

STANDARD EIGHT

Physical Resources



Instructional and Support Facilities

Even during times of restricted revenues, Lane continues to maintain appropriate facilities to meet its mission and to offer a comprehensive range of educational programs and services (see Standards 2 and 3). Instructional facilities are sufficient to meet the college's mission and goals and adequate for the effective operation of functions (8.A.1, 8.A.2). Twenty-three major buildings on 150 acres comprise the main campus on 30th Avenue in Eugene, Oregon. In addition, the Downtown Center, the Wildish Building, the Cottage Grove Center, the Florence Center and seven Community Learning Centers (CLCs) also provide physical facilities for college outreach programs and activities (8.A.6).

Lane's commitment to high standards in its facilities is reflected in its strategic direction to transform the learning environment by creating and maintaining facilities that are "safe, accessible, functional, well-equipped, aesthetically appealing and environmentally sound."

The college has recently begun to emphasize the importance of public art on campus that reflects its vision and core values. In Spring 2004, artists Yoshiki Kawada and Mineo Shimada worked for two weeks with the students of Lee Imonen's Site Specific Sculpture class to create a new wooden sculpture, "Long Life." It now stands in the Moskus Courtyard. Another Site Specific Sculpture class project, "Transformation through Education," graces the main entrance island to the college at the Lane Transit District (LTD) bus terminal; this artwork was supported through a partnership grant with the LTD. In June 2004, it was announced that another sculpture, "Conception of Creation" by the artist Roger Williams, has also been acquired by the college. The garden and labyrinth north of the Student Services Building also add to Lane's aesthetic appeal. And a gallery, named for former art faculty member David Joyce, will be dedicated in Fall 2004. These works of public art serve as a constant reminder of the values of learning, reflection and creation, and provide an aesthetically pleasing environment for students and staff.

The Millenium2 Bond Construction Project

The positive impact of the \$42.5 million Millenium2 Bond Construction Project has been felt across the entire Lane campus, outreach centers and community learning centers. The Bond Project, supported by a bond levy passed by voters in 1995, helped Lane meet identified needs for remodeling and construction of instructional and meeting facilities. As part of its planning processes, Lane used its 1994 Accreditation Self-Study, as well as a list of needs accumulated over the previous decade. During the planning phase for the Bond Levy Measure, the college, including the Facilities Management Committee, solicited community input about construction needs via forums and a Community Advisory Committee. The college prioritized the resulting total list of needs and Lane's board presented them to the voting community at large. After voters passed the Bond Levy Measure, the college grouped priorities into project areas as part of its Facilities Plan; this received the approval of the Board of Education (8.C.4).

The ten-year construction project was called the "Millennium2 Project" to reflect the college's—and the larger community's—awareness of the need for planning for the changing learning needs of 21st century students. Everyone in the college community showed a great deal of patience with temporary disruptions and noise caused by construction across campus; now near completion, the improvements of the Bond Project have positively impacted all students, faculty and staff, either directly or indirectly.

The Bond Project increased the total building area of the college from 885,347 sq. ft. in 1996 to 1,141,011 sq. ft. currently. This increase included 71 additional classrooms, ten new labs, and 251 additional office stations. At each of the seven CLCs, a classroom, a computer lab, and an administrative space area were also created.

The Bond Project was especially important coming when it did, during a time of statewide budget cuts that curtailed routine remodeling (see Standard 7). Even as the college felt the effects of major cuts in personnel and some routine maintenance, major bond-funded facilities

improvements simultaneously allowed the college to serve students better through larger, more efficient and expanded work spaces, classrooms and technological upgrades. Most of Lane's original facilities were built between 1964 and 1969; Lane has expanded from 1,435 FTE students in 1964 to 10,700 student FTE in 2003-04. On the main campus, construction included seven new buildings, eleven remodels, additions and upgrades; 211,000 additional square feet of construction, and a host of other improvements. The new or remodeled buildings include:

The new gateway to the college is **Building One**, the Student Services building, dedicated in 2001. This building, festooned with 104 international flags hanging from vaulted ceilings, was designed to the specifications of the college's major Process Redesign planning project. The Students First! redesign supports an integrated service delivery model and allows students to access most services in one place (see Standard 3). Admissions and Academic Advising, Testing & Student Records, Counseling and Advising, Multi-Cultural Services, the Women's Center, Student Activities, Disability Services, and many more are housed in this building.

The four-building **Family and Child Care Village** on the west side of campus houses the Early Childhood Education instructional program and provides high-quality, low-cost daytime child care for staff and students attending Lane. It also houses Lane Family Connections and the Childcare Co-op.

The Welding Technologies Building houses a fabrication facility that mimics those found in the industrial community.

The Science/Math Addition consolidates mathematics and science in the same area and facilitates interaction and sharing of ideas among colleagues. The Math Tutoring Center, formerly a space in the hall of the Math Department, is now housed in its own area of this addition.

The **Workforce Training Center** houses multiple departments and educational areas, including the Center for Meeting and Learning, which has an events and meeting room that can seat up to 400 people at round tables and 600 people seated

theater-style; Workforce Development; Cooperative Education; College Now; Instructional Technology Center; Computer Information Technology; Conference Services; Culinary and Hospitality Food Services with a new demonstration kitchen; and Distance Learning, including a new electronic classroom.

The Workforce Training Center also houses an **experimental classroom** with wireless networked computers and reconfigurable desks. This space is intended as an “incubation” space for instructors with a variety of interests across campus to develop courses in—both with and without computers. The first classes are planned to be scheduled in 2004-05.

The **Performing Arts Addition** includes a new Music Technology Classroom, a Resource Center with seven listening stations; a Recording Studio; a Music Technology Lab with twenty custom-designed student MIDI/Audio workstations and an instructor’s workstation. The control room has signal feeds from the tracking room, the sound isolation booth, the Music Technology Lab, the band and choir rooms, the Main Stage Theater and the Blue Door Theater. The sound isolation booth provides sonic flexibility during recording sessions.

The **Campus Services Addition** provides adequate office and work areas for the laundry and printing and graphics functions.

The **Health Technologies Remodel** updated the Dental Clinic. This area has provided new, larger homes for the Medical Office Assistants and Emergency Medical Technician (EMT) programs. New spaces with state-of-the-art equipment were installed.

The **Lane Transit District/Lane Community College Bus Station** shelters students from inclement weather; rerouting of traffic and additional crosswalks have improved pedestrian access.

While not a new building, the **Center Building**, a major gathering place for students, underwent a significant remodel. The building provides new computer-controlled overhead projectors in classrooms, new offices and a new centralized “Tutor Central” space adjacent to Academic

Learning Skills. Located in the heart of the campus, the Center Building houses classrooms; instructional and student services offices; the Bookstore; the Cafeteria and kitchen areas; and a small dining room, the Renaissance Room, which is a “living laboratory” for the Culinary Arts Program to create and serve fine foods to the public. The Center Remodel also included a new networked computer classroom for the Library which provides space for orientations to the library and for joint instructor/librarian projects with students. Equipped with a data projector and interactive whiteboard, the classroom enhances Lane’s capacity to provide more students with information resources and the skills to use them.

The Recycling Addition. After providing recycling services to the college for nine years in an outdoor space, Lane’s Recycling Crew, provided by Lane’s Specialized Employment Services Department, now works in an indoor workspace, the Recycling Building. The \$200,000 addition on the west side of the Center building was not part of the bond project funds. The workers are now sheltered from the elements in a more comfortable facility.

Seven neighborhood **Community Learning Centers (CLCs)** were built in service-area high schools.

A new facility adjacent to the high school was built in **Cottage Grove**, and the **Florence Center** was remodeled and expanded (8.A.6).

A **Central Plant Upgrade** includes infrastructure upgrades to improve heating, ventilating, and air conditioning.

The **Sewer Lagoon Upgrade** is scheduled to be completed in Fall 2005.

Other Facilities

Other instructional buildings on the main campus include:

- Business Technologies Department and Computer Services and Instructional Technology Department (Building 2)
- Administration Building (Building 3)
- Health Technology (Building 4)

- Physical Education, located adjacent to the athletic fields on the North side of campus. (Building 5)
- Performing Arts (Building 6)
- Campus Services (Building 7)
- Welding Technology (Building 8)
- Auto/Diesel Technology (Building 9)
- Air Technology (Building 10)
- Art/Adult Basic and Secondary Education (ABSE) (Building 11)
- Machine Technology (Building 12)
- Electronics (Building 15)
- Math/Science (Building 16)
- Forum, housing radio station KLCC (Building 17)
- Industrial Technology (Building 18).

Outreach Centers

The outreach centers for the college were also affected by the Bond Project. A new facility for the Cottage Grove learning center, 20 miles south of Eugene, was completed in 2000. This center replaces the previous center which had been outmoded. In addition to administrative offices and reception/support areas the facility includes two computer classroom labs, a telecourse room, and five general classrooms.

The college also maintains a learning facility in Florence, 60 miles west of Eugene. The South Building, originally constructed in 1976, contains an office/reception area, classrooms, computer lab space, and a special telecourse/distance learning classroom. In 2001 the Bond Project constructed the new North Building, with three additional classrooms and two computer classroom labs (8.A.6).

The Downtown Center (DTC) is a three-story structure with a basement, located in the heart of the city of Eugene. The DTC was originally built in the 1940s. In 1977, it was acquired and remodeled by Lane. An elevator has improved accessibility and in 1999-2000 the front lobby area was remodeled to make a more secure reception area for students. The facility has 19 general-use classrooms, ranging in capacity from 12 to 50 seats; six computer classroom labs; and two special-purpose labs for phlebotomy and photography classes (8.A.6).

The Wildish Building is a two-story building located in central Eugene. This facility was remodeled in 1996 as part of the Bond (8.A.6).

In addition, Lane's Flight Technology program uses four buildings at the Eugene Airport. Building 1 is the Flight Technology Administrative Building. Building 2 is an instructional area of classrooms and offices. Building 3 is the Flight Technology Maintenance Shop. Building 4 is the Return to Service (RTS) area. All buildings are owned by Lane except Building 2, which is leased from the City of Eugene.

Lane's Community Learning Centers (CLCs) are located around the service area at the Willamette, Junction City, Churchill, Elmira, Thurston, Oakridge, and McKenzie high school facilities. These facilities were developed in the community through cooperation with local high schools. They were designed to accommodate individuals who want daytime, evening, and weekend learning opportunities, as well as high school students who want convenient access to higher education.

Furnishings

Lane's facilities are furnished adequately for work, study, and research by students, faculty and staff (8.A.3). The college allocated a total of \$1,033,836 to the Bond Furnishing budget, enabling the purchase of new furnishings for a number of new and remodeled areas. Spending for Bond Furnishing followed a well-defined process and plan, with two separate committees to develop classroom furnishings needs and office space furnishings needs. Both committees developed standards for furnishings with input from the college community.

As part of its Major Maintenance funding plan, furnishings funds are allocated to address areas where existing furniture and cubicles were inadequate for the intended function; where furnishings were structurally failing; or where new furnishings were needed entirely. Campus Capital Outlay Grants have also allowed departments to upgrade furnishings on a limited basis. Lane maintains a Surplus Property storehouse where furnishings no longer needed in one area of the college are made available to other departments within the college.

The latest budget for 2004-05 contains additional funds allocated for equipment and furnishings replacement. The college is also planning to create a facilities capital reserve fund.

Management and Maintenance

The management, maintenance, and operation of instructional facilities are adequate to ensure their continuing quality and safety to support the college's educational programs and support services (8.A.4). In the 2003-04 budget, the college allocated funds specifically targeted for facility maintenance. While some maintenance had been deferred in recent years because of budget cuts, recent budget allocations have reflected increases in an attempt to "catch-up" on major maintenance. The college has begun creation of a major maintenance reserve account and resources will be allocated, as permitted by the college budget picture.

The Housekeeping Staff at Lane is uniquely organized as a self-directed work team with no centralized manager. Four housekeeping coordinators oversee and manage all necessary work. Housekeeping has made a number of efforts to keep building maintenance at a high level. They have produced a custodial procedures manual for housekeeping/custodial personnel. Housekeeping conducts periodic surveys to get feedback from building occupants and users about the conditions of their respective areas. Recently, Housekeeping switched to a more environmentally friendly line of chemicals, and worked with manufacturers to develop better chemicals for use at Lane. Four additional housekeeping staff and one maintenance trades staff were added to clean the new additional spaces created by the Bond Project.

As the Bond Projects have come to an end, the Capital Repair and Improvement funds are again receiving resources and a commitment for recurring funding allocations to address facility issues. The Capital Repair and Improvements Priority List from the Facilities Management Team (FMT) provides a process for needs to be addressed in a prioritized and timely manner with involvement from all stakeholders. The Facilities Council under the new governance system will review the Facilities Plan and a Five-Year Plan;

the review includes adequacy of facilities for instructional functions.

To help maintain safety, in 2000 the college added a 1.0 FTE environmental specialist who also works with sustainability, hazardous materials, and indoor air quality and helps to investigate, identify, and resolve environmental issues on campus. The college sends the environmental specialist to training events for sustainability, hazardous materials, and indoor air quality (8.A.5). The college Safety Committee, representing all employee groups, meets regularly. The facilities management and planning director and the environmental specialist serve on the committee.

Lane's square foot per maintenance staff is 38,600, or 14.2 percent above the Oregon average (a Facilities Managers of Oregon Community Colleges comparison shows a maintenance staff per square foot range of between 22,500 to 48,500 with an average of 33,789). In 2003-04, one custodial position was eliminated (Figure 8-1).

Public Safety

The college currently employs ten Public Safety Officers plus time-sheet officers and provides coverage on the main campus 24 hours per day, seven days a week. These officers also provide limited coverage at the Downtown Center facility. The number of officers is at or above levels at comparable community colleges in Oregon. The OPE Campus Security Statistics provided at the US Department of Education's Office of Postsecondary Education website confirms that Lane Community College's security statistics compare favorably with comparable Oregon community colleges (Figure 8-2).

The college possesses an emergency plan to guide faculty, staff and students in an orderly fashion through various kinds of unusual or dangerous occurrences at the college.

Accessibility, Health and Safety

Facilities at Lane are constructed and maintained with due regard for health and safety and for access for the physically disabled (8.A.5). All construction meets local, state, and federal building requirements. For construction since the last self-study, a \$3.9 million allocation was

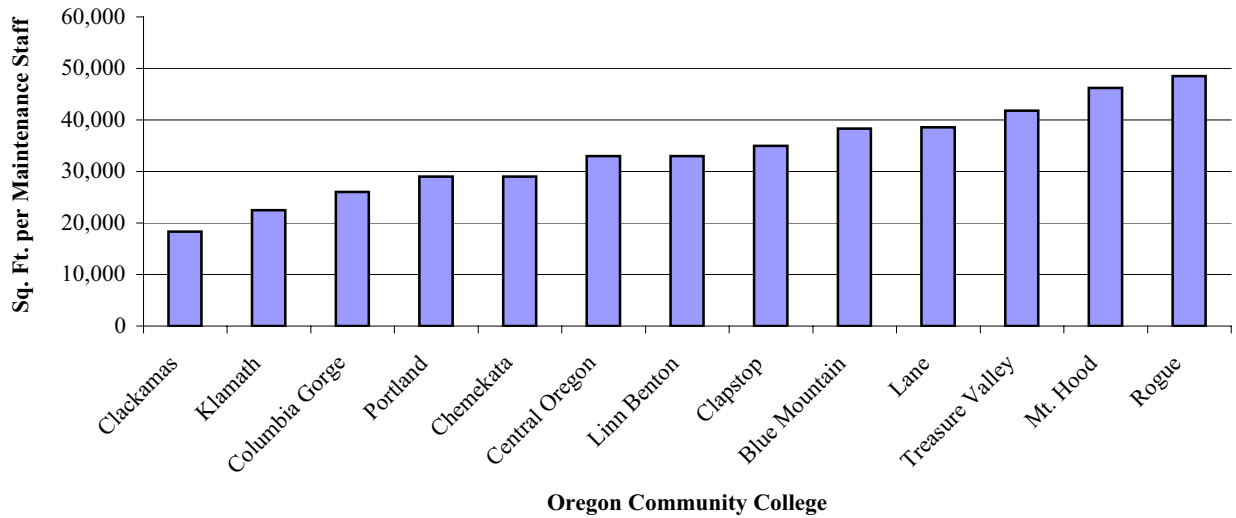


Figure 8-1: Square feet per maintenance staff—Oregon Community Colleges, 2003-04 (Source: DCCWD).

CRIME DATA REPORTED FOR 2000-2001-2002

Criminal Offenses - On campus

	Chemeketa	Clackamas	Lane	Mt. Hood	PCC-Sylvania
Murder/Manslaughter	0	0	0	0	0
Forcible Sex Offenses	1	0	0	1	0
Nonforcible Sex Offenses	2	0	0	1	0
Robbery	0	0	0	3	0
Aggravated Assault	0	4	3	1	0
Burglary	0	10	3	10	7
Motor Vehicle theft	10	2	19	38	17
Arson	0	1	0	10	0
Negligent Manslaughter	0	0	0	0	0

Figure 8-2: Campus Crime Data (Source: U.S. Department of Education).

approved by the board to Health and Safety Mandates; \$1 million of this was earmarked for ADA Access Improvements; the college used the remaining \$2.9 million to move industrial activities away from instructional and administrative areas.

Accessibility

In addition to adherence to federal accessibility standards for facilities, Lane’s core values of

diversity and accessibility provide the conceptual foundation for its focused efforts to reduce environmental barriers to learning. Each budget year, \$50,000 is allocated for ADA access projects; this funding ensures that the campus is continually upgraded to accommodate people with disabilities. All new construction and remodeling must meet accessibility standards. As part of the Bond Project, the college increased the number of

disabled parking spaces allocated and improved the visibility of signage.

Facilities Management and Planning (FMP) plans for accessibility needs and develops the campus's Comprehensive Assessment of ADA Access Needs. An ADA access consultant surveys the campus and develops a comprehensive report. FMP then prioritizes and develops a plan for implementing the recommendations for improvements. The ADA compliance officer is an ex-officio member of FMT, which approves the allocation of funds.

To help with accessibility for all, the Wayfinding Project posted direction aides on campus that specifically included accessibility directional signage. The overall concept of the wayfinding system is to keep information clear, simple, readily visible, and provided as needed.

Building Health and Safety

Building air quality and other Indoor Environmental Quality (IEQ) issues have presented continuous challenges since the last self-study; some complaints go back as long as twenty years. Some air quality issues have arisen from old buildings and air filter systems in need of repair or improved circulation; others, such as mold in the newly constructed Building One, have been caused by inadequate ventilation of wet carpets. Since 1994, the college has improved its capacity to identify and address these problems more systematically and it has put considerable resources into remediation.

Remediation

Building 4

Faculty and staff reported IEQ problems in Building 4 for a period of time before the college effectively solved the problem. (Complete chronology of complaints and response is available in the Exhibit Room.) A major remediation of Building 4 to address these issues included removal of the Laundry and Child Care Center, and rerouting the main air intake from areas near fuel exhaust. Mold remediation is also completed.

Center Building

Air quality in the Center Building has been compromised by the air intake being close to the cafeteria outtake and by inadequate fresh air

circulation after a major previous remodel. Six recommendations of the 2001 Carlson Company report on the Center Building have been completed (report in the Exhibit Room). In addition to these recommended actions, the college is implementing improvements in the Center Building's HVAC system in Summer 2004, including cleaning the mechanical room and HVAC units in the mechanical room; and cleaning the trunk-line ducts from the mechanical room to each floor. When this work is completed, all ductwork for the fourth floor of the Center Building will be either new or cleaned since 2003.

Building 1

Health complaints about mold in the newly built Building 1 reached unacceptable levels, with one staff member relocated after severe reactions and another staff member changing jobs on campus partly in response to the mold problem in this building. The college responded to this problem: In Winter 2004, remediation was completed for Enrollment Services; in Spring 2004 the Counseling area was completed; and in Summer 2004, remediation of the mold was completed with carpet removal. Well over \$600,000 was allocated for remediation of these areas.

Responses and Perceptions of Lane's IEQ Issues

When the college cannot identify a problem, employees may feel that it has not been responsive to their complaints and is unconcerned about their symptoms. There has been frustration on both sides when testing provides no actionable results. Concerns about IEQ have remained high, and, troubled by the lack of certainty, staff on campus have made independent attempts to examine the problem. To track air quality and health concerns among Lane staff, for example, in 2000, nurses in Family and Health Careers surveyed members of the college community to track symptoms, including respiratory illness. (The results of this survey are in the Exhibit Room.)

When IEQ issues emerged as a result of preliminary analysis of the self-study, the Coordinating Team conducted a college perception survey in Spring 2004, on a number of issues, including IEQ. (See Executive Summary for methodology; complete survey results are in

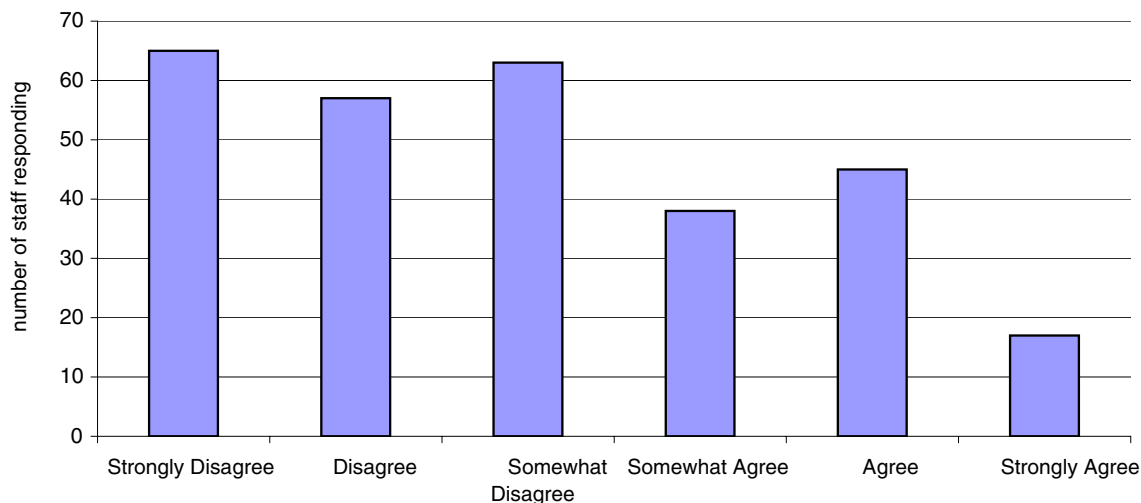


Figure 8-3: Staff Opinion—Responses to the Statement “I have no concerns about the impact of Lane’s physical environment on my health.” N=285 (Source: Self-Study Feedback Survey, Spring 2004).

the Exhibit Room.) To the statement, “I have no concerns about the impact of Lane’s physical environment on my health,” 65 employees strongly disagreed; 57 disagreed; and 63 somewhat disagreed for a total of 185 out of 287 respondents expressing a spectrum of concern from mild to serious. Some expressed little concern about Lane’s environment on their health: 17 strongly agreed; 45 agreed; and 38 somewhat agreed with the statement (Figure 8-3). While this survey is merely preliminary and only represents responses from 287 of 1,100 employees, it suggests that many are concerned.

Progress on Addressing IEQ Issues

Ten years ago, while FMP had a complaint process in place, the response to complaints was not consistent and the process was not universally understood. Today, primarily because of experiences around significant issues of Indoor Environmental Quality (IEQ), response to such issues is very different. Following are some significant new response mechanisms in place:

- The college hired an environmental specialist, to provide immediate response to complaints, to perform routine monitoring of IEQ, to perform “first-line” testing, and to oversee remediation when appropriate.
- The college routinely calls on the services of an industrial hygienist to investigate IEQ complaints.
- Housekeepers are trained in cleaning methods related to maintaining good IEQ standards.
- The college has set aside office spaces for employees who have chemical sensitivities or allergies related to their work spaces.
- Quarterly building inspection checklists for every building are forwarded to the vice president for college operations.
- The Safety Committee and the environmental specialist have developed a protocol for identifying and rectifying facilities problems related to IEQ complaints, and will develop a ranking system for investigation and remediation.
- The Safety Committee has developed and adopted recommendations for improving Indoor Air Quality (IAQ) in new construction and major remodels. Facilities is beginning to incorporate these recommendations into all new projects. (See IAQ Recommendations 040430; Safety Committee Recommendations for Improving IAQ in New Buildings and Major Remodels available in the Exhibit Room).
- The Welding Program facility, the Laundry, and Printing and Graphics have been moved to the east side of campus, into the industrial quadrant. These moves were part of the college’s plan to separate noise, dust, grit, and fumes from the instructional and administrative areas of the campus and to provide a cleaner environment to the majority of the college.

- Response to Building One problems resulted in an IEQ task force that met regularly to consider response options and to communicate with employees in that building about testing results and steps to remediate. Because of this experience, Lane expects to form a permanent committee to perform similar functions for the college as a whole.
- Because many problems have been related to carpeting, the college is developing new standards for floor coverings that include options other than carpeting. (See Exhibits on Chronology of Complaints and Response.)
- The college retained the services of physicians specializing in medical problems related to IEQ. Employees with symptoms have been provided access to these physicians at college expense.
- The college continues to review best practices and guidelines as set forth by groups beyond OSHA and the EPA, including the US Green Building Council's Leadership in Energy and Environmental Design green-building rating system and California Specification 01350. The environmental specialist is currently taking a nine-month course on sustainable building practices, of which environmental quality is a significant component.

The college has developed its capacity to respond more effectively to IEQ concerns. However, it is extremely difficult to definitively identify the causes for symptoms experienced by some people. The college is committed to finding and fixing workplace problems that are causing symptoms for employees and students. While Lane has improved its response mechanisms significantly over the years, the college will continue to look for ways to make improvements on responses.

Facilities Off the Primary Campus

Lane has several outreach centers off of the primary campus: the Downtown Center, the Florence Center, the Cottage Grove Center, Wildish, and seven Community Learning Centers; these are appropriate to the programs offered (8.A.6). Recent additions and updates, and a new building at Cottage Grove, have significantly improved outreach in these areas. Staff who work in the outreach facilities make requests for

changes and furnishings through the same processes as the areas on the primary campus. By and large, when Lane uses facilities owned by other organizations for its classes and events, such facilities are public agency spaces; these follow local, state, and federal health and safety codes (8.A.7).

Florence Center

The main facility at the Florence Center (known as the South Building) contains the main office and reception area, four classroom areas, a small open computer lab space, and an upper level telecourse/distance learning classroom. One of the classrooms is specially designed for art classes and activities. Another classroom is set up for the Family and Health Occupations program. This enables the Florence Center to offer all of the prerequisites for the nursing program. Responding to the results of Lane's community needs survey, the Bond Project constructed a new North Building, with five additional classroom areas, two of which are computer classroom labs. One of the classrooms serves as the IP-video live interactive classroom. This allows students to participate in classes offered at the main Lane campus. The Bond Project also remodeled one of the rooms in the South Building to be a dance class area. In addition, the Florence Center is working with the local health care industry to provide the courses to meet health care program requirements.

Cottage Grove

Bond construction provided a new facility for the Cottage Grove Center in 2000. This facility includes two computer classroom labs and a telecourse room with three computers. There are five general classrooms, two of which are set up to accommodate home economics and art classes with special floor coverings and sinks. There are two classrooms for ABSE, a small computer tech area, and program office. A Math Resource Center Office and testing and study area to help students meet math requirements for programs. The Teen Parent Program run with the local high school has an office in the building. The facility contains a small bookstore; a small lounge/cafeteria area with vending machines; a Student Resource room; a reception area; seven staff offices; a workroom;

and a small break room for staff. The current facility provides first-year general education, self-improvement, and personal enrichment courses.

Downtown Center

The Downtown Center (DTC) has nineteen general-use classrooms ranging in size from 12 to 50 seats, six computer classroom labs, and two special purpose labs for phlebotomy classes and photography classes. The DTC houses the Continuing Education (CE) Department, which coordinates non-credit classes at Lane. The rooms house the CE coordinator's offices and faculty support rooms. CE also manages the Massage Program and the CISCO Network Academy Program. Evening classes in English as a Second Language (ESL) are located at the DTC; the daytime ESL classes move to the main campus in summer 2004. ABSE classes are offered and faculty have offices at the DTC. The Contract Training Department, which coordinates all contracted training with local area businesses, is also located in the DTC. The DTC facility also provides student services counselors and advisors, a Students First! counter for credit and non-credit registration, placement testing, and a bookstore annex for texts and supplies. Bond improvements to the entrance and reception area of the DTC have made the building more accessible, safe, and user-friendly for staff and students.

The Wildish Building

The Wildish Building is a two-story building located in Eugene. This facility was remodeled and an elevator was installed in 1996 as part of the Bond Construction Project; in addition to departmental office and support areas, the building contains two classrooms and a computer training room. The Business Development Center (BDC) is located at the Wildish facility, as is the Lane Micro Business Program. This program is a collaborative effort with local business to support and educate micro-entrepreneurs. The Senior Companion Program is also located at this facility (see also 2.G. and 2.H.)

Eugene Airport Buildings

There are four buildings at the Eugene Airport that are used by Lane Community College's Flight Technology Program. Building 1 is the Flight Technology Administrative Building. This houses the program's reception, manager, faculty, and

administrative offices. It also houses a classroom, library, and conference room. Building 2 is an instructional area. Ten instructors' offices, a classroom, and a student lounge are located in this building. Building 3 is the Flight Technology A/C Maintenance Shop. Building 4 is the Return to Service (RTS) area. Two offices, a classroom, a research library, tool and parts area, machine shop, and various repair areas are located in this building. All buildings are owned by the college except Building 2, which is leased from the City of Eugene.

The Community Learning Centers (CLCs)

The CLCs are located in Lane County at the Willamette, Junction City, Churchill, Elmira, Thurston, Oakridge, and McKenzie high school facilities. These facilities were developed in the community through cooperation with local high schools to provide increased access to programs.

Strengths:

- With the addition of new and remodeled space, all of the instructional areas of Lane are generally able to offer sufficient classes to meet current program requirements.
- The new Cottage Grove building significantly improves the quality of facilities for instructional and student services to students there.
- The Florence addition of the North Building provides expanded space for instruction.
- In many new areas improved or created through the bond, high-quality and aesthetically appealing furnishings create an enhanced learning and working environment.
- Additions and improvements to the CLCs support enhanced outreach capacity.
- The college has developed uniform standards for furnishings with flexibility for educational needs.
- In the past five years, there has not been a single documented worker's compensation loss claim at the college.
- The strategic directions for 2004-08 specifically address environmental issues.
- The environmental specialist receives ongoing training in IAQ testing and monitoring.
- College staff have continued to learn about IEQ and the college has significantly improved its systems and processes for addressing these

problems, both proactively in planning for the future and in its responses to problems as they arise.

- Lane’s housekeeping staff maintain a clean and safe environment for the college. Results from the Housekeeping Perception Surveys of the occupants have indicated a high degree of satisfaction with the condition of the facilities.
- The low crime rate at the college is a testament to the college’s safe facilities.

Challenges:

- The college added over \$2 million to the bond funds to complete projects. With the heavy focus on the bond, some areas of routine repair, not funded through the bond levy, were neglected because of budget cuts.
- Not all facilities needs were met by the Bond Project.
- Space is still a limiting factor for expansion of instructional programs and services, especially during peak hours.
- One effect of budget cuts was that Capital Outlay allocations had not been adequate to maintain furnishings. Some furnishings have aged and are no longer adequate for their intended use.
- The bond and appropriate response to IEQ issues have placed an increased burden on some areas of maintenance and housekeeping with current staffing levels.
- While most areas of college are accessible, there still remain some areas that need further development to be fully and conveniently accessible, as some ramps can take students and staff in roundabout ways to get where they are going. Additionally, a Civil Rights Audit cited a few areas on campus with disability access issues.
- While the DTC is a valuable resource for many in the community, it has been difficult to make major modifications there due primarily to the cost involved and the special and accessibility constraints of a dense urban situation.
- Facilities that Lane uses which are owned by other organizations are inspected by instructors and other personnel. There is not a systematic report process concerning these facilities.

- There is not a protocol for ranking complaints and concerns for investigation and remediation.
- The Safety Committee and Director for Health and Safety are developing procedures to improve the college’s responses to health and safety issues.

Improvement Plans:

- The bond drain on Capital Repair and Improvement funds has come to a close, and routine funding for ongoing projects can return to appropriate levels. In FY 2004-05, the Facilities Management Team will initiate some larger projects.
- Major unmet needs are being included in the Long Range Facilities Plan and will be addressed through the process that has been established to implement the new Facilities Plan.
- The college will continue to assess space assignment and improve efficient use of space while keeping students’ scheduling needs in mind. Lane is implementing Schedule/Resource 25 software that will allow the college to better manage facilities in relation to scheduling classes and events. This tool will also provide better access to events information via the Lane homepage for staff, students, and the community at large. Individuals can now request space use through the Events webpage.
- The college is currently developing a furnishings replacement plan. Phase I involves the ongoing replacement of tablet armchairs in classrooms. Facilities has developed standards, and will implement a request procedure to evaluate and fill furnishing needs on a prioritized basis.
- The college will continue to review appropriate staffing levels in its housekeeping function.
- With increasing environmental awareness of health and safety, the college will continue to strengthen its procedures and protocols for health and safety on campus, and communicate them to college staff. Such communication will include training in the use of protocols and procedures. One important protocol that should be developed for remediation involves the need for a procedure for ranking complaints and concerns for investigation and remediation.

- Lane has committed more resources to proactively respond to environmental and air quality issues from staff. The college has allocated well over \$1 million for remediation, with over \$500,000 to solve mold problems in Buildings Four and One in the past five years alone; it has created the Environmental Quality Incident Report (EQIR) database; hired an environmental specialist, and is currently reviewing OSHA compliance.
- The relevant results of the Civil Rights Audit are being delivered to the FMT for inclusion, prioritization, and implementation. Lane plans regular review of facilities for accessibility and regular updating of the ADA Plan and increased connection and communication between the Safety Committee, the Facilities Management Team, and Human Resources.
- A new process has been developed with recurring funding for maintenance, such that prioritized activities are scheduled and completed. The college will ensure adequate maintenance and housekeeping staff for any new facility or additions as part of its planning process.
- Lane has placed the DTC, along with a Health and Wellness Building and a Library and Information Commons as its top three priorities for state capital construction funding.
- The college will continue to monitor the effectiveness and utilization of the CLCs and make changes when needed.
- The college plans to develop a database of facilities used by Lane that are owned and operated by other organizations. Included in the database will be the location, scheduling, contact person, emergency contact person, and results of the facility evaluation. The college will also develop procedures to evaluate areas used by programs.

Equipment and Materials

Suitable and Accessible Equipment

Suitable equipment, including computing and laboratory equipment, is provided and is readily accessible at all sites to meet educational and administrative requirements (8.B.1). College equipment is maintained in proper operating condition, is inventoried and controlled, and

replaced or upgraded according to a plan within fiscal constraints (8.B.2).

As part of the Bond Project, the board identified \$5 million to be used for instructional equipment. The college asked all of the instructional areas to make requests to this fund. Each program submitted requests and provided representatives to speak for all of the instructional programs. The college conducted two rounds of prioritizing and allocation until funds set aside were depleted. The Bond Equipment Fund helped many departments upgrade or purchase new equipment.

Computer Equipment

Since 1996-97, the college has allocated \$750,000 to put a computer on every faculty member's desk; every staff person and faculty member has use of a computer, and there is a four-year replacement schedule in place for updating (5.T.A.1). The Capital Outlay process was the major means by which instructional departments acquired needed equipment, other than from student course fees dedicated for that purpose. Income Credit Program Materials and Supplies carryover practices allow departments the flexibility to save and replace equipment over a period longer than one year. In order to acquire and upgrade equipment, Professional Technical programs have used Carl Perkins Grants.

Unit planning provides a process to request resources for departmental instructional and administrative equipment needs beyond the departmental and divisional budgets. These requests are prioritized and resources allocated according to the budget (1.A.5, see Standard 1).

Technology Fee

Stable and adequate funding for technology has been an essential aspect of the college's facilities planning, since computers are a key component of the learning environment and obsolescence occurs faster than with other kinds of equipment. In addition to the staff use of computers, the increasing use of technology in direct instruction led to institution of a Student Technology fund from a \$3 per credit hour fee in 2002-03. This fund, which totals close to \$1 million annually, directly addresses the instructional technology needs of students (5.T.A.1).

Lane combined Instructional Technology and Computer Services to provide integrated technology services and support for the entire college. Technicians are on staff to help repair and maintain equipment and a Help Desk process has been initiated to respond to requests from college users. Technicians are trained to undertake warranty work where possible (5.T.D.4).

The Computer Support Standards Committee has set a minimum level of computers, both PC and Mac, that can be reasonably maintained. The committee also created a process to identify staff and administrative computers on campus that need upgrading. The college allocated \$100,000 in 2003-04 for computer replacement, plus an increase to \$250,000 in 2004-05. The goal of this process is to keep staff and administrative computers at an effective level. Computer Services, in conjunction with Instructional Computing, developed a replacement plan for computer servers used to provide instructional and administrative services.

Hazardous Materials Handling

Lane has procedures and personnel in place to safely handle hazardous materials and plan for their proper disposal (8.B.3) The college complies with federal, state and county hazardous materials requirements and has recently received a DEQ Compliance Inspection which did not include any major penalties or violations.

The procedure for dealing with hazardous materials incidents is outlined on COPPS. The college has a Hazardous Communication Procedure that outlines the goals and procedures to protect staff and students from undue exposure to harmful substances. This procedure includes information about labeling, Material Safety Data Sheets (MSDS), training, and informing contractors. The college's Chemical Hygiene Plan addresses the laboratory use of hazardous chemicals.

Personnel trained in chemistry also act as resources. Currently, the college's Chemical Hygiene Officer (CHO) is the Science Division chair; this person has the responsibility for the overall health and safety program for laboratories.

Lane employs the only community college environmental specialist in Oregon. This person ensures compliance and maintenance of hazardous materials. The environmental specialist has a degree in chemistry and receives yearly emergency response training. She produces the yearly DEQ and Fire Marshall reports; job responsibilities also include monitoring implementation of Lane's chemical use and reduction plan.

Strengths:

- Areas affected by the bond have significantly improved instructional equipment, including state-of-the art technology in some areas.
- Significant investment in equipment and technology have had positive impact. Every work station has a computer, and the four-year replacement cycle supports upgrades as needed.
- Housekeeping staff receives annual training for the safe use of chemicals.
- The college's Environmental Specialist provides continuity in response to issues of health and hazardous materials handling safety.

Challenges:

- State capital construction funds have not been provided since 1987, in spite of the state's mandate. Many requests have been unmet in recent years.
- The Capital Outlay process has been unable to respond to requests due to revenue shortfalls.
- Currently there is a backlog of equipment needs.
- Expanding use of technology in instruction places an increasing demand on resources for acquisition and equipment.
- Purchase Orders for chemicals are reported but purchases of chemicals by departments on Visa cards are not.
- Currently, the CHO is the Science Division chair. While the previous chair was a chemistry specialist, the current chair is a biologist.

Improvement Plans:

- The college continues to make requests for state capital construction funds, expecting the monies will return in better economic times.
- The college will use the Workstation Replacement Plan to address backlog computer equipment requests.

- The Instructional Technology Plan will be reviewed and implemented by the new governance system to plan for and address the effects of technology demands on college resources.
- The college will improve chemical purchase reporting such that all purchases of hazardous materials are reported to the environmental specialist.
- The college plans to include regular review of departmental hazardous materials requirements compliance as part of the environmental specialist's job responsibility.

Physical Resource Planning

Alignment with College Mission

The long-range Facilities Plan for campus physical development is consistent with the mission and the long-range educational plan for the college; it is updated periodically (8.C.1). As with many areas of the college, facilities requires a coordinated system of long-range planning. A facilities master plan was developed in 1995-96. From 1996 to the present, the college has worked to implement that plan, much of which related to bond construction. From 2002-04, the college has been developing a new facilities plan, which will be reviewed by the board in September 2004.

Lane is currently in the process of changing its governance structure so that there will be a Learning Council, whose charge it will be to develop a long-range learning plan; and a Facilities Council, which will oversee the review and updating of the Facilities Plan that is in tune with the college's long-range learning plan.

Necessary Funding

Lane's facilities development and major renovation planning include plans for the acquisition and allocation of the required capital and operating funds (8.C.2). As noted above (8.A.1), prior to recent construction projects, the college presented a bond levy to residents of Lane County and obtained their approval.

Recurring funds are allocated to Capital Repair & Improvement, and the college makes regular requests to the state Department of Community College and Workforce Development capital

funding process. A Lane Foundation Capital Improvement Campaign is currently planned to develop funds for campus projects. One in particular supports a new garden in the West End Entry to the campus. Significant funds were allocated to Major Maintenance in the FY04 budget, and allocation will continue as feasible. A study to determine the feasibility of a capital campaign was completed in Fall 2002. As a result, the Foundation Board is building an infrastructure which will support a future campaign.

Planning, Accessibility and Security

The college includes ADA requirements in the planning of and construction of all new buildings, structures, and access ways. It also provides for appropriate security arrangements (8.C.3). The college incorporates planning for locking systems, motion detector lights, fire alarms, safety nightlights, interior and exterior automatically controlled lightning, and security lighting in all new constructions. Recently, Lane initiated a method of monitoring LCD projectors to increase security and increase theft prevention. Because of problems with lost keys and the security risk that those keys pose, the college is investigating the implementation of a card access system for buildings. Public Safety officers are available on campus 24 hours per day and seven days a week.

Planning and Constituency Involvement

The board and other affected constituent groups are involved, as appropriate, in facilities planning. For the most recent long-range planning process, the FMP Department asked all areas of the campus, including the CLCs, to provide input through a Facility Needs Survey on their current and projected five- and ten-year needs. Results of the Facility Needs Survey are incorporated into the Long-Range Plan.

As part of the Unit Planning process begun in the 2003-04 year, each unit at the college creates a list of initiatives, part of which includes requests for resources. All areas participate in this process. The total list of requests will be prioritized and allocated as resources are available.

The college presents all requests to the FMT, which (if it is determined feasible) assigns a priority to each request. The FMT can allocate

Small Projects funding for projects under \$5,000. FMT also maintains a Capital Improvement and Repair Priority List and prioritizes requests on the list to fund projects as the budget allows. All projects over \$75,000 require board approval.

The college ensured that the Bond Construction Projects were based on a Summary of Needs that included input from the college and the community. The Board of Education approved all Bond Projects before any construction took place, and later reviewed monthly reports of the Bond Project Manager. The college saw that all Bond Projects were developed with input from Project User Groups (PUGs), comprised of faculty, managers, and classified staff who were users of the local improvement site.

Strengths:

- The ongoing planning for facilities relies on representation from the college community. The Facilities Management Team has representatives from student, classified, faculty, management, and facilities management groups. They make recommendations to the vice president for operations and the president, who report to the board.
- The Long-Range Facilities Plan is tightly aligned with the college mission, vision, core values and strategic directions.
- Facilities Planning throughout the bond process involved stakeholders. The new Facilities Council will provide college-wide representation on facilities policy and planning.

Challenges:

- Acquiring student input on facilities planning is difficult on major multi-year projects. Students typically do not remain at Lane for the duration of many facilities planning and construction cycles.
- Finding sufficient financial resources to implement measures to make the college buildings and their contents more secure proves difficult in times of statewide budget constraints.

- Effective long-range planning in a rapidly changing funding resource environment is difficult, as is building facilities that effectively meet changing educational demands.
- The college does not currently have an established capital reserve fund.

Improvement Plans:

- The new governance process includes student representatives on each functional council. The college will develop creative methods to foster student participation in college planning and governance.
- The college will continue to monitor the level of public safety officers to maintain adequacy for changing needs of the campus. The college will also review all physical resource planning for special access and security issues, and implement new security plans.
- The Facilities Council will undertake regular review of the Facilities Plan in line with the Strategic Plan; there will also be a regular review and updating of the Facilities Plan in concert with state biennium budgeting process.
- Lane plans to build a capital reserve for major maintenance for capital improvements.

