

## ARC Accreditation Narrative

**Name:** Kit Schmiemeier

**Criterion 3**

**Peer Tutoring Program**

**ADA Accommodations**

**Core Component 3b:** *The organization values and supports effective teaching.*

The ARC Peer Tutoring Program provides all Webster University students with free tutoring provided by peer tutors who have taken the related class and received a grade of B+ or above. When possible, a tutor is hired who has taken the course with the tutee's instructor. This allows the tutee to receive extra one on one guidance and support for the instruction taking place in the classroom. Tutors must have outstanding academic credentials, effective interpersonal skills, and must be recommended by a faculty member. Tutors participate in an orientation and monthly training sessions designed to increase their skill set and enhance their teaching styles.

**Core Component 3c:** *The organization creates effective learning environments.*

The Peer Tutoring Program supports the performance of all students in the classroom by helping them come to class better prepared, thereby enhancing the effectiveness of the classroom learning environment. The Academic Resource Center has comfortable, distraction-reduced areas for the tutor/tutees to work in. Students are also permitted to meet tutors in other campus locations like the library or on a Webster campus more convenient to their home or work location. Tutoring appointments can be made any day of the week to accommodate the busy schedules of non-traditional students. Tutees regularly provide feedback about the service through the use of evaluation forms and brief meetings with the Peer Tutor Coordinator. Both tutors and tutees represent the diversity of the Webster student population.

The Academic Resource Center also provides an individual academic mentoring/counseling service for all students needing assistance with learning strategies. This service includes but is not limited to students on academic probation, students identified as "at-risk" and students with documented disabilities. Mentors/counselors provide guidance and assistance with such topics as Time Management, Learning Styles, Self-Advocacy, Motivation, Listening and Note Taking, Memory Strategies, Test Anxiety, Test Preparation, Test Taking, and Writing. Additionally, the Center staff developed a college credit course, *Learning Strategies* to help students learn and practice college study skills. The learning environment is based on a student-centered model whereby the students determine individual learning objectives and instructors serve as facilitators to student learning.

**Core Component 3d:** *The organization's learning resources support student learning and effective teaching.*

The ARC assists students with documented disabilities in requesting and receiving their accommodations. Letters listing special accommodations are sent to each of their instructors informing them of the approved accommodations for the student. When needed, the ADA Coordinator communicates with instructors to give suggestions for how accommodations might be best implemented in the classroom.

**Evidence:** Intake forms, program evaluation forms, peer-tutor program evaluation forms, self-reflections, peer tutoring training materials, statistical data, presentation materials, student-identified goals and outcomes for sessions.