

Area Overview

Library and Learning Resources

1. Mission: How does your unit (division) support the mission of the college?
“Its primary mission is to prepare students for successful transfer to four-year colleges and universities or for successful placement or advancement in rewarding careers. Its mission is also to serve its surrounding community through adult non-credit education and community services courses and programs.”

Both the Library and the Learning Center are integral to the preparation of students for successful transfer to four-year colleges and universities or for successful placement or advancement in rewarding careers. The Library is referenced in the “information analysis and evaluation” component of the College mission statement, and is important to other components such as providing a rich and rigorous curriculum, emphasizing interdisciplinary coherence and diversity, and providing state-of-the-art technology. The library provides one-on-one reference service to assist students to do their research, credit and non-credit instruction, a large collection of resources both print and electronic, remote access to a variety of resources and a physical library conducive to research, quiet study and collaboration. The Learning Center provides tutoring and instructional resources to help students succeed in their course work. It also offers student workers the opportunity to develop workplace skills leading to tutoring jobs at the university level, and possible careers in education.

2. External Trends: Describe the external trends that will have an impact on your area in the next 3-5 years:

The improving economy and a stable local demographic coupled with high housing costs are likely to reduce the number of students coming directly to the college from local high schools with a transfer goal. The college may see a growing number of less well-prepared students, those who have failed to pass the CAHSEE, and who come from surrounding districts. These populations may need remediation and may prefer to follow a vocational path. In addition, fewer vocational programs are being offered at the K-12 level, which could increase demand. Workers will continue to need retraining to maintain and/or advance in their employment. Finally the need for skills enabling everyone to be successful in the technological environment will only continue to grow.

3. Internal Trends—Enrollment Growth:

Two learning resources areas of service with increased demand are likely to be remediation and information competency instruction. While there may be reduced numbers of transfer-oriented students who are in need of information competency instruction, the library is currently only able to provide information competency instruction to a small fraction of those who could benefit. Therefore, this will continue to see increased demand. In addition, information competency instruction will need to be

adjusted to meet the needs of vocational and less well prepared students assisting them to become life long successful users of information. The Learning Center will see increased numbers of under prepared students who can benefit from tutoring and a decreased pool of well prepared student peer tutors.

4. Responsiveness to demands:

There will be a need for expanded space for tutoring in both English and mathematics, as well as for the Writing Center and information competency instruction both on the main campus and in areas of off site instruction, particularly South Glendale. The library needs additional classroom space with computers and Internet access for larger classes (up to 40 students). The Learning Center should have approximately double the space to provide quiet areas for testing and computer aided instruction (CAI Lab), as well as noise-reduced areas for tutoring. Space should be carved out on campus to allow satellite tutoring opportunities for those who may not feel comfortable in the Learning Center environment. Space on the Garfield Campus must be identified for a Learning Resource Center, which would include a reference center staffed by a librarian, circulating materials appropriate for the classes taught there and space for tutoring.

Technology must be acquired, maintained and upgraded in all facilities. The installation of wireless technology in the library should be exploited and expanded to the Learning Center and other tutorial areas. Laptops with wireless access could provide the large classroom space needed to expand information competency instruction to larger groups. Office space and equipment will be needed for the increased faculty and staff necessary on both the main campus and satellite instructional areas such as the Garfield Campus. Funding will be required to build a small print collection for off campus students and to cover increased costs for digital resources and remote access to them.

In particular the staffing needs of the area are critical. The Learning Center has been functioning with a skeleton staff for several years. Vacant positions and retirements must be filled and the staff reorganized for optimum effectiveness. Additionally, library faculty will be required to meet the currently unmet and changing need for information competency instruction and to provide services in south Glendale.

Prioritization:

1. Providing library and learning resources services and materials to students at the Garfield Campus, specifically space, materials and staff.
2. Additional staff, space, requisite technology and equipment to serve the tutorial and remedial learning needs of students on the main campus effectively and efficiently.
3. Provide sufficient faculty librarians to meet the needs of students for life long learning and information competency skills as well as to maintain traditional library functions.