

NORCO COLLEGE

RIVERSIDE COMMUNITY COLLEGE DISTRICT



EXECUTIVE SUMMARY

FEBRUARY 2020

MESSAGE FROM LEADERSHIP



Norco College opened its doors in March of 1991 with fewer than 1,000 students. At that time, few imagined we would enroll close to 15,000 students, with over 20,000 expected within the next decade.

Guided by the Educational Master Plan, this Facilities Master Plan identifies specific new construction and renovation projects to be completed through 2030. It serves as the foundation for ensuring that the college continues to provide quality higher education in an environment that is inviting and conducive to enhancing all aspects of the learning experience through:

College Transformation

Create a comprehensive campus environment with a full complement of academic programs and capacity to meet the needs of our entire service area.

Student Transformation

Promote student success through academic growth and implementing a guided pathways framework.

Regional Transformation

Establish a distinct regional identity with initiatives that influence academic, economic, workforce, social, and cultural development.

This plan is the result of many hours of dedication and deliberation by members of faculty, staff, management and the student body at Norco College. It captures our collective vision for Norco College as a pivotal center for scholarship, arts and culture, dynamic technologies, and partnerships in the region. I thank each of you for your hard work and steadfast dedication to providing access, ensuring equity, and guiding future generations of students to success at Norco College.

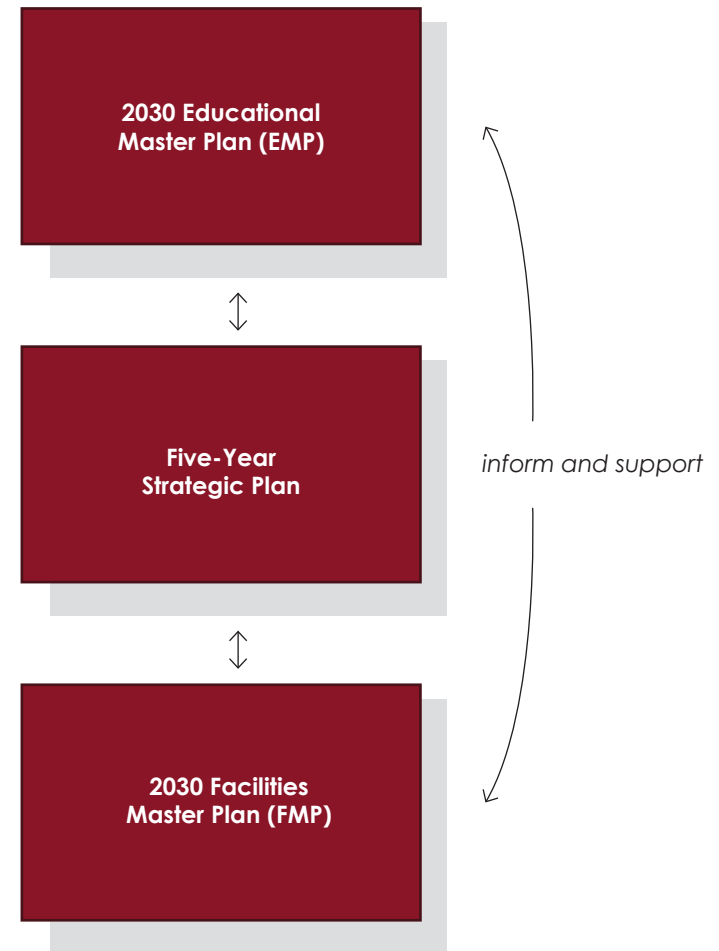
Respectfully,

DR. MONICA GREEN
INTERIM PRESIDENT
NORCO COLLEGE

COMPREHENSIVE PLANNING

Riverside Community College District (RCCD) and Norco College assembled a planning team to update the Facilities Master Plan in an effort to integrate the newly developed Educational Master Plan and provide recommendations for the campus' physical environment that align with the college's goals, mission, and vision.

Norco College started a comprehensive planning process in the Fall semester of 2017. The process involved a significant amount of thinking, planning, and deliberation. The detailed implementation strategy for this vision can be found in three core documents. First, the 2030 Educational Master Plan (EMP) defines where the College is headed over the next decade. The Educational Master Plan sets forth a strong vision for the future direction of the institution that will serve as a model for other community colleges deep into the 21st century. Second, the Five-Year Strategic Plan defines the work the College is going to do over the next five years as it heads in the EMP direction. Third, the Facilities Master Plan (FMP) maps out a direction for the campus environment that will need to be built in support of the EMP. These three documents outline a clear, strong, and compelling vision for the future. **The complete set of plans defines a framework that will transform Norco College into a comprehensive institution with the capacity to serve the entire region.**

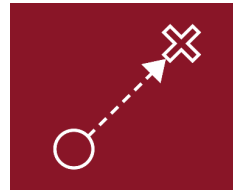


FACILITIES MASTER PLAN

The **Facilities Master Plan** is the physical manifestation of **Educational Master Plan**. The Educational Master Plan outlines three Strategic Directions that align with goals that impact students, the College, and the region. Each have been addressed as part of the Facilities Master Plan and become the critical drivers in the formation of the document.

Norco College will build a comprehensive and inspiring campus integrated into the region that serves as a destination for education, commerce, life, and the arts.

GOAL OF THE FACILITIES MASTER PLAN



STRATEGIC DIRECTION #1 STUDENT TRANSFORMATION

Norco College will focus on changing the trajectory of students' lives through expanding access to education by increasing enrollment, implementing the Guided Pathway framework, closing equity gaps, and fostering a culture of ongoing improvement for students, faculty, and staff alike.

Facilities Master Plan Alignment:

- » Increase student services footprint to meet the needs of a growing student body
- » Embed student services within each of the academic buildings
- » Centralized student services as a campus-front door
- » Embed study spaces within each of the academic buildings
- » Centralized study space in expanded Learning Resource Center



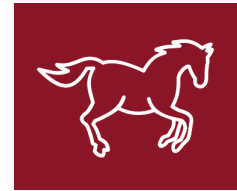
STRATEGIC DIRECTION #2 COLLEGE TRANSFORMATION

As Norco College seeks to become a comprehensive college with capacity to serve the entire service area by 2030, a framework for the College transformation will expand the range of academic programs and organizing the campus' governance, staffing, operations, resources, facilities to support this expansion.

Facilities Master Plan Alignment:

New and expanded facilities for:

- » STEM
- » Health industries technology
- » Agriculture
- » Computer science
- » Natural sciences
- » Physical education
- » Kinesiology, and athletics
- » Visual and performing arts
- » Create spaces for interdisciplinary learning and crossover programs between schools



STRATEGIC DIRECTION #3 REGIONAL TRANSFORMATION

Norco College is positioning itself to be a major contributor to regional organization and workforce development. The college will play a key role in the region with academic, community, and economic development by reducing poverty and the skills gap, and by pursuing, developing, and sustaining collaborative partnerships.

Facilities Master Plan Alignment:

- » Create spaces and facilities for veterans education and resources, expanded high school partnerships, inmate education, workforce development, lifelong learning, and regional arts
- » Create a development framework that supports a vibrant, mixed-use academic community featuring educational activities, incubator space, industry partnerships, and retail.

DEFINING COMPREHENSIVENESS

There are two core elements Norco College must develop to become comprehensive. First, the College will need to develop enough capacity to meet the needs of the residents who live in the service area. Second, the College will need to develop enough programs to serve students' academic and professional needs. Two methodologies of enrollment and facility/space needs were completed as part of the Educational Master Plan and the Facilities Master Plan.

As outlined in the Educational Master Plan, Methodology #1 used benchmarking from nearby comprehensive community colleges to understand how these colleges are serving the residents in their service areas. These ratios were applied to Norco College and its region's residential growth to generate the future enrollment, staffing, and space needs of the campus.

Methodology #2 was two-fold. For enrollment projections, RCCD's stated projections of 3% annual increase for student headcount were applied, along with the 3% increase of the ratio between headcount and FTES. For

space projections, the planning team completed a comprehensive space analysis as part of the Facilities Master Plan. The space analysis includes an examination of the distribution of existing space on Norco College's campus, utilization of instructional spaces, and the quantity of space need.

While these analyses were different, it is critical to note that both demonstrate a significant need for growth. Table 1.0 outlines the results of each methodology for enrollment projections and the need for space compared to the baseline, which is Fall 2018 data provided by Norco College.

NORCO COLLEGE (2018)	METHODOLOGY #1 2030 ENROLLMENT/NEEDS CAPACITY/RESIDENT RATIO	METHODOLOGY #2 2030 ENROLLMENT/NEEDS PER DISTRICT & CAP LOAD
7,364 FTES	12,767 FTES	13,970 FTES
168,870 ASF	402,370 ASF	467,800 ASF

Table 1.0

METHODOLOGY #1: CAPACITY-PER-RESIDENT RATIO

Using two well-known comprehensive colleges, Riverside City College (RCC) and Santa Ana College (SAC), the first method measured these colleges' capacities relative to the residents who live within their service areas. (Table 1.1) Using RCC's current ratios, the comparison to Norco College illustrates the current deficits, as well as calculates the deficit over time as growth occurs in the College's service area. (Table 1.2)

As shown in Table 1.2, as of Fall 2018, the College does not have enough capacity to serve its current residents. **There is a current need to grow its capacity by over 3,000 FTE, and add nearly 160,000 asf to the campus' physical space inventory.** Based on the planned increase of residents** by the year 2030, **the College will need to increase its enrollment capacity by over 5,000 FTES to 12,676 FTES, and add over 230,000 asf to the campus' physical space inventory to reach 402,370 asf.**

		NORCO COLLEGE	RCC*	SAC
TOTAL RESIDENTS	People who live in service area	306,846	500,847	458,760
FTE/RESIDENT	Full-time equivalent students funded per 100 residents	2.4	3.4	3.5
FTE/RESIDENT	Full-time equivalent employees per 100 residents	0.11	0.16	0.17
ASF/RESIDENT	Assignable square footage developed per resident	0.55	1.07	1.09

Table 1.1

	NORCO COLLEGE (2018)	BASED ON RATIOS, TODAY NORCO COLLEGE SHOULD HAVE...	CURRENT DEFICIT*	PLANNED FOR 2030*	2030 DEFICIT
RESIDENTS	306,846			376,047**	
STUDENTS	7,364 FTES	10,433 FTES	(3,069) FTES	12,767 FTES	(5,403) FTES
EMPLOYEES	348 FTE	491 FTE	(143) FTE	602 FTE	(254) FTE
PHYSICAL SPACE	168,870 ASF	328,325 ASF	(159,455) ASF	402,370 ASF	(233,500) ASF

Table 1.2

*DEFICITS WERE CALCULATED USING THE RATIOS FROM RCC
 **RESIDENT GROWTH BASED ON REAL ESTATE ASSESSMENT DATA

METHODOLOGY #2: STUDENT ENROLLMENT GROWTH PER RCCD

Riverside Community College District stated that Norco College should plan for a 3% annual growth in headcount and a 3% annual increase in Headcount/ FTES ratio from 2019-2027. This timeline correlates directly to the timing of major “WSCH-intensive” buildings coming online.

The higher the number in the ratio indicates that more students are taking larger course loads, resulting in less part-time students, closing the differential gaps between FTE and headcount. (Table 1.3) The justification for the 3% increase in headcount/FTES ratio is based upon:

- » As the College is becoming more comprehensive, it will create more opportunities for students to take larger course loads since additional programs of study are being offered

- » The College's continued success in implementing Guided Pathways framework will result in more students taking more classes to align with their planned pathway to completion.
- » The plan to scale up existing programs that bring in full-time students, such as Athletics and Visual and Performing Arts, etc. **This projection methodology results in 13,970 FTES for the 2029-2030 academic year, which is a 93% increase in enrollment growth from 2018.**

YEAR	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
HEADCOUNT*	14,624	15,063	15,515	15,980	16,459	16,953	17,462	17,986	18,525	19,081	19,653	20,243	20,850
FTES***	7,248	7,689	8,158	8,654	9,182	9,741	10,334	10,963	11,631	12,339	13,091	13,563	13,970
FTES/ HEADCOUNT**	0.50	0.51	0.53	0.54	0.56	0.57	0.59	0.61	0.63	0.65	0.67	0.67	0.67

Table 1.3

Notes:

*Assume headcount increase at rate of 3% per RCCD projections.

**Assumes FTES/Headcount ratio increases at rate of 3% of year to 2027 and then stays the same from 2028-2030.

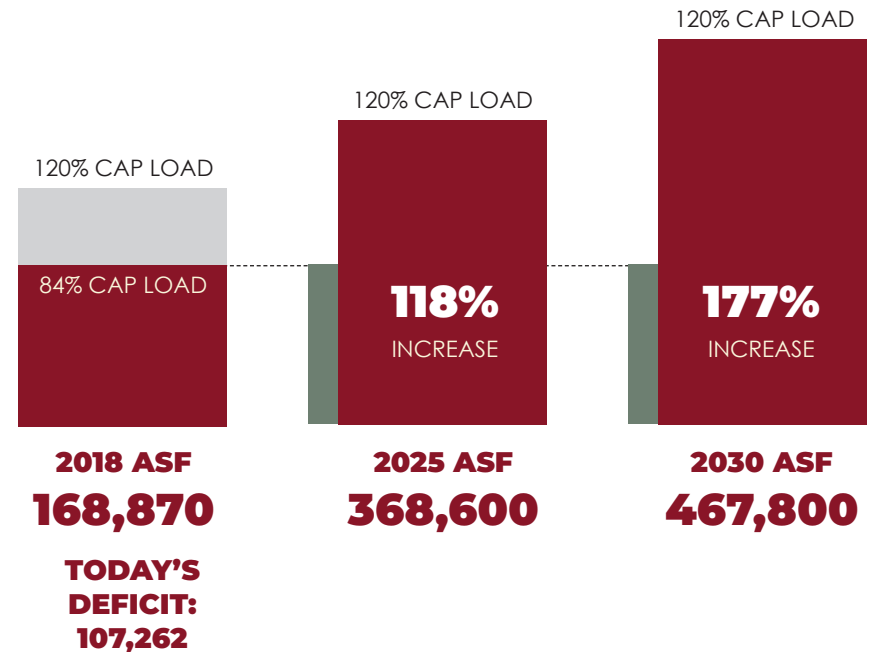
***2017-2018 FTES based on historic data.

FTES data post 2017-2018 is found by multiplying RCCD annual headcount projections by annual FTES/Headcount ratio.

METHODOLOGY #2 CONTINUED: SPACE NEEDS PER CAP LOAD RATIO

The space needs analysis includes an examination of the distribution of existing space on Norco College's campus, utilization of instructional spaces, and the quantity of space need. The study analyzed spaces as measured by Cap Load targets created by the California Community Colleges Chancellor's Office. In addition several 'other' space categories were analyzed using current, classification-specific metrics informed by CEFPI (Association for Learning Environments) standards, peer institutions, and national trends in higher education as defined by organizations such as SCUP (Society for College and University Planning), NIRSA (National Intramural and Recreational Sports Association), APPA (Leadership in Educational Facilities), and others. These metrics determine whether a surplus or deficit of space exists.

The study shows that Norco College has a deficit of space for Fall 2018 of over 100,000 asf. This deficit grows significantly in scale for the College to meet its 2030 enrollment growth targets. **By the 2029-2030 academic year, Norco College will need 467,800 asf, which is a 177% (nearly quadrupling) in physical space on the campus.** *The remainder of this chapter outlines the complete results of the space needs analysis.*



SPACE NEEDS BY CATEGORY SUMMARY

	EXISTING ASF	2018 ASF	CURRENT CAP LOAD DEFICIT	2025 SPACE NEEDS (FMP)	2025 SPACE NEEDS DEFICIT	2030 SPACE NEEDS (FMP)	2030 SPACE NEEDS DEFICIT
CLASSROOMS	34,625	46,815	(-12,190)	66,426	(31,801)	86,037	(51,412)
INSTRUCTIONAL LABS	40,173	51,637	(11,464)	73,268	(33,095)	94,900	(54,727)
OFFICE	33,564	35,448	(1,884)	50,232	(16,668)	65,184	(31,620)
LIBRARY / STUDY	14,900	33,901	(19,001)	40,760	(25,860)	46,095	(31,195)
AV / TV	569	8,640	(8,071)	9,851	(9,282)	10,761	(10,192)
OTHER <i>Physical Ed, Athletics, Rec- reation, Exhibit + Assembly, Physical Support, Student Health, Student Space</i>	45,039	99,691	(54,652)	128,096	(83,057)	164,866	(119,827)
TOTALS	168,670	276,132	(107,262)	368,633	(199,763)	467,843	(298,973)

Table 3.0

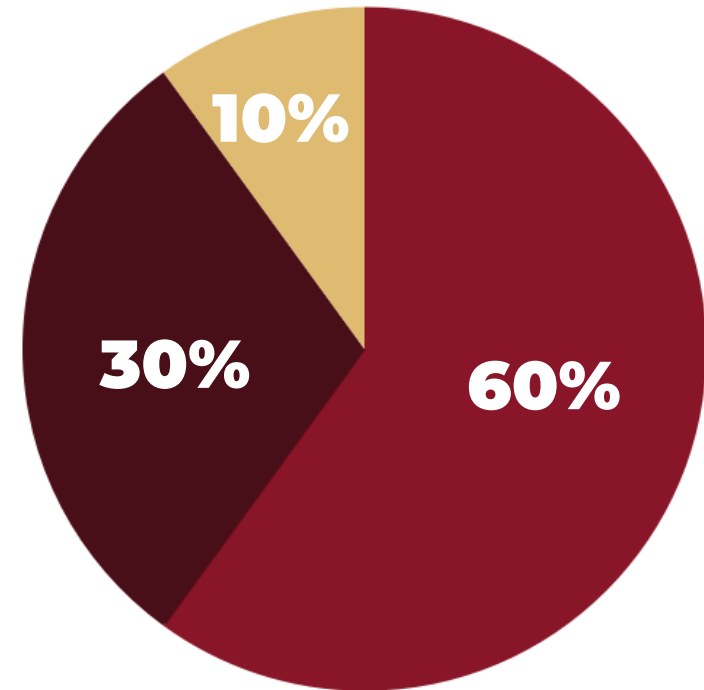
GUIDED PATHWAYS

Guided Pathways Project established within California community colleges will implement an integrated, institution-wide approach to student success by creating structured educational experiences that support each student from point of entry to attainment of high-quality postsecondary credentials and careers. Guided Pathways provides students with clear, educationally coherent program maps that include specific course sequences, progress milestones, and program learning outcomes.

To align with the goals established by Guided Pathways, the generated need for study space, student-centered (e.g. meeting, hangout, dining) space, and office space for student services needs was pro-rated and allocated to specific uses into the needs of each of the schools that tie in to Guided Pathways. The pro-ration was made into three overarching groups:

- » **60% was pro-rated for centralized needs** in the campus core and/or the "front door" of Norco College.
- » **30% was distributed across the four schools.** This allocation of space was then pro-rated within the schools based upon Weekly Student Contact Hour (WSCH) contribution.
- » The remaining **10% was allocated for vulnerable populations** – such as Veterans, Foster Youth, DACA, LGBTQ+, Umoja, and others.

This methodology and distribution of space was generated and approved by multiple Norco College stakeholder groups throughout the master plan process. The intent of this method was to provide dedicated spaces for each group to directly support student success.



INTEGRATED PLANNING PROCESS

To create a successful Facilities Master Plan, critical input from students, faculty, staff, administrators, and community members was solicited throughout the entirety of the planning process through a series of on-campus workshops. The primary goal of the workshops was to receive input, feedback, and direction to drive the planning process. *More information on each of the workshops is located in the Appendix.*



WORKSHOP 1: SWOT ANALYSIS

The primary goal of the SWOT Analysis workshop was to attain information about the existing college campus by identifying strengths, weaknesses, opportunities, and off-campus points of interest. Activities included Headlines, College Continuum, The College Experience, SWOT diagrams, and numerous interviews.



WORKSHOP 2: BIG IDEAS

The Big Ideas workshop focused on having stakeholders dream big and develop a future Norco College. These ideas informed the direction of the planning concepts.



WORKSHOP 2.1: SUSTAINABILITY

Over two days, a group of students, faculty, staff, and administrators gathered to determine their top sustainability initiatives tied to the 2030 Education and Facilities Master Plan. Through an interactive gaming session, participants prioritized and strategized on how sustainability ties into the larger vision for the campus to become a Comprehensive College.



WORKSHOP 3: CONCEPTS

During the concepts review workshop, the planning team presented three site planning concepts for the future development of the campus. Participants provided feedback on each concept. The team analyzed all of the feedback to revise and produce a single draft site plan.



WORKSHOP 4: DRAFT PLAN

During the draft plan workshop, stakeholders reviewed the draft site plan in an open house setting for the campus and community stakeholders. Attendees again provided feedback on the strengths and weaknesses for the planning team to analyze and revise for the final draft.



WORKSHOP 5: FINAL PLAN

The final plan open house workshop presented the final master plan of the campus for final approval. The plan was unanimously approved in each of the shared governance sessions.

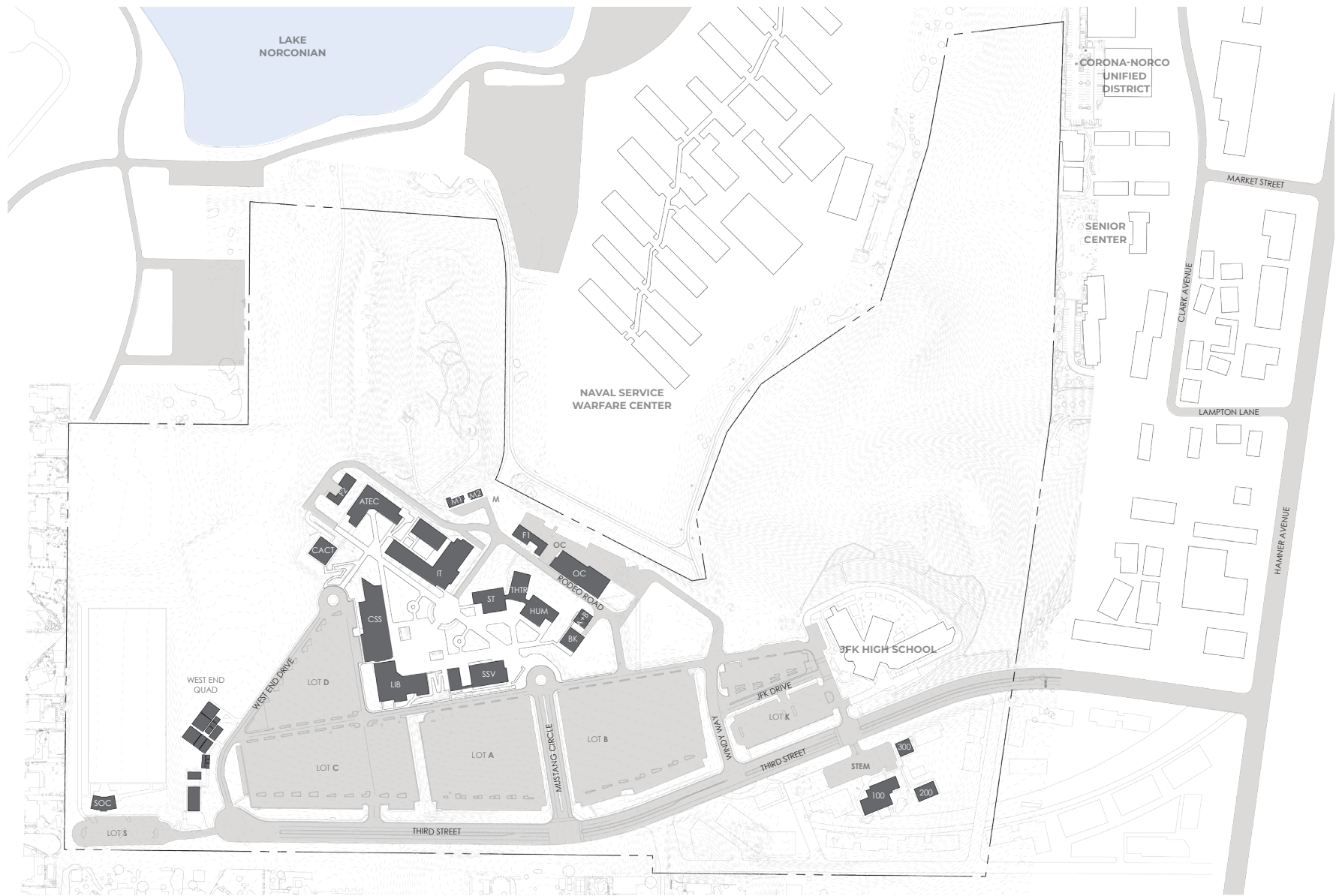


Diagram 1.0

THE CAMPUS TODAY

The College's 141-acre property sits within a larger section of land that includes the California Rehabilitation Center (CRC), Lake Norconian, the Lake Norconian Club. Along the northern edge of the campus property is the U.S. Navy's Naval Surface Warfare Center, Corona Division. Both southern and western edges of the property are adjacent to residential subdivisions aligned with wide multi-use trails for equestrian use. (Diagram 1.1)

A majority of the 141-acres is undeveloped due to the circulation inaccessibility and steep topography; approximately 55-acres of the is developed today. The campus contains approximately 238,000 gross square footage (GSF) as of 2019. According to the FUSION system (Campus & Building Details List - 6/12/2017) all of the existing buildings are in Satisfactory condition. Since the campus is less than 30 years old, this may be true from a building operations perspective, however it is important to note that this assessment does not take into account the impacts of space that is inadequate from a programmatic perspective.

Much of the existing campus development is centralized in one-and-two story buildings. There is a significant amount of the space inventory in portable or modular buildings, and most of that space is instructional and/or student service space. Once the current deficit is addressed, the long-term plan is to replace all portable or modular buildings with larger, permanent, and flexible buildings. The Corona-Norco Unified School District (CNUSD) leases approximately 12.63 acres of land located on the Norco College campus for a Middle College High School. (Diagram 1.0)

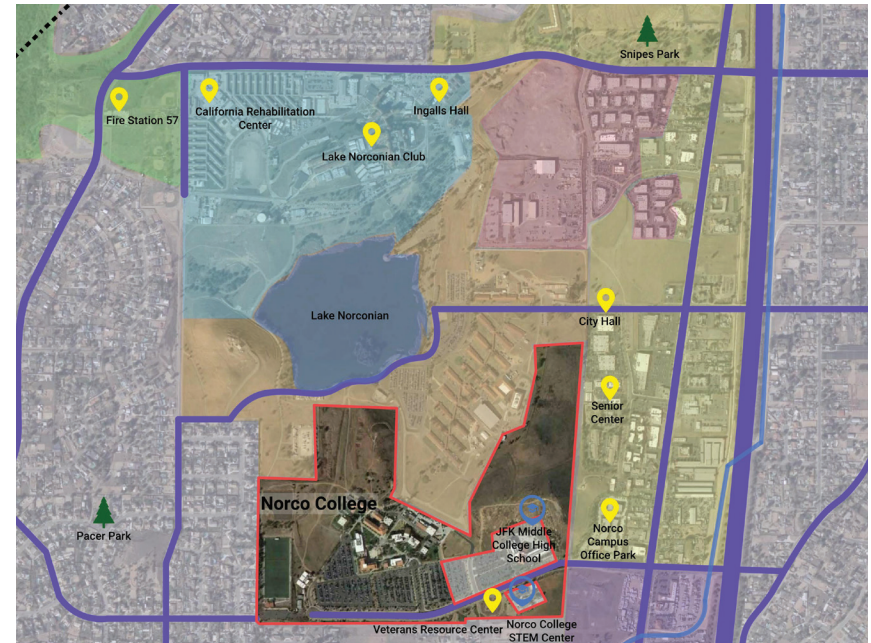


Diagram 1.1



VISION PLAN

- Existing Campus Buildings
- Planned Renovations
- New Construction
- New Parking Structure
- Non-Norco College Buildings

Diagram 1.2

CAMPUS VISION PLAN

The 2030 Campus Vision Plan outlines the approach for the development over the next 10+ years. In addition to buildings and facility projects, open space, pedestrian circulation, and vehicular circulation projects are also identified to enhance the physical environment and experience for campus users.

The framework of the plan seeks to honor the natural settings of the campus and region while creating an active, urban environment with-use buildings lining Third Street, transitioning of vast surface parking lots into dense parking structures, and creating a pedestrian-focused environment with lush open space and pathways that knit the campus together.

The Campus Vision Plan aligns with the space needs and the strategic directions as defined by College leadership of student, college, and regional transformation. **The planned buildings represent both space needs as defined by the College as well as space for potential partnerships with community and industry.**

A set of principles were established based on the planning team's observations and analysis, along with stakeholder input and feedback for the purpose of informing the develop and evaluation of possible planning concepts and final site plan. They provide the framework for identifying the required improvements and additions to the campus environment, facilities and infrastructure. As the College implements the projects, the planning principles should be the framework for all design decisions. With a flexible site plan, these principles are the consistency and framework that will ensure the College fulfills the vision of this plan in the next decade.

PLANNING PRINCIPLES

1

EQUITABLE STUDENT SUCCESS

Ensure equitable student success and well-being through high-quality and appropriate teaching, support, study, and collaboration spaces.

2

STRATEGIC PARTNERSHIPS

Develop regional partnerships to create facilities, open space, and programs that benefit the campus and community alike.

3

SUSTAINABILITY

Prioritize sustainability strategies in all decision-making.

4

CRITICAL FACILITIES

Plan for critical facilities that address current space needs while also addressing for future initiatives.

5

OPEN SPACE

Use outdoor space to celebrate and enhance Norco College's unique setting.

6

CIRCULATION AND SAFETY

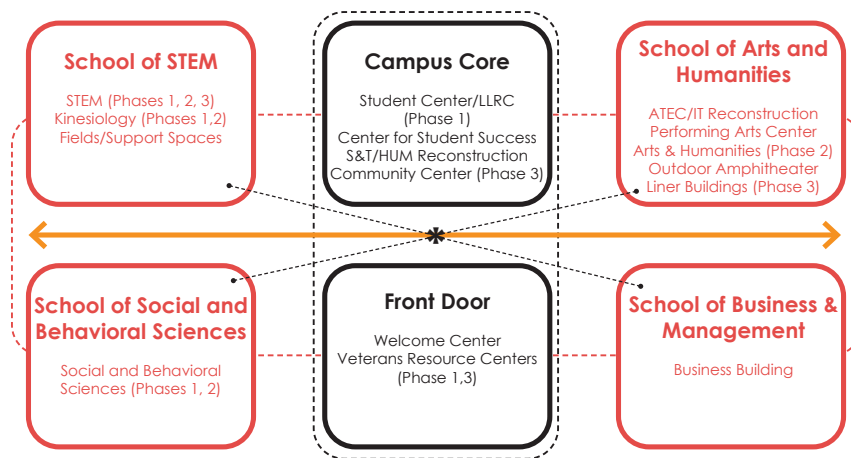
Promote a walkable, accessible, safe campus which is easy to navigate for the entire Norco community.



Diagram 4.1

GUIDED PATHWAYS FRAMEWORK

The Guided Pathways elements define the organization of the site plan to support the academic success for students. The four schools are each connected to a strong core and front door. The connections provide clear wayfinding and access to services and academic functions located around the campus.



Promenades: The pedestrian promenades begins at the front door and lead on to each of the academic neighborhoods, These major pedestrian corridors provide ease of access and direction for campus visitors and new students.

Front Door: The Welcome Center housing front-door, one-stop student services, Engagement Centers, and the Guided Pathway Advancement Center, as well as the two new Veterans Resource Centers, will serve as a

new front door to the College. These programs are placed intentionally at the front of the campus along the main access drive and adjacent to convenient parking. The prominent location identifies a clear location to start the college experience.

Campus Core: A dynamic and vibrant campus core contains student life uses including dining, learning resources, study spaces, and administrative functions. A new Library Learning Resource Center (LLRC) is essential for student learning, growth, success, equity, and completion. The existing Library will be renovated into a Student Center and house student-focused space such as dining, meeting rooms, and informal collaboration spaces.

Academic Neighborhoods: Each school is strategically located to maximize interdisciplinary learning and collaboration. Kinesiology is expanded from the current sports field location, and provides the community convenient access to indoor and outdoor recreation. The Arts and Humanities neighborhood is anchored by placing the Performing Arts Center atop the hill, providing magnificent views to the north. The STEM neighborhood is located in close proximity to the Naval Base for potential collaboration; And Business and Social & Behavioral Sciences form a campus quad and provide both specialty uses for their programs as well as general instructional spaces

To provide services directly where the student population spends time, a portion of academic support and counseling school-based, cross-functional success teams will be embedded directly within the academic buildings for each of the four schools.



BUILDING AND FACILITIES

The campus development is organized to place student focused spaces and administration functions at the core of the campus. Academic buildings are placed at the perimeter of the campus core. To support the Guided Pathways Framework, each academic building has student focused and student services spaces embedded directly within. Community-focused programs are placed at the perimeters of the campus. The programs will host frequent visitors to the campus, and have convenient access points and adjacent parking.



OPEN SPACE AND LANDSCAPE

The plan calls for the development of the campus to be focused around the formation of new and improved open spaces. As a campus set within a “regional park”, these critical open spaces help create a vibrant and comfortable campus environment that extend learning and socializing from the indoors to the outdoors. The master plan sites various types of open spaces including: quads, plazas, open lawns, amphitheater, walking trails, and recreation space.



PEDESTRIAN CIRCULATION

Pedestrian circulation act as the primary organizational component of the plan. The existing promenade is extended south to Third Street, engaging the new Welcome Center / Student Services building. This prominent connection provides clarity on circulation for any new visitor to the campus. Connecting at a central location, the promenade also extends east to west, providing connection from the JFK High School to the Athletics/Recreation/Kinesiology facilities. A unique element to this campus is the multi-purpose trail along the perimeter. As the City of Norco is a prominent equestrian community, it is important to engage horse circulation on the campus.



VEHICULAR CIRCULATION

With a growing population and a focus on safety, potential campus access points are identified. To develop the access points, varying levels or relationships or partnerships are needed. A loop road is proposed located on the exterior of the central campus to increase safety throughout campus by eliminating conflicts with pedestrians and vehicles in the core of the campus. Forecasts estimate that based on an increase in enrollment to nearly 14,000 FTE, a minimum of 3,250 spaces will be needed for typical day operations and large events. Three parking structures are planned for the campus, accommodating new parking space, as well as shifting spaces from the existing surface lots.

IMPLEMENTATION PLAN

In order to be successful and practical, a master plan must be flexible and responsive to the changing dynamics that are extremely prevalent in higher education today. Shifts in funding availability, program changes, enrollment fluctuations, etc. may cause a plan to occur out of sequence or differently than imagined within this document.

The Campus Vision Plan represents an overall picture of the future developed campus and includes recommendations for renovation, replacement of facilities, and campus-wide site and systems improvements. It is critical to understand that the transformation of the campus will occur in a series of phases over the next decade and beyond.

With flexibility and responsiveness underpinning the implementation strategy, the sequence of projects has been developed based on the following parameters:

- » Address today's critical spaces needs early in the phasing
- » Limit the number of moves and reduce the need for swing space
- » Position Norco College to maximize opportunities for funding

PHASE 01 PROJECTS



- BUILDINGS**
- A** VETERANS RESOURCE CENTER (PHASE 1)
- B** ACADEMIC VILLAGE
- C** EARLY CHILDHOOD EDUCATION CENTER
- D** STEM (PHASE 1)
- E** RECONSTRUCT ATEC / IT > ARTS AND HUM.
- F** KINESIOLOGY (PHASE 1)
- G** SOFTBALL COMPLEX
- H** WELCOME CENTER / STUDENT SERVICES
- I** LINER BUILDING
- J** DEMOLISH STUDENT SERVICES AND CRC
- K** LLRC EXPANSION PROJECT
- L** RECONSTRUCT EXISTING LIBRARY LLRC
- M** DEMOLISH BOOKSTORE + BUNGALOWS
- N** SCIENCE & TECH. / HUMANITIES
- OPEN SPACE**
- OS1** PROMENADE (N/S)
- OS2** CAMPUS AMPHITHEATER AND PLAZA
- OS3** SOFTBALL FIELDS
- CIRCULATION**
- R1** PARKING STRUCTURE A
- R2** SURFACE LOT - ECEC
- R3** SURFACE LOT - SOFTBALL
- R4** ROADWAY - PROPERTY TO STEM
- R5** ROADWAY - NORTH CONNECTOR
- R6** ROADWAY - WEST CONNECTOR
- R7** ROADWAY - PROPERTY TO LAMPTON
- R8** ROADWAY - DROP OFF 1
- R9** ROADWAY - DROP OFF 2

PHASE 02 PROJECTS



- | | |
|------------|---|
| BUILDINGS | O STEM (PHASE 2) |
| | P DEMOLISH STEM 100 + 200 + 300 |
| | Q SOCIAL + BEHAVIORAL SCIENCES (PH. 1) |
| | R BUSINESS / CLASSROOMS |
| | S LINER BUILDING |
| | T OPERATIONS + MAINTENANCE BUILDING |
| | U DEMOLISH M1 + M2 |
| | V DEMO WEST END QUAD |
| OPEN SPACE | OS4 AGRICULTURE LAND |
| | OS5 CAMPUS QUAD |
| | OS6 PROMENADE (E/W) |
| CIRC. | R10 PARKING STRUCTURE B |
| | R11 SURFACE LOT - ARTS & HUM |

PHASE 03 PROJECTS



- | | |
|---|--|
| BUILDINGS | W PERFORMING ARTS CENTER |
| | X LINEAR BUILDING |
| | Y DEMOLISH STEM VILLAGE PORTABLES |
| | Z STEM (PHASE 3) |
| | AA SOCIAL + BEHAVIORAL SCIENCES (PHASE 2) |
| | BB KINESIOLOGY (PHASE 2) |
| | CC DEMO CACT BUILDINGS |
| | DD COMMUNITY / STUDENT CENTER |
| | EE ARTS + HUMANITIES BUILDING |
| | FF VETERANS RESOURCE CENTER (PHASE 2) |
| | CIRCULATION |
| OS8 OUTDOOR AMPHITHEATER | |
| OS9 MULTIPURPOSE FIELDS | |
| OS10 MULTIPURPOSE TRAIL | |
| OS11 SOCCER FIELD & TRACK | |
| R12 PARKING STRUCTURE C | |
| R13 SURFACE LOT - VETERANS GATEWAY | |
| R14 ROADWAY - PAC GARAGE | |
| R15 ROADWAY - WEST DRIVE | |
| R16 ROADWAY - VRC DRIVE | |
| R17 ROADWAY - N/S CONNECTOR | |
| R18 ROADWAY - CONNECTOR TO MARKET | |

NORCO COLLEGE TODAY

ENROLLMENT (2018)		SPACE INVENTORY	
14,624 Student Headcount	145 Staff	168,870 Assignable Square Feet	84% CAP Load
7,248 Full Time Equivalent Students	350 Faculty	241,134 Gross Square Feet	14% Space in portable buildings
LAND USE		PARKING	
141 Total Acres		2,010 Total Parking Spaces	
55 Developed Acres		2,010 Surface Parking Spaces	0 Structured Parking Spaces

MASTER PLAN OUTCOMES

ENROLLMENT (2030)		SPACE INVENTORY	
20,850 Student Headcount	205 Staff	472,420 Assignable Square Feet	120% CAP Load
13,970 Full Time Equivalent Students	497 Faculty	764,330 Gross Square Feet	0% Space in portable buildings
LAND USE		PARKING	
141 Total Acres		3,250 Total Parking Spaces	
90 Developed Acres		655 Surface Parking Spaces	2,595 Structured Parking Spaces



650 Spruce St #300
Riverside, CA 92507