The Student Academic Success Center (SASC) is dedicated to providing a comprehensive array of academic support services that will assist students to become more independent and efficient learners, so that they are able to meet the University’s academic standards and attain their personal educational goals.

**Locations:** Proctor 102 (Portland)  Hills Beach Road, across from Alfond Health Sciences (Biddeford)

**Hours:** vary by campus, see website for details

**Phone:** 207-221-4247 (Portland)  207-602-2443 (Biddeford)

**Website:**  [https://sites.google.com/a/une.edu/student-academic-success-center](https://sites.google.com/a/une.edu/student-academic-success-center)  
[une.tutortrac.com](http://une.tutortrac.com) – search for tutoring and schedule appointments

### Objectives of Academic Support Services

- Students will understand what learning resources are available at UNE and how to access them.
- Students will understand that academic support is one piece of a web of interconnected elements that contribute to student success.
- Students will have an awareness of themselves including their existing skills and knowledge, their learning style, and their strengths and weaknesses.
- Students will develop an increased level of self-efficacy based on their understanding that academic skills are not inherent and can be learned and improved upon.
- Students will understand that learning is a process and that using academic support on a regular, rather than ‘just in time’ basis, will produce the best outcomes.

### Learning Outcomes

**Placement Testing** – Students will be able to:

- Understand the impact of their academic placement in writing and mathematics on their curriculum
- Make an informed choice about remediation and access the tools to complete it

**Content Tutoring** - Students will be able to:

- Decode questions/prompts in order to understand what is being asked
- Identify significant concepts from lecture and reading materials
- Self-advocate to direct tutoring sessions
- Apply appropriate problem-solving strategies that cover the same content presented in different contexts
- Correctly restate material in their own words
- Identify patterns in errors and work to correct underlying skills
- Make independent connections to previously covered material
• Apply concepts to “real world” issues
• Ask open-ended questions that lead to a deeper level of understanding
• Set goals to direct future learning/studying

Writing support – Students will be able to:
• Decode an assignment’s purpose
• Identify the main idea and supporting evidence in a text
• Demonstrate understanding of basic essay structure and elements
• Apply and manipulate paragraph structure for different writing goals
• Articulate the recursive nature of writing by reflecting on and analyzing their writing habits and make adjustments
• Engage with texts to synthesize content, practice critical thinking, and present an original thesis

Learning strategies – Students will be able to:
• Articulate their learning process
• Assess their learning needs
• Apply strategies and tools to enhance their learning and executive functioning skills
• See relationships in what they are learning across their curriculum

SASC and Student Responsibilities

To accomplish these objectives SASC will:
• Employ peer and professional tutors who maintain an ethical standard of practice
• Maintain an environment and atmosphere that promotes student learning
• Offer services during day and evening hours to accommodate many students’ schedules
• Maintain current educational materials and faculty resources to support content tutoring
• Provide training, professional development and supervision of tutors that ensures high quality tutoring
• Review content material in multiple ways to facilitate understanding
• Collect data on student satisfaction and student academic progress semi-annually and use that to evaluate and improve services
• Conduct regular assessment of services by quantitative and qualitative methods to measure student learning outcomes

To accomplish these objectives students will:
• Prepare for tutoring sessions by attending class, completing assigned work, establishing questions, and taking an active role in tutoring sessions
• Utilize all available course resources starting with course faculty
• Be open to trying new approaches and strategies for learning material
• Take responsibility for their learning process, their decisions, and their actions

SASC Policies and Procedures

Data collection and use:

SASC records student attendance at all services. Data about student’s major, grad year, and instructor are all tracked to allow SASC to do comparative analysis and comprehensive reporting of utilization. This information is frequently shared with instructors, athletics, and other university departments who have a demonstrated interest in the student academic success.

Accessibility of services:

SASC works closely with the Office of Disability Services on campus to ensure that services follow principles of universal design and are accessible to all students.

Special requests:

In situations where a student’s request for tutoring or other SASC service can’t be met with existing SASC resources, students are asked to complete a tutoring request form or otherwise indicate their need in writing to one of the following:

Jen Welch, Tutor Coordinator – jwelch6@une.edu 221-4235
Brenda Edmands, Portland SASC Coordinator – bedmands@une.edu 221-4358
Mary Fraser, SASC Director – mfraser3@une.edu 602-2561

No-show policy:

Students are asked to cancel appointments a minimum of 2 hours before the scheduled appointment to make the time available for other students to use. Appointments should be cancelled through TutorTrac or by contacting SASC directly.