**Miami Conference Proposal – November 2011**

There is no doubt that the Writing Center is a valuable resource for students in writing-intensive secondary education programs.  However, as more and more adults return to college, university Writing Centers need to be able to effectively respond to the needs of a growing adult student population. My research strives to demonstrate that focused efforts of Writing Centers to serve adult students can lead to academic enculturation, higher retention rates, better grades and graduation rates as well as a stronger connection to the University.

 In this presentation, I will talk about my institution’s endeavor to reach adult students as well as how we have tailored our tutoring approach for adults. We recognize that not only do adult students have academic needs that differ from younger students, their learning process is different as well. Through the lens of andragogy – how adults learn – I will talk about the main characteristics of adult learners, their drivers and motivations, and how to use the principles of andragogy to inform the peer tutoring session with adults. We will discuss the concept of self-directed learning and how it can be applied to adult writers, and we’ll workshop ways to empower younger tutors working with adults.