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

Start with OneStop

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

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- Request and receive verifications (enrollment, dates of attendance, GPA)
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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
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 not to 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.
