MASTR was launched in the Fall of 2006 and was tasked to support students in courses that proved particularly difficult specifically for incoming freshmen. The MASTR model combines the traditional student tutor with professional content coaches, creating a multi-level experience for student learning. MASTR has been designed to be a tutoring resource that is flexible to the needs of the students, as well as the needs of the university. One aspect of this flexibility is seen in the courses MASTR supports. This year services have been expanded to include INDV-Language in addition to the 100-level Math, Chemistry, Physics, Spanish traditionally offered. Currently all drop-in and academic coaching services are available in the ILC (Integrated Learning Center) from 5:30pm to 9:30pm Sunday through Thursday helping to fill out the daytime hours currently offered by departments.

MASTR differs from traditional tutoring models in four major ways: 1) innovative utilization of academic coaches; 2) raising the professional level of tutoring through training and certification; 3) the location; and 4) the team approach and resulting synergy of tutoring and academic coaching. The overall success of the program has been and will continue to be documented both qualitatively through feedback from students and staff, as well as quantitatively through raw counts, GPA, and retention data.

Results have been dramatic:

- In its second year (FY 07-08) MASTR served 2,900 unique students who made over 12,000 visits. The previous year (FY 06-07) 1,900 students made approximately 9,600 visits. By end of FY 08-09 an estimated 3,500 unique students will have been served.

- MASTR students logged approximately 12,000 visits during FY 07-08, a 46% increase from the previous year and higher than any year for the past decade.

- 84% of the students who came to MASTR were retained compared to 79% of the overall student population for FY 07-08. In FY 06-07 the results were 84% and 80% respectively.

- Holding other variables constant (e.g., ethnicity, academic index) MASTR students had higher overall GPAs than those that did not attend.

- The number of sessions a student attended MASTR in FY 07-08 was a statistically significant factor in their final class grade for College Algebra.

- The increase in student attendance seems to be a direct result of their satisfaction. Over half of students report a friend suggested they attend.

- A survey conducted in spring 2008 showed that 86% of 200 students surveyed reported that their understanding of the material increased and that their anxiety decreased. A student described it best, “Oh, it’s like a little family.”