

## 2020 STUDENT SERVICES SUBCOMMITTEE

Membership includes: Debbie Below (co-chair), Bruce Skinner (co-chair), Jeremy Barnes, Mark Blaylock, Sharon Burgard, Jim Champine, Dana Daniel, Doris Dumey, Theresa Haug-Belvin, Sandy Hinkle, Brian Kelly (student), Verona Lambert, Vida Mays, Cheryl McAllister, and Joe Pujol.

The following recommendations are submitted for the university's consideration:

### 1. ACADEMIC ADVISING

The current model for academic advising at Southeast is a decentralized model. Each college has an Academic Advising Center. Students who have not officially declared a major are advised by the University Studies Advising Center. When students attend First STEP, they are advised by personnel from an appropriate Academic Advising Center and faculty volunteers. Once students arrive on campus, each college handles advising in different ways, based on the needs of their academic programs. Methods used by the colleges include advisement by the Academic Advising Center personnel, assignment to a faculty advisor, and group advising sessions.

#### Considerations

- Approximately one-half of beginning freshmen who declare a major will change their major to another department or leave Southeast by the end of their second year.
- The fall 2010 first-time, full-time retention rate was 71.2%. The university aspires to achieve a 75% retention rate
- Advisors working with new students share information about scheduling for the MAPP exam, Career Linkages proficiencies, Degree Works, and the development of eight-semester plans, in addition to advising on matters of registration and degree requirements.
- More than 1,000 students transfer to Southeast annually and the majority seek advisement in the summer.

#### Recommendations

- a. Provide online pre-advising prior to First STEP to pre-enroll students in some classes.  
*(New Student Programs and Professional Advising Team)*
- b. Assign first-year students to Academic Advising Centers until each student demonstrates mastery of advising skills. As an alternative, colleges could develop plans to ensure students receive the necessary information to empower them to take responsibility for their course scheduling and other issues related to completing a degree.  
*(Academic Advising Council and the Council of Deans)*
- c. Avoid group advising for first-year students.  
*(Academic Advising Council and the Council of Deans)*
- d. Hire additional staff in the college advising centers to facilitate the advising of first-year students and to assist with pre-advising for First STEP, transfer and international students.  
*(Academic Advising Council and the Council of Deans)*
- e. Fully utilizing the capabilities of DegreeWorks and recommend faculty advisors to attend training on this program; use DegreeWorks to record notes from student advising sessions.  
*(Registrar's Office and Academic Advising Council)*

- f. Create a position or committee to 1) coordinate University-wide advising policy and information distribution, 2) provide a procedure to negotiate incompatibilities over advising practices between colleges or departments, and 3) oversee the training and quality of faculty advising.  
*(Registrar's Office, Academic Advising Council, and Council of Deans)*
- g. Develop an advising syllabus used by advisors and students as a guide to specific advising learning outcomes. This learning outcomes could include: Reading and using DegreeWorks, looking up classes, changing majors, developing an eight-semester plan.  
*(Registrar's Office, Academic Advising Council and Council of Deans)*
- h. Developing a Master Advisor training and recognition program for both professional and faculty advisors.  
*(Academic Advising Council and the Council of Deans)*
- i. Encourage more consideration of excellent advising practices in tenure and promotion decisions.  
*(Academic Council and Faculty Senate)*
- j. Implement online scheduling and email/text reminders of advising appointments.  
*(Academic Advising Council)*
- k. Create online tutorials to facilitate student learning about academic advising and enrollment processes.  
*(Registrar's Office; partially implemented by Professional Advising Team, but could be more fully develop)*
- l. Ask CSTL to offer sessions for advisors to improve and update advising information and skills. Training topics would include: 1) use of DegreeWorks to improve advising, 2) advising special populations such as student athletes or students on academic probation, 3) administrative changes that impact advising (i.e. MAPP, CL, Degree Works, academic programs changes, academic policy changes, scholarship and financial aid eligibility/renewal changes.  
*(CSTL and Academic Advising Council)*
- m. Address the unique advising needs and timelines of special populations including transfers, international, veterans, academic probation, non-traditional, and online students.  
*(Academic Advising Council)*

2020 Student Services Subcommittee - Academic Advising Subcommittee Membership

Cheryl McAllister (chair), Jeremy Barnes, Sharon Burgard, Jim Champine, Dana Daniel, Marilyn Dickens (student), Doris Dumey, Theresa Haug-Belvin, Sandy Hinkle, and Verona Lambert

## 2. FINANCIAL AID & SCHOLARSHIPS

Colleges and universities offer financial incentives to attract new students. According to the College Board (2011), 17% of all financial aid paid to college students was in the form of institutional grants and scholarships. These incentives are used to meet established enrollment management goals related to the size, quality, diversity, and academic success of the student body.

### Considerations

This committee researched ways to streamline the scholarship program, while maintaining and enhancing the student profile. In FY12, an estimated 54.4% of the university's operating budget will be funded through student fees. The anticipated decrease in state appropriations in FY13 will further increase reliance of student fees to meet operational expenses. Scholarships are paid to students from this same operating budget. Consequently, when scholarship spending is reduced, the need to increase incidental fees is also reduced, providing enrollment does not decrease.

### Recommendations

- a. Simplify the scholarship program as follows:
  - i. reduce the number of scholarships by name from 12 to 6
  - ii. eliminate class rank as a criteria option
  - iii. adopt the same criteria for in-state and out-of-state students
  - iv. adopt the same value for in-state and out-of-state students
  - v. discontinue the practice of reducing scholarship values when combined with other awards
  - vi. Combine the Regional Achievement Award (RAA) and the Midwest Student Exchange Program (MSEP) into one program
  - vii. Use a chart, as adopted by many competitor institutions, to display merit scholarship eligibility.
- b. Adopt criteria that will reduce the number of Governor's and Regents' Scholars, while increasing enrollment in the remaining scholarship programs, with an emphasis on attracting students who are likely to be retained.
- c. Move the application and scholarship guarantee deadline from December 15 to December 1 to be in line with other Missouri universities.
- d. Move the out-of-state scholarship and community college scholarship deadlines from June 1 to March 1.

The following recommendations were previously implemented:

- a. Improvements were made to the Endowed & Sponsored application process.
- b. Renewal reports were automated by the Information Technology programming staff.
- c. The Financial Aid and Scholarship Review Committee was established as a standing subcommittee of the Strategic Enrollment Management Committee.

### 2020 Student Services Subcommittee – Financial Aid & Scholarship Review Membership

Debbie Below (chair), Susan Burton, Lenell Hahn, Verona Lambert, Krissy Loenneke, Alisa McFerron, Karen Walker, and Sue Wilde

3. **ACADEMIC HALL RESOURCE/SERVICE CENTERS**

This subcommittee is tasked with planning for the delivery of student services in the renovated Academic Hall.

The 2020 Student Services Subcommittee proposes the following naming/signage structure and is seeking additional input:

**Southeast Student Services**

**Academic Services Center**

Office of the Registrar  
Veterans Services

**Student Transitions**

Career Linkages  
New Student Programs

**Academic Advising**

College of Health and Human Services  
College of Liberal Arts  
School of University Studies

**Financial Services Center**

Cashier  
Financial Aid  
Student Accounts

Planning is underway to implement the following in support of the new student service areas:

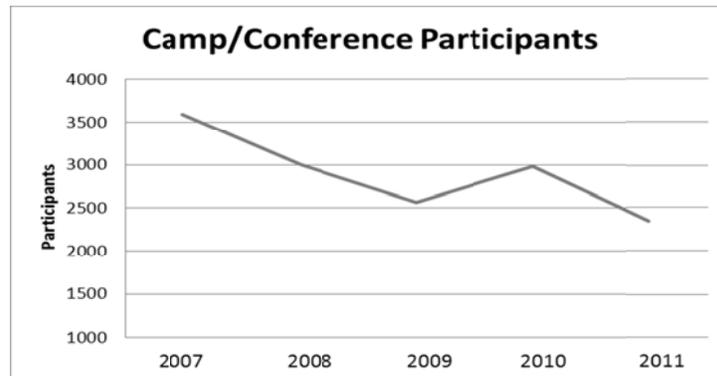
- a. Student Financial Services reorganized in FY11 in anticipation of this new service model. Professional Financial Counselors now provide front-line service in-person, online, and by phone.
- b. IT is creating a customer service queuing system – will be tested in Memorial.
- c. IT is creating an online checklist for students to centralize information currently accessible in various areas of the portal and on the web.
- d. The academic advising subcommittee has recommended the development and use of an online academic advising appointment scheduling system.
- e. The Registrar's Office is working with Marketing and University Relations to develop an online, interactive University Bulletin (undergraduate and graduate).
- f. It is recommended that the university's course registration system be reviewed and use of a real-time schedule/bill be considered. (*Registrar's Office*)
- g. It is recommended that a representative committee of the areas above be formed to plan for the services that will be offered. This committee would address matters of website coordination, services hours, signage, forms, technology, shared processes, staff training, etc. (*Appointed by the Executive Staff*)

#### 4. **EXPANDING RELATIONSHIPS – Summer Conference Programs**

Summer camps and conferences serve two primary purposes: (1) to provide the university, college, or department with additional income and/or (2) to promote the university and its academic programs to future college students. A limited number of conferences are provided as part of educational outreach or as professional training programs for external groups.

##### Considerations

The Southeast summer conference program is a decentralized program, with the Office of Campus Life and Event Services providing logistical support. Participation in summer camps and conference programs has steadily declined (see chart below). Assuming no changes are made in the operations of summer camps, participation is expected to continue to decline.



##### Recommendations

1. Determine the mission of camps and conferences. Should decision-making be based upon opportunities to recruit new students or to generate revenue?  
(*Campus Life*)
2. Designate a staff member with the responsibility for recruiting camps and conferences. Currently, there is no staff member assigned this responsibility.  
(*To be determined*)
3. Complete a staffing and rate comparison with other schools (recreation facilities, residence halls, meals, and overhead).  
(*Campus Life*)
4. Adopt a cancellation policy, including charges for reserving space (courts, rooms, food) to be assessed to on- and off-campus groups who cancel shortly before the camp's start date.
5. Campus Life and Event Services has limited authority to negotiate contracts with outside vendors. Rates are non-negotiable (i.e. seasonal rates, multi-year rates). In addition, a rate structure that is more reflective for better customer service should be considered (i.e. lost key charges, amenity charges). (*Campus Life*)

The following programs may be viable camp opportunities for Southeast:

- CyberCave Academy, Murray State University, multi-day, 3 sessions, \$100
- Band Camp, University of Central Missouri, 5 night/6 day, \$400
- Youth Leadership Conference, Lindenwood U., 9-11 grade, 2 night/3 day, \$375
- Criminal Justice Academy, Missouri State University, 2 night/3 day, \$350
- Commonwealth Honors Academy, Murray State, 3 weeks, no cost to participate

## 5. EXPANDING RELATIONSHIPS – Articulation Agreements

### Recommendations

- a. Academic transfer guides maintained by colleges and departments should be updated and maintained for academic programs with high transfer enrollment for each of the top feeder community colleges.  
*Appoint an ad hoc committee with representation from Admissions, Registrar's Office, and Colleges to devise a plan/timeline*
- b. Academic departments who are interested in growth of their majors through transfer students should begin an effort to develop transfer guides.  
*Chairpersons Forum*
- c. Academic transfer guides maintained by colleges and departments should be linked to one webpage, accessible from the Admissions website.  
*Registrar's Office*
- d. Academic transfer guides should be presented in a consistent format for all departments/programs.  
*Registrar's Office*
- e. Multiple agreements exist, often with other higher education institutions outside of the United States; however, access to these agreements can be difficult to locate. All unique articulation agreements should be posted in one location or a webpage should be created for the links to these agreements.  
*Refer to International Education & Services to audit status of agreements; Registrar's Office to monitor student compliance with agreements*

## 6. EXPANDING RELATIONSHIPS – Dual Credit

### Recommendations

- a. High schools report there is a shortage of faculty with content-specific master's degrees available to teach dual credit. Adopt efforts to work with school districts and/or offer early college credit or dual credit in alternative ways to ensure access for students.  
*Extending Learning*
- b. Consider offering dual credit courses not offered by other colleges or universities. Most often these are in the sciences and not in traditional liberal arts or math.  
*Extended Learning*
- c. Examine the rate structure of dual credit courses to determine the university's long-term competitiveness in this market.  
*Extended Learning*
- d. Adopt procedures to assess the student learning outcomes of dual credit students in comparison to students who take the same courses as college students.  
*Extended Learning*

## 7. **EXPANDING RELATIONSHIPS – Lifelong Learning Credit**

To move forward in awarding lifelong learning credit, two questions must be addressed: (1) How does the practice of lifelong learning credits impact department or University accreditation? (2) What process, which must be developed in advance, would be utilized to evaluate the awarding of lifelong learning credits? Some programs, such as Grand Canyon University, require students to complete essays to demonstrate their mastery of the subject matter.

Further review of this issue should be addressed by the Dean's Council, the Academic Advising Council, and the Registrar's Office. These organizations are best positioned to evaluate the demand for these types of credits and the implications of awarding these credits for degrees.

## 8. **EXPANDING RELATIONSHIPS – Grant Funded Activities**

### Recommendations

*Refer to the Office of Research and Grant Development*

- a. Establish a workgroup/committee, representing a cross section of the University community, to encourage the research and securing of grants aligned with the University's strategic goals. The first charge of this group should be to conduct a review of internal protocols, routing procedures, and logistical aspects of our grants support services.
  - i. The Director of Grant Development should lead this group and the group should assist in further educating the campus community on grant programs.
  - ii. Some grant opportunities do not fit neatly inside one academic area or student service's office, therefore, a group could reach across academic and in some cases non-academic areas as needed if the University is to be competitive in being considered for these grant opportunities.
  - iii. Grant efforts outside of academic programs or academic support programs should include the Director of Grant Development so as to better integrate the grant efforts of departments into the University's strategic goals.
- b. Commit additional support to grants programs in high priority disciplines (polytech, science, mathematics, health care).
- c. Review level of grant experience or background in grant programs in the hiring of faculty and staff, as appropriate. Develop a wider base of experienced grant writers and individuals with grant experience among faculty and staff in administrator positions.

### 2020 Student Services Subcommittee – External Relationships Subcommittee Membership

Bruce Skinner (chair), Sandy Hinkle, Brian Kelly (student), Verona Lambert, Vida Mays, Cheryl McAllister, and Thomas Pujol

## 9. THE ROLE OF TECHNOLOGY IN STUDENT SERVICES

### Recommendations

- a. Improve the reliability of the university's technology. Students complained about the frequency of portal failures and problems during the web conversion. Students cannot access email, submit assignments or conduct business with the university when the Portal is down.  
*Information Technology*
- b. Invest in more personnel (may include student employees) to develop automated systems and a user-friendly web environment. As enrollment increases, more students will interact with the university's student service personnel. If funding is available to increase personnel, the funds may be best used to improve the delivery of customer service through the Internet.  
*Information Technology/Marketing and University Relations*
- c. Create a web 2.0 environment, similar to the web experience now available through most retail websites. Students speculated that in the year 2020, universities will use the web to push relevant content to students, similar to the way Google or other sites operate.  
*Marketing and University Relations*
- d. Investigate the feasibility of a new Content Management System that is less costly and easier to use for departments.  
*Marketing and University Relations*
- e. Create a more integrated relationship between the website and the portal.  
*Information Technology and Marketing and University Relations*
- f. Expand the delivery of student services and communication (email, texting) using mobile applications. Southeast's major competitors have a presence in the App Store and/or Android market.  
*Marketing and University Relations*
- g. Invest in a system to make it easier for faculty to monitor class attendance. Faculty expressed interest in using technology (scanners, clickers, Ellucian solutions, etc.) to record class attendance. Attendance records are used in Title IV compliance and in efforts to improve student retention and communication with at-risk students.  
*Information Technology and CSTL?*
- h. Expand the services of the university bookstore to include the sale of software and devices students are expected to use in the classroom; and expand technical support for students to meet this growing demand  
*Southeast Bookstore*