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ABSTRACT

This report outlines the three-year master plan for the distance learning programs at American River College (California), part of the Los Rios Community College District, for academic years 1998-2001. The report's trend analysis looks at the emergence of new technologies, such as the Internet and multimedia applications, in relation to the differences in student learning styles, and discusses American River College's ability to deliver open learning using the Internet. Future goals for the college include: (1) continual expansion of telecourse offerings and staff development activities; (2) regular assessment of online credit and extension course offerings via the Internet; (3) the hiring of an Open Learning Coordinator to plan and expand online course offerings; (4) guaranteed student and staff access to open learning and new media; (5) participation in district-wide planning; and (6) coordination of regional open learning activities. The paper reports on goal status, recent accomplishments and technological acquisitions. In the area of staff development, American River College seeks to recruit learning resources staff who will participate and assume leadership roles with technology-related, professional organizations at the state and national level. (AS)

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Learning Resources Three Year Master Plan 1998-2001

American River College
Office of Research and Development

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American River College

LEARNING RESOURCES:

**Distance Learning
Instructional Media Services
Learning Resources Center
Library**

THREE YEAR MASTER PLAN

1998-2001

Summer, 1998

American River College
4700 College Oak Drive
Sacramento, CA 95841
(916)484-8456

Open Learning

Three Year Master Plan 1998-2001

Program Overview
Trend Analysis
Goals & Objectives 1998-99
Extended Goals
Staff Development

Program Overview

The Los Rios Community College District Colleges have offered courses by television since 1973. The Courses by Television, commonly known as "Telecourses," consist of preproduced video lessons, a study guide, and course textbook keyed to specific lesson objectives. Traditional telecourses are designed and developed to match curriculum for entry-level college courses. In addition to preproduced courseware, telecourse instructors also conduct a number of on-campus class sessions for orientation, lecture, review and testing.

Each semester courses are offered at home via television for college credit. The course selection is based upon college curriculum and the availability of suitable courses through the Consortium for Distance Learning. Books and other materials are set by the faculty, and all students must attend approximately five campus meetings along with viewing the television sessions.

Registration information is provided in the class schedule, and students pay the same fees and have the same access to support services as do on-campus students.

This type of non-traditional offering has afforded thousands of students the needed transfer and general education courses under a scheduling program which caters to those who cannot have everyday access to the campus.

Trend Analysis

Emerging communication technology throughout the 1990s will continue to grow rapidly. New systems using telecommunications, interactive video, CD-ROM, desktop publishing, and

computer simulation will be more readily available and widespread throughout the educational community. Dramatic increases in the amount of new information in print, electronic and video formats will increase student access to data. A major trend of merging technologies in hybrid configurations combining microcomputer technology and video technology will allow all of the current features of computer assisted instruction with features of television production in video formats. The hybrid video/computer technology will allow educational offerings to be delivered via cable television and the Internet. At the same time, the physical configuration of the hardware will shrink to smaller and more portable sizes. Notebook and hand held computer/video systems will become very powerful in terms of visual and data capacities. Large scale electronic databases, local area networks, and wide area networks will be linked by telephone technology and satellite technology to make information more portable and accessible as the next century begins.

Computer and video technologies have rapidly become a standard feature of college and university operations. Designing a center to house and coordinate the access of information to support the learning/teaching process allows a broader range of options than at any other time in history. Transportability, connectivity, and flexibility will be key design concepts for any open learning configuration. Currently, a wide variety of new electronic technology is being introduced. Unfortunately, facilities have not been designed to readily adapt to the new systems being installed. Frequently, in a retrofit mode, the new technology is scattered about several locations on campus and placed in temporary, haphazard configurations. The development of ARC's Instructional Technology Center will be a totally new concept designed from the ground up as an environment to accommodate new processes and technology.

Internet technology has rapidly become an integral component of higher education. The growth of the Internet has accelerated dramatically with the introduction of powerful, graphical user interfaces such as Netscape and Explorer. The use of the Internet has expanded 341,364% in 1993 alone. Currently, there are over 10 million host computers located in 150 countries worldwide. There are more than 2 million universal resource locators (URLs) on the World Wide Web, and the amount is growing on a daily basis. According to a 1997 study, more than 31 million Americans age 18 or older (almost 1 in 6 adults) regularly use the Internet or commercial, on-line services. Internet technology is emerging, which will expand Internet capabilities beyond text and graphics to include live audio and continuous streaming video. As the Internet changes technologically, the potential for delivering open learning using this technology is expanding at an incredible rate. This is the great technological frontier.

The ability for American River College to deliver open learning using the Internet is very real. ARC's Virtual Campus is a pioneering effort to deliver non-credit extension courses in a global market. Phil Smith and Carolyn Handa have provided considerable leadership and expertise in applying Internet technologies to the instructional program at ARC. The potential for distribution of information has been demonstrated in an astounding way with the creation of ARC's award-winning homepage. Several faculty have professional development leave for the 1997-98 academic year to develop credit and non-credit on-line courses. The expertise and infrastructure in place at American River College is a terrific foundation for expanding the instructional innovation of delivering courses to students locally, regionally, and globally using the Internet and the World Wide Web.

During the 1997-98 academic year, Phil Smith and Ken Sorensen have fully developed a distribution strategy for issuing email accounts to ARC students. Zipmail is an overwhelming success providing email accounts to 900 students. Zipmail was operational during the Spring, 1998 semester, and in the single semester, over one million email messages were sent among students and faculty. An effective system of email is absolutely vital to support ARC's Open Learning Program. Zipmail has effectively filled that role for the campus.

Most important in the many changes that will impact community college education is the realization that all students do not learn in the same way. Much of the learning styles inventory movement by David A. Kolb and others have released a tremendous amount of research and development

addressing individual student learning styles. Not only are individual learning modalities being assessed but organizational structures and technological applications are being developed to support learning in the student's preferred mode. New technological systems will be much more responsive to the variety of individual learning styles. The ability to present educational offerings using television and Internet technologies will more effectively respond to the visual learner.

Goals & Objectives 1998-99

1. Continue to develop and expand telecourse offerings at American River College.
2. Assess the role of on-line credit and extension course offerings via the Internet at ARC.
3. Review the recommendations presented in Dr. Richard Dowdall's Los Rios Distance Education: Courses By Television report in conjunction with ARC's Information Technology Committee.
4. Hire an Open Learning Coordinator to plan and expand telecourse and on-line course offerings at ARC.

Extended Goals

1. Support staff development activities for faculty and staff in the area of open learning and new media.
2. Participate in districtwide planning and coordinate efforts to expand the use of open learning within the Los Rios district.
3. Coordinate open learning activities regionally within the Sacramento metropolitan area including Sierra College, Yuba College, San Joaquin Delta College, and Solano College.

Staff Development

The rapidly changing world of instructional technology requires aggressive, intense, and continuing learning. Learning Resources staff will be encouraged to participate in state and national conferences, assume leadership roles with technology related, professional organizations at the state and national level, and incorporate new concepts for open learning to ongoing operations at American River College.

Instructional Media Services

Three Year Master Plan 1998-2001

- Program Overview
- Campus Groups
- Trend Analysis
- Status of IMS Goals
- IMS Goals & Objectives
- Extended - Term Goals
- Staff Development

Program Overview

Instructional Media Services (IMS) provides essential support for the educational mission of American River College in an age of high technology. IMS has as its department mission statement: "To support and improve the learning and teaching process at American River College through the effective use of presentation technologies." IMS supplies interlinking services that

enable college staff to make the best use of current media technologies in the teaching and learning process, researches developing technologies, electronic networks, and supports ARC facility development. IMS staff work with campus committees to provide technology training to ARC faculty and staff.

Each year, IMS provides a wide range of media equipment for both instructional and institutional presentations. IMS technicians maintain all college media equipment used for production, presentation, satellite downlink operations, and are directly involved in facility planning and facility media equipment installation and maintenance. IMS technical staff work closely with the campus microcomputer specialists to provide joint support for the increasing use of computers linked to video projection technologies. IMS staff research and set recommended campus standards for the purchase of a wide range of media equipment.

A professional media staff, including the media resources supervisor, library media technical assistant, two telecommunications technicians, and graphic designer are available to aid the college faculty and administration in media facility planning, developing new educational media applications, and training in media presentation and production techniques. IMS also provides a wide range of production services, ranging from graphics, publication design, and presentation development to video, Web page development, and presentations using interactive computer-based technologies. IMS currently hosts the ARC Internet Center and Internet Center Director. This year, IMS technical staff in concert with the Internet Center Director has developed student email for ARC students and is providing support for student use of this new service.

The services provided by IMS will continue to evolve as newer technologies and technologically sophisticated facilities are incorporated into the teaching and learning process at ARC. This year, IMS staff have worked closely with college administration and faculty to assist in the definition of functions and design for the newly planned ARC Instructional Technology Center.

Campus Groups Served by Instructional Media Services

Services include equipment circulation; equipment maintenance, repair, and installation; facility design and modification; design and production of print graphics; video production and presentation; satellite downlink operations; Internet Center and Zipmail (ARC Student email) operations, support and training.

Trend Analysis

This year, IMS has installed electronic projection devices in another large lecture hall (science area) and four computer labs in addition to supporting the purchase of over a dozen other electronic projectors for campus departments. All of these projectors are being used extensively for the electronic projection of computer graphics and multimedia presentations for classroom teaching. By July 1, 1998 IMS will have available three high-end laptop computers to be circulated with electronic projection units for faculty. This will be the first time that ARC Instructional Media Services will be providing computers for checkout along with more mature media presentation equipment.

This year, as it has hosted and housed the ARC Internet Center, IMS has helped develop ARC student email (Zipmail), and is providing both technical and clerical support for the Internet Center and Internet Center director. IMS has also purchased a 24-port electronic hub which has provided Internet access for the Student Services building and has provided computer upgrades and server space to support the expansion of ARC Internet Center activities, services, and training.

A good year for equipment funding has also enabled IMS to provide much-needed computer

upgrades and purchases for its graphic design and production function. The IMS graphics area will be integrating its operation more closely with the ARC printing services department over the coming year in providing a high level of campus print design and production services.

Status of IMS Goals & Objectives for 1997 - 1998

Annual Goals:

1. Complete Phase II planning of services and facilities, and initiate architectural and construction processes of Phase II. STATUS: This goal has metamorphosed into the function and architectural planning of the ARC Technology Center, transferred to 1998-99 Goal #1.
2. Articulate additional IMS staff needed to provide services required of IMS in Phase II including repositioning of current staff positions where applicable.
STATUS: With the change from the Phase II concept to that of the ARC Technology Center, goal transferred from IMS into the planning processes and committees charged with providing staffing for the Technology Center.
3. Complete final repurpose usage of selected IMS rooms in conjunction with Phase II functions, planning and construction.
STATUS: PARTIALLY ACHIEVED, completion transferred to 1998-1999, Goal #2.
4. Develop multimedia production and presentation facilities and programs on campus in conjunction with Phase II planning and construction.
STATUS: Goal transferred to Technology Center planning processes.
5. Establish distance learning program, equipment and facilities for Phase II.
STATUS: Goal transferred to Technology Center planning processes.
6. Establish intranet web-based comprehensive equipment inventory, location, maintenance and repair tracking and file system for all IMS media equipment including IMS in-house LAN upgrades.
STATUS: PARTIALLY ACHIEVED - Program created, local in-department use this semester, goal continued to 1998-99, Goal #3.
7. Establish a comprehensive plan for the distribution processes for videos, films, videodisc and CD-ROM titles for classroom instruction in context of IMS role within Learning Resources.
STATUS: With the transfer of this function to the ARC Library, this goal has been transferred to the library also.
8. Establish position of Telecommunications Specialist in IMS.
STATUS: NOT ACHIEVED.
9. Establish and fund annual IMS equipment budget for regular replacement and upgrades of campus media equipment.
STATUS: ACHIEVED through the current campus recasting of the role of Program Development and Carryover funding for department equipment purchases.

IMS Goals & Objectives for 1998 - 1999

Annual Goals:

- 1.Participate actively in the planning and design process for the ARC Instructional Technology Center.
- 2.Articulate and organize changing Instructional Media Services functions to complement projected functions and programs being developed for the ARC Instructional Technology Center.
- 3.Refine the use of IMS facility and space to effectively support changing functions of and services provided by IMS.
- 4.Expand use of, and faculty access to, IMS web-based equipment inventory, status and tracking system.
- 5.Articulate the role of IMS graphics with that of ARC printing services in providing print design and production services to ARC staff.
- 6.Initiate phased program of equipment replacement in IMS for a range of media production and presentation equipment.
- 7.Install new campus classroom media presentation equipment purchased with PDF and carryover funding during Summer, 1998.

Extended - Term Goals

Continue to pursue the establishment of an Instructional Developer position at ARC.

Continue to pursue augmentation of IMS student assistant budget.

Staff Development

For the coming year, areas for Instructional Media Services personnel to focus on for staff development activities include professional development through attendance at staff development activities offered both on and off campus, with particular emphasis on technical training in upgraded and new technologies.

Learning Resources Center

Three Year Master Plan 1998-2001

Program Overview
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 Trend Analysis
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 Staff Development

Program Overview

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One of the most positive and productive changes on the American River College campus has been the consolidation of various student support services and instructional programs under the single service component called the Learning Resource Center. Consolidating these programs in this manner has made it possible to more effectively integrate and coordinate the functions of the Learning Center with other service areas and instructional programs of the college. The LRC has been organized and equipped to provide a broad range of activities to students enrolled in a variety of disciplines. The primary goal of the LRC is to help students develop skills that will enable them to achieve their individual educational goals.

Currently, the Center is divided into three major instructional components:

1. Individualized Instruction

The instructional programs provided by the ESL, Reading and Writing centers are open entry/open exit, giving students an opportunity to enroll up until the 14th week of the semester. Based upon interview and test results, individualized learning modules are prescribed to address the needs of the student.

2. Supervised Tutoring

Students experiencing difficulty in their classes may work with a student tutor to become a more effective learner. This is an open entry/open exit, non-credit course.

3. Supplemental Instruction

Students enrolled in lecture courses (automotive, business, biology, foreign languages, electronics, computer literacy, music, history, psychology, nutrition, nursing, etc.) do supplementary course work in the Center. The center staff provides assistance to students in completing these learning activities and monitors their attendance.

LRC Clients

Trend Analysis

The year 1997 saw a record number of students using the LRC. Fall records indicate 4281 students logged in for a total of 33,250 hours. Interest in utilizing new technology in the classroom is evident. Computer science, math, nutrition, music and English students are the most common Mac users. Business classes seem to prefer the new Pentium computers and because there are so few in the LRC, there is usually a waiting line. Also there has been an increase of foreign language students using computers, CD-ROM and laser disc players. Our collection of materials for student usage is growing at a rapid rate. The number of students requesting tutoring also continues to increase and group tutoring continues to be a popular alternative to one on one. The Internet has emerged as a major component of student interest and use. The first online class was initiated as a pilot study this past year, and additional online classes are on the horizon.

The LRC has been successful because of the wide range of academic services available to students, and because it offers students a personal approach to academic success through small classes, independent study, individualized tutoring and alternative modes of instruction. Most importantly, it is attune to the changing needs of students. The adaptive technology room, Internet access, collaborative learning groups, and multimedia resources are examples of the ways the Center is meeting these changing needs. Ironically, the continued success of the LRC is the major problem facing staff and students. Overcrowding and the continued growth of programs and services continue to be problematic. This problem cannot be addressed with band-aid approaches such as removing interior walls; it can only be addressed by the development of a comprehensive

expansion plan for the LRC.

Status of LRC Goals and Objectives for 1997 - 1998

Annual Goals:

1. Development of an Internet familiarization self-paced class.
Status: This goal was not accomplished. See Goal 1, 1998-2001.
2. Develop a set of guidelines for Internet use in the LRC, taking into account the proposed district policy.
Status: This goal was accomplished.
3. Continue to develop and expand online tutoring.
Status: This goal was not accomplished. See Goal 2, 1998-2001.
4. Develop a comprehensive LRC expansion proposal.
Status: This goal was not accomplished. See Goal 3, 1998-2001.
5. Develop a job description for the evening coordinator.
Status: This goal was accomplished.
6. Expand and refine the LRC home page.
Status: This goal was partially accomplished. See Goal 4, 1998-2001.
7. Add additional equipment for the foreign language department.
Status: This goal was accomplished with the addition of ten new computers for the foreign language area.
8. Research a viable means of recovering costs to offset the escalating printing expense.
Status: This goal was not accomplished. See Goal 5, 1998-2001.

LRC Goals & Objectives for 1998-1999

Annual Goals:

1. In conjunction with the librarians, develop an Internet familiarization self-paced class.
2. Develop a program to extend tutorial services to outreach centers.
3. Develop a comprehensive LRC expansion proposal.
4. Expand and refine the LRC home page.
5. Research a viable means of recovering costs to offset the escalating printing expense.
6. Coordinate the remodel plans for the Writing/Reading areas.
7. Solicit approval from the Curriculum Committee for the Online Tutor Training class.
8. Upgrade the computers in the Mac Lab.
9. Purchase a file/print server.
10. Hire a microcomputer specialist.

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Extended - Term Goals

Work with faculty and staff to implement the use of multimedia and to promote faculty use of this new technology.

Work with staff to promote instructional use of the Internet.

Staff Development

A key staff development topic for next year will involve Internet technology, including online classes. Increase staff familiarization with the Internet and develop procedures for implementing district policies. Staff will continue to be encouraged to attend professional conferences and campus staff development programs.

Library

Three Year Master Plan 1998-2001

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- Staff Development

Program Overview

The Library represents an important aspect of the educational program at American River College. It provides various educational and instructional resources and services for students, staff, faculty, and community members as well.

Major library collections include more than 81,000 books, 450 periodical subscriptions, 4000 audiocassettes, 1600 videocassettes, 35,000 microforms and numerous pamphlet materials. Major services include lending of library materials, interlibrary loan, library instruction, including formal classes in using the Internet, research and term paper assistance, a professional collection for faculty and management, on-line database research for faculty, a reserve collection, informational/research handouts and lending of special library materials to community members -- including materials from a specialized textile collection which is one of the largest library collections of its kind on the West Coast.

Implementation of sophisticated computer systems have automated approximately 90% of library functions and operations, including circulation, acquisitions and cataloging, periodicals, interlibrary loan and the public catalog. LOIS, the on-line public access catalog, provides library users with immediate access to the materials holdings of all three campus libraries in the Los Rios District. During the past several years, increased acquisition of state-of-the-art technology equipment and programs has greatly enhanced the library's ability to meet increasing student and faculty demands for information and educational research from various sources. These technological improvements have included the implementation of full text CD-ROM driven newspaper database computer work stations, on-line access to the Internet and other college and university on-line library catalogs and on-line access to full text magazine databases.

The library staff continually strives towards being sufficiently trained and knowledgeable of the various forms of information and instructional technologies currently available to the library. To this end, the staff is dedicated to providing all students and staff with the best possible library programs and services which will support and enhance their individual information and educational needs.

Client Groups Served by the Library

Major client groups include: students (80%), faculty (13%), staff (2%), interlibrary loan (4%) and non-student community members (1%)

Trend Analysis

Undoubtedly, one of the most significant trends for the ARC Library is its continually evolving role from that of a traditional print-oriented community college library to a high-tech information resource center. In addition to having implemented an integrated and automated library system which can now provide access to the Internet and remote information databases, the library continues to implement additional forms of informational and instructional technology in order to meet the increasing needs of students and staff.

This past year the library has continued to witness an increasing number of student library users, particularly those who have had a need to utilize the various computerized programs and services for information/research retrieval. This increasing group of library users has also included a growing number of ESL students. Not only is there an increasing student demand for utilizing LOIS, the on-line public access catalog, but also the Internet and the computerized "full text" magazine and newspaper databases. Students especially have a great interest in learning and using the Internet and Netscape. Unfortunately, this increased demand will continue to put a growing burden upon the library's ability to provide enough computers for student needs and to keep up with the maintenance costs of those computers. In the near future, the library staff will need to study this issue and make recommendations for possible ways to resolve it.

The growing numbers of library users has also brought about an increased need for collection growth and development, primarily in the form of books, videocassettes and various reference tools. The staff librarians have responded to this growing need by making library collection development one of their major ongoing priorities. The current trend of increasing numbers of library users has also brought about an increase in the number of interlibrary loan requests, as well as an increase in faculty requests for library instruction in the form of "orientations" for their classes.

With the library evolving more towards a high tech resource center, it has become increasingly important that the library maintain a highly efficient and well-trained staff of librarians. In order to provide for more efficient service, reference librarians are now available at the reference desk during all hours that the library is open. During peak hours for library assistance (9 a.m. to 2:00 p.m. Monday - Friday), two reference librarians are made available. The four full time librarians periodically attend computer technology workshops and meet regularly with each other to share their high tech knowledge and skills. The need for this type of ongoing education and training will continue to be a part of the librarians' working environment.

As library services and resources have become more sophisticated and technical, so have the duties and responsibilities of the library's classified staff. Consequently, the classified library staff needs to be reclassified and their jobs reorganized in order to best meet the current and future needs of the library. Also, there is a need for additional classified staffing in order to meet

increased workload demands due to increased library services to students and staff. One such classified position is a much-needed instructional laboratory computer technician whose job would be to trouble-shoot and maintain the library's various computers, software programs, etc.

In spite of the growing numbers of library users and the increasing demand for easier access to more information and research material, the library continues to provide students and staff with the specific educational and informational requirements they need. This past year the library has benefited from an increase in funding, as well as the acquisition of two full-time librarians to replace a past reduction of librarians due to retirements. Thus, by utilizing alternative forms of delivery methods/systems, by continually improving and upgrading instructional technology and by improving staff efficiency and library services, the library continues to play a significant role in helping to ensure that each student at ARC achieves his/her educational success.

Status of Goals and Objectives for 1997-1998

Annual Goals:

1. Increase (.2 FTE) the current part-time Technical Services/Automated Systems librarian position to full-time in order to provide additional professional support for the library's technical and automated services.
Status: NOT ACHIEVED. Transferred to annual goals, 1998-99.
2. Upgrade and reclassify the library's classified staff positions in order to more adequately support current and future library services and to meet the growing educational and informational needs of students and staff.
Status: NOT ACHIEVED. Transferred to annual goals, 1998-99.
3. Extend current 10-month, part-time evening LMC I position in the Periodicals Department to a 12-month permanent position.
Status: NOT ACHIEVED. Transferred to annual goals, 1998-99.
4. Establish a full-time (1.0 FTE classified position for an Instructional Laboratory Computer Technician to be permanently assigned to the library.
Status: NOT ACHIEVED. Transferred to annual goals, 1998-99.
5. Research and develop a CD-ROM LAN for the library, to be utilized by students and staff, via LOIS, for accessing information and research on CD-ROM
Status: PARTIALLY ACHIEVED. Constant advances in technologies change focus of LAN.
6. Establish and implement a comprehensive plan for housing and distributing videocassettes intended to be purchased for instructional usage; develop procedures for circulating videocassettes.
Status: NOT ACHIEVED. Transferred to annual goals, 1998-99.
7. Continue to develop and expand the ARC Library's Internet web page.
Status: Partially achieved and will be an on-going effort. Transfer to extended goals.
8. Plan for and implement periodic "drop-in" instructional workshops within the library, for students who want to know the basics of how to search the Internet.
Status: ACHIEVED. Will continue in 1998-99.
9. Expand the number of LOIS computers within the Reference Department. Also, acquire the necessary hubs needed for making the Internet's Netscape web browser operational on all the library's LOIS terminals.

Status: ACHIEVED.

10.Collection development: Actively solicit input from faculty to assist in the selection and acquisition of books, videocassettes and CD-ROM programs (approximately \$75,000) needed for updating and expanding the library's general materials collection.
Status: ACHIEVED.

11.Plan for and implement a major deselecting or "weeding" of the library's book collection -- in preparation for a major inventory planned for 1998-99.
Status: PARTIALLY ACHIEVED. Will continue in 1998-99.

12.Research and develop a plan for a library microcomputer classroom/laboratory primarily for teaching the library's Internet courses, student orientations, etc.
Status: NOT ACHIEVED. Transferred to annual goals, 1998-99.

Goals and Objectives for 1998-1999

Annual Goals:

- 1.Increase (.2 FTE) the current part-time Technical Services/Automated Systems Librarian position to full-time in order to provide additional professional support for the library's technical and automated services.
- 2.Upgrade the library's classified staff positions in order to more adequately support current and future library services and to meet the growing educational and informational needs of students and staff.
- 3.Add 1.0 FTE Public Services Librarian in order to provide additional professional support for bibliographic instruction and electronic resources utilization.
- 4.Extend current 10-month, part-time evening LMTA I position in the Periodicals Department to a 12-month permanent position.
- 5.Establish a full-time (1.0 FTE) classified position for an Instructional Laboratory Computer Technician to be permanently assigned to the library.
- 6.Research and develop a CD-ROM LAN for the library, to be utilized by students and staff, via LOIS, for accessing information and research on CD-ROM programs, i.e. NewsBank, New York Times, etc.
- 7.Establish and implement a comprehensive plan for housing and distributing videocassettes intended to be purchased for instructional usage; develop procedures for circulating videocassettes.
- 8.Plan for and implement periodic "drop-in" instructional workshops within the library, for students who want to know the basics of how to search the Internet.
- 9.Research and develop a plan for a library microcomputer classroom/laboratory primarily for teaching the library's Internet courses, student orientations, etc.
- 10.Inventory library book collection.
- 11.Upgrade reference room orientation area.
- 12.In conjunction with the LRC, develop an Internet familiarization self-paced class.

13. Investigate the possibility of creating online sections of existing and planned library courses.

Extended-Term Goals

Meeting these goals is partially dependent upon adequate staffing and funding levels.

Continue to develop and expand the ARC Library's Internet web page.

Study, develop, promote and acquire library information technology in order to improve and expand library services and student/staff access to information, research and resource materials.

Develop and provide training sessions for library staff on the use of the Internet.

Continue to make improvements and take necessary actions to ensure that the library complies with mandated American Disabilities Act requirements.

Continue to make improvements to the aesthetic environment of the library, i.e. painting, furniture repairs, general maintenance and upkeep, etc.

Continue making improvements to ensure the security of library computers and peripherals.

Staff Development

Major library staff development activities for the coming year should include ongoing professional growth and training, via workshops, conferences, seminars, etc. on various library related topics and applications -- such as the Internet, reference and periodical research techniques, automated systems, security issues, public relations, etc. All library staff are encouraged to attend appropriate informational and training opportunities, both on and off campus.

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