

# Secondary Location Analysis

Norco College

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### Norco College Mission Statement

Norco College inspires a diverse student body by an inclusive innovative approach to learning through its pathways to transfer, professional, career and technical education, certificates, and degrees. We are proud to be a pivotal hub for scholarship, arts and culture, dynamic technologies, and partnerships. Norco College encourages self-empowerment and is dedicated to transforming the lives of our students, employees, and community.

## Overarching Goal

To equitably serve the growing population in Western Riverside County via expanded access to higher education for communities that might otherwise not enroll within RCCD.

## Statement of Need

Given the population density, traffic congestion, and the dramatic residential growth of the local service area (documented in the Norco College Educational Master Plan (EMP)) combined with both the dearth of higher education institutions in Western Riverside County and the current and projected physical space constraints of Norco College (documented in our Facilities Master Plan (FMP)), a thorough investigation of potential off campus locations is warranted in order to expand services to residents in outlying areas, which are among the fastest growing in the District.

The immediate and pressing educational needs of western Riverside County residents continue to drive the district's obligation to explore providing instruction and support services at one, or more, off-site locations along the 15 Freeway corridor. Specifically, explosive growth in the City of Eastvale, Temescal Canyon, and Ontario Ranch are significant game-changers for Western Riverside County and documented community demand should continue to drive our planning.

Norco College is the only public postsecondary institution located in the western Riverside County region serving the area's 306,846 residents (2016 statistic). The western Riverside County region continues to increase its available housing and population in both the north and south areas of the county. Norco College has continued to grow along with the region, currently reaching approximately 15,000 students in the 2018-2019 school year and planning for a continued growth of 3% annually in the near term in alignment with the RCCD Strategic Plan. Given the continued growth of both the region and the college, the facilities and programs offered must be evaluated for their effectiveness in meeting the needs of the communities that they serve and the larger Inland Empire Region.

The FMP, approved by the RCCD Board of Trustees (June 2019) highlighted the tremendous and urgent need for additional instructional and student support space. A current shortage of approximately 107,262 square feet of instructional space at Norco College (based on DLR report in spring 2019) is anticipated to grow to almost 200,000 square feet in six short years, further diminishing the capacity of Norco College to adequately serve the area's students, families and employers. This shortage includes classroom space, instructional lab space and office space that could be provided at an appropriate off-site facility.

Within RCCD, while Norco College was revising its FMP and EMP, the district conducted an [Environmental Scan](#) (June 2018, final draft, pp. 16, 42-44) that affirmed the Norco College Service Area was one of the fastest growing regions and also identified key industries in the Norco College service area for potential programmatic growth. The [RCCD Strategic Plan](#) also contains strategic planning goals that underscore the contribution of RCCD to regional economic and workforce development (Partnerships & Communication, Objective 6.2, p. 20). These efforts also align with the California Community College Chancellor's Office Vision for Success and both the state and regional Strong Workforce Efforts including the [2018-2022 Inland Empire Desert Regional Consortium Strong Workforce Plan](#). All of these efforts are further supported by detailed on-ground research released in spring, 2019 by the Metropolitan Policy Program at the Brookings Institute asserting that for the Inland Empire, "Providing education and workforce supports can improve workers' ability to obtain good or promising jobs." The report further identifies three strategic objectives to advance work in the Inland Empire, including:

*“Connect people to the information, education, and resources they need to obtain a good job now or in the future. As in many regions, the Inland Empire faces deep challenges around ensuring that men and women and people of different races and ethnicities enjoy the same access to labor market opportunity. Connecting people to opportunity, especially women and people of color, is paramount to extend and sustain this region’s economic progress.”*

While it is time to do a deeper analysis into the data to identify any/all possible locations that best meet the documented need, this is not a new idea. RCCD has been talking for over a decade about establishing an additional satellite location in the South Corona area. In fact, it was documented in the Norco College and RCCD 2008-2012 strategic plans and was temporarily halted years ago due to previous budgetary conditions.

Leveraging the recently completed district environmental scan, our EMP, and our FMP, the NC departments of Strategic Development and Institutional Effectiveness have collaborated with District Office of Facilities Planning and Development to prepare this report.

## Guiding Principles

This analysis was conducted with the following guided principles:

- **ACCESS:** To expand access of higher education within Western Riverside County in alignment with Norco College and RCCD Strategic/EMP goals
- **EQUITY:** To develop and sustain an environment where student success is realized by all groups with proportionate outcomes via targeted placement of off-site educational centers where our communities need it most.
- **GUIDED PATHWAYS:** Being an institution that places high value on the academic and personal success of students both in and outside of the classroom and where meeting student needs drives all decisions regarding educational programs and services.
- **FLEXIBILITY:** It is not our intention to establish a secondary location with the future goal of pursuing/achieving official Center status, but also not to restrict the district’s future ability to do so with any land/property investments.
- This document is exclusive of land or existing facility acquisition, Title 24 requirements, Division of the State Architects (DSA) requirements, California Environmental Quality Act (CEQA) requirements, Life-Cycle Cost (LCC) and Total Cost of Ownership (TCO) analysis. It is intended to utilize data to help direct the conversation regarding potential future annex locations.

## Alignment with RCCD Strategic Plan and Norco College EMP

This proposal is not a new idea. The idea of exploring off-site locations has been included in a number of previous plans at both the college and district levels. This 2020 proposal remains in alignment with the RCCD Strategic Plan, the Norco College Educational Master Plan, and the Norco College Facility Master Plan:

### RCCD Strategic Plan 2008-2012: An Update 2011-2012

“Strategy Four: Expand services to students in outlying (unincorporated) areas, which are the fastest growing in the District. For several years, RCCD explored the possibility of expanding its services to areas in between Perris and South Corona. The District did engage in discussion with a number of organizations about establishing a physical presence in south Corona. However, changes in RCCD’s budgetary conditions brought an end to this strategy.

As an alternative approach, RCCD increased offerings of online courses to make RCCD's programs and courses significantly more accessible to students in outlying areas."

Norco College Strategic Plan 2008-2012

Goal 3. Increase Student Access

"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."

Link: [https://www.norcocollege.edu/academicAffairs/ie/sp/Documents/Evaluation\\_Process/4-Educational-Master-Plan-Goals-Outcomes-2008-2012-Final.pdf](https://www.norcocollege.edu/academicAffairs/ie/sp/Documents/Evaluation_Process/4-Educational-Master-Plan-Goals-Outcomes-2008-2012-Final.pdf)

2019 RCCD Strategic Goal alignment includes, but is not limited to:

- Objective 1.1: Increase overall enrollment headcount by at least 3% per year (unduplicated headcount, FTES).
- Objective 1.2: Go from 14,624 head count to 16,581 total headcount
- Objective 2.5: Increase the number of first-time full-time enrolled students from 508 to 900
- Objective 3.1: Decrease equity gaps by 40% in 5 years and eliminate within 10 years.
- Objective 5.6: Invest in state-of-the-art technologies to enhance programs, services, and operations.
- Objective 5.7: Provide a healthy and safe environment for students, faculty, and staff.

2030 Norco College Strategic Goal alignment includes, but is not limited to:

- Objective 1.1: Go from 7,366 to 8,759 total FTES
- Objective 6.5: Position the college's image and reputation as a leading academic institution in the region
- Objective 7.5: Add capacity to existing disciplines with a demonstrated need.
- Goal 10: Build a comprehensive and inspiring campus integrated into the region that serves as a destination for education, commerce, life, and the arts.
- Objective 10.1: Plan and advocate for the funding needed to meet facilities growth to achieve the vision for a more comprehensive college
- Objective 10.13: Develop and implement plans for off-campus facilities for instructional purposes

### Alignment with Norco College Facilities Master Plan

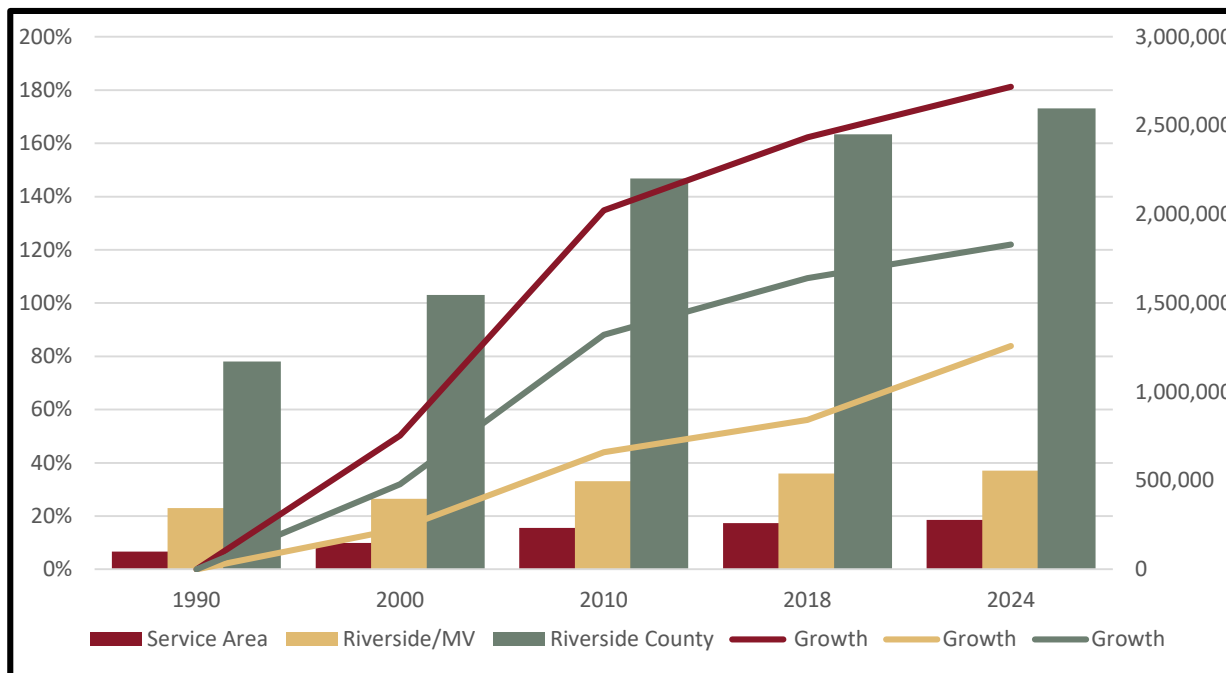
Given the dramatic residential growth of the local service area combined with the current access road constraints and projected physical space constraints of the college, our 2019 FMP cited that a thorough investigation of potential off campus locations is warranted in order to expand services to students 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. According to the College's 2019 Facilities Master Plan, the 2018 space deficit at Norco College is/was 107,262 square feet. With the expected program and FTES growth in the future, 368,600 square feet will be needed by 2025 and 467,800 square feet will be needed by 2030 in order to reach our Comprehensive College goals. At our current state this will make Norco College lacking 406,192 square feet by 2030.

## Norco College Service Area Residents

Per the 2019 RCCD Environmental Scan, the Norco College service area is defined by a unique GIS shapefile encompassing the Cities of Norco, Eastvale, Corona, as well as parts of Jurupa Valley and surrounding unincorporated areas.

As stated in the Norco College Educational Master Plan on page 23, from 2010 to 2018, Norco College’s service area grew by 1.5 percent annually and the U.S. Census Bureau estimates that this growth will continue through 2022 at 1.3 percent annually. There is a significant possibility however that these growth rates may be underestimated. In fact, Riverside County reports that approximately 10,700 homes have been approved for development in the Norco College service area with an additional 47,000 homes approved adjacent to the service area in the forthcoming Ontario Ranch development, just nine miles from campus. Thus, with the Census Bureau’s estimate of 3.57 persons per home, it is estimated that 205,989 new residents could move to our area if all the municipally approved homes are sold and occupied. If this growth takes place by 2030, the annual growth would approach 6 percent, which could potentially bring 5,000+ more students to Norco College

The chart below indicates the Riverside County population growth from 1990 through 2024. The population in the region has more than doubled since Norco College was established and the growth continues to outpace the County and RCC/MVC service areas.

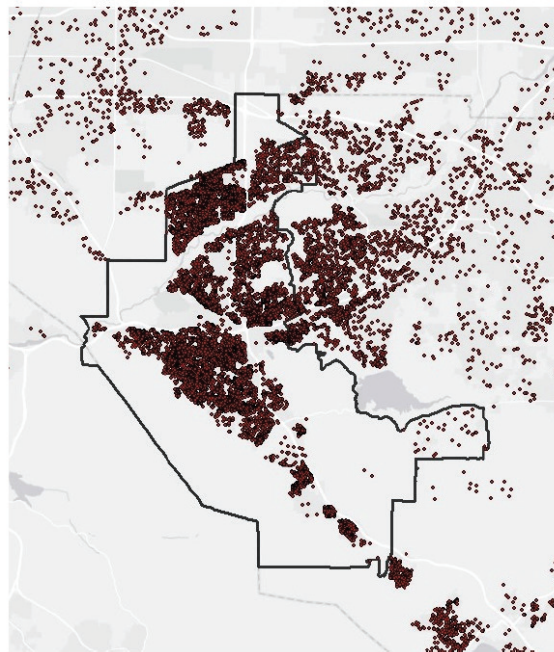


Year	Norco College Service Area Corona/Norco/Eastvale	Growth	Riverside/MV	Growth	Riverside County	Growth
2024	279,148	7.26%	555,779	3.09%	2,597,594	5.99%
2018	260,251	11.65%	539,118	8.42%	2,450,758	11%
2010	233,105	56.32%	497,236	24.95%	2,201,652	42%
2000	149,123	50.26%	397,945	15.24%	1,545,387	32%
1990	99,245		345,325		1,170,413	

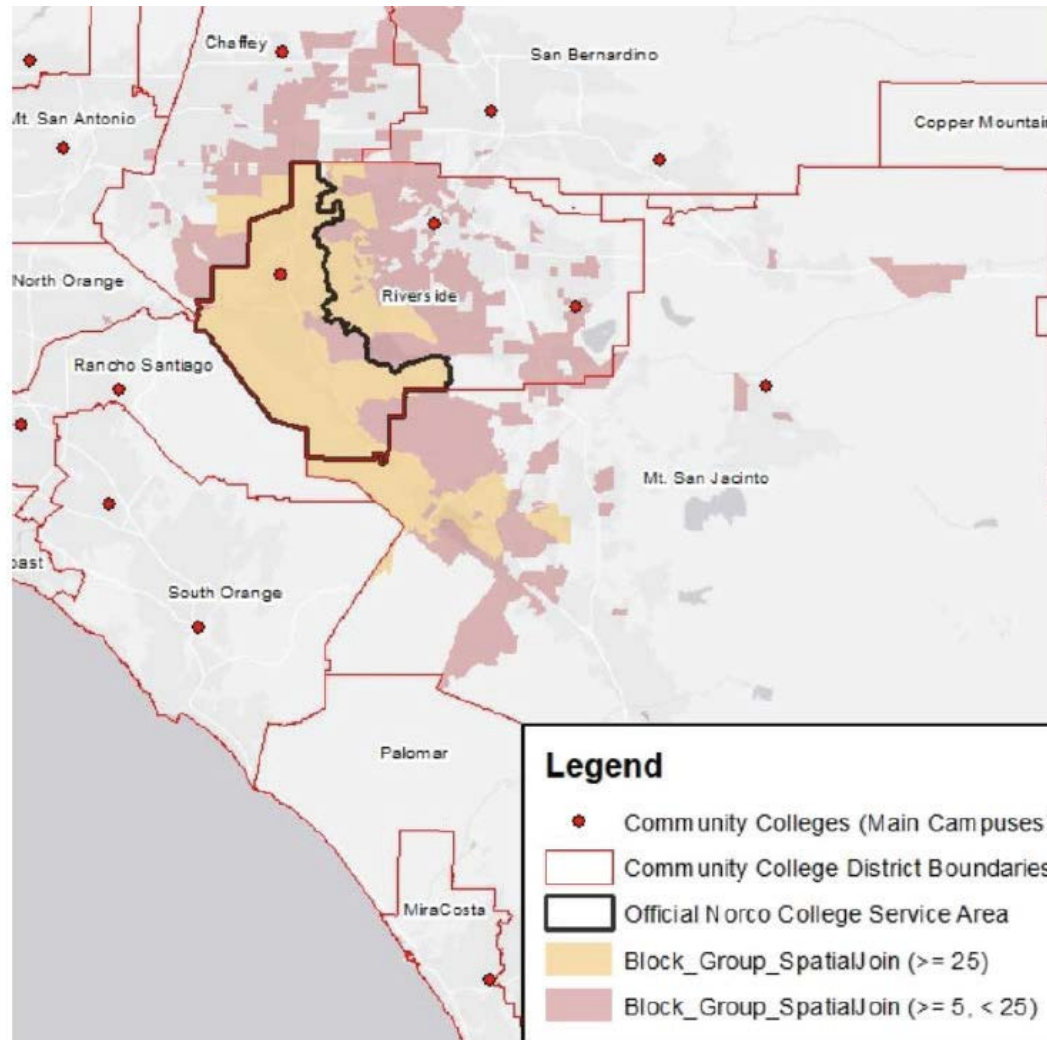
Additionally, the economy in our service area and surrounding areas has been growing with the influx of more people, the growth of surrounding markets and the entrepreneurial work of business men and women within our region. While our local economy has not grown to the extent that it can absorb all the commuters who leave for jobs in other markets each day, it has grown to a significant extent and has a number of emerging sectors that show promise.

### Norco College Service Area and Student Distribution

This chart shows the distribution of students across the Norco College service area by student home addresses. The black line outlines the Norco College service area and the maroon points represent student addresses. The student addresses are compiled over the past five years (Fall 2013 – Spring 2018). Due to matching limitations, the above data represents about a third of all student addresses over this period.



This chart shows the college service area, the location of the campus, and the surrounding community college district boundaries. The yellow areas indicate the highest concentration of students and the pink areas indicate lower concentrations of students.



Many Norco College students are coming from residences in zip codes that are central to Corona, Eastvale, Norco, and the western portion of Riverside. These zip codes center around the interchange of the 91 and 15 freeways. The zip codes with smaller student populations (lines 11-20) indicate that residences are equally distributed to the southern portion of Corona and the southeastern portion of Riverside with some portions of Ontario, Moreno Valley and Lake Matthews.



**Top 20 Student Zip Codes and Cities (Unduplicated Headcount)**

Rank	# of Students	Zip Code	City/Area
1	1,873	92882	Corona
2	1,795	92880	Corona, Eastvale
3	1,431	92879	Corona
4	1,060	92503	Riverside
5	873	92881	Corona
6	840	92505	Riverside
7	831	92860	Norco
8	661	92883	Corona, Temescal Valley
9	634	91752	Mira Loma, Eastvale, Jurupa Valley
10	597	92509	Riverside, Jurupa Valley
11	346	92504	Riverside
12	315	92530	Lake Elsinore
13	205	92507	Riverside
14	188	91761	Ontario
15	181	92506	Riverside
16	175	92553	Moreno Valley
17	174	92508	Riverside
18	146	92557	Moreno Valley
19	142	92570	Perris, Lake Mathews
20	138	92555	Moreno Valley, Rancho Belago

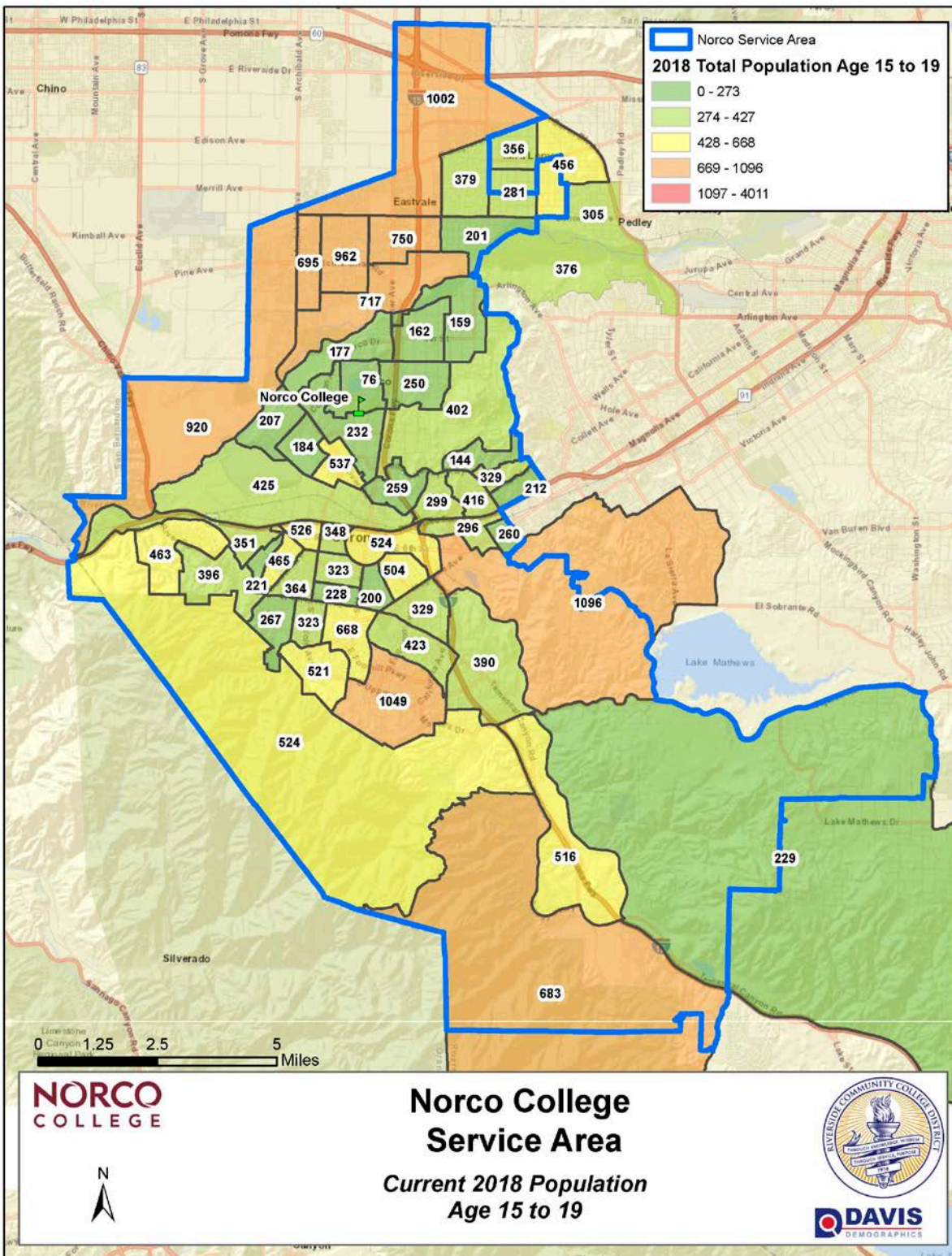
The following are factors at the college and within the region influencing access, equity, student success and institutional capacity for Norco College students in the future.

### [Access Data](#)

The purpose of EMP Goal 1: Access-Expand college access by increasing both headcount and full-time equivalent students (FTES) is to provide open admissions and thereby increased opportunities for higher education to the residents of Norco College service area. In order to provide more access to higher education several access strategies are already in place: dual enrollment, veteran's education, incarcerated education, foster care programs, and apprenticeship programs. In the next several years wrap around services will need to be added to support expanded dual enrollment and guided pathways, as well as the addition of new academic programs will provide incentives for students to attend college at Norco College.

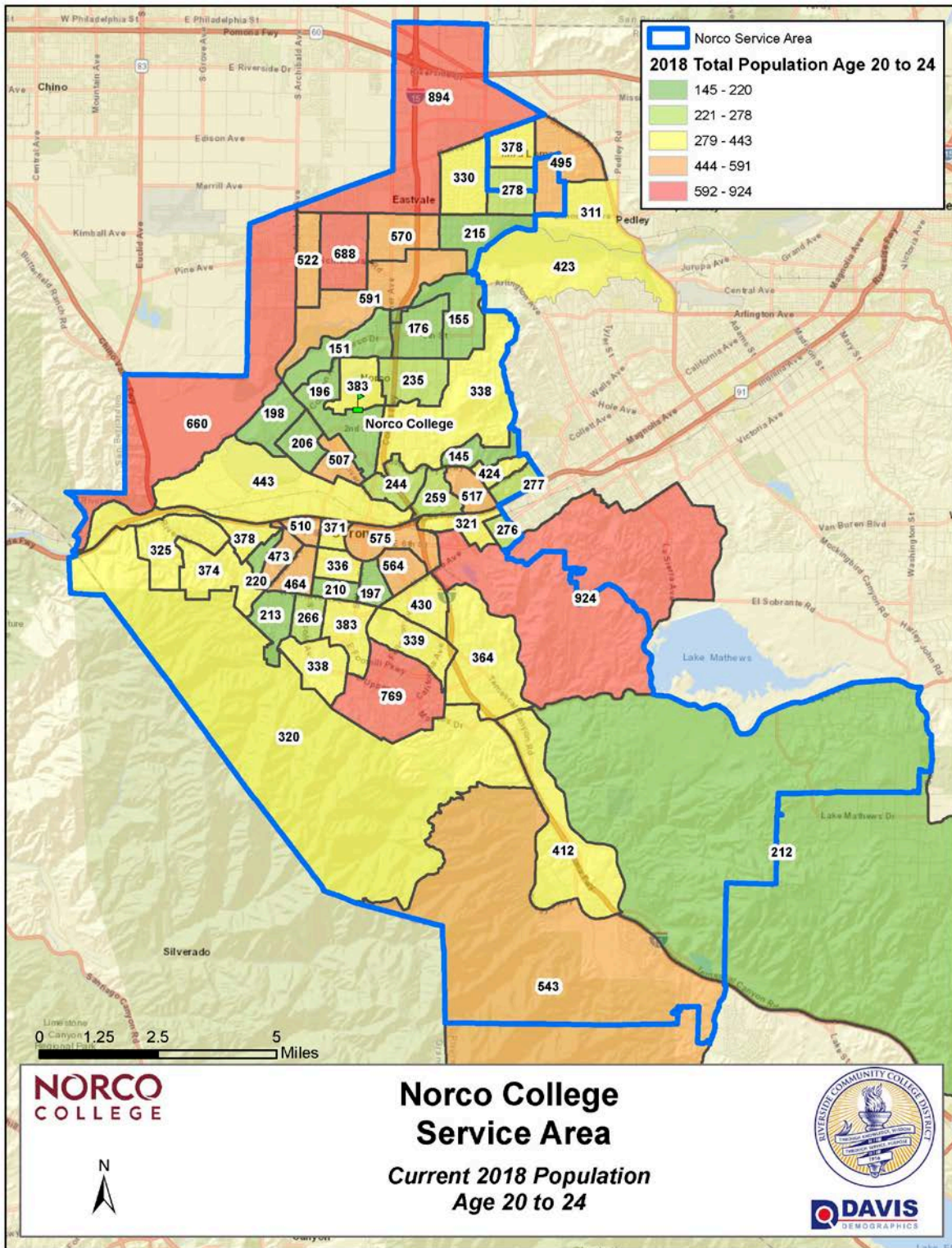
#### **Maps related to Access**

Note: [Ontario Ranch](#) is not included in these data/maps due to it being located in San Bernardino County and outside of our service area boundaries.



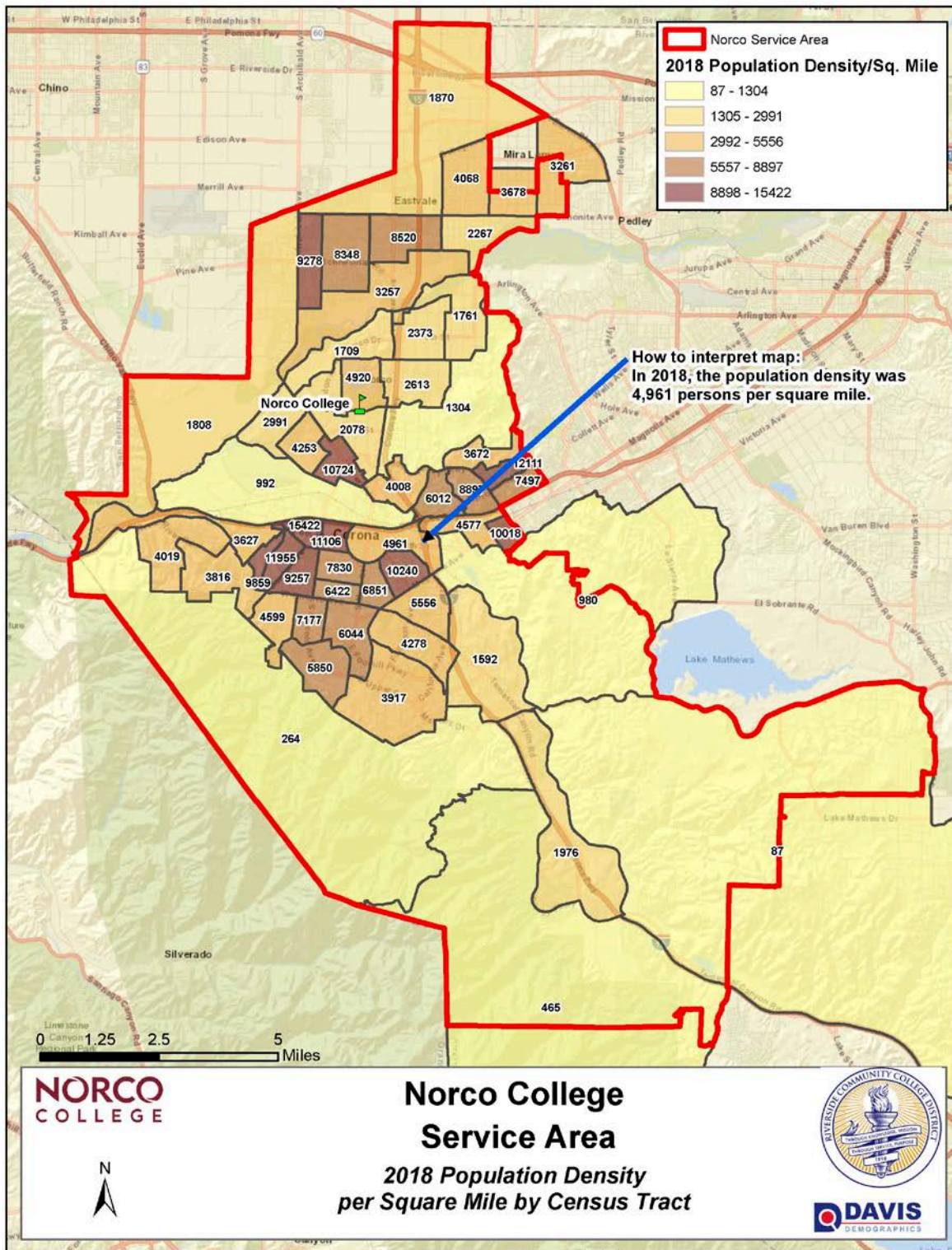
**Current 2018 Population: Age 15 to 19**

Locations north and west of the college (Eastvale and Jurupa Valley) have the largest 15 to 19-year old population. A satellite location in northern Eastvale or Northwest Jurupa Valley, near the 15 freeway, would capture increased youth in our service area (plus the families moving into Ontario Ranch who could be served by a more northern annex).



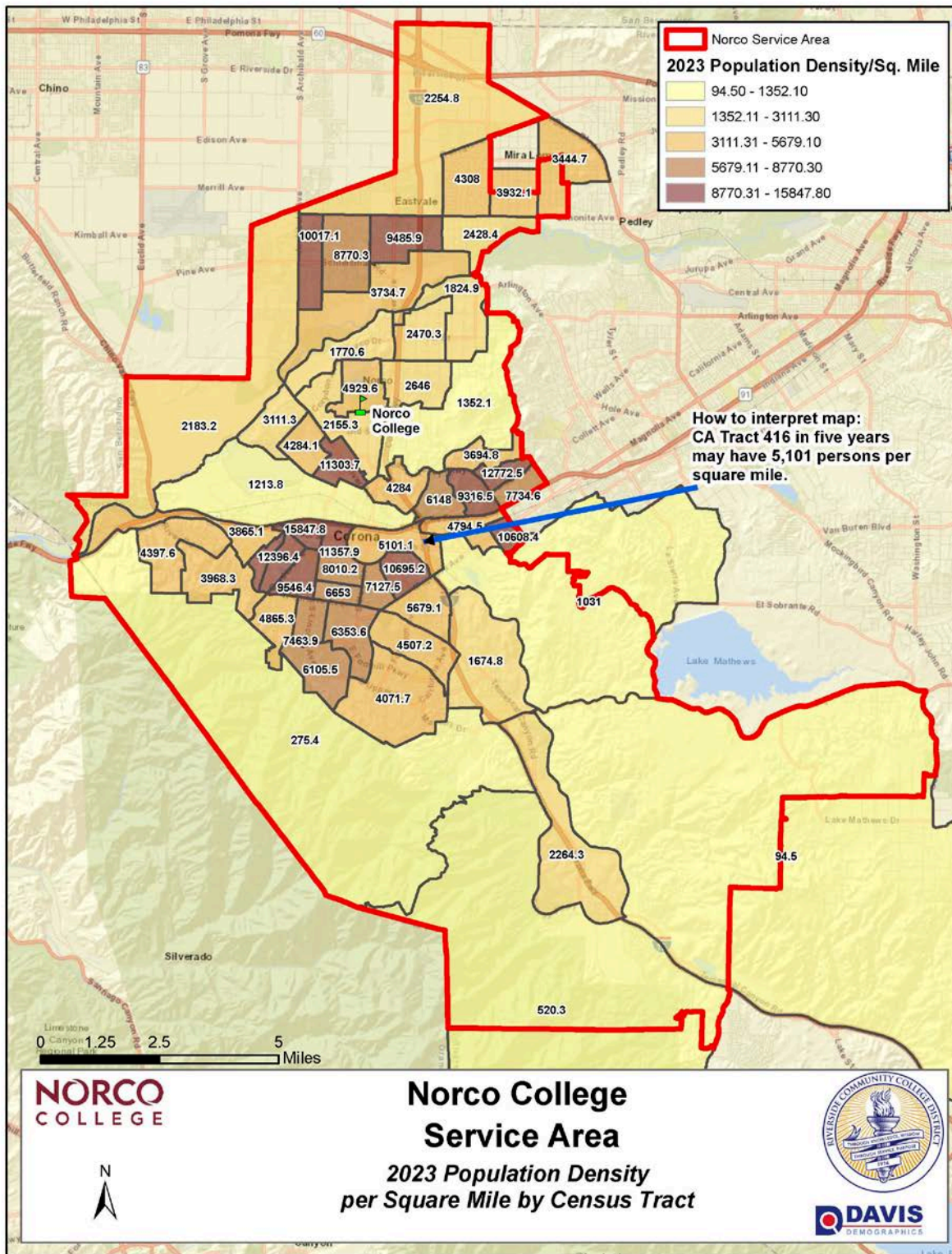
**Current 2018 Population: Age 20 to 24**

Locations north and west of the college (Eastvale and Jurupa Valley) as well as South Corona and the Lake Matthews area have the largest concentration of 20- to 24-year old's. Many of our current students would be well served by a satellite location within, or in close proximity to, the red- and orange-shaded census tract areas.



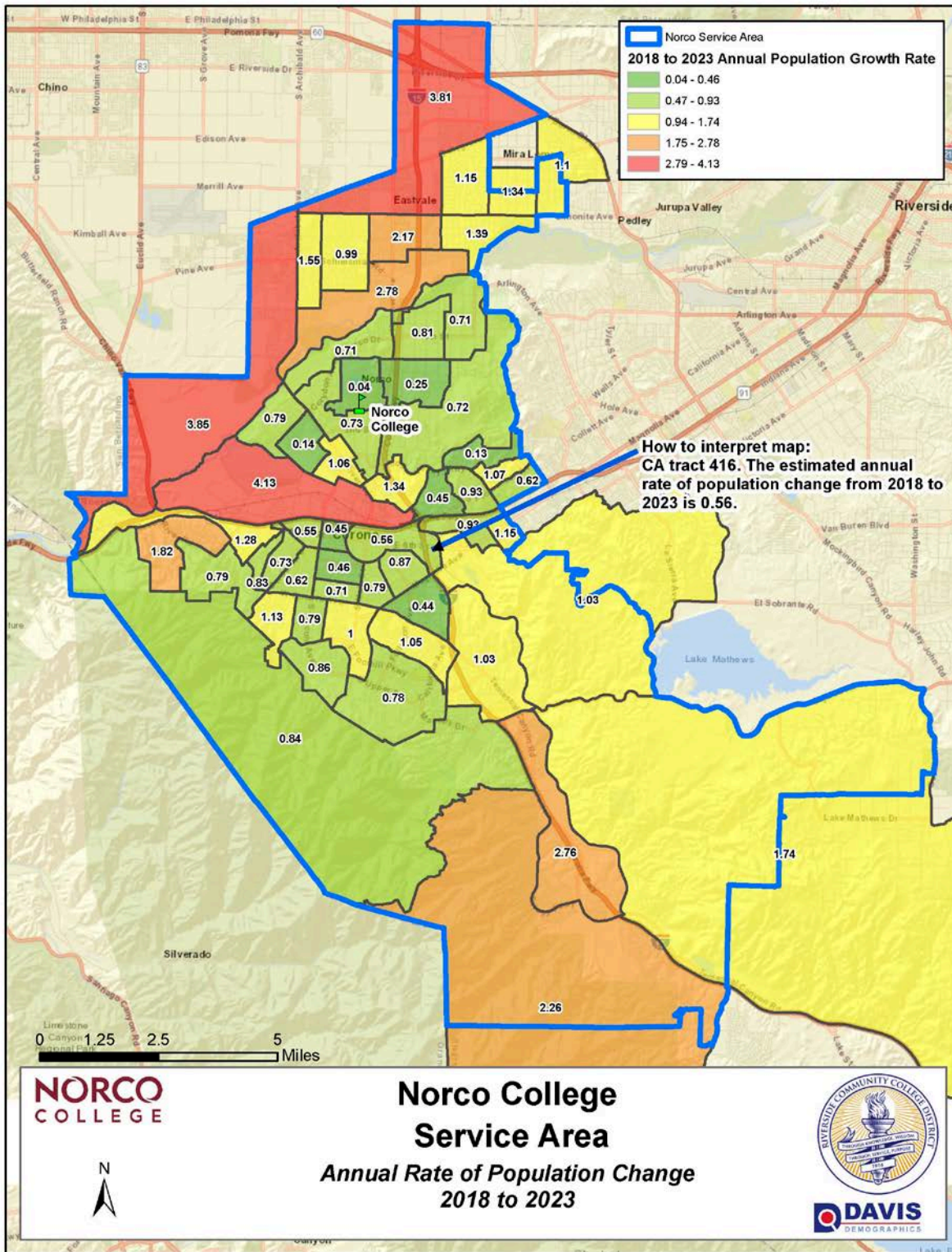
**2018 Population Density per Square Mile by Census Tract**

The highest population density is near the 91 freeway in Corona and La Sierra. There is also a smaller cluster of census tracts in Eastvale with a high population density. To reduce drive time and increase access, this indicates an annex would best be located in the darker census tract areas (central-Corona and La Sierra).

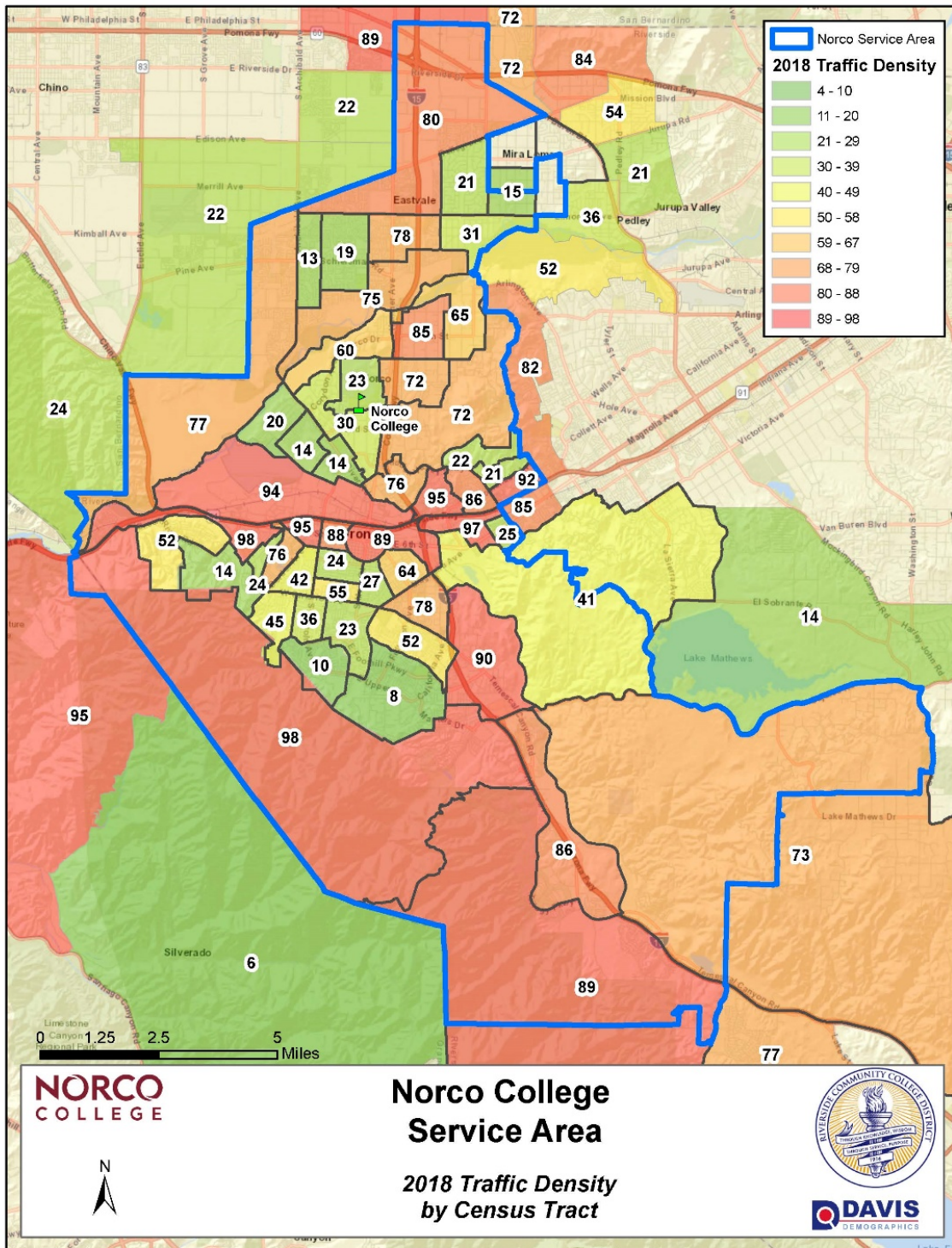


**2023 Population Density per Square Mile by Census Tract**

The population density map in 2023 looks very similar to 2018, with an increase in already-dense census tracts.



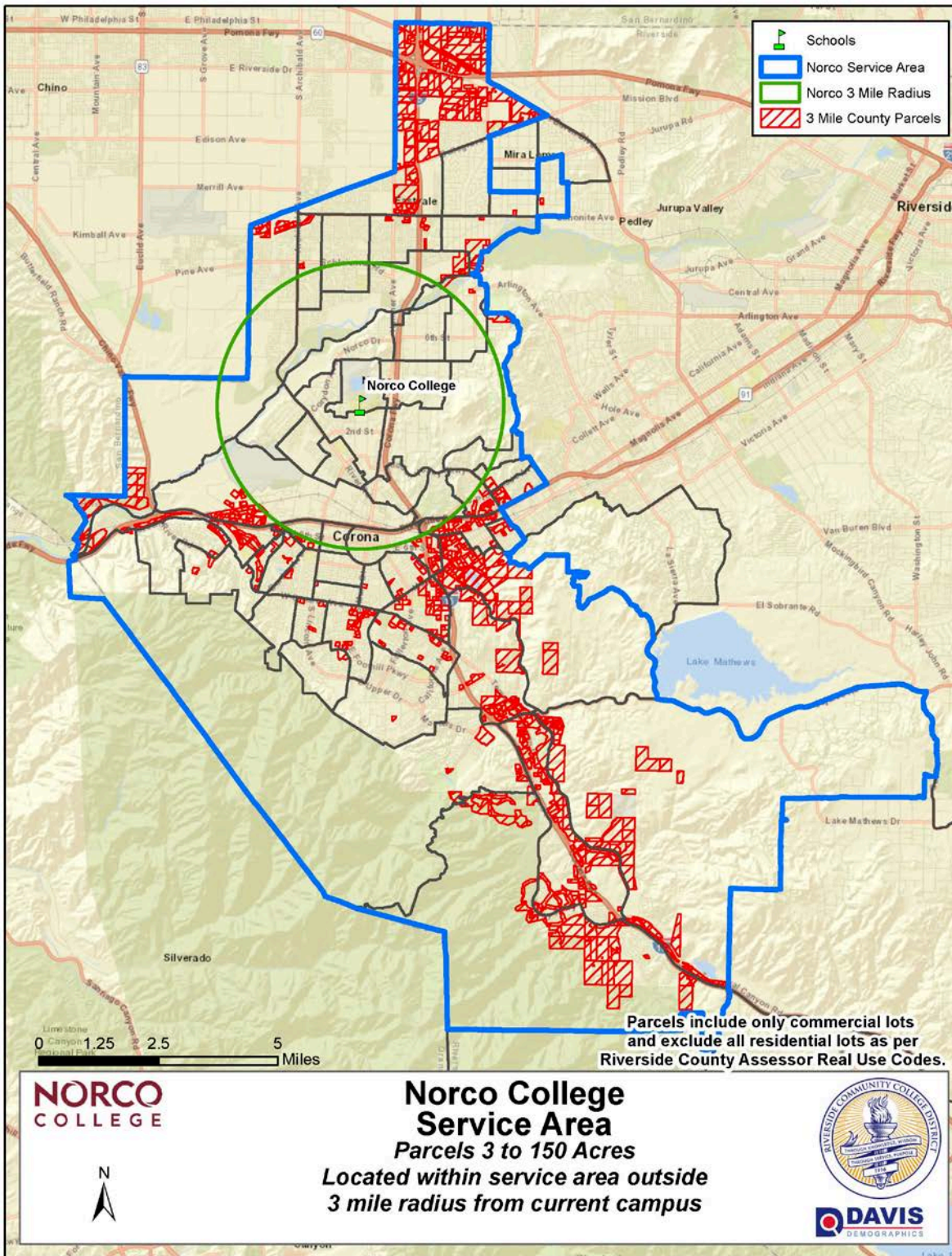
**Annual Rate of Population Change from 2018 to 2023**  
 The map shows that Eastvale and Jurupa Valley have the highest annual population growth rate in the Norco College service area, indicating a need for a second location closer to the 15/60 freeway interchange to serve this fast-growing area of our district.



**2018 Traffic Density by Census Tract**

The highest traffic density (in red) is along the 91 freeway in Corona and along the 15 freeway in south Corona. Tracts in red are among the busiest tracts in California (e.g. they are in the 86<sup>th</sup> percentile in the State). This indicates a significant need for an annex location in south Corona to provide access to the highest number of travelers.



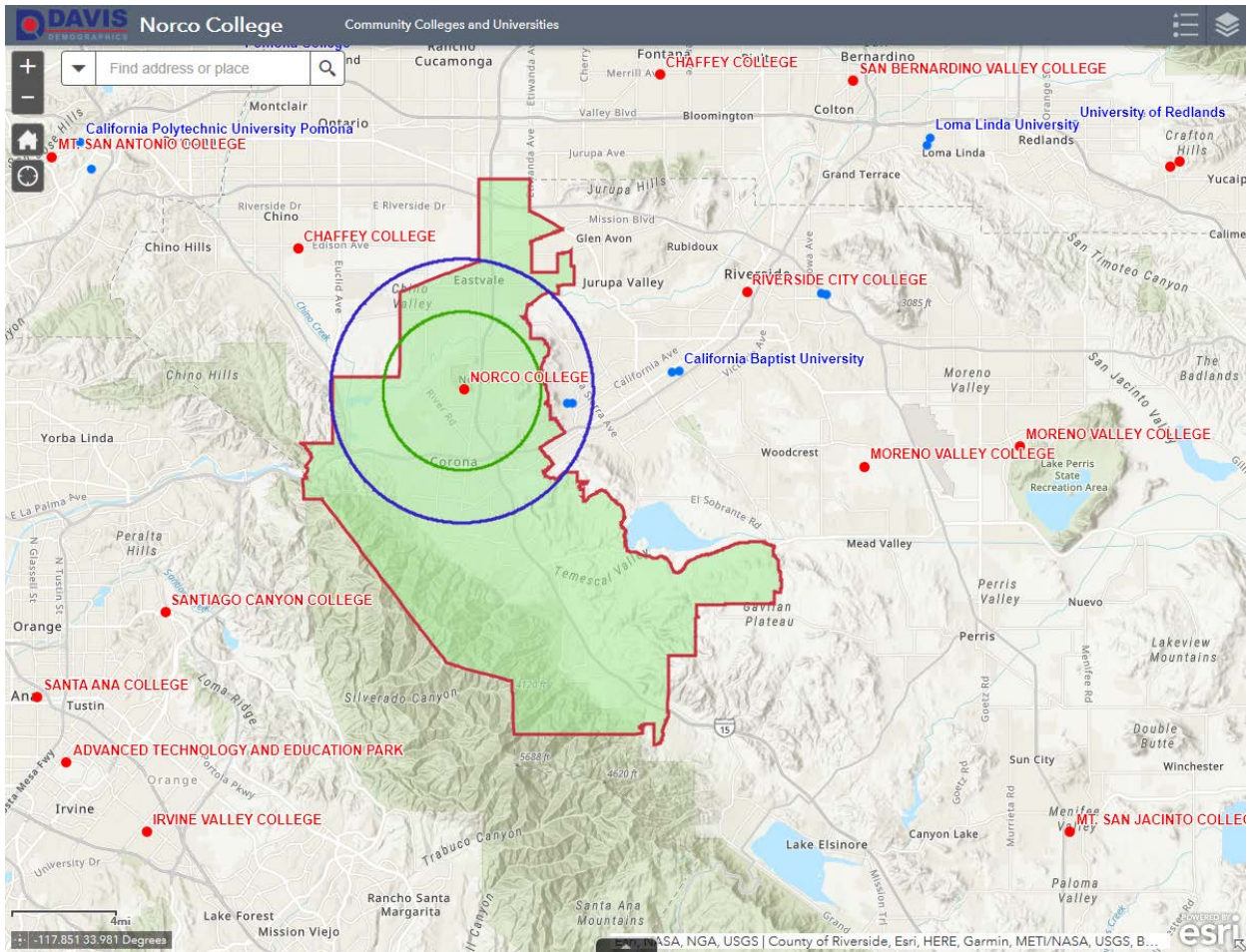


***Parcels 3 to 150 Acres Located within service area outside 3-mile radius from current campus***

Large clusters of parcels are located in Jurupa Valley near the 60/15 freeway interchange. There is a cluster of parcels in South Corona near the 15 freeway/Cajalco exit. Were the district to explore acquiring additional parcels of land, there is seemingly many to choose from.

## Two- and Four-year colleges

The closest two-year colleges to Norco College are Chaffey College-Chino Campus to the northwest, Riverside City College to the east and Santiago Canyon College to the southwest. The closest college to the south is Mt. San Jacinto College, but it is not easily accessible from South Corona due to its location off the 215 freeway. Mt. San Jacinto College is in the process of establishing a location south on the 15 freeway in Temecula. The new location is 40 miles from Norco College and almost 30 miles from Temescal Valley (the southern portion of our service area). South Corona and Temescal Valley residents continue to have access barriers to college, even with the new Mt. San Jacinto College location. Even with nearly 200,00 residents anticipated in the Ontario Ranch development, those residents would have higher access to public education via Chaffey College Chino Campus compared to Temescal Valley and Lake Elsinore residents. Given the lack of educational institutions in the southern portion of Norco College's service area, this map weighs heavily in favor of a South Corona location for a secondary site.



Live map:

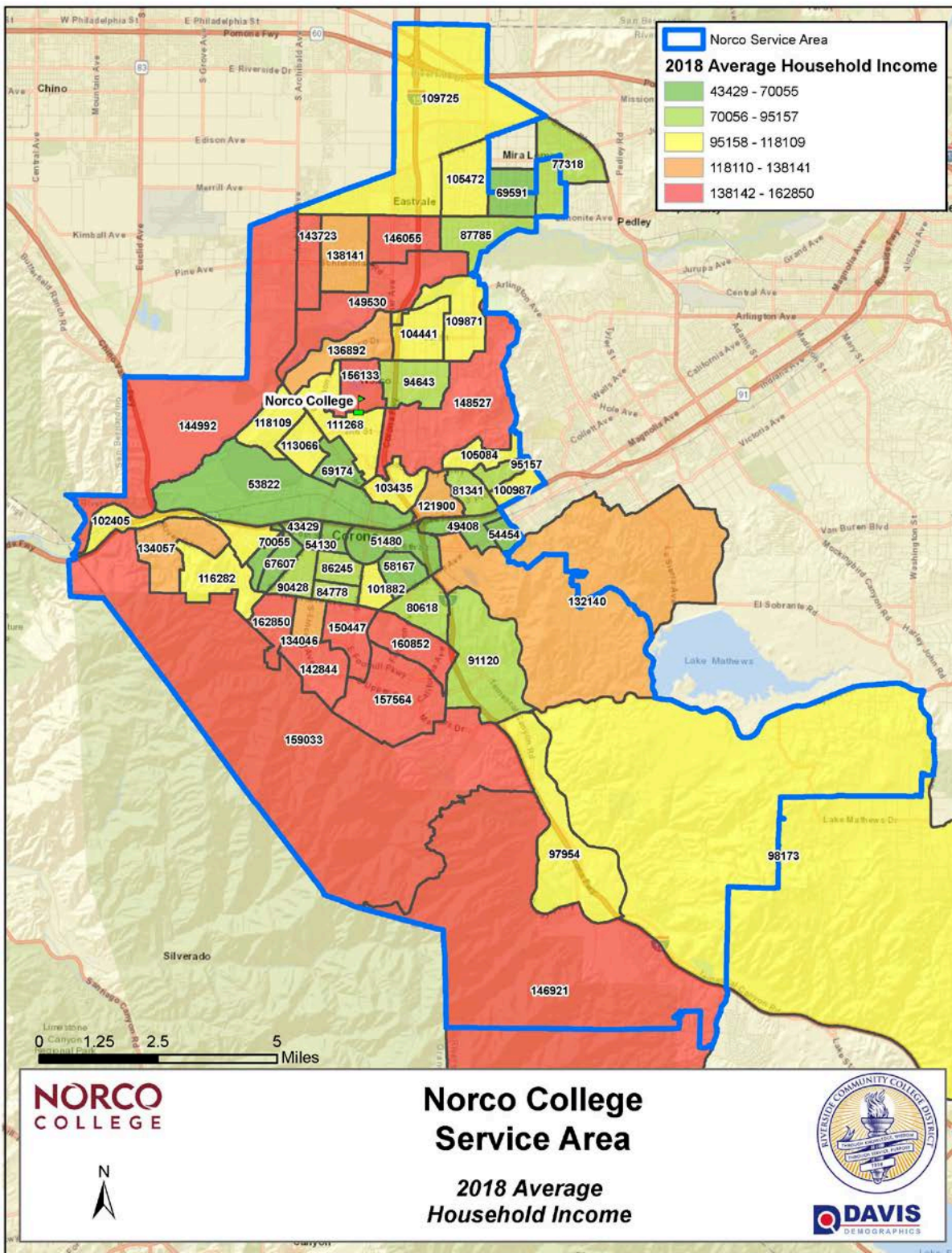
<https://ddp.maps.arcgis.com/apps/webappviewer/index.html?id=9f6de4565cc644d3b20f1879fdb3e7f>

## Regional Improvements related to Access

- The Riverside County Transportation Department is proposing a widening of Cajalco Road between Temescal Canyon to the west and Interstate 215 to the east. This project is in addition to the Cajalco Road/I-15 Interchange Improvement project that is in the process of widening Cajalco Road from two to six lanes from Temescal Canyon Road to Bedford Canyon Road. These proposed and current projects will provide improved access for students to a potential South Corona location.
  - [Cajalco Road Widening](#)
  - [Cajalco Road/I-15 Interchange Improvement Project](#)
- The I-15 Freeway is currently under construction adding one to two managed Express lanes that span from the [60 freeway to Cajalco Road in both directions](#). Entrances and exits to the express lanes include 2<sup>nd</sup> street in Norco. This express lane expansion will improve access to our current location, a potential South Corona Location and a potential Jurupa Valley location.
  - [I-15 Express Lanes Project](#)
- According to [The City of Corona General Plan, Specific Plans 2014-21](#), South Corona includes over 4,892 new residential units planned by 2021. Examples of specific plans include:
  - Todd Ranch (SP-90-2) - 206 residential units
  - Cherokee Specific Plan (Sp-90-3) – 362 residential units
  - Empire Homes (SP-90-4) – 610 residential units
  - Corona Vista (SP-90-05) – 1668 residential units
  - Eagle Glen (SP-90-6) – 1561 residential units
  - Dos Lagos (SP-99-3) – 485 residential units
- Currently, [RTA bus routes](#) best serve students within our service area who are in close proximity to the 91 freeway. Route 205 and 206 serve South Corona and route 3 serves students along Hamner Road into Eastvale. Unfortunately, route 205 and 206 only stop in South Corona 8-10 peak times a day making commuting to our current campus difficult.

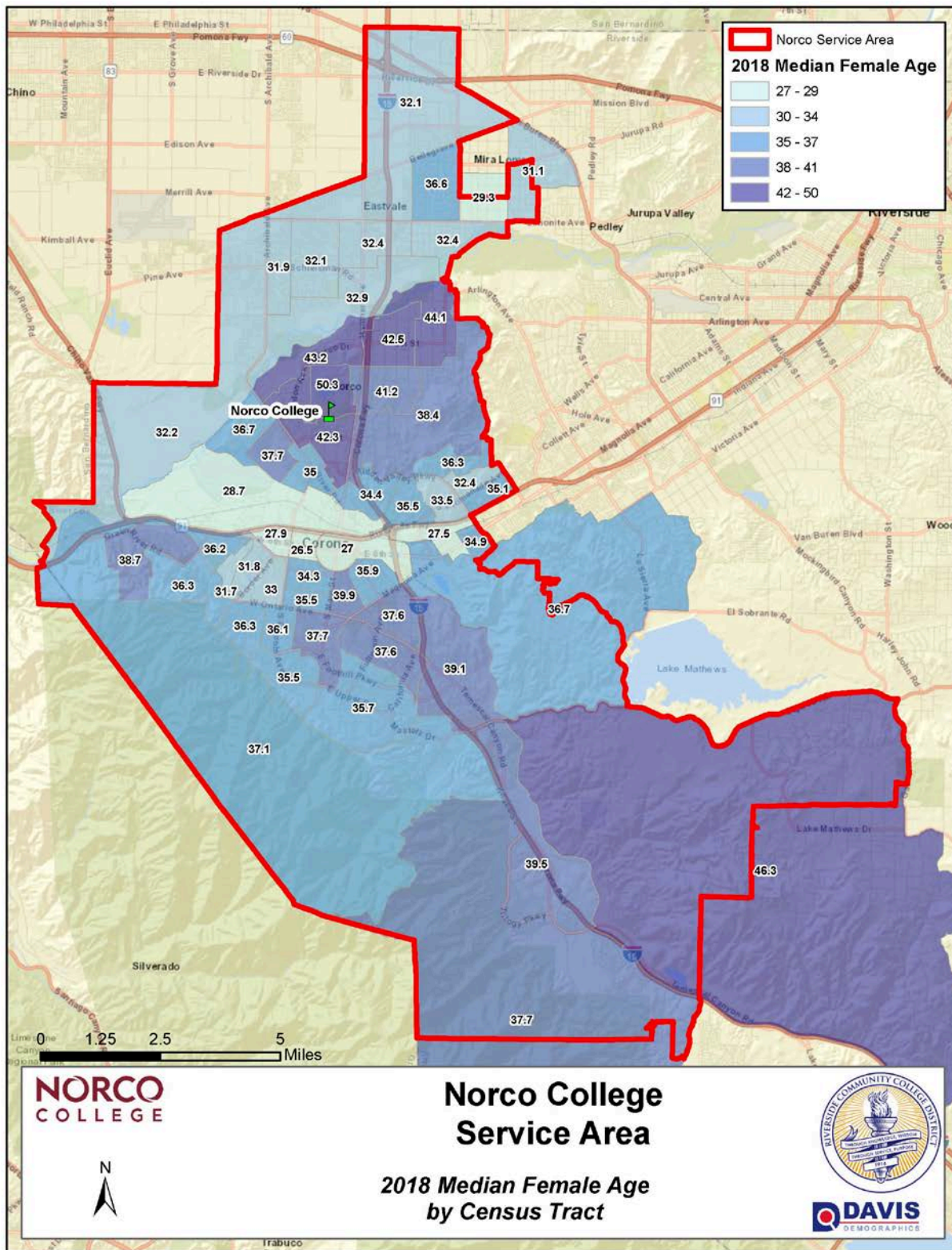
## Equity Data

The approach of the Norco College Student Equity Plan (2019-2022) is to ensure access and success for minoritized students. Income, poverty, gender and ethnicity are factors within the plan and are addressed in the maps and analysis below. The analysis focuses on removing barriers to access to serve student populations with the highest need.



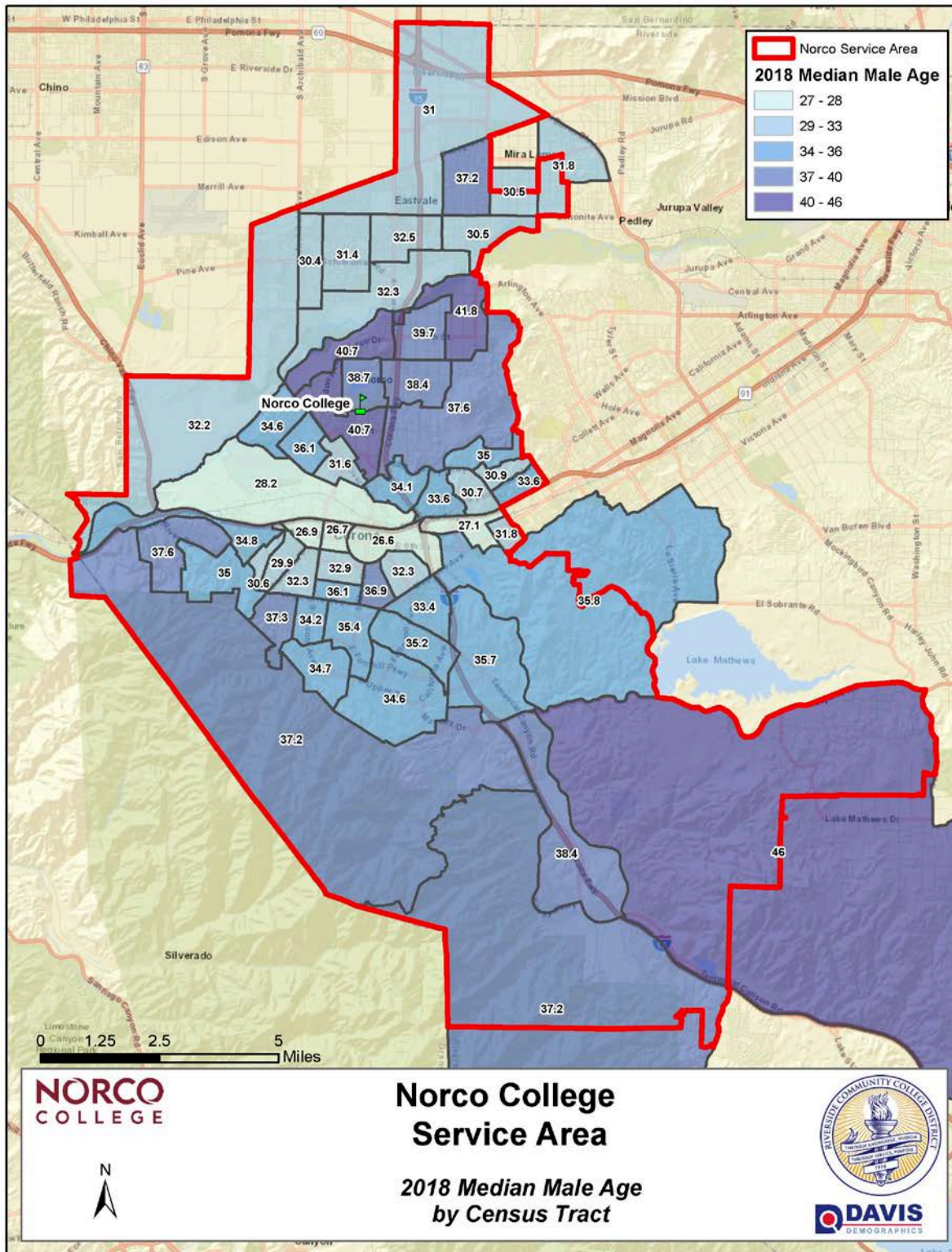
**2018 Average Household Income**

Census tracts with the lowest income (in green) are primarily along the 91 freeway in Corona, which is close to our Third Street location. From a social justice and access perspective, Norco College is currently well positioned to serve low income families in our community. The map does not clearly point to another preferred location.



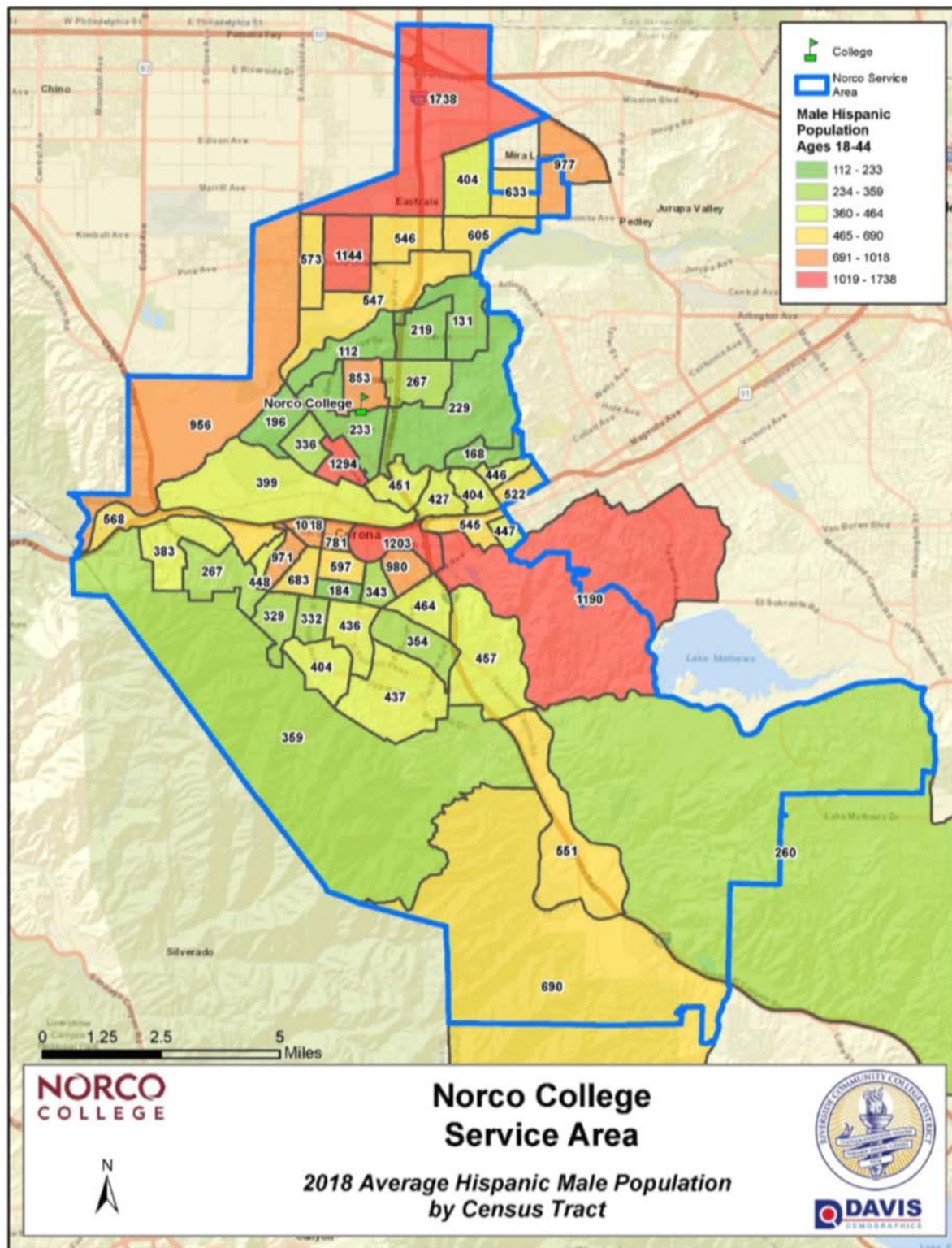
**2018 Median Female Age by Census Tract**

Lowest median age (27-29) of females is along the 91 freeway in Corona, but there is a larger area north and west (Eastvale and Jurupa Valley) of the college with a slightly higher, but still low, median age (30-34). Access to traditional college-going residents is concentrated in these two areas.



**2018 Median Male Age by Census Tract**

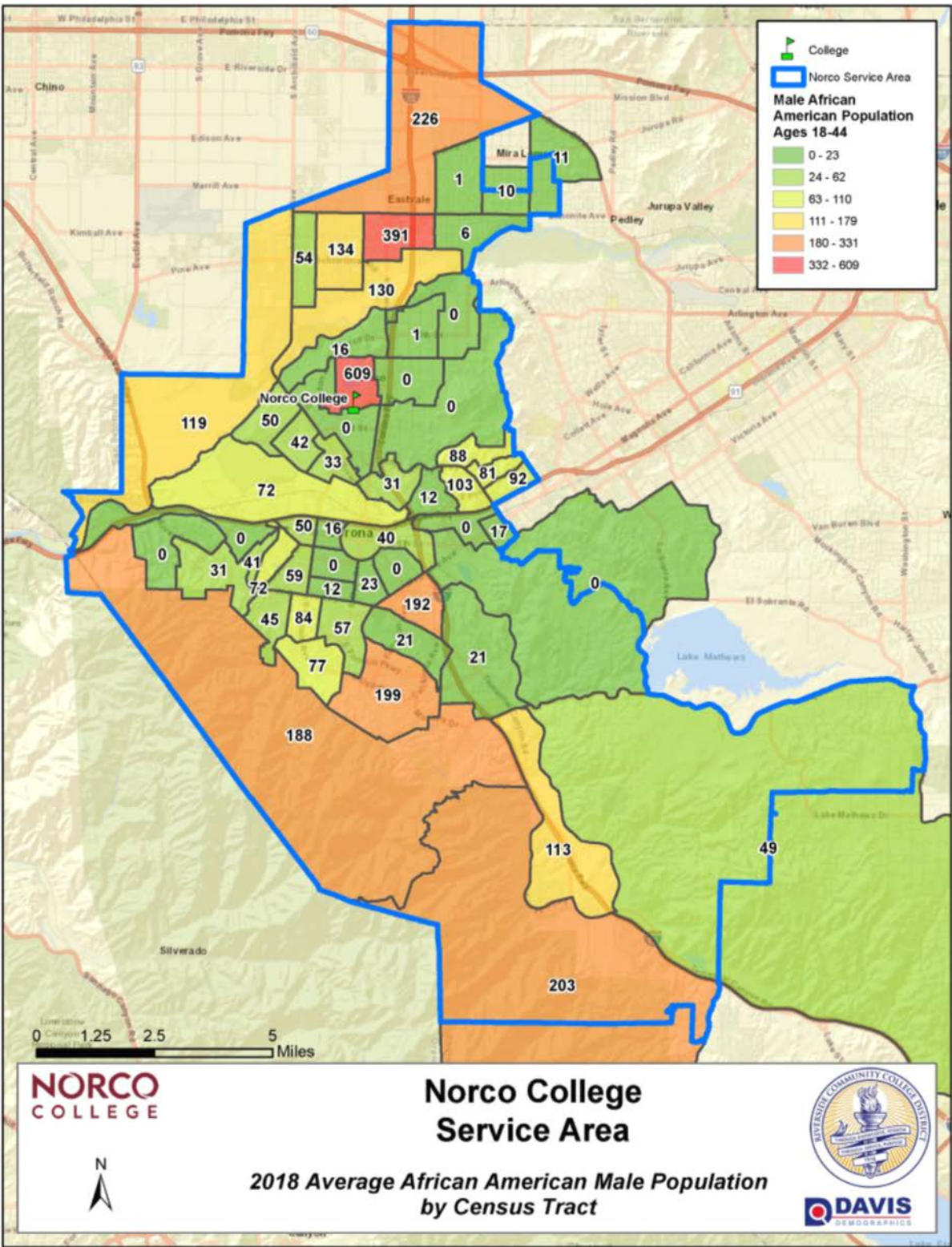
Lowest median age (26-29) of males is along the 91 freeway in Corona, but there is a larger area north and west (Eastvale and Jurupa Valley) of the college with a slightly higher, but still low, median age (30-33). Access to traditional college-going residents is concentrated in these two areas.



**Hispanic Male Hispanic Population Ages 18-44**

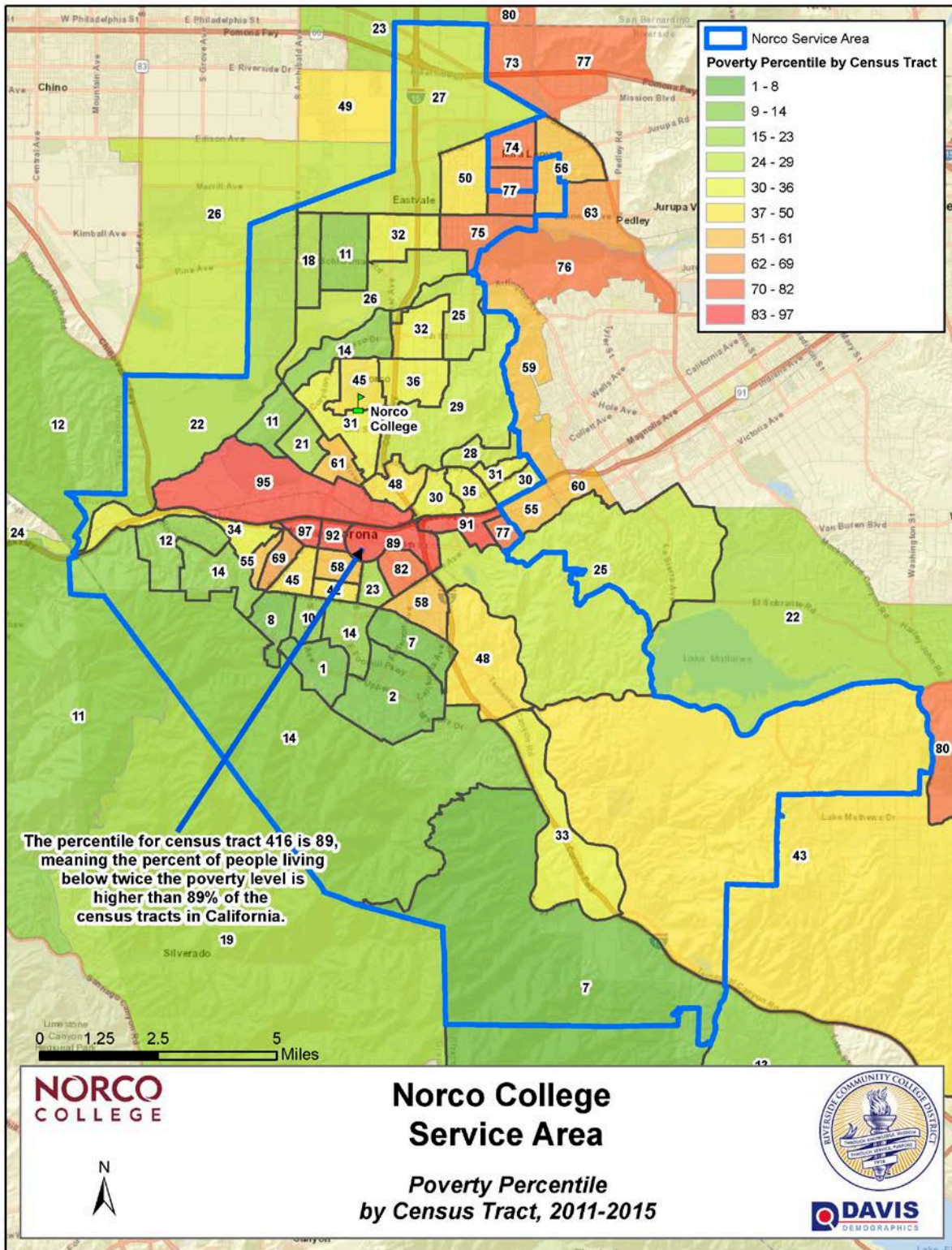
High populations of Hispanic males between the ages of 18 and 44 are located in Jurupa Valley along the northern border of our service area and in Corona directly south of the 91 freeway. An annex location in the northern section of our service area would increase access for this population.

**African American Male African American Population Ages 18-44**



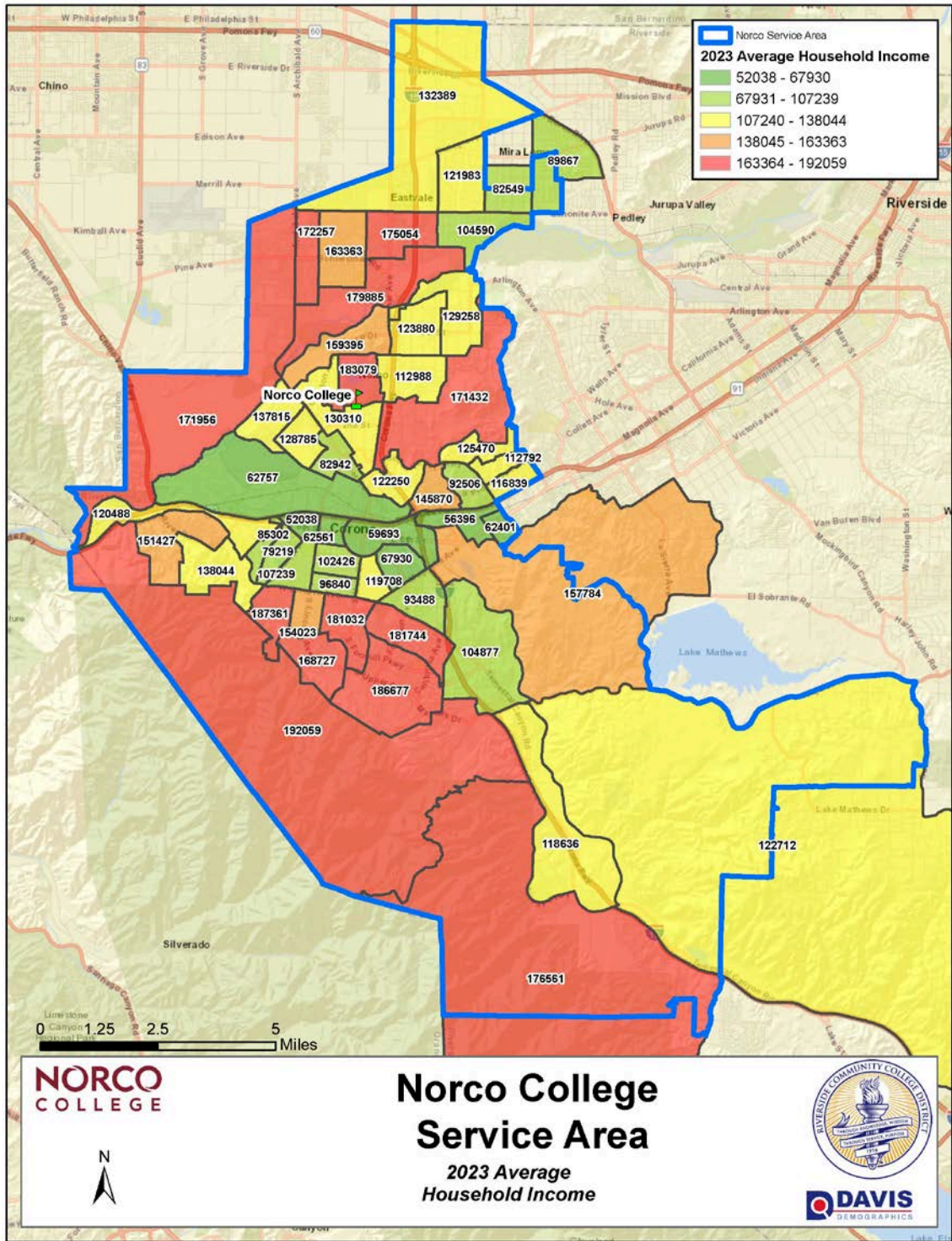
The highest population of African American males between the ages of 18 and 44 are located in central Norco. We believe this is due to the California Rehabilitation Center located north of the Third Street location. Our Prison Education program, which provides onsite classes, directly addresses the educational needs for this high concentration of African American males. The next highest population is located on the border of Eastvale and Jurupa Valley in the northern part of our service area. South Corona also has multiple census tracts with moderately high populations. An annex location in the northern or southern section of our service area would increase access for this population.





**Poverty Percentile by Census Tract, 2011-2015**

The highest poverty percentile is along the 91 freeway in Corona. The next highest poverty percentile area is in Jurupa Valley. The current location of Norco College seems well positioned to serve these areas.



**2023 Predicted Average Household Income**

Lowest predicted income (in green) remains along the 91 freeway in Corona and north/west Jurupa Valley. To best increase social mobility of our residents, while best serving low-income populations with inherit transportation challenges, increased access in/near the green shaded tracts would be most convenient for low-income residents. However, secondary location(s) outside of a 3-mile radius from our existing Third Street location would alleviate the strain on the main campus.

## Academic Program & Student Support Planning

Our FMP cites that an enrollment of 1,397 FTES is assumed to be served via off-site location(s) by 2030 (which is 10% of the planned population for Norco College). At full build out, this FTES shall require scheduling approximately 355 sections necessitating approximately 22 classrooms. Programmatically, the college desires to offer at least one AA/AS/ADT degree option and at least one embedded/stackable CTE certificate option at a given off-site location (preferably more).

Until a future general obligation bond is passed, a viable consideration from a programmatic perspective would be to partner with a Corona-Norco Unified School District site to co-locate Norco College instruction in existing educational facilities (per the forthcoming recommendation). This could include, for example, manufacturing, engineering, and the industrial arts which could complement existing program offerings at a local high school. Such a strategy would thusly dictate some of the available instructional spaces available and courses/programs that could be offered (as well as scheduled times), and could seamlessly support our growing dual enrollment program to bring additional benefit and value to CNUSD families. The college is flexible in determining the courses/programs that could be offered based upon the scope of a collaboration with local Unified School Districts and the facilities that could be shared.

**Programmatic Strategy 1:** A primary strategic goal is to add programs of study that Norco College currently does not offer. Referencing local labor market data from the regional Sector Navigator, as well as requests from Corona-Norco USD, the programmatic area most in demand in Western Riverside County is Healthcare (specifically Allied Health). Establishing an annex location focusing on Allied Health programming (e.g. Respiratory Therapy, Information Communication Technology, and Bio-Technology) and/or expanding the Industrial Arts program, would directly align with our Educational Master Plan.

**Programmatic Strategy 2:** A second approach would be to offer existing lecture courses/programs that are amongst the most in-demand by current Norco College students in order to serve the broadest number of residents while simultaneously absorbing additional anticipated impact to the Third Street main location. For economies of scale and to ensure proper support, if this approach were to be employed, it would be important to plan for low-cost-need facilities to minimize maintenance and the Total Cost of Ownership of the facility; thus we would initially plan for very few laboratory spaces (if any). Historical data shows the most popular lecture-based programs of study consistently are:

Number of Students with Declared Major as of Fall	Fall 2016	Fall 2017	Fall 2018
Math and Science	2,532	2,472	2,279
Social & Behavioral Studies	1,415	1,282	1,218
Kinesiology, Health and Wellness	689	605	569
Business Admin: General Business Concentration	591	542	565
Administration & Information Systems	560	465	394
Business Administration CSUGE	235	373	392
Psychology CSUGE	321	327	373
Business Admin: Management Concentration	386	325	350
Early Childhood Education	388	370	336
Fine & Applied Arts	325	288	323
Psychology IGETC	161	194	261
Biology IGETC	22	155	251
Business Administration IGETC	77	181	248

Business Admin: Accounting Concentration	347	308	247
Computer Information Systems: Computer Programming	288	244	237
Humanities, Philosophy & Arts	340	309	233
Game Development: Game Design	161	177	227
Communications, Media & Languages	240	187	221
Biology CSUGE	18	110	213
Computer Science IGETC	169	190	206
Electrician/Electronics: Electrician Apprenticeship	51	82	204

### Facilities and Student Services Support Planning

Any/all off-campus sites shall require a comprehensive review of California Environmental Quality Act (CEQA), Division of the State Architects (DSA) compliance, American with Disability Act (ADA) plan, Field Act “Title 24” compliance, city or county fire marshal approval, district safety and security standards, facility maintenance and operation plan, facilities conditions assessment studies of existing facilities, custodial and ground support, space programming options, student services, counseling, and budgetary oversight. The specifics are anticipated to vary depending on the nature and purpose of the off-site location(s) and the contractual terms and conditions that are negotiated with the property owner. The college will evaluate any potential contractual relationship with an off-site location to ensure employees and students are provided with a standard level of instructional support at the off-site location. Services that may require a site-specific plan include: office space, faculty resource room and/or access to supplies, instructional and office technology, parking, counseling/educational plans, public transportation connectivity points, disability resources/accommodations, furniture and equipment, access to Library/tutoring resources, student success teams, and allowable facility/tenant improvements. This proposal does not aim to itemize nor solve all these elements, but merely to document that a comprehensive plan shall be required for any/all secondary locations to ensure the success of our students.

## Conclusion & Recommendations

Given the guiding principles and available data, the most viable locations for a secondary site, in recommended order, are:

1. **South Corona/Temescal Valley** - Based on maps focusing on traffic density, parcel locations, lack of public transportation and access to other two-year colleges, the South Corona/Temescal Valley region is a strong potential location for a secondary site.
2. **Northwest Jurupa Valley**- Based on population growth, poverty percentiles and parcel locations, this is the second potential location recommended for a secondary site.
3. **Corona along the 91 Freeway** - Many of the maps indicated that the area of Corona off the 91 freeway west of the 15 freeway is the location with the highest need. Most of this area is within a 3-mile radius of Norco College, so the Third Street campus would continue to serve this population, where the poverty percentile is highest, household income is the lowest and population and traffic density are the highest. A secondary location may alleviate some of the impact on our main location and its services, therefore we will be better able to serve all students at a higher capacity. While the location may not be the preferred option for a secondary site, the needs in this area should not be overlooked.
4. **Northern Eastvale** - The entirety of Eastvale is within the 5-mile radius of Norco College. Due to the proximity to Norco College, the lower traffic density and their proximity to the existing Third Street location, this is the fourth recommended location for a secondary site. Notable is the expansive growth both within Eastvale and just north of the City in Ontario Ranch. Co-locating some instructional offerings in northern Eastvale in partnership with City assets may be a strategy for serving this growing population, but the need is far greater in the aforementioned areas.

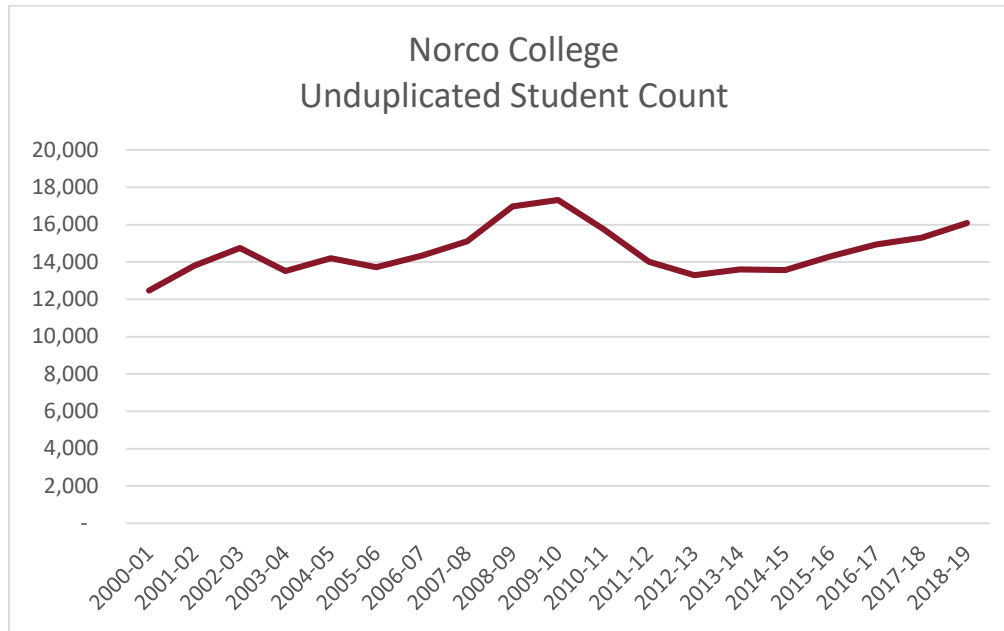
Next Steps:

Engaging in meaningful dialog with the municipalities and Unified School Districts in South Corona/Temescal Valley, Northwest Jurupa Valley, Corona along the 91 Freeway, and Northern Eastvale is recommended. Specifically:

1. As recommended in the October 2019 College Futures Foundation report [Making Room for Success](#) (summarized in the Appendix), explore offering college courses at local high school sites in the evening to address transportation issues without the initial expense of building a dedicated facility. RCCD has previously engaged in a similar strategy at both John F. Kennedy Middle College High School and at Rubidoux High School.
2. Investigate publicly-owned buildings with City and County officials to explore a lease or shared use facility.
3. Explore public-private-partnerships (P3) with new developments located in the aforementioned locations.

APPENDIX

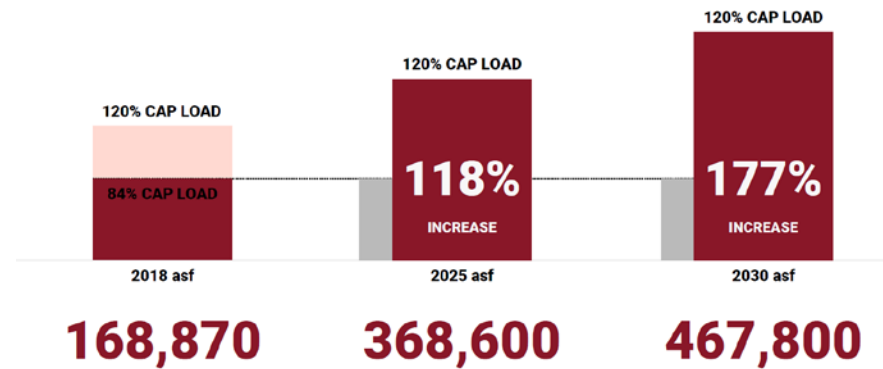
Historical Norco College Enrollment



Projected Enrollment Growth



Physical Space Growth



Today's Deficit 107,262 sqft with 23,654 sqft being classroom & instructional lab space



### *Creative Use of Current Space: Research Brief*

The October 2019 College Futures Foundation ([Making Room for Success](#)) reported that higher education capacity crisis threatens the California economy and widens the equity gaps because by 2030 about 144,000 college-ready students are expected to be turned away annually, due to lack of college capacity. This crisis will be a serious threat to the state's economy and exacerbate racial, income and geographic inequities.

The crisis is particularly acute for students from low-income families and communities of color. The state's ability to increase economic mobility will be hindered as students are forced to either take on additional expenses and move away from their regional support systems to obtain a college degree or enter the workforce without a degree.

Data from the College Futures Foundation show that the capacity crisis could cripple the state's economic potential:

- By 2030, California is projected to have a shortfall of nearly 1.1 million workers with a bachelor's degree.
- Estimates of future job openings suggest that nearly twice as many bachelor's degrees will be required in California relative to associate degrees (or those with some college) by 2030 as the economy continues to demand more technical, creative, and critical thinking skills.
- California already is unable to produce enough degree holders in high-demand fields. Throughout the UC and CSU systems, nursing, engineering, and computer science programs commonly have far more eligible applicants than space.

The report details capacity gaps and labor shortages in three regions with large proportions of low-income families and communities of color, one being Norco College's service area. The Inland Empire will face an annual capacity gap of 20,000 seats for four-year degrees—turning away more than half of the qualified students seeking those degrees in the region—while at the same time facing a labor market gap of 61,000 workers holding bachelor's degrees.

To address California's higher education capacity crisis, the report recommends the following key solutions:

- Creative use of space: Leverage physical space more creatively and effectively across all parts of our education system, including sharing facilities and offering more flexible class schedules. Facilities also need to be leveraged more creatively. Colleges and universities can share facilities, and

new types of spaces such as K–12 facilities can be used for higher education. Schools also can increase online and blended learning offerings. Class schedules should maximize available resources, with courses offered during the summer, evening, and weekends. Just as businesses have shifted to flexible shifts and locations, higher education needs to think beyond traditional times and designated capacity.

- Regional partnerships: Create regional partnerships to align educational offerings with labor needs and lead or accelerate efforts on the previous two solutions. Businesses, K–12 districts, community colleges, and four-year institutions can work together through regional consortia to collect data and develop strategies. Such partnerships can move more quickly than the state to expand student success initiatives and innovate to optimize the use of local spaces. They also can more closely assess the area’s needs and act accordingly, increasing and accelerating completion of degrees that will fill current and future demands.

Higher education has the power to transform individuals, families, and communities. For generations, broad access to educational opportunities has been a source of deep pride and socioeconomic health in California. Without immediate action to accommodate growing demand for higher education, we are endangering our state’s future. The longer we wait, the more we risk allowing underserved communities to slip further behind.

Students who are ready and eager to continue their higher education are among the state’s best assets—essential to both a strong economy and society. By enabling these students to fulfill their potential, our state can reap benefits immediately and for years to come.

#### *Norco College’s Current Efforts for Creative Use of Space*

- Early Childhood Education Program – Stokoe Innovative Learning Center

Chancellor Isaac, Dr. Green, Dr. Sarah Burnett, professor of early childhood education; and Marisa Yeager met with Assembly Member Cervantes, who approved to use \$5 million appropriation for renovation of the Stokoe Center for early childhood education. Stokoe Elementary, currently serves over 700 children grades Kinder through 6<sup>th</sup>. It is located within Assembly Member Cervantes’ service area and within the Norco College service area. Previously designed investing RCCD Measure C bond money, this offers an amazing opportunity for the surrounding community with a high need. Starting small with a multiple year phased-in approach, Norco College plans to start offering Early Childhood Education classes on site during 2020-2021. The site will become a model demonstration lab school for the entire region (perhaps the state) including partnerships between RCCD, Alvord USD, Riverside County of Education, First5, and Head Start. A formal programmatic proposal has been finalized and meetings with AUSD and Norco College personnel continue. A joint RCCD/AUSD Board meeting also occurred December 17, 2019. Thorough dialog and comprehensive vetting with all stakeholders is also underway including the Norco College/RCCD participatory governance process.

Norco College has also committed to the development of apprenticeships in early childhood education as part of the Riverside Community College District’s focus on economic and workforce development to improve prosperity in the region. To that end, Norco College has engaged in both the LAUNCH regional apprenticeship project through the Inland Empire Desert Regional Consortium and the recently awarded Workforce Accelerator Grant (WAF 7.0) focused on planning for apprenticeship implementation for early childhood education. Both Launch and WAF 7.0 will build capacity for Norco College to serve local residents at the Stokoe Education Center with access to “learning and earning” pathways in early childhood. There is a potential annual workforce deficit of 1,854 childcare workers and preschool teachers (except special education, TOP code 130500) in the Inland Empire between 2018-2023 based on projected annual average job openings. Additionally, there is a projected annual shortage of 2,396 teacher assistants (TOP code 080200) for 2,410 annual average job openings for the same time period. By providing education and skill development at the Stokoe Education Center, Norco College will support the RCCD commitment to creating better opportunities for local residents and will improve local services for families and communities that we serve.

#### ***College’s current plan for creative use of space***



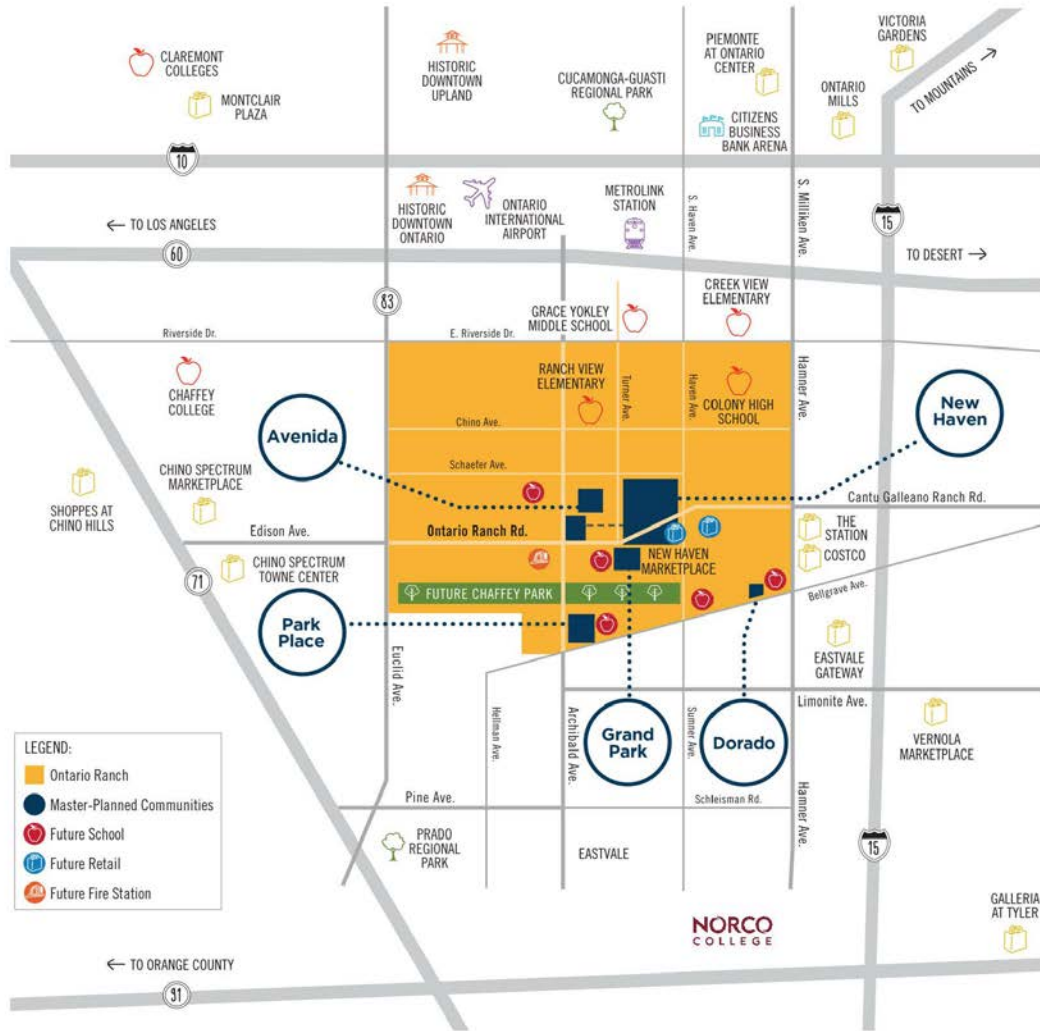
- Workforce Training Center

Norco College received a \$1.5 Million appropriation to provide workforce related solutions for our local resident and students by developing innovative programs & courses for specific business and industry challenges. The appropriation was allocated to the district to establish a synergistic secondary location with co-located services with the county American Job Centers and California Division of Apprenticeship Standards. Such a center would help enable students to develop the skills, knowledge, and abilities they need to succeed in the highly competitive workforce of tomorrow. An opportunity exists to leverage this appropriation with other regional efforts (e.g. the US Navy's [NavalX Tech Bridges initiative](#)) to establish a secondary location focused on workforce training, non-credit courses and certificates, technology transfer, micro-business support, and industry certifications.

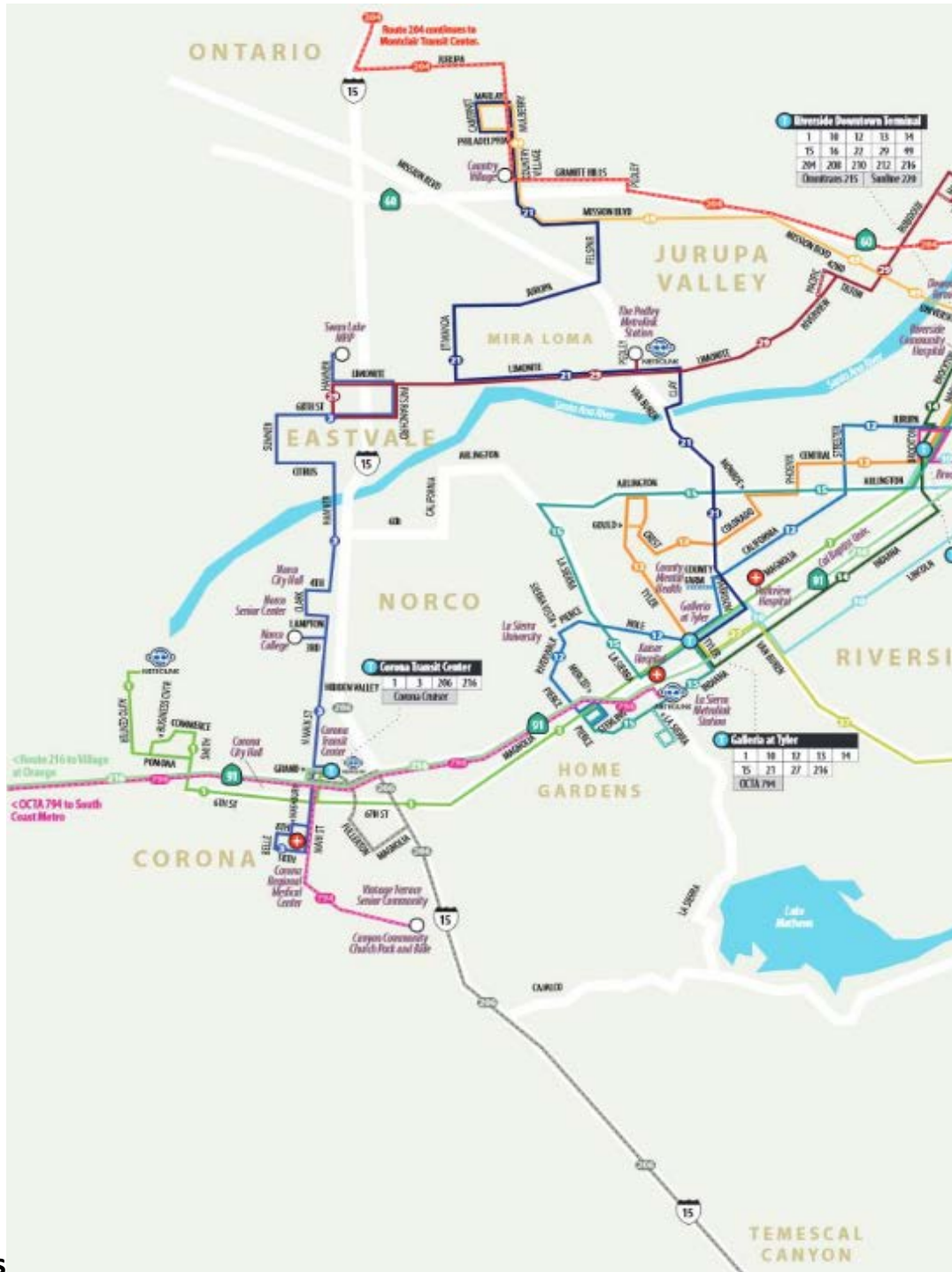
- Dual Enrollment

The Dual Enrollment Initiative and high school partnership program is an outgrowth of Norco College's long partnership with CNUSD and John F. Kennedy Middle College High School. Following passage of Assembly Bill 288, the College began offering California College and Career Access Pathways (CCAP) courses in fall 2016 at Eleanor Roosevelt High School (ERHS). Shortly thereafter, the College appointed a Dual Enrollment Director and built on initial offerings at ERHS, expanding to six local high schools by fall 2018. In 2019, the College offered courses in 11 area high schools. Per the College's 2019-2030 Educational Master Plan, our goal is to continue expanding access by growing enrollment and increasing offerings so that every high school student in the College service area has an opportunity to complete up to a year of college coursework during their time in high school.

# Ontario Ranch



Ontario Ranch, California spans over 8,000 acres and 13 square miles. Future plans include over 46,000 new homes. A convenient location offers direct access to the I-15 via the new connection at Cantu Galleano Ranch Road with the introduction of Ontario Ranch Road as well connection to the 60 freeway via the newly improved Archibald Avenue.



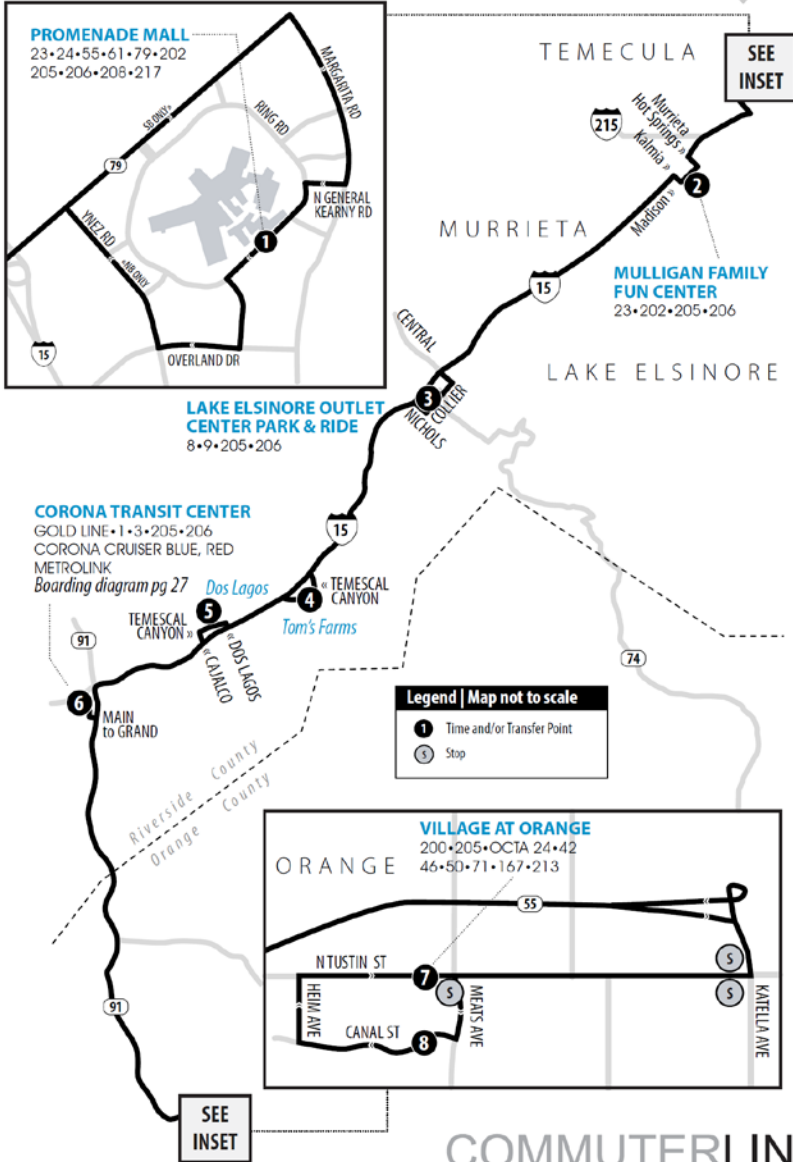
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