



Year in Review 2014-15

SASC Mission:

Assisting students to become independent learners, so that they are able to meet the University's academic standards and attain their personal educational goals.



Director Summary

2014-15 was characterized by adjustment and adaptation as we transitioned away from paper records and scheduling to une.tutortrac.com, a comprehensive scheduling and records management system that integrates with U-online. As with most new technology, the transition was anything but easy. Fortunately, students, staff, and tutors were patient, understanding, and able to see the long-term gain possible with perseverance through short-term pain.

What you see in this document is owed in part to that perseverance. Most of the data you will find on pages 3, 4, and 5 was generated by tutortrac software in a fraction of the time it took to produce last year.

This year we also welcomed a new staff person in a newly created position serving our online graduate students in Portland. Lori Rand's addition to our staff has enriched both writing support for online students and enhanced collaborations with the programs and faculty who serve them.



Finally, a defining time of the year for all of us, especially in Biddeford, was the loss of our colleague John Daugherty. John was a fixture at UNE in student support for decades. John's eclectic interests, amusing anecdotes and especially his commitment to helping students become better writers, are much missed.

Looking ahead to 2015-16 I am excited to continue to work with such talented and hard-working people and I am confident that whatever the year throws our way, we are well suited to adapt and adjust to provide superior academic support to UNE students.

-Mary



Major Accomplishments



ALEKS®

59 students accelerated placement via ALEKS software during summer 2014, a **47%** increase over 2013.

The SASC [Google site](#) launched for 24/7 access to SASC downloads, videos, and links.



Full implementation of TutorTrac software in all SASC units for scheduling and record keeping.



Online SASC added an Online Writing Specialist, transitioned to synchronous online writing support, and increased student visits by **29%** over 2013-14.

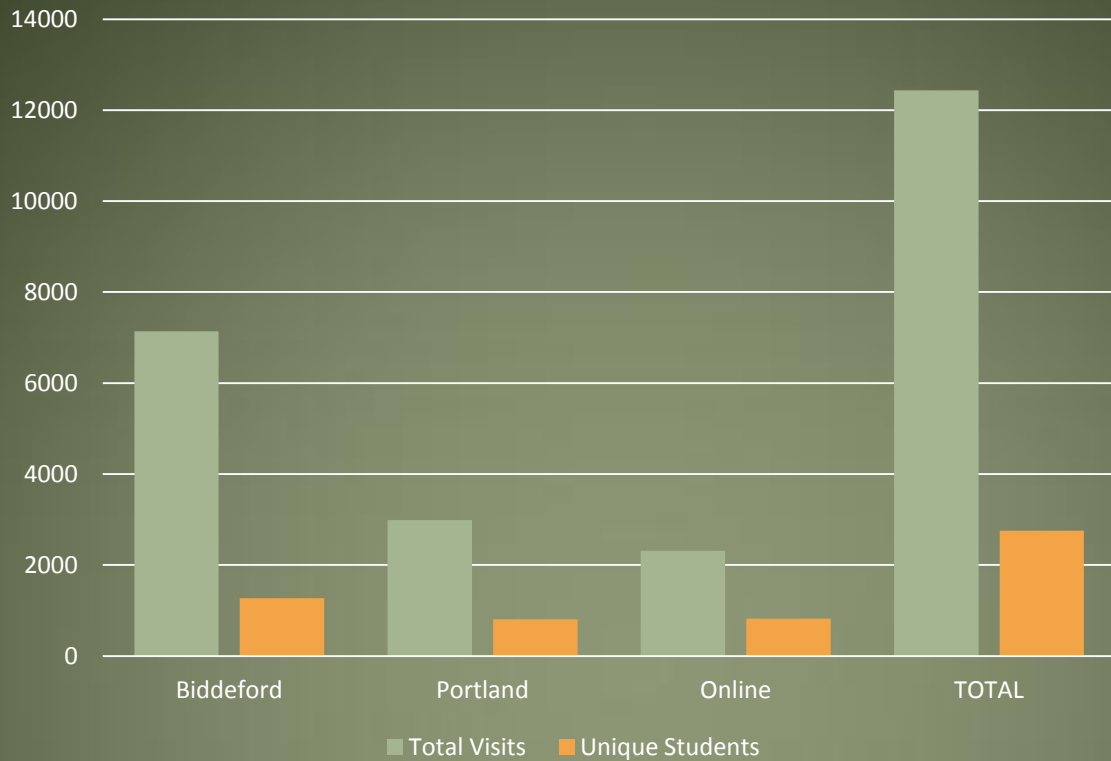
20 tutors completed level 1 CRLA certification.



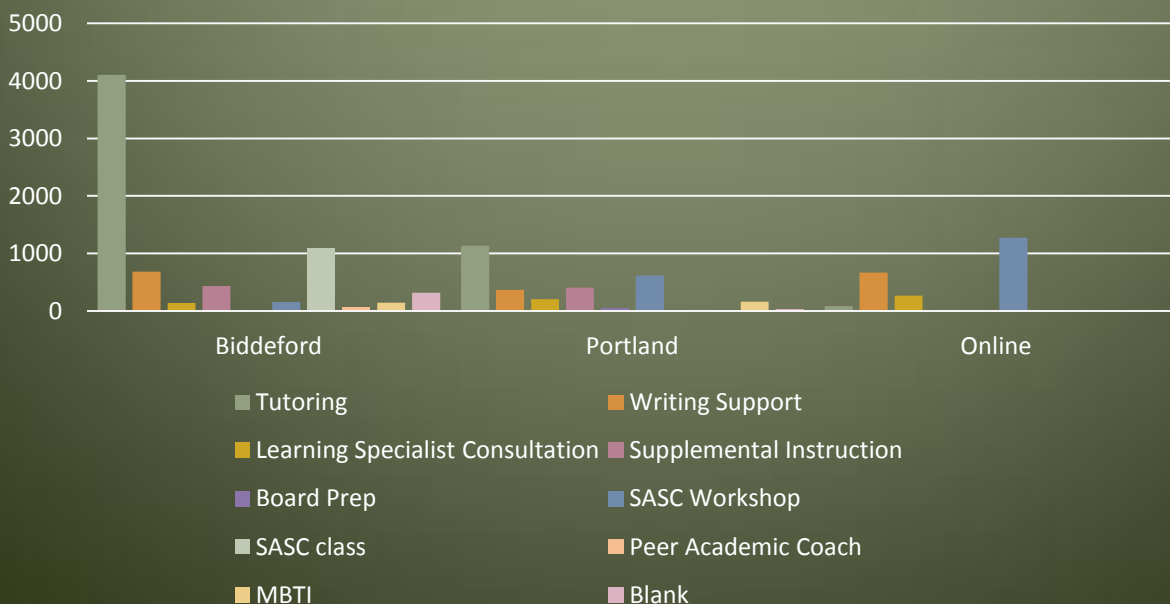
Supplemental instruction expanded to Statistics, Neuroscience, Biochemistry, and Pharmacokinetics

Utilization Data

Total Visits / Unique Students

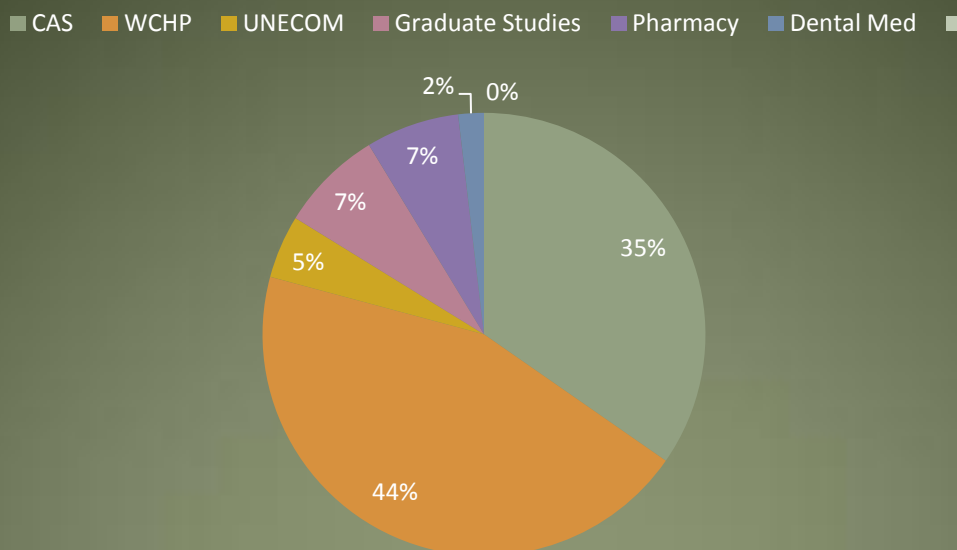


Visits by Reason



Utilization Data cont'd

SASC Visits by College



Total student enrollment, all programs n=5650 (FTE)
48% used the SASC in 2014-15

Outcomes & Assessments

Effectiveness of Supplemental Instruction for PHS106 Biochemistry in College of Pharmacy – Brenda Edmands

- 92%** indicated that SI had a positive impact on their success in the course
- 76%** reported that sessions promoted long-term retention of material and improved ability to synthesize material
- 70%** reported an improvement in critical thinking skills
- Students who attended 3 or more sessions improved 11% on their test scores as compared to the 7% gain experienced by students attending 0-2 sessions
- No student who attended 2 or more SI sessions failed the course

Assessment of effectiveness of the Attributes of the Graduating Online Grad Student Workshop – Henri Moser
88% of students rated the workshop as either highly or somewhat beneficial

Professional Chemistry Tutoring Outcomes – Nicole Stephens
Of the students who attended 5 or more CHE110 tutoring sessions in fall 2014, all passed the course with a C- or better.

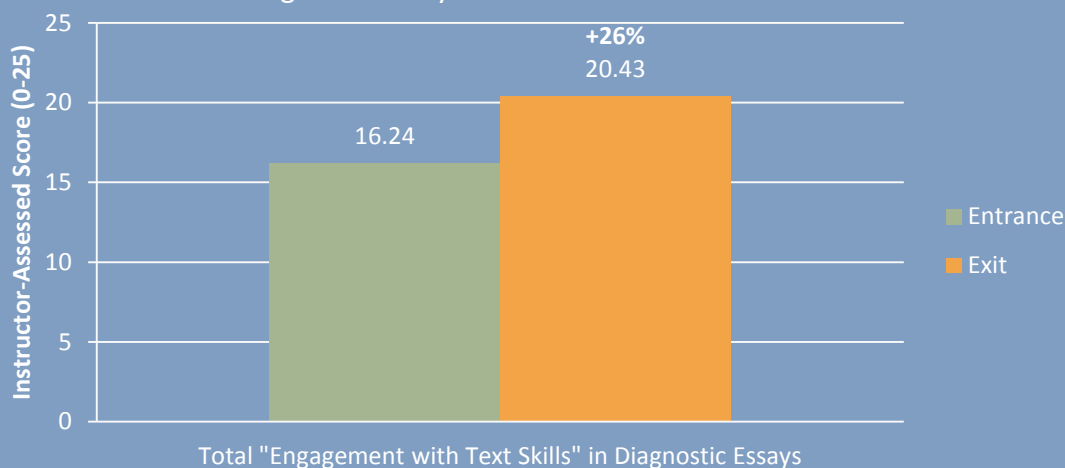
Outcomes & Assessments cont'd

Physician Assistant students who participated in the pilot series of Master Student skills workshops and reported the sessions as “helpful” or “somewhat helpful”.

100%

“Engagement with Text Skills” – Megan Grumbling

Total Instructor-Assessed “Engagement with Text Skills” Score Averages, as assessed in Entrance and Exit Diagnostic Essays.



SAS011 Outcomes – John Daugherty

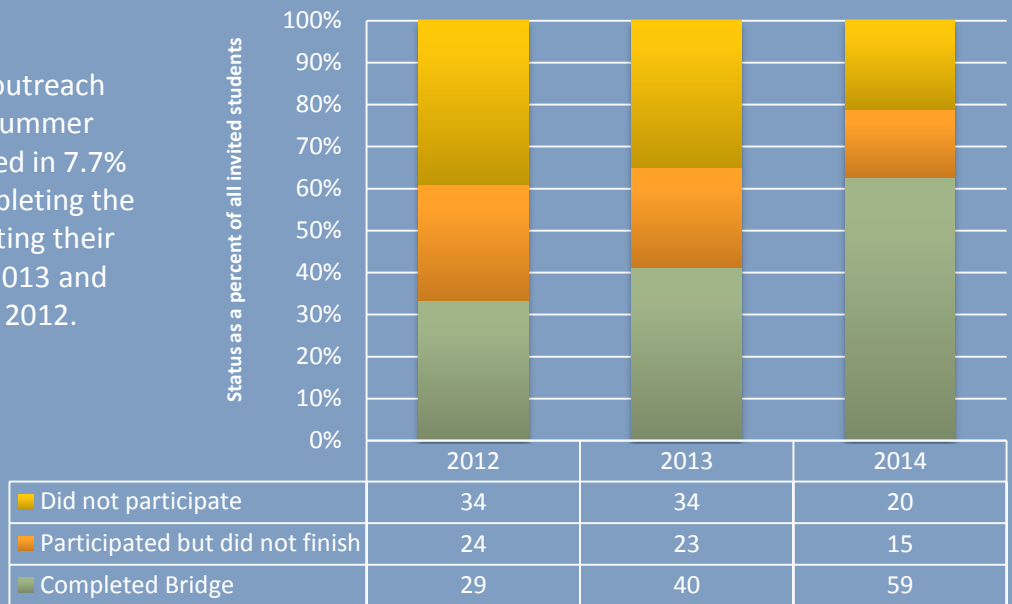
Letter grade results of the fall, 2014 SAS011 population show continued success in the mainstreaming initiative that allows students direct enrollment into credit-bearing ENG110 with a supportive co-requisite lab.

Writing Placement Participants														
SAT-W	ACT-C	#	A	A-	B+	B	B-	C+	C	C-	D	F	I	W
460		15	1	0	2	3	3	1	1	1	1	0	1	1
450		29	2	2	2	5	4	3	2	2	1	1	0	1
440		14	0	4	1	2	3	2	1	0	0	1	0	0
	19	6	0	1	0	1	2	0	0	0	0	0	1	1
	18	0												
WP Total		64	3	7	5	11	12	6	4	3	2	2	2	3
SAS011 Total		75	6	9	7	13	14	6	4	3	2	2	2	3

Outcomes & Assessments cont'd

SAS-022 Summer Bridge Participation & Completion Rates – Lori Wall

A pilot of intrusive outreach to students in the summer ALEKS bridge resulted in 7.7% more students completing the bridge and accelerating their placement than in 2013 and 11.6% more than in 2012.




Faculty Feedback

“Both Brenda and Nora were eager, helpful, gracious, constantly encouraging, and most important, so student centered that they inspired the rest of us to improve our suggestions and efforts to make this an outstanding event. Nora’s continuing work with our ESL students and Brenda’s work with both our students and faculty have been so very appreciated for their interest and drive to produce excellence in all members of our family at UNE.” –Glenn Rosenthal

“Dear students,
Megan Grumbling is a fantastic writer and a widely acclaimed poet. And she works here at UNE, and...is willing to give you help on improving your writing and your papers.
I CANNOT ENCOURAGE YOU ENOUGH TO TAKE ADVANTAGE OF THIS FREE YET INCREDIBLY VALUABLE SERVICE. No matter where you might end up career wise, good clear writing will be extremely important for your success. Watch the videos, make use of the SASC’s resources—just do it.”
–Rick Peterson


“I also wanted to take this opportunity to thank you very much for your presentation to the group. I know I personally appreciated the overview of the Center and the information you shared - as I am still learning about the operations - and, I have only heard positive feedback from the other participants. You addressed some very pressing and relevant topics in a very enlightening and supportive manner, and all of us here at OWL/GPHP want to thank you.” –Laudan Ghayebi

Student Feedback



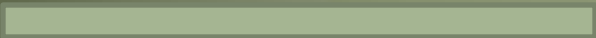
"The tutors were always so friendly and willing to help. They never seemed annoyed or like they were smarter than me. They are genuinely good people and do a job that most people aren't patient enough or willing to do." –Biddeford campus student

"The support I received was tailored to me which is really essential in the learning process. I think SASC is an invaluable resource." –Biddeford campus student



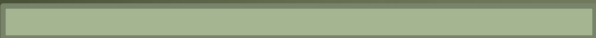
"The responses I received were so quick and timely. This was beneficial with the nature of the program and needing assignments completed quickly." –Online student

"Amy helped me to see where I make the most errors and showed me how to fix it. As the semester went on, she mentioned how I was catching myself and fixing the errors on my own. I feel that I have improved directly because of her." –Portland campus student



"I like the open study space and have gone in there a few times just to get things done. Staff is always friendly and helpful when you have a question." –Portland campus student

"Hearing my papers/essays being read out loud especially helped with editing things that would have otherwise gone unnoticed. It also helped to see if the arguments in my essays were convincing and effective, and the tutors really helped with that." –Biddeford campus student



"Anna and Kyle had similar tutor methods- They both tested me during my session. They made me problem solve and think about the answer. This has helped me improve this semester." –Portland campus student

"The help was very useful. It brought my grades up significantly. The owls are a little difficult to use, however the fact that they are there for future reference is helpful. I think that the conversation that took place with the tutoring sessions made the difference." –Online student

3.0

Average undergrad GPA of
SASC users Fall 2014

Goals for 2015-16

Further integration of Peer Academic Coaches into Residential Education through PAC involvement in fall orientation, welcome week activities and training with RAs.

Further collaborate with Director of Academic Curriculum in UNECOM to facilitate the integration of the Expert Skills Program into the first-year of medical school.

Collaborate with MPH programs and leverage resources to meet demands for online content tutoring in Epidemiology and Bio-Statistics.

Collaboration with Nursing and Dental Hygiene departments to improve outcomes in BIO104 Essentials of Biology for Nursing and Dental Hygiene students via a workshop series to provide students with specific strategies for success in BIO104 early in the semester, within the context of the course content.