

# NORCO COLLEGE

RIVERSIDE COMMUNITY COLLEGE DISTRICT



**SITE PLAN ALTERNATIVES**

**FEBRUARY 2020**



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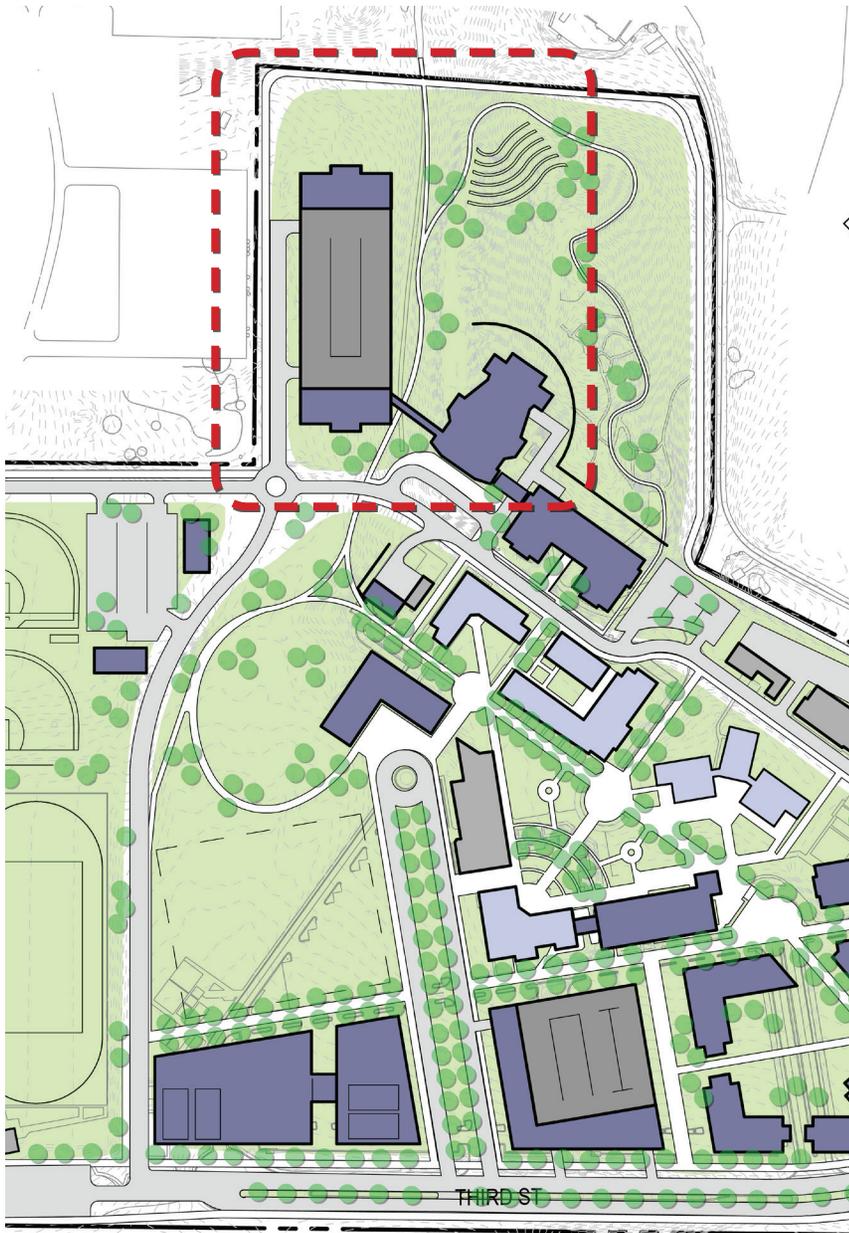
STUDENT HOUSING



Prepared by

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PREFERRED SITE PLAN



ALTERNATE PERFORMING ARTS CENTER - OPTION 1



## ALTERNATE PERFORMING ARTS CENTER - OPTION 2



## PERFORMING ARTS CENTER

The justification for the location of the Performing Arts Center (PAC) in the preferred site plan is to keep this program within the Arts & Humanities academic neighborhood and take advantage of the views north to the Lake and the Norconian Hotel. However, there are some challenges attributed with building the PAC and its corresponding parking structure in the north end of the campus as shown in the preferred site plan. Additional site options are identified should the College choose to purchase land along Third Street.

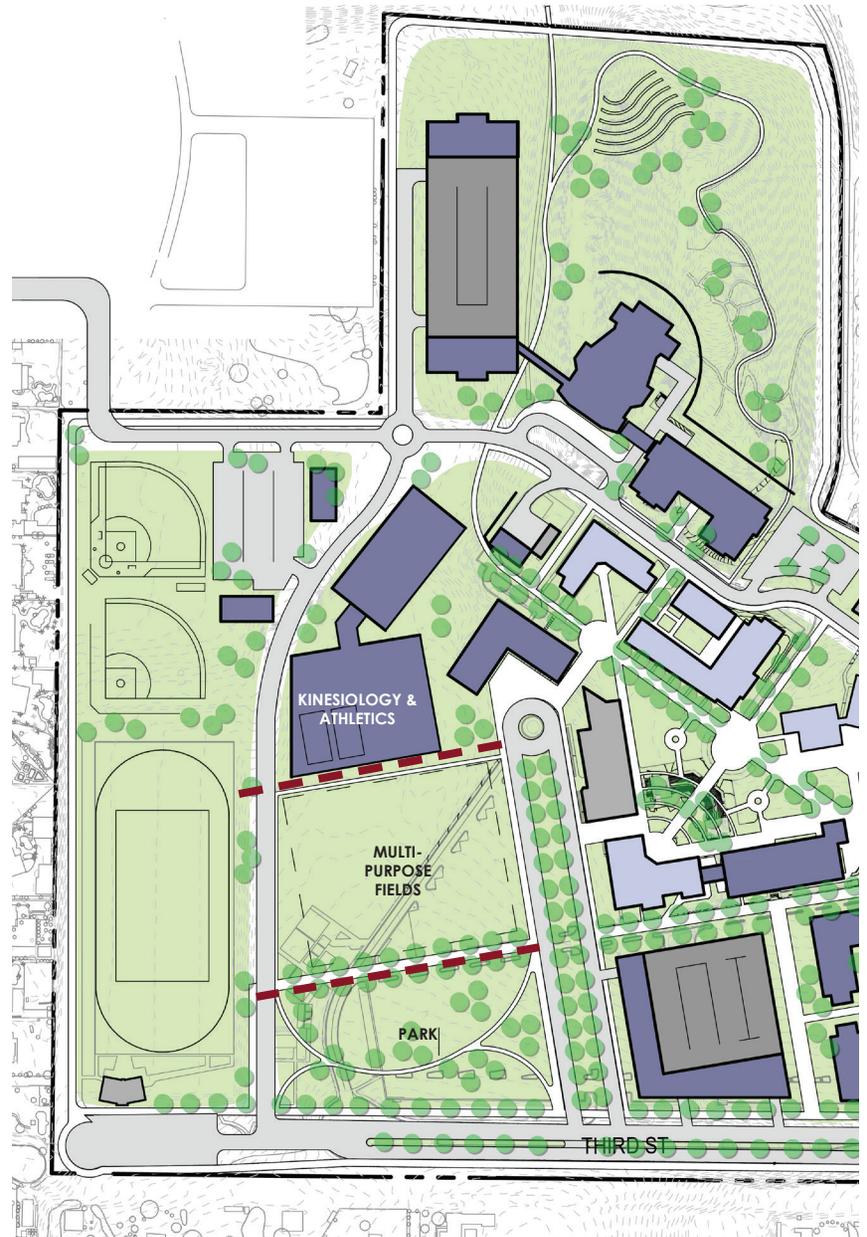
Upon further study, if the access point to Western Boulevard is not feasible as a second means of access, leaving the only access points to the east of the campus from Hamner Avenue, a large-scale venue, such as a 500-seat theater, would not be viable to place in the interior of the campus due to parking and traffic concerns. In addition, the site parcel in which the PAC sits in the preferred option would entail a significant amount of site work due to the steep slopes in that area of the campus. The building would have to be built directly into the hill, requiring a significant retaining wall. While it is certainly feasible to construct the PAC in this way, it would add a significant amount of cost to the project.

**Options:** A potential site acquisition to the east of the existing STEM Center would allow for the PAC and its subsequent parking structure. Ideally, the District and College would purchase lands all the way to Hamner Avenue to increase the amount of land for the complex to include community open space (Option 2). Stretching the property line out to Hamner Avenue would also increase the presence of the College along this main roadway increasing its visual presence in the community and provides opportunity for a new campus gateway/entry at Hamer Avenue. If the purchase of the RV Center is not feasible, the PAC and parking structure can be accommodated in the smaller parcel of land (Option 1).

PREFERRED SITE PLAN



ALTERNATE KINESIOLOGY + ATHLETICS - OPTION 1

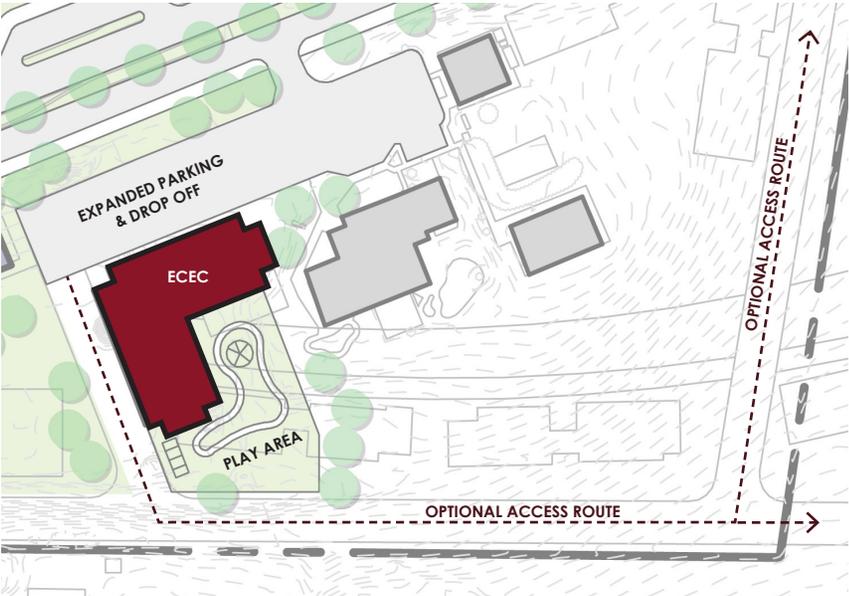




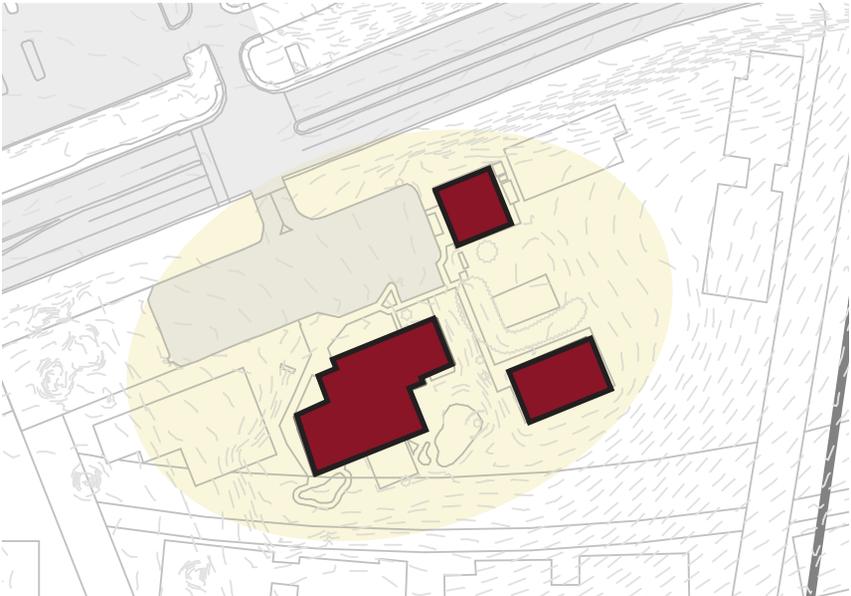
## KINESIOLOGY AND ATHLETICS

The justification for the location of the Kinesiology & Athletics complex in the preferred site plan is to place community-focused programs along Third Street to activate the street edge and provide for convenient access into and out of the campus. Should the College choose, it is feasible to place the Kinesiology & Athletics complex closer to the campus core by placing the multi-purpose fields and the park along Third Street, either by separating the two open spaces by the buildings (Option 2) or placing all of the open space along Third Street (Option 1).

PREFERRED SITE PLAN



OPTION 1 - RENOVATED STEM FACILITIES



## OPTION 2 - STOKOE CENTER



## EARLY CHILDHOOD EDUCATION CENTER

In the preferred site plan, a new Early Childhood Education Center (ECEC) facility will become a home for child care services paired with academic space for both observation and instruction. In its preferred option, it will be located at the front door of the campus. This location is convenient for drop-off and pick-up, as well as provides ample open space for expanded parking and open space for outdoor play areas. The project includes an outdoor play space that is appropriate for the age groups served at the Center. The outdoor space should be enclosed, shaded, and include plantings and shade trees. A surface parking lot should be adjacent to the new building for staff parking and parent drop off. To reduce traffic along Third Street, additional access routes to Third Street and Hamner Avenue should be studied for feasibility.

Alternative options are to renovate the existing STEM facilities into a new ECEC. These structures were formally an Early Childhood Education Center (Option 1). This option would be the most financially feasible. The programs that are within the existing STEM facilities will be moved into the Academic Temporary Village, freeing up the space for a renovation.

An additional option is to locate the ECEC off-campus, for example, at the Stokoe Center.



## OFF-SITE CENTER

Given the dramatic residential growth of the local service area combined with the current and projected physical space constraints of the college, a thorough investigation of potential off campus locations is warranted in order to expand services to students in outlying areas, which are among the fastest growing in the District. This strategy, also included in the RCCD Strategic Plan (2008-2012) and the Norco College Strategic Plan (2008-2012), was temporarily halted due to an economic downturn. The immediate and pressing educational needs of western Riverside County residents continues to drive the college's obligation to explore providing instruction and support services at one or more off-site locations.

Given the population growth in western Riverside County, for the purpose of this study, an enrollment of 1,397 FTES is assumed for 2030, which is 10% of the planned population for the Norco Campus.

## ENROLLMENT PROJECTIONS

Year	2017-2018	2024-2025	2029-2030
Norco College Headcount	14,624	17,986	20,850
Norco College FTES	7,248	11,631	13,970
<b>Center Headcount</b>	-	<b>1,798</b>	<b>2,085</b>
<b>Center FTES</b>	-	<b>1,163</b>	<b>1,397</b>

## PROGRAM

This section outlines potential facility and space needs for a new off-site center regardless of center location. The center will serve the academic, service, and social needs of the center and surrounding community. The following space needs and adjacencies will be the foundation of a building program. The following pages outline each of the following space types:

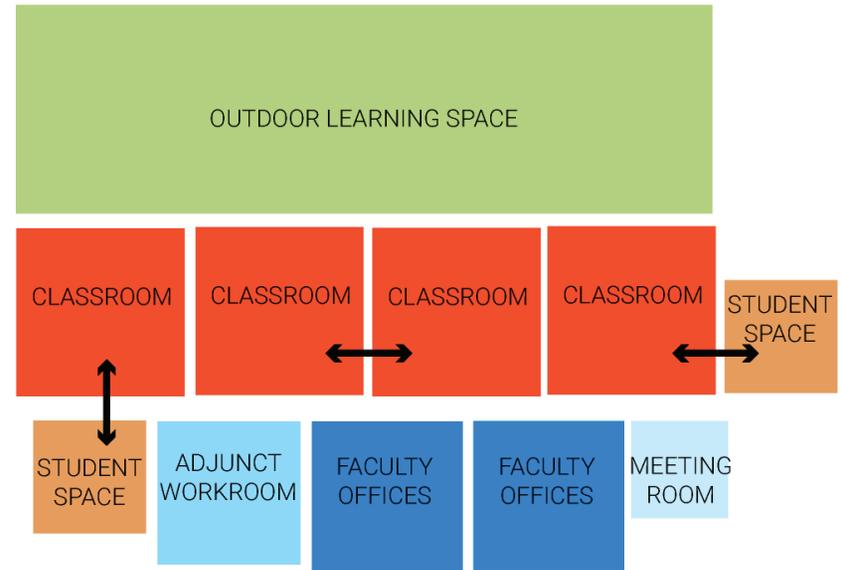
	Space Type	asf
	Classrooms	20%
	Class Laboratories	15%
	Open Laboratories	7%
	Offices	20%
	Library and Study	8%
	Fitness and Recreation	6%
	Other Special Use	6%
	Exhibit and Assembly	3%
	Student Space	9%
	Physical Support	6%
	<b>Total</b>	<b>100%</b>

## BUILDING SITING

- » Views from outside and inside
- » Orientation to capture solar power from the parking lot or rooftop
- » Close to dining options
- » Adjacent to potential or existing community partnerships (library, high school, adult education)
- » Close to transit
- » Ample outdoor space for gathering and learning
- » Prominent location or signage
- » Parking should be adjacent to the building



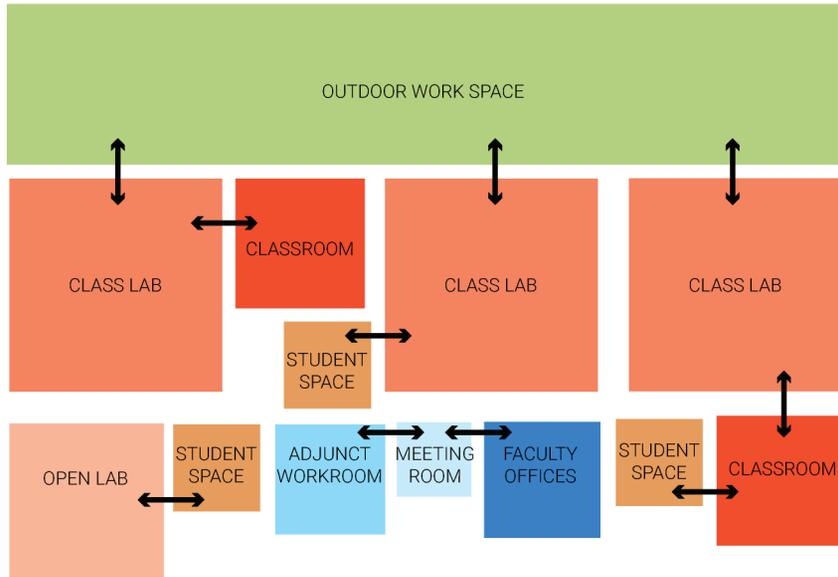
## CLASSROOMS



Sample Adjacency Diagram

To support active, student-centered, collaborative teaching and learning, classrooms will be large, flexible, technology-rich spaces. Furniture should be movable so that faculty and students can rearrange the space to suit the desired teaching style. Adjacent to classrooms, student spaces will double as tutoring space and informal collaborative spaces. Faculty offices should be located within the learning and student support spaces to encourage interaction between faculty and students.

## CLASS LABS AND STUDIOS



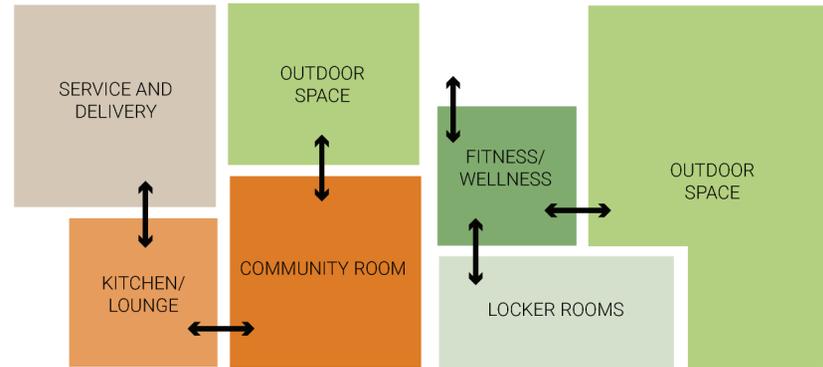
Sample Adjacency Diagram

Class labs should be also be large, flexible spaces that support active and technology-rich teaching and learning. Clustered together, spaces should have direct flow from skills labs and the lecture spaces that can be scheduled concurrently. This layout creates a dynamic academic environment for students and faculty to support the goal to provide instructional spaces that support both active learning and lecture-based learning within one space. Student spaces will be located throughout the building, within learning spaces and small nooks off public corridors.





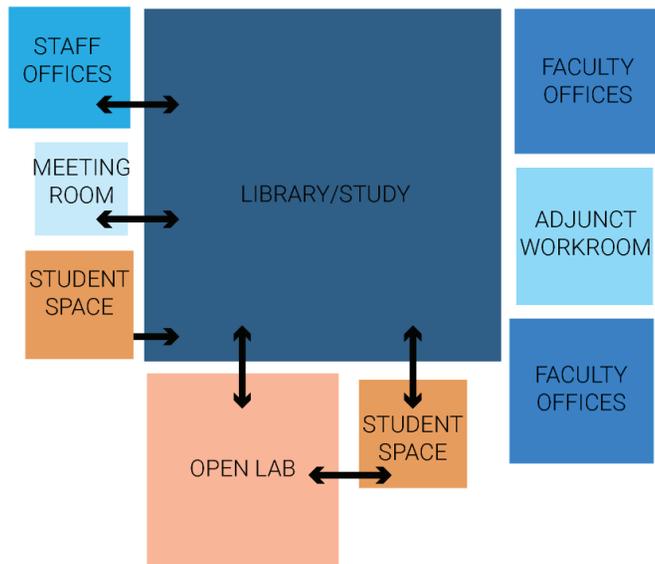
## PUBLIC/ACTIVE SPACES



Sample Adjacency Diagram

As part of shared Community space, a fitness center and community meeting room can be accessed by students, faculty, staff, and community. A large meeting room that accommodates up to 100 people can be used for both campus and community events. Directly adjacent to this space should be a large catering kitchen and a multi-functional lounge space that includes a cafe, kitchen, and gallery space for students, faculty, and staff to use during the day. This large room should be adjacent to outdoor gathering space. Dependent on whether Physical Education is offered at the off-site center, a fitness center shared between community and college should be adjacent to outdoor turf space.

## LEARNING RESOURCE CENTER



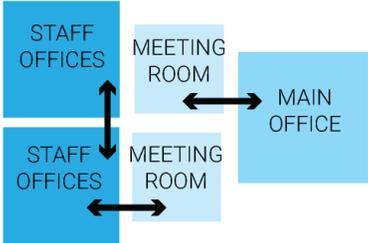
Sample Adjacency Diagram

The Learning Resource Center, will be a large open space and hold the library collection space, individual and group study space, and an adjacent open/scheduled computer lab. There will also be rooms for tutoring, testing, and offices for support staff. Faculty offices should be located near or within the Learning Resource Center to encourage interaction between faculty and students.





### CAMPUS ADMINISTRATION AND STAFF

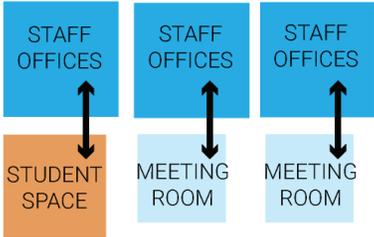


Sample Adjacency Diagram

The Campus administration and staff area should include both workstations and private offices. Meeting rooms and a main office and work room will provide centralized services for these employees.



### GUIDED PATHWAYS + STUDENT SERVICES



Sample Adjacency Diagram

As part of the Guided Pathway Framework, Counseling and Student Services should be located adjacent to the Learning Resource Center, and adjacent to classrooms and faculty offices. This area will include both workstations, private offices and private meeting rooms. Several of the offices will be private spaces where counselors can meet privately with students. A central student space with computers and other resources will encourage students to utilize the space and services.



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## STUDENT HOUSING

Many community colleges in Southern California are considering adding housing to their campus to provide solutions to the state's affordable housing crisis. By offering housing for students, Norco College could further support student engagement and success, while potentially impacting the level of housing insecurities that many Norco College students face.

The College should consider completing a student housing feasibility and market demand study, which will provide direction on the amount of housing that is needed, the type of housing, as well as potential locations for both off-campus (close to the College) and on-campus. Along with financial impacts, adding housing to a campus will have impacts to infrastructure, campus security, services and student-life operations, such as dining and weekend/ evening amenities. These elements should also be considered as part of this future study.

The potential of a private-public partnership to build student housing should be considered. This partnership would allow the College to provide the land and avoid debt by freeing up capital for critical campus projects.



*Student Housing Project at Orange Coast College*



*Student Housing Project at Santa Rosa Junior College*

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650 Spruce St #300  
Riverside, CA 92507