Mihaylo College Tutoring Center
Fall 2012

DEPARTMENT MISSION STATEMENT:
The Mihaylo College Tutoring Center’s mission is to assist Cal State Fullerton Business Students to become more successful at the University by offering tutoring assistance on core business subjects in a friendly and supportive learning environment.

PROGRAM/SERVICE OVERVIEW:
We believe that providing support to our students will enhance their ability to succeed in their courses in addition to promoting a sense of community within the college.

- To provide students with academic support beyond the classroom.
- To reinforce their learning.
- To assist students to learn skills to help themselves.
- To encourage students to develop an aptitude to be successful.

The Center has a staff of graduate and undergraduate tutors who work with students from diverse backgrounds to tutor them in the following undergraduate level subjects, which are the foundational courses of the College: Accounting, Business Writing, Economics, Finance, and Statistics (ISDS). The tutors facilitate one-on-one 30-minute study sessions that involve preparation for exams and reviewing course materials. Study sessions are offered to all students who wish to improve their grades in business courses and obtain a better understanding of the curriculum.

LITERATURE REVIEW:
Tutors provide various services. “In general, peer tutors help other students either on a one-to-one basis or in small groups by continuing classroom discussions, developing study skills, evaluating work, resolving specific problems, and encouraging independent learning” (Colvin, 2007). Students may also experience a more individualized learning experience which may be able to assist them in their learning in addition to improvements in their self-esteem, motivation, and overall attitude toward their academic courses (Miller & MacGilchrist, 1996; Wentzel & Caldwell, 1997). Tutoring programs commonly focus more on content, but other programs’ objective is to “reduce dropout rates and target high-risk courses rather than high-risk students” (Colvin, 2007). Overall, Goodlad (1998) suggested, “By involving learners in the responsibility for their own learning… this increases social interaction (p. 16) and transforms learning from a private to a social activity.” With this in mind, if academic responsibility becomes part of a student culture, it may be able increase each student’s probability of success as they become more engaged in their courses and with their peers.
STUDENT AFFAIRS LEARNING DOMAIN(S):
Self-management

UNIVERSITY-WIDE SLO(s):
Intellectual Literacy

TYPE OF ASSESSMENT:
Student Satisfaction Assessment

PROJECT SAMPLE:
759 students (sample size varied due to separate data collection per semester)

DATA COLLECTION TIMEFRAME:
Fall 2012

DATA COLLECTION METHODS:
Survey data was collected through online surveys administered in the Center. Students are asked to complete a survey after each tutoring session.

LIMITATIONS:
Survey results may not be accurate due to subjective manner. Participant reactive effects such as social desirability may have also occurred due to method of survey administration in the Center with tutors nearby. Additionally, low attended subjects as demonstrated on the results may be inaccurate as tutor encouragement varies, and if performed, increases participant survey completion.

SUMMARY OF RESULTS:
Similar to previous semester’s survey results, over half of student participants who seek tutoring are juniors with seniors trailing as second highest amount of student participation. The data results also indicate a majority of student participants would recommend the Center to their peers and expressed that services have positively affected them in their overall academic pursuits. Additionally, data results confirm once again that students who utilize tutoring services decided to come on their own and reserved more appointments via website; however, scheduling appointments as a walk-in was utilized almost as frequently.

KEY FINDINGS:

- About half of student participants indicated their GPA ranged from 3.0-3.4 and a third of participants indicated majoring in Accounting.

- Tutors were highly rated in terms of their attributes; friendliness received the highest rating at 4.73 out of a 1 to 5 scale; helpfulness received the lowest rating at 4.66

- A high percentage of student participants found out about the Center as a result of walking by and from their instructors; flyers were rated as the least effective method of marketing Center’s services
KEY FINDINGS, Cont'd:

- About 38% of student participants reserved an ISDS tutoring session; with a little under 3% of ISDS sessions in ISDS 265 and ISDS 365A and ISDS 365B comparable close at about 47-48%.

- Accounting was indicated second highest subject of student participation. Over 40% of accounting appointments were in ACCT 201B; ACCT 301A rated second highest at 18%.

- About 17% of students participated in a Business Writing tutoring session; Economics was indicated as the lowest amount of student participation and Finance was rated second lowest.

- The Center’s online resources was rated 4.67 out of 1 to 5 scale regarding student satisfaction of the service.

- Out of 733 student participants, only 32 utilized the SKYPE ISDS tutoring services.

- About 74% of student participants had more than one tutoring session with almost 40% of the students expressing the quality of the session was the same; over a third of students indicated it was better.

STUDENT TESTIMONIALS/FEEDBACK:

“[My tutor] was professional and extremely helpful. Not only did he assist me to write a professional business letter, he also took the time to help me understand why we made certain changes. I feel that I have gained more confidence in this area of business writing and will definitely be back!”

“Excellent. I feel more confident about my subject.”

“My session started 10 minutes late because when I walked in, there was no one at the front desk to check me in. After checking in, I waited for [a] couple minutes. On the other hand, my session ended on time, so I only had 20 minutes to study with tutor.”
RECOMMENDATIONS/PLANS FOR PROGRAM/SERVICE CHANGES BASED ON DATA ANALYSIS:

1. Marketing center strategies may need to include more signage; multiple students from previous semesters as well as current semester continue to express never hearing about the Center. Placing a permanent sign in the lobby or providing a more visible building directory may increase students’ ability to locate Center.

2. Aligning tutoring sessions with courses was expressed multiple times in the qualitative data collected. Partnering with academic departments may be able to enhance tutoring services.

3. In previous semesters, survey continuously indicates student dissatisfaction regarding length of sessions; only 30 minutes long. Adding an option for one hour sessions may need to be considered. Another option could be to hire more tutors for high impact subjects such as ISDS.

FUTURE ASSESSMENT PLANS:

1. Evaluate both tutor and front office staff experience and perspective to promote ownership of roles and overall Tutoring Center service. May need to consider administering evaluations twice a semester (mid-semester and end of the semester).

2. Once again, data results show a majority of students using tutoring services are juniors; assessment of junior student needs may need to be considered to further understand what juniors need from the Center.