

QUESTION #16: **WHERE ARE LAC PROGRAMS AND SERVICES LOCATED?**

A conversation with Gwyn Enright

Let me answer this facetiously. The learning assistance center has a near cult tradition of being located out of sight—far away in a temporary barracks on the edge of campus or buried in the deep bowels of a dank building. Ideally, the learning assistance center should be centrally located so learners can find it. It should be visible to decision-makers and potential clients, and so the campus as a whole owns the center and the services it provides.

A good place is the library or the learning resource center because they are usually centrally located and often have the environmental flexibility needed to offer learners technological alternatives to content mastery and learning skills improvement. As campuses start to implement plans for new buildings, it would be good for the LAC professionals to be involved in the planning.

What if a central location is not an option for the LAC?

While that means some loss of visibility and some duplication, smaller units in different departments can mean more convenience for students and more commitment from the

faculty. An inspired publicity campaign can still guarantee visibility for the learning assistance center even when it is not centralized in one prime location.

ADDITIONAL READINGS

Lissner, L. S. (1989). College learning assistance programs: The results of a national survey. *Issues in College Learning Centers*, 9, 82-95.

Lissner, L. S. (1990). The learning center from 1829 to the year 2000 and beyond. In R. M. Hashway (Ed.), *Handbook of developmental education*. New York: Praeger Publishers, 127-154.

Smith, G. D., Enright, G., & Devirian, M. (1975). A national survey of learning and study skills programs. In G. H. McNich & W. D. Miller (Eds.). *Reading: Convention and inquiry*. Clemson, SC: National Reading Conference Proceedings, 67-73.

Gwyn Enright served as CRLA President in 1987. She had been Editor of the Proceedings from 1978 to 1981 and has published articles on test support programs and on the national status and history of learning assistance in the WCRLA/CRLA Proceedings and the Journal of College Reading and Learning. She received the CRLA Long and Outstanding Service Award in 1996.