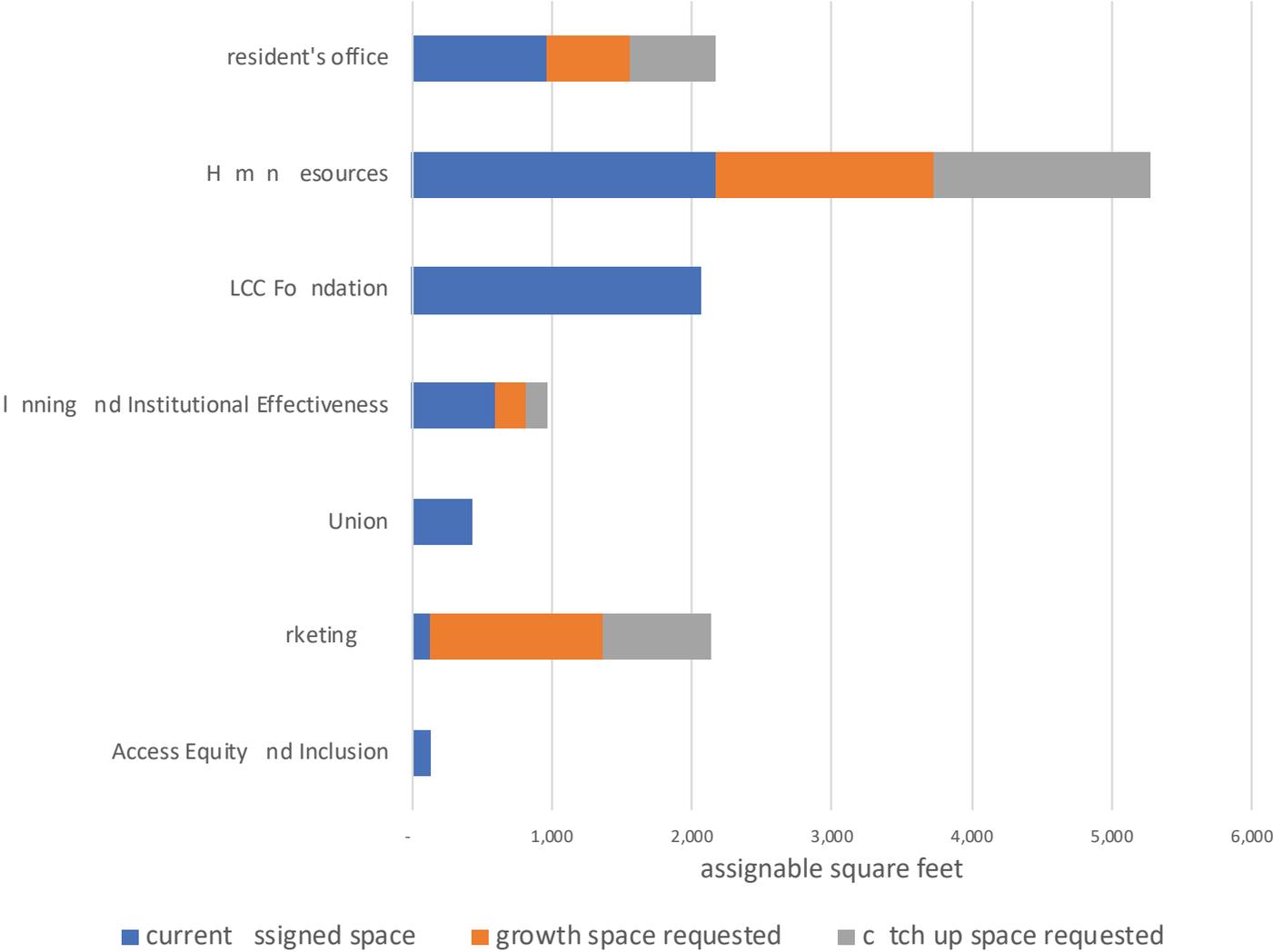
Access Equity and Inclusion	297	133	-164	45%			-	-
Marketing PR	910	133	-777	15%	787	437	1,224	920%
Foundation	-	428	428	0%			-	0%
Planning and Institutional	997	591	-406	59%	140	87	227	38%
LCC Foundation	1,929	2,058	129	107%			-	0%
Human Resources	1,469	2,171	702	148%	1,554		1,554	72%
resident's office	818	961	143	117%	600		600	62%
	6,421	6,475	54	101%	3,081	524	3,606	56%

5 private off, 1 open, to catch up, 5 open future

1 office to catch up, 1 open wkst, future

space for offices/work st to catch up, conf/training rm

20 seat conference room w/ video conf.



FINDINGS

centrally scheduled classrooms

Standard for Calculating Classroom Square Feet

A universal standard for classrooms uses a space factor for classrooms times the number of student weekly classroom hours.

The space factor is calculated by dividing the square foot per station by the product of the percent of stations scheduled and the hours the room is used.

$$\frac{\text{Assignable square feet per student station}}{(\text{the standard percent of stations occupied} \times \text{the standard hours a room is scheduled})}$$

LCC Standards

Average square foot per station:	24 (current average)
Standard of seats occupied:	65% (similar to standards for community colleges)
Standard for scheduled hours:	35 hours (similar to standards for community colleges)

Space Factor

$$\frac{24 \text{ asf per student station}}{(65\% \text{ occupancy} \times 35 \text{ hours})} = 1.05$$

Determining the weekly student class hours for 11,000 FTE

Online(23%)	2.76 credit hours
Lab or non general classroom (25%)	3.0 credit hours
General classroom (52%)	6.24 credit hours (one classroom hour equals one credit)
Total	12.0 credit hours

6.24 (number of weekly hours in classrooms) times 11,000 FTE equals **68,640** total in weekly class hours for centrally scheduled classrooms.

Square Feet Needed

The area needed for 11,000 FTE is 68,640 times 1.05 for a total of **72,411 square feet**.

The current supply of centrally scheduled classrooms is 55,472 asf leaving a deficit of about 17,000 asf. Beyond building new classrooms there are several ways the College may meet this need over the next 10-15 years.

Approximately 23,000 asf of classroom space is currently assigned to individual units and not available for central scheduling. It appears a good portion of these may be available for central scheduling when the unit does not need them. This joint assignment of classrooms will result in additional availability. Another 33,000 asf of classroom space is assigned to either the Center for Meeting and Learning or to Continuing Education at the Mary Spilde Center. It is possible that joint scheduling of these rooms can also create the space needed for the future.

8 FACILITIES PROJECTS

The selection of projects for the Facilities Master Plan was based on 5 categories:

Buildings - Deferred Maintenance & Division Program Needs

Exterior Projects

Safety

Equipment

Climate Action Plan / Sustainability

These categories were derived from numerous outreach activities, reflecting both the needs and the aspirational goals for the physical development of the campus.

Evaluation of projects was based on how well they responded to the Guiding Principles.

Two All Campus Open Houses were held to gather feedback on proposed projects once a list of projects was developed. Participants were allowed to “vote” on projects in addition to written responses based on personal observation.

The list of projects was also scored by the LCC Facilities Council and the

President’s Cabinet.

Projects on the following pages scored high in the evaluation and/or met a need for program enhancement based on academic goals for the college.

A number of projects were considered, but not included in the final list of projects for this funding cycle. These projects include:

Deferred Maintenance and Partial Remodel of Buildings 7, 9, KLCC

Expand transit system

Separate car and bus at west entry

Repair / replace aging landscaping on east side of Center Building

Organize / screen outdoor recycle area on the east side of Building 10

Organize / screen outdoor work areas and enhance pedestrian area on the south side of Building 10

Improve connection from childcare area to campus

Upgrade airplanes for aircraft maintenance program

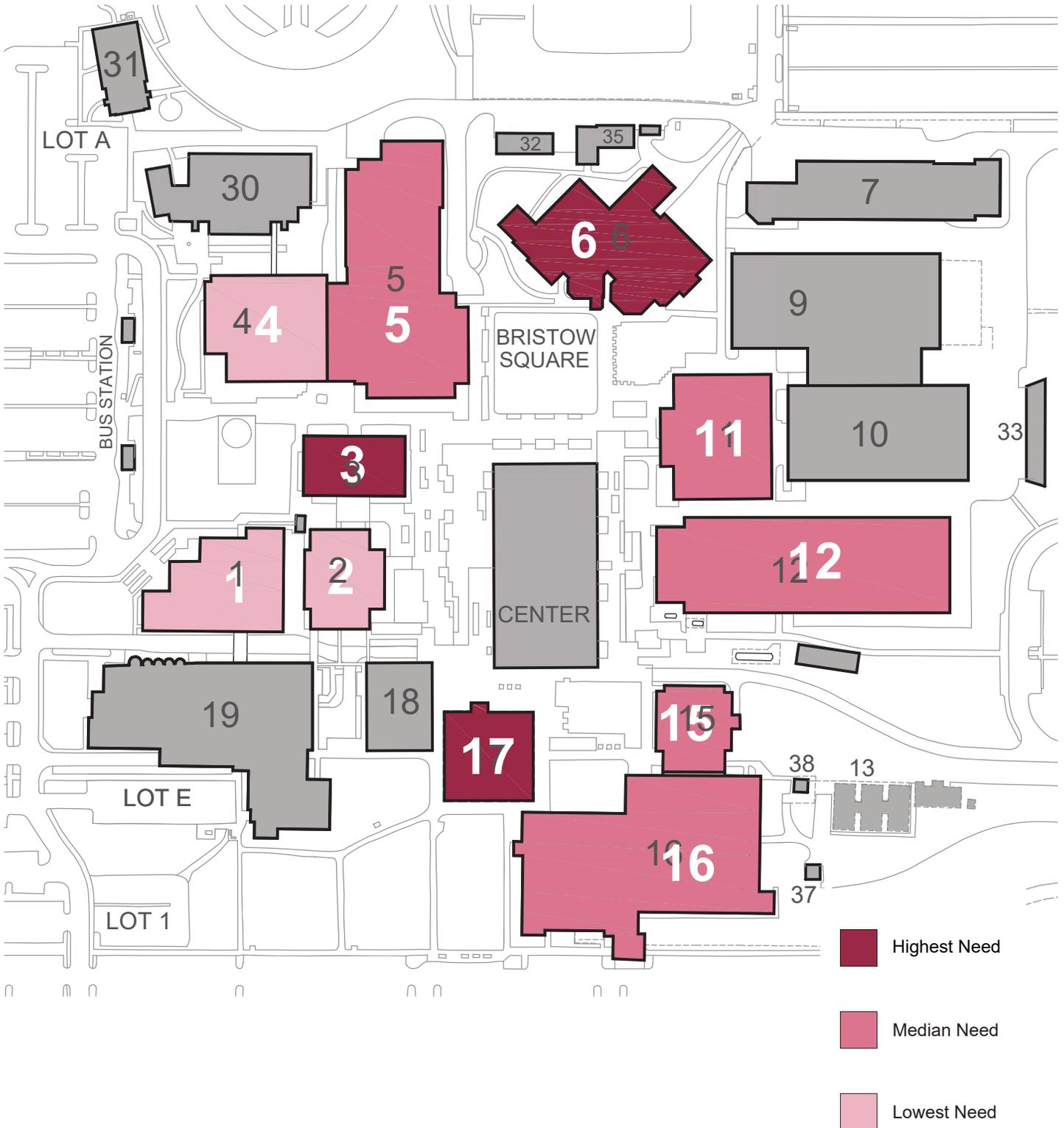
GUIDING PRINCIPLES

- **Support Lane’s academic mission**
- **Enhance access, equity and inclusion**
- **Enhance sustainability and resiliency**
- **Improve overall campus safety**
- **Renew buildings by addressing deferred maintenance**
- **Respond to the Long Range Financial and Enrollment Plan**
- **Reflect our community’s values and interests**
- **Value spatial clarity, efficiency and wayfinding**
- **Protect and expand the campus character**

BUILDINGS

DEFERRED MAINTENANCE

FACILITIES PROJECTS



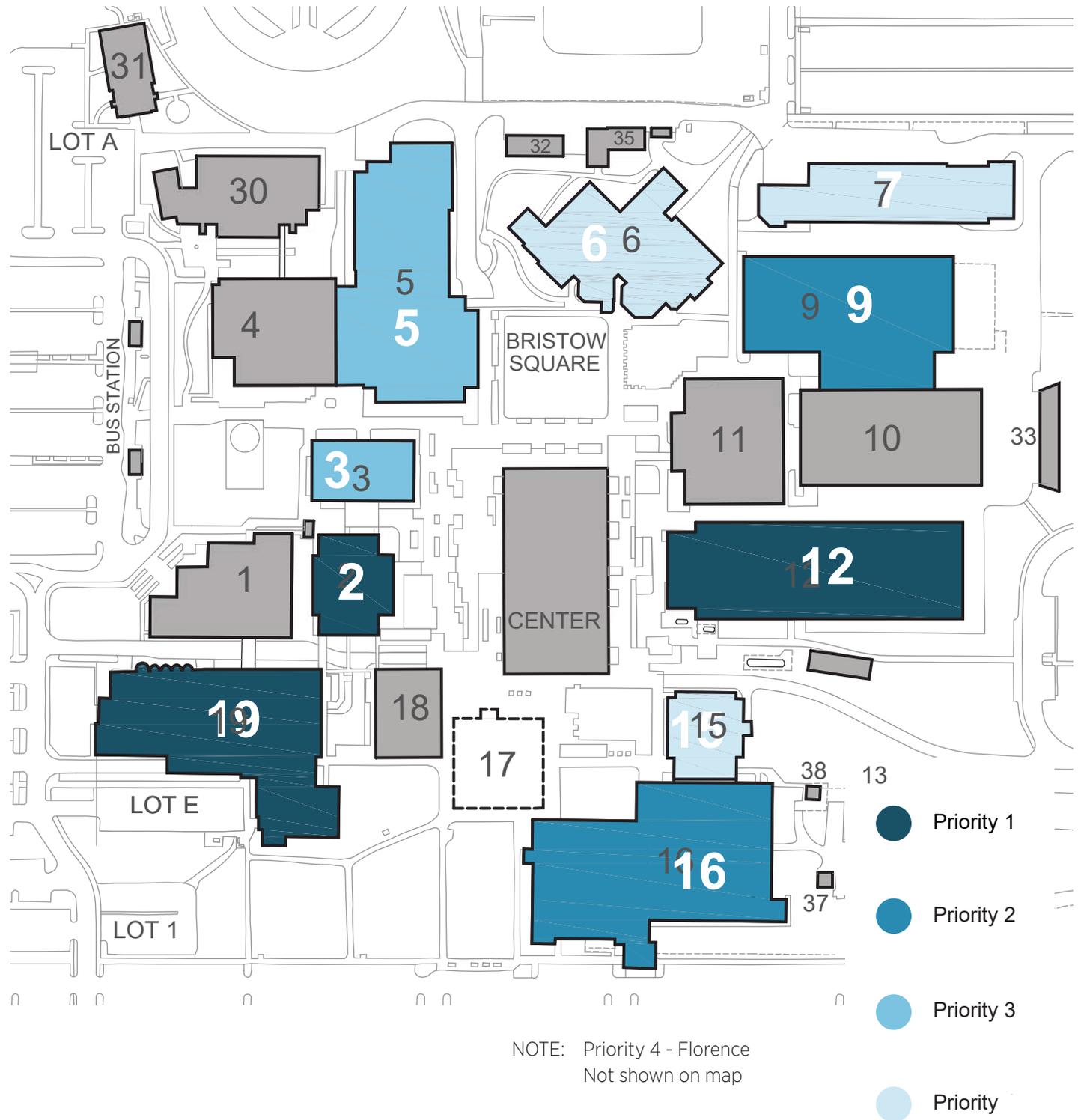
BUILDING #	FULL REMODEL	PARTIAL REMODEL	SEISMIC	ROOF	EXTERIOR WALLS	DOORS / WINDOWS	HVAC ELECTRICAL LIGHTING	ADA	INTERIOR	ELEVATOR
1										
2										
3										
4										
5										
6										
11										
12										
15										
16										
Florence										

17 Remove upper level of building. Repair terrace level with landscaping.

BUILDINGS

SEISMIC / EARTHQUAKE

FACILITIES PROJECTS

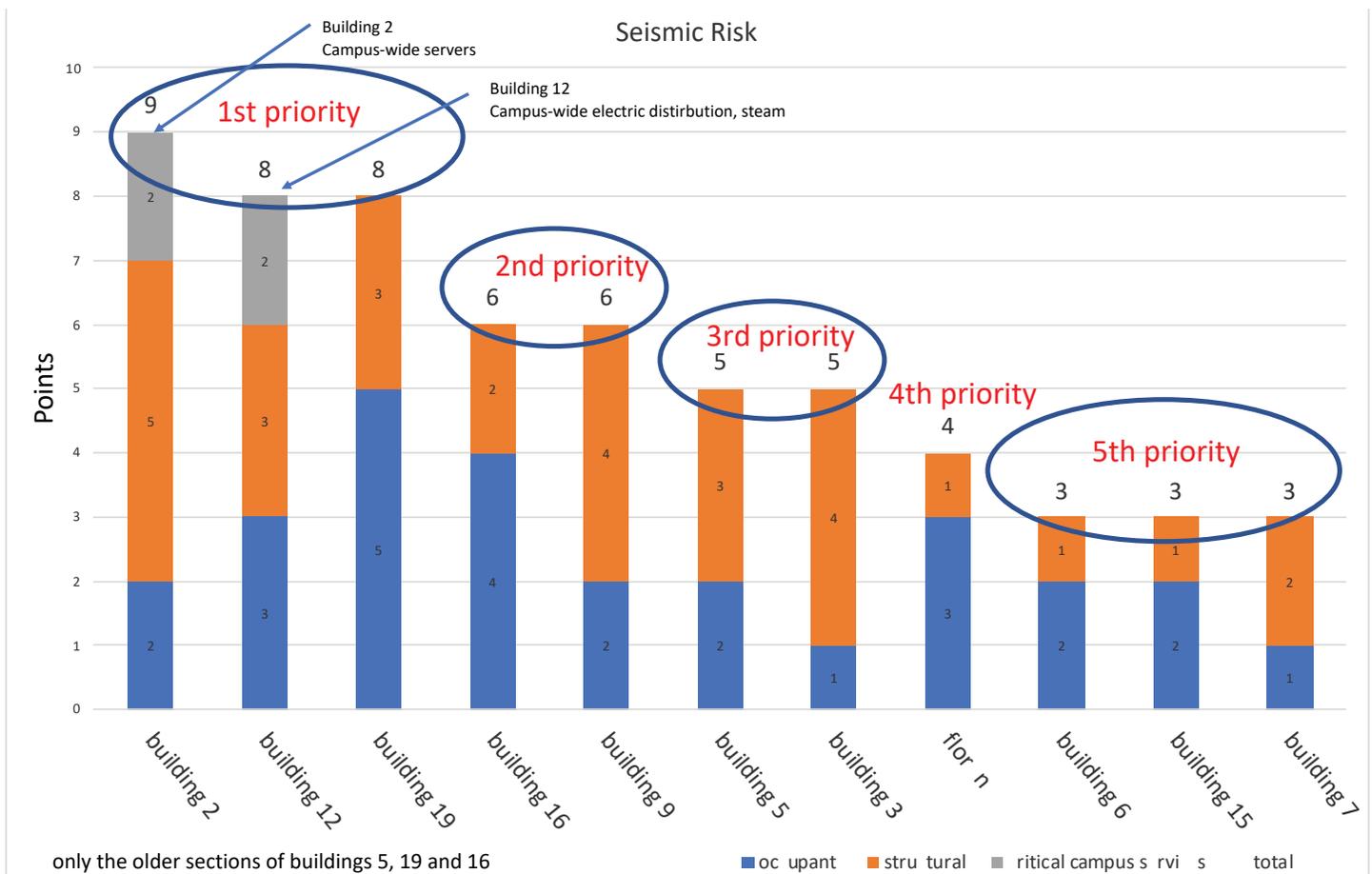


SEISMIC / EARTHQUAKE

The Master Plan Team developed the following seismic rehabilitation priority chart based on building occupancy, building use and physical need for repair. Seismic rehabilitation for 8 of the 11 listed buildings is included in the Facilities Master Plan.

Buildings Included in the Facilities Master Plan: 2, 3, 5, 6, 12, 15, 16 and Florence

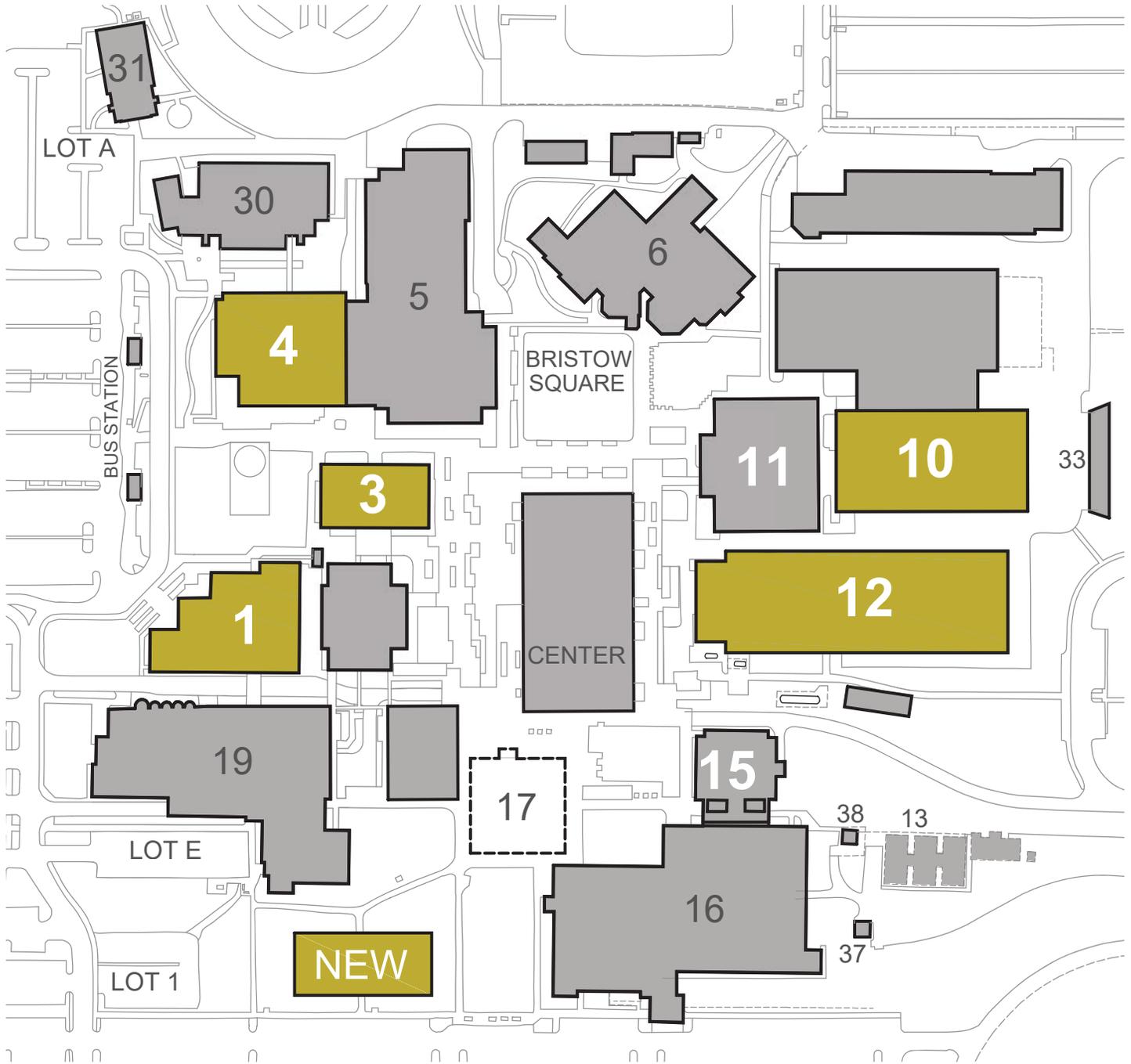
In January 2020, Lane applied for a grant to fund Building 19 seismic rehabilitation and will apply for a grant for Building 9, so although these projects aren't specifically included in the Facilities Master Plan, there is a plan for obtaining funds for seismic upgrades to these buildings.



BUILDINGS

PROGRAM ENHANCEMENTS

FACILITIES PROJECTS



1 STUDENT SERVICES

New Visitor Center. Reorganize 1st Floor to make it more efficient for Students & Staff

3 ADMINISTRATION

Renovate aging building and improve efficiency for departments

4 CENTER FOR WORKFORCE DEVELOPMENT

Remodel for Center for Workforce Development

10 ARTS DIVISION

Consolidate Arts in Bldg / Move Marketing closer to Media Arts

Move some functions from Bldg 15 to 10 / Moved General Classrooms

11 ALS, ABSE, ESL, INTERNATIONAL STUDENT, PATHWAYS

Complete remodel of Second Floor to better accommodate existing programs.

12 ADVANCED TECHNOLOGY WORKFORCE HUB & APPRENTICESHIP

Divisions from Bldg 15 move to 12

Renovate building for existing Divisions / Workforce Hub

15 PUBLIC SAFETY & SCIENCE CLASS LABS

Locate Public Safety in visible and accessible location

5 new Science Labs

NEW HEALTH PROFESSIONS

Bring Dental Program / Clinic back to campus

Other Health Professions classrooms & offices

150 seat classroom for large lectures and community events

12 **ADVANCED TECHNOLOGY WORKFORCE HUB & APPRENTICESHIP**

Advanced Technology from Bldg 15 moves to Building 12.
Renovate building for existing Divisions & Workforce Hub.

15 **PUBLIC SAFETY & SCIENCE CLASS LABS**

Remodel to locate Public Safety in visible and accessible location and provide 5 new Science Labs.
General Classrooms move to Building 10.
Advanced Technology classrooms, offices & support move to Buildings 10 and 12.

16 **MATH & SCIENCE** (Budget for 30% of Deferred Maintenance)

Media Arts Classroom 188 moves to Building 10 and is available for reassignment.

17 **GENERAL CLASSROOMS, STORAGE, OFFICES**

Remove upper level of building and repair hardscape & landscape to improve campus entry and wayfinding.
Offices for employees who currently reside in Building 17 will be moved to Building 1, 2 and Center Building.
Classroom 307 moves to Building 10. LLC (314) moves to CEN453 (former AD classroom). General classroom (310) moves to building 10.

NEW HEALTH PROFESSIONS BUILDING

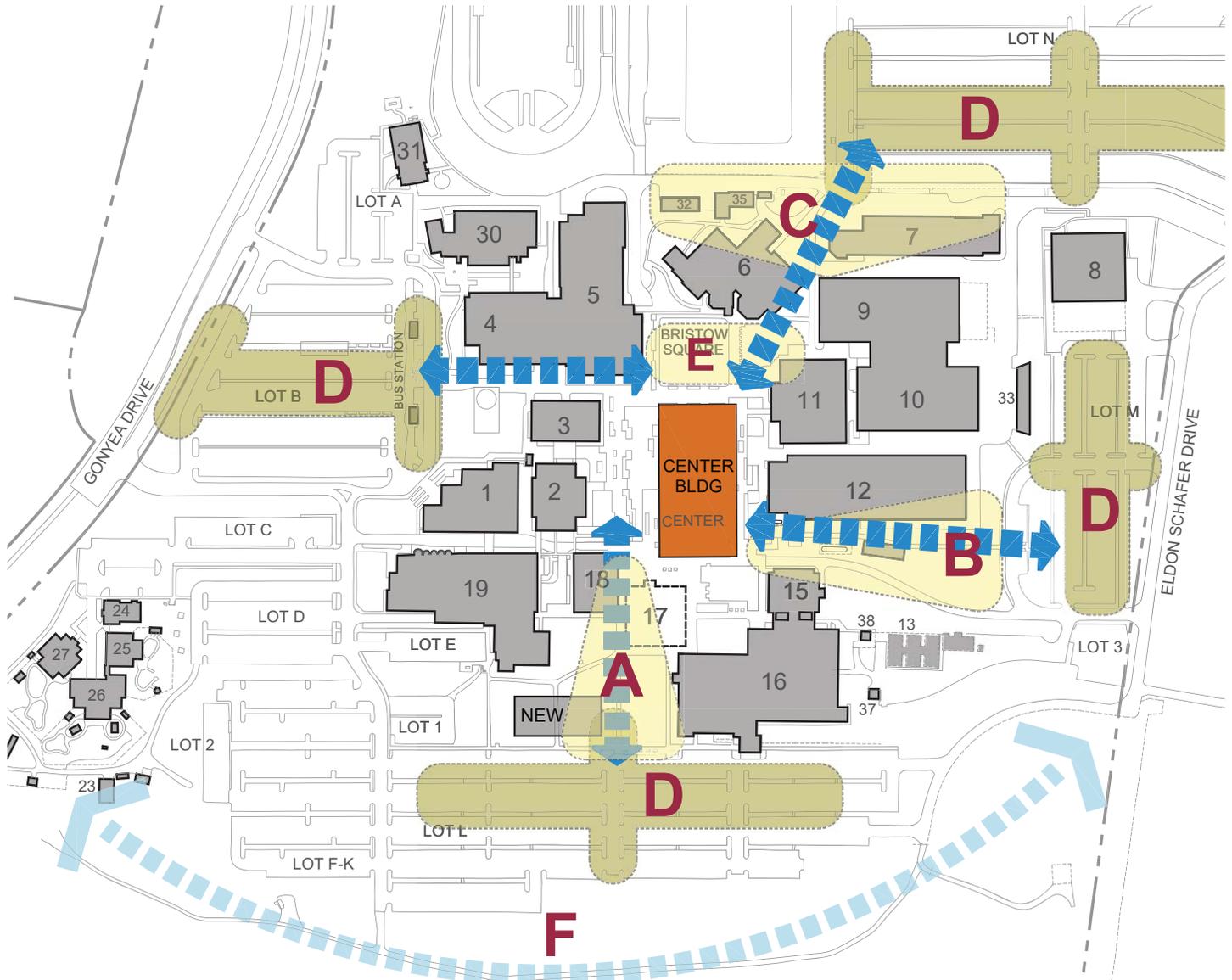
Bring Dental Program / Clinic back to campus.
Additional Health Professions offices.
150 seat classroom for large lectures and community events.

Other reassignments / available space for program needs

Center Building 453(former AD classroom) remodeled as Language Literature & Communication offices (from 17/313). Center Building 420H assigned to Computer Information Technology (from 17/202).
Approximately 2,500 asf available to meet the remaining 2,100 asf miscellaneous unmet program needs.

EXTERIOR PROJECTS

FACILITIES PROJECTS



The multi-use path line is representational for the diagram and only a portion of the path is shown. The path is intended to go around the entire campus. The location / design of the path will be determined in another phase of work.

-  **MAIN PATHWAYS TO THE CENTER Wayfinding**
-  **Climate Action Plan / Safety / Wayfinding**
-  **Safety / Wayfinding**
-  **Multi-Use Path**

A Enhance South Entry

Improve Sidewalks & Wayfinding

Bring Trees into Campus

B Enhance East Entry

Improve Sidewalks & Wayfinding

Add trees and landscaping

C Enhance North Entry

Improve Sidewalks & Wayfinding

Screen Bldg 7 storage with landscaping

Relocate maintenance buildings

Provide new storage space for Performing Arts

D Provide designated sidewalks at Parking Lots

Add trees and landscaping for shade

Improve stormwater treatment & habitat

Increase lighting

E Bristow Square Improvements

Provide better access for event setup

Repair / replace aging landscaping

Enhance usage with benches

Create outdoor classroom

F Bike / Pedestrian path around outside edge of entire campus

CAMPUS PROJECTS

FACILITIES PROJECTS

EQUIPMENT

Classrooms

Furniture and equipment

Media Services

AV upgrades

Conference Room Technology

AV upgrades

SAFETY

Safe Room Spaces

Build safe rooms at selected buildings

Alarms/Access Control

Upgrades to alarm system & door locks in classrooms

Incident Management Center

Build incident meeting room

Public Safety Offices

Visible and Accessible

LANE'S POLICY ON SUSTAINABILITY: DESIGN AND CONSTRUCTION

<https://www.lanecollege.edu/copps/documents/sustainability-design-and-construction>

NARRATIVE PURPOSE

Conservation of natural resources. The built environment has a profound impact on our natural environment, economy, health and productivity. As a signatory to the Talloires Declaration, Lane Community College is committed to conserving energy, water, and other natural resources, as well as minimizing disturbance to natural habitats.

Healthy and comfortable work/study conditions. Lane Community College is committed to designing and constructing campus facilities that help promote the health and comfort of building occupants.

Conservation of financial resources. Lane Community College is committed to using financial resources wisely by considering the long-term costs of operations and maintenance when designing new facilities and by ensuring maximized utilization of existing spaces prior to constructing new facilities.

Therefore the college shall:

1. Fully use existing space prior to considering construction of new space;
2. When there are new or expanding programming needs, give preference to the following strategies in this order:
 - a. retrofitting
 - b. remodeling
 - c. building additions
 - d. new buildings only if strong burden of proof that it is required;
3. Offset the negative impact of construction such that there is no net loss of current ecological functions on the college's property;
4. Construct climate responsive energy efficient facilities using integrated design;
5. Meet or exceed U.S. Green Building Council's Leadership in Energy and Environmental Design Green Building Rating System certified standards.

CAMPUS PROJECTS

FACILITIES PROJECTS

CLIMATE ACTION PLAN/ SUSTAINABILITY

Lane has a strong focus on sustainability and response to climate change. **Lane's Policy on Sustainability: Design and Construction** and the **Lane Community College Climate Action Plan** identify goals and strategies for campus buildings and grounds. See side bars on these two pages or link to web sites.

The Facilities Master Plan proposes remodeling of numerous buildings with only one new building in the plan. This focus on remodeling achieves the goals of Lane's Policy on Sustainability: Design and Construction. The new building is proposed in an area of existing lawn, currently contributing little to the ecosystem. In order to offset the negative impact of construction such that there is no net loss of ecological function, existing temporary parking areas that are not currently in use can be restored to park like settings. This will reduce the amount of impervious surfaces and improve the local ecosystem.

Facilities Master Plan sustainability improvements focus on reducing energy use, reducing carbon emissions, and implementation of stormwater treatment facilities.

Reducing energy use can be achieved by replacing lighting with **LED systems** and upgrading **HVAC controls**. These changes have a budget allowance for any building

on campus.

Buildings in this funding cycle will achieve significant sustainability goals simply with renovation. Buildings 3 and 15 for example, are targeted for a major renovation, meaning that the buildings will be demolished down to the concrete structural frame (foundations, columns and floor/roof systems). Keeping the concrete structural frame has many advantages relative to climate change and carbon emissions. Embodied carbon refers to carbon dioxide emitted during the manufacture, transport and construction of building materials, together with end of life emissions. Thus the goal to keep the concrete frame reduces the carbon emissions or carbon footprint because there is no manufacturing and transporting of new materials to replace the concrete. In addition, LCC will not be transporting and filling the landfill with demolished concrete. The existing structural frame of columns for the exterior walls allows new walls for infill. The new exterior walls will have a higher insulation value and better performance of doors and windows, thus improving the **building envelope**. New HVAC, lighting and electrical systems are more efficient and will reduce greenhouse emissions from an operational perspective.

Many of the existing buildings on campus still have poorly constructed

single glazed doors and windows. Simply by replacing these with more efficient components, LCC will achieve goals toward the Climate Action Plan.

Renovations and new construction have the opportunity to improve energy efficiency and building health - all goals of the Lane Community College Climate Action Plan. Most buildings in this funding cycle will also have a budget of 1.5% of the total contract price dedicated to Green Energy Technology as required by the state. This applies to all building projects where the contract price exceeds \$1 M and 50% of the insured value of the building. The 1.5% can be used for **solar technologies** and **passive solar** and **day lighting systems** that reduce whole building energy use by 20% or more. \$2.2 million is currently in the budget for Green Energy Technology for the building projects.

There are many opportunities to improve **stormwater systems** on campus. Impervious surfaces like roads and roofs limit rainfall infiltration that naturally recharges groundwater supplies and supports stream flows during periods with little rainfall. The current systems of collecting stormwater (rain), transporting it through underground pipes and sending it to streams and rivers results in compromised water quality and temperatures detrimental to aquatic life.

Low impact approaches to stormwater have large environmental benefits. Vegetated / planted stormwater areas (rain gardens, swales, etc.) treat the water at the source and allow infiltration, while increasing local **habitat value** and aesthetics of places like parking lots. The addition of **trees** also helps **offset heat island effect** (the increased temperature of developed areas with paving and buildings during hot days). Trees are an effective way to both provide shade and lower greenhouse gas emissions.

Parking lot improvements can include **pervious paving** where cars are parked (not drive aisles). Any reduction of paved surfaces would also provide significant benefits.

The Vision Plan also recommends the addition of more EV charging stations in parking areas (to be supported with private funding).

Proposed building remodels, parking lot improvements and Main Paths / Gateways to campus offer open space opportunities to manage stormwater, add trees and implement planting palettes of native plants or plants adapted to our climate - significant improvements to campus biodiversity. All of these are goals of the Lane Community College Climate Action Plan.

LANE COMMUNITY COLLEGE CLIMATE ACTION PLAN 2.0

<http://reporting.secondnature.org/cap/cap-public!1375>

RESILIENCE STRATEGIES & GOALS

1. Improve Ecosystem Management (Including biodiversity, invasive species, pollinator health)
 - Increase Pollinator Gardens on Campus
 - Increase Native and Adapted Plant Species Present on Campus
 - Reduce Invasive Species Present on Campus
2. Improve Stormwater Management
 - Add Rain Gardens on Campus
 - Increase Impervious Surface Area on Campus
 - Improve Precipitation to Runoff Conversion
3. Increase and Improve Green Space on Campus (Including Tree Canopy)
 - Add Trees on Campus
 - Build New Buildings on existing Footprints (not existing Green Space)
 - Increase the Percent of Plants that are Native or Regionally Adapted
4. Energy Efficiency / Carbon Neutrality Goals, Renewable Energy
 - Increase Renewable Energy Capacity Installed on Campus
 - Reduce Energy Use per Square Foot of Conditioned Building Space
 - Reduce Annual Energy Use per Student FTE
5. Improve Building Health (Including Certifications)
 - Complete LEED Certification for more Buildings on Campus
 - Improve Indoor Air Quality
 - Increase Budgets for Deferred Maintenance
6. Improve Waste Management
 - Increase Recycling Rate
 - Reduce Total Waste Diverted from Landfill

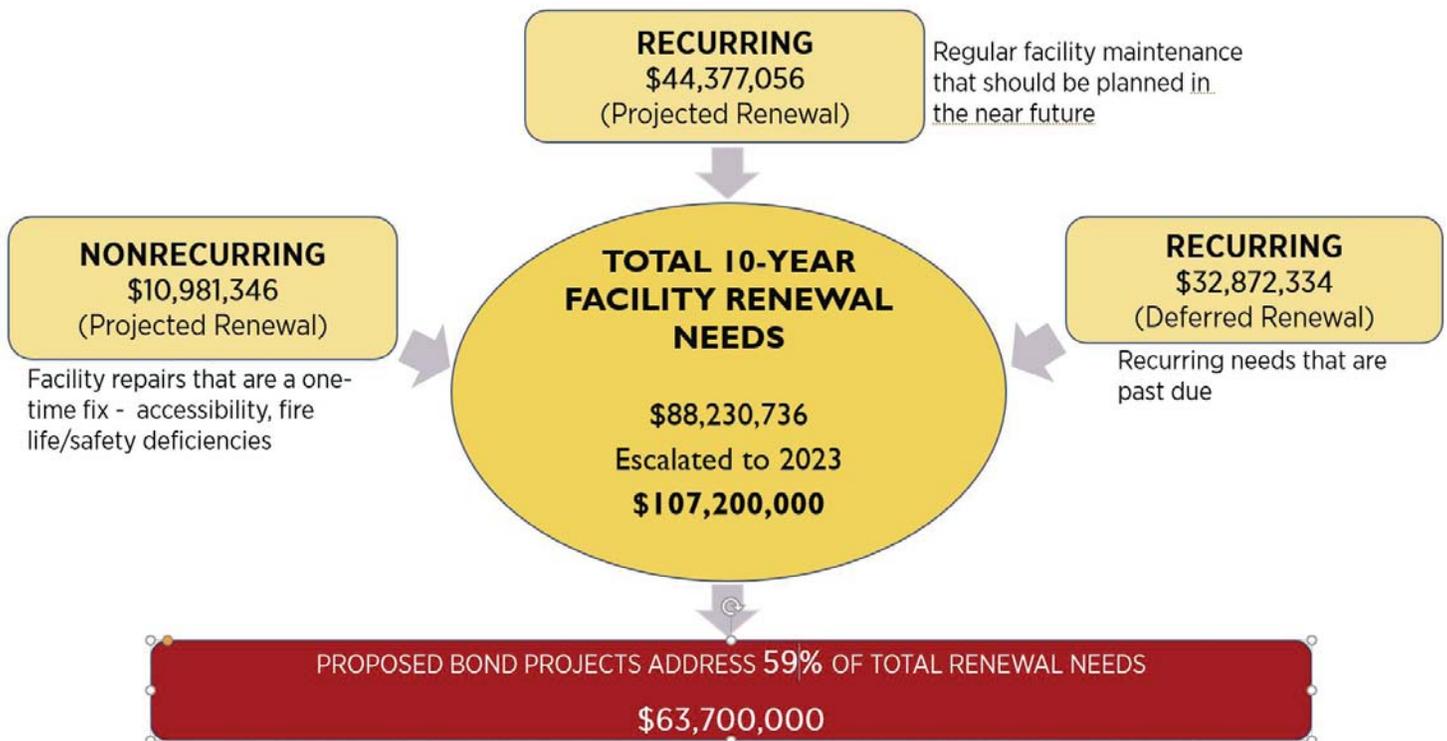
9 SUMMARY OF COSTS & FUNDING

The costs in the following summary, in addition to the spreadsheets in the appendix, are based on the design team's estimate of square foot cost relative to the proposed project, ISES* costs for Deferred Maintenance and Seismic and escalated costs from previous studies for Seismic.

* ISES Corporation performed a comprehensive Facility Condition Assessment for all LCC buildings in 2017. The design team utilized their costs for deferred maintenance and building renewal. Those costs are reflected in the following summary and spreadsheets.

The costs are escalated to the base year of 2023, which is assumed to be the first possible year of construction for the 2020 Bond. Projects will be spread out between 2023 and 2030 and require escalation to the year of construction. The escalated costs in the following summary represent one scenario for projected dates of construction. Dates of construction may vary from this scenario, resulting in different escalated project totals.

Summary of Findings (ISES report 2017)



PROJECT COSTS

Escalated over 10 years: 2020 - 2030

BUILDINGS

1	\$14,200,000
2	\$7,200,000
3	\$12,200,000
4	\$15,600,000
5	\$11,700,000
6	\$8,000,000
10	\$500,000
11	\$22,400,000
12	\$40,700,000
15	\$12,300,000
16	\$10,800,000
17	\$3,700,000
Florence	\$13,400,000
New Building	\$23,200,000
SUBTOTAL BUILDINGS	\$195,900,000
Infrastructure Projects	\$2,000,000

TOTAL BUILDING PROJECTS

\$197,900,000

EXTERIOR PROJECTS **\$14,900,000**

Main Pathways	\$4,000,000
Parking Lot Improvements	\$2,300,000
Parking Lot Paving	\$3,100,000
Bristow Square	\$500,000
Multi-Use Trail	\$500,000
Sports Fields	\$4,500,000

EQUIPMENT **\$4,200,000**

SAFETY **\$1,200,000**

Campus Safety	\$700,000
ADA Projects	\$500,000

CLIMATE ACTION PLAN / SUSTAINABILITY **\$800,000**

HVAC Controls	\$700,000
LED Lighting	\$100,000

TOTAL PROJECT COSTS **\$219,000,000**



Facilities Master Plan
Summary of Funding Opportunities

6 yr expectation for spending the funds

	previous*	2019	2020	2021	2022	2023	2024	2025
Sources								
2020 local bond for building improvements				40,000,000 - 120,000,000				
2023 possible renewal of 2008 bond						83,000,000		
2032 local bond for building improvements								
state general obligation bonds require matching	8,000,000			10,000,000 - 12,000,000				10,000,000 - 12,000,000
state grants, seismic, C E, etc		1,500,000		1,500,000		1,500,000		1,500,000
private funds campaign 2020 to 2028								
column total high	8,000,000	1,500,000	0	133,500,000	0	84,500,000	0	13,500,000
column total low				51,500,000				11,500,000
running total high	8,000,000	9,500,000	9,500,000	143,000,000	143,000,000	227,500,000	227,500,000	241,000,000
running total low	8,000,000	9,500,000	9,500,000	61,000,000	61,000,000	145,500,000	145,500,000	157,000,000

*funds allocated by 2017 legislative for Health and Wellness project, requires matching funds

PROJECT FUNDING

Funding for the Master Plan Projects are intended to come from local bonds, state and private sources.

The spreadsheet below represents a summary of sources as reviewed with the design team and LCC staff.

The college intends to seek bond funding with a vote in May 2020 for an amount of \$120,000,000.

BOND \$ CAN PAY FOR:

- Building Remodel
- New Building
- Infrastructure
- Accessibility Upgrades
- Site Upgrades
- Equipment
- Staffing to Implement the Bond
- Matching funds for state funding

BOND \$ CANNOT PAY FOR:

- Staffing
- Program Development

2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
						40,000,000 - 120,000,000			
			10,000,000 - 12,000,000				10,000,000 - 12,000,000		
	1,500,000		1,500,000						
		6,000,000 - 10,000,000							
0	1,500,000	10,000,000	1,500,000	0	0	120,000,000	12,000,000	0	0
		6,000,000				40,000,000	10,000,000		
241,000,000	242,500,000	252,500,000	254,000,000	254,000,000	254,000,000	374,000,000	386,000,000	386,000,000	386,000,000
157,000,000	158,500,000	164,500,000	166,000,000	166,000,000	166,000,000	206,000,000	216,000,000	216,000,000	216,000,000

3 yr likely extension of spending

PROJECT COSTS (escalated over 10 years: 2020 - 2030)

BUILDINGS	\$197,900,000
EXTERIOR PROJECTS	\$14,900,000
SAFETY	\$1,200,000
CLIMATE ACTION PLAN / SUSTAINABILITY	\$800,000
EQUIPMENT	\$4,200,000
TOTAL PROJECT COSTS	\$219,000,000

FUNDING SOURCES (10 years: 2020 - 2030)

2020 BOND	\$120,000,000
RENEWED BOND	\$83,000,000
STATE	\$42,000,000
STATE SEISMIC	\$7,500,000
PRIVATE	\$0
TOTAL PROJECTED FUNDING	\$252,500,000
BOND CONTINGENCY (approximately 12%)	\$30,200,000



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