

RIVERSIDE CITY COLLEGE
Resource Development and Administrative Services Leadership Council (RDAS)

Meeting Agenda

Date and Time: Monday, February 23, 2026 – 3:00 – 5:00pm

Location: CAK-224

- I. Call to Order
- II. Approval of the Agenda
- III. Approval of Prior Meeting Record/Minutes
- IV. Co-Chair Report(s) of Activity
- V. SUBCOMMITTEES / WORKGROUPS (Goals/Projects/Discussion)
 - a. Financial Resources
 - b. Human Resources
 - c. Physical Resources
 - d. Technology Resources
 - i. District ITC Committee Representation
- VI. New Business
 - a. Classroom Technology Standards, Kevin Harrison Director, District TSS
- VII. Ongoing Business
 - a. Prioritization
 - b. College BAM/Budget Updates
 - c. Accreditation – Standard III - Review
 - d. IETTC Program Development Plan
 - e. Resource Request Process (Not Prioritization)
- VIII. Open Forum
- IX. Adjournment

RIVERSIDE CITY COLLEGE
Resource Development and Administrative Services Leadership Council (RDAS)

Council Membership

<u>Joint Chairs</u>	<u>Position</u>	<u>Representing</u>	<u>Term Dates</u>
Patrick Scullin	Professor, Applied Digital Media	Faculty	2025 – 2027
Elia Blount (interim)	Director, Business Services	Management	–
Natalie Halsell (interim)	Professional Development Coor.	Classified	–

<u>Voting Membership</u>	<u>Position</u>	<u>Representing</u>	<u>Term Dates</u>
Elia Blount (interim)	Director, Business Services	Management	–
Robert Beebe	Director, Facilities	Management	–
Chris Williams	Assoc. Professor, Counseling	Faculty, Counseling	2024 – 2026
Patrick Scullin	Professor, Applied Digital Media	Faculty, CTE	2025 – 2027
Angelina Alcantar	Assoc. Professor, Automotive	Faculty, CTE	2025 – 2027
Charlie Richard	Professor, Music	Faculty, FPA	2025 – 2027
Tucker Amidon	Professor, English	Faculty, LHSS	2024 – 2026
David Lee	Assoc. Professor, Psychology	Faculty, LHSS	2024 – 2026
Angela Burrell	Asst. Professor, Journalism	Faculty, LHSS	2024 – 2026
Tonya Huff	Professor, Biology	Faculty, STEMK	2024 – 2026
William Phelps	Assoc. Professor, Geology	Faculty, STEMK	2024 – 2026
Sabrina Kroetz	Assoc. Professor, Nursing	Faculty, Nursing	2025 – 2027
Natalie Halsell (interim)	Professional Development Coor.	Classified	–
Lorenzo Lopez	Senior Custodian	Classified	–
Pete Lomas	Maintenance Mechanic	Classified	–
Sendy Powell	Fiscal & Technical Analyst	Classified	–
Maurice Bowers	Administrative Specialist	Classified	–
Karina Ambriz	Karina Ambriz	Classified	–
Philip Wilkinson	ASRCC Representative	Student	2025 - 2026

RDAS Council Strategic Responsibilities

1. Develop the college's Midrange Financial and Allocation Plan that encompasses human, technological, and physical resource requirements as well as develop potential revenue sources;
2. Develop the colleges Facilities Master Plan;
3. Develop the colleges Human Resources Plan, including the college's Staff Professional Development Plan (faculty, classified, administrative);
4. Develop the college's Technology Plan; and
5. Accept and prioritize resource requests from each unit's Five-Year Comprehensive Program Review Plan; and
6. Assume responsibility for Accreditation Standard III.

RDAS Council Operational Responsibilities

1. Review periodic revenue and expenditure reports for the college;
2. Develop Integrated Action Plans for each academic year;
3. Assess and re-calibrate each year the college's resource metrics and objectives;
4. Make recommendations on Staff Professional Development Plan;
5. Advance the implementation of college goals;
6. Assess each year the college's facilities load ratio metrics;
7. Assess each year the implementation of the college's Technology Plan;
8. Assess each year the college's Human Resources Plan;
9. Assess each year the college's Finance Plan.

RCC' S VISION: *Empowering lives through equity, access, service, and excellence in education.*

RCC Mission: *Riverside City College (RCC) is an open-access, Hispanic-Serving Institution (HSI) that builds upon the strengths and socio-cultural experiences of our diverse student population and the communities we serve. Our college advances equity, access, and inclusion by supporting the attainment of workplace skills, career technical certificates, degrees, and transfer programs, which promote social and economic mobility for our students and communities.*

RCC' S VISION: Empowering lives through equity, access, service, and excellence in education.

Resource Development and Administrative Services Leadership Council (RDAS)

December 1, 2025

CAK224

Meeting Minutes

<u>Voting Membership</u>	<u>Representing</u>	<u>Department</u>	<u>Term Dates</u>	<u>Attendance</u>
Patrick Scullin	Faculty Chair	CTE/ADM		Present
Kristine Di Memmo	Administrative Co-Chair	Business & Finance		Present
Casandra Greene	Classified Co-Chair	Academic Affairs	2024-2026	Present
Angelina Alcantar	Faculty	CTE/Automotive		Present
Tucker Amidon	Faculty	English		Present
Angela Burrell	Faculty	Journalism		Present
Tonya Huff	Faculty	Biology		Present
Sabrina Kroetz	Faculty	Nursing		
David Shin Lee	Faculty	Psychology		Present
William Phelps	Faculty	Geology		Present
Charlie Richard	Faculty	Music		Present
Chris Williams	Faculty	Counseling		Absent
Karina Ambriz	Classified	Outreach Spec.		Present
Peter Lomas	Classified	Facilities		Absent
Lorenzo Lopez	Classified	Facilities		Absent
Sendy Powell	Classified	Business & Finance		Present
Maurice Bowers	Classified	Equity, Inclusion and Engagement		Present
Robert Beebe	Administration	Facilities		Absent
Phillip Wilkinson	Student	ASRCC	2025-2026	Present
Elia Blount	Administration	Business & Finance	Non-Voting	Present
Lisa Contreras	Faculty	Counseling	Guest	

1. Call to Order – 305p
2. Approval of the Agenda
 - a. Motion to approve agenda – Phelps/Alcantar
 - b. Approved by consensus
3. Approval of Prior Meeting Record/Minutes
 - a. Held to next meeting
4. Co-Chair Report(s) of Activity
 - a. The committee thanked Dr. Di Memmo for here work on RDAS, and wished her well in retirement.

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5. SUBCOMMITTEES / WORKGROUPS (Goals/Projects/Discussion)

- a. Financial Resources
 - i. Committee met and reviewed the Budget 101 presentation. Feedback indicated this would be beneficial as part of the onboard process.
- b. Human Resources
 - i. No Report
- c. Physical Resources
 - i. No Report
- d. Technology Resources
 - i. Committee – No Report
 - ii. District ITC Committee Representation
 - 1. Questions came up about who sits on the District committee.
 - 2. Dr. Di Memmo will reach out to see if a Business Service manager can participate once she retires, while the VPBS position is being filled.
 - 3. Interested faculty will need to reach out to RCCAS to see if a seat is available on the committee

6. New Business

- a. Budget 101 – Definitions & Fundamentals Presentation
 - i. Reviewed Budget 101 Presentation
 - 1. How do we increase funding?
 - a. Increasing efficiency
 - b. Encouraging students to apply for certificates/degrees
 - i. Suggestion to have step by step instructions in the canvas shells.
 - ii. Concerns raised that data lagging behind. The state recognizes this and looks at 3-year averages.
 - c. Can faculty get access to view galaxy
 - i. Yes – please reach out to Elia Blount
 - d. Concerns were raised about bring on systems that do not increase productivity, and could potentially be an issues (Anthology for example)

I. Ongoing Business

- a. Fall Prioritization – Committee Member Ranking Initiatives Due 12/5
 - i. Member asked about abstaining from voting as their department has encourage their area not to vote due to concerns about the transparency and efficiency in the process. (they were told to email Wendy McEwen to abstain from the vote)

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- ii. Suggestion to have an option under initiatives that indicate “not supported to be prioritized”
- iii. Questions were raised about what happens to initiatives not prioritized or funded, how are we closing the loop?
- iv. Feedback that the “shared governance” is lost on the process
- v. Concern:
 - ï Designed to be innovative and promote student success, yet the biggest majority of initiatives moved forward by the VPs were for positions.
 - ï Some initiatives did not have total cost of ownership
 - ï Initiatives were missing costs associated with it. Why were they oved forward?
 - ï Lack of transparency as initiatives moved through the process
 - ï Suggestion to keep all initiatives listed and rationale as to why they did not move forward.

b. College BAM/Budget Updates

- i. No Update

c. Accreditation – Standard III – Winter Committee

- i. Two faculty from RDAS will be working on the Accreditation Writing Committee this summer – Scullin and Amidon

d. IETTC Program Development Plan

- i. Planning meeting was held to discuss potential programs that could be developed at the Center, and the associated costs. They are looking for high-skill high-salary programs. Discussions will continue.

e. Resource Request Process (Not Prioritization)

- i. Held to next meeting

II. Open Forum

- a. None

III. Adjournment – 4:49PM

RCC Mission: Riverside City College (RCC) is an open-access, Hispanic-Serving Institution (HSI) that builds upon the strengths and socio-cultural experiences of our diverse student population and the communities we serve. Our college advances equity, access, and inclusion by supporting the attainment of workplace skills, career technical certificates, degrees, and transfer programs, which promote social and economic mobility for our students and communities.

AUDIOVISUAL STANDARDS & DESIGN GUIDELINES

RIVERSIDE COMMUNITY COLLEGE DISTRICT

October 22, 2025

VERSION 1.0

RCCD

RIVERSIDE COMMUNITY
COLLEGE DISTRICT

MORENO
VALLEY
COLLEGE

NORCO
COLLEGE

 RCC
RIVERSIDE CITY COLLEGE

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3.2 Conference/Meeting Rooms

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3.3 Digital Signage

4.0 System Design Requirements

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Appendix A – Equipment Standards

1.0 Purpose

This Audio Visual (AV) Design Standards and Guidelines document establishes a unified approach to AV technology implementation across the Riverside Community College District (RCCD). It ensures consistent quality, sustainable maintenance, and a common user experience for students, faculty, and staff.

The standards support the district's strategic goals for technology modernization, accessibility, and efficiency, and apply to all facility upgrades and new construction projects. They define a baseline for standardization while allowing flexibility to address the unique needs of individual colleges. Any deviation from these standards must be justified and reviewed by the college AV Specialist and District Technology Support Services (TSS) prior to implementation.

Audiovisual systems include both instructional and informational technologies. Instructional AV supports directly supports teaching and learning through presentation, collaboration, and engagement tools. Informational AV systems such as digital signage enhance campus communications, emergency alerts, and outreach to the diverse communities that make up the district.

These specifications represent the minimum standard for general classrooms. Larger or specialized spaces—such as tiered lecture halls, multipurpose rooms, and conference venues—shall undergo individual review by TSS to determine the appropriate projection brightness, lensing, display technology, and audio design based on room size, lighting, and intended function.

2.0 Room Types

For the purposes of this document, Riverside Community College District (RCCD) categorizes AV-enabled spaces into three primary types: classrooms, meeting rooms, and digital signage locations. This classification establishes a framework for applying technology standards and ensuring a consistent, high-quality user experience across all district facilities.

2.1 Classrooms

2.11 Standard

A Standard Classroom is defined as any instructional space designed for direct, in-person teaching and learning. Each classroom shall be equipped with an integrated multimedia presentation system that enables the instructor to display content from multiple sources, including a fixed instructional computer, a laptop or other personal device, and a document camera.

The system shall provide intuitive control of display, audio, and source selection to ensure a consistent and reliable instructional experience across all district classrooms.

Specific equipment types and specifications are detailed in [Section 3.11 – Standard Classroom System Components](#).

2.12 HyFlex Classroom

A HyFlex Classroom (Hybrid Flexible Classroom) is an enhanced instructional space designed to support both in-person and remote learning simultaneously. These environments enable instructors to engage students regardless of location by integrating audio, video, and content sharing technologies into a unified system.

Specific equipment types, performance standards, and integration requirements are detailed in Section [3.12 – HyFlex Classroom System Components](#).

2.13 Enhanced HyFlex Classroom

A HyFlex Classroom (Hybrid Flexible Classroom) is an enhanced instructional space designed to support both in-person and remote learning simultaneously. These environments enable instructors to engage students regardless of location by integrating audio, video, and content sharing technologies into a unified system.

In addition to standard HyFlex functionality, Enhanced HyFlex Classrooms shall include a ceiling-mounted microphone array to capture audience participation, a confidence monitor on the rear wall for instructor feedback, and a dedicated streaming or capture device to support live or recorded sessions.

Specific equipment types, integration details, and performance standards are provided in [Section 3.13 – Enhanced HyFlex Classroom System Components](#).

2.14 Demonstration Space

A Demonstration Space is an enhanced instructional environment designed to support both in-person and remote learning, typically used for simulating real-world scenarios, demonstrations, or laboratory experiments.

Each Demonstration Space shall be equipped with an integrated multimedia system capable of displaying content from multiple sources, including a fixed instructional computer, an instructor's laptop or other personal device, and a document camera.

These environments shall feature a more robust matrix switcher and multiple displays that can either mirror the same content or present different sources simultaneously. In addition, they shall include capabilities for streaming and sharing multimedia content with remote participants, including a camera feed of the instructor or demonstration space.

Specific equipment types and details are provided in [Section 3.14 – Demonstration Space System Components](#).

2.15 Divisible Classroom

A Divisible Classroom is a flexible instructional environment designed to operate as a single large space or be partitioned into two or more independent rooms. These spaces support both in-person and remote learning and are configured to accommodate multiple instructional modes depending on class size or event requirements.

The audio visual shall be designed to function as a unified system when the room is combined, or as independent systems when divided. Control system programming shall allow automatic detection or manual selection of room configuration states.

Specific equipment types and details are provided in [Section 3.15 – Divisible Classroom System Components](#).

2.16 Lecture Hall

A Lecture Hall is a large, tiered instructional environment typically designed to accommodate 50 or more students. These spaces are intended to support large group instruction and presentations. The system shall include a high brightness projector, multiple displays, and audio reinforcement.

In addition, they shall include HyFlex capabilities to support remote or asynchronous learning through integration streaming, camera capture, and content sharing technologies.

Specific equipment types and details are provided in [Section 3.16 – Lecture Hall System Components](#)

2.2 Conference Room/Meeting Rooms

2.21 Small Conference Room

A Small Conference Room is multimedia-enhanced collaboration space designed to accommodate up to six participants. These rooms support small group meetings, virtual collaboration, and content sharing in both local and remote settings.

Each Small conference room shall be equipped with an interactive LCD display that includes an integrated computer to support presentation, annotation, and video conferencing functions. Wireless connectivity shall be provided to enable users to connect mobile devices for content sharing and collaboration.

Specific equipment types and details are provided in [Section 3.21 – Small Conference Room System Components](#).

2.22 Medium Conference Room

A Medium Conference Room is multimedia-enhanced meeting designed to accommodate up to twenty participants. These rooms support collaborative discussions, presentations, and hybrid meetings involving both in-person and remote participants.

Each Medium Conference Room shall be equipped with an integrated audiovisual system that enables content sharing from multiple sources, including a fixed computer and user provided devices (e.g., laptops, tablets, or mobile phones). The system may be housed within the conference table, a dedicated lectern, or an equipment rack, depending on the room layout and functional requirements.

Specific equipment types and details are provided in [Section 3.22 – Medium Conference Room System Components](#)

2.23 Large Conference Room

A Large Conference Room is multimedia-enhanced meeting space designed to accommodate up to fifty participants. These rooms support large group discussions, presentations, and hybrid meetings involving both in-person and remote participants.

Each Large Conference Room shall be equipped with an integrated audiovisual system that enables content sharing from multiple sources, including a fixed instructional computer and user-provided devices (e.g., laptops, tablets, or mobile phones). The system may be housed within a dedicated lectern, or an equipment rack, and may include additional amplification and display components.

Specific equipment types and details are provided in [Section 3.23 – Large Conference Room System Components](#)

2.24 Study Room

A Study Room is a small collaborative space designed to support group study, tutoring sessions, and peer-to-peer learning among students. These rooms provide access to audio visual technology that facilitate interactive collaboration and content sharing.

Each Study Room shall be equipped with a wall-mounted interactive LCD touchscreen display featuring an integrated OPS computer and wireless presentation capabilities. A wireless keyboard and mouse shall be provided to enable flexible control and interaction with on screen content.

Specific equipment types and details are provided in [Section 3.24 – Study Room System Components](#)

2.25 Multipurpose Room

A Multipurpose Room is a highly adaptable and versatile environment designed to accommodate a broad range of functions beyond a single dedicated purpose. Unlike traditional classrooms or lecture halls, these spaces are designed with flexible features and technologies to support diverse activities.

Each multipurpose Room shall be equipped with an integrated multimedia system capable of displaying content from multiple sources, including a fixed instructional computer, a presenter's laptop or other personal devices, and a document camera. In addition, these spaces shall include a dedicated streaming device to transmit presentations and events to remote audiences.

The audiovisual system shall incorporate a matrix switcher allowing any source to be routed to any display or streaming device. Due to the expanded system design, a full-size equipment rack and dedicated AV closet shall be provided to house system components and ensure proper ventilation and maintenance access.

Specific equipment types and details are provided in [Section 3.25 – Multipurpose Room System Components](#)

2.3 Digital Signage

Digital Signage systems are used throughout district facilities to share timely and relevant information with students, faculty, staff, and visitors. These systems serve multiple purposes, including promoting college student-led events, providing campus announcements, displaying alerts, and communicating available student resources.

Digital signage also supports wayfinding, menu boards, and other informational displays that enhance the overall campus experience. Each display shall be network-connected and capable of centralized content management, remote updates, and automated scheduling.

Specific equipment types and details are provided in Section 3.26 – Digital Signage System Components.

3.0 Room Equipment

This section defines the standard audiovisual equipment and components required for each room type described in Section 2.0

3.11 Standard

Standard Classrooms are designed to support local media presentations controlled from a designated instructor lectern or desk. Multiple input sources shall be available and managed through a touchscreen interface that provides intuitive control over media selection, volume, and display functions.

Image Requirements:

Display screens shall allow for legibility of 12-point font from the farthest seated position, following applicable architectural sightline and accessibility standards.

Image Width:

Image width shall be proportional to height, targeting a 16:9 aspect ratio whenever feasible.

Display Technology Options

Projector Display:

Each classroom should include a ceiling mounted laser projector with a minimum native resolution of 1900 x 1200 (WUXGA) and a minimum brightness of 5,000 ANSI lumens. The image shall be projected onto a wall mounted, motorized, matte-white projection screen.

(Optional variation: Flat-panel displays may be considered in smaller classrooms when projection distances or lighting conditions limit visibility.)

Audio

Media Audio Playback:

Ceiling recessed loudspeakers with sealed back enclosures shall be installed above the student seating area to reproduce media playback and instruction audio evenly across the room.

Audio Reinforcement:

Each classroom shall include an ADA compliant portable assistive listening system. Wireless microphone receivers shall support handheld and lapel microphones. Media and speech audio shall be mixed and distributed through the ceiling-mounted loudspeakers.

Source Devices

Media Lectern:

A standard media lectern shall house all system components required for AV control and presentation. Connections shall terminate in a floor box providing AV, network, and power connectivity with safety cable coverage of at least 15 ft. A durable, ADA compliant cable ramp cover shall be included.

Permanent Video Sources:

An Extron presentation switcher located in the lectern shall manage inputs from a fixed instructional computer with monitor, an HDMI document camera, and a Blu-ray/DVD player.

Mobile Sources:

A multi-input connection device shall support HDMI, USB-C, and Mini-DisplayPort connections for mobile devices. Wireless collaboration tools shall enable screen sharing from laptops, smartphones, and tablets.

System Control

Device Selection:

Media source selection shall be managed through the Extron presentation switcher on a minimum 7-inch touchscreen control panel.

Volume Control:

Audio levels shall be adjusted via the Extron control interface.

Screen Control:

Projection screen up/down commands shall be integrated into the touchscreen interface.

Lighting Control:

For new construction projects, lighting zones shall be integrated into the Extron control system in accordance with the classroom audiovisual standard.

3.12 HyFlex

HyFlex classrooms are designed to support both in-person and remote learning, with audiovisual control centralized at the instructor's lectern. Multiple media source inputs are available, managed through a touchscreen interface.

Wireless lapel and handheld microphones enable instructor mobility and student engagement, while an auto-tracking camera installed on the rear wall allows remote participants to follow the instructor naturally throughout the session.

Image Requirements**Image Height:**

Projection screens must allow legibility of 12-point font from the last seated row, in accordance with AVIXA sightline and architectural design standards.

Image Width:

Width should be proportional to height, maintaining a 16:10 aspect ratio where feasible to optimize viewing angles and screen utilization.

Display Technology Option**Projector Display:**

Each HyFlex classroom should include a ceiling mounted laser projector with a minimum native resolution of 1900 x 1200 (WUXGA) and a minimum brightness of 5,000 ANSI lumens. The image shall be projected onto a wall mounted, motorized, matte-white projection screen.

Source Devices**Media Lectern:**

A standard media lectern shall house all system components required for AV control and presentation. Connections shall terminate in a floor box providing AV, network, and power connectivity with safety cable coverage of at least 15 ft. A durable, ADA compliant cable ramp cover shall be included.

Permanent Video Sources:

An Extron presentation switcher, housed in the lectern, will support input from:

- Built-in PC with Monitor
- HDMI document camera
- Blu-ray/DVD player
- Auto-tracking instructor camera
- Wireless presentation device

Audio**Permanent Audio Sources:**

Audio sources will include the built-in computer, Blu-ray/DVD player, and the ceiling mounted microphone array.

Audio Reinforcement:

Each HyFlex Room shall include an ADA compliant portable assistive listening system. Wireless microphone receivers shall support handheld and lapel microphones. Media and speech audio shall be mixed and distributed through the ceiling-mounted loudspeakers.

Mobile Sources:

A multi-input device will provide connectivity for HDMI, USB-C, Mini DisplayPort, and VGA devices. Wireless collaboration tools shall enable screen sharing from laptops, tablets, and mobile phones.

System Control**Device Selection:**

All media sources will be managed via an Extron presentation switcher and touch panel interface (minimum 7"). The input panel will include HDMI, USB-C, Mini-DP, and power outlets for personal device connection.

Volume Control:

Audio levels will be adjusted directly from the Extron control interface.

Screen Control:

Projection screen up/down controls shall be integrated into the Extron interface for user convenience.

Lighting Control:

For new construction, classroom lighting shall be integrated into the Extron control system as part of the district audiovisual standard.

3.13 Enhanced HyFlex

Enhanced HyFlex classrooms are designed to support both in-person instruction and remote learning environments, controlled from a centralized instructor's lectern. Multiple media source inputs will be available with intuitive touch screen selection and controls.

A ceiling mounted microphone array will capture both the instructor and student audio, eliminating the need for handheld or lapel microphones.

An auto-tracking camera will follow the instructor's movement throughout the room, paired with a rear mounted confidence monitor that allows the instructor to view remote participants and presentation content. A dedicated streaming appliance shall be installed in the AV equipment rack to ensure reliable recording and live streaming.

Image Requirements:

Screens must allow legibility of 12-point font from the last seated row, while adhering to appropriate architectural sightline standards.

Image Width: Width should maintain a proportional 16:10 aspect ratio relative to image height for optimal viewing.

Display Technology Options

Projector Display:

Each Enhanced HyFlex classroom should include a ceiling mounted laser projector with a minimum native resolution of 1900 x 1200 (WUXGA) and a minimum brightness of 5,000 ANSI lumens. The image shall be projected onto a wall mounted, motorized, matte-white projection screen.

Source Devices

Media Lectern:

A standard media lectern shall house all system components required for AV control and presentation. Connections shall terminate in a floor box providing AV, network, and power connectivity with safety cable coverage of at least 15 ft. A durable, ADA compliant cable ramp cover shall be included.

Permanent Video Sources:

An Extron presentation switcher, housed in the lectern, will support input from:

- Built-in PC with Monitor
- HDMI document camera
- Blu-ray/DVD player
- Auto-tracking instructor camera
- Wireless presentation device

Audio**Permanent Audio Sources:**

Audio sources will include the built-in computer, Blu-ray/DVD player, and the ceiling mounted microphone array.

Audio Reinforcement:

Each classroom shall include an ADA compliant portable assistive listening system. Wireless microphone receivers shall support handheld and lapel microphones. Media and speech audio shall be mixed and distributed through the ceiling-mounted loudspeakers.

Mobile Sources:

A multi-input device will provide connectivity for HDMI, USB-C, Mini DisplayPort, and VGA devices. Wireless collaboration tools shall enable screen sharing from laptops, tablets, and mobile phones.

System Control**Device Selection:**

All media sources will be managed via an Extron presentation switcher and touch panel interface (minimum 7"). The input panel will include HDMI, USB-C, Mini-DP, and power outlets for personal device connection.

Volume Control:

Audio levels will be adjusted directly from the Extron control interface.

Screen Control:

Projection screen up/down controls shall be integrated into the Extron interface for user convenience.

Lighting Control:

For new construction, classroom lighting shall be integrated into the Extron control system as part of the district.

3.14 Demonstration Space

Demonstration spaces are designed to support both the local media presentations and remote learning environments, controlled from a designated instructor's lectern.

Multiple source inputs and display outputs are available, with touchscreen-based selection and control. A matrix switcher/router enables the instructor to route any input source to any display or streaming device as needed.

A ceiling mounted microphone array captures instructor and participant audio, eliminating the need for wireless lapel or handheld microphones and promoting a more collaborative interaction between in person and remote participants.

Image Requirements

Image Height:

Projection screens must allow legibility of 12-point font from the last seated row, in accordance with AVIXA sightline and architectural design standards.

Image Width:

Width should maintain a proportional 16:10 aspect ratio relative to image height for optimal viewing.

Display Technology Options

Projector Display:

Each Demonstration Space should include a ceiling mounted laser projector with a minimum native resolution of 1900 x 1200 (WUXGA) and a minimum brightness of 5,000 ANSI lumens. The image shall be projected onto a wall mounted, motorized, matte-white projection screen.

Wall-Mounted LCD/OLED Display:

Wall-Mounted flat-panel displays shall be LED or OLED, 55 inches or larger depending on room size. Displays must support a minimum 4K resolution (3,840 x 2,160), 16:9 aspect ratio, contrast ratio of at least 1,000,000:1, and refresh rate of 120Hz or higher. Multiple displays may be installed as required by the instructional use case.

Audio

Media Audio Playback:

Ceiling-recessed speakers with sealed back enclosures shall be installed above student seating areas to ensure uniform and clear audio playback.

Audio Reinforcement:

An ADA-complaint portable assistive listening system shall be available in each classroom to support accessibility. A ceiling mounted microphone array captures all audio for both in-room reinforcement and streaming applications, removing the need for wireless handheld or lapel microphones.

Source Devices**Media Lectern:**

A standard media lectern shall house all system components required for AV control and presentation. Connections shall terminate in a floor box providing AV, network, and power connectivity with safety cable coverage of at least 15 ft. A durable, ADA compliant cable ramp cover shall be included.

Permanent Video Sources:

An Extron presentation switcher, house in the lectern, will support input from:

- Built-in PC with Monitor
- HDMI document camera
- Blu-ray/DVD player
- Auto-tracking instructor camera
- Wireless presentation device

Permanent Audio Sources:

Audio sources will include the built-in computer, Blu-ray/DVD player, and the ceiling mounted microphone array.

Mobile Sources:

A multi-input device will provide connectivity for HDMI, USB-C, Mini DisplayPort, and VGA devices. Wireless collaboration tools shall enable screen sharing from laptops, tablets, and mobile phones.

System Control**Device Selection:**

All media sources will be managed via an Extron presentation switcher and touch panel interface (minimum 7"). The input panel will include HDMI, USB-C, Mini-DP, and power outlets for personal device connection.

Volume Control:

Audio levels will be adjusted directly from the Extron control interface.

Screen Control:

Projection screen up/down controls shall be integrated into the Extron interface for user convenience.

Lighting Control:

For new construction, classroom lighting shall be integrated into the Extron control system as part of the district audiovisual standard.

3.15 Divisible Classroom

Divisible classrooms are flexible learning environments designed to accommodate combined or separate instructional use through movable wall partitions. These spaces support both local and remote learning, providing independent audiovisual control for each section while maintaining the capability to operate as one large integrated room.

Each section will include a dedicated instructor lectern equipped with a touch-screen control, allowing seamless switching between single room or multi-room modes. The AV system will be designed and programmed to detect and adapt to room configurations automatically or via user selection. The expanded system will require a dedicated equipment closet with one or more full size AV racks to house equipment.

Image Requirements**Image Height:**

Screens must allow for the legibility of 12-point from the last seated row, while conforming to AVIXA sightline and architectural standards.

Image Width: Width should maintain a proportional 16:10 aspect ratio relative to image height for optimal viewing.

Display Technology Options**Projector Display:**

Each Divisible Classroom should include a ceiling mounted laser projector with a minimum native resolution of 1900 x 1200 (WUXGA) and a minimum brightness of 5,000 ANSI lumens. The image shall be projected onto a wall mounted, motorized, matte-white projection screen.

Wall-Mounted LCD/OLED Display:

Wall-Mounted flat-panel displays shall be LED or OLED, 55 inches or larger depending on room size. Displays must support a minimum 4K resolution (3,840 x 2,160), 16:9 aspect ratio, contrast ratio of at least 1,000,000:1, and refresh rate of 120Hz or higher. Additional displays may be installed to support multi-zone visibility when the room is divided.

Audio**Media Audio Playback:**

Ceiling-recessed speakers with sealed back enclosures shall be installed above student seating areas to ensure uniform and clear audio playback.

Audio Reinforcement:

An ADA-complaint portable assistive listening system shall be provided to ensure accessibility. A combination of ceiling-mounted microphone arrays and wireless lapel/handheld microphones shall provide audio capture and reinforcement for both combined and divided configurations. Media and speech audio signals shall be mixed and played through the ceiling recessed speakers.

Source Devices

Each room section shall include a dedicated media lectern for system control and connectivity. Connections shall terminate at floor boxes supporting AV, network, and power with a minimum 15 ft. cable reach. All major AV processing and routing components shall reside in a dedicated equipment closet with full size racks to support flexibility and scalability.

Permanent Video Sources:

An Extron presentation switcher, housed in the lectern, will support input from:

- Built-in PC with Monitor
- HDMI document camera
- Blu-ray/DVD player
- Auto-tracking instructor camera
- Wireless presentation device

Permanent Audio Sources:

Audio sources will include the built-in computer, Blu-ray/DVD player, and the ceiling mounted microphone array.

Mobile Sources:

A multi-input device will provide connectivity for HDMI, USB-C, Mini DisplayPort, and VGA devices. Wireless collaboration tools shall enable screen sharing from laptops, tablets, and mobile phones.

System Control**Device Selection:**

Media source selection shall be managed through an Extron presentation switcher with multiple touch panel interfaces (minimum 7"0, one per divisible section). The system shall intelligently detect and adjust routing based on partition status or user control selection.

Volume Control:

Audio levels will be adjusted directly from the Extron control interface, with master-level control available when rooms are combined.

Screen Control:

Projection screen and displays shall include up/down controls and on/off functionality integrated into the Extron control interface.

Lighting Control:

For new construction only, lighting control shall be integrated into the Extron control system as part of the district audiovisual standard.

3.16 Lecture Hall

Lecture halls are large-format instructional spaces designed to serve a high number of students. The audiovisual system shall provide robust presentation, audio reinforcement, and hybrid learning capabilities to support both in-person and remote instruction.

Each lecture hall will include, at minimum:

- A high-brightness projection system
- Audio reinforcement for instructors and presenters
- The ability to present multimedia content from a fixed instructor PC, laptop, document camera, and other compatible devices

Lecture halls will often incorporate HyFlex functionality, including auto-tracking cameras, ceiling microphone arrays, and streaming appliances, to facilitate synchronous and asynchronous learning activities.

Image Requirements

Image Height:

Screens must allow for the legibility of 12-point from the last seated row, while conforming to AVIXA sightline and architectural standards.

Image Width: Width should maintain a proportional 16:10 aspect ratio relative to image height for optimal viewing.

Display Technology Options

Projector Display:

Each Lecture Hall classroom should include a ceiling mounted laser projector with a minimum native resolution of 1900 x 1200 (WUXGA) and a minimum brightness of 5,000 ANSI lumens. The image shall be projected onto a wall mounted, motorized, matte-white projection screen suitable for large audiences.

Audio

Media Audio Playback:

Ceiling-recessed speakers with sealed back enclosures shall be installed above student seating areas to ensure uniform and clear audio playback.

Audio Reinforcement:

An ADA-compliant portable assistive listening system shall be provided to ensure accessibility for all participants. Wireless microphone receivers shall support handheld and lapel microphones for instructor and guest speaker use. Media and speech audio shall be combined and distributed through the ceiling speaker system for consistent, balanced sound reinforcement across the hall.

Source Devices

Each room section shall include a dedicated media lectern for system control and connectivity. Connections shall terminate at floor boxes supporting AV, network, and power with a minimum 15 ft. cable reach. All major AV processing and routing components shall reside in a dedicated equipment closet with full size racks to support flexibility and scalability.

Permanent Video Sources:

An Extron presentation switcher, house in the lectern, will support input from:

- Built-in PC with Monitor
- HDMI document camera
- Blu-ray/DVD player
- Auto-tracking instructor camera
- Wireless presentation device

Permanent Audio Sources:

Audio sources will include the built-in computer, Blu-ray/DVD player, and the ceiling mounted microphone array.

Mobile Sources:

A multi-input device will provide connectivity for HDMI, USB-C, Mini DisplayPort, and VGA devices. Wireless collaboration tools shall enable screen sharing from laptops, tablets, and mobile phones.

System Control**Device Selection:**

All media sources shall be managed through an Extron presentation switcher and a touch panel interface (minimum 7"). The input panel shall provide HDMI, USB-C, Mini-DP, and power connections for instructor devices.

Volume Control:

Audio levels will be adjusted directly from the Extron control interface.

Screen Control:

Projection screen controls (up/down and on/off) shall be integrated into the Extron interface.

Lighting Control:

For new construction only, lighting control shall be integrated into the Extron control system as part of the district audiovisual standard.

3.2 Conference/Meeting Rooms

3.21 Small Conference Room

Small Conference Rooms are multimedia-enhanced spaces designed to accommodate up to six participants for meetings, presentations, and collaborative work.

Each room shall be equipped with a wall-mounted interactive LCD or OLED touchscreen display featuring an onboard OPS computer, wireless keyboard, and mouse. These displays shall support multimedia presentations, touch enabled annotation, and wireless connectivity for user devices such as laptops, tablets, and smartphones.

Image Requirements**Image Height:**

The display shall be an LCD or OLED interactive flat panel ranging from 75 inches or larger sized appropriately to room dimensions.

Minimum specifications:

- Resolution 4K UHD (3,840 x 2,160)
- Aspect Ratio: 16:9
- Contrast Rate: Minimum 1,000,000:1
- Refresh Rate: Minimum 120Hz
- Inputs: At Least 3 HDMI and 1 USB input

The display shall include:

- Minimum 10-point touch capability
- Preinstalled interactive software annotation tools
- Integrated wireless collaboration system for screensharing and BYOD.

- Wall-mounted configuration, positioned to maintain ADA compliance and ergonomics visibility for all participants

Audio**Media Audio Playback:**

Audio playback shall be provided by the display's integrated loudspeakers, delivering clear speech and media sound appropriate for a small meeting environment.

Source Devices**Permanent Audio Sources:**

The interactive touchscreen monitor shall function as a stand-alone system, powered by its onboard OPS computer. It shall also support wireless connectivity for external devices (laptops, tablets, or smartphones).

Permanent Audio Sources:

Audio shall originate from the display's onboard system and associated multimedia playback applications.

Mobile sources:

Built-in wireless collaboration tools shall allow participants to share content wirelessly from personal devices including laptops, tablets, and smartphones.

System Control**Device Selection:**

Media source selection shall be managed directly through the interactive display interface.

Volume Control:

Audio levels shall be adjusted using the display's built-in volume controls or the system volume slider with the onboard computer.

Screen Control:

Not applicable.

Lighting Control:

Not applicable.

3.22 Medium Conference Room

Medium Conference Rooms are multimedia-enhanced collaboration spaces designed to accommodate up to twenty participants. These rooms shall feature an integrated audiovisual system capable of supporting multimedia presentations from the built-in computer as well as user-provided devices connected via ports integrated into the conference table or wall.

The system shall allow seamless switching between sources, provide high-quality audio and video for in-person and remote collaboration, and support wireless content sharing for laptops, tablets, and mobile devices.

Image Requirements

Image Height:

This displayed image shall provide clear legibility of 12-point font from the farthest seated position, while maintaining proper architectural sightlines and ergonomic viewing angles.

Image Width:

Width shall be proportional to height, targeting a 16:10 aspect ratio where feasible to ensure optimal image geometry and content compatibility.

Display Technology Options

Projector Display:

Each room may include a ceiling-mounted laser projector with a minimum resolution of 1900 x 1200 (WUXGA) and a minimum brightness of 5,000 ANSI lumens. The image shall be projected onto a wall-mounted, motorized matte-white projection screen appropriately to the space.

Wall-Mounted Display:

Flat-panel shall be LED or OLED, starting at 55 inches or larger, depending on room size and viewing distance.

Minimum specifications:

- Resolution: 4K UHD (3,840 x 2,160)
- Aspect Ratio: 16:9
- Contrast Ratio: 1,000,000:1 or greater
- Refresh Rate: 120 Hz or higher

Interactive Flat-Panel Display:

Where interactive capabilities are desired, the display shall be LCD or OLED, ranging from 55 inches or larger, with:

- Resolution: 4K UHD (3,840 x 2,160)
- Aspect Ratio: 16:9
- Contrast Ratio: 1,000,000:1 minimum
- Refresh Rate: 120 Hz
- Touch Capability: Minimum 10-point multi-touch
- Inputs: At least three HDMI and one USB input
- Software: Preinstalled interactive software with annotation tools and wireless collaboration support

Displays shall be wall-mounted in accordance with ADA and ergonomic standards.

Audio**Media Audio Playback:**

Ceiling-recessed speakers with sealed back enclosures shall be installed to provide balanced media playback and voice reinforcement coverage throughout the room.

Audio Reinforcement:

An ADA-compliant portable assistive listening system shall be provided to ensure accessibility. Wireless microphone receivers shall support handheld or lapel microphones for presenters or remote conferencing needs. Media and speech audio shall be combined and distributed through the ceiling-mounted speaker system for consistent clarity.

Source Devices**Media Cabinet/Equipment Rack:**

All audiovisual equipment necessary for system operation and control shall be housed in a standard AV rack, located in a lectern, conference table, casework, or dedicated closet, depending on the room design. Connections shall terminate at a floor box or wall plate that supports AV, network, and power infrastructure.

Permanent Video Sources:

An Extron presentation switcher, housed in the equipment rack, lectern, or table casework, shall support connections for:

- Built-in computer with monitor
- Wireless presentation device

Permanent Audio Sources:

Audio signals shall originate from the built-in computer and any associated media devices.

Mobile Sources:

A multi-input device shall enable HDMI, USB-C, Mini DisplayPort, and VGA connections for laptops, tablets, and cameras.

Built-in wireless collaboration tools shall allow users to share content wirelessly from personal devices.

System Control**Device Selection:**

Media source selection shall be managed via an Extron presentation switcher integrated with a touch panel interface (minimum 7"). Input panels shall provide HDMI, USB-C, Mini-DP, and power connectivity for portable devices.

Volume Control:

Audio levels shall be adjusted through the Extron control interface.

Screen Control:

Projection screen or displays shall include power and on/off controls integrated into the Extron system interface.

Lighting Control:

For new construction project only, lighting controls shall be integrated into the Extron system as part of the district audiovisual standard.

3.23 Large Conference Room

Large Conference Rooms are multimedia-enhanced collaboration spaces designed to accommodate up to fifty participants. These rooms shall be equipped with an integrated audiovisual system capable of sharing multimedia presentations from a built-in PC and user-supplied devices connected through ports integrated into the conference table or wall.

Each room shall support hybrid and remote collaboration, including auto-tracking cameras, ceiling-mounted microphone arrays, and streaming devices for seamless participation by remote attendees.

Image Requirements

Image Height: Displayed images shall allow legibility of 12-point font from the farthest seated position while maintaining proper sightline and architectural considerations.

Image Width:

Width shall be proportional to height, maintaining a 16:10 aspect ratio where feasible for optimal viewing and presentation clarity.

Display Technology Options

Projector Display: Each large conference room shall include a ceiling-mounted laser projector with a minimum native resolution of 1900 × 1200 (WUXGA) and a minimum brightness of 5,000 ANSI lumens. The projected image shall display on a wall-mounted, motorized, matte-white projection screen sized appropriately to the room.

Flat-Panel Display (Optional / Supplemental): Rooms may include LED or OLED wall-mounted flat-panel displays of 75 inches or larger, depending on viewing distance and layout.

Minimum specifications:

- Resolution: 4K UHD (3,840 × 2,160)
- Aspect Ratio: 16:9
- Contrast Ratio: 1,000,000:1 or greater
- Refresh Rate: Minimum 120 Hz

These displays may supplement the projection system or serve as confidence or secondary displays for presenters and remote conferencing.

Audio**Media Audio Playback:**

Ceiling-recessed speakers with sealed back enclosures shall provide uniform audio coverage for media playback across the room.

Audio Reinforcement:

An ADA-compliant portable assistive listening system shall be provided to ensure accessibility. Wireless microphone receivers shall support handheld and lapel microphones, and a ceiling-mounted microphone array shall capture speech for remote conferencing. Media and speech audio shall be combined and distributed through the ceiling speaker system for consistent, intelligible reinforcement.

Source Devices

Media Cabinet / Equipment Rack: All audiovisual components required for operation and control shall be housed in

a standard Middle Atlantic AV rack located in a podium, casework, or dedicated equipment closet, depending on room design. Connections shall terminate at a floor box or wall plate that supports AV, network, power, and safety cable coverage. A durable ADA-compliant cable ramp cover shall be provided to protect exposed cables and maintain accessibility compliance.

Permanent Video Sources:

An Extron presentation switcher, located within the equipment rack, lectern, or table casework, shall support connections for:

- Built-in computer with monitor
- Wireless presentation device

Permanent Audio Sources:

Audio shall originate from the built-in computer and associated streaming or conferencing devices.

Mobile Sources:

A multi-input connection device shall support HDMI, USB-C, Mini DisplayPort, and VGA connections for laptops and cameras. Wireless collaboration tools shall allow users to present from laptops, tablets, or smartphones.

System Control**Device Selection:**

Media source selection shall be managed via an Extron presentation switcher integrated with a touch panel interface (minimum 7"). Input panels shall provide HDMI, USB-C, Mini-DP, and power connections for instructor or participant devices.

Volume Control:

Audio levels shall be adjusted through the Extron control interface.

Screen Control:

Projection screen up/down and power controls shall be integrated into the Extron interface.

Lighting Control:

For new construction projects only, lighting controls shall be integrated into the Extron system as part of the district audiovisual standard.

3.24 Study Room

A Study Room is a small collaborative space designed to support group study, project collaboration, and interactive learning among students. The room shall include an integrated wall-mounted interactive LCD touchscreen display that allows users to connect wirelessly from a laptop, tablet, or mobile device.

Image Requirements

Image Heights:

The image height shall allow participants to clearly read 12-point font from the farthest seated position in the room, while maintaining appropriate architectural sightlines and ergonomics.

Image Width:

The image width shall be proportional to height, targeting a 16:10 aspect ratio wherever possible.

Display Technology Options

Interactive Flat Panel Display (IFPD):

- Type: LCD panel with LED edge lighting or OLED display
- Size: Minimum 75 inches diagonal, scaled appropriately to room dimensions
- Resolution: Minimum 4K (3,840 × 2,160)
- Aspect Ratio: 16:9
- Contrast Ratio: ≥ 1,000,000:1
- Refresh Rate: ≥ 120 Hz
- Inputs: Minimum of 3 HDMI and 1 USB
- Touch Capability: Minimum 10-point touch
- Features: Preinstalled interactive software with annotation tools and integrated wireless collaboration system
- Mounting: Wall-mounted interactive direct-view display (minimum 1900 × 1200 pixels for 16:9 images)

Audio

Media Audio Playback:

Audio shall be provided via the display's integrated speakers, suitable for small-group playback levels.

Permanent Audio Sources:

Audio playback shall originate from the display's internal operating system and integrated applications.

Mobile Audio Sources:

Wireless collaboration features shall support audio transmission from user devices such as laptops, smartphones, and tablets.

Source Devices

Permanent Video Sources: The interactive touchscreen display shall operate as a standalone system with built-in wireless connectivity, allowing users to present from personal devices without additional hardware.

Mobile Sources: Users shall connect wirelessly through the display's built-in collaboration tools for screen sharing and content presentation.

System Control

Device Selection: Media source selection shall be managed directly through the interactive display interface.

Volume Control: Audio volume shall be adjusted via the display's built-in controls or through the connected device's system volume

Screen Control: Not applicable

Lighting Control: Not applicable

3.25 Multipurpose Room

A multipurpose room is a highly adaptable and versatile space designed to accommodate a wide variety of functions beyond a single, dedicated purpose. Unlike traditional classrooms or lecture halls, it is engineered with flexible features and technology to host diverse activities, from large-scale academic and social events to small collaborative sessions. It shall be outfitted with an integrated multimedia system capable of viewing media from a fixed PC, a presenter's laptop or other device, or a document camera. Multiple auto-tracking PTZ cameras shall be mounted on the walls to capture various presentation angles. Additionally, these spaces will include a dedicated multimedia streaming device to enable live streaming and recording of presentations to remote locations. A matrix switcher shall allow routing of any source to any display or streaming device. The larger audiovisual system will necessitate a full-size rack and a minimum 42" x 48" equipment closet to house it.

Image Requirements**Image Height:**

Screens must allow for the legibility of 12-point font from the last seated row, while adhering to appropriate architectural standards.

Image Width:

Width should be proportional to height, targeting a 16:10 aspect ratio as closely as possible.

Display Technology Options

Projector Display:

A ceiling-mounted laser projector with a minimum native resolution of 1900 x 1200 (WUXGA) and a minimum brightness of 5,000 ANSI lumens shall be provided. The image will be projected onto a wall-mounted, motorized, matte-white projection screen sized appropriately for the room.

Wall-Mounted LCD Display:

Displays shall be LED or OLED, starting at 75 inches or larger depending on room size. They must support a minimum 4K resolution (3,840 x 2,160), a 16:9 aspect ratio, a contrast ratio of at least 1,000,000:1, and a refresh rate of 120Hz or higher. Panels shall be wall-mounted with a minimum resolution of 1900 x 1200 for 16:10 images.

Audio

Media Audio Playback:

Ceiling-recessed speakers with sealed back enclosures shall be installed above seating areas to provide even media audio playback.

Audio Reinforcement:

A ceiling-mounted microphone array shall complement wireless lapel or handheld microphones, providing a collaborative environment between in-person and remote attendees. Media and speech audio shall be combined and played through the ceiling-recessed speakers. An ADA-compliant portable assistive listening system shall be available to ensure audio clarity and accessibility.

Source Devices

Equipment Housing:

A standard media lectern shall house a dedicated room PC, document camera, and Extron touchscreen control panel. The system will be installed in a rack located within a standard 42" x 48" equipment closet. Connections to the lectern shall terminate at a floor box supporting AV, network, and power.

Permanent Video Sources:

An Extron presentation switcher, housed in a dedicated equipment rack, shall support connections for a built-in computer with monitor, an HDMI document camera, auto-tracking cameras, and a wireless presentation device.

Permanent Audio Sources:

Audio shall originate from the built-in computer, wireless microphones, and ceiling-mounted microphone array

Mobile Sources:

A multi-input device shall enable HDMI, USB-C, Mini-DP, and VGA connections for mobile devices such as laptops or cameras. Wireless collaboration tools shall allow users to present from laptops, tablets, or smartphones.

System Control**Device Selection:**

Media source selection shall be managed via an Extron presentation switcher and a touchscreen interface (minimum 10 inches).

Volume Control:

Audio levels shall be adjusted through the Extron control panel.

Screen Control:

The Extron system shall include screen control, with on/off functionality integrated into the interface.

Lighting Control:

For new construction projects only, lighting shall be integrated into the Extron control system as part of the audiovisual standard.

3.3 Digital Signage

Digital signage systems provide dynamic visual communication for campus announcements, event promotion, emergency alerts, and wayfinding. To ensure consistency, reliability, and ease of maintenance across all facilities, all digital signage deployments shall adhere to the following standards.

System Overview

Digital signage equipment shall utilize a centralized content management system (CMS) that allows remote scheduling, monitoring, and updating of content. The CMS must support multiple display zones, content templates, and integration with external data sources such as calendar systems or emergency alert platforms. All signage endpoints must connect via the institution's data network using approved VLAN configurations and authentication protocols.

Display Hardware

Displays shall be commercial-grade, 24/7-rated flat panel units with a minimum brightness of 500 nits. Display size and placement shall be selected based on viewing distance and location requirements. Both landscape and portrait orientations must be supported. Displays shall be mounted using UL-listed brackets, ensuring compliance with ADA and building code requirements. Outdoor or high-brightness areas shall utilize weather-rated, sunlight-readable displays.

Media Players

Media players shall be networked digital signage devices certified by the CMS vendor. They must support 1080p or higher video playback, HTML5 content, and image-based media. Players shall be remotely manageable for monitoring, firmware updates, and troubleshooting. Media players must comply with institutional network security policies and support remote reboot, content verification, and automated health reporting.

Power and Network

All displays and media players shall be powered from dedicated electrical circuits or Power over Ethernet (PoE) if supported, and connected through surge-protected outlets. Each device shall have a minimum 1 Gbps network connection. Wired Ethernet connections are preferred over wireless for maximum reliability. Cabling shall be concealed, neatly managed, and terminated in accordance with AV and IT infrastructure standards.

Maintenance and Support

Digital signage systems shall include built-in health monitoring features with automatic alerts for player or display failures. Firmware, software, and content templates shall be updated periodically to maintain security, stability, and compatibility. All signage equipment shall be installed in a manner that allows safe and easy access for maintenance, without disrupting nearby operations or aesthetics.

4.0 AV System Equipment Requirements

These specifications represent the minimum standards for general classrooms across the Riverside Community College District (RCCD). Spaces such as tiered lecture halls, multi-purpose rooms, conference areas, and other large venues shall be individually reviewed by District Technology Support Services (TSS) to determine appropriate projector brightness, lensing, and display technology requirements based on room size, ambient light conditions, and intended use.

4.1 Video Projectors

All projectors shall be laser-illuminated and rated at a minimum of 5,000 ANSI lumens. Resolution: Minimum of 1900 x 1200 pixels (WUXGA) with a 16:10 aspect ratio. Performance Standard: Projected image systems shall comply with AVIXA (InfoComm) 3M-2011 – Projected Image System Contrast Ratio. Grade: Equipment shall be commercial/business grade, supporting continuous operation and network monitoring. Additional Considerations: For larger instructional or divisible spaces, projector brightness and lens selection shall be reviewed and approved by TSS.

4.2 Projection Screens

Screens shall be wall-mounted, motorized, and constructed with matte-white viewing surfaces for optimal image quality. Screen operation shall be integrated into the room control system for automated deployment. Screen size and placement shall be determined in accordance with ANSI/INFOCOMM V202.01:2016 – Display Image Size for 2D Content and the room's seating geometry.

4.3 Flat Panel Displays**Standard LCD Displays:**

Displays shall be LED-backlit LCD or OLED panels, 75" or larger, depending on room dimensions and viewing distance. Resolution: Minimum 4K UHD (3840 x 2160) at 16:9 aspect ratio. Contrast Ratio: Minimum 1,000,000:1. Refresh Rate: 120 Hz or higher. Must support a minimum native resolution of 1900 x 1200 for 16:10 formatted content when required. Mounting shall be wall-mounted or cart-mounted per space type and ADA compliance.

Interactive LCD Displays:

Displays shall be LED-edge-lit LCD or OLED, sized 75" and larger per space requirements. Resolution: Minimum 4K (3840 × 2160). Aspect Ratio: 16:10. Contrast Ratio: Minimum 1,000,000:1 with 120 Hz refresh rate. Minimum 10-point touch capability with preinstalled interactive and annotation software. Integrated wireless collaboration system required for multi-device content sharing. Shall include minimum connectivity: (3) HDMI inputs, (1) USB input. OPS (Open Pluggable Specification) onboard PC required, factory-installed by the display manufacturer with at least: Intel i7 processor, 8 GB RAM, 1 TB SSD storage.

4.4 Audio Reproduction Systems**4.5 Video System and Source Equipment****4.6 Audio Visual Control System****4.7 Specialty Audio Visual Equipment****4.8 Assistive Listening Systems****4.9 Digital Signage****5.0 Instructor Lectern Requirements**

The instructor's lectern shall include a built in AV rack to house the built in PC, and Extron control system, as well as the touch panel for control, document camera, and multi-input device for portable device sharing.

6.0 Supported Manufacturers

To ensure consistency, compatibility, and long-term support across all district facilities, the following manufacturers are approved for use in audiovisual system design, procurement, and implementation. These manufacturers have been evaluated based on reliability, integration capability, product support, and alignment with district technical standards.

6.1 Video Projectors

- Panasonic – Standard and large-venue laser projection systems
- Epson – Short-throw laser projectors for classrooms and confined spaces

6.2 Projection Screens

- Da-Lite – Motorized and fixed-frame projection screens

6.3 Flat Panel Displays

- Samsung – Commercial-grade 4K UHD displays for signage and classrooms
- Panasonic – Professional-grade interactive and non-interactive displays
- Newline – Interactive flat-panel displays with OPS compatibility

6.4 Audio Reproduction Systems

- Shure – Wireless microphone systems for lecture and conference environments
- JBL – Ceiling and wall-mounted loudspeakers for classroom and performance spaces

6.5 Video System and Source Equipment

- Mersive Solstice – Wireless collaboration and presentation platform

6.6 Audiovisual Control System

- Extron – Control processors, touch panels, and switching system

6.7 Specialty Audiovisual Equipment

- Lumens – Document cameras
- Mediasite – Lecture capture and streaming encoders
- BrightSign – Digital signage and media playback device

6.8 Assistive Listening Systems

- Listen Technologies (Listen Tech) – ADA-compliant assistive listening systems

6.9 Digital Signage Systems

- BrightSign – Digital signage media players
- Carousel CMS – Centralized content management system

6.10 Lecterns and Furniture

- Spectrum Industries – Instructor lecterns, podiums, and integrated AV furniture

Appendix A – Equipment Standards

<u>Manufacturer</u>	<u>Description</u>	<u>Part Number</u>	<u>Description</u>
Aver	Aver Camera Wall Mount	COMSVCMNT	Aver Camera Wall Mount
Aver	Aver PTZ330UV2 Pro AV	PTZ330UV2	Aver Non-Tracking Pan-Tilt-Zoom Camera
Aver	Aver Autotracking Camera TR335V3	PATR335V3	AVER Autotracking camera
Aver	RS-232 DIN 8 to D-Sub 9 Cable	064AOTHERBPK	Aver control dongle
Belkin	Multiport to HDMI Digital AV Adapter	B2B166	Belkin Multi input cable
Belkin	Belkin 24W Dual Port USB Wall Charger	WCB002dq	Belkin USB powersupply for input cable
Biamp	AVB Server IO DSP	TESIRA SERVER-IO AVB	modular, networkable, digital signal processor that provides scalable audio I/O and extensive audio manipulation capabilities for large-scale, professional audio-video systems using the AVB protocol
Biamp	Biamp Tesira EX-MOD	Tesira EX-MOD	modular, rack-mountable audio expander device that connects to a Tesira DSP over an AVB network to provide up to twelve customizable, remotely placed channels of analog input and/or output.
Biamp	Biamp Tesira Forte X1600 DSP	BIATESIRAFORTEX1600	DSP featuring 16 channels of AEC, multi-network audio support
Biamp	EX-AEC	Tesira EX-AEC	modular audio expander device for the Biamp Tesira audio Server

Biamp	EX-IN	Tesira EX-IN	Modular audio expander with 4 non-AEC, microphone or line-level audio signals
Biamp	EX-UBT to connect USB to PC	Tesira EX-UBT	modular audio expander expander for the Tesira system, focused on digital audio connectivity. It acts as an AVB/USB Expander with integrated Bluetooth wireless technology.
Biamp	POE injector	POE-INJ	Biamp Power Over Ethernet Injector for Biamp devices
Biamp	SCM-1 Cobranet card	Tesira SCM-1 CK	Cobranet networking component for Tesira server
Biamp	SEC-4 inputs cards	TESIRA SEC-4	4-channel mic/line analog input card for Tesira Server
Biamp	SOC-4 output cards	Tesira SOC-4	modular analog output card for the Biamp Tesira Server
Biamp	Tesira EX-IO	Tesira EX-IO	compact, half-rack, 4-channel audio expander that uses PoE+ to provide two channels of mic/line input and two channels of mic/line output over an AVB network
Biamp	Tesira Parlé TCM-XA White	910.0499.900	AVB-enabled, low-profile ceiling microphone and PoE+ amplifier
Biamp	Tesira Parlé TCM-XEX White	910.0500.900	expansion ceiling microphone that utilizes Beamtracking technology to extend the audio coverage of an existing Tesira Parlé TCM-X or TCM-XA system

Biamp	TesiraCONNECT TC-5	TesiraCONNECT TC-5	5-port device for Tesira systems that provides power (PoE+) and AVB media networking
Biamp	TesiraFORTE AVB VT	TesiraFORTE AVB VT	rack-mountable digital audio server with 12 analog inputs, 8 analog outputs, Acoustic Echo Cancellation (AEC) on all inputs, and integrated VoIP, POTS, and USB audio
Brightsign	XD235 with pre-installed 32GB Micro SD card	XD235-32GB	Standard I/O Professional 4K player with a pre-installed 32GB microSD card
C2G	25ft Cat6 Network Patch Ethernet Cable Yellow	27195	25-foot yellow Cat6 Snagless Ethernet network patch cable
C2G	6.6ft USB A to B Cable Black	28102	6.6-foot black USB 2.0 cable with a Type-A male connector and a Type-B male connector
C2G	6.6ft USB TYPE A MALE TO MALE	28106	6.6-foot black USB 2.0 cable with male Type-A connectors on both ends
C2G	6.6ft USB TYPE USB A to C	28832	6-foot black USB-C male to USB-A male cable
C2G	Cables2go Extension	CG03115	6-foot, 18 AWG black power extension cord with a NEMA 5-15P male plug on one end and a NEMA 5-15R female receptacle on the other
Chief	Ceiling plate kit	KITPD0203	projector ceiling mount kit that includes a universal projector mount (RPAU), a ceiling plate (CMS115), and an adjustable 2-to-3-foot extension column (CMS0203)

Chief	Chief Above Tile Suspended Ceiling kit w/ 3" fixed pipe	CMA440	above-tile suspended ceiling kit designed to provide a secure anchor point for mounting projectors
Chief	Chief RPA Elite Projector Security Mount	RPMA1	universal projector security mount
Chief	Extra-Large Fusion® Micro-Adjustable Tilt Wall Mount	XTM1U	X-Large Fusion micro-adjustable tilt wall mount designed for 55" to 100" flat-panel displays
Chief	Large Fusion® Fixed Wall Display Mount	LSA1U	Large Fusion universal fixed wall mount for 42" to 86" flat-panel displays, featuring a low 2" profile
Christie	ILS lens 2.0-2.8:1 SX+/1.8-2.6:1 HD	118-100113-01	Intelligent Lens System (ILS) zoom projector lens for Christie M and J Series projectors
Christie	M 4K25 RGB Projector	M 4K25	RGB Projector is a 25,000 lumen, 4K UHD, 3DLP pure RGB laser projector for large venues
Cisco	Small Business 110 Series Unmanaged Switch	CBS110-8T-D	an unmanaged switch providing eight Gigabit Ethernet ports
Crown	DCI 4/300 audio amplifier	DCI4300	4-channel amplifier providing 300 watts per channel both low-impedance (2-16 Ohm) and high-impedance (70V/100V)
Dalite	Advantage Contour Electrol 164" Diagonal w/26" additional drop	34524L	Dalite motorized projection screen
Dalite	CONTOUR 137D 72.5X116 MW CUSTOM VIEWING AREA 71"x113.5"	70192LSC	Dalite motorized projection screen
Dalite	Contour 180D DM with Custom Black Drop and LVC 108"H x 144"W 60" total Black drop at top	70196LC	Dalite motorized projection screen

Dalite	Contour Electrol 16:10 189" Diagonal 100"x160" Screen	70196L	Dalite motorized projection screen
Dalite	Contour Electrol 10' 16:10 137" Diagonal 72.5"x116" Screen	70192LS	Dalite motorized projection screen
Dalite	Contour Electrol 11.5' 16:10 164" Diagonal 87"x139" Screen	37578L	Dalite motorized projection screen
Dalite	Contour Electrol 8.5' 16:10 123" Diagonal 65"x104" Screen	20877LS	Dalite motorized projection screen
Dalite	Contour Electrol 9' 16:10 130" Diagonal 69"x110" Screen	37574LS	Dalite motorized projection screen
Denon	Denon Blu-ray player	DN-500BD-MKII	professional-grade, 1U rackmount media player that supports playback of Blu-ray, DVD, and CD discs
ELO	Elo 1502L Touch Screen - No Stand	E125496	15.6-inch, Full HD touchscreen monitor featuring PCAP 10-touch technology
Epson	100" Whiteboard for Projection and Dry Erase (16:9)	V12H006A02	combination projection screen and dry-erase whiteboard
Epson	Adjustable Wall Mount for Epson Ultra-Short Throw Laser Displays	V12HA06A05	Adjustable, ultra-short throw wall mount with a telescopic arm
Epson	Epson Brightlink 1485Fi Interactive Projector	V11H919520	1080p 3LCD Interactive Laser ultra-short throw projector
Epson	Epson Projector Replacement Air Filter	V13H134A56	replacement air filter for Epson projector
Epson	Interactive Touch Module	V12H007A23	Interactive Touch Module accessory that adds finger-touch capabilities to Epson projectors
Extron	Air Filter Kit XPA Ultra FX - 10pk	70-1341-01	Replacement Air Filter Kit for use with Extron XPA Ultra FX Series audio power amplifiers

Extron	Audio Amplifier XPA U 4004 FX	60-2034-01	four-channel, 400-watt per channel, audio power amplifier with configurable outputs for simultaneously driving 8 Ω , 4 Ω , 70 V, and 100 V speaker loads
Extron	DisplayPort M-HDMI F Active, 6"	26-713-01	6-inch active adapter cable that converts a DisplayPort source to an HDMI output
Extron	DTP Crosspoint 108 4k 10x8 Seamless 4k Scaling Presentation Matrix switcher	60-1381-01	10x8 matrix switcher that integrates 4K scaling, DTP twisted pair extension, audio DSP with AEC, an audio power amplifier, and an IPCP Pro xi control processor
Extron	DTP Crosspoint 86 4K IPCP Q MA 70	60-1382-93	8x6 matrix switcher featuring 4K scaling, DTP extension, a built-in IPCP Pro control processor, ProDSP audio with AEC, and an integrated 100-watt, 70-volt mono power amplifier
Extron	DTP HDMI 4K 230 Rx	60-1271-13	digital twisted pair receiver that extends 4K HDMI video, audio, and bidirectional control signals up to 230 feet
Extron	DTP HDMI 4K 230 Tx	60-1271-12	digital twisted pair transmitter that sends 4K HDMI video, audio, and bidirectional control signals up to 230 feet
Extron	DTP T SW4 HD 4K	60-1625-01	Four-input HDMI switcher with an integrated DTP transmitter that automatically selects and sends 4K video, audio, and control signals up to 330 feet

Extron	Extron Cable Cubby 202 AAP Bracket	70-1043-01	AAP bracket designed for the Cable Cubby 202 enclosure, allowing it to hold up to two single-space Extron AAP AV connectivity modules
Extron	Extron Cable Pass-Through AAP	70-267-01	Cable Pass-Through AAP with a right-sided orientation and grommets included, designed to allow AV, data, or control cables to be pulled through
Extron	Extron Cable Pass-Through AAP	70-270-01	Cable Pass-Through AAP with a Left-sided orientation and grommets included, designed to allow AV, data, or control cables to be pulled through
Extron	Extron Double Blank AAP	70-090-12	AAP in black used to cover unused openings in compatible Extron AAP mounting frames
Extron	Cable Cubby 222 US	60-1927-02	compact, furniture-mountable access enclosure for AV connectivity and power
Extron	HDMI Pro/25	26-650-25	25-foot HDMI Pro Series cable
Extron	HDMI Ultra/12	26-663-12	12-foot HDMI Ultra Series cable
Extron	HDMI Ultra/16	26-663-06	6-foot HDMI Ultra Series cable
Extron	HDMI Ultra/3	26-663-03	3-foot HDMI Ultra Series cable
Extron	IN1808 IPCP Q MA 70	60-1615-93	eight-input 4K/60 seamless presentation switcher with an integrated control processor and a 100-watt Class D mono amplifier for 70-volt systems

Extron	IN1806	60-1663-01	Six Input 4K/60 Seamless Presentation Switcher that features a high-performance Vector 4K scaling engine, DisplayPort and HDMI inputs, and mirrored HDMI and DTP2 outputs for extending video, audio, and control signals
Extron	IN1808	60-1615-01	eight-input seamless presentation switcher with advanced 4K/60 scaling and DTP2 extension for switching and distributing high-resolution digital video and audio signals.
Extron	IN1808 IPCP Q SA	60-1615-92	eight-input 4K/60 seamless presentation switcher featuring an integrated control processor and a Class D stereo amplifier
Extron	IPCP Pro 360Q xi	60-1916-01	Quad-Core control processor with multiple control ports and dedicated AV LAN ports
Extron	IPCP Pro 550	60-1418-01	IP Link Pro control processor designed for centralized AV system control
Extron	MBU 123 Low-Profile Mount Kit	70-212-01	low-profile mount kit used for discreetly installing Extron 1U high, 1/8, 1/4, and 1/2 rack-width products under surfaces
Extron	MBU 125 1/4 & 1/2 Rack Width Low-Profile Mount Kit	70-077-01	low-profile mount kit used for discreetly installing Extron quarter-rack and half-rack, two-piece enclosure products under surfaces

Extron	MediaPort 200	60-1488-01	HDMI and Audio to USB Scaling Bridge designed to integrate professional AV sources and systems with software-codec conferencing applications
Extron	OCS 100C Occupancy Sensor	60-1664-01	dual-technology ceiling occupancy sensor
Extron	PI 115 - Power Injector for Pro Series Control Systems	60-1233-02	a single port power injector for XTP Extender or control systems
Extron	PS 1242 12 V, 4.2 A, Quarter Rack	70-1246-01	an external 12 VDC, 4.2 A desktop power supply
Extron	RSB 129 Rack Shelf	60-604-02	a 1U, 9.5-inch deep basic rack shelf
Extron	Network AAP	70-491-11	a single-space AAP featuring two female-to-female RJ-45 barrel connectors for a pass-through connection
Extron	TLI Pro 201 Touchlink	60-1669-01	a TouchLink Interface that enables a third-party 4K touchscreen display with HDMI input/output and PoE+ to function as a point of control and video preview within an Extron Pro Series control system.
Extron	TLP Pro 1025T	60-1565-02	10-inch tabletop TouchLink Pro Touchpanel
Extron	TLP Pro 725T	60-1562-12	7-inch black tabletop TouchLink Pro Touchpanel
Extron	Two XTP DTP 24 Couplers AAP	70-1051-11	double-space AAP in black that contains two XTP DTP 24 couplers

Extron	USB Extender Plus R	60-1471-13	USB Extender Plus R Receiver when paired with a transmitter, extends and/or switches USB peripheral signals over a single CATx cable
Extron	USB Extender Plus T	60-1471-12	USB Extender Plus T Transmitter when paired with a Receiver, extends and/or switches USB peripheral signals over a single CATx cable
Extron	USB Plus Matrix Controller	42-267-01	provides a simple management interface for creating and controlling USB matrix switching systems of up to 64 Extron USB Extender Plus Series transmitters and receivers
Extron	USB-C to HDMI adapter	USBC-HDF/0.5	USB-C male to HDMI female adapter cable designed to connect USB-C sources supporting DisplayPort Alt Mode to HDMI displays
Extron	USBC-A/6	26-723-06	USB-C to USB-A cable (USBC-A/6) that supports SuperSpeed USB 5 Gbps data transfer
Extron	XPA 4002 Two Channel Amp - 400 Watts/Ch	60-1244-01	two-channel amplifier that delivers 400 watts rms per channel into 4 ohms, or 800 watts bridged into 8 ohms

Extron	XTP 3200 Frame	60-1546-01	XTP II CrossPoint 3200 Frame, a modular digital matrix switcher configurable from 4x4 up to 32x32 for routing 4K video, audio, bidirectional control, and Ethernet signals over twisted pair
Extron	XTP CP 4i 4K Four Input Board, XTP - 26W Remote Power Capable	70-940-31	four-input board for an XTP CrossPoint matrix switcher that receives 4K video, audio, bidirectional control, and Ethernet signals over shielded CATx cable and can supply 26 watts of remote power to XTP endpoints.
Extron	XTP CP 4o 4K Four Output Board, XTP - 26W Remote Power Capable	70-943-31	4K four-output board for an XTP CrossPoint matrix switcher that transmits video, audio, bidirectional control, and Ethernet signals over shielded CATx cable up to 330 feet and can supply 26 watts of remote power to XTP receivers.
Extron	XTP CP 4o SA	70-944-01	four-output, single-slot board for an XTP CrossPoint matrix switcher that provides four independent analog stereo audio outputs
Extron	XTP DTP 24/25	26-702-25	25-foot pre-terminated, non-plenum shielded twisted pair
Extron	XTP DTP 24P/75' cable	26-695-75	75-foot pre-terminated, plenum shielded twisted pair

Extron	XTP II CP 4i HD 4K PLUS	70-1112-01	four-input board for an XTP II CrossPoint matrix switcher that provides four HDMI inputs with stereo audio
Extron	XTP II CP 4o HD 4K PLUS	70-1113-01	four-output board for an XTP II CrossPoint matrix switcher that provides four HDMI outputs with stereo audio
Extron	XTP II CrossPoint 1600 Frame w/ RPS	60-1545-11	modular digital matrix switcher frame, configurable up to 16x16 I/O, featuring a 50 Gbps backplane that supports high-performance switching and extension of video, audio, control, and Ethernet
Extron	XTP R HD 4K	60-1524-13	XTP HDMI receiver that extends 4K video, embedded audio, bidirectional control (RS-232 and IR), and Ethernet signals up to 330 feet
Extron	XTP SR HD 4K	60-1524-02	XTP HDMI scaling receiver that uses Vector 4K technology to scale HDMI video up to 4K and extends video, embedded audio, RS-232, IR, and Ethernet up to 330 feet (
Extron	XTP T HD 4K	60-1524-12	XTP HDMI transmitter that extends 4K video, audio, bidirectional control (RS-232 and IR), and Ethernet up to 330 feet

Extron	XTP T USW 103 4K	60-1717-12	three-input multi-format switcher and integrated XTP transmitter that automatically selects between DisplayPort, HDMI, or VGA sources and extends 4K video, audio, control, and Ethernet up to 330 feet
Extron	XTP T UWP 202 4K NL	60-1530-12	two-input decorator-style wallplate transmitter for HDMI and VGA that extends 4K video, audio, and bidirectional RS-232/IR control signals up to 330 feet
Furman	Furman M4315-PRO	M4315-PRO	1U rack-mountable power management system that provides 15 Amp power conditioning, with BlueBOLT IP
JBL	JBL Control 26CT Speakers	CONTROL26CT	6.5" two-way coaxial ceiling loudspeaker which includes a multitap transformer for use with 70V or 100V
Listen Systems	LCS-121-01 Wi-Fi/RF Advanced System	LCS-121-01	Wi-Fi/RF Advanced System that provides a dual-technology assistive listening solution by broadcasting audio over both 72 MHz RF (to dedicated receivers) and Wi-Fi
Logitech	Logitech Rally Bar Mini	960-001336	an all-in-one video conferencing bar featuring a 4K UHD camera, AI-driven audio/video
Logitech	Logitech TV Mount For Video Bars	952-000041	TV Mount for Rally Video Bars, a VESA-compatible bracket used to securely mount Logitech Rally Bar

Logitech	MK710 Wireless Desktop Keyboard and mouse	920-002416	Wireless Desktop Combo, a full-size wireless keyboard and mouse set
Lumens	Lumens DC 172 - document camera	DC172	4K document camera with a flexible gooseneck arm, HDMI pass-through
Mersive	Solstice Pod Gen3 Power Supply	SP-8301-E	12V DC, 2A power supply unit for the Mersive Solstice Pod Gen3
Mersive	Solstice Pod Gen3 with perpetual Unlimited Enterprise software license (unlimited users) and 5 years	SP-8000-E5	Gen3 Solstice Pod hardware platform with the Unlimited Enterprise Edition software license for wireless collaboration and content sharing
Middle Atlantic	Middle Atlantic 9 Outlet	PD-915RC-20	15-amp, 1U horizontal rackmount power strip with nine outlets
Middle Atlantic	PTRK Series Portable Rolling Rack 27RU	PTRK-2726	a 27U portable rolling rack with a 26-inch depth, locking casters, and front and rear keyed doors
Netgear	Netgear 24x1G PoE+ 480W 2x1G and 4xSFP+ Managed Switch	GSM4230PX	1U managed network switch from the M4250 AV Line, featuring 24 Gigabit PoE+ ports with a 480W budget, four 10G SFP+ uplinks
Netgear	Netgear 12x2.5G and 2xSFP+ Managed Switch	MSM4214X	managed network switch from the M4250 AV Line, featuring 12 Multi-Gigabit (2.5G) Ethernet ports and two 10G SFP+ uplink ports

Netgear	Netgear 8x1G PoE+ 110W 1x1G and 1xSFP Managed Switch	GSM4212PX	managed Ethernet switch from the M4250 AV Line, featuring 8 Gigabit PoE+ ports (240W budget), 2 additional Gigabit Ethernet ports, and 2 10G SFP+ uplink ports
Newline	65" 4k UHD Interactive Display	TT-6524ZPro	65-inch, Google EDLA-Certified 4K LED multi-touch interactive display with an embedded Android 13 OS, an 8-microphone array, and USB-C connectivity
Newline	75" 4k UHD Interactive Display	TT-7524ZPro	75-inch, Google EDLA-Certified 4K LED multi-touch interactive display with an embedded Android 13 OS, an 8-microphone array, and USB-C connectivity
Newline	86" 4k UHD Interactive Display	TT-8624ZPro	86-inch, Google EDLA-Certified 4K LED multi-touch interactive display with an embedded Android 13 OS, an 8-microphone array, and USB-C connectivity
Newline	Intel OPS i7 16gb RAM 1TB SSD	EPR8A67160-000	Open Pluggable Specification (OPS) on-board computer featuring an Intel Core i7 processor, 16GB RAM, and a 256GB SSD
Newline	OPS Hard Drive Upgrade - 1tb SSD	EPR8A6S999-000	1TB Solid State Drive (SSD) upgrade module designed to increase the storage capacity of Newline's Open Pluggable Specification (OPS) on-board computers

Panasonic	Panasonic 65" Display	TH-65SQE1W	65-inch 4K UHD LED-backlit LCD professional display designed for digital signage and commercial use, supporting 24/7 operation
Panasonic	Panasonic PT-RZ790LBU7 Laser DLP HD Projector	PT-RZ790LBU7	7,000 ANSI lumens, WUXGA (1920×1200 resolution) 1-Chip DLP laser projector
Panasonic	Projector Fixed Zoom Lens	ET-DLE250	power zoom lens for Panasonic DLP projectors, to provide a flexible long-throw projection distance with a 2.5-4.0:1 throw ratio
Panasonic	Projector Fixed Zoom Lens	ET-DLE350	power zoom lens for select Panasonic DLP projectors, providing a long-throw projection distance typically with a 3.6-5.4:1 throw ratio
Panasonic	PT-VMZ51U HD Projector	PT-VMZ51U	WUXGA (1920 × 1200) 3LCD laser projector, 5,200 lumens, with 1.6x zoom and lens shift
Samsung	75" Professional display QM75C series	QM75C	75-inch 4K UHD commercial digital signage display with 500 nits of brightness and a non-glare panel designed for 24/7 operation
Shure	Shure UA845UWB Ultra-Wide Band Antenna Distribution System	UA845UWB	active ultra-wide band antenna and power distribution system that allows up to four wireless receivers to share a single pair of antennas while amplifying the RF signal and distributing power to the receivers

Shure	Wireless System with SLXD2/58 Handheld Transmitter, SLXD1 Bodypack Transmitter and WL185 lavalier microphone	SLXD124/85-J52	digital wireless combo microphone system operating in the J52 band that includes an SLXD4 receiver, an SLXD2 handheld transmitter with an SM58 capsule, an SLXD1 bodypack transmitter, and a WL185 cardioid lavalier microphone
Shure	Wireless System with ULXD2/58 Handheld Transmitter, ULXD1 Bodypack Transmitter and WL185 lavalier microphone	SHULXD124DG5	Dual Channel Combo Wireless System, is a professional digital wireless system that includes a dual-channel receiver, an SM58 handheld transmitter, and a bodypack transmitter for lavalier or instrument use
Sonic Foundry	Mediasite RL-940 Streaming Media encoder	MS-RL-940	a rack-mountable Mediasite RL940 MultiView Recorder designed for automated, high-volume video capture and streaming
Sonic Foundry	Mediasite Customer Assurance	MSL-SSS-S09	Mediasite Customer Assurance Support and Maintenance Plan for a Mediasite Rich Media RL Recorder
Spectrum Furniture	Link Lectern	55115	a mid-sized, fixed-height mobile podium with options for an integrated rack cube
Spectrum Furniture	Freedom XRS Elite Lectern	55418	an electrically height-adjustable podium designed with a large worksurface and an integrated 14RU equipment rack

Spectrum Furniture	Freedom One eLift Lectern	55542	an electrically height-adjustable podium with an ergonomic worksurface that is designed to integrate with a separate AV equipment rack.
Spectrum Furniture	IMC 29" Acrylic Door Black	68103B	a black, clear acrylic locking door designed to be an optional security front panel for the 29" H equipment rack of the Instructor Media Console (IMC)
Spectrum Furniture	IMC 29" equipment rack	68107	the 29" H (14RU) Equipment Rack for the Instructor Media Console (IMC)
Spectrum Furniture	IMC 29" radius corner cherry/black	68106CHB	a Wild Cherry and Black laminate 29" H Radius Corner Worksurface component for the Instructor Media Console (IMC)
Spectrum Furniture	IMC 29" Wall Filler Panel	68101	29" H Wall Filler Panel for the Instructor Media Console (IMC)
Spectrum Furniture	IMC Double worksurface Cherry/Black	68201CHB	a Wild Cherry laminate Double Worksurface component with a Black edgeband for the Instructor Media Console (IMC)
Spectrum Furniture	IMC Single Work Surface	68200CHB	a Wild Cherry laminate Single Worksurface component with a Black edgeband for the Instructor Media Console (IMC)
Spectrum Furniture	Rack Mount Pull out shelf	97503	a 21 3/4" deep Rack Mount Pull-Out Shelf that occupies 2 rack units (RU)

Tannoy	Tannoy VX12Q 12" PowerDual Full-Range Loudspeaker with Q-Centric Waveguide	VX12Q	passive, 12-inch PowerDual full-range loudspeaker with a Q-Centric waveguide that provides a tight 75° x 40° dispersion
Tannoy	VX VMB WALL HANGING MOUNT	8001 2800	pole-mount top hat accessory for the Tannoy V12 loudspeaker series
Tannoy	Yoke Horizontal for VX12	TA-VX12.2YOKE-BK	black yoke accessory bracket that allows for angular adjustment of compatible Tannoy VX series loudspeakers
Tannoy	Tannoy Qflex 24	80040121	a powered, digitally steerable column array loudspeaker featuring 24 channels of integrated DSP
Tascam	MZ-123BT Line Mixer	MZ-123BT	1U rack-mountable multi-zone audio mixer with Bluetooth and microphone inputs
Trendnet	Gigabit Power Over Ethernet Plus Injector	TPE-115GI	a Gigabit PoE+ Injector that combines electrical power and data onto a single Ethernet cable
Vaddio	RoboSHOT 30E HDBT OneLINK HDMI PTZ Camera System	999-99630-100W	professional PTZ camera bundle that uses HDBaseT technology to extend power, HD video, and control over a single network cable
Vaddio	Thin Profile Wall Mount for RoboSHOT PTZ Cameras	535-2000-240W	wall mount bracket designed for use with various Vaddio RoboSHOT PTZ cameras

Vaddio	Vaddio AV Bridge MatrixMIX Production System	999-5660-500	professional AV production kit that includes an 8x2 video mixer and an 11x7 audio mixer, along with a PCC MatrixMIX Camera Controller for live event streaming
Vaddio	Vaddio TeleTouch 27" USB Touch-Screen Multiviewer	999-80000-027	Touch-Screen Multiviewer Display that provides an intuitive Full HD user interface for video switching and camera control in live production environments
Vaddio	DocCAM 20 HDBT OneLINK HDMI System	999-9968-200	a recessed in-ceiling Full HD document camera with 20x optical zoom and a OneLINK HDMI interface for transmitting video, power, and control over a single Cat cable
Vaddio	Single 1/2 Rack Mounting Kit	998-6000-004	a Single 1/2 Rack Mounting Kit used to securely mount one compatible Vaddio half-rack width device

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Standard 3 Report

3.1 The institution employs qualified faculty, staff, administrators, and other personnel to support and sustain educational services and improve student success. The institution maintains appropriate policies and regularly assesses its employment practices to promote and improve equity, diversity, and mission fulfillment. (ER 8, ER 14)

Riverside City College (RCC) employs qualified faculty, classified professionals, administrators, and other personnel that MATTER to the students and the institution at large as they support high quality educational services and advance student success across the Riverside Community College District (RCCD). The recruitment, selection, and onboarding are coordinated through the District Human Resources and Employee Relations Office and are guided by established Board Policies (BP) and Administrative Procedures (AP) that promote consistence, transparency, equity, and alignment with the RCC Mission. The hiring process at RCC is governed by the Recruitment and Hiring policy (BP/AP 7120), the Minimum Qualifications policy (BP/AP 7125), and the Commitment to Diversity policy (BP/AP 7100) to establish equitable recruitment standards, ensure alignment with the California Community College Chancellor's Office minimum qualifications, and affirm the district's responsibility to ensure a workforce that is consistent with and reflective of the community in which it serves.

Implementation of the Recruitment and Hiring policy is evident in the job postings through all levels employment at RCC. The Faculty Posting, Classified Staff Posting, Manager Posting, as well as the President Posting all clearly articulate the minimum qualifications, preferred competencies, and expectations related to equity and student success. In fact, in the recent hiring process for a Riverside City College President, the adherence to these procedures and policies is evident in the districtwide call to participation and input in the open forum during the process as referenced in the Riverside City College Presidential Search Announcement & Invitation to Attend Public Forums sent out via email to all RCCD employees while seeking new administration. All these districtwide recruitment materials are reviewed and updated regularly.

RCC and RCCD also strictly adhere to state-mandated minimum qualifications for faculty and administrators and apply consistent screening criteria across all employee groups. As part of this Minimum Qualification policy, it is imperative to support continuous improvement in hiring practices. To do this, Riverside City College requires all hiring committee members to receive training prior to serving that addresses legal compliance, implicit bias, and equitable hiring practices as evidenced in the Hiring Training process. Not only does this training ensure that the policies are being followed by committee members, but it also improves the quality and fairness of candidate evaluation over time to sustain the quality of educational services.

The Commitment to Diversity policy along with the Riverside Community College District's Equal Employment Opportunity Plan ensures that diversity, equity, and inclusion are central when hiring faculty, staff, administrators, and other personnel at RCC. The Equal Employment Opportunity (EEO) Plan establishes workforce diversity goals and outlines strategies to improve not only recruitment but retention of employees at Riverside City College. This plan is reviewed on a defined cycle, discussed with the District EEO Advisory Committee, and submitted to the Chancellor's Office as required. With this comprehensive and rigorous review process, it is ensured that equity goals remain responsive to the changing

workforce and community demographics of RCC. This is essential to improve student success so that students are represented in the faculty and staff at the institution so that they know they truly MATTER at RCC.

RCCD and RCC both evaluate their employment practices on an established and recurring basis using multiple sources of evidence including annual EEO reports, workforce diversity dashboards, and structured post-training feedback. Scheduled reviews of recruitment and selection practices follow all major hiring cycles to examine applicant pool composition, screening outcomes, and hiring results. These reviews promote and improve equity, diversity, and mission fulfillment. For example, assessment results have led to expanded outreach through broader dissemination of job announcements across discipline-specific, professional, and community-based networks, increasing access for historically underrepresented groups. Onboarding practices have also been strengthened through clearer role-based training and improved technology orientation, supporting earlier employee effectiveness and alignment with institutional expectations. The Adobe Forms Training Survey (January 2023) is used to monitor the impact of these changes and regularly assess the need for improvement.

Equity and mission fulfillment are reinforced through alignment between district policies, Human Resources practices, and college-level leadership. Riverside City College hiring procedures emphasize not only technical qualifications, but also demonstrate a strong commitment to student success, inclusive practices, and service to diverse communities, an important aspect of a Hispanic Serving Institution. The consistent use of equity-focused language in job announcements, required hiring committee training, and ongoing assessment of hiring outcomes demonstrate an institutional commitment to learning from results and improving over time. As a result, it is clear that everyone at RCC, from the part time student to the President, truly embrace the YOU MATTER culture that recognizes the vital roles they play and their integral parts for continued success of the educational services at Riverside City College. Together RCC creates a supportive, inclusive institution that delivers high-quality educational services and empowers every student to succeed.

Support Evidence:

Recruitment and Hiring (BP/AP 7120)

Minimum Qualifications (BP/AP 7125)

Commitment to Diversity (BP/AP 7100)

Faculty Posting

Classified Staff Posting

Manager Posting

President Posting (pending)

Riverside City College Presidential Search Announcement & Invitation to Attend Public Forums

Hiring Training (pending)

Equal Employment Opportunity Plan

Adobe Forms Training Survey (January 2023)

3.2 The institution supports its employees with professional learning opportunities aligned with the mission and institutional goals. These opportunities are regularly evaluated for

overall effectiveness in promoting equitable student success and in meeting institutional and employee needs. (ER 8, ER 14)

Riverside City College supports employees with professional learning opportunities aligned with institutional mission and goals and designed to promote equitable student success. Professional learning is intentionally planned, delivered through structured and recurring formats, and evaluated through participation data, feedback mechanisms, and needs assessments. These processes ensure professional development remains responsive to employee roles, emerging campus priorities, and evolving student needs while supporting continuous improvement.

RCC approaches professional learning as an ongoing institutional process that strengthens employee effectiveness, improves operational and instructional practices, and advances equity. Professional development opportunities are designed to build capacity across faculty, classified professionals, and administrators, and are refined through assessment and reflection to ensure learning experiences remain relevant, effective, and connected to student outcomes.

The Classified Leadership & Success Committee convened a four-hour winter planning retreat to align classified professional learning priorities with institutional goals and accreditation expectations. The retreat was designed to ensure that classified professional learning is purposeful, equity-centered, and sequenced across the academic year, with direct alignment to Riverside City College's Student Equity Plan, the B.E.S.T. Strategic Plan, and ACCJC Standard 3.2 CLAS January 2026 Retreat; CLAS 2026 Retreat Agenda).

Using institutional grounding, guided reflection, capacity mapping, and a structured prioritization activity, participants identified what institutional commitments require of classified professionals in daily practice and clarified the skills and knowledge employees need to support student success. The committee then prioritized and sequenced learning topics using shared decision lenses focused on equity impact, strategic alignment, accreditation relevance, classified relevance, and feasibility (CLAS January 2026 Retreat).

This retreat demonstrates alignment with ACCJC Standard 3.2 because it shows RCC intentionally plans professional learning, engages employees in identifying development needs, uses structured processes to prioritize and sequence learning, and connects professional learning to ongoing planning and continuous improvement. The retreat also produced planning artifacts, including agendas, worksheets, summaries, and professional learning designs, which provide clear evidence of effective and aligned professional learning practices (CLAS January 2026 Retreat).

Equity-centered professional learning is a sustained and evolving focus at RCC. The Equity-Minded Learning Institute (EMLI) supports faculty, classified professionals, and administrators in building shared language and actionable equity practices that inform institutional work. EMLI participants engage in guided learning, reflective practice, and applied projects tied to improving student experience and outcomes (Equity-Minded Learning Institute Portfolio, August 2024).

RCC also strengthens equity learning through applied reflective experiences that connect institutional work to real-world structures impacting students and communities. The “Big Ag and Big Ed” EMLI creative project illustrates how professional learning supports employees in examining systems of power, access, and opportunity, helping employees connect equity reflection to institutional responsibility and student success outcomes (EMLI Creative Project Big Ag and Big Ed- T Guitierrez.jpg). These learning experiences reinforce RCC’s equity commitments by supporting employee growth in cultural awareness, community context, and student-centered decision-making.

RCC’s professional learning strategy also supports institutional capacity-building through evidence-based learning communities and work tied to sustainability and scale. The “Institutionalizing STEM Connect Grants at RCC” learning artifact demonstrates how professional learning is used to strengthen the college’s ability to maintain and expand initiatives that improve student outcomes, particularly in STEM-related pathways (Institutionalizing STEM Connect Grants at RCC.jpg). These learning efforts support RCC’s continuous improvement approach by helping employees move from short-term program work to long-term institutional practices that can be assessed, refined, and sustained over time.

In addition to strategic planning and equity-centered learning, RCC provides role-specific training that improves operational effectiveness and employee confidence in institutional processes. RCC also delivers recurring, collegewide professional learning through Fall and Spring FLEX programming, which provides structured opportunities aligned with institutional priorities such as equity, student success, accessibility, and operational effectiveness. As part of this framework, the Servingness Equity FLEX Series supports RCC’s ongoing work as a Hispanic-Serving Institution by strengthening employee capacity to translate servingness principles into daily practice and equity-minded decision-making (Fall FLEX Agenda 2024; Servingness Equity FLEX Series, Fall 2024).

Offerings such as Galaxy Labs strengthen employee knowledge of financial systems and procedures, supporting accuracy, consistency, and efficiency in daily work (Galaxy Labs). RCC

also provides practical trainings that respond to recurring workflow and process challenges, including Purchasing: From Requisition to Conducting Business and How to Make the Payment Process Faster (Purchasing Presentation: From Requisition to Conducting Business; How to Make the Payment Process Faster). These sessions support continuous improvement by reducing procedural barriers and strengthening consistent service delivery across departments.

RCC also offers skill-based and technology-focused professional learning aligned with evolving workplace demands. Workshops such as Elevating Productivity: Harnessing the Power of ChatGPT in Workplace Innovation support responsible innovation and help employees strengthen efficiency and problem-solving in day-to-day work (Elevating Productivity: Harnessing the Power of ChatGPT in Workplace Innovation). Additional offerings such as Learning with Liz: A Canva Workshop and the Adobe Training 3-Part Series strengthen communication, digital workflow skills, and employee capacity to produce clear and accessible materials (Learning with Liz: A Canva Workshop; Adobe Training 3-Part Series).

RCC evaluates professional learning effectiveness through multiple measures, including participation data, post-training surveys, and needs assessments. Results are reviewed to identify strengths, emerging gaps, and future priorities. Feedback data are used to refine session content, delivery formats, and scheduling decisions to improve access and effectiveness across employee groups (Classified Professional Development Survey Results; Training and Transmittal Process Surveys). RCC also supports long-term employee development through clearly articulated pathways and resources that are reviewed annually for continued relevance and responsiveness (Classified Employee Handbook; 2024–2025 Classified Professional Development Plan).

Through intentional planning, equity-centered learning, sustainability-focused capacity building, and ongoing evaluation, Riverside City College demonstrates alignment with Standard 3.2. Professional learning is clearly connected to institutional priorities, assessed for effectiveness, and continuously refined to strengthen employee capacity and promote equitable student success.

Supporting Evidence

CLAS 2026 Retreat Agenda

CLAS January 2026 Retreat

Fall FLEX Agenda 2024

Equity-Minded Learning Institute Portfolio (August 2024)

Servingness Equity FLEX Series (Fall 2024)

EMLI Creative Project Big Ag and Big Ed- T Guitierrez.jpg

Institutionalizing STEM Connect Grants at RCC.jpg

Galaxy Labs

Purchasing Presentation: From Requisition to Conducting Business

How to Make the Payment Process Faster
Elevating Productivity: Harnessing the Power of ChatGPT in Workplace Innovation
Learning with Liz: A Canva Workshop
Adobe Training 3-Part Series
Classified Employee Handbook
2024–2025 Classified Professional Development Plan
Classified Professional Development Survey Results
Training and Transmittal Process Surveys

3.3 The institution evaluates its employees regularly, using clear criteria that align with professional responsibilities and reflect the institution’s mission and goals.

Riverside City College evaluates all employee groups on a regular and systematic basis using clearly defined, role-appropriate criteria that align with professional responsibilities and institutional mission and goals. Employee evaluation processes are established through district board policies, administrative procedures, and collective bargaining agreements and are implemented consistently through the Office of Human Resources and Employee Relations (HRER).

RCCD maintains a districtwide evaluation framework that ensures consistency, equity, transparency, and accountability across employee classifications. Evaluation instruments, cycles, and procedures are standardized at the district level while allowing for role-specific criteria that reflect instructional, operational, and leadership responsibilities. HRER provides evaluation forms, timelines, and procedural guidance to ensure consistent application and compliance with contractual and regulatory requirements.

Faculty evaluations assess instructional effectiveness, preparation and organization, adherence to course outlines of record, communication skills, inclusive and equitable teaching practices, participation in institutional service, and engagement in professional development. The evaluation process includes classroom observations, student surveys, review of syllabi, and assessment of professional responsibilities and growth goals, ensuring that instruction and service are regularly evaluated for their contribution to student learning and equity outcomes. Associate (part-time) faculty are evaluated during their first term of hire, annually for the next two years, and at least once every three years thereafter. The evaluation process includes classroom observation, review of syllabi, student surveys, and department chair review. Evaluation criteria emphasize subject matter expertise, effective pedagogy, equitable classroom practices, and timely fulfillment of instructional responsibilities.

Classified and confidential employees are evaluated annually using standardized performance evaluation forms aligned with job-specific competencies. Evaluation criteria assess accomplishment of assignments, knowledge and skills, communication, interpersonal effectiveness, resource utilization, and overall work performance, reinforcing expectations for high-quality service and support of student-centered operations.

Employee evaluations are conducted on established and recurring cycles and include supervisor review, employee acknowledgment, opportunities for written response, and documentation in official personnel files. Evaluation outcomes are used for accountability and improvement,

informing professional development, goal setting, and, when necessary, structured improvement processes in accordance with contractual provisions. Across all employee groups, evaluation criteria reinforce RCCD's commitment to equity, inclusion, and student success. Through consistent evaluation practices, clearly defined criteria, and structured feedback processes, RCC ensures alignment between employee performance, professional responsibilities, and institutional mission and goals, thereby meeting the requirements of Standard 3.3.

Support Evidence:

HRER District Website: <https://rccd.edu/admin/hrer/td.html>

Faculty Association Agreement – Article VI (Improvement of Instruction)

Faculty Guide 2025

Peer Review Regular Faculty – Improvement of Instruction

Part-Time Faculty – Evaluation Form

CSEA Contract – Article VII (Performance Evaluation)

HRER Performance Evaluation Guidelines

HRER Annual Confidential Classified Performance Evaluation Form

Annual Employee Evaluation Report

3.4 The institution develops, maintains, and enhances its educational services and operational functions through the effective use of fiscal resources. Financial resources support and sustain the mission and promote equitable achievement of student success. (ER 18)

Riverside City College uses a structured and integrated planning and budgeting framework to continuously develop, maintain, and enhance its educational services and operational functions. Fiscal decision-making is guided by evidence, program review, and participatory governance, allowing the institution to evaluate the effectiveness of prior investments, adjust priorities, and allocate resources in ways that sustain the mission and promote equitable student success over time.

Program Review and Plan (PRaP) is the primary mechanism through which RCC evaluates resource effectiveness, identifies emerging needs, and aligns fiscal decisions with institutional goals. All instructional and non-instructional programs complete PRaPs on a common five-year cycle aligned with the College Strategic Plan. Through this ongoing process, programs assess outcomes, identify equity gaps, evaluate whether previous resource allocations achieved intended results, and articulate future resource needs tied directly to student access, success, and institutional effectiveness (Program Review and Plan Website with VP Plans).

Resource requests generated through PRaP are reviewed through a comprehensive, recurring prioritization process that includes Vice Presidents, governance councils, and executive leadership. This process allows the institution to compare requests across divisions, assess impact and feasibility, and refine funding decisions annually based on data, equity

considerations, and institutional capacity rather than one-time or ad hoc requests (Prioritization Recommendation Memo – January 2024).

RCC recognizes that fiscal resources are finite and therefore employs a formal prioritization framework to ensure that funding decisions are intentional, transparent, and aligned with institutional goals. Requests are evaluated based on demonstrated need, alignment with the Strategic Plan, impact on student success, equity considerations, and long-term sustainability (Prioritization of Faculty Positions and Initiatives Memo from the President).

An example of this structured process is reflected in the FY 2024–25 Vice President of Planning and Development (VPPD) Program Review prioritization.

- Initiative #1 – Support for La Casa requested an increase of \$150,000 to expand the capacity of the La Casa Engagement Center to serve more students.
- Through the joint leadership prioritization process, the initiative was ranked #5 among collegewide funding requests.
- Given its strong alignment with equity goals and documented student impact, the initiative was funded through the Student Equity Program and formally incorporated into the RCC Student Equity Plan, rather than ongoing general fund support.

This approach demonstrates RCC’s ability to align funding sources strategically with the purpose of each initiative—leveraging categorical equity resources for equity-driven programs while preserving general fund capacity for core operational needs. Documentation of this initiative appears in the Vice President of Planning & Development 2024–2025 Program Review Summary, which identifies the \$150,000 funding need, goal alignment, and student-focused outcomes associated with La Casa support (VPPD Plan Summary).

Across divisions, Vice Presidential Program Review Summaries document how prioritized investments respond to identified needs, address equity gaps, and support continuous improvement within Academic Affairs, Business Services, Planning and Development, and Student Services (VPAA, VPBS, VPPD, and VPSS Plan Summaries – 2024–2025). Outcomes from funded initiatives are evaluated through subsequent program review cycles to inform future budget development.

The institution recognizes that some programs rely on external funding sources, such as grants, to support equity-focused initiatives and emerging student needs. RCC addresses the risks associated with external funding through regular assessment, integration into program review,

and proactive sustainability planning. PRaP requires programs to identify funding sources, evaluate effectiveness, and assess long-term viability, prompting early planning for continuation, modification, or institutionalization if external funds are reduced or eliminated (Program Review and Plan Website with VP Plans).

In several cases, RCC has transitioned externally funded positions and initiatives to general fund support when assessment results demonstrated sustained impact and strong alignment with institutional mission and student success goals. This practice reduces reliance on short-term funding and ensures continuity of essential services while allowing the institution to reallocate external funds strategically (VPPD Plan Summary – 2024–2025).

RCC supports operational effectiveness and fiscal sustainability through systematic lifecycle planning for facilities and technology. The Replacement Lifecycle and Future Funding Process establishes a structured, recurring approach to assessing infrastructure needs, prioritizing replacements, and planning future expenditures. This process reduces deferred maintenance, improves predictability in budgeting, and allows the institution to evaluate whether infrastructure investments continue to support instructional and operational needs effectively (Replacement Lifecycle Process – Future Funding).

Equity is a central and ongoing consideration in fiscal planning and resource allocation. Funding decisions prioritize initiatives that close equity gaps, expand access, and improve outcomes for disproportionately impacted students. Investments in counseling, engagement centers, academic support, and instructional capacity are evaluated through program review and outcomes data to determine effectiveness and inform future resource adjustments (VPSS Plan Summary – 2024–2025; VPPD Plan Summary – 2024–2025).

Through integrated planning, regular prioritization, sustainability assessment, and continuous evaluation, RCC demonstrates effective stewardship of fiscal resources. These ongoing practices ensure that financial decisions support the mission, sustain educational and operational functions, and promote equitable student achievement, thereby meeting the requirements of Standard 3.4 and Eligibility Requirement 18.

Supporting Evidence:

Program Review and Plan Website with VP Plans

Prioritization Recommendation Memo – January 2024

Prioritization of Faculty Positions and Initiatives Memo from the President

Replacement Lifecycle Process – Future Funding

VPAA Plan Summary – 2024–2025
VPBS Plan Summary – 2024–2025
VPPD Plan Summary – 2024–2025
VPSS Plan Summary – 2024–2025

3.5 The institution’s mission and goals are the foundation for financial planning. Financial information is disseminated to support effective planning and decision-making and provide opportunities for stakeholders to participate in the development of plans and budgets.

Riverside City College ensures that its mission and institutional goals serve as the foundation for financial planning and budgeting. Fiscal planning is conducted on an annual cycle and is intentionally integrated with program review, strategic planning, and enrollment planning to ensure that resources are directed toward sustaining educational quality, supporting student learning, and advancing equitable student success. RCC disseminates financial information widely to promote transparency and provide meaningful opportunities for stakeholders to participate in planning and budget development.

RCC’s budget development process begins with a review of institutional priorities, including strategic goals, enrollment projections, and program review outcomes. This process ensures that budget decisions are not made in isolation, but instead reflect RCC’s mission and long-term planning efforts. Fiscal planning is aligned with systemwide funding realities and college priorities, including student equity commitments and state guidance related to access, economic mobility, and educational equity. Budget assumptions and parameters are communicated early to guide consistent planning across divisions and ensure departments understand constraints and expectations during development cycles (RCC Budget Workshop Instructions 2023–24 – Revised).

RCC supports effective planning and decision-making by sharing clear financial information with leaders and departments throughout the year. Budget development materials, timelines, and worksheets are provided through centralized access points to support consistent understanding and participation across instructional and non-instructional areas. This approach strengthens accountability, reduces confusion about budget development steps, and ensures departments have the information needed to make informed resource decisions aligned with institutional goals (RCC Budget Workshop Instructions 2023–24 – Revised).

RCC also strengthens transparency by building employee fiscal literacy through professional learning opportunities that explain funding sources, allowable expenditures, and the operational realities shaping local budget decisions. Presentations such as Budget Development and Understanding the Budget help employees connect institutional priorities, student success goals, and resource decisions to the realities of the Student-Centered Funding Formula, enrollment

targets, and staffing and reserve requirements (Budget Development Presentation – 1-31-24; Understanding the Budget – Flex 8-2024).

RCC’s financial planning process includes structured opportunities for stakeholder involvement. Area leaders are responsible for developing budgets in alignment with timelines and planning expectations, with a clear expectation that budget development includes collaboration with faculty and classified professionals where possible. This approach supports participatory decision-making and aligns with shared governance values, ensuring the budget reflects both operational realities and the perspectives of those closest to student-facing work (RCC Budget Workshop Instructions 2023–24 – Revised).

In addition, RCC provides targeted training and tools to increase stakeholder ability to participate meaningfully in budget discussions. Flex-based professional learning such as Navigating Departmental Finances – Empowering Department Chairs supports department leaders in understanding definitions, funding streams, and the process for connecting resource requests to strategic planning and program review. This strengthens the quality of resource requests and improves the college’s ability to make decisions using shared criteria and consistent information (Empowering Department Chairs – Part 1 – Flex 8-2024).

RCC continues to strengthen its financial planning framework through the development and implementation of the College Budget Allocation Model (College BAM). The model is grounded in core values including student success, equity, fiscal prudence, transparency, and data-informed decision-making. It supports strategic alignment by creating a crosswalk between budgeting and institutional plans such as Guided Pathways and the Student Equity Plan. This framework improves consistency and fairness in resource allocation by using shared metrics to evaluate instructional and operational budgets and to identify where resources may need to shift to better support institutional goals (RCC College BAM Project – updated as of 1-23-25).

Importantly, RCC built continuous improvement into the BAM process itself. The college plans annual assessment of BAM implementation using survey and focus group feedback, with modifications made based on findings. This ensures that budgeting practices are not static, but are evaluated and refined over time to strengthen equity, transparency, and effectiveness in resource planning (RCC College BAM Project – updated as of 1-23-25).

RCC demonstrates a commitment to improving financial planning processes by expanding budget training, standardizing documentation and timelines, and strengthening tools that connect

budget requests to strategic goals. These efforts improve stakeholder understanding of budget structures, enhance the quality of planning conversations, and support responsible fiscal stewardship. By combining transparent communication, participatory planning structures, and continuous evaluation of budget allocation processes, RCC ensures financial planning remains mission-driven and responsive to institutional and student needs, fulfilling Standard 3.5 expectations.

Supporting Evidence:

RCC College BAM Project – updated as of 1-23-25
RCC Budget Workshop Instructions 2023–24 – Revised
Budget Development Presentation – 1-31-24
Understanding the Budget – Flex 8-2024
Empowering Department Chairs – Part 1 – Flex 8-2024

3.6 The institution ensures the integrity and responsible use of its financial resources and regularly evaluates its fiscal outcomes and financial management practices to promote institutional mission fulfillment.

Riverside City College ensures the integrity and responsible use of financial resources through established fiscal governance structures, board-adopted policies, consistent internal controls, and ongoing monitoring of fiscal outcomes. Financial management practices are evaluated regularly through external audits, required state financial reporting, and routine financial review processes. These practices strengthen accountability, support effective decision-making, and ensure that fiscal resources sustain institutional mission fulfillment and equitable student success.

RCCD’s financial practices are guided by Board Policies that establish clear expectations for budget preparation, budget management, and fiscal accountability. BP 5200 (Budget Preparation) defines the structure and responsibilities for developing budgets that align with institutional priorities. BP 5250 (Budget Management) sets expectations for monitoring expenditures and managing resources responsibly throughout the fiscal year. BP 5300 (Fiscal Management) provides the framework for sound fiscal administration, including appropriate safeguards and controls that protect district resources and ensure responsible financial stewardship (BP 5200 – Budget Preparation; BP 5250 – Budget Management; BP 5300 – Fiscal Management).

RCC and RCCD evaluate fiscal outcomes through recurring financial reporting and analysis processes that support transparency and timely corrective action when needed. Required state and system reporting, including the CCFS-311 Annual Financial Report, provides a structured mechanism for reviewing the district’s financial position and fiscal outcomes year over year and

ensures alignment with statewide accountability expectations (FY 22–23 – 311 Report). In addition, the district provides routine financial updates through regularly produced financial reports that support ongoing monitoring of revenues, expenditures, and fiscal trends (Office of the Vice Chancellor – Financial Documents Audit).

These recurring processes support continuous improvement by ensuring financial leaders can identify emerging risks early, adjust spending patterns as needed, and communicate updated fiscal conditions to inform institutional decisions. Fiscal integrity is further maintained through independent external audits conducted annually. RCCD’s annual audit reports provide an objective evaluation of financial statements, compliance with applicable regulations, and internal control practices. These audits confirm responsible use of financial resources and establish documented accountability for fiscal management across the district (2023–2024 District Financial Audit Report; 2022–2023 District Audit Report; 2021–2022 District Audit Report).

Audit outcomes are used as part of continuous improvement. Findings and management recommendations guide refinement of financial procedures, strengthen internal controls, and reinforce institutional practices that support compliance, transparency, and long-term fiscal sustainability (RCC Accreditation – Audit Report).

RCC and RCCD maintain responsible fiscal practices by ensuring funding is used as intended, monitored consistently, and supported by documentation. Financial compliance and integrity are reinforced through district-level oversight of grant and categorical funds, including audit tracking and reporting that support appropriate use of restricted resources and alignment with institutional purpose (Award P425F201895_CFDA 84.425F_Audit Detail).

These controls protect the college and district from fiscal risk while supporting mission-driven investment in student success initiatives.

RCC strengthens fiscal integrity by connecting financial planning and decision-making to program review and institutional effectiveness processes. Each instructional and non-instructional unit completes Program Review and Plan on a defined cycle aligned with strategic planning. Program review processes support responsible resource use by requiring departments to assess outcomes, identify needs, and justify resource requests in relation to institutional goals and student success priorities (PRaP Explained). RCC’s Program Review Committee supports ongoing improvement by facilitating the PRaP process, monitoring completion, and recommending refinements that strengthen the linkage between planning, resource allocation, and measurable outcomes (PRaP Explained).

RCC recognizes the importance of strengthening the full improvement cycle from planning to prioritization to implementation and follow-up. The institution continues to enhance financial management practices by improving documentation, increasing transparency in fiscal decision-making, and expanding efforts to track outcomes connected to funded priorities. These improvements support institutional effectiveness by ensuring financial decisions are not only aligned to mission at the planning stage, but also assessed for results and institutional impact over time (RCC ISER – Financials).

Through consistent fiscal oversight, independent audit review, structured financial reporting, and integration with program review, RCC demonstrates that financial resources are managed responsibly and evaluated regularly to support mission fulfillment and equitable student success, meeting the expectations of Standard 3.6.

Supporting Evidence

Business Services Financial Documents
Office of the Vice Chancellor – Financial Documents Audit
2023–2024 District Financial Audit Report
2022–2023 District Audit Report
2021–2022 District Audit Report
RCC Accreditation – Audit Report
FY 22–23 – 311 Report
BP 5200 – Budget Preparation
BP 5250 – Budget Management
BP 5300 – Fiscal Management
PRaP Explained
RCC ISER – Financials
Award P425F201895_CFDA 84.425F_Audit Detail

3.7 The institution ensures financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities and future obligations to ensure sustained fiscal stability. (ER 18)

Riverside City College ensures financial solvency through responsible fiscal planning practices that balance short-range operational needs with long-range financial priorities and future obligations. The institution uses recurring fiscal review processes, long-term forecasting, and board-aligned planning frameworks to maintain stability and ensure the continued delivery of educational services. These practices support RCC’s mission and safeguard the institution’s ability to sustain student success initiatives over time.

RCC’s annual budgeting process reflects a deliberate approach to fiscal stability by integrating immediate resource needs with longer-term planning considerations. When developing short-range plans, RCC evaluates expected revenues, enrollment and staffing needs, and operational

cost drivers while accounting for obligations that extend beyond a single fiscal year. This approach allows the institution to plan responsibly within current-year constraints without undermining long-term viability.

To strengthen solvency, RCCD uses conservative fiscal assumptions and monitors expenditures throughout the year to ensure spending remains aligned with available resources. Ongoing fiscal monitoring allows the institution to respond to changing conditions, avoid structural deficits, and maintain appropriate reserves needed for stability.

RCC's long-range fiscal planning includes attention to obligations that can significantly impact future budgets, including employee-related costs, insurance liabilities, and negotiated compensation agreements. Collective bargaining agreements establish multi-year commitments that must be planned for well in advance. RCCD incorporates these obligations into financial projections to ensure the institution can meet compensation and benefit commitments while sustaining operations and core student support services (CSEA Agreement 2021–2024; Faculty Association Agreement).

In addition, RCCD evaluates longer-term financial risk through required actuarial valuations related to self-insurance programs. These valuations provide formal estimates of future liabilities and help ensure that the district plans responsibly for future claims and obligations. Incorporating actuarial findings into financial planning strengthens fiscal integrity and reduces risk to long-term solvency (Actuarial Report – 03/31/24).

RCC supports long-term solvency by planning for facilities and infrastructure needs through multi-year capital planning. The Five-Year Capital Outlay Plan (FY2026–FY2030) prioritizes major facility and infrastructure projects and ensures that future obligations tied to modernization, deferred maintenance, and growth are incorporated into long-range planning rather than deferred until costs become urgent. This approach supports stable and predictable fiscal planning and reduces the risk of unplanned expenditures (Five Year Capital Outlay Plan FY2026 – FY2030).

Similarly, RCC's Technology Plan guides long-range investments in instructional and operational technology, supporting sustainability and ensuring that technology needs are addressed systematically. This planning reduces disruptive replacement cycles, supports effective services, and allows the institution to align technology spending with mission needs and student success goals (Riverside City College Technology Plan).

RCC demonstrates ongoing improvement in solvency planning by strengthening how short-range decisions connect to long-term obligations. Financial planning processes increasingly emphasize transparency, forecast-informed decision-making, and proactive planning for known cost drivers. By integrating future obligations such as labor agreements, actuarial liabilities, and capital and technology needs into institutional planning, RCC supports sustained fiscal stability and maintains the resources necessary to fulfill its educational mission. Through recurring planning cycles, long-range forecasting, risk monitoring, and responsible allocation of resources, RCC ensures financial solvency and demonstrates compliance with Standard 3.7 and Eligibility Requirement 18.

Supporting Evidence:

Actuarial Report – 03/31/24

CSEA Agreement 2021–2024

Faculty Association Agreement

Five Year Capital Outlay Plan FY2026 – FY2030

Riverside City College Technology Plan

3.8 The institution constructs and maintains physical resources to support and sustain educational services and operational functions. The institution ensures safe and effective physical resources at all locations where it offers instruction, student services, and/or learning supports.

Riverside City College constructs, maintains, and enhances its physical resources to support and sustain high-quality educational services, student support, and operational functions. The College ensures that facilities and physical infrastructure are safe, functional, and adequate across all locations where instruction, student services, and learning support occur. RCC uses long-range facilities planning, structured capital prioritization, and ongoing maintenance and safety processes to ensure physical resources remain aligned with institutional mission and evolving campus needs.

RCC’s approach to physical resources is grounded in strategic facility planning that aligns long-term infrastructure decisions with educational priorities, operational needs, and student success outcomes. The College’s long-range planning is guided by the RCC Facilities Master Plan, which establishes facility priorities related to modernization, space utilization, sustainability, and student-centered design (*2018_RCC_FacilitiesMasterPlan_Document*). This planning framework supports continuous improvement by using data and broad campus participation to identify facility needs and guide phased development over time.

In addition, RCC participates in districtwide capital planning processes that prioritize facility projects based on institutional goals such as instructional capacity, student support access, and modernization of aging infrastructure (*RCCD 2026-30 5YCP Report*). Through these processes, RCC ensures that physical resources are not only maintained, but enhanced in ways that strengthen institutional effectiveness and support evolving educational and operational demands.

RCC uses structured planning and prioritization to identify and advance projects that directly support instructional excellence, student services, and workforce development. Current priorities reflected in planning documentation include projects that expand and modernize learning spaces and support mission-critical program needs.

Examples of mission-aligned facility projects include:

- **Advanced Technology Building**, which supports workforce development and applied learning opportunities aligned with institutional goals (*2026-27 RCC FPP - Advanced Technology*).
- **MLK Renovation**, which strengthens student learning support infrastructure through expanded tutoring and academic support spaces (*IPP 2027-28 RCC - MLK Renovation*).
- **Visual Arts Complex**, which supports academic programs and strengthens student engagement and community-connected learning through new instructional facilities (*IPP 2027-28 RCC - Visual Arts Complex*).

Together, these planned improvements demonstrate how RCC continuously develops its physical resources to meet emerging needs, increase service capacity, and ensure facilities remain aligned with student success and mission fulfillment. RCC maintains safe and effective facilities through structured maintenance processes that support timely identification and resolution of physical resource needs. The College uses an established work order and facilities request system that enables employees to submit facility-related service requests across major categories such as climate control, lighting, alarms/locks, graffiti removal, maintenance, signage, and furniture needs (*Facilities Reporting System*). This centralized reporting structure strengthens operational responsiveness by ensuring facility concerns are documented, routed appropriately, and addressed through a consistent workflow.

This system supports continuous improvement by allowing the College to monitor recurring issues, strengthen response procedures, and prioritize facility service needs based on safety, urgency, and operational impact. RCC sustains safe learning and working environments through proactive safety planning, ongoing communication structures, and coordinated emergency preparedness practices. The RCC Safety Working Group supports institutional safety and workplace health through an established operational process that promotes employee engagement, hazard communication, and continuous problem-solving around safety concerns

(Safety Working Group Operation Guidelines Nov 5, 2024 Notes). This approach strengthens institutional effectiveness by ensuring safety needs are addressed through shared responsibility and ongoing review rather than reactive responses.

In addition to communication-based safety systems, RCC continues to strengthen campus safety infrastructure. For example, safety improvements include enhanced access control measures and the placement of lockdown buttons in buildings with digital access control, expanding campus readiness and emergency response capacity *(Safety Working Group Operation Guidelines Nov 5, 2024 Notes)*. The College's commitment to emergency preparedness is further reinforced through regular campus drills and structured follow-up processes designed to identify strengths and improve future response.

RCC supports long-term facility sustainability by monitoring space use and facility condition through systematic inventory and planning tools. The College maintains building and room-level space inventories that support facility planning, campus utilization review, and long-range decision-making *(RCC Building_Summary FINAL; RCC Room_Detail FINAL)*. These data systems strengthen RCC's ability to assess facility capacity, identify constraints, and ensure physical resources remain aligned with instructional and service needs.

RCC also uses long-range facilities planning to address aging infrastructure challenges and strengthen stewardship of physical resources. Through facility condition monitoring and prioritized investment planning, the College works to reduce deferred maintenance risks and improve the overall safety and effectiveness of campus spaces over time *(2018_RCC_FacilitiesMasterPlan_Document)*.

RCC's physical resource practices reflect an ongoing cycle of planning, assessment, prioritization, and improvement. Long-range capital planning ensures the College can modernize facilities in alignment with instructional and operational needs, while facilities reporting and safety structures provide day-to-day systems for maintaining safe and functional learning and work environments. Through strategic investment, responsive maintenance systems, and continuous safety enhancements, RCC demonstrates that physical resources are actively managed to sustain educational quality and support student success.

These coordinated processes demonstrate RCC's compliance with Standard 3.8 by ensuring physical resources are safe, effective, regularly maintained, and continuously enhanced to support institutional mission and operational effectiveness.

Supporting Evidence:

2018_RCC_FacilitiesMasterPlan_Document

RCCD 2026-30 5YCP Report

2026-27 RCC FPP - Advanced Technology

IPP 2027-28 RCC - MLK Renovation

IPP 2027-28 RCC - Visual Arts Complex

Facilities Reporting System

Safety Working Group Operation Guidelines Nov 5, 2024 Notes

RCC Building_Summary FINAL

RCC Room_Detail FINAL

3.9 The institution implements, enhances, and secures its technology resources to support and sustain educational services and operational functions. The institution clearly communicates requirements for the safe and appropriate use of technology to students and employees and employs effective protocols for network and data security.

Riverside City College implements, enhances, and secures technology resources through a coordinated district-college model that aligns strategic planning, governance, infrastructure standards, user support, and cybersecurity practices. This structure ensures technology resources sustain instructional programs, student services, and administrative operations while meeting expectations for appropriate use and data security.

Technology leadership is centralized at the district level through RCCD Information Technology and the Information Technology Strategy Council (ITSC), while locally assigned Technology Support Services (TSS) staff provide direct, on-site support responsive to campus needs. This model was strengthened through the 2023 district IT reorganization, which improved service delivery, clarified responsibilities, and enhanced system reliability across the three colleges.

Technology planning is guided by the RCCD Technology Plan 2020-2025, which establishes districtwide goals to support instruction, communication, infrastructure stability, service delivery, user training, and information security. The plan explicitly aligns technology goals with district strategic goals and Accreditation Standard III.C, and is reviewed annually as a living planning document through ITSC and college technology advisory structures.

At the college level, RCC maintains a complementary RCC Technology Plan 2024-2029, approved through the Technology Resources Committee (TRC) and integrated into college planning, program review, and resource allocation processes. This plan establishes minimum technology standards for classrooms, laboratories, study spaces, conference rooms, offices, and network infrastructure, ensuring consistent, equitable access to instructional and operational

technology across campus environments. The plan also requires annual review of standards by TSS staff in consultation with TRC and RDAS leadership. Together, the district and college plans demonstrate an intentional connection between technology investment, instructional effectiveness, equity of access, and institutional effectiveness.

RCCD supports instructional technology through districtwide standards for enterprise systems such as the learning management system, ERP, Microsoft 365 environment, classroom media standards, and network infrastructure. The RCC Technology Plan 2024-2029 specifies required classroom and lab technology components, including instructor computer stations, audiovisual projection, wireless access, discipline-specific technology, and emergency communication tools. These standards ensure that instructional spaces are consistently equipped to support teaching and learning.

The institution clearly communicates expectations for the safe and appropriate use of technology. Administrative procedures governing computer and network use define user responsibilities for students and employees. Students acknowledge acceptable use requirements when accessing district email and Microsoft 365 accounts, and these expectations are reinforced through onboarding materials, student handbooks, and campus publications. Employees receive similar guidance during onboarding and through regular district communications.

RCCD employs a multi-layered cybersecurity framework aligned with Board Policy on Information Security and state and federal regulations including FERPA and GLBA. Security practices include endpoint protection, vulnerability scanning, phishing simulations, secure authentication protocols including multi-factor authentication, data backup and disaster recovery systems, and ongoing risk assessments conducted with external partners.

Annual mandatory cybersecurity training is required for all employees through the KnowBe4 training platform. The district communicates training expectations through direct reminders, provides clear instructions for completion, and links training completion to continued system access. This demonstrates an active and enforced approach to user cybersecurity awareness (RCCD Annual Mandatory Cybersecurity Awareness Training Reminder).

The effectiveness of technology infrastructure and support services is also assessed through direct user feedback. RCCD's ServiceDesk system automatically distributes follow-up surveys to employees after technology support requests are completed. These surveys allow users to evaluate the quality, timeliness, and effectiveness of the service provided. This feedback loop ensures that Technology Support Services and District IT continuously evaluate and improve

service delivery based on user experience and documented service metrics. (RCCD ServiceDesk Survey Request)

Technology effectiveness and service quality are assessed through program review at both the district IT level and the college technology level, user feedback mechanisms, service desk metrics, and shared governance input through ITSC and TRC. These evaluation processes ensure that technology resources evolve in response to instructional, operational, and security needs. Through centralized governance, clearly defined technology standards, integrated planning, active user training, and comprehensive cybersecurity protocols, RCCD and RCC ensure that technology resources are reliable, secure, equitable, and aligned with institutional mission and goals, thereby fully meeting the requirements of Standard 3.9.

Supported Evidence:

RCCD Technology Plan 2020-2025

RCC Technology Plan 2024-2029

RCCD Annual Mandatory Cybersecurity Awareness Training Reminder

RCCD ServiceDesk Survey Request

3.10 The institution has appropriate strategies for risk management and has policies and procedures in place to implement contingency plans in the event of financial, environmental, or technological emergencies and other unforeseen circumstances.

Riverside City College maintains coordinated strategies, policies, and procedures that support risk management and ensure continuity of operations during financial, environmental, technological, and other unforeseen emergencies. Risk management information, safety procedures, and emergency resources are publicly available to students and employees through the district Risk Management website, which provides 24/7 access to guidance on emergency management, safety training, and the work of the district Safety and Security Committee (RCCD Risk Management Website). Employees and students are encouraged to enroll in RAVE, the district's emergency alert system, which distributes urgent notifications through email, text message, phone call, and on-campus computer alerts. This system strengthens real-time communication during emergencies and supports coordinated response across colleges (RCCD Risk Management Website).

District leadership for risk management resides in the Office of Risk Management and Safety, which oversees risk identification, evaluation, and mitigation for Moreno Valley College, Norco

College, and Riverside City College. This work is guided by Board Policies and Administrative Procedures, including BP/AP 6800 Occupational Health and Safety and BP/AP 6540 Insurance, which establish expectations for safe operations, insurance coverage, and institutional responsibility (BP/AP 6800; BP/AP 6540). RCCD's risk management framework includes comprehensive insurance coverage for property, liability, cyber threats, and workers' compensation; routine risk assessments and safety audits; formal incident reporting and investigation protocols; and required training programs on workplace safety, emergency response, and regulatory compliance (BP/AP 6800; BP/AP 6540; Risk Assessment Reports and Safety Audit Summaries).

The district maintains Emergency Operations Plans for both the district and each college that outline procedures for responding to natural disasters, public health crises, environmental hazards, and technological disruptions. These plans are reviewed regularly and developed in coordination with local emergency services and public health agencies. Each college maintains a designated Emergency Operations Center with trained personnel to coordinate response efforts, and the district conducts drills and tabletop exercises to test readiness and refine procedures (RCCD Emergency Operations Plans). To address prolonged disruptions, RCCD has developed Business Continuity Plans that identify strategies for maintaining critical functions, including remote instruction, alternative work arrangements, and data recovery (RCCD Business Continuity Plans).

Financial risk is managed through conservative fiscal practices, multi-year budget planning, scenario modeling, and reserve analysis. The district maintains reserve funds in alignment with Board policy and Chancellor's Office guidelines to protect against enrollment fluctuations, funding volatility, and economic downturns (Budget Planning Documents; Reserve Fund Policies). In partnership with the District Information Technology Department, RCCD also addresses technological risk through cybersecurity protocols that include system backups, disaster recovery procedures, network monitoring, intrusion detection, cyber insurance coverage, and employee training on phishing and data protection (Cybersecurity Protocols and Training Records).

Risk management activities are integrated into district governance through regular reporting to the Chancellor's Cabinet, Board of Trustees, and college leadership. The district also participates in risk-sharing consortia and works with legal counsel and insurance providers to monitor emerging risks and regulatory requirements (BP/AP 6540; RCCD Emergency Operations Plans). Through publicly accessible guidance, formal policies, emergency planning, financial safeguards, cybersecurity measures, and governance oversight, RCCD demonstrates that appropriate strategies and contingency procedures are in place to protect institutional stability and ensure continuity of educational and operational services.

Supporting Evidence

RCCD Emergency Operations Plans and Business Continuity Plans
BP/AP 6540 Insurance and BP/AP 6800 Occupational Health and Safety
Risk assessment reports and safety audit summaries
Insurance coverage documentation
Cybersecurity protocols and training records
Budget planning documents and reserve fund policies