



College-wide Town Hall Meeting Notes

Thursday, June 4, 2026 | 12:50-1:50pm | IT-101 & [Zoom](#)

I. Key Performance Indicator (KPI) Update for 2024-2025 – Hayley Ashby

Dr. Hayley Ashby and Caitlin provided a summary of the college's final KPI results for the 2020–2025 strategic planning cycle. Enrollment, transfer, and completion outcomes continue to improve following the pandemic; however, equity gaps remain for several student populations. The presentation highlighted progress made and priorities for the next planning cycle.

II. HSI Servingness Task Force – Kiandra Jimenez & Hayley Ashby

Dr. Kiandra Jimenez, Dr. Hayley Ashby, and members of the HSI Servingness Task Force shared an update on the group's work to develop a Norco College-specific definition of servingness. The task force reviewed research, engaged campus stakeholders, and outlined plans to gather additional feedback through a climate survey and campus engagement efforts.

III. Strategic Enrollment Management Plan Outcomes – Quinton Bemiller

Dr. Quinton Bemiller presented progress on the Strategic Enrollment Management Plan, including enrollment growth, expansion of dual enrollment partnerships, development of new academic programs, affordability initiatives, and efforts to improve student completion and transfer outcomes. Updates on next steps for the SEM Plan revision were also provided.

IV. Standard of Care Update – Kaneesha Tarrant

Dr. Kaneesha Tarrant provided an update on the college's Standard of Care initiative. Highlights included implementation of student success teams, expanded counseling and transfer services, tutoring improvements, development of an Anytime Alert system, and ongoing efforts to ensure students receive coordinated support throughout their educational journey.

V. Accreditation – Tenisha James

Dr. Tenisha James reported that the Institutional Self-Evaluation Report (ISER) has completed local approval processes and is scheduled for Board consideration on June 16, 2026, prior to submission to ACCJC. She reviewed the accreditation timeline, including the fall 2026 peer review process and spring 2027 focused site visit.

VI. Facilities & Space Update – Michael Collins

Dr. Michael Collins provided updates on major facilities projects, including the Center for Human Performance and Kinesiology, STEM renovation, campus chiller upgrade, Library Learning Resource Center/Student Services Center, and the Corona Education Center. Construction timelines and upcoming milestones were reviewed.

VII. Q&A

Q: Will Cost of Living Adjustments (COLA) be applied to categorical funding programs?

A: Dr. Collins explained that the Governor's May Revision includes proposed COLA increases for some categorical programs, which is generally consistent with past practice. However, the proposal remains subject to legislative negotiations and adoption of the final state budget. He noted that some major categorical programs may not receive COLA adjustments.

KEY PERFORMANCE INDICATORS: 2020-2025

SUMMARY OF PROGRESS, OUTCOMES, AND KEY TAKEAWAYS

COLLEGE TOWN HALL - JUNE 4, 2026



NORCO
COLLEGE

AT A GLANCE: WHAT THE DATA TELLS US

Enrollment

- Enrollment is recovering and growing
- Headcount increased from 7,450 (2023-24) to 7,544 (2024-25)

Completion

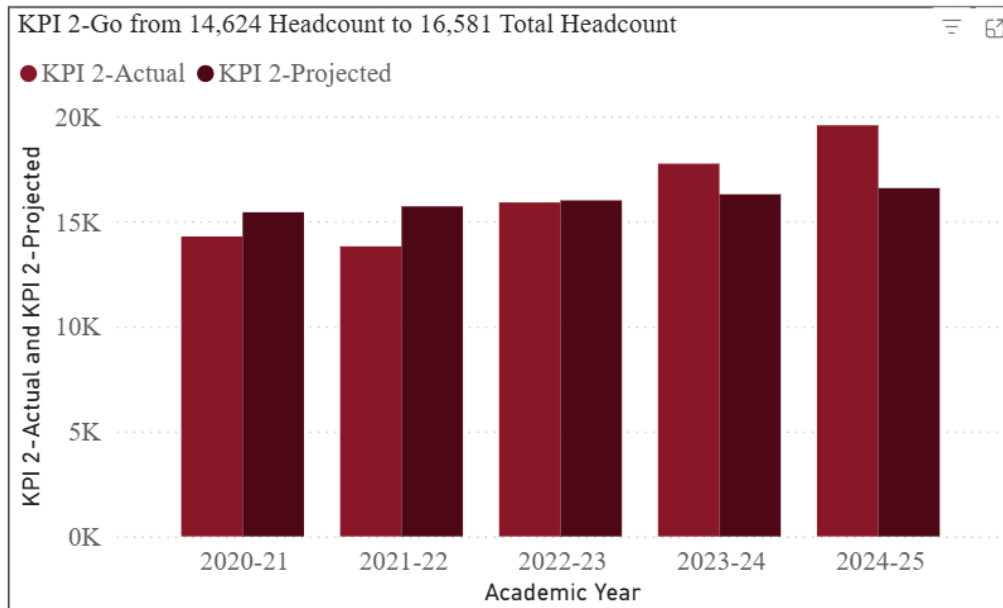
- Completion is beginning to rebound
- The number of certificates and degrees have increased since 2024-25
- 2024–25 reflects the highest number of transfers in the past five years

Equity

- Equity gaps still exist and present opportunities for improvement

ENROLLMENT (KPI 1 & 2)

KPI 2: Go from 14,624 to 16,581 Headcount



Progress

- FTES: 7,544 (near target, highest post-pandemic)
- Headcount: 19,570 (exceeds projection)
- Highest headcount in college history

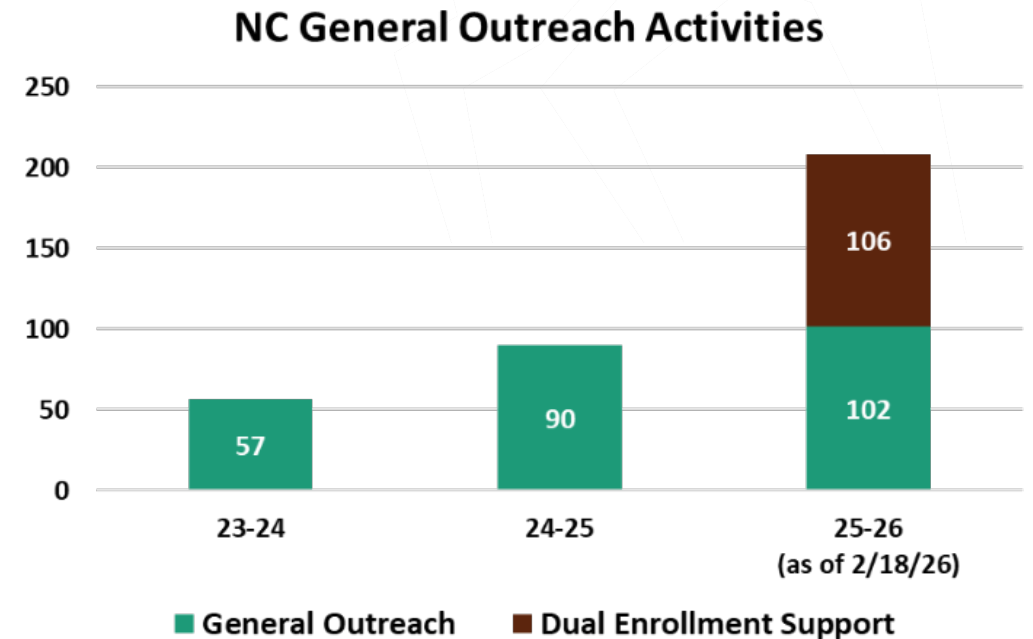
Takeaway

Enrollment recovery is real and sustained.

WHAT IS DRIVING ENROLLMENT GAINS

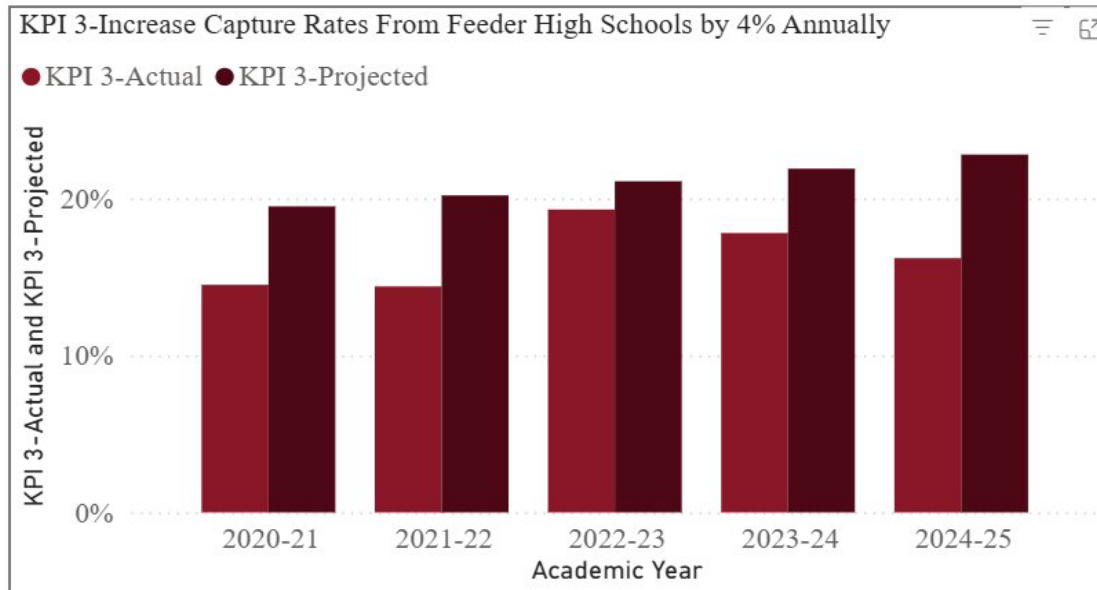
Intentional Actions Taken

- Standard of Care
 - Individualized Student Support
- Expanded Outreach
 - +58% Activities
- Expanded Promise Program
 - From 1 to 2 Years



PIPELINE CHALLENGES (KPI 3 & 7)

KPI 3: Increase Capture Rates by 4% Annually



Challenges

- Capture Rate: 16.2% (Downward Trend)
- First-Time Full-Time: 499 (Decline)

Takeaway

Growth is strong, but the pipeline shows restriction.

COMPLETION OUTCOMES (KPI 4 & 5)

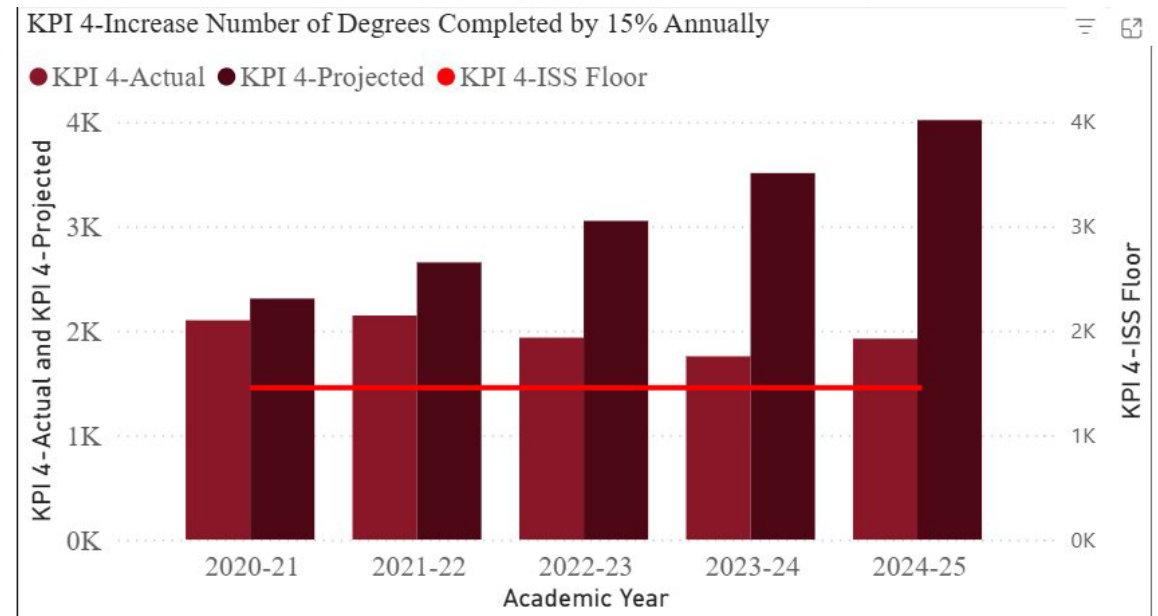
Progress

- Degrees: 1,924 (slight increase)
- Certificates: Below ISS for third year
- Lag effect from the pandemic enrollment decline

Takeaway

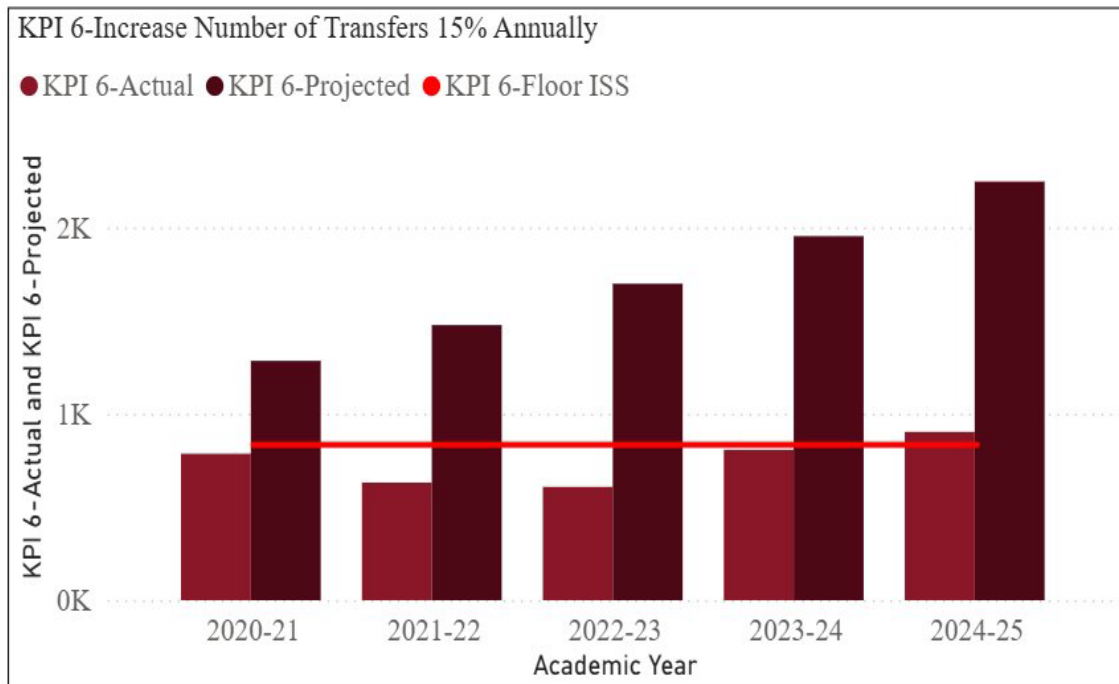
Completion is improving but still catching up.

KPI 4: Increase Number of Degrees Annually



TRANSFER SUCCESS (KPI 6)

KPI 6: Increase Number of Transfer 15% Annually



Progress

- Transfers: 903 (above Institution Set Standard)
- First time above the benchmark in 5 years
- Transitioning from volume to rate
 - Improves our ability to capture the student journey over 3-years

Takeaway

Transfer is a clear area of progress.

EQUITY OVERVIEW (KPI 8-12)



Progress

- African American: Some narrowing, but not meeting targets
- Latinx: Gaps larger than projected
- Men of Color: Gaps increasing
- LGBTQ+: Gaps eliminated in three areas, new gap for transfer
- Foster Youth: Gaps eliminated in two areas, increasing gap for certificates

Takeaway

Equity gaps remain uneven and persistent.

EQUITY STRATEGY MOVING FORWARD



What's Next

- 2025-2028 Student Equity Plan (SEP) Implemented
- Focus on:
 - Black/African American Students
 - Hispanic/Latine Students
- Guided Pathways and 3-Year Completion Model

Equity Strategy

Targeted interventions and clearer alignment to completion pathways.

FINAL TAKEAWAYS

A stylized, dark red graphic of a horse's head is positioned in the upper right corner of the slide, partially overlapping the dark red header bar.

Summary of Findings

- Enrollment is strong and recovering
- Completion and transfer outcomes are improving but lagging
- Equity gaps require consistent and focused action

Looking Ahead

Move recovery to intentional, equity-centered improvement.



Spring 2026 Update

HSI SERVINGNESS TASKFORCE

Norco College Town Hall – June 4, 2026

Presented by Members of the HSI Servingness Taskforce



PURPOSE & INTENDED OUTCOME

- Define HSI Servingness for Norco College grounded in the research of Gina Ann Garcia
- Center the voices and experiences of Latino/a/e students and employees
- Use the climate survey and other available data to inform institutional improvements related to HSI Servingness
- Recommend strategies to strengthen belonging, engagement, equity, and support
- Develop a plan to implement and integrate recommendations across the College



SPRING SEMESTER 2026 FOCUS

Worked on **building a foundation** for HSI Servingness by:

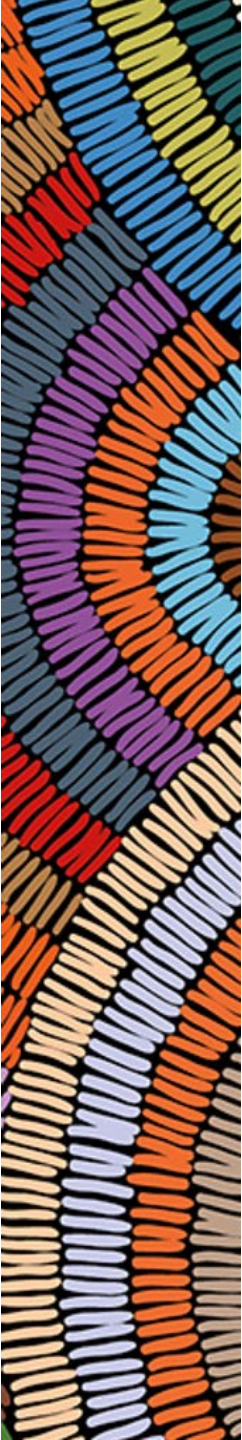
- Establishing a collaborative and trusting taskforce community
- Exploring the HSI Servingness through shared readings and discussion
- Engaging in dialogue about what it means to be an HSI at Norco College
- Identifying key themes and drafting a definition of HSI Servingness
- Discussing strategies to support students and employees impacted by immigration issues



FALL SEMESTER 2026 FOCUS

Work to **advance HSI Servingness** by:

- Administer and review the Climate Survey to better understand experiences and perceptions
- Continue refining the definition of HSI Servingness
- Develop a student-centered definition grounded in student voices and experiences
- Translate Taskforce discussions into actionable recommendations
- Present recommendations for institutional improvement

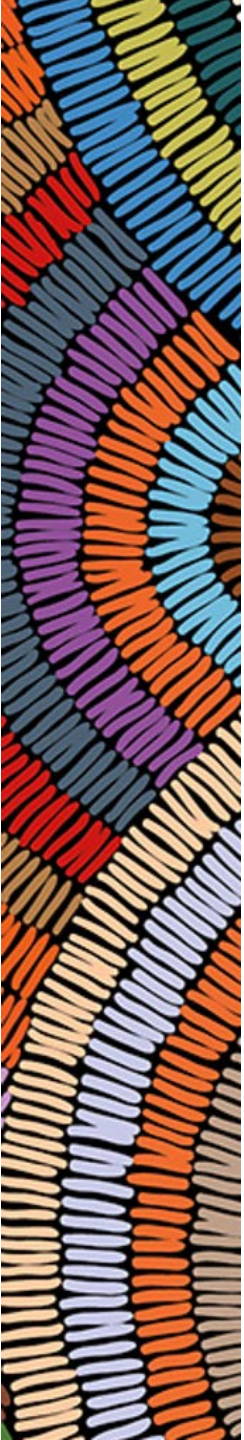


WORKING DEFINITION DRAFT

“HSI Servingness is the intentional practice of equitably supporting Latino/a/e students and employees through culturally responsive, data-informed, and family/relationship-centered approaches that foster belonging and economic mobility through academic, professional, and individual success.”

WE WANT TO HEAR FROM YOU

SCAN THIS QR CODE



STRATEGIC ENROLLMENT MANAGEMENT (SEM) 2024 - 2027 PLAN OUTCOMES



NORCO
COLLEGE

SEM GOAL 1:

EXPAND EQUITABLE ACCESS FOR DISPROPORTIONATELY IMPACTED STUDENTS BY STRENGTHENING OUTREACH, ONBOARDING, AND COMMUNICATION.

- Trend: increasing FTES and Headcount over the last four academic years
- Continued gap in Successful Enrollment (application to census enrollment) for Black/African American students
- Increase in annual Hispanic student degree/certificate completion –19.2% gain over baseline (from 535 completions to 626 completions annually)
- Increase in overall two-year graduation rates – from 7.4% (2018-2019) to 10.4% (2024-2025)
- Hispanic student four-year graduation rates – up 24.8% since 2019
- CNUSD College and Career Night - Workshops for parents on "College Affordability and Financial Aid", Fall 2024, 2025 and 2026
- Promise Program redesigned to target non-CCPG (California College Promise Grant) students and expand to all first-time full-time students who meet eligibility criteria.

SEM GOAL 2:

UTILIZE EQUITABLE DESIGN PRINCIPLES TO OPTIMIZE AND IMPROVE EXISTING AND DEVELOP EMERGING EDUCATIONAL PATHWAYS FOR ALL STUDENTS, ESPECIALLY FOR POPULATIONS IN THE COLLEGE'S DUAL ENROLLMENT AND RISING SCHOLARS PROGRAMS.

- Continued gap in Persistence (1st to 2nd term) for Black/ African American students
- Growth in College and Career Access Pathways (CCAP—Dual Enrollment) and Special Admit populations (includes Concurrent Enrollment and JFK)
- CCAP: 50.6% FTES increase from Fall 2024 to Fall 2025.
- 16 High School Partners (including two Alternative H.S.s, 7 School Districts + 1 Juvenile Hall (RCOE)
- Already exceeded 2030 goal of 10% college FTES from Dual Enrollment
- Implemented DualEnroll.com in Spring 2025 to streamline enrollment process and increase capture rates.
- Implementing DEEP Framework to provide outreach to underserved students and schools, align courses to degrees/careers, advise and support
- Dual Enrollment Faculty Coordinator .4000 beginning Fall 2026
- DE correspondence courses at Ironwood State Prison Fall 2026

SEM GOAL 3:

PROVIDE CLEAR AND ACCESSIBLE INFORMATION ABOUT NORCO COLLEGE'S CAREER & ACADEMIC PATHWAYS AND COMPREHENSIVE STUDENT SUPPORT.

- Gaps in degree and certificate attainment, transfer, and math and English completion across ethnicity groups.
- Lag between enrollment and program completion following pandemic.
- New and upcoming programs: Biomedical Electronics Repair, Pharmacy Tech, Physical Therapy Assistant, Control Systems, Entry-level and Advanced Automation certifications, Early Childhood Education Apprenticeship and ADT in Elementary Teacher Education: Integrated Programs, Administration of Justice: Modern Policing and Forensic Studies
- Equity capstone project to integrate data-informed planning with the existing schedule development calendar.
- Standard of Care, including Instructional faculty and “Anytime” Alert

SEM GOAL 4:

DECREASE STUDENT TIME TO COMPLETION BASED ON STUDENT EDUCATIONAL GOALS.

- Reduced units to degree completion 12.5%, from 88 to 77 over the past 5 years
- CPL (Credit for Prior Learning): 693 students served/with 1,320 total articulations, saving students \$10M
 - Shortened Courses Community of Practice and Data Study
 - 82 new Credit by Exam (CX) and 8 Portfolio CPL offerings to put into MAP

SEM GOAL 5:

DECREASE STUDENT EDUCATIONAL COSTS.

- Increased ZTC offerings and enrollment in ZTC sections.
- Norco College has saved students more than \$1.5 million in textbook and course material costs by offering ZTC courses.
 - Academic Programs currently being converted to ZTC include Psychology, Physics, Entrepreneurship, Communication, Early Childhood Development, Economics, Business Administration ADT, the Business Information Worker Certificate, the Biology Field Technician Certificate, Music Industry Studies, and Graphic Design.
- Increased Financial Aid and the number of students who can afford to stay enrolled (11,080 students/\$22M aid in 2024-2025)
- Increased services for Basic Needs and Wellness
- Leading from the Middle (LFM) team in 2026-2027 working to institutionalize affordability practices, establish data-driven monitoring of ZTC, increase faculty support and engagement, and identify and address institutional barriers to ZTC adoption.

SEM GOAL 6:

STRENGTHEN STUDENT ENGAGEMENT THROUGH SUPPORT SERVICES THAT FOSTER WELLNESS AND SUCCESS, BOTH IN AND OUT OF THE CLASSROOM TO IMPROVE STUDENT PERSISTENCE AND SUCCESS.

- **Revise the Early Alert Process**
 - Faculty workgroup formed through Academic Senate
 - SPRs funded through Standard of Care allocation
 - Rubric created, 20 possible software solutions identified
 - Demo reviews and work is in-progress; workgroup will extend into 26-27
- **ACCDC Educational Resource Advisor Integration**
 - Role clarification completed in Fall 2025
 - Training provided to ERAs on advising triage, transfer, dual enrollment, etc.
 - ERAs incorporated into drop-in services and case note record keeping
- **Transfer Center Operational Support Enhancements**
 - Annual budget identified through Promise Program funds
 - Ongoing funding established for Transfer Fair, university trips, application coupons, and Transfer Celebration
 - Transfer Center Coordinator / Counselor position was initiated Fall 2025
 - Increase in Instant Admit Day partnerships; new Financing Transfer Workshop
 - Services expanded (62% increase in student contacts during November 2025 Transfer Jam)

NEXT STEPS

- Summer/Fall 2026: revise SEM Plan into its next iteration as the 2027 – 2030 SEM Plan; take to governance bodies and Spring 2027 BOT approval for Fall 2027 implementation.
- Ongoing: continuous updates to the SEM Action Plan and Multi-Year Calendar



Refining Student Support

Norco College's Standard of Care Framework

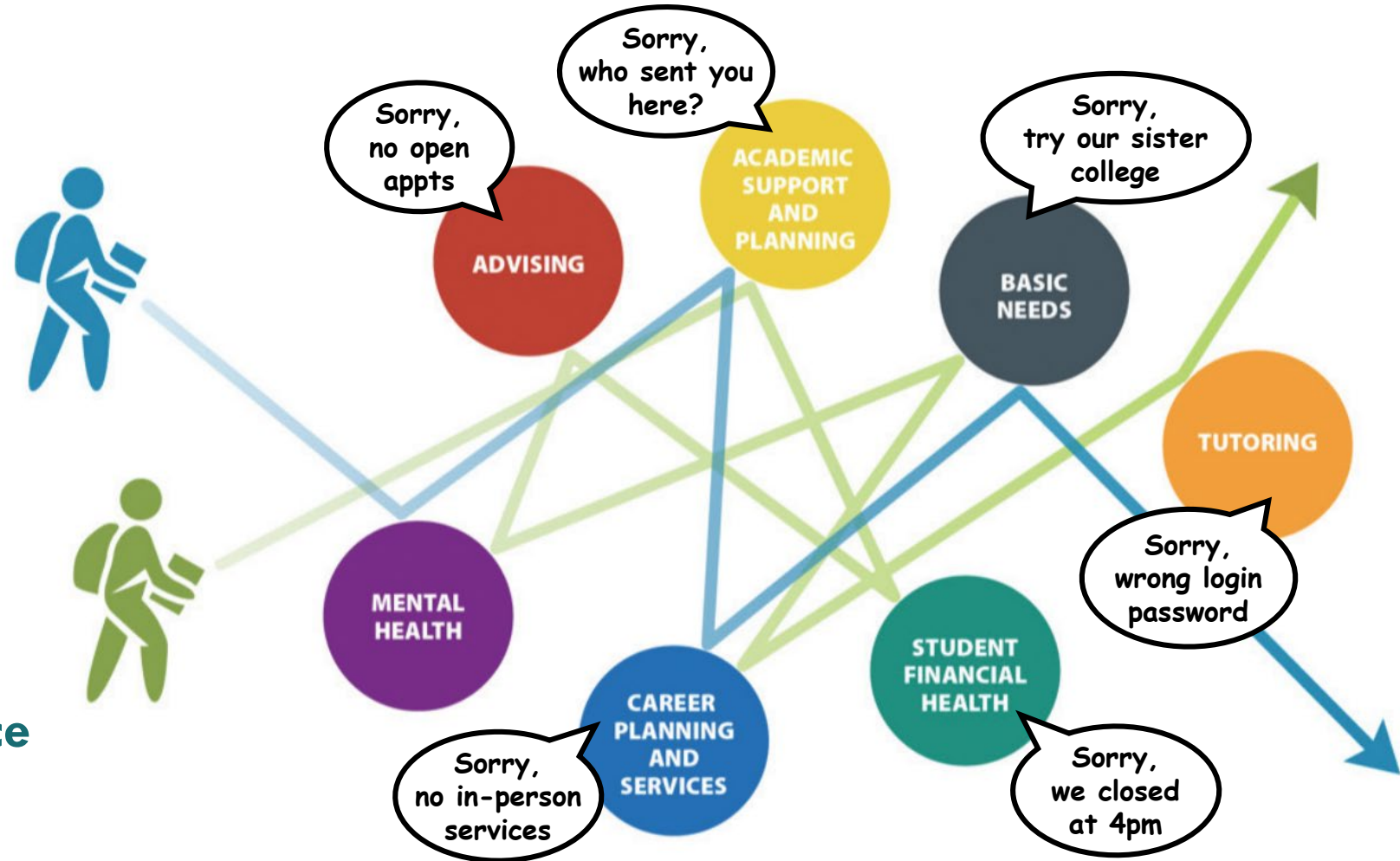
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Norco College Town Hall
June 4, 2026

Finding Our “Why?” and Motivation

Issues Needing Attention:

- Student swirl/bounce
- Disconnect between departments/siloes
- Gaps in services
- Fluctuating communication methods and modalities
- One-size fits all approach
- Inconsistent levels of service between our three colleges



Equity in the Guided Pathways Approach

Achieving the Dream found that colleges see the greatest gains in equity outcomes when they promote a personalized experience in which all students:



1. Are supported in achieving their goals through intentional and early development of **academic, career, and financial plans**.
2. Have to **tell their “story” only once** and are not running from office to office to get answers.
3. Are proactively connected with supports targeted to their **individual needs** so they enter college fully prepared to learn.
4. Feel confident that **faculty, staff, and administrators** are invested in their success.

STANDARD OF CARE

Spring 2026

AREA OF FOCUS

OBJECTIVE

ACTION

STANDARD OF CARE

- Define the Standard of Care
- Roles and Responsibilities
- Case Management

- Definition approved
- Counseling and Educational Resource Advisors
- Counseling and Advising Case Notes

DATA & TECHNOLOGY

- Assess existing technology
- Establish data governance
- Consider a CRM Tool

- Element 451 Implementation

COMMUNICATION

- Market Tutoring Services

- Tutoring Standard of Care Workgroup
- Tutoring utilization of SARS

ENGAGEMENT

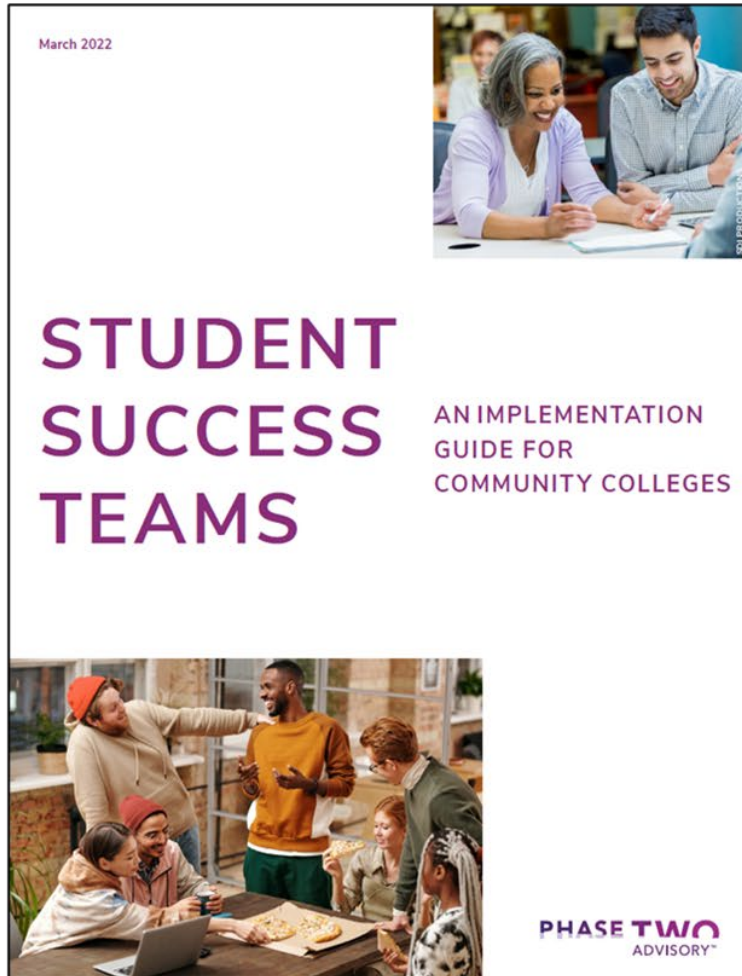
- Revamp Early Alert

- Academic Senate appointed Workgroup

Standard of Care Defined

At Norco College, our Standard of Care means every student is welcomed and provided equitable support through coordinated services to ensure clear pathways to complete their academic and career goals within three years.

Standard of Care: Student Success Teams



	PURPOSE	IMPACT	
ROOTED IN EQUITY + STUDENT EXPERIENCE			
BACKEND COORDINATING	Work behind the scenes to coordinate support for students as a group; help streamline and improve programming and policies.	Students do not always know there is a team working behind the scenes on their behalf. The team's impact is felt in smoother policies, stronger programming, and engaging activities and workshops.	} Through 2018
NETWORKED SUPPORT	Create an easily identifiable network of people students can go to for a variety of supports; build communication channels across team members to streamline and integrate their activities.	Team members are listed in a student's portal. Students receive targeted messaging from members of their team. When students reach out, the team member they contact has information to guide the conversation.	
NETWORKED SINGLE POINT OF CONTACT	Provide personalized, holistic case management; ensure the single point of contact has access to behind-the-scenes data and resources to enable holistic engagement.	Students have a single "go to" for questions and concerns, and that person reaches out to regularly. That person helps to connect students to others as necessary with a warm hand off and follows up to ensure support was received and student issues are resolved.	} Goal for the SoC

Standard of Care: Counseling and Advising

Progress to Date:

- Units to degree completion reduced 12.5% from 88 to 77 over the past 5 years
- Increase in annual Hispanic student degree/certificate completion – 19.2% gain over baseline (from 535 completions to 626 completions annually)
- Increase in overall two-year graduation rates – from 7.4% (2018-2019) to 10.4% (2024-2025)
- Hispanic student four-year graduation rates – up 24.8% since 2019
- Provided faculty with “40+ Ways to Engage Students at Each Stage of Their Journey”
- Implementation of Case Notes

Note Detail

Note Visibility: Local Location: CD Note Information: Author: DAVIDS, Student ID: 2802117, Date Created: 11/12/2025, Student Name: SCHLANGER, DAVID

Note Title: Transcript Evaluation

Note Content: Transcript Status: Received / Pending / Not Ordered / Official / Not Official
Sent to Evaluators: Yes / No / Date Sent
Evaluation Timeframe Shared: Yes (6-8 weeks) / No
Evaluation Methods: ASSIST / TCEQ / TES / NC Articulation Page
Purpose of Evaluation: GE Certification / Major Prep / Matriculation
Evaluated Course: [List all classes/ GE Areas met]
Additional Notes: Special considerations or clarifications/Submit period / Rebuild SEP with evaluated course

Pre-defined dropdown menu options: Academic Renewal, General Counseling Appointment, Readmit Contract, Student Education Plan (SEP), Transcript Evaluation

Buttons: OK, Append, Template, Cancel



Standard of Care: Transfer

Progress to Date:

- Transfer Coordinator / Counselor reassignment established in 2025-2026
- New Transfer Center office location
- Trained all general Educational Resource Advisors to provide transfer advising (transfer workshops, application support, application follow-up)
- 62% increase in student support during Fall 2025 Transfer Jam compared to Fall 2024
- Hispanic student transfer rates – up 31.8% since 2019



Standard of Care: Career

Progress to Date:

- Professional development for counselors on the Cognitive Information Processing Model (CIP Theory)
- New career counseling tools/worksheets developed
- Support for CTE Days each Fall and Spring
- GUI-47A launched in Spring 2026

Next Step:

- Train all Educational Resource Advisors to provide employment support (job search, resume writing, interview skills, and professional networking)

LIFE MAP EXERCISE

Name: _____ ID#: _____ Date: _____

Motivations are the past experiences that drive us forward and inspire us to act, to do, and to achieve. Values are the things that are most important to us in life and are reflected by the future goals we set for ourselves. Use this worksheet to write down the past experiences that led you to this decision point and then list future goals you hope to achieve in your life and career. Then, work with a college advisor to discuss any present obstacles to your success and make plans to utilize the many support services available to overcome them.

PAST EXPERIENCES	FUTURE GOALS
What brought you to this decision point?	What does success look like to you?
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WE ARE HERE

STUDENT SUPPORT SERVICES	PRESENT OBSTACLES	RECOMMENDED SUPPORTS
In this space, list any and all present obstacles that need to be addressed (such as mental health, housing insecurity, financial aid, or as remediation, etc.)		

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CAREER FINDER

Name: _____ ID#: _____ Date: _____

Career assessment consists of three layers: (1) identifying the values and important factors of life that motivate and guide you, (2) exploring what skills you possess or can grow to be effective in your work, and (3) discovering opportunities to be paid for what you do. The goal is to determine several career options that satisfy all three criteria and can support your path to fulfillment.

VALUES
What fulfills your future life goals?

HOBBIES
What are you good at?

INTERESTS
What will people pay you to do?

SKILLS
What are you good at?

JOBS
What will people pay you to do?

OPPORTUNITIES
What will people pay you to do?

CAREER OPTIONS:

good at and people will pay for, but does not fulfill your goals.
are good at and leads to personal fulfillment, but does not pay well.
are well and could fulfill your future goals, but you are not skilled in.

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CAREER EXPLORATION GUIDE

Name: _____ ID#: _____ Date: _____

OPNET (www.onetonline.org) is the U.S. Department of Labor's extensive occupational information database and you can use it to explore career options and identify key factors about different types of jobs. Use the chart below to guide your exploration, record important information, and compare several careers you are considering.

	Career #1	Career #2	Career #3
Transferable Factors: Interests, Work Styles, & Work Context			
Job-Specific Information: Tasks, Work Activities & Detailed Work Activities			
Qualifications: Knowledge, Skills & Abilities			
Education	Select education level ▾	Select education level ▾	Select education level ▾
Local Wages by Zip Code	\$	\$	\$
Projected Growth	<input type="checkbox"/> Much faster than average	<input type="checkbox"/> Much faster than average	<input type="checkbox"/> Much faster than average
	<input type="checkbox"/> Faster than average	<input type="checkbox"/> Faster than average	<input type="checkbox"/> Faster than average
	<input type="checkbox"/> Average	<input type="checkbox"/> Average	<input type="checkbox"/> Average
	<input type="checkbox"/> Declining	<input type="checkbox"/> Declining	<input type="checkbox"/> Declining
Jobs Openings Within 25 Miles by Zip Code	<input type="checkbox"/> Good (more than 25)	<input type="checkbox"/> Good (more than 20)	<input type="checkbox"/> Good (more than 25)
	<input type="checkbox"/> Average (10 – 25)	<input type="checkbox"/> Average (10 – 25)	<input type="checkbox"/> Average (10 – 25)
	<input type="checkbox"/> Below average (less than 10)	<input type="checkbox"/> Below average (less than 10)	<input type="checkbox"/> Below average (less than 10)

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▶ STEP 3: CAREER EXPLORATION ▶

Standard of Care: Tutorial Services

2025-26 Activities



Tutoring Standard of Care Workgroup convened consisting of faculty, staff, student tutors and administration



Transition to SARS



Tutorial Services Plan Development for all modalities



Academic Support Roles discussed and [defined](#)



Increased Marketing for Tutoring



Collaboration with Special programs to host study jams/session



Tutoring Support Surveys and Focus Groups with students and faculty



Targeted Outreach

NORCO COLLEGE
LRC
Learning Resource Center

LEARNING RESOURCE CENTER

FREE TUTORING AT THE LRC

Tutoring Available in Person (inside the LRC) & Online (via LRC Zoom Link)

SCAN THE QR CODE TO CHECK THE SCHEDULE AND GET STARTED!

Drop-in and one-on-one tutoring appointments are available for a variety of subjects.

**VISIT OUR SCHOOL LEARNING RESOURCE CENTER
WILFRED J. AIREY LIBRARY, 1st FLOOR**

Standard of Care: Early Alert

- **Academic Senate appointed group (4)**
- **Reviewing early alert software platforms (20 companies)**
- **Rubric**
 - **Canvas integration**
 - **Kudos**
 - **Data tracking**
- **Executive Summary presentation to Academic Senate in Fall 2026**

Standard of Care: Accomplishments

- **Standard of Care definition**
- **Counseling School-Based Assignments**
- **Transfer Center staffing expanded**
- **Workgroups established (Early Alert, Standard of Care, and Tutoring)**
- **Focus Groups and Surveys (Tutoring)**
- **Instructional Faculty Role and Recommendation Group**
- **Expanded marketing and outcomes (tutoring)**
- **Partnership Resource Team completed**

Standard of Care: Next Steps

Summer/Fall 2026

- **Early Alert team recommendations**
- **Instructional faculty Standard of Care recommendations**
- **Disaggregated tutoring data**
- **Hiring additional Educational Resource Advisors**
- **Expand Student Success Teams**
- **Element 451 Implementation**
- **Expansion to Dual Enrollment**

ACCREDITATION UPDATE

DR. TENISHA JAMES



NORCO
COLLEGE

NC Facilities Planning & Construction

Center for Human Performance & Kinesiology
(completion July, 2027)

STEM Renovation (95% complete)

Chiller Update F2 (completion Dec. 2026)

Library Learning Resource + Student Services Center
(Move out 2027, construction complete in Fall 2029)

Corona Education Center (Completion 2031)

Center for Human Performance & Kinesiology





May 21, 2026 at 11:27:37 AM
Norco CA 92860
United States
Norco College

STEM Renovation



Library Learning Resource + Student Services Center

AERIAL LOOKING NORTHWEST



Corona Education Center

9.6-acre site that will serve as an extension of Norco College with a focus on **Science and Allied Health Programs**.

Spring 2026- Schematic design (collaboration with faculty professional experts and architect) and development of the infrastructure and facilities master plan for the site

Phase 1 will be designed and built- building(s), parking, landscape, hardscape, safety

\$135 million Corona Education Center (CEC) development will be funded by Measure CC



Project completion in late 2031

