Start with ONESTOP

If we can't help you, we'll find someone who can!

- Check your student account balance
- Make payments
- Request & receive emergency loans, refunds, bookstore checks
- Sign up or cancel payroll deduction
- Complete and turn in direct deposit forms
- Choose/change payment options
- Sign loan checks
- Sign Student Account Information Release Consent Form
- Get help with tuition calculation
- Get wire payment instructions
- Make an appointment for an exit interview
- Verify student financial aid status
- Pick up and turn in financial aid forms
- Register for classes
- Get the latest schedule of classes
- Get a printout of your class schedule
- Change course grading or unit value
- Withdraw from a class and/or school
- Pick up and turn in forms for graduation applications, change of final exams

- Request, receive and pay for transcripts
- Request and receive verifications (enrollment, dates of attendance, GPA)
- Update addresses and contact info
- Get information regarding going over 18 units (financial aid, new charges, permission, etc.)
- Change your major, minor, area of concentration/ emphasis or advisor
- Holds inquiry
- Pick up and turn in Credits Committee Appeals form
- Pick up Seaver Course Completion Agreement for Incompletes
- Get information and form for substitution and transfer of units
- Confirm AP scores and applicability
- Pick up final exam schedule
- Get PIN
- Pick up graduation information
- Add points to your ID card for use at Marriott locations and in the library
- Request and pick up replacement ID cards
- Find out how many points are left on your meal plan/ Waves Cash
- Request to change meal plans
- Pay for parking fines
- Get appeal form for parking or other tickets
- Pick up and turn in car registration forms
- Get PepXpress username and password
- Get help on using Blackboard
- Purchase discount movie passes and tickets for amusement parks
- Check convocation records
- Pick up information on Student Insurance
- Cash checks and petty cash vouchers
- Get mailbox combinations
- Send and receive student faxes
- Get info on airport shuttles, taxis, and public transportation
- Get Pepperdine Shuttle schedules
- Get info on the University Credit Union
- Drop off graduation caps and gowns
- …and much more

Being a student at Seaver College just got easier!

Action Research Project by
Hung V. Le
2002-2003

ONESTOP

An integrated approach to delivering student services

SC060320

The purpose of my action research is to determine the effectiveness of a student-centered approach to delivering student services in meeting the administrative needs of the students and of the university.

The traditional methods of delivering student services are designed to accommodate the organizational structure of the university. Students are often required to engage in a myriad of complicated series of activities that are non-intuitive in order to accomplish administrative tasks (i.e. registration, financial services, declaring majors, withdrawing from school, etc...). The institutionally-centered processes require that the students attend to the needs of the institution rather than the institution attending to the needs of her students. These complicated processes often create a frustrating and even hostile environment in which students must function in order to engage in the business of being a student. Students are expected to memorize a specific series of steps, travel from department to department, often spending an inordinate amount of time to complete what should be simple and straightforward tasks. Each department has its own set of rules and regulations that are subsets of the larger body of policies and procedures of the university. Processes are created to facilitate other processes, and the students are required to navigate themselves through this web of inefficient and ineffective processes.

Guiding Research Question:

Can the design of an integrated "one-stop" delivery of student services be effective in meeting the administrative needs of the students and of the university?

Cycles of Action:

Cycle 1 of action involved working with the Student Services Council here at the university to identify and confirm a list of services that the various student services provide at their front desks, services that students needed to be performed on a general level.

A constructivist approach of collaborative activities allowed for an effective development of institutional expertise and knowledge-base building, leading to a better understanding of the nature of our work, as well as making more congruent our student-centered mission and our actual practices.

Cycle 2 of action involved the engagement of two critical student services staff members in the mentoring process to becoming generalists, who would be able to deliver student services in an integrative manner. My action here sought to distribute the one-stop services to other areas of the institution.

Cycle 3 sought to answer the question "Is it working?" Does the integrated delivery of student services effectively meet the administrative needs of both the students and of the university? 96% of the student respondents stated that the one-stop personnel met most, all or more than all of their administrative needs. A thorough audit of selected student records that had been processed by one-stop personnel showed an excellent level of completeness and correctness in maintaining university and governmental requirements for student records. Comments from the home offices expressed a strong approval for this process.

Lessons learned:

- Knowledge resides in the knower (Duguid & Brown, 2000). It is critical to engage the community of practice in change efforts.
- Effective changes occur when purpose is clear, when people are allowed to authentically contribute from their personal and professional experience, when centralized authority gives way to legitimate peripheral participation (Lave & Wenger, 1991) by all members of practicing community.

- The cyclical nature of the action research process provides effective means for a practicing professional to not get too entrenched even in the "new" ways of doing things and thinking; rather, it allows people the opportunities to continually go beyond the immediate. Bereiter and Scardamalia describe these means as *reinvestment* and *progressive problem-solving*. (1993).
- It is critical to develop the community and its members toward institutional expertise. The knowledge that is developed through our shared minds and shared interactions is much more than the sum total of the cumulative knowledge of each individual. Therefore, such expertise knowledge is "the property of a group rather than the property of the individuals composing it." (Bereiter & Scardamalia, 1993, p. 21).

The complete action research report can be found at http://hale.pepperdine.edu/~hvle/arp/index.html

References:

Bereiter, Carl and Marlene Scardamalia; *Surpassing Ourselves: An Inquiry Into the Nature and Implications of Expertise;* Chicago: Open Court Publishing Company; 1993.

Brown, John Seely & Paul Duguid; *The Social Life of Information;* Boston: Harvard Business School Press; 2000.

Wenger, Etienne & Jean Lave; *Situated Learning: Legitimate Peripheral Participation;* Cambridge: Cambridge University Press; 1991.