

CRITERION THREE –

*The institution is accomplishing
its educational and other purposes.*

CHAPTER 13 –

Student Services

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INTRODUCTION

The Student Services Division includes the Office of the Vice-President for Student Services, Academic Advising, Assessment Center, Career Services, Accessibility Services, Athletics, Financial Assistance, Admissions/Records/Registration, Institutional Research and Effectiveness, and Student Activities. All areas have experienced significant changes since 1996, in order to better serve the changing campus population.

Additional staff members have been added, including a recruiter for all college programs and an advisor dedicated to the needs of international and non-traditional students. Student activities have been expanded to offer a variety of opportunities for student involvement outside the classroom.

The Financial Assistance office has been redesigned and remodeled to serve more students, and a computer is now available for students to access financial assistance information on-line. The Athletic Department is better organized, with a new full-time secretary and improved physical resources. The Career Services Center has added computers for students to research job compatibility and four-year higher education institutions. The Accessibility Services and the Assessment Center continue to experience increases in populations served, and have added necessary equipment and outreach information. Academic Advising has revamped its scheduling to increase availability of advisors to students.

VICE-PRESIDENT FOR STUDENT SERVICES OFFICE

The Vice-President for Student Services Office is the managing entity for most of the student services offered on campus and all the services mentioned in this chapter. The office includes the Vice-President, an administrative assistant, and three staff members who provide services at the information desk.

The Vice-President is responsible for the management of the division and acts as a liaison between the student services staff and the President of the College. In 2000, the Vice-President reorganized the college information desk with funding for three staff members who answer phone inquiries and provide services to students and visitors throughout the day and into the evening. During a 12-month period, the Information Desk staff answer more than 5,000 phone inquiries.

The Vice-President maintains an open-door policy and the office is clearly accessible and open to all members of the community. Student disciplinary problems and appeals are investigated and processed by the Vice-President, and counseling is provided to students who have been academically dismissed from the College and to those applying for academic reinstatement.

This office administers student payment extension plans, provides departmental updates for the Student Services web pages, and recommends students for a multitude of leadership and scholarship awards. In addition, the office provides a phone hotline for prospective new students. From July 2000 through June 2001, a total of 6,749 phone inquiries were answered.

STUDENT DEVELOPMENT

The Student Development Department assists students with setting and clarifying goals and taking steps to fully participate in their community. The department includes counseling and advisement, career counseling, job search assistance, accessibility services, student activities, and the assessment center. Each area is headed by a coordinator who reports to the Director of Student Development.

Academic advising is available to all students at the College and is required of all first-time students taking six credit hours or more. Advisors are responsible for being knowledgeable about campus programs, educational options, requirements, policies, and procedures. Students are encouraged to make appointments when they need extensive individual assistance, or they may use the express scheduling service to address quick questions and check class availability. This service is a modification of walk-in advising, which began in a limited format in fall 1998, and by November 2000, was available on a full-time basis. Express scheduling guidelines are available in the Resource Room. (See Exhibit A.)

Total student enrollment has grown on an unduplicated headcount basis from 7,042 students in AY96-97 to 8,501 students in AY00-01, an average annual percent increase of 5.2% during the five-year period. Academic advising has grown accordingly to meet the advising needs of this burgeoning student population. In 1998, one full-time counselor was added; in 1999, a half-time counselor was added; and in 2000, an additional full-time counselor was added. There are currently four full-time and one half-time academic counselors, and two full-time career-technical program counselors. During the peak registration periods, part-time staff and other Student Development coordinators are utilized as student advisors. The Director of Student Development coordinates the advising schedule, meets with students on academic suspension, and advises students. Additionally, there are two full-time secretaries and a part-time evening secretary.

Specialized advising exists for those students on academic probation, international students, returning learners, student-athletes, and career-technical areas. To facilitate the continuation of specialized advising for the returning learner population after federal funding was cut in 2000, an academic counselor agreed to assume the responsibility of organizing the Returning Learners Workshops, which have served approximately 2,270 non-traditional students and nine international students.

The Student Athletic Counselor meets with approximately 45 student-athletes each semester for registration. The counselor monitors the academic progress and eligibility requirements of all athletes and discusses academic procedures during the student-athlete orientation held at the beginning of each semester. This counselor is invited to attend statewide athletic director meetings to stay current on athletics and eligibility issues.

The Director of Student Development produces the *Student Handbook*. The student code of conduct, grievance procedures, student disciplinary codes, and appeals processes are found in this document. The director and counselors also organize an annual High School Counselor Day, three Returning Learners Workshops, a teen-parent open house, and other programs that benefit students and the community. Transfer guides from more than 100 colleges and universities are available as well as handouts that provide information on SCC's academic programs and policies.

Beginning in fall 1999, academic counselors expanded services to students by providing on-line registration from their offices, allowing students to complete the registration process without having to stand in an additional line outside the registration window. More than 1,000 registrations were entered within the three months of spring 2001 registration. In-office registration by counselors takes some of the burden off the Admissions staff, who previously entered all registrations, and provides quicker service to students already meeting with a counselor. Students can also send advising questions directly to the Student Development office by accessing the advising e-mail address (advising@stchas.edu), or to individual counselors through their own e-mail addresses.

A retention program, specifically designed to provide personal assistance to students on academic warning, was piloted in the summer and fall of 1999. Unfortunately, the response was very low (six students) and the program was discontinued. However, the few students who actively participated in the program found it to be very helpful, and strong bonds developed between the students and the advising staff members involved. Further efforts to work with at-risk students will continue to be developed.

The department offices (excluding student activities) are currently segmented into three separate locations. A plan for renovating the Student Development Department was introduced in 2000 and will bring the functions of assessment, advising, career services, and accessibility together in one large office suite, thus giving more visibility and accessibility to both staff and students. This renovation plan was delayed because of state funding cuts and is rescheduled for 2002 or 2003 depending upon the availability of funding.

A grant was written in 2001 by the counseling staff and was funded by the College Foundation to make a computer available to students to check class openings and instructor assignments. The College recently purchased an electronic degree audit program that will assist students and counselors in monitoring progress toward their educational goals. This information will allow students to explore different degree options and make inquiries regarding their academic records.

Data from the recent *Student Opinion Survey* show that a significant number of SCC students use academic advising services. There is evidence that the more coursework students accumulate at SCC, the more likely they are to use SCC's academic services. The table below shows that 91% of those students who have accumulated 35 or more hours reported using SCC's academic advising services, compared to only 65% of those students who had accumulated fewer than 35 credit hours. The table also shows that 74 % of all students have used SCC's academic advising services at one time or another.

*Use of Academic Advising Services
By Cumulative Hours Taken By Students.**

CUMULATIVE CREDIT HOURS TAKEN AT SCC	USED SCC ACADEMIC SERVICES?		
	YES	NO	TOTAL
< 35 cumulative hours	211 64.9%	114 35.1%	325 100.0%
>= 35 cumulative hours	169 90.9%	17 9.1%	186 100.0%
TOTAL	380 74.4%	131 25.6%	511 100.0%

* *Student Opinion Survey (SP00 to SP01 terms).*

When students were asked to evaluate the academic advising services program at SCC, they gave it very high marks. The table below shows that, of those students who had used SCC's academic advising services, 78% were very satisfied or satisfied. The data revealed that 26% of SCC students never used SCC's academic advising services.

*Percent of SCC Students
Satisfied With Using Academic Advising.**

	FREQUENCY	PERCENT
Very satisfied	107	28.2%
Satisfied	190	50.0%
Dissatisfied	51	13.4%
Very dissatisfied	32	8.4%
TOTAL	380	100.0% +

* *Student Opinion Survey (SP00 to SP01 terms).*

+ 131 (26.2%) students claimed they have not used this service.

ASSESSMENT CENTER

In 1996 a committee recommended the establishment of a college-wide assessment center dedicated to offering secure testing services to students, faculty and the community. The Assessment Center opened in 1996 and began offering computerized placement assessment in math and reading, and continued the use of a locally scored essay for English placement. The College chose the ACT COMPASS system after consideration of the two comprehensive computerized systems available at the time. During the first year, a variety of standardized tests were added and

approximately 4,520 tests were given. Currently, 16 different testing services are provided, and during 2000, a total of 7,442 assessments were administered.

When the Center first opened it was staffed with a coordinator, one volunteer, occasional work-study students and short-term practicum students. After several months a part-time position was added. In summer 1998, a full-time Assessment Assistant position was added, and in 2000 the part-time position was expanded to full-time and re-evaluated to the title Assessment Specialist. The Assessment Center is open 42 hours a week, including two evenings, and open one Saturday per month.

A major addition in services came in 1997 when the Assessment Center took on the responsibility of GED testing. In 2000, the College administered the GED to 829 candidates. In 2001 the number will be around 1,000, which compares to 709 in 1999.

Make-up testing was added to the services in the Assessment Center in 1997. The staff has made an effort to educate the faculty about this service and gain their confidence with regard to the integrity of the process which had previously been handled by departmental secretaries. Notwithstanding the previous convenient service located within their own departments, the success of this new service is evidenced by the fact that faculty demand has grown from 45 tests the first year to 634 in 2000.

The Assessment Center provides several exams to outside agencies and community members including the Division of Family Services and students taking correspondence courses. Math placement testing is provided for prospective students to Illinois State University and DeVry Institute.

Services have been added as they were requested by various entities on campus, including departmental exams in the computer science program, state certification exams for the Eastern Missouri Police Academy, and the Dosage Calculation Exam for prospective nursing students. The Center has assumed responsibility for administering outcomes assessment testing as part of the academic outcomes assessment program.

Students at SCC are satisfied with the services that are offered by the Assessment Center. The table below shows that, of those students who had contact with SCC's Assessment services, 90% were very satisfied or satisfied with the services. The data also shows that 43% of all SCC students never had contact with the Assessment Center.

*Percent of SCC Students
Satisfied With Using Assessment Center Services.**

	FREQUENCY	PERCENT
Very satisfied	66	22.5%
Satisfied	196	66.9%
Dissatisfied	19	6.5%
Very dissatisfied	12	4.1%
TOTAL	293	100.0% +

** Student Opinion Survey (SP00 to SP01 terms).*

+ 221 (43.0%) students claimed they have not used this service.

The Assessment Center is equipped with 15 computers; 12 were purchased in the fall of 1996, and three additional units were purchased the following summer. These computers received some upgrade modifications in 2000; however, there is no replacement plan in place to ensure that these computers are updated on a regular basis.

The square footage of the Assessment Center has not grown in recent years and there are periods during fall registration when students have to wait for a computer to become free. The renovation plan mentioned earlier would expand the Center, increase the number of computers to 25, and accommodate 15 traditional desks as well. A private room near the Assessment Center will make specialized testing run more smoothly.

CAREER SERVICES

The Career Services Center is dedicated to assisting SCC students, graduates, and the community in career exploration and decision making. The Center maintains a large workroom containing computer stations and reference materials relating to careers and job opportunities. In addition, two offices contain computer stations in a private setting allowing students to assess their interests, values, and abilities, and to search a database for career options based on their test results. Staff includes a part-time Job Search Coordinator, a part-time Career Counselor, and a full-time Job Search Coordinator.

The Career Services Coordinator is responsible for offering services related to the career decision-making process, including SIGI-PLUS and DISCOVER software programs, several types of written inventories, and the Chronicle Guidance Plus program. The SIGI Plus program was first offered to students and community members in September 2000. Since its inception, more than 146 people have logged onto this program, most of them in search of career information. Files are maintained on hundreds of careers for research purposes and on colleges and universities for students to access applications and recruitment information.

The Career Services Center also includes Job Search Services to assist both students and alumni; local, state, and national businesses and organizations; community members, and SCC faculty and staff. The services are provided by the Job Search Coordinator, who is a member of the National Association of Colleges and Employers and the Gateway Career Services Association (having served as president one year). The Coordinator maintains a working collaboration with Innovative Solutions for Career Educators for the purpose of completing the 180-Day Vocational Graduate Follow-up Report and further training.

Job Search Services assists students and alumni with all aspects of the job search process, including resume and cover letter writing, effective networking skills, keys to a thorough job search, and transitioning needs between jobs. Job Search Services makes available current local job postings, national job boards, and Internet sites. Students may also complete a *Job Interest Form* in order to be contacted if jobs are listed in which they are interested. Job Search Services completes a yearly *180-Day Vocational Graduate Follow-up Report*, which provides the most accurate information regarding graduate job placement.

Graduate Job Placement

YEAR	TOTAL VOCATIONAL GRADUATES	EMPLOYED- RELATED TO DEGREE	EMPLOYED- NOT RELATED TO DEGREE	CONTINUE EDUCATION – RELATED	CONTINUED EDUCATION- NOT RELATED	STATUS UNKNOWN OR NOT AVAILABLE	NOT PLACED
1996	161	61%	6%	7%	–	18%	7%
1997	121	81%	4%	4%	–	9%	2%
1998	104	78%	6%	7%	–	10%	–
1999	116	79%	6%	4%	1%	9%	1%
2000	102	57%	12%	3%	1%	25%	3%

Note: During the 2000 report, staff turnover occurred, thus affecting the collection of the data.

Job Search Services promoted more than 210 on-campus recruiting opportunities during 2000-01. Participation of job seekers in the annual SCC Job Fair, sponsored by this program, continues to steadily increase, as can be seen in the next table.

Job Seekers at Job Fair

YEAR	PARTICIPANTS
1996	508
1997	422
1998	571
1999	399
2000	576
2001	595

The Job Search Coordinator participates in each semester's New Student Orientation, presents at various on-campus seminars, and is available to speak to classes. The College's Web site provides Internet users with job search ideas, a resume construction kit, available job opening descriptions, Job Fair information, as well as an Employers Only page.

Local, state, and national businesses are invited to list their current job openings with the Career Services Center. Information about companies is kept on hand to assist businesses in educating students about their services or products. Employers at the local, state, and national level continue to increase their annual participation in the Job Fair as well as shown in the next table.

Employers at Job Fair

YEAR	EMPLOYERS
1996	73
1997	45
1998	76
1999	80
2000	81
2001	86

The data from the *Student Opinion Survey* show that students are satisfied with Career Counseling and Job Placement Services. The table below shows that 82% are very satisfied or satisfied with the services offered. However, the data also show that 72% of SCC students have never used the Career Counseling and Job Placement services. Even more efforts should be made in the future to inform students about this particular service at SCC.

*Percent of SCC Students Satisfied
With Using Career Counseling/Job Placement Services**

	FREQUENCY	PERCENT
Very satisfied	44	31.0%
Satisfied	72	50.7%
Dissatisfied	19	13.4%
Very dissatisfied	7	4.9%
TOTAL	142	100.0% +

* *Student Opinion Survey (SP00 to SP01 terms).*

+ 372 (72.4%) students claimed they have not used this service.

ACCESSIBILITY SERVICES

Accessibility Services is responsible for assisting students with disabilities in compliance with the Rehabilitation Act of 1973, Section 504 and the Americans With Disabilities Act. A full-time coordinator supervises two part-time assistants with one position budgeted for 30 hours per week and the other for 20 hours per week. Schedules are flexible and based upon the needs of the students. Services are available Monday through Friday (days/evenings) and Saturdays.

The Coordinator meets with every student who applies for services, is responsible for reviewing documentation and determining services eligibility, registers students for classes, finalizes accommodations, acts as a liaison with faculty, maintains files, documents every interaction with every

student, and supervises the two assistants. Services include scheduling interpreters, notetaking assistance, test proctoring, class scheduling, real-time captioning, arranging for print alternatives, books on tape, and assistive technology.

The number of students registering with Accessibility Services continues to increase as indicated in table 8. Assistive technology purchases have increased. The Coordinator has provided inservice training for faculty and staff, revised policies and procedures now available on the Web and in the Resource Room, (see Exhibit B), and presented workshops at many local school districts for parents, students, and teachers. The Coordinator is a member of the ADA Advisory Committee, which reviews and addresses accessibility issues throughout the campus.

Number of Students Registered with OAS

SEMESTER	STUDENTS REGISTERED
Fall 1997	66
Spring 1998	76
Fall 1998	86
Spring 1999	95
Fall 1999	95
Spring 2000	86
Fall 2000	117
Spring 2001	98
Fall 2001	110

Despite an increase in the number of students served, office space has remained constant for a number of years and consists of a large accessible office for the coordinator and a testing room, which serves as the office for two assistants. There is a need for more testing and office space. There is also a need for an adaptive technician position. Expertise in adaptive technology/hardware/software is necessary to keep up with new technology.

In conjunction with increasing numbers, the legal requirement of a case-by-case review and more severely disabled students requesting services requires more time from the Coordinator and staff. Coordinating counselors, with specialized responsibilities within a specific area are also assigned advising duties for several weeks preceding spring, summer, and fall classes, and to a lesser extent throughout the academic year. This advising duty reduces the amount of time that the coordinating counselors can dedicate to their specialized areas. During peak times, coordinators have to juggle their coordinating duties with advising assignments and the coordinating duties often suffer.

ATHLETICS

The athletic program maintains two NJCAA recognized, division one sport teams: men's baseball and women's fast-pitch softball. The program provides athletic opportunities to students, with the possibility of athletic scholarships for tuition, fees, and books (14 FTE for each sport). The program offers a range of services including the experience of participating on a college sport team, close academic supervision, leadership opportunities, marketing and fundraising experience, and opportunities to interact with other student-athletes from many colleges.

The athletic program is located in the new College Center, which houses the new gymnasium and fitness center. The athletic program is staffed with a director who is 20% FTE, a full-time secretary, a part-time head baseball coach and an assistant, and a part-time head softball coach and an assistant. An academic counselor provides advising services to the student-athletes. This service is supported through the Student Development department budget.

The program is currently in the process of combining the head softball coach position with the part-time athletic coordinator position that was approved in the strategic planning process. The athletic coordinator will assist the student activities coordinator with the planning, marketing, and management of the intramural and club-sport programs, and will assist the athletic director with team management and departmental research. These two positions have been combined to add stability to the head softball coaching position.

Initially, the coaches' salaries were considered lower than comparable salaries in the region, which made recruitment and retention difficult. In 2001, with the assistance of the Director of Human Resources who completed a comparative survey, the salaries were adjusted to industry standards. If the athletic program expands, it is foreseeable that there will be a need for a full-time Athletic Director or Athletic Coordinator.

The program has developed responsible methods for managing inventory and budget. Developing a procedures manual for student-athletes has been a major accomplishment. The Core Committee approved the *Student-Athlete Handbook* in 1999, which is available in the Resource Room. (See Exhibit C.) This is distributed to all student-athletes in a mandatory orientation held at the beginning of the academic year. The *Coaches' Training Manual* was developed in 2001 and is available in the Resource Room. (See Exhibit D) The program recognizes outstanding athletic and academic achievement through an end-of-the-year banquet. In 2001, 130 guests attended the banquet. Every three years, the athletic program issues a *State of Athletics* report to the Cabinet and Board of Trustees to provide updates on the progress and future of athletics at SCC.

Some major improvements to the program were made in 2000-01. The program was admitted into the Midwest Community College Athletic Conference (MCCAC) in 2001. This is beneficial in increasing the caliber and number of games played in a season. Admittance to the MCCAC translates into a set schedule with area colleges and a guaranteed number of games played with each. In the 2001-02 strategic planning process, funds were budgeted so that bus transportation could be secured for team events at the greatest distance from the College. Improvements have been made to the facilities as well. The College Center has greatly improved the teams' ability to practice during bad weather and maintain strengthening exercise routines throughout the year.

Additionally, all home games can be played on campus. Before the 2001 season, all home games were played in the area, but at an off-campus location. Students can now walk to the fields and see the Cougars compete on game days.

In the 1998-99 season, fewer than 30 fans attended each home game. During the 2000-01 season, fan attendance numbers grew to an average of 99 per game for baseball, and 42 per game for softball. The games and the camaraderie they provide can help retention by keeping students on campus beyond class. The teams offer opportunities for media exposure and community interaction with SCC.

FINANCIAL ASSISTANCE

The Financial Assistance Office helps students obtain funding for college from a wide variety of sources. The five staff members currently serve more than 1,540 students and distribute more than \$2.9 million annually. The following table summarizes the disbursements of this office.

Financial Assistance Activity

FISCAL YEAR	NUMBER OF RECIPIENTS	FEDERAL			STATE	INSTITUTIONAL	OTHER	TOTAL
		GRANTS	LOANS	WORK-STUDY				
1994-95	1,239	\$1,062,168	\$909,060	\$52,204	\$57,896	\$60,927	\$9,686	\$2,151,941
1995-96	1,234	\$974,302	\$822,393	\$52,059	\$51,256	\$82,886	\$9,032	\$1,991,928
1996-97	1,377	\$1,005,179	\$845,476	\$67,879	\$105,737	\$136,496	\$28,164	\$2,188,931
1997-98	1,374	\$1,068,679	\$945,684	\$59,800	\$126,656	\$165,143	\$29,024	\$2,394,986
1998-99	1,477	\$1,150,148	\$1,009,638	\$39,375	\$351,127	\$198,294	\$51,948	\$2,800,530
1999-00	1,546	\$1,267,838	\$986,184	\$32,317	\$348,500	\$206,781	\$94,733	\$2,936,353
2000-01	1,833	\$1,339,965	\$927,648	\$38,799	\$460,282	\$239,373	\$124,722	\$3,130,789

The financial assistance program is managed in accordance with regulations established by the U.S. Department of Education, the Coordinating Board for Higher Education, and the Board of Trustees. The Director and Assistant Director participate regularly in training offered by the U.S. Department of Education and the CBHE to maintain accurate program knowledge. Other financial assistance staff members also participate in appropriate training on an as-needed basis.

All students receive personalized instruction regarding the financing of their education. The use of student loans is de-emphasized, although loans are presented as one source of aid for students to consider. All student-loan borrowers are required to participate in individual loan counseling with a staff member. As a result of these efforts, the College's default rate on student loans is lower than the average default rate for other public, two-year institutions.

Student Loan Default Rate

	STUDENT LOAN DEFAULT RATE		
	SCC	MISSOURI	NATIONAL
FY1995	10.5%	13.6%	14.2%
FY1996	11.7%	13.1%	13.3%
FY1997	9.8%	12.1%	12.7%
FY1998	6.6%	10.8%	10.7%
FY1999	5.4%	5.4%	5.6%

Note: The default rate for FY 1999 is the most current default rate available.

Data from the *Student Opinion Survey* show that 31% of SCC students depend heavily on financial aid as a major source of their school funding. An additional 9% are dependent on financial aid to a lesser extent.

*Percent of Students Stating How
Much Financial Aid Is A Source Of Their School Funding*

	Frequency	Percent
Major source of funds	156	31.3%
Moderate source of funds	24	4.8%
Minor source of funds	22	4.4%
Not a source of funds	297	59.5%
TOTAL	499	100.0%

Source: Student Opinion Surveys SP00 to SP01 terms

Several noteworthy developments have occurred in the Financial Assistance Office since 1996. The office has produced the *Financial Assistance and Scholarship Guide*, which serves as a comprehensive source of information about the different types of financial aid. The office now has a new computer that students are using both to conduct searches for financial aid and to apply on-line for various grants and scholarships. The College's participation in the state A+ student scholarship program has added a significant new source of financial assistance for SCC students as shown in the following table.

A+ Program.

	NUMBER OF STUDENTS	AMOUNT
FY1997	29	\$41,235
FY1998	115	\$188,976
FY1999	166	\$253,930
FY2000	246	\$382,799
FY2001	342	\$432,720

In 2001, the Financial Assistance Office was renovated to accommodate a larger number of students, including students with physical handicaps. The office now has a more open and inviting atmosphere. The reception area was doubled in size and furnished with new chairs, tables, and greenery. A special area was designed for student brochures, information, and Internet accessibility. Storage closets freed the reception area from clutter and student files. The new work and file area is accessible to the Admissions Office.

Student feedback concerning the effectiveness of office operations has been favorable. SCC students appear to be satisfied with the services that are provided to them by the Financial Assistance office. Of those students who received financial aid services in spring 2000, 87% were very satisfied or satisfied with the services provided.

Student Satisfaction With Financial Assistance

STUDENT SATISFACTION WITH FINANCIAL ASSISTANCE SERVICE	TOTAL	PERCENT
Very Satisfied	32	38.5%
Satisfied	40	48.2%
Very Dissatisfied or Dissatisfied	11	13.2%
<i>Total</i>	<i>83 *</i>	<i>100.0%</i>

Source: Student Opinion Survey, SP00 term

** Data includes only those students receiving financial aid during the SP00 term.*

As enrollment continues to increase and more financial aid processes move to an electronic format, the need for additional staff, familiar with both financial aid regulations and information technology, will increase. The *College Plan* for 2001-02 includes funding for securing the services of a financial aid consultant to evaluate the effectiveness and appropriateness of the College's financial aid procedures, and how to better utilize technology in this area.

ADMISSIONS/RECORDS/REGISTRATION

The Admission/Records/Registration department provides an array of services, including processing applications for admission, credit class registration (including class rosters, add/drop, student appeals), enrollment verifications, tracking of last date of attendance (four times per semester), maintenance of student demographic and academic information (transcripts), transfer course evaluations, mid-term and end-of-term grade processing, graduation evaluation, diplomas, and planning the annual commencement ceremony. The office adheres to FERPA regulations relative to confidential student information and archives student records appropriately. Admission/Records/Registration activity is maintained on-line. Since spring 1988, SCC has used the Datatel Colleague software system. In May 2000, the College converted to a latest version of this system allowing for better maintenance, storage, and retrieval of records.

Facility renovations were completed in 2001, which expanded the office area to include better storage areas and a conference room. The office connects with Financial Assistance for easier access and better coordination of student information. The Director supervises an Admissions Representative, a full-time assistant for admissions, a full-time assistant for records, three full-time registration assistants, a part-time registration assistant, and a part-time office clerk.

Admission/Records/Registration was responsible for implementation of the on-line degree audit program and the conversion to the new release of the Colleague student information system.

Currently, Admission/Records/Registration is involved in the implementation of the Web Advisor module of Colleague that will allow the College to offer more convenient services to students and faculty. Services that will be available from any computer with Internet access include student access to grades, course schedules, degree audits, financial aid information, course availability, and the ability to update personal information such as names and addresses. Faculty will be able to view class rosters, course schedules, and submit mid-term and final grades on line.

In October 2000, the position of Admissions Representative was added to this department to coordinate student recruitment in the district and area high schools as well as local businesses. As a result of regular and consistent visits, the Admissions Representative has enabled the College to develop more positive relationships with high school counselors and has become their contact person when questions or problems occur. Additional responsibilities include representation at college fairs, planning of the Mid Rivers College Fair, on-site class registration when requested, and attendance at local community events. Information on recruitment activity since October 2000 is available in the Resource Room. (See Exhibit E.)

The current level of staffing is sufficient during most of the semester and turnover within the department has been low. However, during peak registration times, it would be beneficial to bring in additional personnel to assist with the increased volume of activity. This would allow students and other staff to be served in a more efficient manner.

Data from the *Student Opinion Survey* show that students are very supportive of the Registration Office's services. The table below shows that 90% were very satisfied or satisfied with registration services.

Percent of SCC Students Satisfied With Registration Services

	FREQUENCY	PERCENT
Very satisfied	129	26.1%
Satisfied	314	63.6%
Dissatisfied	38	7.7%
Very dissatisfied	13	2.6%
TOTAL	494	100.0%

Source: Student Opinion Surveys SP00 to SP01 terms

STUDENT ACTIVITIES

Student Activities has evolved over the past five years to become a student-based office that strives to increase retention by connecting the students to the College through a number of out-of-class experiences. Before 1996, approximately two events per month were organized by the Student Activities Coordinator and a small group of students. Currently, students play the biggest role in selecting which activities are offered and in organizing these activities. There are now two or three events per week offered to students. Student Activities has worked to create a stronger Student Senate, expand program series offerings, formulate club and intramural sports, collaborate with more academic departments, and substantially increase student acknowledgement and involvement of activities outside the classroom.

The staff consists of a full-time coordinator and approximately three work-study students equivalent to a full-time staff member. In 2001, the office moved from the Student Center to the College Center, office space was increased, and club members now have a more inviting conference room and work area. Students have a better place to “hang-out” on campus. Students enjoy the availability of recreational computers used for Internet searches and e-mail. Five computers are located in the Student Center lobby and five more are located in the Student Activities area in the College Center. Physical resources for student use within the Student Activity Office consist of a lounge with cable TV, clubroom with a computer and printer for student use, storage rooms, kitchenette, conference room, a game room, and a restroom.

Student Activities offers a variety of clubs and organizations for students to join. There are 12 clubs covering social, academic, and club-sports activities:

Art Club, Campus Crusade for Christ, Criminal Justice Student Organization, Education of Young Children Club, Health Information Technologists, History Club, Human Services Student Organization, International Club, Math Club, Phi Theta Kappa (International Honor Society), Returning Learners, Roller Hockey Club, Student Senate

The Student Senate serves as the representative body for students at the College and has an office in the Student Activities Office suite. The Senate consists of 14 members with the president earning a full scholarship and serving office hours in Student Activities. Student Senators attend bi-annual Missouri Community College Association – Student Government conferences in the spring and fall. In March 2001, the Student Senate hosted this statewide event.

All clubs help to provide activities on campus and have often collaborated to organize events. Major events include the History Expo, sponsored by the History Club, Global Culture Days, sponsored by the International Club, and the Charity Sports Tournament, sponsored by the Criminal Justice Student Organization. In order to receive Student Activities funding, clubs must organize one all-campus activity per semester. Every semester, clubs in good standing receive \$450 as a budget. Extra funds, which may be needed for costs over and above the regular budget, remain in the discretionary account for use by the clubs. Members apply for extra funds through the Student Activities Fund Committee, which consists mainly of students. The extra funds have allowed for more expensive programming, conference attendance, or group trips (e.g., the Art Club recently ventured to New York and Chicago).

The Club Advisor Luncheon and a Club Leadership Seminar were instituted to bolster the organization of the clubs on campus. At the Club Advisor Luncheon, in the fall semester, the advisor's folder is presented and pertinent material is discussed in order for the advisor to have all necessary information for guiding the club. The Corporate and Community Development Division presents a leadership workshop, which all club leaders are encouraged to attend in order to interact with other club leaders. Both programs have helped improve the quality of club membership and sponsored activities.

In order to make more programming available to all students and increase attendance, efforts were made to expand some of the series offered on campus. *Projections* film series takes place monthly, on Wednesday evenings. A staff or faculty member hosts each film and many times these films add to a particular class curriculum. A weekly Food-for-Thought lunch seminar series has expanded since 1996, and evening seminars have been added on Tuesdays. Schedules of series are available in the Resource Room. (See Exhibit E)

Two new activities were added to address the physical side of Student Activities. In 1998, a student initiated the formation of the Roller Hockey Club. In order to establish and fund the club, a proposal for the formation of club sports was accepted by the Core Committee and the Board of Trustees. The Roller Hockey Club has won the national title in the two years they have competed. Additionally, upon completion of the College Center, Student Activities formed an intramural sport program, I-Leagues. In fall 2001, volleyball and basketball intramurals were successfully added, and soccer intramurals are being considered for spring 2002. The new Athletic Coordinator will assist with the intramural program and club sports in addition to serving as the head coach of the women's intercollegiate softball team.

A wide range of activities are co-sponsored by Student Activities. Faculty, staff, and students are regularly solicited for their opinions on what activities should be offered. One example is the addition of the Literary Coffee Houses, which take place twice each semester and are co-sponsored by the English Department and Student Activities. Submissions to the *Mid Rivers Review* (the annual English Department literary journal) are read, or participants take the opportunity to read other works or even sing. Additional joint ventures with other departments include the Visiting Artist Concert Series, History Week and Expo, International Days, Global Culture films, Blood Drives, and the African American Read-In.

Programs sponsored primarily by Student Activities include the Fall Fun Blitz, Spring Fling, I-Leagues intramurals, New Student Orientation, the Annual Student Awards Banquet, special health or national awareness events, finals study breaks, and the annual Club Advisors’ Luncheon.

Even though SCC has initiated a wide variety of student activities in the last few years, data from the *Student Opinion Survey* indicate that a majority of students still do not take advantage of these activities. As the data in the table below show, only 31% of students claim that they have participated in an SCC-sponsored student activity. In addition, the non-participation rate for part-time students (83%) is far greater than for full-time students (56%). This finding is indicative of a challenge that community colleges traditionally face. SCC has addressed this challenge by issuing an e-mail newsletter with event announcements, with better publicity around campus, and through the development of new publications with the help of the Marketing and Communications Department.

Percent of Full-Time and Part-Time Students Using SCC Student Activities

COURSE WORKLOAD	USED SCC’S STUDENT ACTIVITIES		
	NOT USED	USED	TOTAL
Part-Time	198 82.8%	41 17.2%	239 100.0%
Full-Time	148 56.3%	115 43.7%	263 100.0%
Total	346 68.9%	156 31.1%	502 100.0%

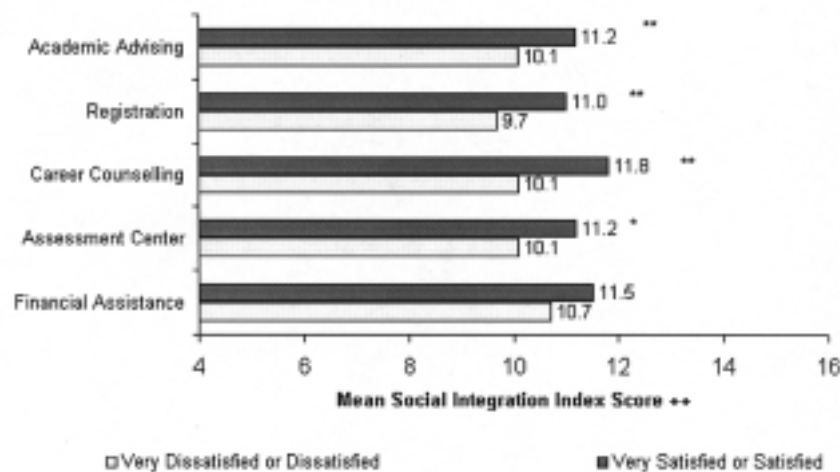
Source: Student Opinion Surveys (SP00 to Sp01 terms)

CONCLUSION

The mission of Student Services at SCC is to assist students in accomplishing their educational goals. This mission is being performed effectively, efficiently, and cordially. Wanting to see students succeed is what motivates the staff, and there are indicators that progress is being made in this direction.

Data from the *Student Opinion Survey* clearly show that the more students are satisfied with academic advising, registration, career counseling, and assessment services, the more likely they will be socially integrated at SCC. (see table below) Only the financial assistance service area was not statistically related to SCC social integration, even though higher student satisfaction levels for this area tended to be associated with higher social integration scores. It is significant that these same students tend to provide very positive ratings overall to the Student Services Division.

*Student's Level of Social Integration
by Satisfaction with Student Services +*



STRENGTHS

- Successful reorganization of the division affords more efficient operation.
- Expanded and updated services including:
 - ◆ Express Scheduling
 - ◆ Registration at point of advising
 - ◆ Job Search Services
 - ◆ E-mail advising
 - ◆ Assessment Center
- Renovated Admissions/Registrar and Financial Assistance areas better serve student needs.
- High levels of student satisfaction with all Student Service functions.
- Expanded Student Activities programs offer opportunities for students.

CHALLENGES

- Needed renovation of Student Development area has been delayed due to budget constraints.
- 26% of students are not using Academic Advising.
- 69% of students are not involved in Student Activities.
- The Assessment Center needs to update computers and address space issues.
- Maintaining appropriate staffing levels as student numbers, needs, and expectations increase.

RECOMMENDATIONS FOR THE FUTURE

- Complete the physical renovation of the Student Development area in 2002 or 2003.
- Work to increase student use of advising services and Student Activities.
- Fully implement the Web Advisor module of the Colleague computer system.
- Consider the need for temporary staffing in some departments during peak registration and advising periods.