DEPARTMENT MISSION STATEMENT:
The Assistant Deans for Student Affairs assist students in their matriculation at the university by providing an environment conducive to academic and personal growth. The Assistant Deans serve a vital role representing the division of Student Affairs within the academic colleges. Actively working with students, faculty and staff, the Assistant Deans integrate the holistic developmental philosophy of student affairs within the academic setting and engage the entire university community in academic and co-curricular learning.

PROGRAM/SERVICE OVERVIEW:
Mihaylo College of Business and Economics Tutoring Center Satisfaction Survey
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.
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. We aspire to provide students with academic support that is beyond the classroom, to reinforce their learning, to assist students to learn skills to help themselves, and to encourage students to develop an aptitude to be successful.
The Center has a staff of exceptional graduate and undergraduate students 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 study sessions as well as group sessions that involve reviewing course materials and key concepts and preparation for exams. Study sessions are offered to all students who wish to improve their grades and obtain a better understanding of the curriculum.

TYPE OF ASSESSMENT:
- External Reports
- Needs Assessment
- Program Evaluation
- Student Learning Outcomes
- Student Satisfaction Assessment
- Student Success
- Utilization Data

DATA COLLECTION TIMEFRAME:
Fall 2009-Spring 2010
Fall 2010-Spring 2011

DATA COLLECTION METHODS:
Survey data was collected through an online survey.

LIMITATIONS:
Survey results may not be accurate in terms of its subjective manner.
SUMMARY OF RESULTS:
Results demonstrated that students who use the tutoring services at the Center are very satisfied. The majority of participants indicated that students found tutors to be beneficial in terms of the tutors' friendliness, knowledge, patience, and helpfulness. Moreover, survey results revealed that almost all participants would recommend the Center to their peers seeking tutoring services. Lastly, results indicate more than half of the Center’s participating students are undergraduate juniors and seniors.

KEY FINDINGS:
- Participants rated tutors higher than 4.5 on a scale of 1-5 with 5 expressing highly satisfied.
- Over 90% of participants indicated they would recommend the Center’s services.
- Student testimony: “I always come out of my session satisfied. I would definitely recommend the tutoring center to my friends.”
- Student testimony: “Thank you for being here and helping me pass my classes.”

IMPLICATIONS OF RESULTS:
- Positive results may have declined during 2010-2011 due to the increase of participants (operational hours extended to one more hour each day).
- Upperclassmen students may be utilizing Center’s services more due to graduation requirements.

2011-2012 STRATEGIC GOALS:
1. Enhance survey questions in order to capture the results of student learning outcomes.
2. Extend operational hours to increase access to tutoring services.
3. Utilize funding to implement pilot tutoring program via Skype (an interactive video program) promoting more access to tutoring sessions.
4. Maximize tutoring sessions by providing walk-in sessions and additional group sessions.
5. Enhance aptitude of tutors by providing incentive to attend tutor training.