94-1009
Ohlone

Creating Multi-Use Access for Art Archive

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Consortium Project.

This is not submitted as a consortium project; however, Ohlone College cooperates fully with the Alameda County Library System and, especially, the Fremont Main Library, and the project materials will be made available to users of both collections, as well as area school district art instructors and libraries.
Maintaining the mission of the California Community Colleges as described in the Master Plan for Higher Education.

Transfer and General Education: Implement the requirements of the general education transfer curriculum.

This project addresses the Board of Governors' Basic Agenda Priority list by facilitating faculty and student access to an organized collection of 15,000 art slides, of which 8,000 to 10,000 will be transferred onto laser disks for use on interactive video equipment. Use of these slides is crucial for art instructors' classroom presentations, most especially in the Art History course, and for art students' independent study assignments, as well as for others researching related topics in the Learning Resource Center. The archive is one of the most used and valued visual aids in the Art Department and library and essential to the preparation of transfer students, most of whom continue their studies at the California College of Arts and Crafts, the University of California at Berkeley of another state university.

This proposal meets other Basic Agenda Priorities by addressing the special learning needs of educationally disadvantaged students who often experience difficulty keeping up with the pace of a lecture class and prefer reviewing visuals at a self-paced speed. For Ohlone, it offers special promise for students enrolled in the college's program for the deaf, who need printed reference information accompanying visuals, and for deaf instructors that want to utilize meaningful art in their classes.

Transfer of the archive to laser disk will preserve the collection and publication of catalog guides on the use and content of the disks will make it possible for instructors of art and Art History, as well as other disciplines --- history, intercultural studies, foreign language, international studies, literature, music, women's studies-to integrate representative visuals into their class presentations. To facilitate and encourage usage by teachers, students, and others, two additional disks presenting the best 8,000 to 10,000 slides by chronological order and by topic, and supplemented with catalog guides, will be prepared. Once the images are on laser disks, they also can be adapted through the Hypercard program for the multimedia productions expected to become standard instructional aids on many campuses.

Availability of this type of art collection is essential for faculty members
and students in Art Departments and Learning Resource Centers throughout the California Community College System who must meet the same transfer education and research needs as Ohlone College. Some campuses find their collections incomplete in certain time frames and/or artistic styles and seek inexpensive ways to supplement their instructional programs. To help solve this problem, the disks and catalog guides from this project will be introduced to the art and LRC staffs of other California community colleges through professional publications and conference workshops. The disks will be made available on inter-library loan to those who so request. (Because of copyright protections on some of the slides, the disks cannot be sold to other institutions and organizations.) The catalog guides will be distributed to local and other community college libraries and art departments and organizations.

Because of budgetary cuts in staffing, the collection is only partially organized at this time and must be constantly regrouped and loaded into carousels for classroom projection. When students use it independently, the slides often are lost, misplaced, stolen, or damaged. This project will make it possible to complete cataloging, labeling, and filing the 6,000 slides that have not been processed, to make a master laser disk of the complete archive, and to transfer selected slides to laser disks, which will be reproduced in multiple copies. The images then can be accessed individually, by category, and time period on the laser-disk inter-active video network systems in the Art Department and the Learning Resource Center.

The pilot phase of this project has been completed on a volunteer basis by a former Ohlone student, now a graduate of California College of Arts and Crafts and completing his studies in San Jose State University's Library Science program. He has restored the slide collection to its normal order (temporarily) and prepared 5,000 of the 15,000 slides for computer cataloging, and labeling. At this time, two-thirds of the images are ready for transfer to a video laser disk.
Development of Learning Resource Center instructional materials

Ohlone's art instructors have worked many years to develop their program through bringing together an extensive slide collection that will adequately introduce both art majors and those exploring the field to significant and major monuments and objects of the art world. Special sections present collections and exhibits not available to many community college art instructors. These include: works by women, Africans, Aborigines, Native American, Pre-Columbian artists, Hispanics and Asians, as well as performance art, site-specific art and monument art for public sites. This has been accomplished by photographing the images themselves and acquiring slides through catalogs and while on trips across the United States and in Europe, Asia and Meso America.

Organization of the collection and ready access to it by topic, date and artist are essential for its effective use by the Art Department instructors. At the present time, they cannot depend upon the 15,000 slides remaining in order and cannot readily locate those needed for classroom presentations and students' independent study assignments. Too often excellent slides are overlooked as instructors attempt to identify and find those that best illustrate lecture material. In addition, it is virtually impossible for instructors in other disciplines, especially part-time teachers, to find information about and to locate slides that support their classroom presentations.

Reorganization of the collection, the pressing of master disks and copies, and preparation of catalogs proposed in this project will allow the collection to be academically and creatively used by many disciplines and other campuses, while protecting the original slides for more specific Art Department purposes. Once the images are on disk, it also will be possible to prepare audio recordings that explain specific art groups and can be used independently by students.
The current disorganized and unprotected status of the art archive presents the following problems:

Art works and other visuals projected in Art Department courses and assigned for independent study is not maintained in an organized format that also protects and preserves the collection.

Instructors and students of other disciplines utilizing the Learning Resource Center to research art related topics are not able to use the collection because it cannot be made available for general use.

Art and Art History majors pursuing their own interests in the Learning Resource Center cannot make practical use of the art archive.

Budgetary cuts in staffing have halted midway the Learning Resource Center's plans to complete cataloging, labeling, and refiling the slide collection and to reorganize selected images on laser disks.

The art archive is not available in a format that facilitates adaption to multimedia and other projects employing more advanced technology.

An inexpensive means to access art archives is needed by many art departments and Learning Resource Centers in the California Community College system. This is especially true for smaller campuses.

The proposed solution will start with hiring a former Ohlone College art student, who has since graduated from the California College of Arts and Crafts and from the master's program in Library Science at San Jose State University. He knows the collection and has the art background and technical training necessary for completing the cataloging, labeling, and refiling of the remaining 6,000 slides. He already restored 1,000 other slides as his internship project and prepared 5,000 slides for computer cataloging and labeling. The collection now has two thirds of the images ready for transfer to video laser disks. He will complete processing of the collection and have it preserved on video disk.

Working with the full-time art instructors, he also will organize the be 8,000 to 10,000 slides for transfer by topic and chronological order to two supplementary laser disks for use on the CD-ROM interactive video equipment in the Art Department and Learning Resource Center. The disks will be described in a catalog guide, duplicated,
and made available on free inter-library loans to students, teachers, district libraries and schools, and other California community colleges through the Learning Resource Center. The original slides will be stored for more specialized use by the Art Department.

This method was selected because:

- It preserves the collection in an organized, categorized manner, adapted to Art Department needs, while returning the original slides to a safe storage area for specialized use by art instructors.

- It protects the art archive from damage and theft of individual slides.

- It facilitates use of the art archive by all segments of Ohlone College, as well as other community colleges and outside groups.

- It organizes the collection on laser disks that utilized at more than one video station at a time and replaced if damaged.

- It utilizes existing interactive video equipment networks in the Art Department and Learning Resource Center.

- It preserves the art archive in a laser disk format that can be integrated into multimedia and other projects using more advanced technology.

Alternative methods deemed less practical are: (1) assigning art or library science majors to independent study projects that involve cataloging, labeling, and filing the archive, a plan which would lack continuity and expertise and probably never be completed; 2) using students from Extended Opportunity Programs and Services to work on the project, which promises less expertise and leaves the collection more open to disorganization, theft and damage; (3) using Learning Resource Center personnel to complete the project, an approach which is not possible under current staffing restrictions. None of these options would make it possible to also identify and reorganize selected slides for transfer to laser disks nor prepare the catalog guides.
The primary target population to be served by this project will be art students preparing for transfer to art institutes and four-year programs. These students must be familiar with the historical development of art and accomplishments of its masters, as well as understand the development of aesthetic and intellectual idioms relative to our current era.

It also will serve the many other students who enter the Art Department program to satisfy a graduation requirement or to explore a personal interest. This is particularly true for educationally disadvantaged students, immigrants, and older returning adults, who frequently commence their higher education in non-verbal disciplines, such as art, because they have more confidence in their visual skills than in their language abilities. The archive could do much to encourage their study of art and encourage continuation of their studies at the college.

A third segment of the campus to be served will be faculty members from the Art Department and other disciplines. Provided printed catalogs to the archive and supplementary disks, instructors will be able to locate and utilize representative visuals for their class presentations and student assignments Students researching historical and cultural topics in the Learning Resource Center also will be able to locate and study images related to their interests and needs.

Once they are preserved on laser disks, both the archive and selected collection will serve as an additional resource for the local community library system, art organizations, unified school district art instructors and libraries, and other California community colleges.

A short-term impact of this project will be giving the target groups ready access to an art archive organized to meet both classroom and research needs, as well as be loaned out. Use of the archive will better prepare both art and non-art majors for upper-division studies and enhance the artistic skills and knowledge of those enrolled in non-transfer programs or attending the college for personal improvement. On a long term basis, the project will preserve the collection from theft and damage and provide laser disk that can be integrated into future multimedia productions and other instructional projects utilizing more advanced technology.
1. Organization, labeling, and refiling of the archive slides will be finished and the complete archive readied for transfer to laser disk by October 17, 1994.

2. The draft of the complete archive catalog guide will be finished for review by October 31, 1994.

3. The art archive will be transferred to laser disk by December 12, 1994.

4. The 8,000 to 10,000 slides to be used for chronological and topic collections on laser disks will be identified by November 21, 1994.

5. These slides will be transferred to laser disks by December 19, 1994.

6. The main archive catalog will be revised in its final form, reproduced, and distributed to Art Department instructors, the Learning Resource Center, and designated administrators by December 19, 1994.

7. The drafts of the supplementary catalog guides for the selected slides in chronological and topic order will be completed by January 16, 1995.

8. These drafts will be revised into final form, reproduced, and distributed to Art Department instructors, the Learning Resource Center, and designated administrators by February 13, 1995.

9. The completed project will be presented and its use encouraged at an Art Department meeting, which includes part-time instructors, by February 20, 1995.

10. Announcements for an off-campus workshop to introduce the project and availability of the disks and catalogs will be made in the campus newsletter and flyers sent to area libraries, art organizations, other community colleges, and local school districts art instructors and libraries by February 20, 1995.
11. At least one on-campus flex schedule workshop for full- and part-time instructors of all disciplines will be held to introduce the project, provide copies of the archive and supplementary catalog guides, and announce availability of the disks by March 13, 1995.

12. At least one off-campus workshop to introduce the project, provide copies of the archive and supplementary catalog guides, and announce availability of the disks will be held for interested community groups and individuals at Fremont Main Library by March 27, 1995.

13. Workshops to introduce the project, provide copies of the archive and supplementary catalog guides, and announce availability of the disks will be presented at the spring conferences of the Learning Resources Association of California Community Colleges and other appropriate meetings.

14. Utilization of the art archive by the Art Department will increase by 70 percent and by other faculty members, students, and inter-library loans by 80 percent or better by the end of the Spring Semester 1995, when compared with Spring Semester 1994.

15. A follow-up evaluation of the project's effectiveness will be completed by June 30, 1995.
Research and development.

During the first four months, the project director and/or assisting instructor will visit other community college Learning Resource Centers and art departments, familiarizing them with the project and researching ideas for the best approaches for completing and sharing the project. He also will attend relevant workshops and research other materials available on the topic.

Preservation of the art archive.

During the first six months, the assisting instructor will complete organization, labeling, and refiling of the 15,000 slides as a collection, prepare it for transfer to laser disk, and monitor the disk duplication process. A catalog guide to the archive and its possible uses will be drafted, approved by the project supervisor, director and other interested Art Department members, revised and reproduced for distribution to all art instructors, the Learning Resource Center, designated administrators, and those requesting copies. A copy will be attached to the final report for this project.

Preparation of supplementary disks.

By August 17, the assisting instructor will begin review of the collection with full-time Art Department instructors toward identifying 8,000 to 10,000 slides that will be organized in both chronological and topic order on supplementary disks for more general use. Catalog guides explaining the contents and possible uses will be prepared for reference by any individual, institution, or group interested in utilizing the collections. A copy will be attached to the final report for this project.

Institutional use of the project:

By February 20, the above steps will be complete and the project will be ready for distribution and use by faculty members, staff, and students. The project supervisor, director and assisting instructor will present the project and suggestions for its use to Art Department instructors at a meeting that includes part-time teachers. General announcements will be distributed on campus and at least one flex-schedule workshop conducted for the general faculty, including part-time teachers. A means for documenting use
of the disks by faculty members, staff, and others during the Spring Semester will be developed and monitored.

Off-campus workshops and dissemination:

The supervisor and assisting instructor will conduct workshops for introducing the project and distributing the catalog to community college Learning Resource Center personnel and to art instructors at appropriate spring conferences. Availability of the disks also will be publicized in professional publications, a local press release, and flyers to area libraries, art organizations, other community colleges, and local school district art instructors and libraries. A workshop for interested community groups and individuals will be held at Fremont Main Library.

Follow-up study and activities:

Evaluation forms eliciting comments on the workshop and catalogs will be distributed to participants at all workshops. All those checking out the disks from Ohlone's Learning Resource Center during Spring Semester will be asked to complete a quick-check evaluation form. A complete tally of those utilizing the disks will be maintained through the semester. The results will be collated and distributed to appropriate campus administrators, committees, and art instructors, and included in the final state report.
A. Project Objectives. It is anticipated that all objectives will be met. The project supervisor and district development officer have discussed the concept with Art Department faculty members during the past three years and are committed to meeting the goals. The director has been involved in the project for the past year.

B. Impact of the Project. On both a system-wide and campus level, it is expected that instructors familiar with the disks and catalogs will integrate selected images into their classroom presentation. This will be particularly true of the Ohlone College art teachers who have the most immediate need of this project. Use of the collection also will be possible for Ohlone students and local residents researching in the Learning Resource Center, community libraries, art organizations, and unified school district art instructors and libraries. Since the project will not be presented to other community colleges until the spring conferences and mailings, inter-library loans to these commences institutions are not anticipated until the 1995-96 academic year commences.

C. Potential for continued support: The archive and supplementary collections will be institutionalized by the Art Department and Learning Resource Center. Art instructors will revise their course study plans to emphasize better use of the archive; instructors from other disciplines may make similar revisions. Additional workshops and/or individual sessions for art and other instructors and Learning Resource Center personnel will be scheduled on an as-needed basis as part of the campus flex-schedule and at other campuses and conferences. The project director, supervisor, and/or other designated person will revise the disks and catalogs as necessary. If additional funding is required, it will be sought from the district, Ohlone Foundation or through other grant funds.

D. Potential for adaptation to other institutions or programs. The catalogs and supplementary laser disks for this project will be crafted to suit the needs of programs at other colleges and educational institutions, as well as at Ohlone College. The catalogs will suggest ways to adapt selections from the archive to classroom presentations for art and for other disciplines. They also will be available to those researching in other community colleges’ Learning Resource Centers. An extra copy of the archive laser disk and multiple copies of the supplementary disks will be on file for free inter-library loan to institutions so requesting.

Distribution network: The project will produce a master laser disk and
six copies of the best 8,000 to 10,000 slides arranged in chronological and topic order, and accompanying catalogs suggesting methods for integrating the images into classroom presentations and student assignments. These will be announced in mailings and introduced at the workshops for the Learning Resources Association of California Community Colleges and any other appropriate groups. Other workshops will be arranged (at cost) upon request. Copies of the supplementary catalogs and flyers explaining how the materials can be borrowed will be distributed. Catalogs for the complete archive will be available to those wishing a copy.

A copy of the project abstract and a letter offering copies of the catalogs and inter-library loan of the disks will be mailed to Instructional Vice Presidents, Learning Resource Center directors and Art Department administrators at California community colleges and to others as requested by the Chancellor's Office.

Articles announcing the project and availability of the catalogs and disks will be submitted to professional publications related to Art Departments and Learning Resource Centers.
Two evaluation reports on this project will be submitted:

Preliminary report- Scheduled for completion by March 1, 1995, this report will summarize: (1) work statement objectives achieved by this date; (2) responses received from Art Department faculty members participating in the project and attending the meeting at which the project materials are introduced (3) plans for completing the remaining objectives, including the dates and places for workshops; (4) a summary of problems encountered and methods found to be most effective and relevant.

Final report- Scheduled for completion by June 30, 1995, this report will summarize: (1) utilization of the disks and catalogs by Art Department faculty members, other members of the campus community, and the community at large in comparison with usage during Spring Semester 1994; (2) feedback from workshop participants; (3) evaluations and usage totals for those borrowing the disks from the Art Department and Learning Resource Center during spring 1995; (4) the problems encountered; (5) the methods found to be most effective and relevant; (6) project success; (7) significant achievements; and (8) recommendations and follow-up plans. The report will be communicated to appropriate campus administrators and the Project Monitor by July 1, 1995.
Product-The products to be made available on inter-library loan are the archive and supplementary disks. The products to be disseminated are the catalogs, which list the disk contents and suggest techniques for utilizing the images in art and other classroom presentations and student assignments and as Learning Resource Center sources.

Target populations
On-campus instructors of art, graphic arts, photography and other courses that can utilize artistic images as part of their presentations and student assignments, such as history, intercultural studies, foreign language, international studies, literature, music, women's studies and courses for the deaf.

a. In February, introduce the project products at a meeting of both full- and part-members of the Art Department faculty.

b. In February, publicize the project materials and March campus workshop in the campus Newsletter at departmental meetings, and in mailbox flyers to all instructors.

c. In April, conduct the campus workshop. (If this is not possible, the workshop will be scheduled for fall orientation week.) Distribute and explain the catalogs and demonstrate the disks.

2. Off-campus art instructors and Learning Resource Centers.

a. By December, formally request a workshop on the project at the spring 1995 statewide conferences of the Learning Resources Association of California Community Colleges and any other appropriate groups.

b. In February, announce the project materials and upcoming workshops through a publicity release to professional art and Learning Resource Center publications and the local press.

c. In February, send a copy of the project abstract and a letter offering copies of the catalogs and inter-library loan of the disks to Instructional Vice Presidents and Learning
Resource Center and Art Department administrators at California community colleges, and to others as requested by the Chancellor's Office.

d. In February, send a flyer announcing the project and the March workshop at Fremont Main Library to local school district art instructors and libraries, community libraries, art associations, and other interested groups.

e. In spring 1995, conduct the workshop at the Learning Resources Association of California Community Colleges and at other appropriate statewide conferences, distribute catalogs for the supplementary disks and flyers explaining the process for borrowing the archive and supplementary disks.

Evaluation of dissemination plan

The effectiveness of the dissemination plan on campus will be measured by the number of faculty members who inquire about and participate in the workshop and by the numbers of instructors, students and others who utilize the disks and catalogs in the Learning Resource Center. Off campus, it will be measured by the number of participants in the conference workshops and the number of loan requests received from other institutions, professional organizations, and interested individuals.
[No information provided in this document for this section.]