1. **Mission Statement:**
No explicit mission statement exists.

**Goals:**
W/RC assists students with questions about written assignments across the curriculum, encouraging them to become independent writers/learners who are “writer-ready” to enter the workforce and/or transfer to four year institutions.

**Key Functions:**
Assists students with writing assignments, including outlines, first drafts, lab reports, college application essays, and résumés; explains assignments and discusses literary genres or topics to help them develop ideas/thesis statements. Helps them locate and evaluate credible sources and document sources, primarily using MLA and APA styles; shows them how to format papers, access CCCC email, Blackboard, college databases, online sources, CLAMS, MS Word, and SkillsBank. (No scheduled one-on-one tutoring occurs in the W/RC.)

2. **Core Programs, Services, and Delivery Methods to Students**
The W/RC offers academic support for written assignments using word processing. SkillsBank, a software program, is also available for self-directed study in sentence structure, grammar, punctuation, and reading comprehension.

3. **Reporting Relationships**
The W/RC Coordinator turns in student sign-in sheets to Diane West, Administrative Assistant of Learning Support Services, on a weekly basis.

4. **Major Technologies, Equipment, and Facilities**
The W/RC moved prior to the fall 2006 semester. No preliminary input into its design or size was considered. The current space includes six round tables permanently attached to the floor with four computers on each (no dividers separate the work stations), a computer work station in the corner of the room for instructors to use while teaching, and a small desk with a computer across from the entrance, so the writing specialist on duty can greet students as they enter and sign-in. All computers share similar software with other computers on campus where students have access. Two narrow tables with chairs face the windows for students to spread out their books and materials. Primarily configured and perceived as a “computer classroom,” the open space contains too many computers. More tables/desks, bookcases, carrels for privacy, and a bank of designated online tutorials need to be added for it to function as a welcoming place where students come to write.

5. **Collaborative Relationships**
At the beginning of each semester, the W/RC Coordinator schedules and conducts orientations in the support facility for students enrolled in daytime Foundations in Writing and English Composition I classes. Professors from the Language & Literature Department bring their students to the W/RC, so they'll know where it is, and learn what it and other academic support services—such as the Tutoring Center and Math Lab—offer.

Over the past few years, little to no communication or collaboration between the W/RC Coordinator and Tutoring Center has taken place. Unlike previous years, the W/RC Coordinator has not been included in formal or informal meetings with academic support personnel. In general the W/RC has been treated as if it were an anomaly; perhaps it has been viewed as an extension of the Open Computer Lab—but not as a relevant integral part of learning support services.
6. **Staff Profile: Past & Future**

This semester the W/RC is open twenty-seven hours per week, Monday through Friday. By contract the W/RC Coordinator oversees the center approximately twenty hours per week, including time spent attending department and institutional meetings. Currently, another part-time tutor covers the W/RC approximately four and a half hours per week, leaving four hours of operation time uncovered on Tuesdays and Thursdays from nine to eleven o’clock.

Over the years peer tutors, work study students, professional tutors, and oftentimes professors from the Language & Literature Department were scheduled into the W/RC. In addition to inadequate planning/budgeting, WORK-TO-RULE, the new scheduling template, elimination of the Peer Tutorial (ETU100), and the decreased number of operational hours, may have contributed to its current lack of sufficient staffing. (Although the W/RC Coordinator receives benefits, s/he earns the same amount of hourly compensation as a newly hired “professional” tutor without a bachelor’s or master’s degree.)

7. **Staff Contributions** N/A

8. **Financial Overview**

The W/RC Coordinator does not create or oversee a budget. Augustine Dorado, Associate Dean of Learning Support Services, oversees it without consultation with the W/RC Coordinator. Like the Math Lab, the center is an extension of the Tutoring Center; however, it does not share parity with the Math Lab in terms of its staffing, budget, and departmental support.

9. **Challenges**

Location-- One of its primary challenges is its present physical location on campus. Buried on the ground level in the new Lorusso Applied Technology Building beside the Tutoring Center, limited student traffic makes it a less likely spot for students to drop in or seek out. Historically, the W/RC has always been close to the Tutoring Center and the Open Computer Lab (OCL) both of which have always been open for longer hours, including nights and weekends, and neither of which have been used as a classroom. Because of their proximity, the W/RC and OCL have been in an unspoken competition with one another. Many students and staff viewed the W/RC as just another room with computers for students to use when the OCL is full. Moving the TC and OCL to its new location might have been a good idea, but leaving the W/RC in its former place might have increased the WIRC’s usage for its intended purpose, provided student computer access in the North and South classroom area, while remaining close to English faculty—just as the Math Lab is in physical proximity to math faculty. Additionally, it needs to be designated as a permanent space (like the Math Lab). No classes should be scheduled in it during the day. Tech G-02 is currently used as a classroom from 8:00 a.m. – 10:00 a.m. (MWF) and occasionally from 6:30 p.m. – 9:30 p.m. Monday through Thursday; however, this is a major improvement over the previous three years.

Space Configuration~ Refer to #4.

Budget & Staff-- Lack of adequate funding and staffing makes it impossible to run an effective writing/reading facility. A stronger affiliation with the Tutoring Center and Language & Literature Department needs to be implemented.

10. **Organizational Oversight**

On November 8, 2006, Associate Professor of English James Kershner proposed that a Writing/Resource Center Task Force (W/RCFT) be formed to address issues the W/RC faced. Chaired by Academic Dean Phil Sisson, the W/RCFT held its first meeting on February 14, 2007 to air concerns. Except for Student Senator Rob Kelley, attendees included only members from
the Language & Literature Department: Lore DeBower, Department Chair; Michael Olendzenski, Reading & Writing Staff Coordinator; Jim Kershner, full-time faculty member; Christine Jacques, W/RC Coordinator; and Donna Scaglione, an adjunct professor. Dean Sisson suggested participants look into other community college “learning center” models. Recommendations for revitalization are forthcoming.

Respectfully submitted,
Christine Jacques
Writing/Resource Center Coordinator