College-wide Town Hall Meeting Minutes

Wednesday, December 3, 2025 | 1:00 – 2:00pm

CSS-217 & Zoom

I. Welcome
- Dr. Monica Green provided a brief welcome sharing information about the 35-Year fundraising campaign to raise funds for the Mustang Scholarship (formerly the Silver Scholarship).

II. Enrollment Update
- Dr. Bemiller provided an overview of current dual enrollment trends, highlighting areas of growth as well as sections and terms where enrollment remains steady or need improvement. Further detail can be found in the attached presentation.

III. Standard of Care
- Dr. Tarrant shared an update on the collegewide Standard of Care effort, outlining ongoing workgroups, student-support improvements, and progress toward a more cohesive and personalized student experience. Further detail can be found in the attached presentation.

IV. Space Planning & Utilization: Communication and Feedback
- Dr. Collins presented an update on major construction and space-planning efforts, summarizing upcoming facilities projects and their impacts on campus operations and space availability. Dr. Collins presented space considerations for 2026-27 and requested feedback and discussion. Further detail can be found in the attached presentation.

V. Q & A

Q: How will the renovated STEM 100 building be officially named?

A: The college is working with the state through the Fusion system to determine and formalize the building's official name in the facilities inventory.

Q: Will the STEM 100 renovation include additional parking near the building?

A: No new parking will be added at STEM 100 due to limited footprint. Additional parking will remain across Third Street, and the college is reviewing pedestrian safety and traffic as part of that plan.

Q: Will Campus Police remain in their current location?

A: Campus Police will relocate into the new combined Library, Learning Resource Center, and Student Services (LLRCSS) building when it is completed.

Q: What will happen to the current library building once the new LLRCSS building opens?

A: The existing library will be emptied and officially "inactivated" in the state inventory. Long-term, it may be demolished or repurposed in a different way, but any reuse would require additional funding and state approval and would occur well after 2030.

Q: Will departments be able to provide input on special space needs (e.g., large equipment, storage, utilities) for the new LLRCSS building?

A: Yes. During the detailed design and construction-drawing phase, Facilities will work directly with each affected department to capture needs related to storage, equipment, power, data, and other functional requirements.

Q: Will all science programs move to the new Corona Education Center, and will student services (e.g., counseling) be offered there?

A: No. Only selected programs—currently biology, chemistry, biomedical electronics repair, and possibly Pharmacy Technician—are planned for the Corona site. The intent is to include sufficient support services so students can complete full pathways there, subject to space, budget, and staffing.

Q: Since many of the science programs use CRC print services daily, will the Corona Education Center include its own print/copy resources?

A: It is too early to confirm specifics, but printing and copying needs are recognized as critical to instruction and will be considered in planning; the goal is to avoid faculty having to travel back to the main campus just to make copies.

Enrollment Update

Prepared 12/02/2025

2025-2026 Progress to Date

25 *SUMMER* FTES TARGET
ACHIEVED: 771.26
102.0%
TARGET: 756.50

26 *WINTER* FTES TARGET
TODAY: 444.60
66.2%
TARGET: 671.30

25 *FALL* FTES TARGET
ACHIEVED: 3,171.82
96.1%
TARGET: 3,301.51

26 *SPRING* FTES TARGET**
TODAY: 1,193.54
38.9%
TARGET: 3,066.16

***ANNUAL* FTES TARGET**
ACHIEVED: 5,581.22
71.6%
TARGET: 7,795.47

- Even if we meet our Winter and Spring targets, we will still be 114.93 FTES short.
- We would need to overproduce in Winter and Spring to make up the difference.
- Ideally, we would reach 103% of Annual Target to compensate for Nonresident FTES which will be removed. This would be 8,029 FTES, or 234 FTES over target.
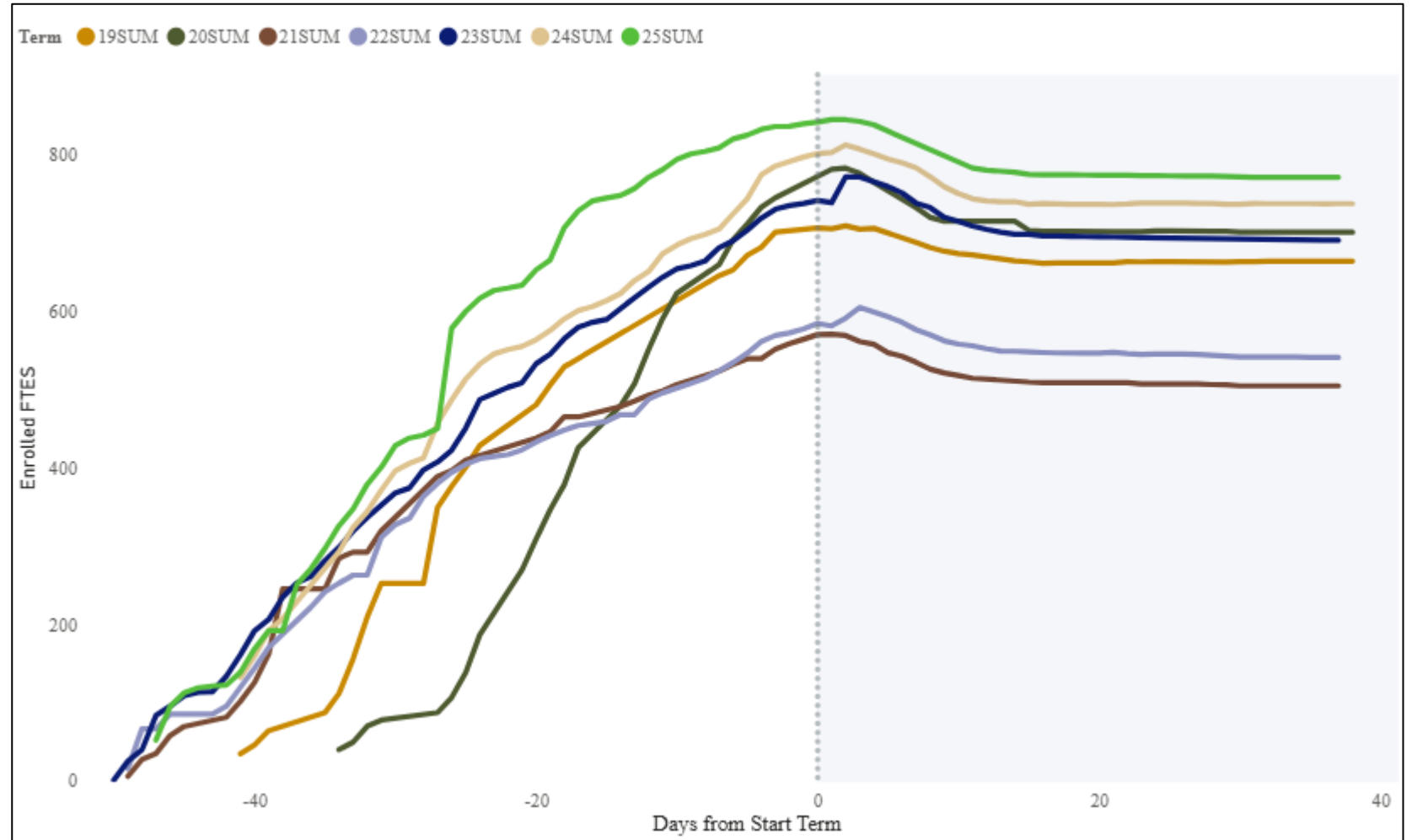
2025-2026 Progress to Date

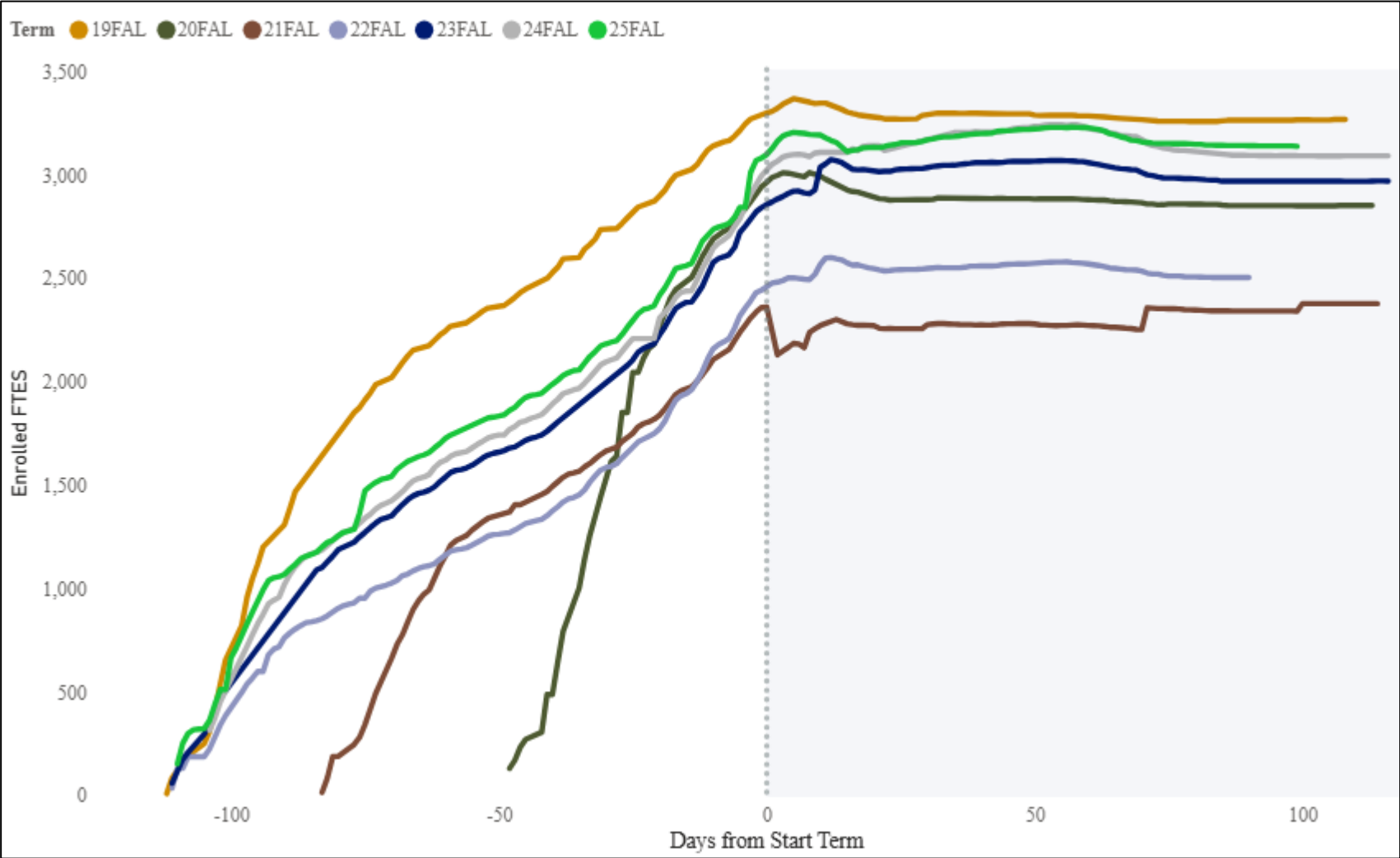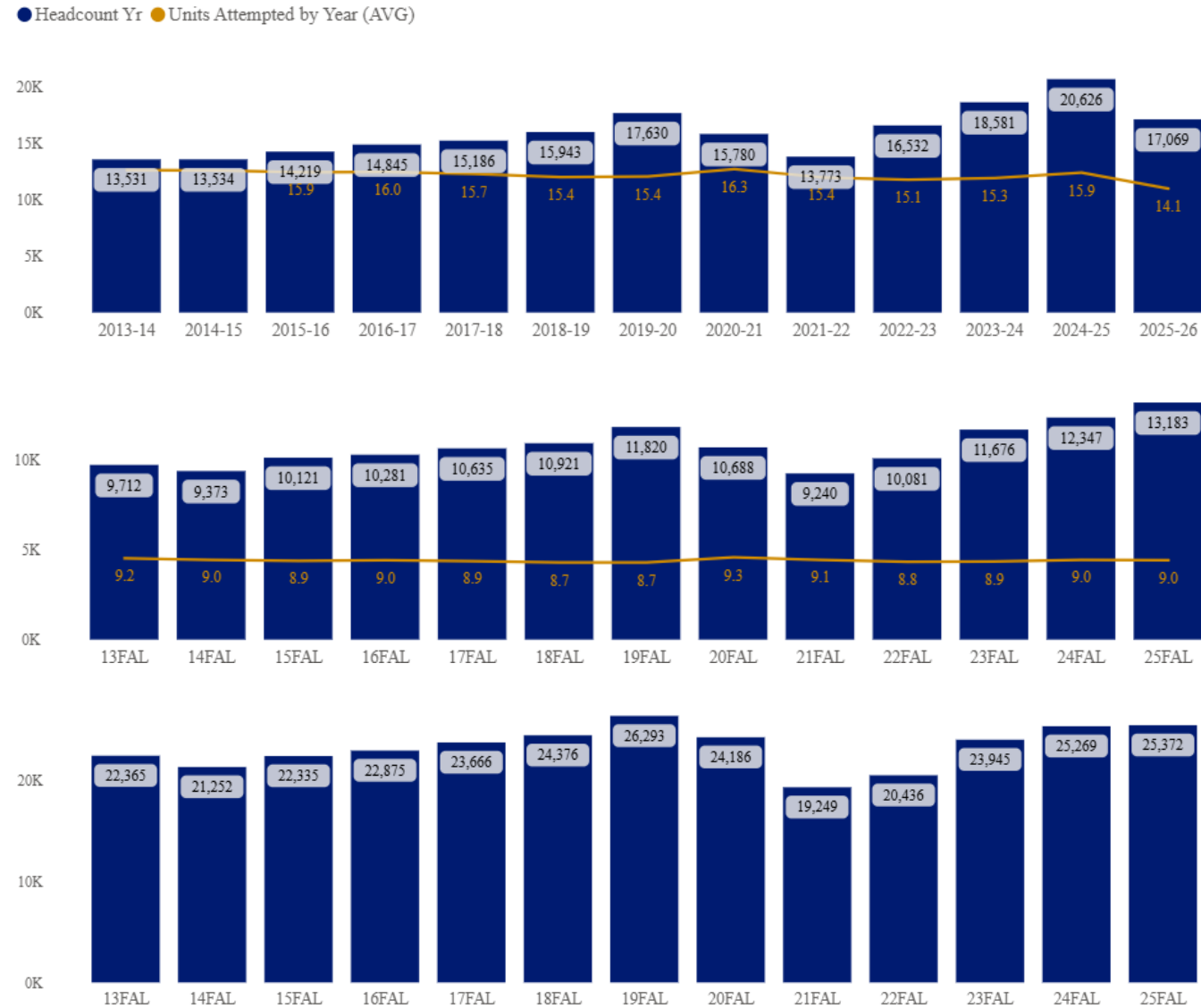25 *SUMMER* FTES TARGET
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Unduplicated Headcount & Enrollments

● Headcount Yr ● Units Attempted by Year (AVG)

Chart 1 — Headcount Yr & Units Attempted by Year (AVG)

Year	Headcount Yr	Units Attempted (AVG)
2013-14	13,531	
2014-15	13,534	
2015-16	14,219	15.9
2016-17	14,845	16.0
2017-18	15,186	15.7
2018-19	15,943	15.4
2019-20	17,630	15.4
2020-21	15,780	16.3
2021-22	13,773	15.4
2022-23	16,532	15.1
2023-24	18,581	15.3
2024-25	20,626	15.9
2025-26	17,069	14.1

Chart 2 — Fall Headcount & Units Attempted (AVG)

Term	Headcount	Units Attempted (AVG)
13FAL	9,712	9.2
14FAL	9,373	9.0
15FAL	10,121	8.9
16FAL	10,281	9.0
17FAL	10,635	8.9
18FAL	10,921	8.7
19FAL	11,820	8.7
20FAL	10,688	9.3
21FAL	9,240	9.1
22FAL	10,081	8.8
23FAL	11,676	8.9
24FAL	12,347	9.0
25FAL	13,183	9.0

Chart 3 — Fall Enrollments

Term	Enrollments
13FAL	22,365
14FAL	21,252
15FAL	22,335
16FAL	22,875
17FAL	23,666
18FAL	24,376
19FAL	26,293
20FAL	24,186
21FAL	19,249
22FAL	20,436
23FAL	23,945
24FAL	25,269
25FAL	25,372

Educational Partnerships Enrollment Update
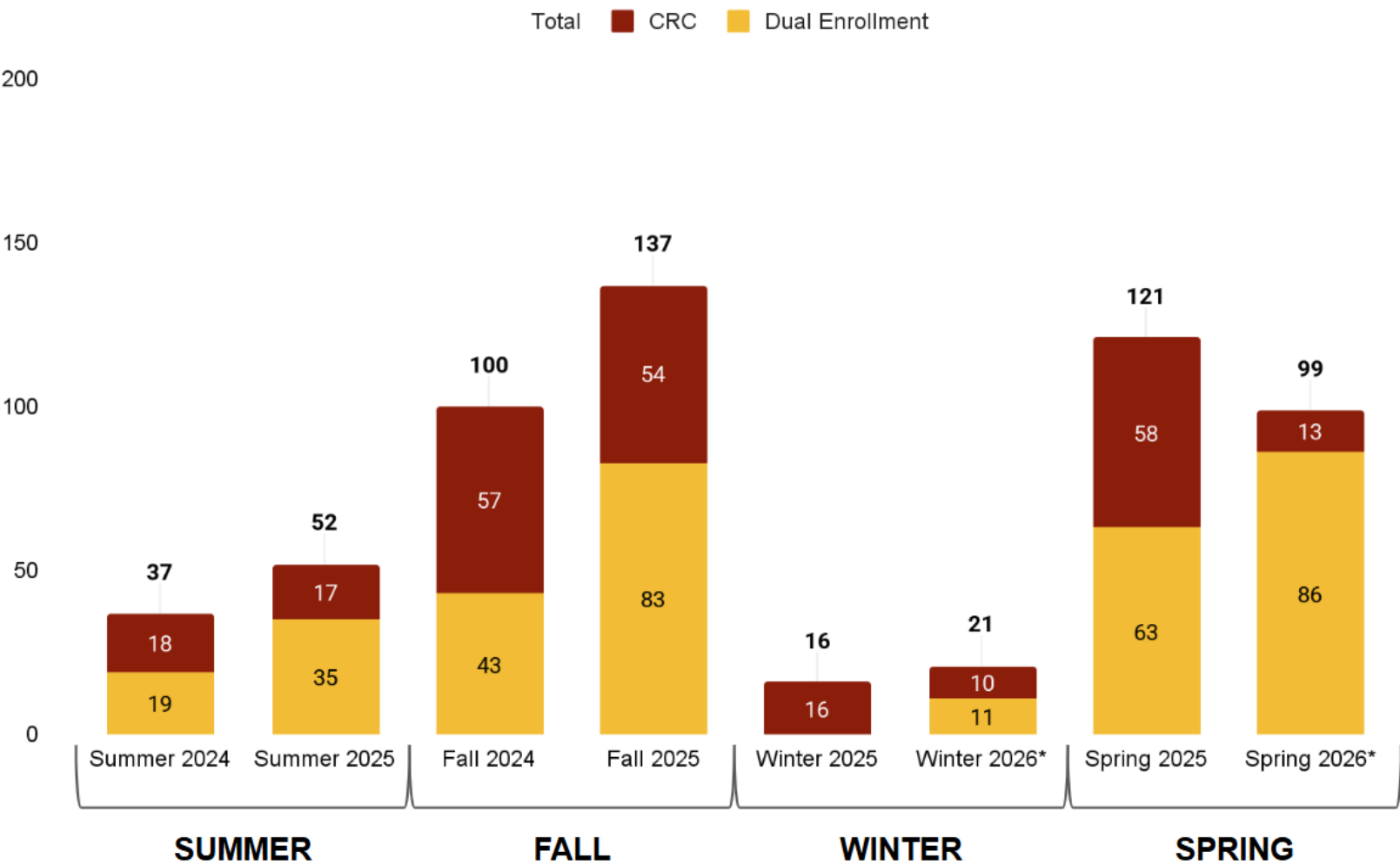
Prepared: 11/10/25

CRC Closure Update - Reduced Winter/Spring Sections

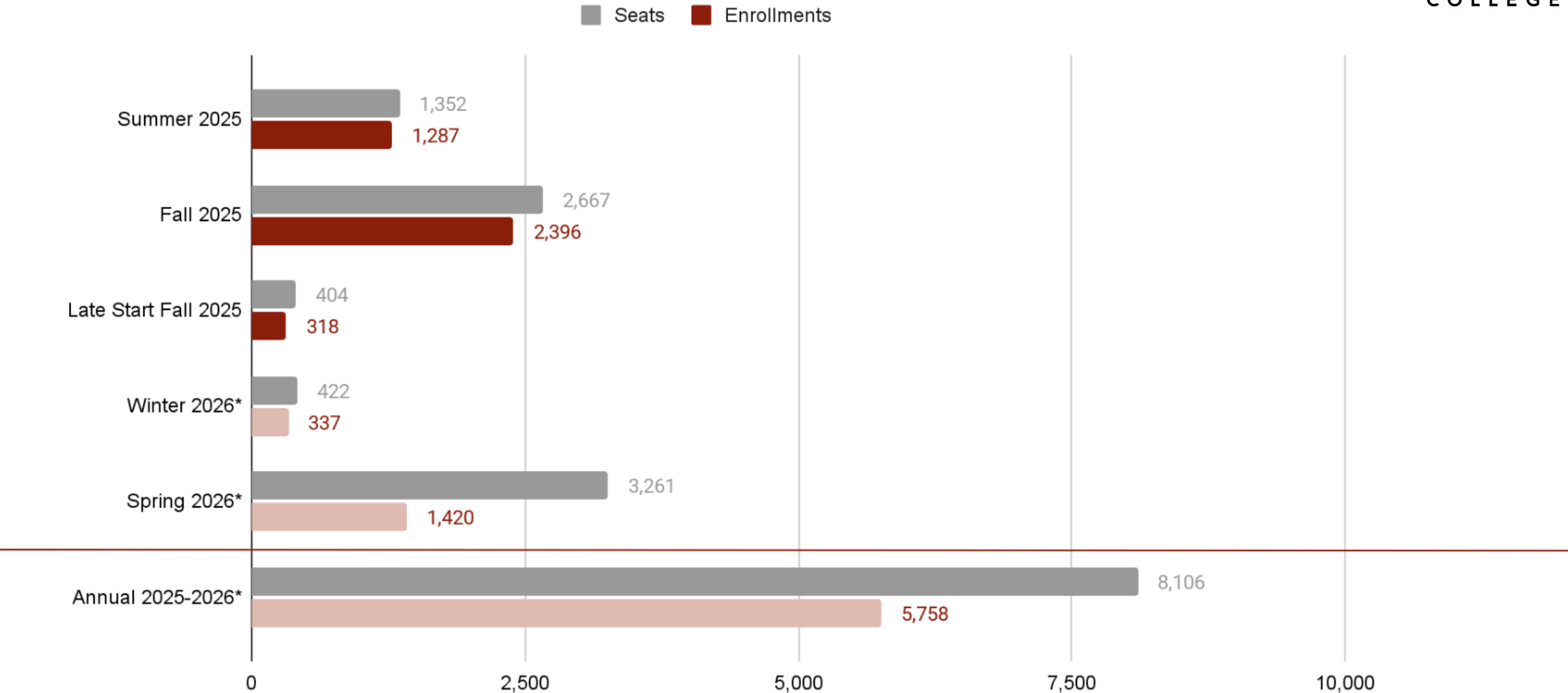**CRC & Dual Enrollment Section Count by Term (*In Progress)**

Legend: Total — ■ CRC — ■ Dual Enrollment

Term	CRC	Dual Enrollment	Total
Summer 2024	18	19	37
Summer 2025	17	35	52
Fall 2024	57	43	100
Fall 2025	54	83	137
Winter 2025	16	—	16
Winter 2026*	10	11	21
Spring 2025	58	63	121
Spring 2026*	13	86	99

Winter 2026 Estimates
CRC Enrollment Loss: **-150**
DuE Enrollment Gain: **+422**

Spring 2026 Estimates
CRC Enrollment Loss: **-1,175**
DuE Enrollment Gain: **+1,150**

SUMMER   FALL   WINTER   SPRING

NORCO COLLEGE

Dual Enrollment Duplicated Enrollments by Term (*In Progress)

Seats
Enrollments

Term	Seats	Enrollments
Summer 2025	1,352	1,287
Fall 2025	2,667	2,396
Late Start Fall 2025	404	318
Winter 2026*	422	337
Spring 2026*	3,261	1,420
Annual 2025-2026*	8,106	5,758

Dual Enrollment Census Fill Rates by Term (*In Progress)

Term	Fill Rate
Summer 2025	95%
Fall 2025	90%
Late Start Fall 2025	79%
Winter 2026*	80%
Spring 2026*	44%
Annual 2025-2026*	71%
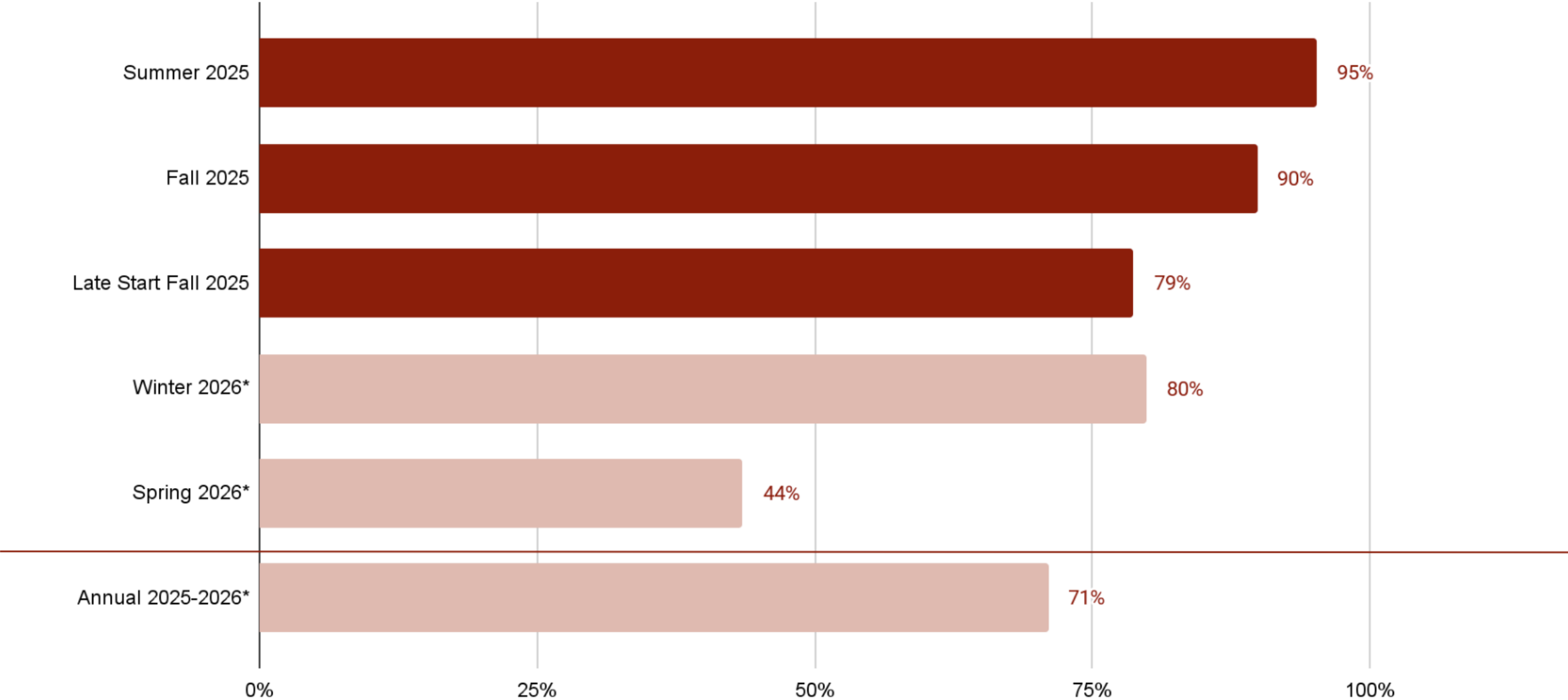
Enrollment Goals by High School

High School	Summer 2025	Fall 2025	Winter 2026*	Spring 2026*	25-26 Total*	25-26 Goal**	Progress to Goal*
ACADEMY OF INNOVATION (New Fall 2025)		23	4	12	39	38	103%
CENTENNIAL HIGH	221	214	47	125	607	451	135%
CORONA HIGH	108	160	21	58	347	197	176%
ELEANOR ROOSEVELT HIGH	416	616	120	384	1536	1180	130%
LEE V. POLLARD HIGH (New Fall 2025)		17		4	21	32	66%
NORCO HIGH	61	133	20	70	284	218	130%
ORANGE GROVE HIGH	4	16			20	26	77%
SANTIAGO HIGH	213	353	68	174	808	500	162%
JURUPA VALLEY HIGH	125	349	19	143	636	417	153%
LA SIERRA	20	98	5	53	176	164	107%
CALIFORNIA VIRTUAL ACADEMIES	91	190	26	130	437	336	130%
EXCELSIOR CHARTER SCHOOL CORONA	6	12		36	54	29	186%
IQ ACADEMY LOS ANGELES	8	22	4	31	65	38	171%
SCALE LEADERSHIP ACADEMY (New Fall 2025)		25	3	19	47	8	588%
NORTE VISTA HIGH (Summer Only)	25						
JOHN W. NORTH HIGH (Summer Only)	34						
TOTAL ENROLLMENTS	1,332	2,228	337	1,239	5,136	3,634	141%

**25-26 goal set based on steady increase to 2030 enrollment goals

Dual Enrollment Student Headcount with Annual Targets to Meet Goals

Year	Headcount
2020-2021	920
2021-2022	811
2022-2023	1,320
2023-2024	1,621
2024-2025	1,758
2025-2026*	2,264
2026-2027*	2,780
2027-2028*	3,293
2028-2029*	3,806
2029-2030*	4,343
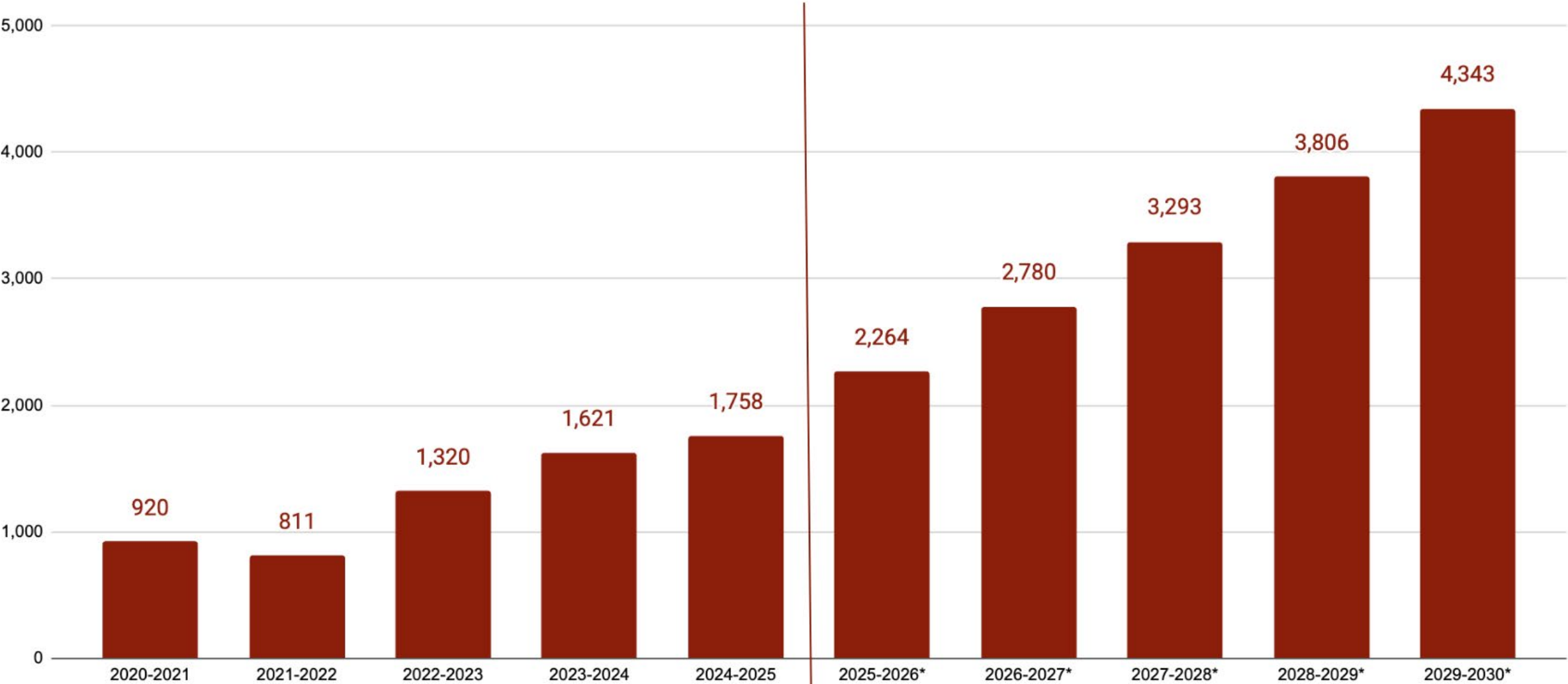
NORCO COLLEGE

Dual Enrollment Duplicated Enrollment with Annual Targets to Meet Goals

Year	Enrollment
2020-2021	1,231
2021-2022	956
2022-2023	1,715
2023-2024	2,249
2024-2025	2,951
2025-2026*	3,634
2026-2027*	4,340
2027-2028*	5,205
2028-2029*	6,113
2029-2030*	7,064
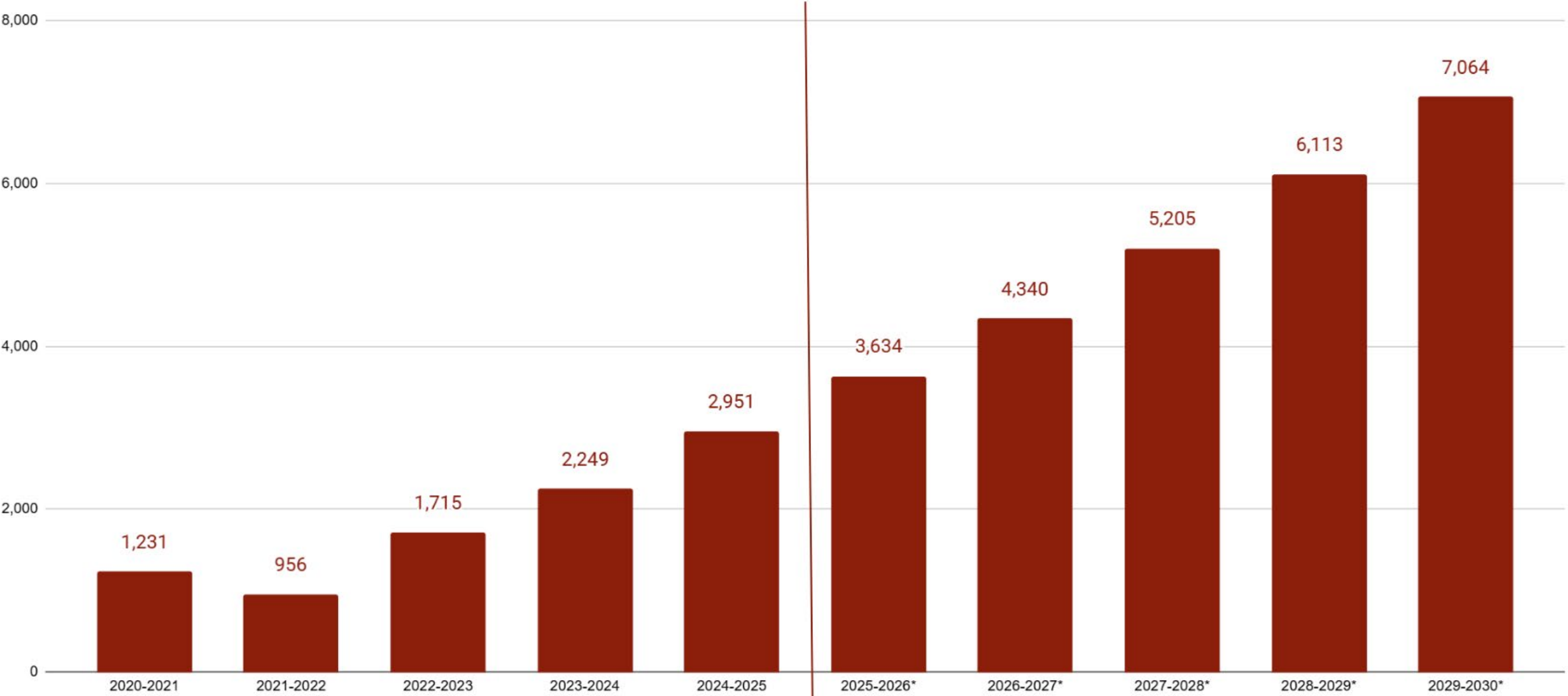
NORCO COLLEGE

Standard of Care

Town Hall

NORCO COLLEGE

December 3, 2025
*originally presented November 13, 2025 - PRT Update

Holistic Student Supports Redesign
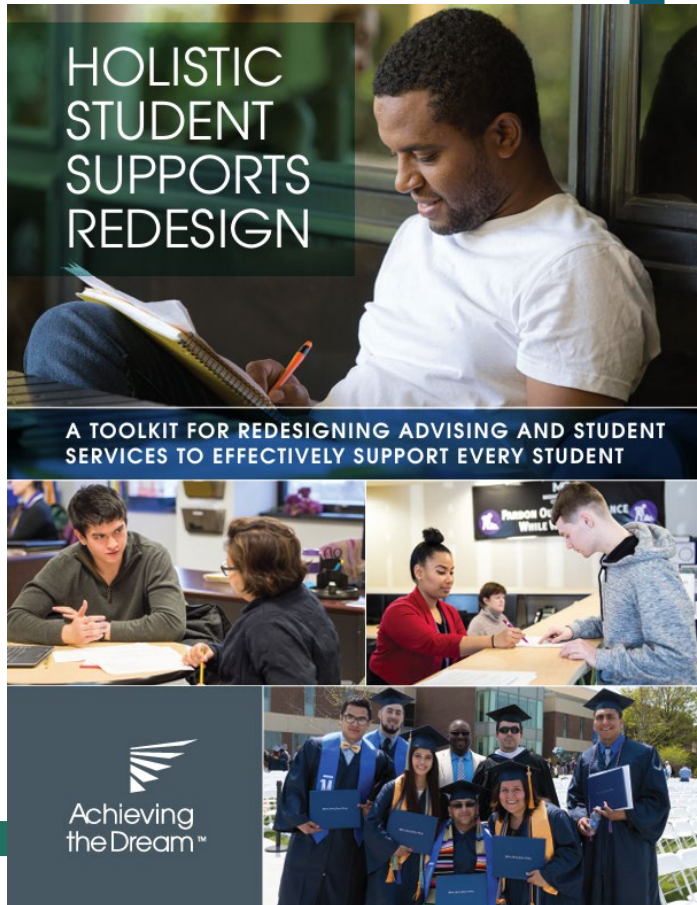
Toolkit

Evidence-based, practitioner-tested tools, tips, and guides to assist colleges with the planning and execution of a personal, seamless and comprehensive student experience.

ATD Holistic Student Support Redesign Toolkit (2018)

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.

WHAT HAVE WE DONE TO GET HERE?

Federal Title V DHSI Programs

U.S. Department of Education
Title V, Part A
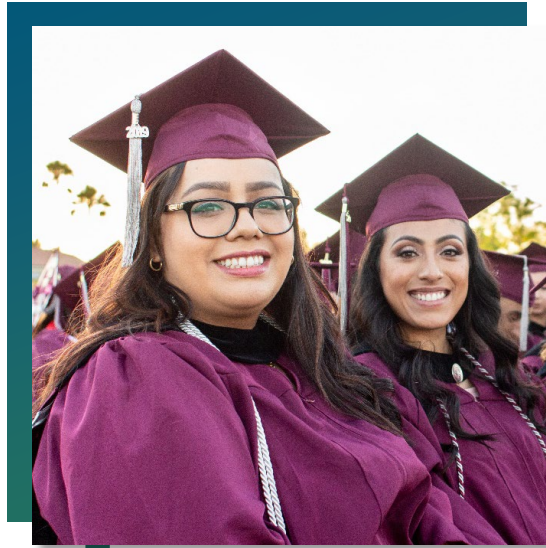
PROGRAM DESCRIPTION:

The Developing Hispanic-Serving Institutions (DHSI) Program provides grants to assist HSIs to expand educational opportunities for, and improve the attainment of, Hispanic students. These grants also enable HSIs to expand and enhance their academic offerings, program quality, and institutional stability.

Title V "PACES" Grant: 2019 – 2024
Pathways to Access, Completion, Equity, and Success

ACADEMIC PATHWAYS

Meta-majors
Degree, Transfer, & Career Maps
Predictable Course Scheduling
Website Development

FINANCIAL LITERACY

New Student Financial Education
Financial Peer Coaching
Online Financial Tools
Social Media Campaign

PROFESSIONAL DEVELOPMENT

Equity-based Pedagogy Training
Guided Pathways Seminars
Financial Support Trainings

STUDENT SUCCESS TEAMS

Case Management
Financial Education
Ed Advisor & Success Coach

ENHANCED ONBOARDING

Orientation in English & Spanish
Career Planning for All Students
Reduced Timeline for AOC

EQUITY ANALYSIS

Evaluate Equity in Services
Expand Recruitment Methods
Improve Retention Strategies

Title V "Échale Ganas" Grant: 2024 – 2029

FAMILY ENGAGEMENT	Involve family members and significant others in the college process to enhance career, academic, and financial support.
SUMMER BRIDGE	A weeklong summer experience involving orientation, career exploration, a campus tour, academic counseling, and workshops.
FIRST YEAR + PROGRAM	Extended support through the first year (and beyond) involving advising, networking, and connections to support programs.
FREE TUITION FOR 2 YEARS	Full-time enrollment incentive: enrollment fee waivers for all first-time full-time students for their first two years of college.
INFORMAL MENTORING	Provide access to an online registry of mentors, including peer advisors, alumni, faculty, and local professionals to help guide NC students.
PROFESSIONAL DEVELOPMENT	Equity-focused professional learning opportunities for faculty who teach first-year math and English courses.

Implementation Timetable

Year 1 Activities

- ☑ Hire project personnel
- ☑ Purchase Student Success Network software (*Implementation*)
- ☑ Design high school outreach activities
- ☑ Implement faculty professional development - Norco Teaching Institute (*Implementation*)
- ☑ Design Summer Bridge (*Pilot*)
- ☑ Design FYP (First-Year Plus) Program

WE ARE HERE

August — September — October

Year 2 Activities (UNDERGOING REVISION)

- ❑ Implement high school outreach activities
- ❑ Implement Summer Bridge (Summer 2026)
- ❑ Implement FYP Program (Fall 2026)
- ❑ Provide personalized counseling and advising to students
- ❑ Provide informal mentoring to students
- ❑ Provide opportunities for parents of Hispanic/Latinx students to learn more about higher education
- ❑ Provide opportunities for parents of Hispanic/Latinx students to connect and support one another
- ❑ Offer Guidance 47A course
- ❑ Implement transfer activities

WHERE DO WE GO NEXT?

Standard of Care Definition Workgroup

Workgroup Purpose

- Review existing holistic student support models
- Collect input
- Draft and finalize
- Define metrics and outcomes for the Standard of Care

Key Components of Holistic Student Supports

Now that you have begun to think about the equity and college culture considerations for beginning holistic redesign work, let's explore the key components of holistic student supports. These components form the basis of the structural and process redesign necessary to implement an inclusive and scalable plan for student success. Colleges should pay close attention these areas as the practical application of holistic interventions depends on coordinating many elements within a college ecosystem.

Intentional Focus on Services, Delivery, and Connections

Achieving the Dream defines "supports" as the cohesive suite of services that help students address the academic and nonacademic factors vital to success. Traditionally, great effort has been made to identify and enhance discrete services or interventions for different aspects of a student's experience or to address an isolated need. By contrast, holistic student supports embody an intentional focus on the types of services (not just quantity), the ways in which those services are delivered, and how students connect to the services.

Services

Services must be aligned with student needs, so an institution must understand who its students are, their responsibilities outside the classroom, the life factors they are juggling, and the strengths they bring to their college experience. Key services are academic advising and planning, transfer advising, student-focused scheduling, career coaching and planning, workforce training, financial coaching and planning, benefits access, and transportation and child care assistance. But a diverse array of services is, in itself, insufficient.

Delivery

A one-size-fits-all approach to delivering supports does not acknowledge the diversity of students' needs, experiences, strengths, and personalities. Colleges must employ a blend of methods that fall into two categories. High-touch services are offered in intensive one-on-one advising, coaching, or counseling sessions that provide a specific service or support to a targeted set of students, often in conjunction with short- and long-term goal setting.

Low-touch services are core supports that reach a wider range of students, typically through large-scale orientations, first-year student success courses, or technology applications. They are meant to operate in concert with one another. Low-touch services can help identify students in need of high-touch services. For example, a student success course with financial content could include a self-assessment to identify a student's possible need for more intensive financial coaching.

Connections

Students' need for some services is almost universal, and colleges can meet it broadly and systemically—for example, through mandatory orientations or financial education courses and workshops. Other services are a critical need for a subset of students, such as one-on-one financial coaching or access to emergency aid. The essence of a holistic student supports approach is a culture shift in which colleges intentionally design and offer services both broadly and strategically to equitably, so that students can access each service when they need it most.

Connecting students to short-term services, such as food pantries, can have a significant immediate impact. They also are entry points: A food pantry staff member, trained in needs assessment, can introduce students to other short-term services, such as transportation vouchers and child care subsidies—and to long-term services—like public benefits referrals, financial literacy classes, and financial coaching—that could help them persist, complete, and achieve financial stability.

Considering the integration and interaction of short-term and long-term services is important in making sure that they do not add burdens to their already complex lives. The approach recognizes that students often do not know what they need, yet with timely education and coaching, they can build lasting confidence in their life skills.

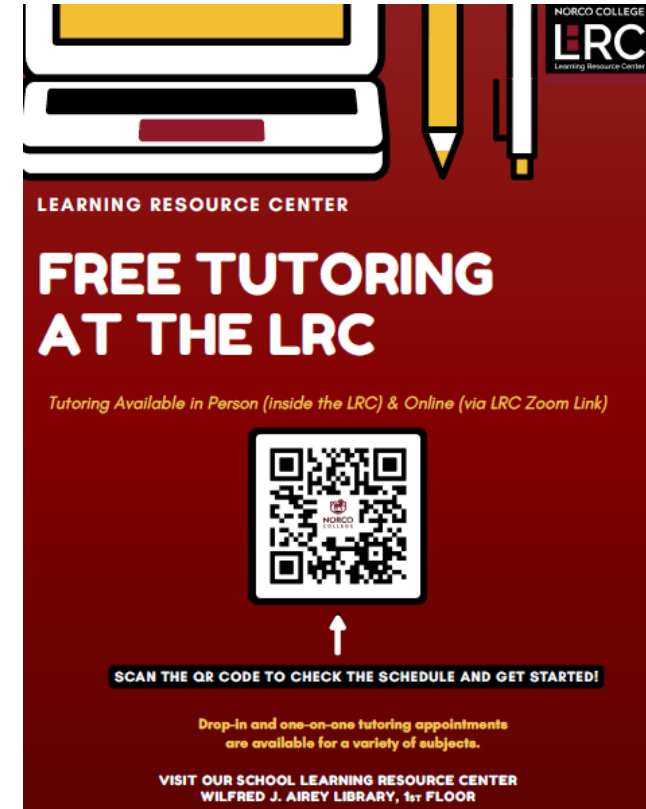# Tutoring and Academic Support Workgroup

Fall 2025 Activities

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

- **Academic Support Roles** discussed and [defined](#)

- **Tutoring Support Surveys and Focus Groups** for students and faculty being finalized in collaboration with Institutional Research

- **Marketing Strategies for Tutoring in** ongoing discussion and development

- **Workgroup will continue to meet throughout Spring 2026**

Fall 2025 Activities

- **LRC Website Update** to increase access, ease of use, visability and real time updating of tutoring schedules

- **Transition to SARS** software for tutorial services in alignment with other Student Services departments

- **Targeted Marketing Strategies for Tutoring**
  - **Welcome to the LRC Video**
  - **FREE Tutoring Flyers**

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

0:03 / 1:13

Early Alert workgroup

Early Alert Workgroup

- Academic Senate faculty appointments (5)

- Deliverables:
  - **Read** "Five Recommendations for Community Colleges to Equitably Implement Early Alert Systems" and discuss.
  - Expand **early alert topics** beyond just tutoring and counseling to also include basic needs, class disturbance, and other faculty-identified issues.
  - Make sure the system includes a **feedback loop** mechanism that notifies the faculty member when the alert has been addressed.

- Convened November 18th

Student Success Teams

Cohort-based 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.	**2019 – Present**
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**

Faculty Contributions

Some of the ways Faculty contribute to Standard of Care:

- Mentor students in your role as subject matter expert
- Provide insights into professional careers in your discipline
- Create student-centered schedules and course rotations
- Apply 10+1 areas in support of students (Curriculum, Grading, Professional Development, etc.)
- Promote equitable access and success
- Connect students to services
- Coordinate with Academic Counseling

Case Management

A Framework for Advising Reform

Personalized Support: Case Management

Personalized support is fundamentally about tailoring student services to students' unique interests, motivations, and needs to ensure that they receive the resources that will help them succeed. Not all students will require the same type or level of support at the same time. Thus, personalized support requires developing an understanding of students as individuals.
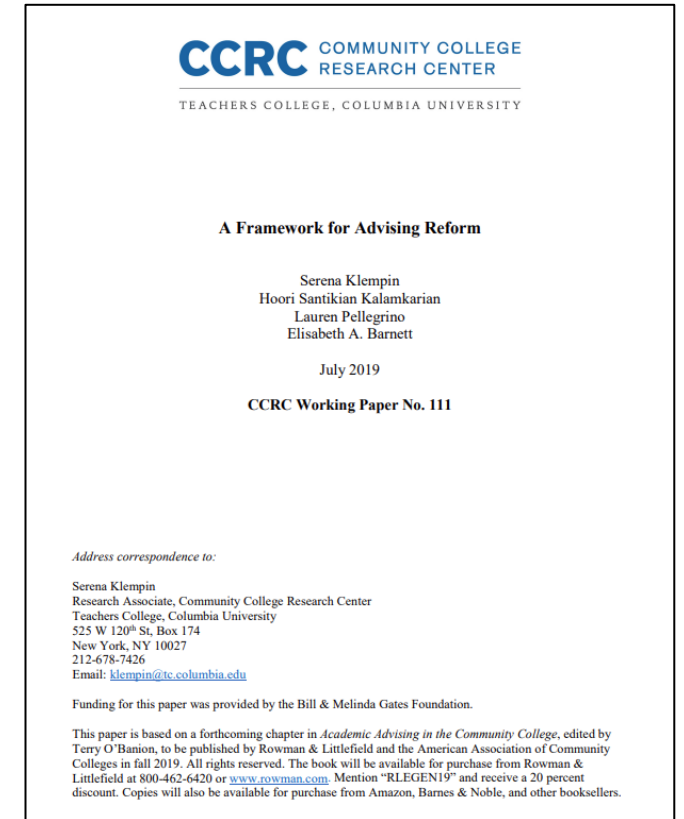
**A Framework for Advising Reform
CCRC Working Paper No. 111**

Foundations for Case Management

Structural Dimension:

- "*Implement guidelines for assigning students to advisors.*"
- "*Use a technology tool that gives advisors easy access to pertinent student information such as education plans, course grades, alerts raised by faculty members, and shared case notes.*"

Assignments by School

Colleague <–> SARS Element451

Process Dimension:

- "*Advisors typically use technology to document the main issues discussed, make referrals to other student services, and follow up on whether students use the services.*"

Case Note Templates

Attitudinal Dimension:

- "*Colleges implementing the model should thus foster an institutional culture that prioritizes individualized student support as a key mechanism for promoting student success.*"

Standard of Care Definition

Case Note Templates

Special project completed Summer 2025

First testing cycle 11/5/25 - 12/3/25

Five initial templates created:
1. General Counseling Appointment
2. Student Education Plan (SEP)
3. Transcript Evaluation
4. Academic Renewal
5. Readmit Contract

Non-academic Assessments

"*In a personalized case management model, advisors are assigned to work with the same students over time and given access to a comprehensive record not only of students' academic standing but also of any existing case notes or results of nonacademic assessments (e.g., results from surveys about career interests or from questionnaires about interests in student services).*"

Element 451 Student Profile Labels:

• Student needs (food, housing, transportation, technology, employment, etc.)

• Program membership (EOPS, Umoja, athlete, student parent, etc.)

• Career development (values, skills, interests, abilities, personality, goals, etc.)

Element 451

RCCD's Student Care Hub

- **Central Hub:** Element451 provides a shared case management system so authorized staff can see key student interactions, referrals, and follow-up in one place.

- **Closed-Loop Support:** Staff document, track, and resolve cases (e.g. counseling, basic needs) with clear ownership and timelines to align with our Standard of Care.

- **Proactive Outreach:** Alerts and targeted campaigns help identify students who may need support early, so we can intervene before issues impact enrollment or success.

- **Equity-Minded Metrics:** Dashboards show response times, case resolution, and outcomes by student group to monitor consistency, close gaps, and improve services across RCCD.

Next Steps

Outcomes

- Aligned operational hours for SSV building and Student Services Division

- Five (5) Counseling case notes templates created

- Clarification of roles and responsibilities (Counselors and Educational Resource Advisors)

- Number of Tutoring and LRC overall visits increased 34% from Fall 2024 to Fall 2025

- Unduplicated number of students using Tutoring and LRC services increased 18% from Fall 2024 to Fall 2025

Spring 2026

- Ongoing training

- Surveys and focus groups

- 2030 EMP Goals Implementation

- Element 451 and Case Management

- Marketing and communication efforts

- Revisit technology needs

- Data dashboard development

Questions?

Norco College
Center for Human Performance & Kinesiology
Project

Site Location & Secondary Effects
July 1, 2025 – June 30, 2027

CHP+K Project

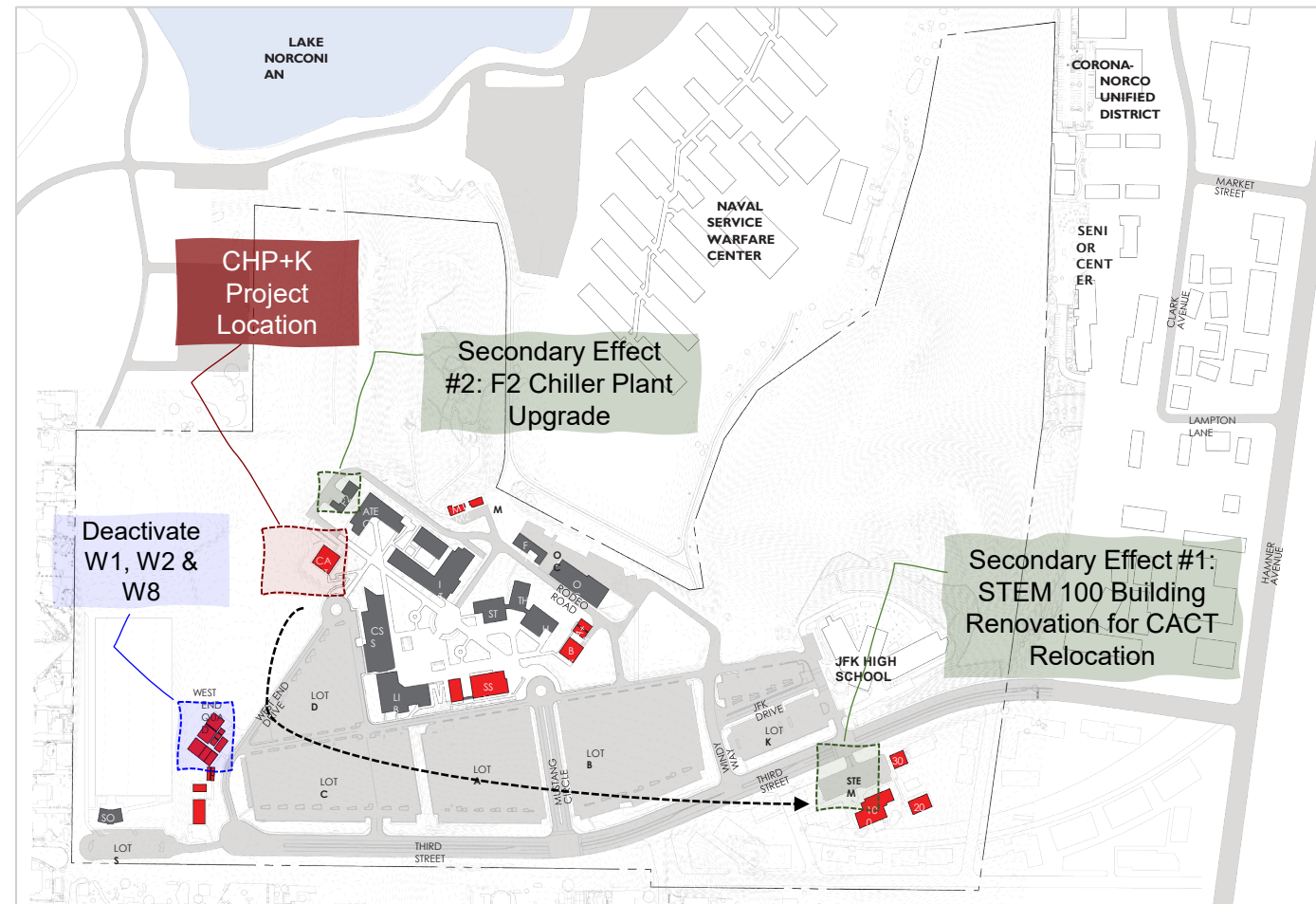- Two-story building 56,284 GSF (38,791 ASF); 69% efficiency

Secondary Effect #1 Project

- Requires demolition of existing CACT (Center for Applied Competitive Technology) building

- CACT machine lab programs to be relocated to STEM 100

Secondary Effect #2 Project

- F2 Chiller Upgrade to support the new building

Note:

- Campus parking will not be impacted.

- Deactivate and demolish Multi-Purpose W1 & W2 and West End Quad W8

- Campus interruptions: Utility work at West Quad; noise and dust near Athletics complex.

Construction Schedule

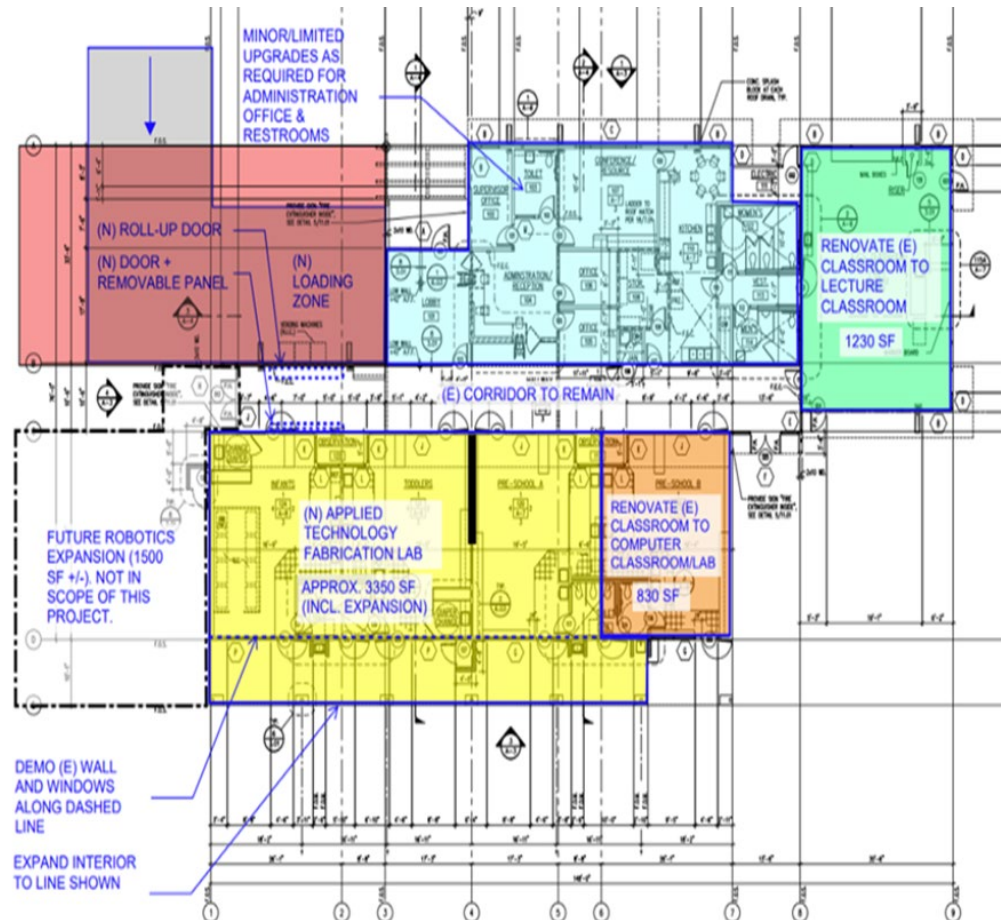|		
July 1, 2025	Center for Human Performance & Kinesiology Project	**June 30, 2027**
July 1, 2025	Secondary Effect #1: STEM 100 Building Renovation for CACT Relocation	**February 15, 2026**
October 1, 2025	Secondary Effect #2: F2 Chiller Plant Upgrade	**January 31, 2027**

STEM 100 Renovation (CACT Relocation)

- The existing STEM Building 100 was constructed in 2004 as the Early Childhood Education Center- then remodeled to serve as the STEM Center.

- The renovated facility will feature upgraded classrooms, advanced laboratories, and specialized equipment labs to support hands-on instruction in manufacturing, engineering, and applied technologies

- Phase 1 of Construction completion: February 15, 2026

- Phase 2 Completion: August 30, 2026

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RCCD | RIVERSIDE COMMUNITY COLLEGE DISTRICT

MORENO VALLEY COLLEGE | NORCO COLLEGE | RIVERSIDE CITY COLLEGE

Library Learning Resources Center & Student Services Project
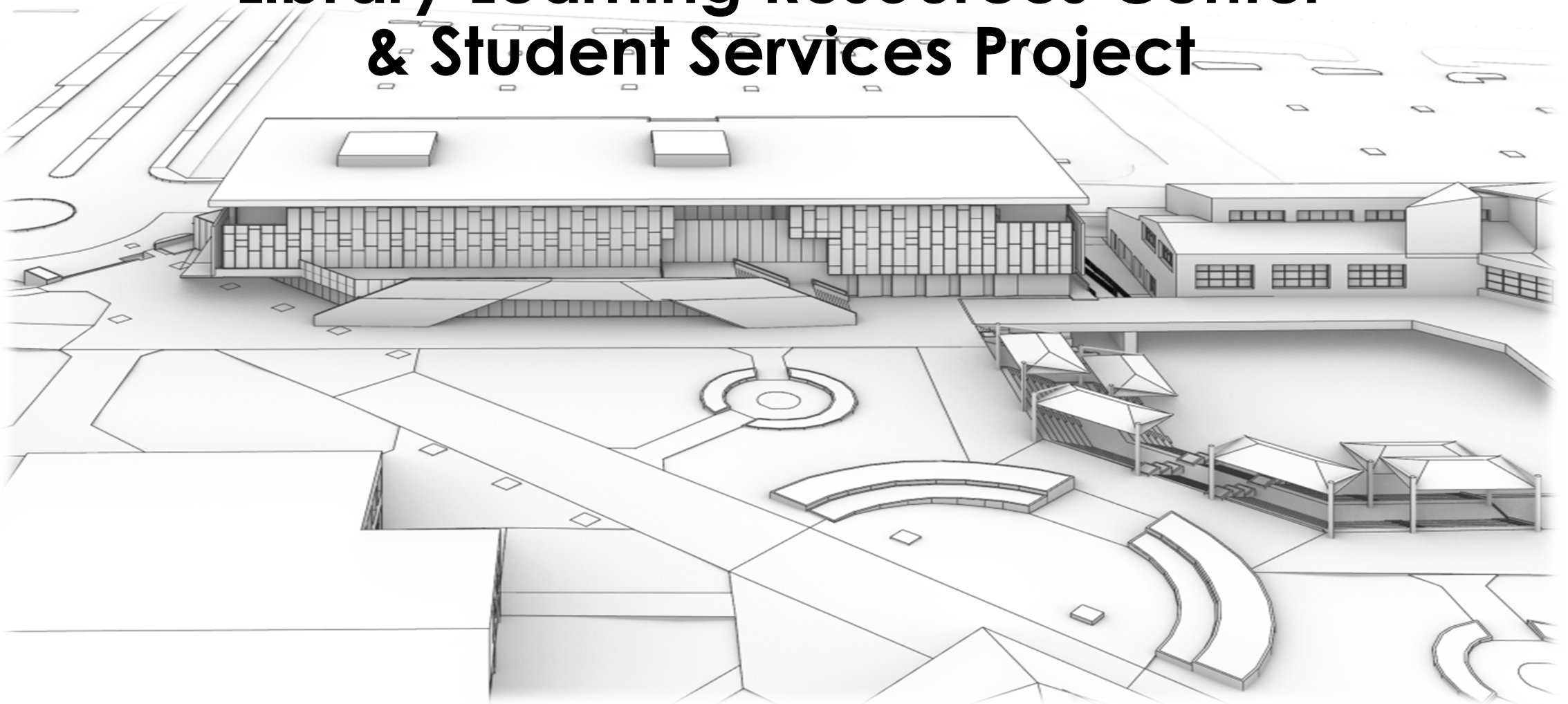
Site Location & Secondary Effects Construction 2027-2029
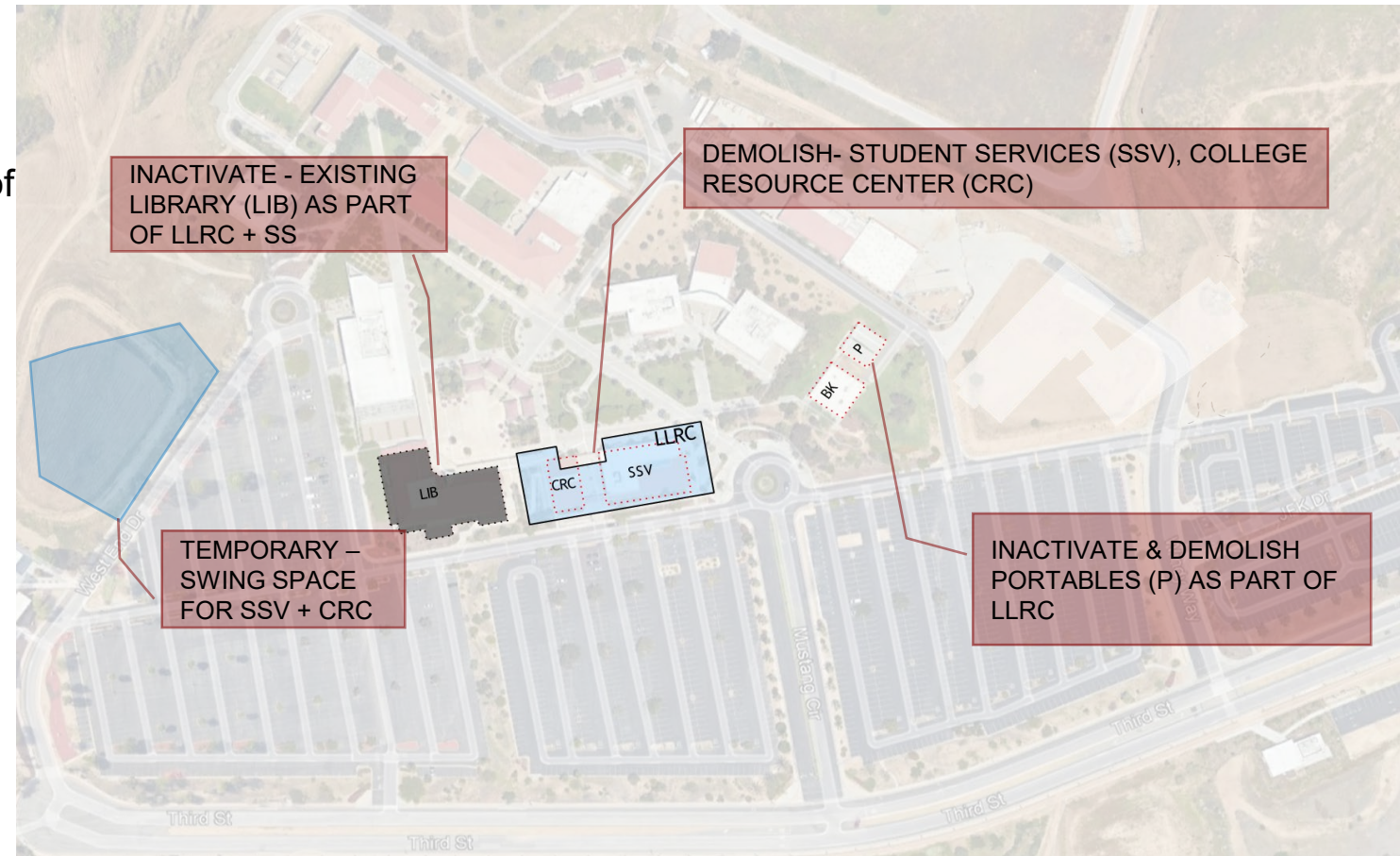
LLRC Project

- Three-story building **71,739 GSF** (**46,252 ASF**)

- New LLRC + SS will be constructed on **footprint** of SSV/CRC

- **Demolish** Student Support Services, College Resource Center, and Portables A & B

- Old Library building **will be inactivated** when the new LLRC becomes operational

Secondary Effect Project

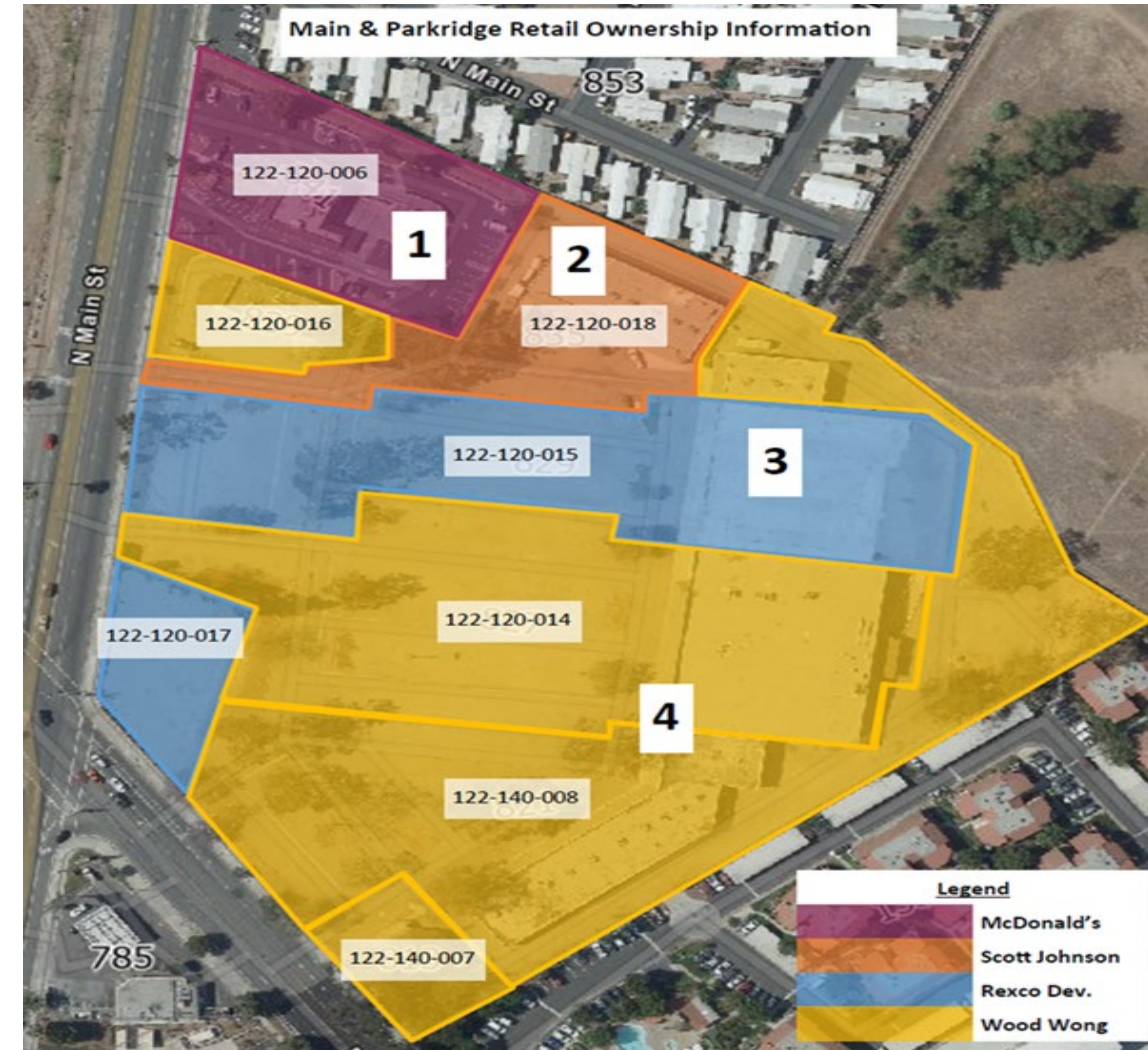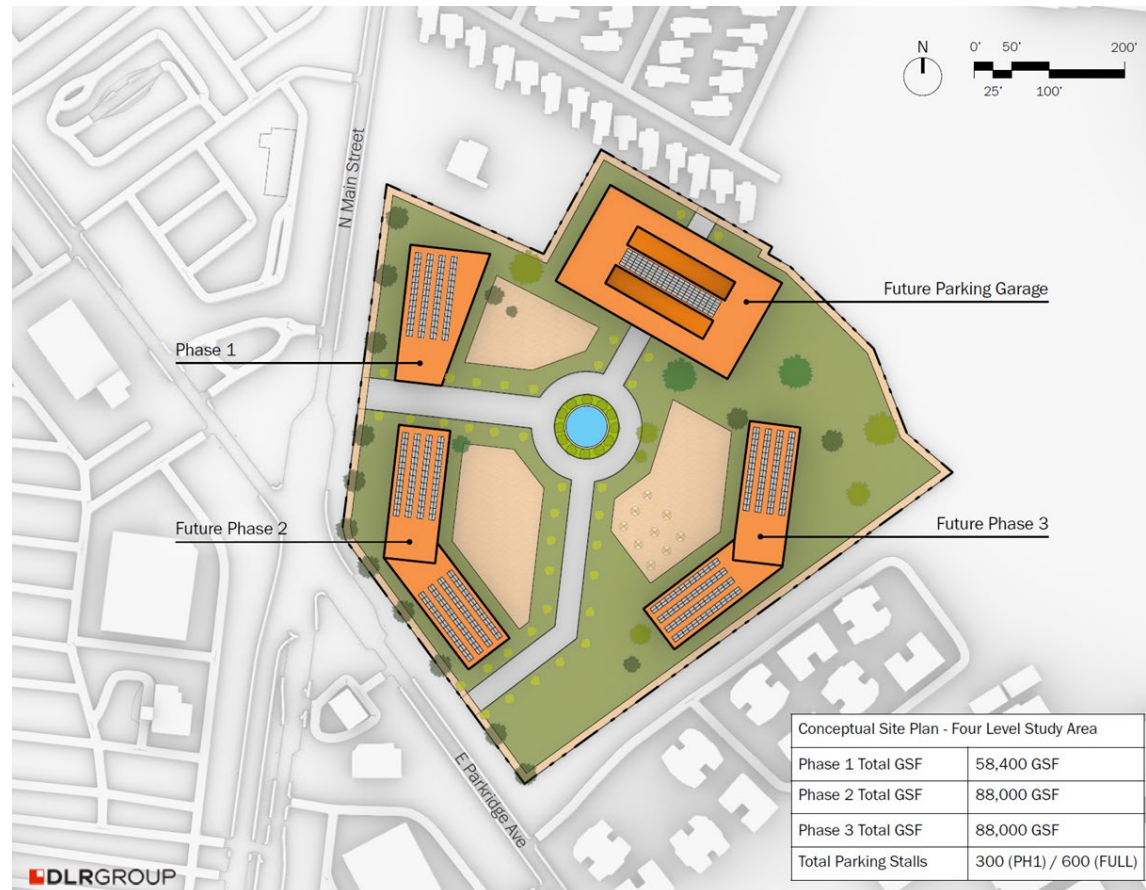- Swing Space (Temporary Modulars) for SSV/CRC during construction

Future Project:

- Old Library renovation – **not** part of Measure CC

INACTIVATE - EXISTING LIBRARY (LIB) AS PART OF LLRC + SS

DEMOLISH- STUDENT SERVICES (SSV), COLLEGE RESOURCE CENTER (CRC)

TEMPORARY – SWING SPACE FOR SSV + CRC

INACTIVATE & DEMOLISH PORTABLES (P) AS PART OF LLRC

Corona Education Center

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 2030

Norco College @ Eastvale
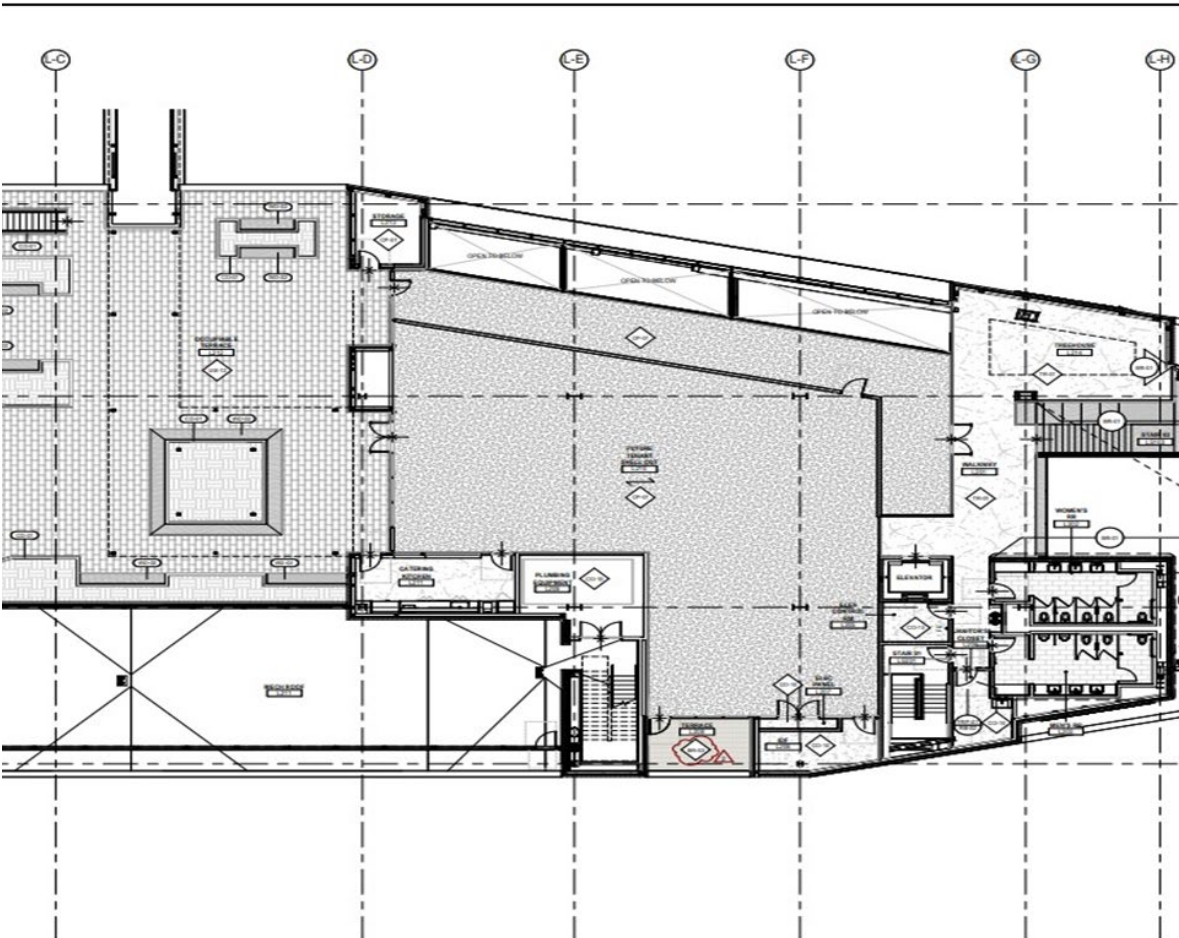
- Locating Norco College's Center for Entrepreneurship at the City of Eastvale Civic Center, Library and Innovation Center

- Serving the entrepreneur and small business needs of our service area

- Partnering with the City of Eastvale to connect and empower students to develop business plans, network, complete coursework, and serve as the hub for small business development within our service area.

- 5000 sq. feet of dedicated space on the second floor of the City's Library and Innovation Center.

- Estimated project completion 2028

Norco College Photovoltaic and Battery Energy Storage Project

Norco College Photovoltaic and Battery Energy Storage Project

- The project includes a 2.1-megawatt (MW) ground-mounted solar array covering approximately six acres on the hillside northeast of campus.

- Solar array connected to a new 500-kilowatt battery energy storage system (BESS)

- This project advances Norco College's commitment to sustainability, cost savings, and clean energy innovation.

- **Board Approval:** December 2025, for EVCS Parking and Use AP, and EV Provider Power Charge

- **Go-Live (Solar, BESS, EV):** January 26, 2026

Norco College Construction Schedule "Short Term" Overview

Construction Schedule (2025–2027)

• Center for Human Performance & Kinesiology (CHP+K):

July 1, 2025 – June 30, 2027

• STEM 100 Building Renovation (CACT Relocation):

July 1, 2025 – (Phase 1) February 15, 2026

• F2 Chiller Plant Upgrade:

October 1, 2025 – January 31, 2027

All projects are coordinated to minimize campus disruption and align with long-term modernization goals.

Space Planning Outlook (2026–2027)

- **Challenges:** Private faculty office shortages, swing spaces construction, limited student program spaces, no additional program spaces in CHP&K and LLRC+ Student Services building.
  - **Classified Professional workspace:**
    - Educational Resource Advisors (Standard of Care)
  - **Student Program space needs**
    - Mental Health Counseling (Standard of Care)
  - Fall 2026 **Faculty Office** Planning requirements as of today:
    - 15 expected faculty hires; 8 available offices; **7 private offices needed**

- **Opportunities:** Identify existing underused spaces (Classroom/offices via space utilization analysis), utilize new faculty offices built in ST/Art Storage location