

Updated LIS Strategic Plan 1996-1998 (Chapter 3, pgs 26-27)

STRATEGIC GOALS	OBJECTIVES	POSSIBLE OUTCOME MEASURES	EXAMPLES OF PRODUCTS
1. Providing a curriculum that meets the evolving demands of the job market for library and information science professionals.	<ul style="list-style-type: none"> • Expand two-year course projections to four years • Create a five-year review and implementation process for systematic curriculum renewal • Expand and strengthen course options for LIS and ICS graduate students • Integrate appropriate information technologies into the curricula of all courses by 2001 • Re-assess and implement changes to the school library media specialist certification program • Expand the partnership with Outreach College for continuing education offerings • Hire a full-time Student Services Specialist to administer continuing education programs 	<ul style="list-style-type: none"> • Student, alumni and employer surveys • Student focus group reports 	<ul style="list-style-type: none"> • LIS 4-Year Schedule of Courses, integrating Fall, Spring, Summer and HITS courses • LIS/ICS cross-over course list • Computer literacy checklist
2. Serve the needs of an increasingly diverse student population	<ul style="list-style-type: none"> • Increase enrollment by 20% by 2002 • Expand distance education offerings into new formats • Explore options for attracting underrepresented groups and nontraditional as well as technically skilled and general students 	<ul style="list-style-type: none"> • Enrollment statistics • Admission records • Student evaluations of distance education courses • Student focus group reports 	<ul style="list-style-type: none"> • LIS Program representation in Web directories • Advanced Certificate in Library and Information Science documentation • Undergraduate information literacy course syllabus and schedule • Recruitment plan
3. Further faculty excellence in professional development and teaching	<ul style="list-style-type: none"> • All full-time LIS faculty to be tenured by 2001 • Demonstrate use of various teaching/learning strategies in self-contained and distance 	<ul style="list-style-type: none"> • Employer surveys of postgraduate performance on first jobs • Student performance on examinations and assignments 	<ul style="list-style-type: none"> • Summary of faculty research, teaching and service records and awards. • Summary of teaching strategies.

	<p>education environments</p> <ul style="list-style-type: none"> • Determine effectiveness of instruction in relation to student performance on first jobs • All faculty engage in research and/or service partnerships with students, government, university colleagues and the K-12 educational community • Promote University, state, national, and international recognition of faculty excellence in research, teaching and service • Identify and support professional development opportunities for faculty • Hire a sixth faculty member • Develop asynchronous distance learning courses 	<ul style="list-style-type: none"> • Tenure approvals • Membership on the University Graduate Faculty 	<ul style="list-style-type: none"> • Asynchronous course syllabi
4. Provide a quality learning and research environment for students and faculty	<ul style="list-style-type: none"> • Improve access to computer and other information technologies • Evaluate the current facility in terms of present and future needs 	<ul style="list-style-type: none"> • Study of computer lab access • Student focus group reports • Faculty space assessment 	<ul style="list-style-type: none"> • Floor plan and inventory. • LIS and ICS lab policies • Space plan
5. Explore possibilities for LIS partnerships in the growth of Hawai'i-based high technology entrepreneurial efforts.	<ul style="list-style-type: none"> • To be addressed 		