Appendix V

SURVEY QUESTIONNAIRE:

WEIGHTING LCC'S DESIGN GOALS

Thank you for your willingness to participate in this survey.

The survey's purpose is to provide guidance to the UO Perimeter Planning Team as they finalize the plans they are developing for LCC. Your opinions about the importance of different elements of Lane's Design Guidelines, which were approved by College Council last May, will help the UO Team focus their plans and recommendations. Additional supporting guidelines have been added based on the findings of the UO Perimeter Master Plan Design Workshops held in October 2009. All responses will be confidential and will be combined and reported only in an aggregate form.

GOAL: SUITABLE ACCESSIBILITY

Please rank the level of importance of each goal. (3 being very important, 1 being not very important)

1. Optimal Wayfinding - Wayfinding on campus should be clear and easily understood. Pedestrian and vehicular circulation, landmarks, signage and architecture should create a hierarchy of space that will add to imageability and wayfinding helping to facilitate travel to, from, and within buildings and parking areas.

2. Hierarchy of Paths - Pedestrian circulation needs to be clear, safe and comfortable. Circulation networks need to be sized appropriately, directing people through campus. Building entries and intersecting paths should create places to interact.

3. Clear Circulation Routes - Paths should be clearly articulated and contribute to a sense of direction and purpose. Wheelchair routes should be straightforward, easy to find and follow.

4. Gateways - All circulation networks should be clearly marked with art, architecture or landscaping to create identifiable transition zones between spaces adding to imageability and wayfinding cues.

5. Accessible Routes - Circulation networks through campus should be accessible to pedestrians, bicycles and maintenance vehicles. Alternative routes for automobiles traffic should be clearly identifiable and have minimal intrusion on the campus core.

6. Connected Sidewalks - Sidewalks should be organized and connected in logical ways that follow natural routes of circulation throughout campus. Sidewalks should be a minimum of 5 feet wide, shaded/covered naturally when possible and separated from the roadway with planting strips.

7. Great Streets - Streets should be pedestrian friendly, incorporating trees, separated sidewalks and other traffic calming devices such as medians and narrow lanes to prevent speeding.

8. 1500-Foot Walk - Most destinations on campus should be within a 1500-foot walk of each other. This walk should take ten minutes to complete. This distance allows for a compact campus and decreases the likelihood that students will drive between classes.

9. Convenient Bus Stops - Bus stops should be in convenient places, evenly dispersed across campus and should be within a 1500-foot walk of anywhere they serve.

10. Safe Access for Bikes - Bicycle traffic should have separate lanes from vehicular traffic when possible. Integration other principles like Great Streets, Clear Circulation Routes, Hierarchy of Paths should keep bicyclists and pedestrians safer.

11. Accessible Entries - Building and campus entries should be visually

distinct and will help with wayfinding. Students with mobility limitations should be able to use the same entrances and when possible should have similar travel distances between buildings as those without limitations.

12. Safe Access for Pedestrians - Pedestrians should have safe routes to, from, and within campus. Planting strips, designated pedestrian paths in parking lots, on street parking and street trees all help create physical barriers from vehicular traffic and other hazards.

GOAL: SUSTAINABLE BUILDINGS

Please rank the level of importance of each goal. (3 being very important, 1 being not very important)

1. Oriented to Sun and Wind - Buildings should be designed to minimize energy and water use, to respond to local climate, and to maximize the use of natural daylight and ventilation. Designs should include consideration of shading options on south and west exposures, which reduce heat gain in summer and admit light in winter. Each building should provide its inhabitants with a clear sense of location, weather, and time.

2. Windows to the Campus - The design of new buildings should include for visual transparency to promote and activate academic activities both inside and outside of the classroom and draw people to interesting and engaging opportunities.

3. Natural Surveillance - Appropriate landscape and building designs should follow best practices to provide perceived and actual security. Visual connectivity through building windows, use of outdoor spaces and suitable lighting will help to intensify and activate the campus creating a higher level of perceived and actual sense of safety, "eyes on the street".

4. Four Story Limit - A four-story above ground limit should be observed for all new buildings on campus. A height limit will ensure equitable access to sunlight and views, optimize energy consumption, and retain the unity of the campus form.

5. Narrow Buildings - Buildings with widths ranging from 50-65' maximize access to sun light, allow the potential for natural ventilation and promoting environmental sustainability. They also help define exterior spaces and allow more "eyes on the street" that help create better Natural Surveillance goal.

6. Building for Spatial Structure - Spaces should be designed which support learning, build community, and foster feelings of inclusion for all people, regardless of user group, culture, race, religion, gender, sexual orientation, age, learning style, or ability. Buildings, landscapes and lighting should be designed to promote personal safety.

7. Shaped Pathways and Spaces - Buildings should be designed to shape outdoor spaces and pathways that are safe, day-lit and provide for a hierarchy of needs and activities. The design of new buildings should consider efficient circulation throughout campus. Landscape elements should avoid areas of concealment around building entrances, pedestrian walkways, or parking lot perimeters.

8. Perimeter Support Buildings - When there are new or expanding programming needs, preference will be given to the following strategies: retrofitting, remodeling, building additions, new buildings only if strong burden of proof that it is required. If faculty and staff offices must be relocated, those offices should be moved minimally. New perimeter buildings should be added to financially and academically benefit student programs.

9. Landmark Buildings - Landmark buildings shall be identified and de-

signed or remodeled to benefit campus Wayfinding and Civic Structure. Landmark buildings should mark entry points and reinforce the campus heart by shaping major open spaces. In addition to their placement, these buildings should be designed to be symbols of Lane Community College's identity.

10. Background Buildings - Background buildings should be placed and designed to provide support for programmatic needs, outdoor spaces and landmark buildings on campus. In contrast to landmark buildings, these buildings should be parts of the greater whole in their proximity to other buildings, form and aesthetic.

11. Identifiable Entries - Building entries must be marked clearly and in such a way that people who approach the building see the entry when they see the building. Entries should be visible from all directions and lines of sight.

12. Covered Walkways - Where possible and appropriate, covered walkways should be designed using trees and architectural features. Covered walkways should be designed to retain access to daylight and personal safety, to avoid concealment of building entries, and obstruction of clear wayfinding.

13. Articulated Walls - Great buildings usually have expressive elevations that give them life and relate them to the greater context. Certain push and pulls within the face or walls inside of a structure can indicate or hide specific elements of its program. The idea is to create walls with more character.

14. Adapted Buildings - Along with creating new structures, the renovation of existing buildings reduces construction costs and keeps the original campus feel as a cohesive whole. Old buildings can become revitalized with the integration of technological and sustainable elements.

15. Entries on Public Spaces - Entrances to buildings and public spaces contain high concentrations of activity. Building entries, courtyards and quads should be welcoming and comfortable. Sidewalks and hardscape gathering spaces should be appropriately landscaped, allow for visual connectivity and safety.

16. Active Ground Floors - Great entrances and programmatic rooms that allow for places to congregate can enliven the first floor of any building. Activity seen from outside the building act as windows to the campus and will give viewers more of a reason to enter the indoor space.

17. Entrance Transitions - Rather than being thrust into a space after walking through one set of doors, why not create an entry sequence that eases a person into a new place. Integrating art and display areas of academic achievements help generate interesting spaces and points of interest.

18. Green Roofs - Integrating vegetated or electricity producing photovoltaic panels can provide energy for the campus and clean catchment water by taking advantage of relatively unused rooftop space.

19. Classrooms with Views - Views to exterior spaces increase classroom productivity, help create comfortable, well lit interior space and allow for the natural surveillance of campus.

SUSTAINABLE LANDSCAPES

Please rank the level of importance of each goal. (3 being very important, 1 being not very important)

1. Civic Structure - The primary function of buildings and open spaces is to shape space, not to provide decoration. New projects should make a positive contribution to the experience and imageability of the campus.

2. Shaped Space - Scale and the shaping of space, not style, are essential elements in building and open space design. Create spaces that are inviting and unique and allow for different experiences.

3. Ecological Preservation - Preserving environmentally sensitive and special habitat areas will ensure the preservation of vital ecological areas, as well as provide Teaching Landscapes for students and the community about the environment.

4. Teaching Landscapes - Design outdoor spaces for and as classrooms with the implementation of sustainable ideas. These outside spaces can be used as great learning environments.

5. View Corridors - Buildings, parks, pathways and streets should be sited to maximize views to the borrowed landscape and take advantage of the rich natural resources of the area.

6. Varied Seating - Providing for a variety of seating options allows for choice and flexibility. Diversity of seatin- g helps activate spaces and be continually used.

7. Offset Outdoor Seating - Allowing seating to be in close relation to a building entrance, while still keeping a distance from traffic is a helpful solution to give people a pause before or after taking part in activities within a building, having a private conversation, read a book or eat lunch.

8. Seating Along Pathways - Seating opportunities away from building should provide places to rest between destinations, take into consideration view corridors and landscape planting.

9. Places to Smoke - Create designated places to smoke away from high traffic areas should be clearly identified with signage and seating.

10. Legible Landscapes - It is important to provide desirable outdoor spaces complete with appropriate trees and plants. Landscaping helps form views, nooks, provides excitement and connects to the surrounding landscape.

11. Art on Campus - Personalizing space shows the most honest sense of character. It allows visitors to understand a place and the people that consume the particular location.

12. Campus Quads - Buildings create the shape given to outdoor rooms creating a sense of place. Elements of quads include places to sit, area to run, are appropriately scaled and connect pathways. Quads provide pedestrians direction between buildings and the surrounding areas.

13. Street Trees - Trees provide shade, create a ceiling for the street network and are used as a traffic-calming instrument. They should be planting in the strip between curbs and sidewalks creating shade for the street and the sidewalk. The trunks make a more secure pedestrians area.

14. Bioswales - Bioswales help filter runoff of rainwater, provides a softer edge to such areas like parking lots and sloping streets and can be used as a safety separator between the auto and pedestrian realm.

15. Ecological Preservation and Restoration - It is important to look at the history behind something that already exists. It can often be in the best interest to upgrade and preserve rather than demolish and start over to really keep the true nature of an area.

16. Small Parking Lots - Screening and vegetating parking areas can diminish the effects of stormwater runoff, parking lot pollution, "the heat island effect" and create a smaller visual blight. It is more aesthetically pleasing to break up parking lots and provide small lots and on-street parking options.

GOAL: COMPLETE COMMUNITY

Please rank the level of importance of each goal.

(3 being very important, 1 being not very important)

1. Places to Learn - This includes classrooms, but also other spaces that foster a healthy environment in which learning can occur.

2. Campus Cafes - Café and eateries help foster interaction between students and faculty, provide a destination location to see and be scene, a place to hang out on campus, and help create a better sense of community.

3. Campus Housing - Housing within walking distance from campus allow for students, families, community members and faculty to live close to their place of work or education. It helps eliminate the need for autocentric transit, and creates a local community.

4. Campus Retail - Provide retail services within immediate proximity of the campus core, so that students and faculty can access amenities nearer to their community without the need to get in their car.

5. Places to Play - Quads and great lawns are traditional open green spaces on college campuses. Connections to surrounding nature trails, programmed sport fields, parks and a central recreation building are important.

GOAL: APPROPRIATE INFRASTRUCTURE

Please rank the level of importance of each goal.(3 being very important, 1 being not very important)

1. Hidden Infrastructure - Hidden utilities can add from the visual clutter that large institutions accrue creating a healthier environment.

2. Recycling Places - Creating specific areas throughout campus, in and around buildings, provide opportunities to recycle and create a culture of recycle, reuse, renew.

3. Hidden Building Support - Masking maintenance and support functions of existing campus buildings, and designing all the new buildings in a way that will eliminate their functions from being an apparent to the college community as a way to promote a focus on a healthy educational environment.

4. Accessible Building Support - Allowing for ADA accessible design throughout buildings on campus, so that all amenities may be easily accessible, regardless of physical ability.

GOAL: FEASABILITY

Please rank the level of importance of each goal.(3 being very important, 1 being not very important)

1. Phaseability - Phasing improvements and additions to the college is a way that allows for the campus to remain a healthy learning environment, while also ensuring its future health. One phase of construction can help create a revenue stream for the next.

2. Constructability - Designing buildings and infrastructure in a way that would ensure their construction, and eliminate the need for excessive maintenance.

3. Political Feasibility - Making sure all design proposals are realistic in terms of the student and faculty opinion, and allowing for change to ensure its support from the greater community and county.

4. Cost - Keeping all costs, from design to construction, within the budget set out for the college to allow for the continuation of financial academic support.