



RIVERSIDE COMMUNITY COLLEGE
NORCO CAMPUS

Educational Master Plan

January 2008

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President's Message



Community colleges represent our country's single most powerful mechanism for assuring access to economic opportunity. By strengthening these institutions, the fabric of our democracy can be protected for generations to come.

The leadership of each community college faces the major challenge of developing a comprehensive institutional strategic planning process that is responsive to the short-term and mid-term educational needs of our local communities. Such a plan must encompass and mobilize all available resources to promote the achievement of community college goals.

Three documents now comprise Riverside Community College — Norco Campus' Institutional Strategic Master Plan: the Norco Campus Educational Master Plan, the Facilities Master Plan and the 2007 Accreditation Self Study. Representing the latest steps in continuing our comprehensive master planning processes, these documents contain our evaluation of and professional judgments regarding the current needs of the community we serve, our strategies for responding to these needs, and the mechanisms and timetables by which we will evaluate our performance.

The pages that follow contain the RCC Norco Campus Educational Master Plan. I am very proud of the broad-based campus participation and the hard work by faculty, staff and students reflected in this document. As we approach our second decade of service to the community, RCC Norco Campus will be well guided by the Educational Master Plan and its companion Facilities Master Plan.

I am grateful for the dedication and commitment the leadership of RCC Norco Campus exhibited in accomplishing the Institutional Strategic Master Plan. I would like to recognize the Academic Senate, the Classified Staff, the RCC Norco Campus Associated Students and members of the community for their invaluable contributions and enthusiasm. Finally, the President's Cabinet, representing the Campus' vice presidents, deans and managers, is to be commended for their hard work and professionalism on all three documents. Without their contributions the Institutional Strategic Master Plan would not have been possible.

Sincerely,

Brenda Davis, Ed.D.

A handwritten signature in black ink that reads "Brenda Davis, Ed.D." The signature is written in a cursive, flowing style.

Acknowledgements

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Executive Summary

In spring 2007, the Riverside Community College, Norco Campus began to develop an Educational Master Plan in conjunction with a Campus Master Plan.

The goal of the project was to develop a comprehensive plan that would guide the future direction of the Campus at a particularly important time in its history as it prepares to become an independent College as a part of a multi-campus district.

The planning process was guided by several principles, among which were that it would build upon, rather than duplicate, prior planning work done by the Campus; it would be open and collaborative; and it would be in concert with the Campus' self-study accreditation report.

The Academic Planning Council and Norco Campus Strategic Planning Committee served as important advisory groups throughout the project.

The project progressed through several interrelated phases, which included a thorough review of all existing planning and accreditation documents; internal and external scans; research on current RCC Norco students and students who withdrew from the Campus; an analysis of peer institutions; formulation of key planning statements: Core Commitments, Vision, and Mission and Goals, Objectives, and Strategies; and a retreat of the Norco Campus Strategic Planning Committee to review, discuss, and refine the key planning statements.

The RCC Norco Campus Educational Master Plan includes the following Goals, which are consistent with the Riverside Community College District 2015-2010 Strategic Initiatives:

1. Increase student retention, persistence, and success
2. Improve the quality of student life
3. Increase student access
4. Enhance academic programs and the learning environment
5. Enhance institutional effectiveness

Supporting these goals are 24 objectives, which have been translated to “dashboard indicators” that the Campus can use to measure progress toward achieving the objectives and, hence, its goals.

The document also includes an outline of the spaces and facilities needed by RCC Norco to realize the ideals, goals, and objectives in the Norco Educational Master Plan.

This Educational Master Plan shall be considered a living document that will be reviewed, and refined on a regular basis.

Introduction

This Educational Master Plan builds upon a planning process that has been in existence for a number of years. It is the result of a comprehensive process spanning six months that included participation by faculty, staff, students, and administrators and a broad-based review by key constituents on the campus and in the community.

This plan comes at a unique time in the history of Riverside Community College — Norco as it prepares to become an independent college as part of a multi-campus district.



Because institutions of higher learning are living and dynamic, planning must be continual. This is particularly so for a campus that is transitioning to a new status. As such, this Educational Master Plan should not be viewed as definitive; but, rather, as a framework for ongoing dialogue and planning for the future development of the institution.

The planning process used in the development of this document attempts to strike the appropriate balance between internal values and strengths, and external needs and opportunities. An institution that minimizes the former may, over time, damage the roots and ideals that sustain it. An institution that ignores the demands of changing times and opportunities will become insular and unresponsive to the needs of those it is intended to serve.

This Educational Master Plan has been done in conjunction with a campus master planning effort. Hence, it also addresses the long-term enrollment plans for RCC Norco and the facilities needed to accommodate future growth.

Context

California Higher Education

California public higher education consists of three sectors: the University of California, California State University, and the California Community Colleges. The policies and structure of California higher education have been shaped by the California Master Plan for Higher Education, originally adopted in 1960.

The California Master Plan drew clear lines between the research-oriented University of California (UC) and the teaching-oriented

California State University (CSU); between Community Colleges with open access, and UC and CSU sectors with restricted admissions. The California Master Plan distinctions were intended to promote an ordered growth, prevent turf wars, control “Mission creep,” and provide clear messages to the public about the role and Mission of the sectors and how they relate to one another to create a coherent public higher education system.

The University of California, with a total enrollment of 209,000 students, is oriented toward graduate education and research. It consists of one medical school and nine campuses governed by a single Board of Regents and a statewide President’s Office.

California State University, with an enrollment of 414,000 students on 23 campuses, places primary emphasis on undergraduate academic and professional education and limited graduate-level work, primarily at the master’s level. CSU is governed by a single Board of Trustees with a statewide Chancellor’s Office.

California Community Colleges

The California Community Colleges enroll 2.5 million students in credit and non-credit classes in 72 districts and 109 colleges. Their governance more closely resembles a confederation than a system. It is comprised of a three-level structure:

- A statewide Chancellor’s Office and Board of Governors, with coordinating authority;
- Regional Community College Districts governed by locally elected trustees; and
- Individual campuses.

The Board of Governors consists of 17 members appointed by the Governor. The Board of Governors appoints the Chancellor. Together, the Chancellor’s Office and Board of Governors set policy, conduct long-range planning, and are responsible for allocating state funding to the Colleges and Districts. The work of the Chancellor’s Office is performed through seven major divisions: College Finance and Fiscal Policy Planning; Legal Affairs and Contracts; Educational Services and Economic Development; Policy, Planning and External Affairs; Student Services; Human Resources; and Internal Affairs.

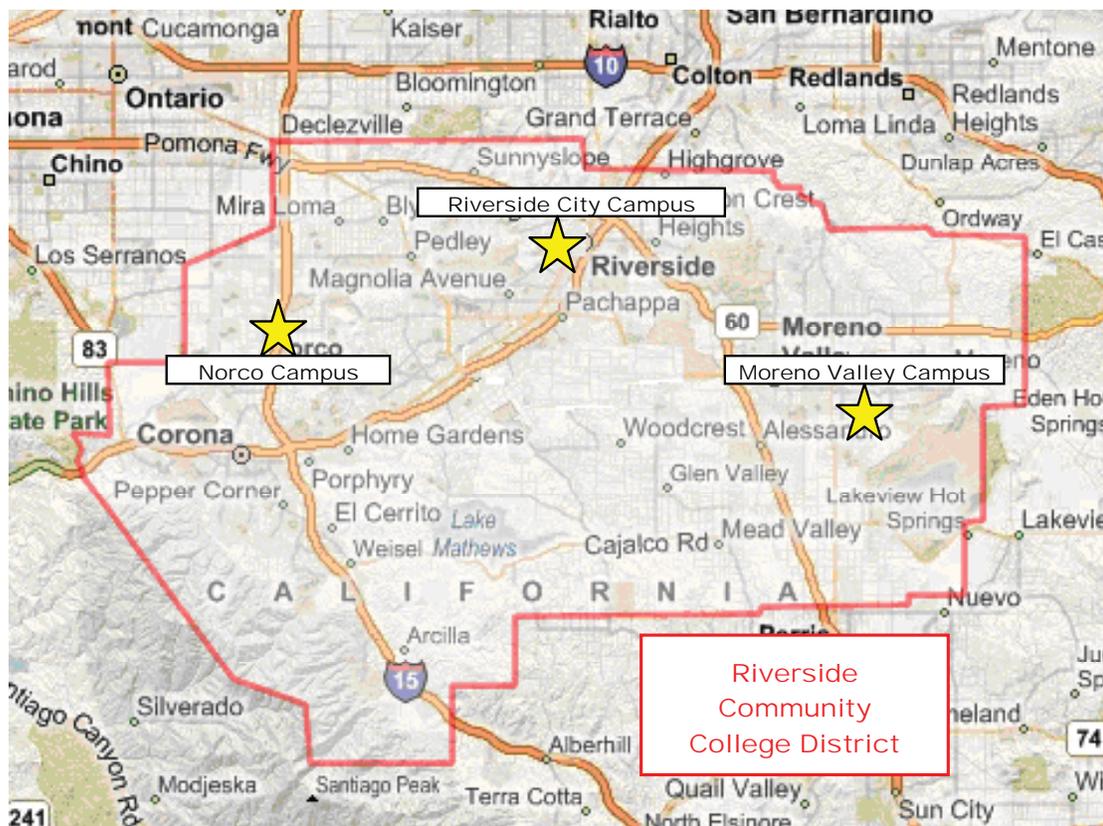
The California Community Colleges operate under a shared governance system, whose tenets are outlined in 1988 legislation

(AB 1725). The Chancellor's Office has formed the 18-member Consultation Council to facilitate the shared governance system. The Council acts as a formal advisory body to the Chancellor who, in turn, makes recommendations to the Board of Governors. The Council, chaired by the Chancellor, meets monthly, and includes representatives of the trustees, executive officers, students, administrators, business officers, student services officers, instructional officers, and representative organizations such as faculty and staff unions and associations.

Riverside Community College District

Riverside Community College has been in existence for 89 years. In September 1916, the new junior college formally opened using fourteen Poly High School classrooms for 110 students who were taught by 16 faculty members. Since then, Riverside Community College District's enrollment has grown to over 31,000 students who take classes at three primary locations:

- Riverside City Campus
- Moreno Valley Campus
- Norco Campus



The District encompasses the Alvard, Corona/Norco, Jurupa, Moreno Valley and Riverside Unified School Districts, and the Val Verde School District, as well as surrounding communities and the military installation of March Air Reserve Base. The District's service area, comprised of a wide range of social, economic, and ethnic diversity, is over 440 square miles and includes densely populated metropolitan communities and outlying rural areas.



The District has adopted the following 2005-2010 strategic initiatives:

- Increase Student Access
- Increase Course Retention
- Increase Successful Course Completion
- Increase Student Term-to-Term Persistence
- Improve Student Learning Outcomes
- Increase the Number of Awards, Certificates, and Transfers
- Improve the Quality of the Student Experience
- Develop a Comprehensive Enrollment Management Program

The District is governed by a five-member, locally elected Board of Trustees. The Chancellor, the District's Chief Executive Officer, is responsible for carrying out policies approved by the Board of Trustees.

In March 20, 2002, the Board of Trustees formally supported the move from a three-campus district to a three-college system. As the campuses prepare to become independent colleges within the Riverside Community College District, a District Strategic Planning Committee will ensure that planning at all three campuses is congruent with the District and College mission statements.



Riverside Community College — Norco Campus

The RCC Norco Campus, situated on a 141-acre site south of Riverside, has been operational since spring 1991. The Campus, with a current enrollment of 8,600 students, has grown to a level of maturity appropriate to function as an independent college, a status it hopes to gain upon approval of its application for

accreditation by the Accrediting Commission of Community and Junior Colleges.

RCC Norco Campus offers courses that meet the transfer program requirements paralleling the first two years of university offerings, as well as pre-professional, career preparation, occupational and technical programs leading to the Associate of Arts and the Associate of Science degrees and a variety of certificates. The curriculum and programs seek to create a learning environment that develops the learner's knowledge, critical thinking skills, independent thought, cultural awareness, self-reliance, and personal growth. RCC Norco has been designated by the District to have a technology focus, hence its strong programs in technology and manufacturing.

Located in the most western tip of the Riverside Community College District, along the Interstate 15 and 91 Freeway corridors, RCC Norco Campus is a gateway to the engineering, manufacturing, and warehousing companies serving the counties of Riverside, Orange, and San Bernardino. The City of Norco has a population of 25,250 and the population of the nearby community of Corona is 137,000. All projections indicate that this area of the Inland Empire will continue to experience rapid growth from Orange County overflow and the I-15 corridor housing expansion.

Planning Methodology

Guiding Principles

The planning process was guided by the following principles:

- The planning process will build upon, not duplicate, work already done in earlier planning.
- It will be open, collaborative, and personal, though mindful of the need to complete a plan in early September 2007.
- The planning process will be linked to the RCC Norco Campus self-study accreditation report.
- It will reflect an understanding that the planning process is dynamic and therefore never really complete.

Process

The process was divided into the following phases:

Phase 1: Project Preparation

The planning process began with two meetings. The first was with the group that served as the Executive Committee for the planning process: the President; Vice President for Educational Services; Vice President for Business Services; a faculty Co-Chair of the Norco Strategic Planning Committee; and the Director of Plant Operations and Maintenance. The second meeting was held with the Academic Planning Council, which was designated to serve as the Educational Master Plan Advisory Group. The purpose of the two meetings was to:

- Review and refine the work plan
- Identify individuals on- and off-campus with whom to meet to hear their views about the Campus
- Identify the most important research questions
- Examine and refine the list of documents to be reviewed

Phase 2: Strategic Research

Document Review

Materials relevant to the planning process of the project were reviewed, including:

- Prior planning documents
- The most-recent self study report for the WASC Accreditation Commission for Community and Junior Colleges
- Projects funded by Measure C
- Catalog; schedules of class; public relations materials
- Organizational structure
- The Statistical Fact Book

Internal Scan

One-to-one interviews and small group discussions were held with faculty, staff, students, and community members to hear their thoughts about the strengths of the RCC Norco Campus and their insights about the needs and opportunities for the Campus.



The internal scan also included a student survey to gain an understanding of student perceptions about their experience at the Campus.

Environmental Scan

A study was conducted on the major forces and trends affecting the future of the Norco Campus:

- Norco Student Population
- Regional Demographics
- Regional Work Force Trends
- Regional Transportation Trends
- Regional Educational Attainment
- Regional Peer Institutions
- Higher Education Trends
- The Sociology of Today's College Student

Phase 3: Opportunity Development

Opportunity Assessment

Based upon the findings of the above tasks, the consulting team compiled a list of proposed core commitments, a vision statement, goals, objectives, and strategies for the Campus. (The mission statement that was used in the WASC accreditation report was incorporated into the Educational Master Plan.)

Strategic Planning Committee Retreat

The consulting team held a retreat of the Norco Strategic Planning Committee, which is comprised of all faculty and staff, to summarize the findings of the above tasks and to review draft statements on core commitments, vision, mission, goals, objectives, and strategies.

Following the retreat, the statements were revised to reflect the discussion and advice.

Identify Space Implications

Following revision of the key planning statements, the implications for space were summarized and calculations made of key space metrics, including estimated enrollments for selected milestone years; Full Time Equivalent Student and weekly student credit hours by instructional discipline; assignable square footage requirements by type of instructional space, and other factors; and the facilities needed to realize the goals and objectives for the Campus.

Phase 4: Final Documentation

Final Review

The draft Educational Master Plan was presented to the campus community on August 30, 2007 as part of the RCC Norco Campus Flex Day activities.

Final Report

Following final review, final drafts of the Campus Educational Plans were prepared.

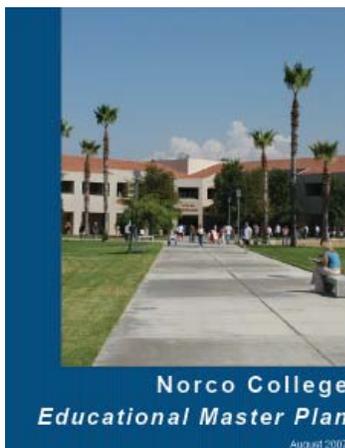


Exhibit 2-1 below depicts the relationships between the various groups and individuals involved in developing the Educational Master Plan.



Strategic Research

Introduction

This section of the Educational Master Plan presents the findings gathered through scans of both internal and external factors impacting RCC Norco Campus. The strategic research process included personal interviews and small group discussions with faculty, staff, students, community members, education leaders, and industry professionals; administration of the Community College Student Experiences Questionnaire (CCSEQ) and analysis of results; and examination of regional population, employment, and transportation trends among other activities. The findings are dividing into two parts - Internal Scan and Environmental Scan. Included in these two parts are the following sections:

Internal Scan

- Interviews
 - Strengths, Needs, and Opportunities
- Student Surveys
 - Community College Student Experience Questionnaire
 - RCC Norco Campus Dropout Survey

Environmental Scan

- Norco Student Population
- Regional Analysis
 - Demographics
 - Work Force Trends
 - Transportation Trends
 - Educational Attainment
 - Peer Institutions
- Higher Education Trends
- The Sociology of Today's College Student

Internal Scan

This section represents a summary of meetings with approximately 75 RCC Norco Campus key stakeholders — students; faculty; staff; administration; key individuals in the Norco, Corona, and greater Riverside communities; corporate leaders; and local school district representatives.

While varying opinions on issues and priorities exist, there is general agreement about RCC Norco Campus' strengths, needs, and opportunities. This is an important overall finding as it indicates that there is agreement about fundamental issues as the Campus proceeds with its planning process.

The following sections outline the findings of the meetings with RCC Norco Campus' stakeholders in two sections:

- Strengths
- Needs and Opportunities

Strengths

Institutional strengths are important, not only because of their intrinsic value and as measures of institutional accomplishment, but because they can be leveraged and act as launching pads for taking an institution to new levels of quality and reputation. Following are RCC Norco Campus' strengths that were cited frequently:



1. RCC Norco Campus' level of quality at its young age provides a strong base and **Outstanding Potential** to become a leading educational institution in the Riverside/Orange/San Bernardino tri-county region, if not Southern California as a whole.
2. Norco's **Technology Designation** is an asset.
3. The Campus' approach to **Shared Governance** allows all who are interested and willing a chance to be involved in planning and decision-making.
4. The **Faculty and Staff** are collaborative, dedicated, accessible, helpful, have a 'can do' attitude, act as leaders on campus and in the District, and truly care about students.
5. The Faculty, Staff, and Administration **Genuinely Care about Student Success** and helping students to complete what they came to Norco to accomplish.
6. Norco's **Campus Culture** has a family-like, small town feel. The campus has a pioneering, youthful spirit and is student-centered. Communication on campus is transparent and information about the Campus' direction is easily accessible.
7. **Campus Parking** is plentiful and convenient.
8. The Campus enjoys a good **Town/Gown Relationship** with the local community, and campus leadership is closely tied to the surrounding community.

9. RCC Norco Campus has the advantage of a **Good Location:** at the center of the fast-growing Inland Empire; within minutes of the intersection of Riverside, Orange, and San Bernardino counties; and with good freeway access.

Needs and Opportunities

In general, RCC Norco Campus' needs and opportunities fall into eight categories. They are:

- Technology Designation
- Physical Elements and Facilities
- Public Relations and Marketing
- Academics
- Student Services and Activities
- Faculty and Staff
- Community Relations
- Administrative Services

1. *Technology Designation*

- a. While seen as a strength, there is a fair amount of **confusion among students, faculty, and staff regarding Norco's technology designation** and, therefore, a need to define this special label.
- b. The technology designation should not **supplant the comprehensiveness of RCC Norco Campus' course offerings**. Rather, the Campus should view itself as a "comprehensive community college with a focus on technology." Additionally, adding the concept of design to the designation — i.e. design and technology — could help to broaden Norco's niche in the creative applications of technology.

2. *Physical Elements and Facilities*

- a. Faculty, staff, and students have concerns about the **sterility and coldness of the campus' physical environment**, made more noticeable because the physical environment differs so dramatically from the

warm, welcoming, and accessible human environment. As one group put it, “the campus lacks energy, character, and the ‘quirkiness’ typically associated with colleges and universities.” The campus posting policy was cited frequently as too restrictive to allow for the development of campus character.

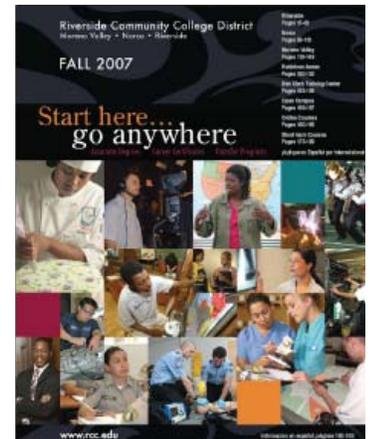


- b. The campus **lacks adequate outdoor physical places** where students, faculty, staff, and community members can gather. The limited outdoor spaces currently in existence offer very little or no protection from the wind or sun, and there is limited, uncomfortable seating.
- c. Likewise, **lack of indoor gathering places** is also a concern. The campus lacks medium and large-sized meeting spaces as well as student lounge and relaxation areas that could serve to keep students on campus longer and encourage their engagement with student services and campus life.
- d. There is a need to **improve informational and directional signage** on campus and off, including a marquee at the campus entrance; directional signage along 3rd Street; campus kiosks; and building signs. The need for directional signage is particularly important given that the first school building encountered on 3rd Street is JFK Middle College High School, which is not part of the Campus.
- e. There is a sense that the **campus buildings and physical layout are oddly designed**. Exterior stairways are too narrow, as are many classrooms, and the building configurations do not create quads or enclosed spaces.
- f. There is a **lack of adequate space in various important areas and functions** including the following:
 - Classrooms and laboratories
 - A welcome center
 - A faculty and staff dining area or lounge
 - Food service and dining areas
 - Indoor and outdoor campus recreation areas, e.g. a fitness center, playing fields
 - A learning commons that integrates the library, student support functions, and student activities
 - A performing arts center, arts village, or art gallery

- Expanded student services offices and programming space
- The library

3. Public Relations and Marketing

- There is a widely-held belief that RCC Norco Campus needs to **do a better job of overall marketing** to prospective students and to the community — refining its niche and “brand” itself, developing a comprehensive marketing plan, and hiring a full-time marketing strategist to work solely on Norco-related marketing.
- More specifically, interviews with regional corporate leaders indicate that Norco must **aggressively market its technology programs, both to local companies and to high school students** to make them aware of the good jobs available with proper training.
- There is a desire on both the part of the Campus and the local high schools to **develop stronger K-12/ Norco partnerships** which would raise Norco’s profile amongst prospective students attending area feeder schools.
- Norco should **mail the schedule of classes** to all segments of its target market.
- There exists widespread agreement on the need to develop a comprehensive **alumni and development effort**.



4. Academics

- There is a desire by students and faculty to **create majors** which students could declare upon entry or prior to completing a program of study.
- Create the schedule of classes earlier and include in the publication two academic terms** (e.g., spring/summer, summer/fall) to assist students in course planning.



- c. There is considerable interest in **streamlining the admission, orientation, and enrollment procedures**, including a pre-registration process in which new and returning students would pre-select courses for the upcoming term.
- d. There is widespread support for **expanding academic course offerings** to enable completion of a program of study at the Campus and avoid the need for students to go to a different institution to complete a degree/certificate program.
- e. There is an interest in **improving existing articulation agreements with colleges and universities** to make Norco's programs more attractive to a wider range of students. Similarly, **enhancing articulation agreements with local high schools** could serve this same end and help to improve Norco's capture rate from its feeder high schools.
- f. There is support for **enhancing program for transfer students**, e.g., honors programs, study-abroad programs.
- g. Faculty spoke highly of the idea of **encouraging cross-discipline teaching & collaboration** amongst professionals in all of the different disciplines.
- h. There exists widespread support amongst students, faculty, and staff for **bundling tutoring services** (e.g. math, sciences, reading and writing) into an Integrated Learning or Tutoring Center.

5. Student Services and Activities

- a. There exists widespread support for programs that will serve to **increase student engagement and connection** with RCC Norco Campus and would address the perception that there is "nothing for students to do" at the Campus.
- b. There is a view that **additional staff should be added in the student service areas**, particularly as enrollment grows.

- c. All stakeholders strongly support adding **intercollegiate athletics** at the Campus.
- d. Inadequate student services for Weekend College students was cited often.

6. Faculty and Staff

- a. Faculty and staff feel **overwhelmed by the amount of committee work**.
- b. The need for a **comprehensive orientation and mentoring program for faculty and staff** exists and will grow in importance as the campus grows.
- c. Enhancing **professional development** opportunities for faculty and staff in various areas — pedagogy, instructional technology, customer service, etc. — is seen as important to job satisfaction and professional growth.

7. Community Relations

- a. RCC Norco Campus should **strengthen its partnership with JFK and other high schools** by developing joint curricula and programs.
- b. Some community and corporate leaders believe that RCC Norco Campus should **locate select programs and services at off-campus locations** in order to make it more convenient for students and to strengthen the Campus linkages with local communities.
- c. Offering **more activities targeted at working professionals** (e.g., short courses, corporate roundtables, annual event to present an economic forecast, etc.) would provide opportunities for community leaders to visit the campus and develop a greater appreciation for all that it has to offer the region.
- d. There is a view that the Campus should become the **center of cultural and education events** for the region.

- e. When discussing the appropriate mix of students in the Norco student body, there is general support for a **40-40-20 distribution of students at the Campus for transfer, AA/AS/Certificate, and personal/professional development.**

Implications of Strengths, Needs, and Opportunities

- There is a culture of caring — about student success, about other members of the Campus community, about the future of the Campus — that needs to be preserved as the institution grows.
- The technology focus needs to be expanded to include design and better defined.
- Major changes are needed to all aspects of the physical environment to foster a sense of community and reflect the warmth of the Campus community.
- A major marketing plan is needed, particularly as the campus evolves into an independent college.
- Expanding the depth and breadth of course offerings so that students can complete their entire educational program at RCC Norco Campus needs to be a priority.
- Articulation agreements with local universities and with feeder high schools should be a priority.
- Programs that enhance student activity and engagement with the campus, college life, and student support staff are important to the future of the Campus.
- The Campus should offer intellectual and cultural programs as a means of community outreach and enhancing the quality of life of the region.

Student Surveys

Community College Student Experiences Questionnaire

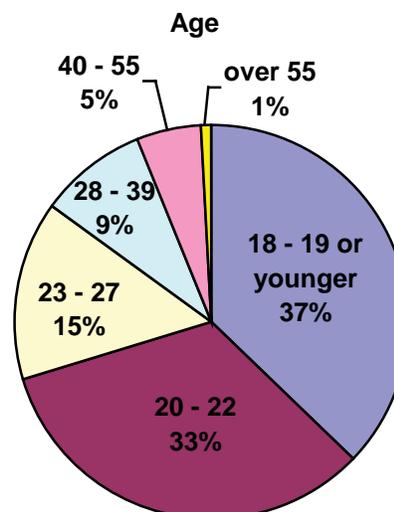
In the initial meetings with key individuals and groups at RCC Norco Campus, it became clear that student success is a principal concern of the campus and, indeed, the desired distinguishing feature of the Campus. As part of this planning process, a special study was conducted in May 2007 using a tailored version of the Community College Student Experiences Questionnaire (CCSEQ). The survey was used to gain an understanding of:

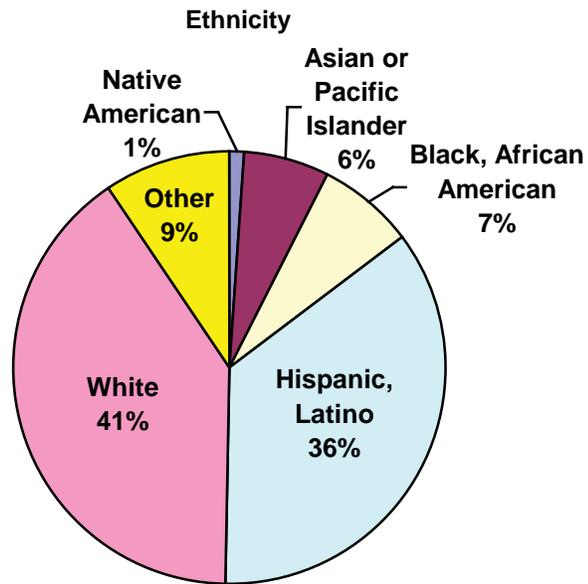
- what students were seeking when they entered RCC Norco Campus students' perceptions of their experiences at RCC Norco Campus
- how students spend their time, and
- why some students leave RCC Norco Campus prior to achieving their stated educational goal

The survey examines the role that facilities play in meeting students' objectives also.

Student Sample

Two hundred and sixty eight (268) students participated in this study. Approximately 55% of the participants were female, and 45% were male. A third of the students surveyed were the first in their family to attend college. The age and racial/ethnic distributions of the sample are:





Both the age and racial/ethnic distributions of this sample mirror the demographics in the RCC Norco Campus student population as a whole.

Fifty-two percent of the students surveyed were enrolled at RCC Norco Campus full time.

Units	N	%
Less than 6 units	36	13.5
6 – 8 units	27	10.1
9 – 11 units	64	24.1
12 – 15 units	111	41.7
More than 15 units	28	10.5

Fifty-one percent of the sample worked more than 20 hours per week while enrolled in school.

Academic Engagement, Student Life, and Campus Climate

- On average, students reported spending 6 to 10 hours per week studying and preparing for their classes and 1 to 3 hours per week on campus outside of class time. **The amount of time students spent studying and preparing for class is correlated to the amount of time spent on campus outside of class.**

- Seventy-three percent of students who worked either part- or full-time felt their jobs affected their school work.
- Of the students who indicated they had family obligations, 58% said those responsibilities took time away from their school work.
- A majority of the students interacted with faculty members at least some of the time.
- Students reported receiving very little learning and study skill instruction outside of class. Specifically, more than half of the students reported not receiving instruction in language (e.g. listening, speaking, and reading skills), study (e.g. memory and note taking skills), and life skills (e.g. time management and problem solving skills).
- Thirty percent of students indicated that they do not know where to seek academic support, and 50% reported not knowing where to seek non-academic support. **Knowing where to seek academic and non-academic support was statistically correlated with whether students felt that the Norco staff cared about them.**

Students reported positive social climate and inter-group interactions.

Educational Objective

Eighty-two percent of students stated that their most important reason for attending Norco is to prepare for transfer to a four-year institution.

What is the most important reason you are attending Norco at this time? (N=266)	N	%
Prepare for transfer to four-year college or university	217	81.6
Gain skills necessary to enter a new job or occupation	30	11.3
Gain skills necessary to retrain, remain current, or advance in a current job	6	2.3
Personal interest (cultural or social)	11	4.1
Improve English, reading, or math skills	2	0.8

This distribution differs from the general student population in which 25% of students intend to transfer. Hence, the results of this survey are biased toward the views of students who aim to transfer.

Student Perceptions

Student perceptions of RCC Norco Campus were measured with five questions about the college environment. Students rated their feelings about their academic experience, support, courses, peers, and the Campus as a whole. The combination of these items represents student satisfaction.

Item	Mean (SD)	N (%)			
		Few or none	Some	Most	All
1. How many students are friendly and supportive of one another? (N=235)	2.80 (0.71)	13 (5.5%)	49 (20.9%)	146 (62.1%)	27 (11.5%)
2. How many instructors are approachable, helpful, and supportive? (N=235)	2.88 (0.79)	15 (6.4%)	45 (19.1%)	129 (54.9%)	46 (19.6%)
3. How many counselors, advisors, and department secretaries you have had contact with would you describe as helpful, considerate, and knowledgeable? (N=234)	2.56 (0.94)	35 (15%)	73 (31.2%)	87 (37.2%)	39 (16.7%)
4. How many of your courses at this college would you describe as challenging, stimulating, and worthwhile? (N=235)	2.72 (0.71)	8 (3.4%)	77 (32.8%)	122 (51.9%)	28 (11.9%)
5. Do you feel that this college is a stimulating and often exciting place to be? (N=232)	2.34 (0.87)	38 (16.4%)	100 (43.1%)	70 (30.2%)	24 (10.3%)

- 73.6% of students viewed most or all of their peers as friendly and supportive.
- 74.5% of students viewed most or all of their instructors as approachable, helpful, and supportive.
- 53.9% of students viewed most or all of the staff members they had interacted with as helpful, considerate, and knowledgeable.
- 63.8% of students described most or all of their courses at RCC Norco Campus as challenging, stimulating, and worthwhile.
- 40.5% of students feel that the Campus is an exciting and stimulating place to be most or all of the time.

Factors Related to Retention and Persistence

About 57% of the students surveyed stated they would definitely return to Norco for the next academic term.

Will you return as a student at the Norco campus in Fall 2007? (N=248)	N	%
Definitely will not return	21	8.5
Probably will not return	17	6.9
Probably will return	69	27.8
Definitely will return	141	56.9

A test of statistical significance was run on what factors correlate with students' decision to return to RCC Norco Campus.

Students were significantly more likely to return to Norco to complete their studies if they:

- **Declared transfer as their goal.**
- **Perceived that there was adequate space on campus for meeting or studying with other students.**
- **Had serious discussions with students of different backgrounds.**
- **Had positive perceptions of instructors, support staff, and their peers.**
- **Found ample places on campus for them to use computers and technology.**
- **Had a positive perception of the Norco staff and their level of caring.**

Planning Implications

- There is a need to cluster all student support activities in a central, easy-to-identify area so that students know where to seek assistance.
- There is a need for adequate space for students to meet and study with other students.
- It is important for students to have access to computers and technology.
- Campus life needs to be enhanced so that students feel that the Campus is a stimulating place to be.
- Training staff in appropriate customer service skills is important.

**RCC Norco Campus
Dropout Survey**

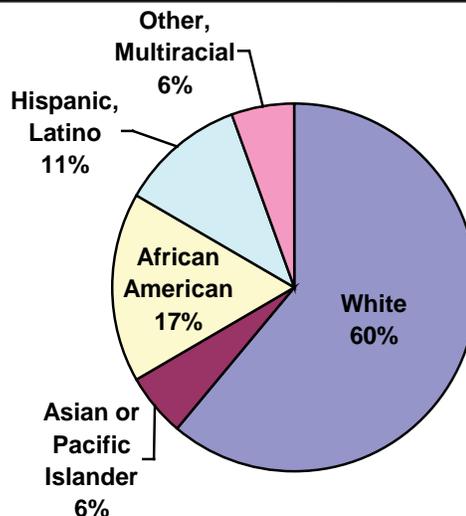
The RCC Norco Campus Dropout Survey was administered in May 2007 as part of this planning process. The survey was used to gather information on the reasons behind students' departure from RCC Norco Campus prior to completing the spring 2007 academic term. While the survey sample is small, it provides some interesting data on why students leave the Campus and, hence, is included in this report.

Sample and Methodology

Twenty individuals, 11 female and 9 male, who left RCC Norco Campus in spring 2007 without completing their courses were interviewed by telephone. Survey questions focused on the students' experiences at the Campus and reasons for leaving prior to completing their course(s).

Eighty percent of respondents took courses on the Norco campus during the week (days and evenings). Two respondents took courses on weekends, and two took courses online only. Half of the participants were from households earning over \$50,000 annually. The average respondent was between 28 and 39 years old.

Age	%
18-19 or younger	5.3%
20-22	10.5%
23-27	31.6%
28-39	26.3%
40-55	21.1%
56 or older	5.3%



For 55% of the students surveyed, spring 2007 was their first term at RCC Norco Campus. The students surveyed were taking courses at Norco for a variety of reasons as displayed below.

Most important reason for attending Norco	%
Prepare for transfer to four-year college or university	35%
Gain skills necessary to enter a new job or occupation	20%
Gain skills necessary to retrain, remain current, or advance in a current job	15%
Personal interest	20%
Improve English, reading, or math skills	10%

Findings

Most survey participants left RCC Norco Campus during the spring 2007 term for personal reasons. Only 6 of the 20 students surveyed met with a counselor or other staff member before dropping their courses. Students who left due to personal reasons tended not to seek out counseling at the Campus because they felt that the counselors assisted with academic issues only and, therefore, could not help with a personal matter.

The personal reasons for leaving included:

- Scheduling conflicts with work and career changes led to difficulty in handling the course work load.
- Health, financial, and family matters took precedence.
- A few left because they perceived a lack of support from staff. One student taking courses online could not find adequate support to guide him through the process. Another could not navigate the registration process and reported that staff members were insensitive to his challenges.
- The no food in campus classrooms policy proved to be too restrictive for some students who took multiple courses back-to-back and did not have time to eat.

No students left Norco because there were no opportunities to get involved on campus, they could not find someone to help them with a personal problem, or because the courses were not challenging enough. Seventy percent of students surveyed said they would likely return to RCC Norco Campus in the future.

How likely will you return to Norco in the future?	%
Definitely will not return	21.1%
Probably will not return	5.3%
Probably will return	26.3%
Definitely will return	47.4%

Planning Implications

Collectively, these students' experiences at Norco indicate that the Campus should:

- Publicize the counseling services available so that students are more aware of the types of services offered. If counselors are currently handling academic situations only, the Campus should consider broadening its services to include personal and/or crisis counseling.
- Develop options or programs (e.g. evening or weekend intensive programs) that might help students who work full-time return to school.
- Ensure that the school's resource centers and services are available in the evening and on weekends for students who work full-time.
- Since almost all students surveyed worked at least part-time, develop and implement programs that would help students learn to better balance their school and work responsibilities.

Environmental Scan

An important part of developing an Educational Master Plan is an assessment of the external forces and trends in order to understand and align institutional strengths and qualities, as outlined previously, with environmental forces and opportunities. The environmental scan covers the following areas:

- Norco Student Population
- Regional Demographics
- Regional Workforce Trends
- Regional Transportation Trends
- Regional Educational Attainment
- Regional Peer Institutions
- Higher Education Trends
- The Sociology of Today’s College Student

The Norco Student Population profile has been placed purposefully in the environmental scan in order to view the data in the larger context in which the Campus operates.

Norco Student Population

1. The enrollment at RCC Norco Campus has grown substantially since the campus opened in 1991.

Headcount Enrollment

	Fall 1991	Fall 1995	Fall 2000	Fall 2006	% Change '00 – '06	% Change '91 – '06
Norco	3,755	3,626	6,681	8,640	29.3%	130.1%
Moreno Valley	3,325	3,658	5,669	9,404*	65.9%	182.8%
Riverside City	16,809	14,361	18,037	17,656	-2.1%	5.0%
Total	23,889	21,645	30,387	35,700	17.5%	49.4%

*RCC-Moreno Valley took responsibility for the administration and headcount enrollment of the Ben Clark Public Safety Training Center in 2005-2006.

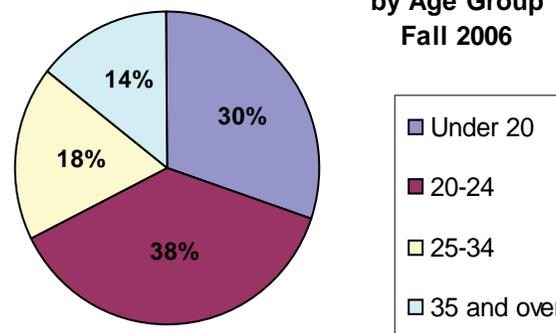
Fulltime Equivalent Student (FTES) Enrollment*

	Fall 1995	Fall 2000	Fall 2006	% Change '00 - '06	% Change '95 - '06
Norco	1,055	2,111	2,565	21.5%	143.1%
Moreno Valley	1,065	1,749	2,576	47.3%	141.9%
Riverside City	4,179	6,302	6,122	-2.9%	46.5%
Total	6,299	10,162	11,263	10.83%	78.8%

*Estimates only; provided by RCC Institutional Reporting and Academic Services.

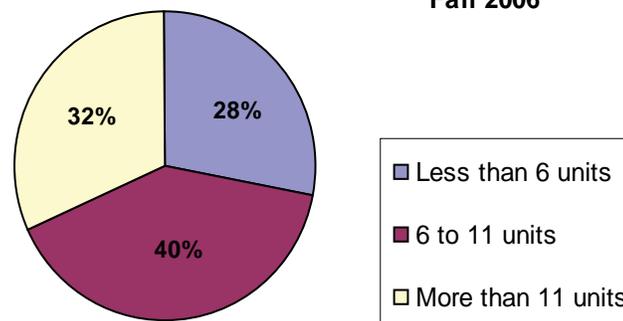
- In fall 2006, two-thirds of Norco’s enrolled students were under the age of 25, indicating that the Campus is largely serving traditionally-aged college students.

Student Enrollment by Age Group Fall 2006



- In fall 2006, 68% of RCC Norco Campus students were enrolled on a part-time basis, taking fewer than 12 units that term.

Student Unit Load Fall 2006



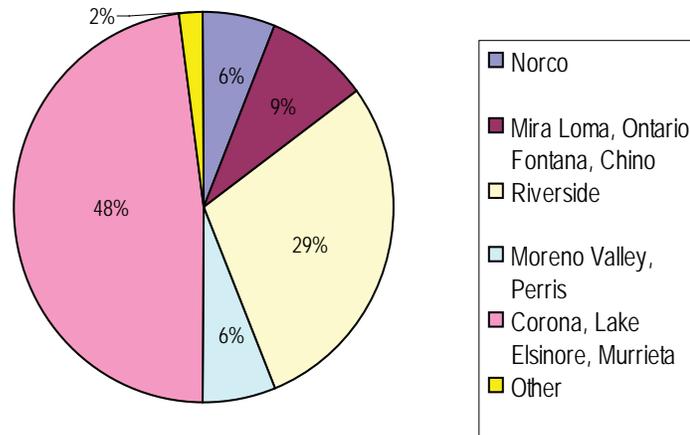
4. The percentage of students entering RCC Norco Campus who are “undecided” about their educational goal grew substantially from 2004 to 2006.

	2004	2005	2006
Program Based	43%	36%	30%
General Education	14%	12%	11%
Undecided	43%	52%	59%

5. A majority of students who attended RCC Norco Campus in the fall 2006 term resided in Corona, Riverside, and Norco. Nearly 80% of students enrolled at the Campus travel to Norco from areas to the south and west of the campus.

City	Fall 2006	%
Corona	3563	45
Riverside	2294	29
Norco	482	6
Moreno Valley	350	4
Mira Loma	329	4
Ontario	199	2
Fontana	194	2
Lake Elsinore	171	2
Perris	143	2
Rancho Cucamonga	77	1
Chino	73	1
San Bernardino	71	1
Murrieta	37	1

Enrollments by City - Fall 2006



6. Norco, Corona, and Riverside, the three communities in which most RCC Norco Campus students resided in fall 2006, accounted for Riverside Community College District (RCCD) headcount enrollments of 605, 4,499, and 11,208 students, respectively. During that same term, Norco, Corona, and Riverside contributed 351, 2,447, and 2,368 to the headcount enrollments of other California community college districts.

	Headcount from RCC Feeder Area	% RCC Headcount Enrollment	Outflow from RCC to Other CC Districts	% Outflow from RCC
Norco	605	2%	351	5%
Corona	4,499	14%	2,447	32%
Riverside	11,208	35%	2,368	31%

* RCC total headcount for fall 2006 was 31,760.

7. The percentage of students at RCC Norco Campus who identify themselves as White is declining each year, and the percentage of students who identify as Hispanic is steadily rising. While in 2004 the gap between the two groups was 8%, in 2006 there was no difference.

Ethnicity	2004	2005	2006
White	42%	40%	37%
Hispanic	34%	35%	37%
African American	9%	8%	8%
Asian	8%	9%	9%
Other	7%	8%	9%

8. A smaller percentage of Hispanic and African American students enroll at RCC Norco Campus than live in the RCCD service area. A slightly higher percentage of White and Asian-American students enroll at Norco than live in the District.

Ethnicity	Norco	RCCD Service Area	Difference
White	37%	34%	+3%
Hispanic	37%	45%	-8%
African American	8%	10%	-2%
Asian	9%	7%	+2%
Other	9%	2%	+7%

9. A comparison of the gender distribution at RCC Norco Campus and in the RCCD service area reveals that women are overrepresented in the Norco population while men are underrepresented.

Sex	Norco	RCCD Service Area
Female	59%	50%
Male	41%	50%

10. RCC Norco Campus enrolls a large proportion of students who on College assessment tests score at pre-collegiate English, math, and reading levels.

College Placement Exam Results — 09/06-02/07

	Norco	RCC
Pre-College Math	97.8%	97.7%
Pre-College English	84.3%	85.2%
Pre-College Reading	70.5%	67.7%

- An analysis of the RCC enrollment patterns between fall 2001 and fall 2006 indicate an increase in student interest in the biological sciences, physical sciences, math, humanities, and the social sciences.

Discipline	Fall 2001 FTES	Fall 2006 FTES	5 yr Growth	% Growth
Architecture and Related Technologies	3.3	13.1	9.9	297.0%
Physical Sciences	240.0	382.4	142.4	59.3%
Humanities (Letters)	1192.7	1787.8	595.1	49.9%
Interdisciplinary Studies	437.1	642.9	205.8	47.1%
Mathematics	924.0	1291.7	367.6	39.8%
Military Studies	1.5	2.0	0.4	26.7%
Biological Sciences	350.2	437.7	87.4	25.0%
Fine and Applied Arts	578.5	706.5	128.0	22.1%
Social Sciences	899.8	984.9	85.1	9.5%
Health	436.9	474.1	37.3	8.5%
Psychology	326.0	350.2	24.2	7.4%
Commercial Services	225.3	229.6	4.3	1.9%
Business and Management	444.9	443.6	-1.3	-0.3%
Public and Protective Services	591.5	516.6	-74.9	-12.7%
Engineering and Industrial Technologies	345.7	299.3	-46.3	-13.4%
Education	927.2	801.5	-125.8	-13.6%
Foreign Language	405.1	321.7	-83.4	-20.6%
Media and Communications	76.5	56.8	-19.8	-25.8%
Family and Consumer Sciences	280.3	207.1	-73.2	-26.1%
Information Technology	575.3	312.2	-263.1	-45.7%
Law	33.4	12.1	-21.3	-63.7%
NOTE: Library Science not included. Program began in 2004 and grew from 0.9 to 3.9 students between 2004 and 2006 (456% growth).				

Regional Demographics

- Riverside County is predicted to become the second largest county in California, almost tripling in size from 1.6 million in 2000 to 4.7 million in 2050.
- Riverside County's population is 50.2% female and 49.8% male.
- From 2000 to 2005, the percentage of individuals reporting themselves as White or African-American has dropped while those reporting themselves as Asian or Hispanic/Latino has increased.

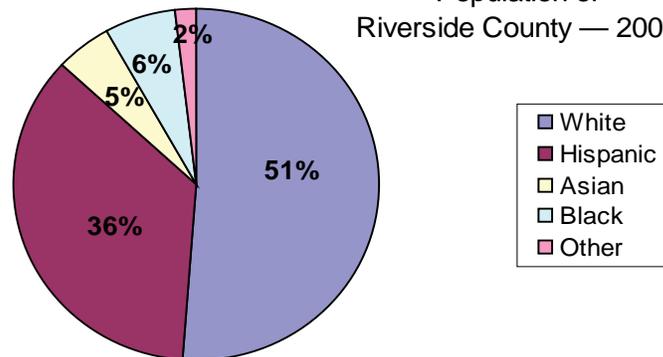
Ethnicity	2000	2005
White	65.6%	62.4%
Hispanic/Latino (of any race)**	36.2%	41.2%
Black/African American	6.2%	5.7%
American Indian/Alaskan Native	1.2%	0.8%
Asian	3.7%	4.8%
Native Hawaiian/Pacific Islander	0.3%	0.3%
Some other race	18.7%	22.6%
Two or more races	4.4%	3.4%

**People of Hispanic origin may be of any race.

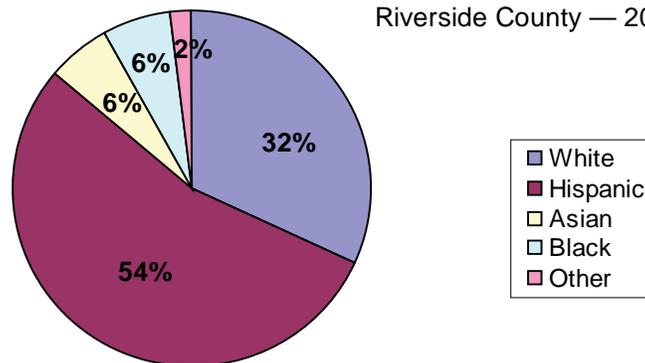
Source: American Community Survey, 2005.

- It is predicted that Hispanics will constitute a majority of Riverside County's population by 2050.

Population of Riverside County — 2000



Population of Riverside County — 2050



- In 2006, over 270,000 people in the RCC service area were under the age of 15. The populations of Norco, Corona, and Riverside, where most RCC Norco Campus students reside, account for approximately 65% of people under the age of 15.

Age Group	Norco 92860	Corona 92879-92883	Riverside 95201-95209	Norco, Corona, & Riverside Total	RCC Service Area Total
Under 15	5,261	52,881	116,974	175,116	272,996
15-24	3,878	31,213	80,362	115,453	181,833
25-54	14,832	88,004	200,765	303,601	452,623
55 & Over	6,025	29,967	83,299	119,291	177,926
Total	29,996	202,065	481,400	713,461	1,085,378

- Between 2005 and 2020, RCC Norco Campus' major feeder communities of Norco, Corona, and Riverside are expected to grow by 18%, 8%, and 16% respectively. However, the greatest growth in Riverside County is expected to occur in its unincorporated areas – most of which, in western Riverside County, lie to the south and southeast of the Norco campus along the I-15 Freeway. Growth is also projected along the I-215 Freeway, much of which is unincorporated area from Perris to Murrieta. The population increase of 191,661 (53%) in these unincorporated areas is greater than all of the County's major cities combined.

City/Area	2005	2020	Change	%Change
Callimesa	7,490	18,267	+10,777	144%
Corona	145,628	157,556	+11,928	8%
Moreno Valley	171,417	220,390	+48,973	29%
Norco	27,265	32,052	+4,787	18%
Perris	35,249	54,452	+19,203	54%
Riverside	288,977	335,468	+46,491	16%
Unincorporated				
Riverside County	364,073	555,734	+191,661	53%
TOTAL RCC	1,040,099	1,373,919	+333,820	32%

- Since 2000, Riverside County has experienced a higher annual population growth than San Bernardino, Orange, and Los Angeles Counties as well as the state of California. The bulk of Riverside County’s population increases are from in-state migration, in contrast to Los Angeles and Orange Counties where growth has occurred mainly from births and foreign immigration.

	Annual Growth 2000-2006	Births	In-State Migration	Other-State Immigration	Foreign Immigration
Riverside	4.1%	21%	79%	69%	11%
San Bernardino	2.6%	39%	61%	46%	15%
Orange	1.4%	74%	26%	-29%	55%
Los Angeles	1.3%	74%	25%	-44%	69%
California (non-Riverside County)	1.5%	58%	42%	-4%	46%

McIntyre (2007), Chart B: Components of Population Change, 2000-2006

- While foreign immigration accounts for the lowest percentage increase in the growth of Riverside County (11%), the number of foreign-born individuals for 1995, 2000, and 2005 rose from 173,754 to 293,712 to 417,606, respectively.
- In 2005, 37.7% of the population in Riverside County reported speaking a language other than English at home. This number has risen since 2000 when it was 32.9%.
- According to the 2000 Census, the median household income in Riverside County was \$42,900. The California state average for that same time period was \$47,500. Asian-Pacific residents have the highest median income at \$50,900, and Hispanic residents have the lowest at \$36,500.
- While the proportion of Californians living below the poverty level remained the same from 2002 to 2004, it dropped during that same time period in Riverside County.

Percentage Living Below Poverty Level		
	2002	2004
Riverside County	12.9%	11.9%
California	13.3%	13.2%

Regional Work Force Trends

1. As of June 2007, 1,344,000 people were employed in the Riverside/San Bernardino/Ontario Metropolitan Statistical Area, the region in which many RCC students live and work. Of that number, 1,321,900 jobs were non-farm, 1,088,300 were private, and 1,060,900 were service providing. 827,300 jobs were private services providing.
2. According to the California Economic Development Department, the 25 occupations with the most job openings in the Riverside/San Bernardino/Ontario area between 2004 and 2014 that require an associate's degree or post-secondary certificate are as follows:

Job Title	Job Openings (2004 – 2014)	Median Hourly Wage
Registered Nurse	8500	\$31.93
Automotive Service Technicians and Mechanics	4870	\$17.15
Bus and Truck Mechanics and Diesel Engine Specialists	2190	\$19.40
Hairdressers, Hairstylists, and Cosmetologists	1970	\$8.60
Licensed Practical and Licensed Vocational Nurses	1690	\$18.95
Welders, Cutters, Solderers, and Brazers	1590	\$13.91
Preschool Teachers, Except Special Education	1510	\$9.95
Real Estate Sales Agents	1220	\$15.73
Computer Support Specialists	1180	\$19.65
Vocational Education Teachers, Postsecondary	940	\$29.60
Mobile Heavy Equipment Mechanics, Except Engines	910	\$21.45
Gaming Dealers	860	\$8.25
Medical Secretaries	850	\$13.93
Dental Hygienists	780	\$38.51
Emergency Medical Technicians and Paramedics	710	\$12.56
Fitness Trainers and Aerobics Instructors	660	\$11.75
Legal Secretaries	640	\$17.95
Electrical and Electronic Engineering Technicians	610	\$26.26
Respiratory Therapists	600	\$25.12
Slot Key Persons	580	\$9.85
Radiologic Technologists and Technicians	550	\$25.26
Massage Therapists	550	\$11.96
Manicurists and Pedicurists	530	\$7.95
Paralegals and Legal Assistants	470	\$22.12
Medical Records and Health Information Technicians	470	\$15.54

Of the approximately 35,000 job openings requiring an AA or AS degree or post-secondary certificate, about 40% are in health-related fields; 30% in engineering, technology, and mechanical fields; 15% in the service sector; 7% in education; and 7% in administrative support.

3. According to the California Economic Development Department, the 25 occupations with the most job openings in the Riverside/San Bernardino/Ontario area between 2004 and 2014 that require a bachelor's degree are as follows.

Job Title	Job Openings (2004 – 2014)	Median Hourly Wage
Elementary School Teachers, Except Special Education	11400	N/A
General and Operations Managers	7100	\$41.27
Secondary School Teachers, Except Special and Vocational Education	6030	N/A
Teachers and Instructors, All Other	4650	\$25.18
Business Operations Specialists, All Other	3990	\$23.45
Accountants and Auditors	3250	\$26.03
Middle School Teachers, Except Special and Vocational Education	2600	N/A
Construction Managers	1780	\$38.07
Management Analysts	1720	N/A
Recreation Workers	1650	\$9.26
Sales Managers	1620	\$43.28
Computer Software Engineers, Applications	1520	\$36.91
Cost Estimators	1420	\$24.99
Financial Managers	1350	\$39.42
Property, Real Estate, and Community Association Managers	1190	\$14.48
Chief Executives	1180	\$70.01
Loan Officers	1130	\$29.52
Education Administrators, Elementary and Secondary School	1100	N/A
Child, Family, and School Social Workers	1060	\$22.68
Purchasing Agents, Except Wholesale, Retail and Farm Products	1020	\$21.79
Human Resources, Training, and Labor Relations Specialists, All Other	900	\$25.76
Insurance Sales Agents	860	\$21.57
Special Education Teachers, Preschool, Kindergarten, and Elementary School	840	N/A
Network and Computer Systems Administrators	800	\$28.99
Civil Engineers	770	\$33.76

Of the approximately 60,000 job openings requiring a bachelor's degree, about 44% are in education; 42% in business fields; 10% in technology positions; and 4% in human development positions.

Regional Transportation Trends

1. In February 2007, Riverside County received \$157 million to cover the cost of adding five miles of carpool lanes on Highway 91 and \$38 million to cover two-thirds of the cost of widening Interstate 215 between I-15 and Scott Road. This funding will link southwest Riverside County commuters with San Diego, Sorrento Valley, and Orange County.
2. Despite concerns of impending automotive gridlock in Riverside County, future extensions of mass transit systems are considered too expensive by policymakers. For example, the Riverside County Transportation Commission recently decided against building a \$469 million commuter link from Temecula to Corona paralleling Interstate 15. Students traveling north to RCC Norco Campus will need to rely primarily on cars and, to a lesser extent, buses, at least in the near term.
3. In a 2007 Southern California Association of Governments survey, 70% of Riverside County respondents believed that traffic was worse than the year prior. Riverside County ranked higher than Los Angeles, Orange, San Bernardino, Ventura, and Imperial Counties in this regard.

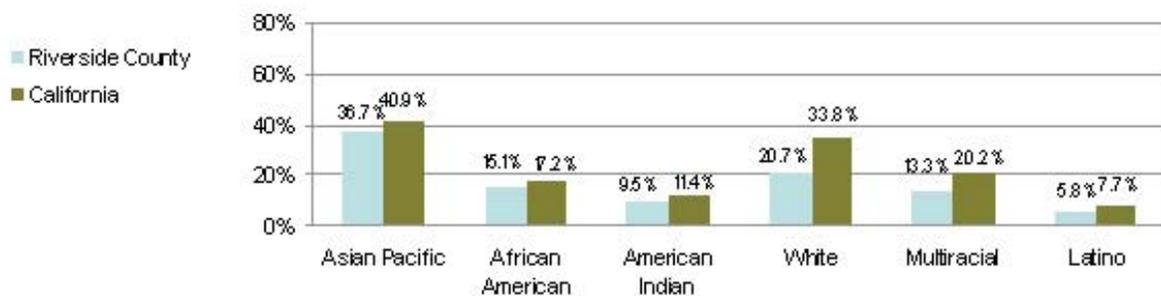
In the same Southern California Association of Governments survey, Riverside County had the highest percentage of workers who work outside the county—35%. And, 2000 United States Census data indicated that 82,167 workers commuted to Riverside County for work while 173,379 Riverside County residents commuted to another county for work, primarily San Bernardino (60,412); Orange (51,609); and Los Angeles (36,802) Counties. These data indicated that Riverside County plays a major “bedroom community” role for neighboring counties largely due to lower housing costs.

Regional Educational Attainment

1. Thirty-one percent of recent high school graduates in Riverside County completed college preparatory courses, compared to 35% statewide.
2. Riverside County numbers lag behind those of California in high school graduation rates and completion of the bachelor's degree or graduate/professional degree. County numbers match the state's performance in completion of the associate's degree.

	California	Riverside County
High School Graduates	80.1%	78.4%
Associate's Degree	7%	7%
Bachelor's Degree	29.5%	20.3%
Graduate or Professional Degree	10.6%	6.8%

3. Attainment of a bachelor's or higher degree by race or ethnicity varies widely in Riverside County and in California with Asian/Pacific Islanders being the highest and Hispanic/Latino being the lowest.



4. Of the 17,160 Riverside County high school students who went to college between 1999 and 2002, 57% went to community colleges and 41% went to four-year institutions. Riverside Community College District campuses were the most popular destinations by a wide margin.

Community Colleges

▪ Riverside City College	29%
▪ Mt. San Jacinto College	11%
▪ College of the Desert	9%
▪ Palo Verde College	1%
▪ Other community colleges	7%

Universities

▪ UC Riverside	9%
▪ CSU San Bernardino	5%
▪ CSU Fullerton	4%
▪ Cal Poly, Pomona	3%
▪ San Diego State University	2%
▪ Other universities	18%

5. Results from a study of community college students conducted by the Manpower Demonstration Research Corporation identified the following as the greatest obstacles to completing education goals:
- Lost wages due to reduced work hours to attend school
 - Lack of accessible, affordable childcare
 - Direct costs of tuition and books

Regional Peer Institutions

Community colleges throughout California aim to serve their constituents with transfer, AA/AS/Certificate and personal and professional development programs to serve regional needs. While an analysis of community colleges nearest to RCC Norco Campus' service area indicates that they are quite similar in programs and services, each possess a few unique qualities:

Chaffey College

- Study Abroad Program
- New campus in Chino
- “One Book, One College” program in which faculty, students, staff, and administration select and read an agreed upon book during each academic year

San Bernardino Valley College

- Biotechnology Studies courses aimed at training students interested in working as forensic science technicians, laboratory assistants, or biological technicians.

Mt. San Antonio College

- Programs in Aviation Management, Restaurant and Hospitality Management, and Histotechnology

Crafton Hills College

- Cooperative Work Experience Education, which allows students to earn units for work experience in accounting; administration of justice; allied health; business administration; child development; computer information systems; emergency medical services; fire technology; and marketing.

Mt. San Jacinto College

- “Corporate Solutions to Economic Development,” a center that offers businesses a full range of programs, including computer training; technical writing of process and instruction manuals; and seminars in communication, supervisory development, problem solving and other critical workplace issues.

Demographics of Regional Peer Institutions

College Demographics	RCC - City ¹	RCC - MV ¹	RCC - Norco ¹	RCC District ²	Mt. SAC ²	MSJC ²	Chaffey ²	SBVC ²	Crafton Hills ²
Male	41%	48%	41%	45%	44%	38%	39%	42%	46%
Female	59%	52%	59%	55%	56%	62%	61%	58%	54%
Under 20	29%	25%	30%	28%	35%	27%	31%	19%	30%
20-24	37%	28%	38%	32%	26%	27%	32%	27%	34%
25-34	17%	24%	18%	20%	16%	19%	19%	26%	18%
35+	17%	23%	14%	20%	23%	27%	18%	28%	18%
African American, Black	11%	14%	8%	11%	5%	7%	12%	21%	5%
Asian, Pacific Islander	9%	8%	9%	10%	28%	7%	9%	8%	7%
Hispanic, Latino	37%	38%	37%	34%	40%	27%	43%	39%	24%
Other/Unknown	8%	6%	9%	8%	8%	10%	8%	7%	8%
White	35%	34%	37%	37%	19%	49%	28%	25%	56%
Headcount Enrollment	17,667	9,408	8,641	46,319	54,450	18,685	27,202	19,477	7,243
2005-2006 Student: Faculty Ratio ³	13.5	12.3	14.5	12.3	15.6	11.3	13.4	14	15.4

¹Riverside Community College District Fact Book 2007; Data from Fall 2006, unless otherwise noted.

²California Community Colleges Chancellor's Office Data 2005-2006.

³Ratio = FTES/FTEF; value represents # of FTES to 1 FTEF; FTES = Credit + Non-credit; FTEF = Tenured/Tenure Track + Academic Temporary.

Higher Education Trends

1. There is growing competition for students between traditional and for-profit institutions such as the University of Phoenix and National University.
2. The role of instructional technology is expanding. Online learning continues to grow, making students much less place-bound. As a result, the number of courses taken via distance education has reached an all-time high, generating greater demand for electronic interfacing between faculty and students. Also, video and computer games are being considered viable options for hands-on classroom instruction and teaching tools.
3. There is growing pressure by public officials and accreditation agencies for colleges to plan, measure performance, and show the “value added” from the college experience. An example of this emphasis is evidenced in the Spellings Report and continued federal government interest in particular issues in higher education.
4. Colleges and universities are taking greater responsibility for more parts of students’ lives, a trend driven as much by parents as by the needs of colleges and universities to influence student behavior both on and off campus.
5. There is growing concern about data security and the use of personal information by colleges and universities.
6. There is increased interest in sustainable or “green” practices on campus.
7. More and more institutions are engaging in college/ community partnerships leading to common goals.



The Sociology of Today's College Student



1. Today's traditionally-aged college students are members of the so-called "millennial" generation whose defining characteristics are:
 - Socialized by their parents to be successful
 - Engaged in numerous academic, extracurricular, and service pursuits
 - Thought to be both generous and practical
 - Accustomed to structuring time, working from a schedule, and following rules
 - Familiar with being tested and assessed as well as receiving focused feedback
 - Goal-oriented
 - Successful at multitasking
2. Beyond the attributes above, many of today's traditionally-aged students expect their college experience will enhance their self-understanding, assist them in developing personal values, and encourage their expression of spirituality.
3. Today's students are much more consumer-oriented than before, seeking colleges that have the appropriate "image" and "brand" and the programs, services, and amenities they desire.
4. Team projects and collaborative work have increased in importance due both to deliberate institutional intent as well as student acceptance of constantly-on networking. This notion will increase in importance on campus as students come with that focus and then go on to work for companies where they will maintain that focus.
5. Instant access to information via the internet, text messaging, instant messaging, and other electronic modes of communication has minimized the importance of memorization of facts and increased the importance of information navigation skills.
6. Younger students enter college with advanced technology and media skills as well as an advanced ability to operate in virtual worlds. This has implications for both pedagogy and the ways in which students engage with the library and other campus information resources and services.

Planning Implications from the Environmental Scan

1. The large, predicted growth of Riverside County over the next 30 years and the fact that 270,000 people in the RCC are under the age of 15 means that RCC Norco Campus will need to grow to accommodate a larger pipeline of students demanding access to higher education.
2. The extremely large number of students entering RCC Norco Campus with basic skills deficiencies — 97.8% testing at pre-college math, 84.3% at pre-college English, and 70.5% at pre-college reading levels — speaks to the need for partnerships with the Campus' feeder high schools, strong programs in basic skills remediation and developmental studies, and a concentrated first-year experience program.
3. The profile of the top-25 projected regional job openings between 2004 and 2014 requiring an AA, AS, or Certificate has important implications for curriculum development:
 - The fact that 40% of the 25 fastest growing jobs will be in health care professions indicates a need to have sufficient course offerings in science, math, and general education so that students can take prerequisites at RCC Norco Campus and finish programs at Moreno Valley College, where health care is a focus area, including:
 - Nursing
 - Dental Hygiene
 - Emergency Medical Services
 - Radiological Technology

Moreover, the approximately 12,000 positions projected in these health care areas will far outstrip the capacity for colleges and universities to produce sufficient workforce. Hence, RCC Norco Campus will, some day, need to seriously consider offering two-year health care programs to meet regional needs.

- That 30% of the 25 fastest growing jobs will be in engineering, technology, and mechanical fields bodes well for RCC Norco Campus' focus on design and technology; and, if properly marketed, its existing and planned programs in:

- Manufacturing Technology
 - Computer Applications
 - Construction Technology
 - Drafting Technology
 - Electronics Computer Systems
 - Electronics Technology
 - Engineering Aide
 - Engineering Software Applications
 - Engineering Technology
 - Mechatronics
 - Advanced Plastics Technologies
 - Environmental Science
 - Civil Engineering Technician
 - Composite Materials Technician
 - Video Game Design
 - Animation
- The growing need for educators indicates a need and opportunity for RCC Norco Campus to increase its programming in:
 - Preschool Teachers
 - Vocational Education Teachers
 - Certificate for Teacher Aides
4. The summary of the top-25 projected regional job openings between 2004 and 2014 requiring a bachelor's degree has equally strong implications for curriculum development:
- That 44% of jobs will be in education indicates a need and opportunity for RCC Norco Campus to develop 2 + 2 programs with local colleges and universities in:
 - Elementary Education
 - Middle School Education
 - Secondary Education
 - Special Education
 - Similarly, that 42% of the top-25 jobs will be in business fields indicates the need for 2 + 2 programs in:
 - Accounting
 - Management
 - Economics
 - Finance
 - Marketing
 - The same is true for the technology fields where 10% of the new jobs will occur, indicating an opportunity for

2+2 programs in:

- Construction and Civil Engineering
- Software Engineering
- Network Systems Engineering

- Moreover, the overall demand for workers with bachelor's degrees — 60,000 in the top-25 jobs — indicates a need for RCC Norco Campus to offer strong and ample general education offerings.

5. The data indicate that over 173,000 people who live in Riverside County commute out of the County for work, with 60,000 going to San Bernardino County, 51,000 to Orange County, and 36,000 to Los Angeles County; and, likewise, that many people who live in the RCC are attending school in other community college districts close to their place of employment, primarily in Orange County. As a result, RCC Norco Campus is losing many of its potential students. This has several implications for RCC Norco Campus including:

- Norco's competition is not limited to the colleges in the immediate area, which is unlike most community colleges.
- Norco must be prepared to use non-traditional means to make it as convenient as possible for its service area population, including offering programs online and during the weekend.
- Norco should make comprehensive student services available to evening and weekend students.
- Students who attend colleges away from home are not able to enjoy important parts of campus life, including lectures, plays, and other cultural programs. RCC Norco Campus has the opportunity to be the "cultural home" for these students through its weekend programs.

Key Planning Statements

Introduction

This section presents the key planning statements that drive every aspect of the RCC Norco Campus Educational Master Plan: the institution's Core Commitments, Vision, and Mission.

- Core Commitments are the most basic elements of an institution's plan — the “truths” held as “self-evident” that emanate from the fundamental traditions and values which guide not only an institution's plan, but its day-to-day decisions.
- The Vision is a brief statement that describes the Campus' desired future state of being.
- The Mission expresses what the Campus is; what it does; who it serves; and how it is unique, relative to other institutions.

Core Commitments

RCC Norco Campus is dedicated to following a set of enduring Core Commitments that shall guide it through changing times and give rise to its Vision, Mission, and Goals.

Mutual Respect

Belief in the personal dignity and full potential of every individual and in fostering positive human values in the classroom and in all interactions

Collegiality

Being a supportive community that is distinctive in its civility, where the views of each individual are respected, humor and enjoyment of work are encouraged, and success is celebrated



Inclusiveness

Embracing diversity in all its forms — global as well as local — and creating a supportive climate that encourages a variety of perspectives and opinions

Integrity

Maintaining an open, honest, and ethical environment

Innovation

Valuing creative solutions and continuing to seek inventive ways to improve instruction and service to students and to the community

Quality

Achieving excellence in the broad range of academic programs and services provided to students and to the community, fostering an environment of inquiry, learning and culture, and providing professional development opportunities for faculty and staff

Access

Providing open admissions and comprehensive educational opportunities for all students

Student Success

Being an institution that places high value on the academic and personal success of students in- and outside of the classroom and where meeting student needs drives all decisions regarding educational programs and services

Civic Engagement

Being fully engaged with the local community by listening to needs; establishing programs and partnerships to meet regional needs; forming alliances with other educational institutions to create a continuum of educational opportunities; and communicating information about Norco programs and services to the external community

Environmental Stewardship

Being mindful of the impact we have on the environment, as individuals and as a community, and fostering environmental responsibility among students

Vision

RCC Norco Campus is a dynamic center for learning, student success, cultural enrichment, and community development and an innovative leader in providing relevant, accessible, and affordable educational programs.

Mission

RCC Norco Campus, located in western Riverside County, provides educational programs, services, and learning environments that meet the needs of a diverse community. We equip our students with the academic and technological skills to attain their goals in higher, occupational, and continuing education, workforce development, and personal enrichment while they achieve established learning outcomes. RCC Norco Campus emphasizes the development of technological programs to meet the needs of the growing business community. As a continuing process, we listen to our community and respond to its needs while engaging in self-examination and ongoing dialogue, planning, and improvement.

Design for the Future

Introduction

Building from the previous chapters, this chapter outlines the Goals, Objectives, and Strategies for RCC Norco Campus.

- **Goals** are the primary directions in which an institution will proceed in order to reflect its Core Commitments and to realize its Vision and Mission. Ideally, the Campus' goals link with the goals of its district.
- **Objectives** are measurable outcomes that move the institution toward realizing its goals. Because objectives are measurable, the raw numbers, percentages, and dates associated with them can also be used to create “dashboard indicators.” Similar to the gauges on the dashboard of an automobile that show speed, fuel consumption and economy, engine temperature, and other factors, dashboard indicators provide a quick measure of progress toward the Campus' desired ends.
- **Strategies** are specific activities and initiatives that enable an institution to achieve its objectives.

The Educational Master Plan identifies five overarching Goals for RCC Norco Campus, each followed by related Objectives and Strategies:

- **Goal 1:** Increase student retention, persistence, and success
- **Goal 2:** Improve the quality of student life
- **Goal 3:** Increase student access
- **Goal 4:** Enhance academic programs and the learning environment to meet student and community needs
- **Goal 5:** Enhance institutional effectiveness

These RCC Norco Campus goals correlate to the District's 2005-2010 Strategic Initiatives listed on page 4.

While the Educational Master Plan will serve as a framework for many years to come, the Objectives and Strategies focus on the initial five years: 2007-2008 through 2012-2013. Almost all of the Strategies are presented in two phases: Years 1 – 3 and Years 3 – 5. The occasional Strategies that stretch beyond five years are so noted.

Goals, Objectives, and Strategies

Goal 1: Increase student retention, persistence, and success

Student success is a major core commitment of RCC Norco Campus and a significant part of its vision and mission. While it can be defined in different ways, all definitions of student success include persistence and graduation. By spring 2006, 47.7% of the students who enrolled at Norco in fall 2005 were no longer enrolled. By fall 2006, 64.4% were no longer enrolled. There exists a great opportunity to focus energy and resources on helping students to persist and achieve their desired educational goals and to make RCC Norco Campus a leader in student success.

Research shows that students who complete a Student Educational Plan (SEP) persist in greater numbers than those who do not have a plan. In fall 2006, approximately 7.5% of Norco students completed Student Educational Plans.

Objectives:

1. RCC Norco Campus will reduce its first-semester attrition rate from 48% to 42% in three years; and to 38% in five years;
2. RCC Norco Campus will reduce its first-year attrition rate from 64% to 58% in three years; and to 52% in five years;
3. RCC Norco Campus will increase the percentage of students who declare degree and/or transfer as their educational goal that complete a Student Educational Plan (SEP) to 25% in three years and 50% in five years.

Strategies:

Academic: Years 1-3

1. Take special measures to increase the number of students completing SEPs since data indicate that students who do so persist in greater numbers than students who do not have a plan, e.g. expand the existing effort to include in English 60A a counselor presentation on educational planning and an opportunity for students to make a personal connection and educational planning appointment with a counselor.
2. Since data indicate students who take math and English in the first term are more likely than their peers to persist,

- increase the number of course offerings and students who take these courses in their first semester.
3. Continue to review course offering timelines to assure that there are sufficient courses in subsequent semesters to enable students to complete their educational programs in a timely fashion, e.g.
 - a. Use the expanding number of SEPs to create an enrollment forecasting model.
 - b. Align the course schedule with general education requirements.
 4. Institute a pre-registration program, particularly between the spring and fall semesters when statistics indicate that attrition is at its highest.
 - a. Develop a scheduling system that enables students to plan for multiple terms, e.g. fall and spring, to allow them to chart out their academic programs in advance and help assure persistence in those programs.
 5. Examine late start course offerings to be certain that the highest demand courses are included in the late start format, and ensure that students are referred to these courses.
 6. Develop more short-term courses.
 7. Provide course substitutions for certificate completion if needed courses are not offered.
 8. Expand the use of “Tegrity” and other similar software packages to make class presentations available for students who are suddenly prohibited from attending class due to an emergency and are likely to drop out as a result.
 9. Continue and enhance programs to have students go through basic skills and general education courses in cohort groups to create a sense of community and a peer support system.
 10. Provide online tutorial services.

***Academic:
Years 3-5***

11. Once an examination of course offerings is complete and the number and frequency are sufficient to meet needs, institute the “Norco Promise,” a guarantee that students can complete their programs in a set amount of time if they follow certain guidelines.
12. Explore programs that would enable students to complete their academic programs as expeditiously as possible, e.g.:
 - a. More extensive use of credit by exam
 - b. Fast-track scheduling
 - c. More on-line programs
13. Increase experiential learning opportunities (internships, work-study, etc.) to provide students with exposure to the world of work in their areas of interest.
14. Within a Center for Faculty/Staff Development, create an Instructional Innovation Program that includes training in:
 - a. Diverse pedagogy, including educational technology
 - b. Adult learning theory and teaching methods
 - c. Student Learning Outcomes and assessment activities

***Assessment and Intervention:
Years 1-3***

15. Through review of existing information about Norco students — e.g. results of the Community College Student Experiences Questionnaire (CCSEQ), insights of faculty and staff, etc. — identify the most important factors affecting student success at RCC Norco Campus.
16. Formulate a successful method to determine why students leave, e.g. exit interview, immediate follow-up phone call after withdrawal.
17. Review the Service Area Outcomes (SAOs) in student and academic service units; tie them to the factors that have the most affect on student success; and measure them annually to determine where improvement is needed and implement changes.

18. Since attrition is the highest in the first year, create an effective “RCC Norco Campus First-Year Experience” program that includes the information, orientation, programs, and access to support needed to address the factors identified as most affecting student success, e.g.:
 - a. Study skills
 - b. Time management
 - c. Conflict resolution
 - d. Life and career skills: work ethic, professionalism, etc.
19. Since finances are a major factor in student access and persistence, assist students to obtain financial aid loans, scholarships and grants, e.g.:
 - a. Advertise opportunities through instructors
 - b. Increase the number of financial aid workshops
20. Review and enhance the Early Alert Program, where necessary, to increase its effectiveness at identifying and taking suitable action to help students who are vulnerable to dropping out.
 - a. Explore potential Internet applications to provide quick, “just in time” services.

***Assessment and Intervention:
Years 3-5***

21. Based on strategies 15 and 16 above, develop a Norco-specific survey that can be used on an ongoing basis to measure student satisfaction and assist in enhancing programs and services aimed at the factors that most affect student success.

***Student Support:
Years 1-3***

22. Add weekend student services for Weekend College students.
23. Improve online videos in various service areas, e.g. orientation, academic advising and course planning, financial aid, etc.

24. Since research on student persistence indicates that students who have not decided on an academic program are most vulnerable to dropping out, treat all undeclared students as if they are on “early alert” status and be aggressive about providing services to them — counseling, mentoring assistance, etc.
25. Explore the need for financial support programs, e.g. grants for students who have encountered a temporary financial emergency that may cause them to drop out.

***Student Support:
Years 3-5***

26. Create a RCC Norco Campus Student Success Center that clusters all support programs and activities.
 - a. Academic Advising
 - b. Counseling
 - c. Adult Re-entry
 - d. Transfer/Career/Job Placement Center
 - e. “Experiential learning” that coordinates all practical-based learning — internships, cooperative education, etc.
 - f. Disabled Student Programs and Service
 - g. EOPS
 - h. Puente Program
 - i. Talented Tenth Program
 - j. TRIO/Student Support Services
 - k. Writing/Reading/Math Centers
 - l. Tutorial Center
 - m. First-Year Experience Program
 - n. Formal mentoring program using faculty, staff, and student peers
 - o. Study skills workshops tailored to specific discipline

Goal 2: Improve the quality of student life

Research indicates that the more students are engaged with their college campus, the greater their success and satisfaction. With respect to student engagement at RCC Norco Campus, results of the May 2007 Norco administration of the Community College Student Experiences Questionnaire (CCSEQ) survey indicate that:

- 13.6% of RCC Norco Campus students spend more than 6 hours per week on campus, not counting the time spent in classes,
- 29.1% of RCC Norco Campus students have attended a meeting of a student club or organization during the current school year,
- 22.1% of RCC Norco Campus students participated in a campus project or event sponsored by a student organization or club during the current school year,
- 31.3% of RCC Norco Campus students attended a play, dance, concert, or other theatre performance at the Campus during the current school year,
- 16.2% of RCC Norco Campus students participated in athletics and recreation during the current school year, and
- 18.6% of RCC Norco Campus students participated in a project or event that was sponsored by a student group or club and held off-campus during the current school year.

Another indicator of student engagement is food service revenue in the primary student dining area(s) per annual student headcount. The amount for the Norco campus was \$24.92 in the 2006 – 2007 academic year.

Objectives:

1. RCC Norco Campus will increase the number of students who report spending more than 6 hours per week on campus (as reported on the CCSEQ) from 13.6% to 20% by 2010 and to 25% by 2012;
2. RCC Norco Campus will increase attendance at student club or organization meetings (as reported on the CCSEQ) from 29.1% to 35% by 2010 and to 40% by 2012;

3. RCC Norco Campus will increase the rate of participation in a campus project or event sponsored by a student organization or club (as reported on the CCSEQ) from 22.1% to 28% by 2010 and to 34% by 2012;
4. RCC Norco Campus will increase the rate of attendance at school plays, dances, concerts, and theatre productions (as reported on the CCSEQ) from 31.3% to 36% by 2010 and to 41% by 2012;
5. RCC Norco Campus will increase the rate of participation in athletics and recreation (as reported on the CCSEQ) from 16.2% to 21% by 2010 and to 26% by 2012;
6. RCC Norco Campus will increase the rate of participation in a student group or club-sponsored project or event off-campus (as reported on the CCSEQ) from 18.6% to 24% by 2010 and to 29% by 2012;
7. RCC Norco Campus will increase the average food service revenue per annual student headcount by 3% in three years and 10% in five years.

Strategies:***Needs Assessment:
Years 1-3***

1. Continually gather data to evaluate the campus environment and expand or modify programs and services to enhance students' intellectual, personal, social, and aesthetic development.
2. Review the Service Area Outcomes (SAOs) in student and academic service units; tie them to the factors that have the most affect on student success; and measure them annually to determine where improvement is needed and implement changes.
3. Conduct a survey of high school students at RCC Norco Campus' major feeder schools to determine their academic interests and expectations of student life programs.

***Programs, Services, and Environment:
Years 1-3***

4. Consolidate all student life programs in a Student Center located in the vicinity of the Student Success Center, e.g.:
 - a. student activities
 - b. student government
 - c. student clubs
 - d. student lounges
 - e. improved food service offerings
5. Expand upon and place in the vicinity of the Student Success Center the Campus' 'one-stop shop' concept housing Admissions, Registration, Financial Aid, and the Bursar.
6. Enhance student volunteer and service learning programs.
7. Create an intramural recreation program.

***Programs, Services, and Environment:
Years 3-5***

8. Create attractive, convenient, and comfortable outdoor spaces and iconic elements where students, faculty, and staff can congregate.
9. Construct appropriate indoor and outdoor athletic spaces, e.g., physical education instructional spaces, playing fields, fitness center to support athletics and recreation programs.
10. Conduct a study on the costs and timing for introducing selected intercollegiate athletic programs.

Goal #3: Increase student access

Providing access to all who wish to pursue post-secondary education is a key element of RCC Norco Campus' core commitments, vision, and mission. Hence, increasing student access is an essential and welcomed goal of the Campus. Access is measured in many ways, including the number of students enrolled — an indicator of the number of students availing themselves of higher education — and the racial/ethnic composition of the campus. Since family income is unfortunately often tied to racial/ethnic identity, this criterion often satisfies the need to be accessible to individuals regardless of their economic means. (Reliable data on family income is not available).

The fall 2006 headcount enrollment at the Norco campus was 8,640.

The racial/ethnic distribution of the Riverside Community College District Service area is as follows:

- White: 34%
- Black: 10%
- Native American: 1%
- Asian/Pacific Islander: 7%
- Hispanic: 45%
- Reporting as more than one racial/ethnic category: 2%

The racial/ethnic distribution of the student body at the Norco Campus is:

- White: 37%
- African American: 8%
- Hispanic: 37%
- Asian: 9%
- Other: 9%

The racial/ethnic distribution of the Norco full-time faculty and staff is:

- White: 57%
- Black: 6%
- Native American: >1%
- Asian/Pacific Islander: 10%

- Hispanic: 26%
- Reporting as more than one racial/ethnic category: 0%

Another piece of the access puzzle for RCC Norco Campus is physical access to the campus and its services. While many students take courses online or commute to campus using public transportation, many more students drive to campus from communities near and far. As the population in Riverside County grows, commuting from location to location, particularly during peak times, will continue to get more and more difficult and inevitably impact RCC Norco Campus enrollment and student satisfaction.

During the 2006 – 2007 academic year, 41.5% of the students enrolled at RCC Norco Campus resided in Corona, and an additional 2.7% came from communities south of the Corona area.

Moreover, population projections indicate that much of Riverside County's population growth will occur in unincorporated areas like those lying to the south of Corona and extending to the Riverside Community College District border. Therefore, a majority and growing number of RCC Norco Campus students will reside in the southern portion of the RCC service area. This population growth supports the establishment of a south Corona educational center in the vicinity of the 15 Freeway and Temescal Canyon Road.

Traffic constraints can have a direct impact on access. As its enrollment increases and a growing number of students drive to the Campus, the amount of traffic will begin to exceed the capacity of Third Street. An expansion of Fourth Street, which is currently in the long-range plan of the City of Norco, will not address this problem as it would link with Third Street, hence, exacerbating the congestion from the east. Moreover, population and student commuting indicate that a growing number of RCC Norco Campus students will be coming from the south. Therefore, it is important to create a roadway that increases physical access to the Campus from the south.

Another factor affecting student access to educational opportunities is student-faculty ratio. This is particularly so at a relatively new institution, like RCC Norco Campus, where the number and frequency of course offerings is limited in certain disciplines. Maintaining an adequate student-faculty ratio means that the maximum number of students are able to take the courses they need to complete their program of study. In the 2005 - 2006 academic year, RCC Norco Campus' student-faculty ratio

was 14:1 which is comparable to its major regional competitors. RCC Norco Campus will need to maintain its current ratio if it is to provide maximum opportunities for students to secure the courses they need; and may need to increase the ratio in certain disciplines where student demand is high.

Objectives:

1. RCC Norco Campus will achieve an enrollment growth target of 3.8% annually until 2024 and then 3% thereafter until 2038.
2. RCC Norco Campus will work toward achieving and maintaining the racial/ethnic distribution of faculty, staff, and students that is representative of the population of the Riverside Community College District service area.
3. RCC Norco Campus will expand access to its programs and services both on the Norco campus as well as in the south Corona area. Toward this end, the Campus will establish a south Corona educational center by 2013 and enroll 1,000 FTES at the center by 2018.
4. RCC Norco Campus will work with the City of Norco to approve and construct a roadway providing southerly ingress and egress to the Norco campus.
5. RCC Norco Campus will maintain its current student-faculty ratio.

Strategies:

Outreach:

Years 1-3

1. Enhance collaboration with JFK Middle College High School and other feeder high schools to create a seamless transfer from those institutions to RCC Norco Campus, e.g.:
 - a. Review of content, syllabi, and curriculum to assure course transfer
 - b. Dual enrollment
 - c. Create a program that mirrors Advanced Placement that is specifically targeted to students who are interested in vocational/AA-AS-Certificate programs (as opposed to transferring to a four-year school)

2. Increase the number of on-line programs, enabling students access to education at times most convenient to them.
3. Maintain and enhance outreach efforts in local middle and high schools to increase the visibility of RCC Norco Campus as a college of choice, e.g.:
 - a. Faculty and student presentations in the schools to talk about RCC Norco Campus and what students can do with a specific degree or certificate from it
 - b. Special camps for middle high school students, e.g. current RCC Norco Campus Robotics Camp, Riverside City Copernicus Science Camp
 - c. Host activities and events targeted to K-12 students — academic decathlon, spelling bee, Boys/Girls State
4. Work with JFK Middle College High School and the City of Norco to agree upon and construct a southerly access roadway into the Norco campus

***Outreach:
Years 3-5***

5. Refine articulation agreements with major feeder four-year colleges and universities to create a seamless transfer from RCC Norco Campus to them, e.g.:
 - a. Develop course outlines of record that would facilitate an increased number of transferable course offerings
6. Between 2007 and 2018, acquire real property sufficient to accommodate a South Corona educational center in the vicinity of the 15 Freeway and Temescal Canyon Road.

***Student Support:
Years 1-3***

7. Provide more electronic, website, and poster advertising where students congregate, e.g. A&R, counseling and other campus areas detailing which courses are open/closed during registration periods.
8. Provide more assistance to ESL students with the registration

process, e.g. bilingual counselors.

9. Increase knowledge of campus programs and services by providing regular campus tours.
10. Continue and enhance special support services for students in underrepresented population groups, e.g. race/ethnicity and disability.

***Diversity:
Years 1-3***

11. Develop and implement a plan to diversify the faculty and staff so that it is reflective of the gender, racial, and ethnic mix of the Campus' service area and student body.

***Marketing and Public Relations:
Years 1-3***

12. Drawing upon the newly-formulated core commitments, vision, mission, and goals, develop a marketing plan to drive all aspects of Norco.
13. When the new, stand-alone RCC Norco Campus catalog is complete, distribute it widely to all constituencies, including feeder high schools, four-year institutions, and other organizations and agencies. Continue to distribute it on a regular basis as more constituencies are identified and as the catalog is updated.
14. Mail the RCC Norco Campus Schedule of Classes widely each term to advertise the courses and programs and as an overall marketing tool for the Campus.
15. Redesign the RCC Norco Campus website to be as technologically advanced and student-focused as possible.

Goal 4: Enhance academic programs and the learning environment to meet student and community needs***Academic Programs***

RCC Norco Campus currently offers certificate/A.S. degree programs in the following areas:

- Accounting (General Business)
- Administration of Justice/Law Enforcement
- Architecture
- Art-Commercial
- Automated Systems (Manufacturing Technology)
- Business Administration
- Computer Applications
- Computer Programming
- Construction Technology
- Drafting Technology
- Early Childhood Education
- Electronics Computer Systems
- Electronics Technology
- Engineering Aide
- Engineering Software Applications
- Engineering Technology
- Human Resources
- Logistics Management
- Management (General Business)
- Marketing
- Mechatronics (Manufacturing Technology)
- Office Administration
- Real Estate

And A.A. degree programs in:

- Liberal Arts & Sciences, General
- Intersegmental General Education Transfer Curriculum (IGETC) Transfer (CSU/UC) Studies

The Norco Campus Institutional Self Study in Support of Initial Accreditation — Fall 2007 also notes that Norco is planning or developing programs in:

- Advanced Plastics Technologies
- Environmental Science
- Civil Engineering Technician
- Composite Materials Technician
- Video Game Design
- Animation
- Fashion Merchandising

The mission of RCC Norco Campus is to be an independent, comprehensive community college with a special focus on design and technology. Its independent status requires that the campus offer an ample number of courses with sufficient frequency for Norco students to be able to complete their programs at the Norco campus without having to take courses at Riverside City or another college. The comprehensive status also requires that the curriculum have sufficient breadth to accommodate students' interests across a broad array of academic disciplines.

There is a general perception among some groups — faculty, staff, students, and community members — that students in certain programs at times cannot complete their full programs of study at the Norco campus due to the lack of courses, the infrequency with which courses are offered, and, in some cases, the limited number of available course sections.

Student Profile

The students at independent, comprehensive community colleges have comprehensive educational goals: AA/AS/Certificate; transfer; personal and professional development. Currently, 36% of students declare themselves as transfer students with the remainder as either AA/AS/Certificate/Personal Development or Undecided. Discussions with faculty and academic leaders at RCC Norco Campus indicate that the desired distribution of these three categories is approximately 40%, 40%, and 20%, respectively.

Library

The Library is the academic heart of any college or university and holds enormous practical and symbolic value in defining the quality of the learning environment. The current Norco Library is perceived as needing improvement by various constituencies and by a number of measures — adequacy of space, collections, number of computers, types of individual and collaborative study areas, etc.

Assessment

Assessment of learning outcomes is an important element of a successful learning environment. RCC Norco Campus has established Student Learning Outcomes (SLOs) on all course outlines and syllabi of record. It has established SLOs for 7% of its programs, and almost all of its academic programs have undergone program review.

Objectives:

1. Eighty percent of the programs at RCC Norco Campus will be self sufficient — with students being able to complete them by taking courses only at the Norco campus — in 3 years; and 100% will be self-sufficient in 5 years.
2. Norco will make steady progress — through adding courses in current programs; through carefully adding additional programs; through more aggressive marketing; and through having more students complete Student Educational Plans — in closing the gap between its current student profile, as defined by students' educational goals, and the 40%-40%-20% distribution.
3. RCC Norco Campus will place the enhancement of its library as a top priority. By 2012, 20% of the collection will be made up of materials published after 2000, and 50% of the volumes will have been selected by Norco faculty. Additional space shall be made available within the existing library for library uses by 2010. A new library should be considered for construction in 2014 to 2018.
4. Program-level SLOs will be identified for 100% of Norco programs by 2009.
5. One hundred percent of RCC Norco Campus academic programs will be reviewed in 3 years, and ongoing program reviews will be conducted each academic year.

Strategies:***Programs:******Years 1-3***

1. Complete an analysis of the number and frequency of course offerings at RCC Norco Campus for existing degree and certificate programs and current student demand; identify where there are gaps in what is necessary for students to complete their programs of choice on the Norco campus and take appropriate action to fill the gaps.
2. Initiate a program of continually conducting studies to determine student interests, regional demands, and learner needs, e.g.
 - a. Employer surveys to assess their needs and satisfaction with the performance of graduates of vocational and degree programs.
 - b. State projections of workforce needs for the region.
 - c. PSAT results; other existing annual studies conducted by the schools; and new, Norco-driven studies to determine and predict needs and interests.
 - d. Review Norco students' patterns of choice of academic area of study and the choices of students at Riverside City College and Moreno Valley College.
 - e. Continue to administer the Community College Student Experiences Questionnaire (CCSEQ) on a biennial basis.
3. Use the results of these studies to develop new academic programs and special academic support services that are most needed by the communities served by RCC Norco Campus and which will move it toward its desired mission of being an independent, comprehensive community college with a special focus on design and technology.

**Programs:
Years 3-5**

4. Take actions that will attract students across the three main categories — AA/AS/Certificate; transfer; personal and professional development — so that the student body reaches the 40%-40%-20% desired profile.
 - a. Establish a program mix that will make RCC Norco Campus an institution of choice for students regardless of their academic goals.
 - b. Hold a fund-raising campaign to provide support for academic scholarships and other College initiatives.
 - c. Expand the number of 2+2 programs with local four-year institutions.
 - d. Offer educational experiences such as an Honors Program; Study-Abroad; Student/ Faculty Research; and Capstone Experience to attract students who are more academically high-achieving.
 - e. Consider enabling students who are planning to transfer or who are enrolled in a formal 2+2 program to declare a major at RCC Norco Campus.
 - f. Assess the efficacy of RCC efforts to serve the Norco/ Corona service area with professional programs such as workshops, short courses, and other job-related education to meet the needs of working adults.

**Faculty:
Years 1-3**

5. Establish a desired full-time to part-time faculty ratio and work toward achieving the desired mix.
6. Recruit qualified part-time faculty and integrate them into RCC Norco Campus.
 - a. Provide an orientation that includes training on Norco's student-centered philosophy
 - b. Increase involvement of adjunct faculty members in campus committees and governance

- c. Provide dedicated work space for adjunct faculty
- d. Provide mentoring and one-on-one coaching

***Faculty:
Years 3-5***

- 7. Within a Center for Faculty/Staff Development, create an Instructional Innovation Program that includes training in:
 - a. Diverse pedagogy, including educational technology
 - b. Adult learning theory and teaching methods
 - c. Student Learning Outcomes and assessment activities

***Library:
Years 1-3***

- 8. Conduct studies to determine what qualities the Library needs to have in order to meet the needs of the students and faculty and implement the findings.
 - a. The collection of books and periodicals most needed to support the Campus' academic programs and learning environment.
 - b. Library resource and equipment needs for JFK Middle College High School students
 - c. New technologies to support student learning, e.g. Radio-Frequency Identification (RFID), podcasting, streaming video, and online information and instruction.
 - d. Faculty/staff needs from the Instructional Media Center (IMC)
- 9. Develop a library orientation/update series of workshops for new and continuing faculty.

***Library:
Years 6+***

10. Define the long-term programmatic elements required for the Library and construct the spaces necessary to accommodate them.

***Learning Outcomes:
Years 1-3***

11. Continue developing and reviewing SLOs for all degrees, certificates, and programs and use the results to make improvements to courses and programs, e.g.
 - a. Utilize industry advisory expertise to develop assessment tools and procedures for certificate programs at RCC Norco Campus
 - b. Engage in continual dialogue about the content of general education and its ability to support SLOs related to critical thinking, informational skills, communication skills, breadth of knowledge, application of knowledge, and global awareness
12. Continue to review program and course curricula to assure that their content is current, relevant, and appropriate to current and future student needs; and develop appropriate corresponding SLOs.
13. Provide faculty training in various assessment techniques.
14. Devise a uniform system for measuring teaching effectiveness including criteria that assist the faculty and institution to measure the accomplishment of selected SLOs.
15. Place greater emphasis on remedial, tutorial, and study-skills programs in math and science since academic programs for the highest-growth job areas (e.g. nursing, medical technicians, engineering) require math/science proficiency.

Goal 5: Enhance institutional effectiveness

The transition to an independent campus will require a number of special activities that will touch upon every aspect of RCC Norco Campus – policies and procedures, marketing, financial and technical planning, and others. Some of the transitional activities are clear and straightforward. Others will require determining where the jurisdictional parameters are, and, also, determining when it is wise and cost-efficient to function independently, and when it is not.

Currently, RCC Norco Campus is closely tied to the Riverside Community College District, including such basic elements as its website, catalog, and schedule of classes. Its public image and marketing effort are closely tied to the District, as are most of its protocols and procedures ranging from major topics such as financial guidelines to relatively minor items such as posting policies. Additionally, the Campus is dependent on the District to provide data and analytical services, functions which are critical to the implementation of many of the strategies in this Educational Master Plan.

Objectives:

1. RCC Norco Campus will develop and activate an independent website by the beginning of the fall 2008 enrollment period.
2. RCC Norco Campus will publish its own College catalog by September 2009.
3. RCC Norco Campus will create a marketing plan by September 2009.

Strategies:***Marketing and Communication:
Years 1-3***

1. Create a RCC Norco Campus website using the latest technologies in web design and presentation.
2. Drawing upon the newly-formulated Core Commitments, Vision, Mission and Goals, develop a marketing plan to drive all aspects of RCC Norco Campus' public image and raise the visibility of the institution.

- a. Brochures and information about the quality of programs and opportunities at RCC Norco Campus
 - b. Directional signage to the Campus and distinctive marquees at the entrances to the campus
 - c. Official seal, alma mater, logo, slogan, campus images, and publication guidelines
 - d. Clothing, souvenirs, and other memorabilia
3. Display RCC Norco Campus' Core Commitments, Vision, Mission and Goals in electronic publications, reports, the catalog, on campus placards and display cases, and in public places using the languages of the communities that the Norco campus serves.
 4. With the leadership of the Norco Academic Senate and Student Services, form a committee to recommend format, design, and appropriate information for an independent RCC Norco Campus catalog and schedule of classes. Upon completion:
 - a. Distribute separate RCC Norco Campus catalog to all constituencies, including feeder high schools, four-year institutions, and other organizations and agencies.
 - b. Mail the Norco Schedule of Classes widely each term to advertise the courses and programs and as a general marketing tool for the Campus.

***Institutional Planning:
Years 1-3***

5. Refer the goals, objectives, and strategies in this Educational Master Plan to the appropriate strategic planning subcommittee to design a plan of action for implementation.
6. Monitor the “dashboard indicators” that are based on the objectives established in the Educational Master Plan on a regular basis:
 - a. First-semester attrition rate
 - b. First-year attrition rate
 - c. Percent of students completing a Student Education Plan
 - d. Number of hours students spend on campus
 - e. Attendance at student club or organization meetings
 - f. Number of students participating in campus projects/ events sponsored by a student club or organization
 - g. Number of students attending a campus play, dance, or concert
 - h. Number of students participating in athletic or recreation events
 - i. Number of students participating in an off-campus club-sponsored project or event
 - j. Annual food service revenue per student
 - k. Annual enrollment growth
 - l. Ratio of Weekly Student Contact Hours (WSCH) to Full-Time Equivalent Faculty (FTEF)
 - m. Racial/ethnic distribution of students, faculty, and staff
 - n. Establishing a South Corona educational center
 - o. Roadway access to the campus from the south
 - p. Percent of RCC Norco Campus programs that are self-sufficient
 - q. Percent of students in transfer programs vs. AA/ AS/Certificate programs vs. personal/professional development courses
 - r. Percent of library collection published after 2000
 - s. Percent of library volumes selected by Norco faculty
 - t. Adequacy of library space
 - u. Percent of programs with current program reviews
 - v. Percent of programs with identified and measured SLOs

- w. Percent of programs reviewed
 - x. Degree of completion of independent web site
 - y. Degree of completion of independent catalog
 - z. Degree of completion and implementation of marketing plan
7. Conduct periodic review of the Norco Educational Master Plan and update it as necessary.

***Human Resources:
Years 1-3***

8. Create a fuller, more comprehensive orientation program for faculty and staff that familiarizes newly-hired individuals to policies and procedures, campus resources and services and orients them to the “small-town” and student-centered culture of the Campus, which will be particularly important as RCC Norco Campus grows from a small to a medium/large campus.

***Human Resources:
Years 3-5***

9. Within a Center for Faculty/Staff Development, create a Professional Enrichment Program that includes training in:
- a. Use of office technology
 - b. Customer service
 - c. New software in business, human resources, student data and other functions as they are developed and introduced

***Technology:
Years 1-3***

10. Task the Norco Technology Resources Subcommittee with developing technology standards for future technology development, upgrades, and purchases.
11. Develop a systematic schedule to guide the replacement of technology.

***Financial Resources:
Years 1-3***

12. Develop a five-year financial plan based on the objectives and strategies included in both the Educational Master Plan and in instructional student services, and administrative program reviews that include required staffing, equipment, maintenance of new facilities and other activities; identify budgetary priorities; allocate funding accordingly; and conduct an annual analysis to determine if the allocated resources are being utilized for the purposes identified.
13. Fully develop a campus-based budget allocation model by building the capacity of Norco Strategic Planning Committee to evaluate and prioritize resource requests.

***Financial Resources:
Years 3-5***

14. Develop the needed staff and capacity to pursue outside resources, e.g.
 - a. Fundraising
 - b. Partnerships
 - c. Grants
 - d. Creative, non-state financing of capital projects

***Transition to an Independent College:
Years 1-3***

15. As the campus grows, continue to ensure that all decision-making is done with a broad-based collaborative process which involved all campus constituencies and reflects the small-town culture of RCC Norco.

Facilities Needs Analysis

Introduction

This RCC Norco Campus Educational Master Plan is intended to guide the Campus Master Plan, a document that will delineate the physical development of the Campus and play a major role in defining its character.

The facilities planning factors outlined in this section are in accordance with Title 5 of the California Code of Regulations, Sections 57000-57033, which prescribes standards for the utilization and planning of most educational facilities in public community colleges.

This chapter addresses the first steps in developing RCC Norco Campus' long term Campus Master Plan:

- Enrollment forecasts, overall and by Taxonomy of Educational Program (TOP) code for the following milestone years: 2014; 2024; and 2038.
- A capacity analysis for Norco, from which can be derived the amount of space needed for each of the milestone years, by type of space (classroom, laboratory, etc.), as derived by prescribed State standards or, where there are no State standards, appropriate benchmarks.
- A summary of the implications of the goals, objectives and strategies outlined in this Educational Master Plan for the development of the Campus Master Plan.

The following sections describe each of these components in greater detail.

It is important to note that this projection of space needs is based upon current conditions and therefore, is subject to change to reflect updates of the Educational Master Plan.

Enrollment

The historical enrollment figures for RCC Norco Campus in the Internal Trends section of this document show that the Campus has a pattern of steady enrollment growth.

The most current enrollment data, Fall 2006, are as follows:

- 8,640 Headcount Students
- 2,545 Full-Time Equivalent Students (FTES)
- 81,954 Weekly Student Contact Hours (WSCH)

Table 5.1 on the next page shows, by instructional discipline (TOP Code), the Fall 2006 actual enrollment and the projected headcount, WSCH and FTES for RCC Norco Campus for the milestone years of 2014, 2024, and 2038.

The enrollment projections are based on an overall average annual enrollment growth of 3.8% up to 2024 and a 3% enrollment growth between 2024 and 2038. The rates and patterns are based on the principles of planned, thoughtful growth, taking into account key factors, such as needed facilities and the likely State support in the coming years.

Enrollment growth projections, by discipline, are also based on past enrollments for the District and College, projected job openings in Riverside and San Bernardino counties between 2004 and 2014, and national trends.

Table 5.1
Projected WSCH and FTES by Instructional Discipline

Title V Classified Instructional Discipline	Top Codes	Fall 2006				Fall 2014				Fall 2024				Fall 2038			
		WSCH			Estimated FTES	WSCH			Estimated FTES	WSCH			Estimated FTES	WSCH			Estimated FTES
		Lecture	Lab	Total		Lecture	Lab	Total		Lecture	Lab	Total		Lecture	Lab	Total	
Architecture	0200																
Architectural Drafting		103	344	447	13.9	131	436	567	17.6	176	586	762	23.7	307	1,024	1,331	41.3
Biological Sciences	0400																
Anatomy/Physiology		753	1615	2368	73.5	1,113	2,385	3,499	108.6	1,813	3,886	5,699	176.9	2,241	4,802	7,043	218.6
Biology		1033	658	1691	52.5	1,527	972	2,498	77.6	2,487	1,583	4,069	126.3	3,073	1,956	5,029	156.1
Microbiology		326	326	651	20.2	481	481	963	29.8	784	784	1,568	48.6	969	969	1,938	60.1
Business and Management	0500																
Accounting		966	290	1256	39.0	1,046	314	1,360	42.2	1,156	347	1,502	46.6	2,873	862	3,735	116.0
Business		2103	0	2103	65.3	2,278	0	2,278	70.7	2,516	0	2,516	78.1	6,256	0	6,256	194.2
Construction Management		667	71	739	22.9	845	91	936	29.0	1,136	122	1,257	39.0	1,984	213	2,197	68.1
Management		280	0	280	8.7	304	0	304	9.4	335	0	335	10.4	834	0	834	25.9
Marketing		114	0	114	3.5	123	0	123	3.8	136	0	136	4.2	338	0	338	10.4
Real Estate		795	0	795	24.7	861	0	861	26.7	951	0	951	29.5	2,365	0	2,365	73.5
Communications	0600																
Journalism		45	57	102	3.2	49	61	111	3.5	54	68	122	3.8	135	169	304	9.5
Computer and Information Sciences	0700																
Computer Apps & Technology		0	394	394	12.2	0	443	443	13.7	0	471	471	14.6	0	1,171	1,171	36.3
Computer Information Systems		0	2371	2371	73.6	0	2,669	2,669	82.8	0	2,837	2,837	88.0	0	7,053	7,053	218.9
Education/Physical Education	0800																
Education		132	0	132	4.1	195	0	195	6.1	317	0	317	9.9	392	0	392	12.2
Early Childhood Education		1189	0	1189	36.9	1,506	0	1,506	46.7	2,024	0	2,024	62.8	3,535	0	3,535	109.7
Guidance		434	108	542	16.8	549	137	687	21.3	738	185	923	28.6	1,290	322	1,612	50.0
Physical Education		1459	2110	3569	110.8	1,848	2,673	4,522	140.4	2,484	3,593	6,077	188.6	4,339	6,277	10,616	329.5
Engineering/Technology	0900																
Electronics		175	116	291	9.0	197	148	344	10.6	297	198	496	15.3	520	346	866	26.8
Engineering		757	1755	2511	78.0	852	2,223	3,074	95.5	1,288	2,987	4,275	132.8	2,250	5,219	7,469	232.0
Machine Shop Technology		33	50	83	3.1	37	63	100	3.8	56	84	141	5.3	98	147	246	9.2
Manufacturing Technology		0	163	163	5.1	0	207	207	6.5	0	278	278	8.7	0	486	486	15.2
Fine Arts/Applied Arts	1000																
Art		1020	816	1836	57.0	1,292	1,033	2,325	72.2	1,736	1,389	3,125	97.0	3,033	2,426	5,459	169.5
Dance		152	152	304	9.4	192	192	385	11.9	259	259	517	16.0	452	452	904	28.0
Music		399	165	564	17.5	506	209	714	22.2	679	280	960	29.8	1,187	490	1,677	52.0
Theater Arts		266	508	774	24.0	337	644	981	30.4	453	865	1,318	40.9	792	1,511	2,303	71.4
Foreign Language	1100																
French		197	39	236	7.3	213	43	256	7.9	235	47	283	8.7	586	117	703	21.7

Table 5.1 (Continued)
Projected WSCH and FTES by Instructional Discipline

Title V Classified Instructional Discipline	Top Codes	Fall 2006				Fall 2014				Fall 2024				Fall 2038			
		WSCH			Estimated FTES	WSCH			Estimated FTES	WSCH			Estimated FTES	WSCH			Estimated FTES
		Lecture	Lab	Total		Lecture	Lab	Total		Lecture	Lab	Total		Lecture	Lab	Total	
Arabic		169	34	203	6.3	183	37	219	6.8	202	40	242	7.5	502	100	603	18.7
Japanese		186	37	223	6.9	201	40	241	7.5	222	44	266	8.3	552	110	662	20.5
American Sign Language		288	72	360	11.2	312	78	390	12.1	344	86	430	13.4	856	214	1,070	33.3
Spanish		1,330	355	1,685	52.3	1,441	384	1,825	56.6	1,591	424	2,016	62.6	3,957	1,055	5,012	155.5
Health Occupations	1200																
Health Sciences		2,220	0	2,220	68.9	2,813	0	2,813	87.3	3,780	0	3,780	117.3	6,604	0	6,604	204.9
Humanities	1500																
English		10,121	2,909	13,030	404.6	14,953	4,298	19,252	597.8	24,358	7,002	31,359	973.7	30,101	8,653	38,754	1203.3
Humanities		561	0	561	17.4	829	0	829	25.7	1,351	0	1,351	41.9	1,669	0	1,669	51.7
Philosophy		1,187	0	1,187	36.9	1,754	0	1,754	54.5	2,857	0	2,857	88.8	3,531	0	3,531	109.7
Reading		1,070	499	1,569	48.7	1,355	632	1,987	61.7	1,821	850	2,671	82.9	3,181	1,485	4,666	144.8
Speech		2,427	0	2,427	75.3	3,074	0	3,074	95.4	4,131	0	4,131	128.2	7,217	0	7,217	224.0
Mathematics	1700																
Mathematics		13,929	514	14,442	448.4	20,579	759	21,338	662.5	33,521	1,236	34,758	1079.1	41,426	1,528	42,954	1333.6
Physical Science	1900																
Chemistry		667	778	1,444	44.8	985	1,149	2,134	66.2	1,604	1,871	3,475	107.8	1,982	2,313	4,295	133.2
Physical Science		212	0	212	6.6	269	0	269	8.4	361	0	361	11.2	631	0	631	19.6
Physics		220	165	384	11.9	278	209	487	15.1	374	280	654	20.3	653	490	1,143	35.4
Psychology	2000																
Psychology		3,697	0	3,697	114.8	4,683	0	4,683	145.4	6,294	0	6,294	195.4	10,996	0	10,996	341.4
Public Affairs/Science	2100																
Administration of Justice		699	0	699	21.7	757	0	757	23.5	836	0	836	26.0	2,079	0	2,079	64.5
Social Science	2200																
Anthropology		1,405	0	1,405	43.6	1,780	0	1,780	55.2	2,393	0	2,393	74.2	4,180	0	4,180	129.7
Economics		989	0	989	30.7	1,253	0	1,253	38.9	1,683	0	1,683	52.3	2,941	0	2,941	91.3
Geography		772	618	1,390	43.2	978	783	1,761	54.7	1,315	1,052	2,367	73.5	2,297	1,838	4,135	128.5
History		2,984	0	2,984	92.7	4,409	0	4,409	137.0	7,182	0	7,182	223.1	8,876	0	8,876	275.7
Political Science		1,948	0	1,948	60.5	2,467	0	2,467	76.6	3,316	0	3,316	103.0	5,793	0	5,793	179.9
Sociology		2,201	0	2,201	68.3	2,788	0	2,788	86.5	3,747	0	3,747	116.3	6,546	0	6,546	203.1
Interdisciplinary	4900																
English as Second Language		845	203	1,048	32.5	1,071	257	1,328	41.2	1,439	345	1,784	55.3	2,514	603	3,117	96.7
Work Experience				138	4.3			175	5.4			235	7.3			409	12.8
Norco Campus Total		63,525	18,291	81,954	2,545	85,694	24,050	109,919	3,414	126,834	34,079	161,148	5,004	188,932	54,400	243,741	7,569

Capacity

“Capacity” is a term used in the facilities planning process to express the amount of enrollment that can be accommodated by an amount of space. A facilities capacity analysis enables a college to identify the types of spaces it needs and/or the types of spaces it holds in excess. Such a facilities analysis forms the core of the Facilities Master Plan.

The State of California has developed uniform standards for determining enrollment capacity for each postsecondary education institution that receives State capital outlay funding. The State funds construction for growth on the basis of comparative need, where existing space falls below 100% of prescribed standards for certain categories of space.

Standard Space Categories

There is a method defined in Title 5 of the State Administrative Manual for each of the following five major categories of space:

- Lecture (Classroom)
- Laboratory (Class Lab)
- Office
- Audio Visual/TV (Instructional Media)
- Library/Learning Resources

The Capacity/Load Ratios for these spaces are determined by applying State standards defined in Title 5.

Non-State-Standard Space Categories

The balance of the space needed to support the overall institution, are in categories not covered by State standards per se. Estimates for these “non-State-standard” spaces, is determined by using factors derived from applying appropriate benchmarks. This category includes:

- Teaching Gym/PE
- Assembly/Exhibition
- Food Facilities
- Bookstore
- Physical Plant

- Health Services
- Child Care
- Lounge/Meeting Rooms
- Data Processing
- All Other Spaces

Existing Space

Table 5.2 shows the amount of Assignable Square Feet (ASF) in each of the previously listed categories, the amount of space needed by applying the State standards or benchmarks, and the current percent of need. The table also shows the amount of space that will be added to the campus in the coming years as currently planned projects come to fruition.

By looking at the figures in Column E, one can see that RCC Norco Campus is below need in all of the space categories. Overall, the campus is approximately 120,000 ASF below formula-driven need. When the space provided by temporary, non-permanent space is backed out, the current space deficit grows to about 144,000 ASF. These data indicate a strong need for additional space, not only for the current academic program, but for all of the support activities and functions that make a college campus a functional, inviting and supportive place in which to study, learn and grow.

While the additional square footage for the planned projects shown in Column H will help address the shortfall, by the time they all appear, the Campus will have grown further, posing remaining challenges for programming unless additional space is added.

Table 5.2
Existing Inventory and
Estimates of Space Need by Category
(data in Assignable Square Feet)

(A) Space Category (Type of Space)	(B) (C) (D) Fall 2006 Inventory			(E) Current	(F) (G) Percent of Need		(H) (I) (J) Planned Project Space		
	Permanent	Temporary	Total	Needs by Standards / Benchmarks	Permanent	All Space	Permanent	Temporary	Total
Lecture (Classrooms)	16,923	8,850	25,773	33,042	51%	78%	8,550	5,400	13,950
Laboratory	15,338	3,609	18,947	46,729	33%	41%	17,350		17,350
Office	14,057	1,883	15,940	21,836	64%	73%	6,355	700	7,055
AV-TV	804		804	9,167	9%	9%	1,050		1,050
Library	13,956	-	13,956	20,560	68%	68%	-	-	-
<i>Subtotal State Standard Space</i>	<i>61,078</i>	<i>14,342</i>	<i>75,420</i>	<i>131,334</i>	<i>47%</i>	<i>57%</i>	<i>33,305</i>	<i>6,100</i>	<i>39,405</i>
PE/Teaching Gym		2,792	2,792	35,000		8%			
Health Services			-	1,200					-
Child Care	3,129		3,129	6,000	52%	52%			-
Assembly/Exhibition	3,170		3,170	8,640	37%	37%			-
Food Facilities	2,112		2,112	5,184	41%	41%			-
Bookstore/Student Store		2,893	2,893	7,289		40%			-
Meeting Rm/Lounge			-	1,705					-
Data Processing			-	5,000			1,581		1,581
Physical Plant		3,682	3,682	10,109		36%			-
All Other Space	3,802	76	3,878	5,855	65%	66%	14,400	-	14,400
<i>Subtotal Non-State Standard Space</i>	<i>12,213</i>	<i>9,443</i>	<i>21,656</i>	<i>85,982</i>	<i>14%</i>	<i>25%</i>	<i>15,981</i>	<i>-</i>	<i>15,981</i>
Total All Space	73,291	23,785	97,076	217,316	34%	45%	49,286	6,100	55,386

Projected Space Needs

To project future space needs, enrollment estimates are applied in combination with appropriate space planning standards, which results in a total space requirement. Lecture and Class Laboratory need by instructional discipline are shown in Table 5.3 on the next page.

As noted earlier, planned capital projects (Column H in Table 5.2) will mitigate some of the need for additional space, but there remains a significant unmet need for the foreseeable future.

Table 5.3
Lecture and Lab ASF Space Justifications
ASF Justification Based on Projected WSCH by Discipline

Title V Classified Instructional Discipline	Top Codes	Current Space Inventory			Projected Space Need											
		Fall 2006			Fall 2006			Fall 2014			Fall 2024			Fall 2038		
		Lecture	Lab	Total	Lecture	Lab	Total	Lecture	Lab	Total	Lecture	Lab	Total	Lecture	Lab	Total
Architecture	0200	28	289	317	53	884	937	56	1,120	1,176	75	1,506	1,581	133	2,278	2,411
Biological Sciences	0400	562	2,177	2,739	1,099	6,442	7,541	1,342	9,515	10,857	2,182	15,521	17,703	2,736	23,445	26,179
Business and Management	0500	1,312	303	1,615	2,561	686	3,247	2,344	800	3,144	2,672	979	3,651	6,378	1,481	7,859
Communications	0600	12	48	60	23	121	144	21	132	153	23	145	168	57	216	273
Computer and Information Sciences	0700	-	2,319	2,319	-	4,728	4,728	-	5,120	5,120	-	5,655	5,655	-	8,555	8,555
Education/Physical Education	0800	856	1,861	2,717	1,672	7,123	8,795	1,761	9,023	10,784	2,387	12,125	14,512	4,165	18,324	22,489
Engineering/Technology	0900	257	1,748	2,005	502	9,170	9,672	466	11,616	12,082	705	15,611	16,316	1,250	23,613	24,863
Fine Arts/Applied Arts	1000	489	1,376	1,865	954	4,216	5,170	1,000	5,342	6,342	1,341	7,178	8,519	2,377	10,857	13,324
Foreign Languages	1100	578	450	1,028	1,129	851	1,980	1,010	922	1,932	1,114	1,019	2,133	2,812	1,542	4,354
Health Occupations	1200	592	-	592	1,155	-	1,155	1,209	-	1,209	1,622	-	1,622	2,878	-	2,878
Humanities	1500	4,093	2,858	6,951	7,993	7,294	15,287	9,438	10,551	19,989	14,807	16,782	31,589	19,908	25,415	45,323
Mathematics	1700	3,711	431	4,142	7,244	771	8,015	8,842	1,139	9,981	14,381	1,854	16,235	18,045	2,805	20,850
Physical Science	1900	293	790	1,083	571	2,421	2,992	659	3,489	4,148	1,003	5,531	6,534	1,422	8,365	9,787
Psychology	2000	985	-	985	1,923	-	1,923	2,012	-	2,012	2,700	-	2,700	4,790	-	4,790
Public Affairs/Science	2100	186	-	186	364	-	364	325	-	325	359	-	359	906	-	906
Social Science	2200	2,744	518	3,262	5,359	1,588	6,947	5,876	2,012	7,888	8,424	2,704	11,128	13,349	4,089	17,438
Interdisciplinary	4900	225	170	395	440	434	874	460	550	1,010	617	739	1,356	1,096	1,118	2,214
Norco Campus Total		16,923	15,338	32,261	33,042	46,729	79,771	36,821	61,331	98,152	54,412	87,349	141,761	82,302	132,101	214,403

Note: Lecture space inventory is maintained in a central allocation pool. This distribution represents proportion by WSCH. Current space inventory includes ONLY permanent space, not including modular classroom spaces.

Lab Space

Lab space is usually thought of as specialized instructional space requiring either dedicated equipment or utility configurations, thus somewhat higher costs. In community colleges, the amount of space needed for lab work differs based on the discipline defined by the TOP code. RCC Norco Campus' current lab space compared with the projected space needs as shown in Table 5.3 reveals that the campus has a total additional need for approximately 31,400 ASF in permanent lab space as of Fall 2006.

With the completion of Industrial Technology Phase III (17,350 ASF), the lab inventory available to the campus is expected to rise to around 33,000 ASF but as enrollments increase, so will the need for space. By 2014 the need for lab space is expected to exceed 61,000 ASF, resulting in a potential deficit of approximately 29,000 ASF. The need for lab space is projected to ultimately rise to 132,000 ASF by 2038.

Lecture Space

Lecture space is generally viewed as an interchangeable resource, controlled and allocated by a central scheduling authority.

Table 5.3 reveals that, overall, the Fall 2006 lecture space is 16,000 ASF less than formula-driven need for permanent space. That deficit is expected to be approximately 11,300 ASF in 2014 because of the permanent classroom space from the Industrial Technology Phase III building project; about 29,000 ASF in 2024 and around 57,000 ASF in 2038.

The completion of permanent classroom space from the Industrial Technology Phase III building (8,550 ASF) will assist some, but continued enrollment growth will demand more classroom space.

Overall Campus Space

Table 5.4 summarizes all of the enrollment and space needed for the milestone years, by type plus:

- Lecture, Laboratory, Other, and Total WSCH
- Student headcount
- FTE student
- FTE faculty

Table 5.4
Campus ASF Need Justified by Projected WSCH
(Data Shown by Space Type)

	Current Permanent Space	Calculated Space Needs by Space Type Category			
	Fall 2006	Fall 2006	Fall 2014	Fall 2024	Fall 2038
Classroom ASF	16,923	33,042	36,821	54,412	82,302
Class Lab ASF	15,338	46,729	61,331	87,349	132,101
Office Space & Conference Rooms	14,057	21,836	28,734	42,119	63,706
Audio-Visual/TV Support	804	9,167	13,116	14,466	16,643
Library & Learning Resources	13,956	20,560	43,097	58,970	84,570
<i>Subtotal Standard Space</i>	<i>61,078</i>	<i>131,334</i>	<i>183,099</i>	<i>257,316</i>	<i>379,322</i>
Teaching Gymnasium	-	35,000	35,000	35,000	35,000
Assembly/Exhibition Space	3,170	8,640	11,590	16,989	25,697
Food Services & Dining	2,112	5,184	6,954	10,193	15,418
Meeting Rooms and Lounge	-	1,705	2,287	3,353	5,071
Bookstore/Student Store	-	7,289	9,265	12,883	18,717
Health Services	-	1,200	1,200	1,200	1,200
Child Care	3,129	6,000	6,000	6,796	10,279
Data Processing	-	5,000	5,000	5,000	5,000
Physical Plant	-	10,109	13,075	17,517	24,907
All Other	3,802	5,855	7,611	10,332	14,837
<i>Subtotal Non-State Standard Space</i>	<i>12,213</i>	<i>85,982</i>	<i>97,982</i>	<i>119,263</i>	<i>156,126</i>
Total Campus ASF Justification	73,291	217,316	281,081	376,579	535,448
Lecture WSCH	63,525	63,525	85,694	126,834	188,932
Laboratory WSCH	18,291	18,291	24,050	34,079	54,400
Other WSCH	138	138	175	235	409
Total WSCH	81,954	81,954	109,919	161,148	243,741
Total Headcount (Students)	8,640	8,640	11,588	16,989	25,697
Total FTES (Students)	2,545	2,545	3,413	5,004	7,569
Total FTEF (Faculty)	153	153	205	301	455

Facility Implications of the Educational Master Plan

One of the primary purposes of an Educational Master Plan (EMP) is to provide a foundation for planning the institution's physical environment. This EMP contains five goals, 24 objectives, and a number of specific strategies. Many of the strategies have direct implications for planning the physical environment.

1. The mission of RCC Norco Campus is to be a comprehensive community college with a specific focus on design and technology. The EMP also calls for a 40-40-20 distribution of transfer - AA/AS/Certificate - personal/professional enrichment students, and preparing students for the growing number of regional jobs in health-related fields; engineering and technology; education; business; and services sector. As the Campus develops AA/AS/Certificate and 2+2 programs to meet these opportunities, there is a significant need for additional space to support all disciplines. The specific space needs, currently and for the benchmark years, are delineated in Tables 5.2, 5.3, and 5.4. Specific academic facilities needed include:
 - a. A Science Building: Laboratories, faculty offices and seminar rooms to support the Campus growth in biology, chemistry, physics, engineering technology.
 - b. Liberal Arts Building: Classrooms, faculty offices, and seminar rooms to support all disciplines in the humanities and social sciences.
 - c. Performing and Arts Center: Classrooms, music rooms, visual art studios, faculty offices, theatre art performance spaces.
 - d. Physical Education: Gymnasium, training and fitness facilities, lockers, classrooms, faculty offices, and outdoor instructional spaces.
2. There is a significant need for co-curricular and academic support space. The centerpiece of this space could be a RCC Norco Campus Learning Commons where all of the out-of-classroom learning and support functions are near one another. The Learning Commons would include:
 - a. A Norco Student Success Center that clusters all support programs and activities, including: academic advising; counseling; Adult Reentry Program; Transfer/

- Career/Job Placement Center; Experiential Learning Program; Disabled Student Services; EOPS; Puente Program; Talented Tenth Program; TRIO/Student Support Services; Writing, Reading, and Math Centers; First-Year Experience Program; Mentoring Program; Student Success Workshops
- b. A Student Union in the proximity of the Student Success Center that houses all student life programs: student activities; Student Government; clubs; student lounges; and food service
 - c. Expansion of the existing One-Stop Center and placement in the vicinity of the Student Success Center and the Student Union
 - d. An enhanced Library
3. A high quality faculty and staff that has knowledge and expertise in the latest technology, pedagogical approaches, and approaches to successful interaction with students will be key to the success of RCC Norco Campus as it grows. Toward these ends, the EMP calls for the creation of a Center for Faculty and Staff Development that includes:
 - a. Instructional Innovation Program that provides faculty training in diverse pedagogy, adult learning theory, student learning outcomes and assessment, and other professional development programs.
 - b. Professional Enrichment Program that provides training in customer service, technology, and other areas.
 4. There is a considerable emphasis in the EMP on enhancing the outdoor environment, which could be realized by creating attractive, convenient and comfortable outdoor spaces; iconic elements where students, faculty, and staff can congregate; and appropriate signage and way finding elements to enhance the user-friendliness of the physical environment.
 5. The EMP indicates a need to provide programs in intercollegiate athletics and recreation, which will require the appropriate indoor and outdoor spaces for these activities, in conjunction with physical education instructional spaces.
 6. The EMP also addresses the need for a roadway that provides access to the campus from the south.

7. To serve the needs of its region, the EMP calls for the construction of an educational center in South Corona in the vicinity of the I-15 freeway and Temescal Canyon Road to enable greater access to instructional and developmental courses needed by the rapidly-growing student body.
8. A growing and complex campus will require sufficient physical plant space to provide the support necessary to maintain a high quality, efficient academic enterprise. This includes needs for facilities such as a warehouse, shops for all of the skilled trades, and a central plant.

All of these physical elements will need to be reviewed as the Educational Master Plan is modified as part of an ongoing assessment and updating process.