PROLOG

It is 750 days to the beginning of the new millenium. In the year 2001 we will look backward to the nineties as a period of economic uncertainty followed by sweeping changes. We will look with pride at our revitalized campuses and the role we as educators have played in building a prosperous community. Come with me to the year 2001. We are standing in front of the new Library-Learning Resources Center at the entrance to the City Campus. To the left is a multi-tiered parking structure. Students are streaming onto the campus. We move with them as they file into classrooms, laboratories, the LRC and the technology building. . .

The technology building was once the library. It is beautifully remodeled, with television studio-classrooms on the first floor. Television classes via cable, microwave and the Internet reach unserved segments of the community, link campuses for classes with small enrollments, and share the most popular instructors and courses. A farm of satellite antennas on the roof sends classes across the hemisphere and receive classes to expand our curriculum offerings.

In another part of the technology building we see faculty on computer workstations developing multimedia courses for Internet II and the World Wide Web. There are servers connected to networks that radiate through each RCC campus, then to schools, businesses, community organizations and homes. Wide Area Networks connect RCC campuses with the statewide network, 4Cnet, and with Internet II.

The second floor of the technology building is a large 24-hour computer lab with all-new equipment. This is the last of the projected inventory from the 1997 Technology Plan. At one end there are three classrooms for instructor-led classes. These open to extend the lab when classes are not in session. Lab-aides and instructors move throughout the lab quietly assisting students. Other instructors work from their offices sharing computer screens and keyboards as they communicate with students on-campus and at remote sites.

The basement of the technology building has file servers, CD-ROM servers, and Video-on-demand servers. It is the hub of academic computing services for the campus and the district. The *Media Center* with its equipment carts and has been replaced by electronic technologies and *Smart Classrooms*. Faculty have computers in their offices and receive production and training assistance in well-equipped faculty labs.

The Library-Learning Resources Center is a model for the twenty first century. It has electronic information systems, a computer commons, teleconferencing and rooms for multimedia and television. The LLRC embodies state-of-the-art information and learning technologies. Even the small group study rooms have computer and television access.

ABSTRACT

The goal of the RCCD Technology Plan is to provide faculty and students with Information Age tools and training to enrich teaching and learning and to improve the employment prospects for graduates. This requires universal access to computers and the Internet, rich learning experiences to support a diversity of learning styles and cultural backgrounds, and responsive support so that the technology is both reliable and transparent to the teaching-learning process.

Phase I of the *Technology Plan* is a *needs assessment* based on data from faculty, students, administrators, the Greater Riverside community, and leading institutions of higher learning in information technology. This plan is ready for widespread coordination. Reactions will be gathered in January and February of 1998 to produce the baseline document. Because of the dynamically changing technology and uncertainty of funding, the plan will be revisited frequently to update the time frame, magnitude, and priorities.

Phase II began concurrently with Phase I. Phase II involves computer training for instructors and students, integrating technology into the curriculum, building additional computer laboratories, and providing support staff and infrastructure. Phase Two will continue through January 2002 when the new Library-Learning Resource Center is scheduled for completion on the City Campus. Phase II includes the initial purchase of computers and networks, providing workstations for instructors, installation of *smart* classrooms, and providing large open labs for students. Specifications were developed for computers, servers, printers, and networks so that Fall classes could be taught using state-of-the art technology and software. Special consideration was given to operating cost, maintainability, and future program requirements. Initial purchases involved a bid procedure.

Phase II confronts the need for faculty training, faculty computers, universal access for students to computers and the Internet, and technical support. Personnel and budget needs were identified. Faculty training, technical support personnel and budget were given top priority.

Mark Oliver was assigned for district level coordination and technical support for all academic labs, networks, servers, computers, and printers. Four new positions were identified as the top priorities for hiring in 1997-98 – a faculty trainer (district level) and three Local Area Network and Computer technicians, one for each campus. Technician positions for Norco and Moreno Valley will be recruited in January 1998. Hourly classified funds are supporting lab installation and maintenance in the interim. A space was acquired in the Instructional Media Center for 12 workstations to be used for faculty training and production.

Phase III is a consolidation phase to strengthen support for students and instructors, increase efficiency, and contain costs. This phase began concurrently