

Rowan University

Rowan Digital Works

Theses and Dissertations

2-4-2019

Gateway to student satisfaction: A mixed methods study for redesigning student services from a legacy model to a 21st century one-stop model

Debora Rivera
Rowan University

Follow this and additional works at: <https://rdw.rowan.edu/etd>



Part of the [Higher Education Commons](#)

Recommended Citation

Rivera, Debora, "Gateway to student satisfaction: A mixed methods study for redesigning student services from a legacy model to a 21st century one-stop model" (2019). *Theses and Dissertations*. 2631.
<https://rdw.rowan.edu/etd/2631>

This Dissertation is brought to you for free and open access by Rowan Digital Works. It has been accepted for inclusion in Theses and Dissertations by an authorized administrator of Rowan Digital Works. For more information, please contact graduateresearch@rowan.edu.

**GATEWAY TO STUDENT SATISFACTION: A MIXED METHODS STUDY
FOR REDESIGNING STUDENT SERVICES FROM A LEGACY MODEL TO A
21ST CENTURY ONE-STOP MODEL**

by

Debora Rivera

A Dissertation

Submitted to the
Department of Educational Services and Leadership
College of Education
In partial fulfillment of the requirement
For the degree of
Doctor of Education
at
Rowan University
November 12, 2018

Dissertation Chair: JoAnn Manning, Ed.D.

© 2019 Debora Rivera

Dedications

Simply, I dedicate this to the love of my life, Bruce Lamont Jeffers, and my amazing and loving parents Juan Rivera and Maria Teresa Rivera. Their unwavering support and encouragement will always inspire me to persevere and be the best version of myself.

Acknowledgments

I would like to express my gratitude and appreciation to Dr. JoAnn Manning, Dr. Maris Lown and Dr. Jacqueline Galbiati for your guidance and support throughout this research process. The researcher in me awakened and I look forward to future projects because of your passion in what you do. Before, and during the process, you were each excellent role models to me. I have no doubt that you each will continue to be role models even after the process is complete. The higher education sector is lucky to have such fearless women in educational leadership roles.

I would also like to express my sincere thanks to the students who made my study a reality. The student experience is important and understanding what the student needs as it relates to social, personal and academic needs is vital to their success. Uncovering these needs so that changes are made is what fuels my drive toward student development. You each have a special place in my heart.

I would like to thank my friends and family for their continued support and encouragement through this journey. Thank you for always believing in me. You have helped me more than you know.

Last, but most importantly, I would like to thank my high school guidance counselor who said it was not possible for an inner-city girl to get a college degree. Your words were forever etched in stone and pushed me that much harder to succeed. I deeply thank you.

Abstract

Debora Rivera

GATEWAY TO STUDENT SATISFACTION: A MIXED METHODS STUDY FOR REDESIGNING STUDENT SERVICES FROM A LEGACY MODEL TO A 21ST CENTURY ONE-STOP MODEL

2018-2019

JoAnn Manning, Ed.D.

Doctor of Education

The purpose of this study was to explore the student experience, in a One-Stop Center at a public comprehensive community college located in the Mid-Atlantic region. This study utilized an explanatory sequential mixed methods analysis to assess the perceived impact of the centralization of functions on student satisfaction. Using expectation confirmation theory, customer satisfaction theory, and the researcher's professional experiences as a framework, the data collected allowed insight into the student experiences within an integrated one-stop student service delivery environment. Five key findings demonstrated that further exploration of student needs and more frequent evaluation of services to meet those needs are required; students generally expressed feeling satisfied because their expectations of services were being fulfilled in the Center; students generally expressed feeling satisfied about the performance of service received in the Center; students returned to the Center for services due to a positive evaluation of their experience and the development of the Center has had a positive influence on satisfaction. Community colleges should find this information helpful for understanding the student experience, a phenomenon that is at the forefront of higher education through its potential impact on service quality and student satisfaction.

Table of Contents

Abstract	v
List of Figures	xi
List of Tables	xii
Chapter 1: Introduction	1
Traditional Student Services Structures	3
Modern Structures: One-Stop Student Services	4
Statement of Problem	9
Statement of Purpose	10
Research Questions	10
Conceptual Framework	11
Significance of Study	13
Positionality	14
Chapter Summary	15
Chapter 2: Literature Review	16
The Evolving Paradigms of Student Affairs	19
Values within Student Affairs: Moving Toward a One-Stop Model	23
Access and Equity	24
Organizational Change: The Development of One-Stop Centers	25
One-Stop Student Services Models	28
Mission of One-Stop Student Services Centers	29
Functional Areas within One-Stop Centers	30
The Nature of Service Quality	33
Service Quality in Higher Education	35
Expectations	37
Student Satisfaction	41

Table of Contents (Continued)

Student-As-Customer Concept	42
Theoretical Considerations	46
Expectations Confirmation Theory	47
Customer Satisfaction Theory	51
Defining Student Satisfaction	51
Theoretical Benefits	54
Chapter Summary	57
Chapter 3: Research Methodology	58
Statement of Problem	59
Statement of Purpose	60
Research Questions	60
Rationale of Methodology	61
Sequential Explanatory Mixed Methods Design	62
Worldview	63
Study Setting	64
Population and Sample	66
Quantitative Phase	67
Qualitative Phase	68
Instrumentation	70
Quantitative Instrument	70
Qualitative Instrument	71
Pilot Study	73
Quantitative Data Collection Methods	75
Qualitative Data Collection Methods	76

Table of Contents (Continued)

Quantitative Data Analysis	78
Qualitative Data Analysis	79
Codebook	80
Debriefing Procedures	80
Institutional Documents	81
Triangulation of the Quantitative and Qualitative Phases.....	82
Rigor, Validity and Trustworthiness.....	82
Role of the Researcher	84
Ethical Issues	85
Delimitations and Limitations.....	87
Chapter Summary	88
Chapter 4: Findings.....	89
Participant Sample and Setting	91
Data Collection	91
Survey Respondents	91
Interview Respondents	97
Data Analysis	100
Quantitative Data Analysis	101
Qualitative Data Analysis	101
Codebook	102
Discussion of Quantitative Survey Findings.....	106
Expectations Item Analysis.....	107
Performance Item Analysis.....	111
Evaluation Item Analysis	114

Table of Contents (Continued)

Satisfaction Item Analysis	117
Student Satisfaction Survey – Open-Ended Response Findings.....	121
Responses to Open-Ended Question One.....	121
Responses to Open-Ended Question Two.....	122
Responses to Open-Ended Question Three.....	123
Responses to Open-Ended Question Four	124
Quantitative Data Summary.....	125
Discussion of Qualitative Findings.....	126
Themes	126
Theme One: The Campus Culture	128
Theme Two: Student Expectations of Service.....	131
Theme Three: Perceived Performance of Staff and the Importance of Cross-Training and Customer Service.....	136
Theme Four: Evaluation of Services and Confirmation of Beliefs	144
Theme Five: Satisfaction	148
Qualitative Data Summary.....	152
Review of Institutional Documents.....	152
Discussion of Integration of Quantitative and Qualitative Results.....	153
Evidence of Trustworthiness.....	157
Chapter Summary	159
Chapter 5: Discussion, Conclusions and Recommendations	160
Purpose of Study.....	161
Interpretation of Findings	163

Table of Contents (Continued)

Central Research Question	164
Research Question One	165
Research Question Two	166
Research Question Three	168
Research Question Four	172
Research Question Five	175
Research Question Six	177
Expectancy Confirmation and Customer Satisfaction Theory.....	179
Limitations of the Study.....	183
Implications of the Study	184
Recommendations for Future Research	185
Recommendations for Policy	185
Recommendations for Practice	186
Recommendations for Leadership	186
Conclusion	187
References.....	189
Appendix A: Survey Questionnaire	210
Appendix B: Interview Protocol	214
Appendix C: Student Consent to Take Part in A Research Study.....	216
Appendix D: Identification of the Study’s Major Negative Comments	221
Appendix E: One-Stop Model at Mid-Atlantic Community College	222

List of Figures

Figure	Page
Figure 1. Inverted service pyramid (Beede & Burnett, 1999, p. 8)	6
Figure 2. Conceptual framework – basic model for student satisfaction	12
Figure 3. Expectation confirmation theory	49
Figure 4. Basic model for customer satisfaction theory (Hom, 2003)	54
Figure 5. Sequential explanatory mixed-methods model.....	63
Figure 6. Demographic survey characteristics – gender (N = 45)	94
Figure 7. Demographic survey characteristics – racial ethnicity (N = 45)	95
Figure 8. Demographic survey characteristics – age (N = 45).....	96
Figure 9. Demographic survey characteristics – work and school status (N = 45).....	97

List of Tables

Table	Page
Table 1. Comparison of the Legacy and 21st Century One-Stop Model	33
Table 2. Research, ECT and CST Constructs and Interview Questions	72
Table 3. Demographic Characteristics of Interview Respondents	100
Table 4. Survey and Open-Ended Results Leading to Study Findings	104
Table 5. Interview Results Leading to Study Findings	105
Table 6. Frequency Distributions and Percentages of Expectations of Service (N = 45).....	108
Table 7. Frequency Distributions and Percentages of Length of Time of Service (N = 45).....	109
Table 8. Frequency Distributions and Percentages for Acted in My Best Interest (N = 45).....	110
Table 9. Frequency Distributions and Percentages for Length of Time to be Seen (N = 45).....	111
Table 10. Frequency Distributions and Percentages for Performance Construct (N = 45).....	113
Table 11. Frequency Distributions and Percentages for Visit to the One-Stop Center (N = 45).....	115
Table 12. Frequency Distributions and Percentages for Comparison of Visits (N = 45)	116
Table 13. Frequency Distributions and Percentages for Availability of Help (N = 45)	117
Table 14. Frequency Distributions and Percentages for Recommending the Center (N = 45).....	118
Table 15. Frequency Distributions and Percentages for Overall Experience During Visit (N = 45)	119

List of Tables (Continued)

Table	Page
Table 16. Frequency Distributions and Percentages for Overall Experience with Staff Performance (N = 45)	120
Table 17. Code Mapping and Theme Generation	127

Chapter 1

Introduction

Modern higher education is dealing with challenges stemming from the global environment (Bernhard, 2012). The pressures for modernizing higher education can be found everywhere (McRoy & Gibbs, 2009). According to Kazeroony (2012), certain factors have given rise to the need for reexamining strategies utilized in higher education resulting from these pressures. Such factors include the new generations of learners, technological innovations, economic factors, and accountability. The area of student services is undergoing changes propelled by the shifts in technology, student expectations, leadership vision, and fiscal accountability. Student needs are becoming more and more multifaceted and interdependent and are being negatively influenced by the silos of service delivery on campuses (Felix & Lerner, 2017).

Felix and Lerner (2017) postulate that these shifts in technology, integrated courses of study, responsibilities and expectations are receiving close attention and have not gone unnoticed. According to Andrea Hershatter, a senior associate dean at the Goizueta Business School at Emory University, “Across the board every educational institution will tell you they are devoting two, three, or even four times more time, human and financial resources as they used to in nurturing, supporting and working with the current undergraduate population” (King, 2014, p. 22). Academic institutions are making a conscious effort to meet the changing needs of students in a way that demonstrates an institution’s commitment to the student experience by improving services (Felix & Lerner, 2017).

The student experience is more integrated than it has ever been. It encompasses more than the traditional academic and social programs (Craig, 2014). The Society for College and University Planning states in a report from 2014 that there is, “increasing recognition that the future of learning is multidisciplinary or cross disciplinary; campus cultures are trying to break down silos, cross-pollinate in as many ways as possible and encourage students [and other relevant stakeholders] to collaborate and work together across disciplines” (SCUP Academic Council, 2014, p. 8). Felix and Lerner (2017) assert the importance of assessing the whole student experience and not just the student’s academic life. Universities are now being held accountable for ensuring the academic, social, and psychological well-being of the students who are enrolled in their institutions.

Hrutka (2001) maintains that many colleges and universities are transitioning to one-stop models because of the pressures connected to being accountable, efficient, and customer service oriented. Central to the one-stop shop model is the notion of placing various functions into one central location to enhance student interactions with university offices and improve efficiency. These functions often include financial aid, admissions, advisement, and registration.

The impetus in some higher education institutions to transition from the traditional silo approaches of providing student services to an integrated one-stop model is a current organizational trend stemming from the governmental and business worlds (Federal Benchmarking Consortium, 1997). Traditional silo approaches are different than the one-stop models in that they compartmentalize or “silo” services within departments staffed by narrowly focused and highly specialized professionals (Nealon, 2005). Ousley (2006) postulates in addition to discussions on student services’ practices and

organizational change, there is a critical need to investigate the context in which colleges and universities are adopting a one-stop model.

Traditional Student Services Structures

The traditional student services approach according to Javaheripour (2009) focuses on “The number of staff contacts a student may experience while weaving through the admission, registration, and financial aid process” (p. 21). More specifically, the traditional model contains the following characteristics: functional silos where offices perform as discrete entities (Manning, Kinzie, & Schuh, 2014), segregated departments and processes, lack of communication across departments, lines and multiple offices, limited access (8-5 operations), bureaucratic driven processes, and inconsistent information (Beede, 1999, p. 9). The trend to shift from the traditional model of providing student services to the one-stop shop model, which focuses on generalists who are cross-trained, is currently being followed by community colleges across the nation (Moneta, 2001).

Additionally, in looking at the traditional model from the student’s perspective, Nealon (2005) asserts, “Hierarchical structures, cross-divisional lines, and individual staff responsibilities are irrelevant from a student’s perspective” and offers the emerging, “cross-functional, technology-driven, and student-as-customer service model, with cross-trained and relationship-oriented personnel” as a replacement (p. 28). Colleges and universities are moving from the antiquated model of offering fragmented services which tend to compartmentalize or “silo” services according to who is responsible for the area to analyzing how students’ access and utilize services (Johannes, 2012; Nealon, 2005).

Modern Structures: One-Stop Student Services

In the field of higher education, recruiting, admissions, financial aid, advising, registration and collecting payments from students all make up the process of enrollment. Pellicciotti, Agosto-Severa, Bishel and McGuinness (2002) state, “This is a critical process in higher education, one that moves the student closer to realizing his or her learning goals. From the student’s perspective, the enrollment process is a means to an end” (p. 63). Students’ are interested in an easy process for enrollment and one in which the steps are clear. An integrated service delivery through the one-stop is a way to help students navigate the enrollment process in a seamless and effective effort.

The one-stop delivery system concept is grounded on a “collaboration philosophy” of service delivery. Initially developed to make student interaction with university offices more proficient and to improve student persistence rates, it is a collaborative process whereby individuals with different views and expertise within student services work together to explore solutions to everyday student processes and issues (Becker, 2012; Gray 1989; Russman, 2004).

The notion of a “one-stop shop” or that of a one-stop service delivery model is not a recent phenomenon. Its origins exist in the retail sector and emerged at the turn of the 20th century to increase satisfaction and provide services to customers in one location. The one-stop concept has become a growing trend among colleges and universities (Knopp, 2001; Martin, 2009) because of recent economic challenges that compel institutions to do more with less (Moneta, 1997). Scholars contend that the model is directed by the student-centered belief that recognizes the possibility of increased student satisfaction and retention because of student engagement (Bean, 1983; Tinto, 1998).

Moreover, within the one-stop model is the expectation that several aspects will improve, and as a result, benefit the students. These aspects include: efficiency, quality of service to students, and accountability through technology and restructuring (Walters, 2003). Although there are many versions of the one-stop model, Knopp (2001) maintains that the central goal of all of them is to give the students the opportunity to interact more effectively and efficiently with institutional offices.

Similarly, according to Becker (2012), two main goals of administration in higher education is effective service and cost reduction; a practice that higher education has borrowed from the business sector. Sahaghan and Napier (2002) assert that the business model of centralizing work units brings processes that are similar and locates them in a single area. It is the expectation that these centralization efforts will streamline work processes and reduce costs. Additionally, a third expectation, based on the centralization of work processes, is the improvement of customer service. Sahaghan and Napier (2002) maintain this result may be due to the enhancements in processes themselves, or because a centralized point of contact is provided for students.

One manifestation of the centralization concept is evident through the student services one-stop center (Becker, 2012). Central to the one-stop shop model is the notion of having different departments (student services, academic affairs, information technology, and facilities) work collaboratively to service the students (Borus, 1995). Embedded in this integration model is the idea that cross-training, use of technology, convenient business hours, and appropriate locations are among the strategies to reduce office to office visits for students that want to conduct business with the institution (Walters, 2003). Although guidelines have been published on best practices for the

operation of these centers (Burnett & Oblinger, 2002), there are no guidelines pertaining to the functions that should be included in the center or how to establish one. Becker (2012) posits it appears that this decision is made on a case-by-case basis by each institution.

One-stop student service models reflect an inverted pyramid to explain the different parts of the model (Burnett, 2002; Beede & Burnett, 1999). Figure 1 illustrates the inverted pyramid to show that the self-service area provides for the largest portion of the pyramid (70 %), followed by the generalists who are cross-trained among the various areas of student services (20 %), and finally the specialists who provide students with personal counseling/advising as they assist them with more complex situations (10 %).

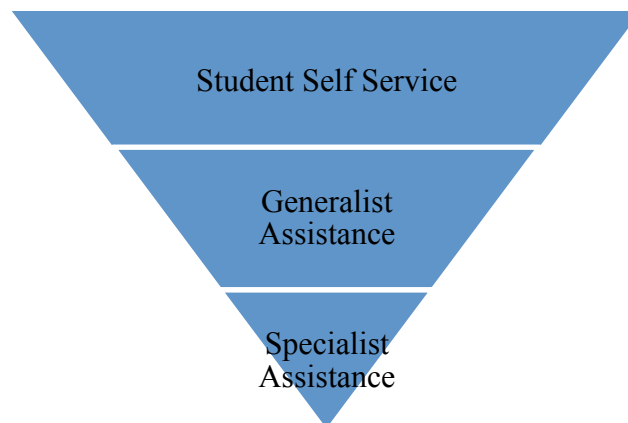


Figure 1. Inverted service pyramid (Beede & Burnett, 1999, p. 8)

More specifically, at Mid-Atlantic Community College where this study took place, the self-service area includes a Student Services Associate (SSA) who is responsible for being the first point of contact for a student when entering the One-Stop Center. The SSA performs a variety of functions including: (1) managing the welcome area at the kiosk, (2) collecting, scanning and linking important documents that students submit (3) managing, and assisting students in the self-service area and (4) performing various admin work and facilitating various workshops throughout the semester.

The Generalist area includes a Student Services Generalist (SSG) who is responsible for advising new and returning students. The Student Services Generalist works in the core area of the One-Stop and their primary function is to advise new and returning students. While advising students SSGs can also assist a student with any financial aid, admissions, or registration questions that students may ask. The SSG performs a variety of different functions all related to academic advising. These include: (1) Advising new and returning students (2) Facilitating New Student Orientation, which includes interpreting a student's placement test scores, and advising them on which courses they should take during their first semester and (3) Planning and facilitating various workshops throughout the semester.

The Specialist area includes a Student Services Specialist (SSS) who performs the same functions as an SSG but with a special emphasis on outreach to all the students that are enrolled at the college. The functions for the SSS include: (1) Advising new and returning students, (2) Facilitating New Student Orientation, which includes interpreting a student's placement test scores, and advising them on which courses they should take

during their first semester, (3) Planning and facilitating various workshops throughout the semester and (4) Continued outreach to the cohort throughout the semester.

Subsequently, the cross-training of staff members is essential as it focuses on helping members learn and understand the intersection of various processes so that they respond to students with accuracy and help them to resolve broader issues (Beede & Burnett, 1999). While the one-stop delivery system is designed to provide improved access to student services (admissions, advising, financial aid, registration) by locating them in a centralized location, Draeger (2008) posits that it is not enough to centralize and re-organize services. Institutions must also ensure that they are effectively assessing the services that are being provided to students through the one-stop delivery system.

Becker (2012) places emphasis on what has been identified as best practices for the student service one-stop model of organizations. According to Burnett and Oblinger (2002), there are three common components that lead to the success of one-stop models: (1) focus on student needs; (2) empowerment of staff working in the center; and (3) having the centers identify the key components in the implementation of the overall strategy of improved services. In a time of increasing accountability for institutions in higher education, it is important that college administration focus on reframing student services to integrate resources to ensure maximum student success (Bolman & Deal, 2008). According to Dauphinais (1998), institutional benefits because of this reframing process include increased student enrollment and enhanced institutional reputation. Moreover, designing practices and policies to cultivate effective student services leads to the development of these institutions and organizations and improvement of the larger system (Fullan, 2007).

As the literature review will show in Chapter Two, relatively few studies have been published that assess the student experience within the one-stop model and whether student expectations and satisfaction levels have been met. To cultivate effective student services as Dauphinais (1998) suggests, it is important that institutions, through assessment and evaluation, ensure that the reorganization of student services is meeting the expectations that current students have for service delivery.

Statement of Problem

One-Stop Centers are being developed within institutions of higher education because of pressures connected to being accountable, efficient and customer service oriented (Hrutka, 2001). The movement for these developments is also rooted in the notion of delivering student services in an integrated manner (Feliz & Lerner, 2017). There is a need to understand how the student experience is being impacted by the integration of student services. One-Stop Centers aim to satisfy student needs while ensuring that institutions become more accountable, efficient, and fiscally responsible. Knowing and understanding how the student experience operates in this environment becomes a significant factor for increasing levels of student engagement, persistence, retention (Becker, 2012) and satisfaction, as this study proposes.

To cultivate effective student services, institutions through assessment and evaluation, must ensure that the reorganization of student services meets the expectations that current students have for service delivery (Dauphinais, 1998). There is an expectation that data will be utilized in continuous efforts to increase accountability and encourage service providers to frequently improve their services because of the data they

have collected (Felix & Lerner, 2017). However, relatively few studies have been published that assess the student experience within the one-stop model and whether student expectations have been met, particularly among community colleges. For college leaders to assess the effectiveness of such centers on their campus, further research is necessary regarding the importance of understanding how the student experience is impacted by the integration of student services.

Statement of Purpose

The purpose of this study is to explore the student experience within an integrated one-stop student service delivery environment. Specifically, this dissertation utilizes mixed methods analysis to assess the perceived impact of the centralization of functions on student satisfaction.

Research Questions

This dissertation explores one central research question: How would students describe their experiences when seeking services in the One-Stop Center at Mid-Atlantic Community College? In addition, the research was supported by six secondary questions:

1. What are the self-reported Expectations, Performance, Evaluation and Satisfaction scores of students who utilize the One-Stop Center for services?
2. Expectations – How does the One-Stop Center meet students' expectations?
3. Performance – How does the students' perception of the staff member's performance in the One-Stop Center influence the students' decision to return to the Center?

4. Evaluation – How does the students’ overall evaluation of the One-Stop Center influence their decision to return for services?
5. Satisfaction – How has the development of the One-Stop Center impacted student satisfaction?
6. How does the qualitative data collected in the second phase of this study help to confirm and explain the data from the initial quantitative phase?

Conceptual Framework

Guided by the purpose of this study and the constructs of the expectation confirmation theory (ECT) and the customer satisfaction theory (CST), a conceptual framework for the following study was developed. As shown in Figure 2, the four main constructs of the model include student expectations for service, student perceived performance of staff, and student evaluation of service. All aspects of the model contribute to the last construct; student satisfaction. Student expectations for service refer to student projections of how services will be delivered. Student perceived performance of staff refers to student observations of the actual performance of the services given by the staff. Both student expectations for service and their perceived performance of staff influence the student evaluation of service; which refers to the student’s assessment of their overall experience in obtaining services at the One-Stop Center. A positive evaluation leads to student satisfaction, while a negative evaluation leads to student dissatisfaction.

When considering the students’ descriptions of seeking services at a One-Stop Center, I found that there was a relationship between my philosophical and constructivist

worldviews. As a researcher, I seek to understand rather than test a theory and I am usually looking to explore multiple participant meanings (Creswell, 2014). Accordingly, this study is grounded in a constructivist worldview in that it places theoretical emphasis on describing the deep meaning of students' experiences within the One-Stop Center, as opposed to a description that originates from the standpoint of the researcher. An advantage to this approach is the close relationship formed between the researcher and the participant, while enabling participants to tell their stories. It is through these stories that participants describe their reality and researchers come to a better understanding of the participants' actions (Miller & Crabtree, 1999).

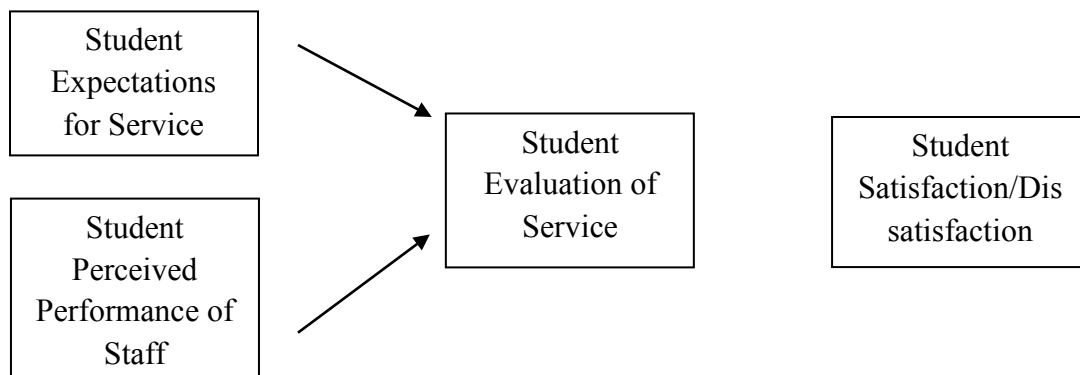


Figure 2. Conceptual framework – basic model for student satisfaction. Adapted from Oliver's (1977, 1980) Expectation Confirmation Theory and Customer Satisfaction Theory.

Significance of Study

This study attempted to explore the student experience, a phenomenon that is at the forefront of higher education through its potential impact on service quality and student satisfaction. The information that was collected is critical as the way in which colleges and universities provide services to students is fundamental to their success. Students are at the core of institutional missions and student affairs practitioners can learn from assessing student satisfaction and expectations as they relate to the service delivery experience. Student affairs practitioners will be able to use the findings of this study to determine whether one-stop staff members are effectively cross-trained to provide a seamless service delivery experience. Additionally, findings can be utilized to improve and/or maintain efficiency of services.

In a time of increased accountability for institutions in higher education, it is important that college administration begin to focus on reframing student services and explore ways to improve services (Bolman & Deal, 2008). Institutional benefits because of this reframing process according to Dauphinais (1998) will include increased student enrollment and institutional reputation. University administrators will also be able to use the findings to improve efficiency of services and to demonstrate to key stakeholders the effort being made toward fiscal responsibility, accountability and customer service.

Researchers will be able to use this study to conduct evaluation studies across community colleges with One-stop Centers to determine whether offering integrated student services will streamline processes and increase satisfaction among students. Researchers will also be able to examine the relationship between faculty members and advisors and their connection to student success as it relates to the One-stop Center.

Lastly, studies can be done to explore the current advising model within the One-Stop Center and examine the degree of student academic success.

The results of this study will inform policy on several levels. First, the data provided showed that simplifying policy and procedures to facilitate responsiveness of services provided to students will be essential for streamlining processes in the One-Stop Center. According to Harris, Tagg, and Howell (2005), “when processes are continuously improved and seamlessly connected, such systems can yield consistent outcomes at reasonable costs” (p. 9). One outcome might include ensuring equity across student populations, increasing student satisfaction.

In terms of leadership, the findings will allow educational leaders to demonstrate to key stakeholders the efforts being made in maintaining accountability, efficiency, customer service and fiscal responsibility. Lastly, the findings will allow educational leaders to utilize student feedback to incorporate the student voice into the institutional decision-making process.

Positionality

Organizational change takes on many forms contingent upon the model used to investigate it (Kezar, 2001; Weick & Quinn, 1999). Consequently, a single definition does not exist for describing change. According to Burnes (1996), organizational change seeks to comprehend variations among individuals and groups at the very general level and at the collective level in the larger organizational system. Several authors further assert that change is an occurrence in time in which multiple dimensions of an entity are observed (Van de Ven & Poole, 1995; Weick & Quinn, 1999). Regardless of the definition for change, Fullan (2011) maintains it is important to understand the process of

change as well as the applicability of theory to the change effort if successful implementation is to occur (Burke, 2014).

As a researcher, I am interested in exploring the student experience in response to the college's organizational change of student services into an integrated one-stop service delivery system. I have a vested interest in understanding the student experience on a holistic level and more specifically, how student services can be improved and/or maintained from the student's perspective. As a former Associate Director of Advising, Career and Transfer Services, I had the opportunity to be a part of the one-stop system and worked in the environment daily. As such, it is necessary for me to understand if the service our staff provides is meeting the expectations of the students they serve.

Chapter Summary

The introductory chapter briefly discussed the student service delivery system and how it has evolved from a fragmented, compartmentalized and silo-based operation to an integrated, cross-functional, technology-improved, student-centered delivery system. This chapter presented the differences between the traditional versus the modern student services structures and highlighted the need for colleges to reorganize services into an integrated system for the benefit of the student. The chapter concluded with a discussion of the statement of purpose and problem, the research questions and the significance for the study. Chapter two will highlight information pertinent to this topic.

Chapter 2

Literature Review

There is a major global movement to change the nature of the university's role in society. Most notably within student affairs, is the notion that the university is pressured to change from being a center of learning to be a business organization with productivity targets (Lynch, 2006). With this pressure comes the demands connected to being accountable, efficient, and customer service focused. These demands are compelling many colleges and universities to transition to one-stop models (Hrutka, 2001), a transition that requires acknowledgement of the service culture within institutions.

The concept of higher education as a service is moving institutions to develop a world-class and competitive focus to delivering services to students. Underpinning this movement is the level of customer service given to the client within the educational setting, the learner (Liebenberg & Barnes, 2004). One of the factors for being world-class includes guaranteeing quality assurance and customer service. However, a factor that may have an impact on providing quality customer service is the culture within an organization (Liebenberg & Barnes, 2004) and more specifically according to Wheatley (2002), the service culture. Service culture, as described by Wheatley (2002) are, "orchestrated systems in which technology, human resources, and physical resources are all aligned and prepared to deliver service to a customer whenever and wherever that service is needed" (p. 23). Providing an environment that is customer service focused, integrated and collaborative for student services is essential and complements student learning and the entire student experience. One-Stop Centers aim to satisfy student needs

while ensuring that institutions become more accountable, efficient and fiscally responsible. Knowing and understanding how the student experience operates in this environment becomes a significant factor for increasing levels of student engagement, persistence, retention (Becker, 2012) and satisfaction as this study proposes.

Like the service culture, Long (2012) asserts that student affairs professionals utilize the campus culture to begin to understand the student experience and how this affects a student's overall behavior and learning. The student experience can result in student frustration, complaints about staff and lower retention rates. However, these results create an opportunity for student affairs professionals to further analyze the campus culture to uncover the student experience and to promote a successful and productive learning environment for students.

The main purpose of this literature review is two-fold. First, it will illustrate the evolving paradigms of student affairs from organizational compartmentalization and fragmented departments to a centralized, student-centered one-stop service delivery model. Second, it will elucidate the paucity in research concerning the student experience within Student Services One-Stop Centers, particularly among community colleges. For university leaders to assess the effectiveness of such centers on their campus, further research is necessary surrounding the importance of understanding how the student experience is impacted by the integration of student services. While there is paucity in research among community colleges within the student experience, the current literature review informs readers about One-Stop Centers from 4-year universities and a structural and administrator's standpoint. Brown-Nevers and Hogarty (2007) integrated student services at Columbia University to offer a student-centered model on campus. DePaul

Central integrated student services to improve student success (Hanley, 2009). Havranek and Brodwin (1998) assert that institutions in higher education should have as its primary mission a student focused paradigm; one that eliminates the departmentalization and compartmentalization of student services. Having this new paradigm will provide the best services and tools for student. Javaheripour (2009) examined the implementation of an integrated one-stop student service center at Southwest Community College. Johannes (2010a) assessed the One-Stop Center from a staff perspective and from a student perspective (Johannes, 2012). Kleinman (1999) assessed the reengineering of engineering enrollment services where four departments were integrated into one. Knopp (2001) focused on the importance of developing one-stop shops to deliver student-centered operations in today's competitive environment. Lastly, Walters (2003) examined Ononadaga Community College and their initiative for becoming student-centered through the implementation of a one-stop shop.

In Chapter 1, the justification was provided for the research questions for this study. This dissertation explores one central research question: How would students describe their experiences when seeking services in the One-Stop Center at Mid-Atlantic Community College? In addition, the research was supported by six secondary questions: (1) What are the self-reported Expectations, Performance, Evaluation and Satisfaction scores of students who utilize the One-Stop Center for services? (2) How do the current One-Stop Services meet students' expectations? (3) How does the staff member's performance in the One-Stop Center influence the student's decision to return to the Center? (4) How does the students' overall evaluation of the One-Stop Center influence their decision to return for services? (5) How has the development of the One-Stop Center

affected student satisfaction? (6) How does the qualitative data collected in the second phase of this study help to confirm and explain the data from the initial quantitative phase?

The current chapter focuses on a literature review that provides the foundation for this dissertation by first exploring the history and evolution of student affairs in the United States. Second, the chapter examines the values of student affairs with an emphasis on access and equity. Next, it explores the general nature of service quality and its application to higher education. Additionally, the chapter reviews the concepts of student expectations, student satisfaction, the student as customer and the goal of organizational change for streamlining student services. The chapter concludes with the theoretical framework for the study.

The Evolving Paradigms of Student Affairs

The development of the student affairs profession is largely a 20th century construction (Taylor, 2008) and coincides with the development of higher education and American society (Dungy & Gordon, 2011). According to Nuss (2003), the profession of student affairs has progressed and changed through the impact of religious, economic, social and political forces. Lloyd-Jones (1934) defines the profession as follows:

Personnel work in a college or university is the systematic bringing to bear on the individual student all those influences, of whatever nature, which will stimulate him and assist him, through his own efforts to develop in body, mind, and character to the limit of his individual capacity for growth, and helping him to apply his powers so developed most effectively to the work of the world. (p.141)

Higher education has used as its preliminary framework, *in loco parentis*, to define the institution-student relationship and manage student behavior, which has continued into the 20th century (Taylor, 2008). The doctrine of, *in loco parentis*, allowed colleges and universities to direct and oversee students on campus since they were viewed as being immature and regularly needing adult supervision. Colonial colleges were often inadequately staffed, as a result, faculty stayed on campus to manage students in the dormitories, dining halls and classrooms. Rules and regulations were developed by the faculty that governed the students' behavior, conduct and dress attire (Long, 2012). Subsequently, administrative and faculty roles grew to become more specialized and their processes more complex while student populations increased and diversified. As a result of these changes, the role of student affairs surfaced and developed. The positions of student personnel workers and deans of men and women grew into being more institutionalized and specialized Post-World War II (Taylor, 2008).

Student services continued to develop because of increased federal support and participation in higher education lead by several acts: Serviceman's Readjustment Act (1944); Truman Commission Report (1947); the Vocational Education Act (1963); Title VI of the Civil Rights Acts (1964); Higher Education Act (1965); Title IX of the Education Amendment (1972); and Section 504 of the Rehabilitation Act (1973). This expansion moreover, led to increased opportunities for financial aid workers as well as supported underrepresented populations (Nuss, 2003). By the 1960s, the role of the vice president for student services/affairs was created and came to be known as an institutional function (Taylor, 2008).

The framework of, *in loco parentis*, was eventually challenged and abolished as students began to effectively advocate for themselves. According to Johannes (2012), students began to have a role in institutional governance through sitting on academic committees and/or holding appointments on governing boards. The 1980s brought with it a degree of freedom for students. Johannes (2012) further asserts that with this freedom also came the feeling that the relationship had become a contractual exchange; “a degree in exchange for paying tuition and meeting the academic requirements outlined in the college bulletins” (p. 24). Focusing on the student “consumer” need for information, changing public policy included: Student-Right-To-Know, Campus Security, and Americans with Disabilities Act of 1990. Johannes (2012) maintains that this consumer model obliges colleges and universities offer a wide range of information as it relates to policies, educational records, disciplinary policies, campus safety and security reporting, and graduation rates to students and parents to promote informed decision making regarding the process for college choice.

By the 1990s, there was an increase in diversity of students with unique needs that defined a new contemporary student life (Dungy & Gordon, 2011). As the most popular country for international students, the United States found itself needing to provide high-quality service to address the psychological, academic, sociocultural, general-living, and career-development needs of their students (Harper & Quaye, 2009). Subsequently, as more U.S. students traveled overseas to study abroad, colleges and universities needed to ensure they provided them with adequate preparation for the culture shock adjustment as they would be minorities in a foreign country (Dungy & Gordon, 2011).

Long (2012) asserts that the increase of racially and ethnically diverse campuses today offers educationally significant experiences for students. A review of the literature from researchers and higher education institutions shows the benefits of diversity on campus. Hu and Kuh (2003) assert that diversity deepens the student experience as students learn about different experiences, beliefs and perspectives. Similarly, Milem (2003) posits that diversity helps students communicate more effectively with others from varied backgrounds. Diversity enhances personal growth for students by helping them to dispute stereotyped preconceptions of one another.

Technology also played a significant role in student affairs during the 1990s. The National Center for Education Statistics (2003), reported that for the 2000-2001 academic years, 56 percent of colleges and universities provided distance education courses (Waits, 2003). Most recent data show that for the 2006-2007 academic years, 61 percent of colleges and universities provided distance education courses online (Persad & Lewis, 2008). With the increasing use of technology within colleges and universities, student affairs were faced with the challenge of ensuring that they provided adequate services to these students (Dungy & Gordon, 2011). Winston, Creamer, and Miller (2001) assert that connectivity is what drives the student affairs division in the twenty-first century. Given the need for campuses today to become better coordinated and offer faster communication, connectivity will have a major influence in the coming years for student affairs professionals (Long, 2012).

In addition to the focus on technology, student learning outcomes and assessment was emphasized. In 2004, the American College Personnel Association and the National Association of Student Personnel Administrators published *Learning Reconsidered: A*

Campus-Wide Focus on the Student Experience (Kneeling, 2004). This publication focused on the philosophical foundation of student affairs, which highlighted the whole student as well as working in collaboration with faculty to develop a coherent curriculum that pointed to specified learning outcomes for the students. Assessment within student affairs today has become increasingly important for several reasons. First, it helps with the justification of costs, services and programs for students. Second, it has a major influence on decisions related to policies and staff. Last, it is used to enhance the quality of services and programs offered to students and their learning outcomes (Schuh, Biddix, Dean, & Kinzie, 2016).

Values within Student Affairs: Moving Toward a One-Stop Model

The student affairs profession has adapted to institutional missions and the needs of students throughout their history. These adaptations moreover, have coincided with the perspective of focusing education on the whole student. The challenges for student affairs are not a thing of the past. As it continues to exist, it is paramount that the profession adheres to the demands of accountability for student learning and continues to collaborate with colleague's campus-wide to further develop the student experience (Johannes, 2012).

On a national scale, there are pressures for institutions in higher education to be more efficient because of declining resources, an increase in assessment and accountability, increased use of technology, and changing demographics and globalization. These pressures have had an impact on the development of one-stop models within student affairs in higher education. To enhance legitimacy and survival

within these institutions, an emphasis on restructuring institutions to one-stop models has been highlighted (Hrutka, 2001; Moneta, 2001).

Movement to ensure increased integration of academic and student services continues within the field (Johannes, 2012). There is a demand from legislators, students and parents for greater centralization of the decision-making process within student services. Johannes (2012) further alludes to the need for inter-dependency among student affairs departments therefore, calling for a centralized model that offers balance, efficiency, and effectiveness between students and institutional interests. In an era when the policy agenda is directed by college completion rates, perspectives on access and equity also become critical components in the rise of initiatives such as the One-Stop Centers that affect student access and success (Bragg & Durham, 2012).

Access and Equity

Bragg (2001) postulates that community colleges today serve multiple roles within their community. These roles extend to providing a variety of educational programs and services with a range of expected outcomes. In offering these programs and services, community colleges are encouraged to sustain open access while admitting students who complete and obtain their degree (Bragg & Durham, 2012). The Carnegie Commission on Higher Education (1974) advocates, “universal access for those who want to enter institutions of higher education, are able to make reasonable progress after enrollment, and benefit from enrollment” (p. 17). The Carnegie Commission also focused its attention on minority and low-income groups asserting that a system should “provide universal access to its total system, but not necessarily to each of its institutions, since they vary greatly in nature and purpose” (p. 18).

For the Carnegie Commission, the community college is the system of choice for providing greatest access to an education for students. The Commission on the Future of Community Colleges (1988) however, offers a more inclusive point of view, asserting, “The building of community, in its broadest and best sense, encompasses a concern for the whole, for integration and collaboration, for openness and integrity, for inclusiveness and self-renewal” (p. 7). While both commissions offer varying perspectives, agreement remains in the idea that the community college is viewed as the primary source for offering access to higher education, more specifically for minority and low-income student populations (Bragg, 2001).

Community colleges have maintained an important position in the higher education system by allowing the most diverse learner groups’ access to an education. In comparison to other types of public higher education institutions, community colleges serve more non-traditional-age, part-time, first-generation, and low-income, minority and female students (Bailey & Morest, 2006). According to Goldrick-Rab (2010), many students who want to pursue higher education are faced with the community college as being their only option in obtaining a degree. Due to the diversity within the student population, institutions need to ensure that services and programs are delivered through exceptional service quality so that student needs are fulfilled. The development of One-Stop Centers will aid in this effort.

Organizational Change: The Development of One-Stop Centers

Organizational change has varying definitions dependent upon the model used to analyze it (Kezar, 2001). According to Cawsey, Deszca, and Ingols (2012), organizational change is, “The planned alteration of organizational components to

improve organizational effectiveness.” Burke (2014) maintains that change consists of various purposes. Change can occur to improve current practices within a division or to solve a local problem within a department. In identifying whether the change will be evolutionary or revolutionary, the question then becomes what is the purpose of this change effort? The Student Development Division at Mid-Atlantic Community College is undergoing an evolutionary change that is part of the larger system with the creation and implementation of the new One-Stop Center. The change is evolutionary because it seeks to improve and enhance current service practices within the division. This change is aligned with the deep structure of the college including its mission and strategic vision (Burke, 2014).

Ousley (2003) contends that a major organizational trend in student development, rooted in government and business is the change from a traditional student service delivery model to an integrated one-stop service model. This model of service delivery was developed to provide comprehensive services with a focus on using resources both effectively and efficiently in an environment that is centralized, student-centered, and customer-oriented. This model places emphasis on offering express and convenient services for students (Ousley, 2003; Mesa, 2005). Several scholars describe a one-stop student services center as a single location where students visit to receive services related to admissions, financial aid and registration (Beede & Burnett, 1999; Javaheriour, 2009; King and Fox, 2007; Nealon, 2005, 2007; Shugart & Romano, 2008; Walters, 2003; Wells, 2009).

According to Burnett and Beede (2002), state institutions where one-stop student services centers are fully functional provide students’ a “combination of services that best

fit the institution's objectives, students' needs and institutional culture" (p. 8). An important feature of one-stop student services centers is that they offer a positive and student-focused customer service experience through the center's staffing model (Beede & Burnett, 1999; Burnett & Oblinger, 2002). Similarly, Felix and Lerner (2017) assert that today's best support for students is "consolidated, can be done independently, is side by side when facilitated, and is personalized and proactive" (p. 56). The design and delivery of services within the One-Stop Center at Mid-Atlantic Community College aims to provide the best support to students while meeting their changing expectations.

The concept of the one-stop model takes on the organizational model rooted within the government and business sectors (Federal Benchmarking Consortium, 1997) and is like that of the banking model where a generalist staff member provides customers with centralized cashiering services at the front counter and is referred to a specialist for more comprehensive services such as closing an account or obtaining a loan (Johannes, 2012). In one-stop student services centers, the generalist is often the first point of contact for students and they have vast knowledge in multiple functions within the center. This is accomplished through the cross-training of staff members so that students are provided with accurate information in a timely manner and are assisted in having their issues resolved. Cross-training allows the generalists to learn about enrollment, the financial aid process and students' frequently asked questions (Pellicciotti, Agosto-Severa, Bishel & McGuinness, 2002).

According to Burnett and Oblinger (2003), "the manner in which an institution provides support and services from admissions and enrollment to financial aid, advising, and career planning – can distinguish an outstanding student experience from one that is

mediocre, frustrating, or discouraging” (p. 27). Mesa (2005) postulates that institutions of higher education are facing pressures to recruit and retain their students, consequently, customer service initiatives like the one-stop models are increasingly growing in popularity. Due to the increase in pressures, it is vital that student services focus on delivering a system that is, “connected, collaborative, comprehensive, and horizontally organized, using the student-centric view” (Kramer, 2003, p. ix) with attention given to customer service and the utilization of technology.

One-Stop Student Services Models

The University of Chicago and their student services one-stop model is one example of an integrated service delivery model. According to Cross (1992), this university adopted centralized system whereby admissions administrators developed a 15-minute process for students to register for classes, apply for financial aid, and pay their fees in one area. This idea for streamlining processes was so effective, that a second phase with Admissions and Financial aid was created and proved to be successful.

The One-Stop Centre for students at Nanyang Technical University provides another model of integrated service delivery. The student administrative services needed transformation as well as changing the mindset of these services from a department-centric approach to a service-centric one. The center would deliver, “high-quality, innovative and integrated student services to enhance all students’ educational experience and foster their forming of a lifelong relationship with the university” (Sathiyaseelan, 2014, p. 42). Similarly, DePaul University offers an integrated model of service delivery. With a service mission as, “Service is never an interruption – It’s our business”, DePaul Central was established to eradicate the run-around between offices and departments and

to create a seamless workflow among services, improve student interactions and maximize physical space (Hanley, 2009).

Mission of One-Stop Student Services Centers

According to Warmann (2015), several scholars assert that the mission statements of one-stop student services centers focus on guiding and assisting students with services, linking students to various academic support services, and fostering a relationship with students that ensures learning and personal growth (Anderson & Elliot, 1999; Anderson, 2002; Day & Pitts, 2002; Foucar-Szocki, Harris, Larson & Mitchell, 2002). The centers emphasize a student-centered philosophy that aims to increase student engagement, student satisfaction and retention (Raines, 2012).

Like the service mission of DePaul University, the following institutions focus on a mission that is student-centered, customer-service oriented, accountability driven and supportive of student needs through intentional activities in the center (Warmann, 2015). The one-stop student services center mission for Carnegie Mellon University states, “facilitate student enrollment, guide students and families as administrative and financial partners, support university academic and administrative activities, fulfill the requirements of our external customers, and emphasize commitment and professional development among our staff” (Anderson & Elliot, 1999, p. 51). The mission for the one-stop center at James Madison University states, “to design, implement, coordinate and assess learning opportunities (programs and services) that help student’s complete seamless transitions into, through and out of the institution; that develop the student’s motivation to learn, engage in educational purposeful activities, and assume self-responsibility; that are cohesive, supportive, and organized around common educational

goals” (Foucar-Szocki et al. 2002, p. 81). At Johnson County Community College (JCCC) the mission states, “the Student Success Center is committed to providing support and assistance to JCCC students and Johnson County community members and their career/life and educational planning and decision-making process in a developmental environment that encourages independence and personal responsibility” (Day & Pitts, 2002, p. 74).

Functional Areas within One-Stop Centers

Warmann (2015) maintains that one-stop student services centers provide students with varied services including students’ enrollment and financial activities. Through an IBM study, several participants including Carnegie Mellon University, New York Institute of Technology, Seton Hall University, and Southern Alberta Institute of Technology offered admission, registration, student accounts, and financial aid in their one-stop centers (Anderson & Elliot, 1999; Hayward, Pedersen, & Visser, 1999; Kleinman, 1999; Lonabocker & Wager, 2007; Nealon, 2005). In addition to these services, Babson College included career planning (Lewis, 1999) and academic planning (Kesner, 1995). At Onandoga Community College, the one-stop student services center included admission, registration, student accounts, financial aid, academic advising and placement testing (Walters, 2003).

In a dissertation study by Johannes (2012), the one-stop student services center of a 4-year public STEM university was examined. A total of fourteen students were interviewed and observations of the center’s activities occurred over a two-day period. Through participant responses seven themes emerged including service expectations, the importance of academic connections, the need for a helpful place on campus, the

significance of a supportive campus climate for needs related to career placement and internships, establishing a communication relationship between faculty advisors and faculty department heads, the importance of web services and the need to understand transfer concerns. These themes highlighted the need and importance of integrating student services for providing students with a seamless student service delivery.

Warmann (2015) highlights that not all institutions in higher education include admission in their one-stop student services centers. Boston College included services related to credit and collections, ID cards, parking permits, public notary, student employment and veteran services in addition to registration, student accounts and financial aid (Campanella & Owens, 1999; Kreinbring, 2002; Lonabocker & Wager, 2007; Nealon, 2005, 2007).

Mid-Atlantic Community College affords a unique model for the integrated structure of student services. Unlike other models where each floor in a building represents a different student service department, or where different departments are represented in a hallway on one floor, at Mid-Atlantic Community College all of student services are in one centralized location. All directors and deans have been assigned an office space in the Center. However, offices have been eliminated for staff. They have been provided with a back-office work room where they can make phone calls and check emails. While assisting students on the floor, the students work on computers while the staff guide them using tablets. Advising is conducted in a large (square foot) open space and advisors go directly to the student who is seated at a computer with the advisor providing guidance. This setup allows the staff to teach students how to use the software

that is available to them, therefore making them more independent. Please see Appendix E for a layout of the One-Stop Model at Mid-Atlantic Community College.

With the institution's emphasis on student success, there has been a transferal away from the legacy model of delivering student services through specialized areas to an innovative 21st Century delivery model as Table 1 describes. This model offers student services in a single location, by cross-trained, interdisciplinary staff that is focused on increasing the ability of students to manage the intake and advising process more independently. Services offered at the center include admissions, registration, student accounts, financial aid, career planning, placement testing, veteran services, academic advising, and the inclusion of the Educational Opportunity Fund Program (EOF).

Creating opportunities to make student services more effective for the customer and more efficient for the institution is important (Felix & Lerner, 2017). As displayed in Table 1, the goals of the 21st Century model are to increase student satisfaction by enhancing customer service, foster student success by teaching students to become informed independent learners, promote the utilization of technology and establish a center that is student-centric focusing on developing the whole student and meeting their needs with the goal of completion of their degree. Along with the development and implementation of One-Stop Centers, it is important to understand the nature of service quality.

Table 1

Comparison of the Legacy and 21st Century One-Stop Model

Legacy Model	21st Century Model
Multiple locations	Single location
Silo specialized staff	Cross-trained interdisciplinary staff
Staff-centric	Student-centric
Encourages student dependence	Prepares students for independence
Pen and paper-based	Technology-based
Process-focused	Customer service-focused

The Nature of Service Quality

The literature on service quality places emphasis on a person’s perceived quality, which seeks to compare a customer’s service expectations with their perceptions of the actual performance. It is further stipulated that only criteria defined by customers matter in measuring quality (Zeithaml et al., 1990). Despite their elusive nature, customers do form reactions about the quality of services. Customers evaluate a service by how well

the service meets their continued expectations for it (Boulding, et al., 1993; Parasuraman et al., 1985, 1988). Expectations are developed by several factors including but not limited to the needs of the individual, advertisement, and previous experience with the service or positive and negative word of mouth.

Customers assess services according to two standards. First, they assess the quality of the outcome itself and seek to determine if they received the results they were looking for. Second, they assess the way in which the outcome was obtained and analyze if the provider of services was responsive and empathic. They also seek to verify if the provider offered assurance and if the appearance of the physical facilities were encouraging and welcoming (Parasuraman et al., 1985; 1988). Variation among the customers' service expectations and their perceptions of what quality should be aids in recognizing gaps that service providers must pay attention to if they seek to enhance customer satisfaction with the services being delivered. Seeing that service quality is evaluated by the client, "Service quality can be enhanced both by meeting or exceeding customers' expectations or taking steps to control such expectations" (Heskett et al., 1997, p. 41).

While the service encounter is usually the service from the point of view of the customer, research supports the idea that the quality of service encounters is contingent as much upon the systems that are operating as it does on the personality of the service providers (Botschen et al., 1996; Heskett et al., 1997; Shostack, 1984). Subsequently, distinguishing processes that inhibit the quality of perceptions within encounters (e.g., long waiting lines, uninformed personnel, lack of resources or lack of timely feedback) is

a crucial step in obtaining service quality goals (Heskett; et al., 1997). A major purpose for the development of One-Stop Centers is to enhance service encounters by focusing on improving processes that will result in a positive student experience.

In general, Nadiri and Hussain (2005) assert that service quality promotes customer satisfaction, stimulates intention to return and encourages recommendations. The significance of quality in the service industry has caught the attention of several researchers, to analyzing at an empirical level, service quality within a range of service settings including appliance repair, banking, hotels, insurance, and long-distance telephone (Parasuraman et al., 1985; Zeithaml et al., 1990). In looking to measure service quality in higher education, it is key to examine the meaning of service quality as it relates to the situation being studied (Nadiri, et al., 2009).

Service Quality in Higher Education

In higher education, quality of service is essential and relevant to the student experience (Ali, Zhou, Hussain, Nair, & Ragavan, 2016) and the provision of these services is a priority of educational institutions worldwide (Trivellas & Geraki, 2008). Evidence points to positive perceptions of service quality having a significant impact on student satisfaction (Alves & Raposo, 2010). Conversely, a debate remains on an appropriate definition for service quality in the field of higher education (Becket & Brookes, 2006). Cheng and Tam (1997) maintain that, “education quality is a rather vague and controversial concept” (p. 23). Jancy and Burns (2013) assert that the definition of service quality in this field is contingent upon several stakeholders who undergo different services offered by their respective institutions. Since students are the main stakeholders in higher education, the experiences they face with the different

services offered to them during their enrollment, becomes service quality (Jancy & Burns, 2013).

Several studies have investigated service quality models within the higher education sector. For example, Abdullah (2005) suggested HEdPERF, a scale to measure perceived service quality in Malaysia's higher education sector using five dimensions which included academic aspects, non-academic aspects, program issues, reputation and access. The results indicated that students' perceptions about "access" were the only basis for service quality. Another scale named "The Performance-based Higher Education," was developed and included a 67-item instrument for investigating the perceptions of service quality of students in Japan (Sultan & Wong, 2010a). The dimensions that were explored in this instrument were dependability, effectiveness, capability, efficiency, competencies, assurance, unusual situation management and semester-syllabus. LeBlanc and Nguyen (1007) conducted another study that analyzed the dimensions of personnel/faculty, contact personnel/administration, responsiveness, reputation, curriculum, physical evidence and access to facilities and their relation to service quality as perceived by business students. This study was limited by the small student population within a small university business school. What these studies highlight are the various dimensions of service quality that exists within higher education (Angell, Heffernan, & Megicks (2008); Sultan & Wong, 2013).

Moreover, service quality, with an emphasis on student expectations and satisfaction, is an emerging field of concern (Nadiri, Kandampully, & Hussain, 2009). As it applies to higher education institutions, Nell and Cant (2014) maintain that students are the customers and as a result, are the lifeblood of its existence. Every customer, students

included, has certain expectations for their service encounter. Darlaston-Jones, Pike, Cohen, Young, Haunold, and Drew (2003) suggested in their study that the mainstream of students knew what to expect from the Student Administration department and were mindful of whether they were receiving good and accurate service or not. Globally students today are well informed, and they know what is the least they can expect from institutions of higher education (Wright & O'Neill, 2002).

Expectations. According to Oldfield and Baron (2000, p. 86), higher education can be seen as a “pure” service and for Hennig-Thurau et al. (2001), educational services “fall into the field of services marketing” (p. 332). For these authors, educational services are central to the lives of students; therefore, ensuring that their expectations are fulfilled becomes a valuable and indispensable source of information (Sander, Stevenson, King Coates, 2000; Hill, 1995). Universities have the task of coaching the ongoing expectations of students, whether positively or negatively (Hartman & Schmidt, 1995; Hill, 1995). New students may have expectations that are unrealistic about the college experience, therefore, if institutions of higher education understand these expectations in their entirety, they should be in a position where they can govern and bring them to a realistic level. Students embark on their higher education experience with expectations that are at best muddled, oftentimes, making comparisons to their high school experiences.

Conversely, when institutions fail to provide the service quality that customers expect within their organization (i.e., reliability, responsiveness, assurance, empathy, and tangibles; Parasuraman et al., 1991; Zeithaml et al., 1990), the customer’s expectations for ensuing service “recovery”, or “getting it right the second time” (Zeithaml et al. 1990,

p. 31) increase at a higher rate. As a result, the more students mature within the university environment and become more acclimated with the services offered, the more their expectations will rise, making the gap between their expectations and what they receive more vivid (Astin et al., 1987; Hill, 1995).

As a service provider, the university, has the strength to convert negative perceptions of service quality into constructive ones by focusing their attention on the day-to-day encounters with its students, ensuring that the qualities they observe are the ones available to students when developing their expectations about the campus environment and the services that are provided (Tversky & Kahnman, 1982; Paulos, 1995). Zeithaml, Berry and Parasuraman (1993) maintain that there are three forms of service expectations: desired service, adequate service, and predicted service. A desired level of service is what customers believe can be performed and what should be performed. An adequate service level is when customers realize that service will not always reach the desired levels and they revert to the minimum level of acceptable service. Finally, the predicted level of service is what the customers feel the business will perform. "Knowing what customers expect is the first, and possibly most critical, step in delivering service quality" (Zeithaml et al., 1990, p. 51). Scott (1995) and Hill (1999) point to one method for managing service quality and that is to emphasize the variation among expectations and perceptions of services provided to students.

Several studies highlight the relationship between student expectations and student satisfaction. Appleton-Knapp and Krentler (2006) measured student expectations and their effects on satisfaction focusing on the importance of managing these expectations. The study offered an interesting finding that emphasizes the nuances of

measuring satisfaction. It found that when students were asked about their expectations before or at the outset of their classroom experience, the extent to which they were fulfilled was not a strong predictor of course satisfaction; however, when students were asked to assess whether a course fell short, met or exceeded expectations at the end of the semester, the extent to which student expectations were fulfilled did appear to a good predictor of overall satisfaction. The study concluded that expectations at the beginning of the experience are often different from the recalled expectations at the end of the course, and that the intensity of the experience affects the reconstruction of earlier expectations.

Brenders, Hope, and Ninnan (1999) also examined student expectations, however, this study investigated student perceptions of university service. Results showed that students felt services on campus were fragmented and that processes were not streamlined. The university was viewed as a service provider; however, students noted barriers related to administrative procedures such as the enrollment process. The study further confirms the notion that coordination of services and information affect perceptions of the university as a service provider. Brenders, Hope, and Ninnan (1999) differentiate between closing the gap among expectations and reality and solving issues without addressing the root causes. The study suggests that service quality is not measured in the quantity of calls made, but in those that aren't made; and not measured in the availability of staff, but in a reduced dependence in needing staff to answer questions.

Like Brenders, Hope, and Ninnan (1999), Sines and Duckworth (1994) offer an example of managing student expectations as it relates to service delivery when providing

transcripts to students. If students are given information over the phone that they can obtain their transcript in person but are refused the opportunity when they try to do so, the communication results in dissatisfaction. Subsequently, if the expectation were given accurately in the beginning, the student would know and understand what they could expect at the time of service delivery. To this end, Scott (1999) postulates that offering great service is not indicative of doing everything the student wants. It simply means ensuring that expectations are in alignment with the services provided.

These studies suggest that globalization and market pressures are driving institutions of higher education to continuously review economic accountability and performance improvement (Watjatrakul, 2014). More and more, these institutions are acknowledging that higher education “could be regarded as a business-like service industry” and as a result are placing greater emphasis on meeting and/or exceeding the needs of their students (Gruber, Fub, Voss, & Glaser-Zikuda, 2010, p. 106). A goal for many institutions of higher education is to boost the number of students admitted increasing their income while treating students as “customers.” Schwartzman (1995) asserts that universities will be confronted with isolated enrollment growths and financial difficulties if they cannot meet the satisfaction of students (as customer). As service receivers who obtain services from the universities, students have some influence over improving service delivery functions. As such, it is important that the universities (service providers) certify that students (service receivers) have a positive student service experience, as these receivers will communicate their negative encounters with others (Watjatrakul, 2014).

Improving customer service on campus and meeting student expectations are two key factors for educational leaders in higher education, especially in today's competitive market (Sines and Duckworth, 1994). According to Sines and Duckworth (1994), universities devote a lot of time to the assessment of quality of instruction through end of semester evaluations. The same time should be given to evaluating other aspects of services related to students to determine if their expectations were met.

Student satisfaction. Analogous to the business sector, the value of customer satisfaction has been recognized by higher education. While limited research exists in this area, this suggests that student satisfaction is a complex concept, consisting of several dimensions (Marzo-Navarro, Pedraja-Iglesias, & Rivera-Torres, 2005 a, b; Richardson, 2005). Customer satisfaction is related to the profits and other financial outcomes of service firms (Zeithaml, Bitner & Gremler, 2006), as such, educational leaders have embraced student satisfaction to maintain a competitive edge. According to Lee and Anantharaman (2013), student satisfaction is becoming a key strategic goal for institutions of higher education because students are being viewed as customers. Universities who rated high on student satisfaction are those that delivered quality educational services, therefore making them more attractive to the prospective and current student, leading to high enrollment rates and low dropout rates. To fully understand student satisfaction, it is necessary to review its causes.

Lee and Anantharaman (2013) also assert several other factors have been reported as causes for student satisfaction. Academic aspects of an institution have been denoted as main factors affecting student satisfaction including student-to-faculty ratios, the reputation of a program, the quality of teaching, and faculty credentials (Elliot, 2002;

Martinez, 2001). Also, noted as a factor influencing student satisfaction were the interactions between the student and the school personnel (Browne, Kaldenberg, Brown & Brown, 1998). Comparably, some have emphasized the significance of academic advising and career counseling for student satisfaction (Kotler & Fox, 1995).

On an individual level, a students' academic performance was reported to be highly correlated with a student's overall sense of satisfaction with the institution (Babin & Griffin, 1998). Lee and Anantharaman (2013) further contend that the social aspects of the student experience may also have an impact on their satisfaction levels. Tinto (1994) argued that the social aspect of the college experience was an important factor in determining levels of satisfaction and intent to remain in an academic major. He pointed to the significance of social integration along with the quality of the student's relationship with peers and the professors.

Satisfaction is perceived when service delivery coincides with students' expectations (Szymanski & Henard, 2001). Lee and Anantharaman (2013) assert that student satisfaction is not a short-term assessment, but rather it is a continuing attitude that becomes manifested through repeated experiences with campus life. As such, it is influenced by many factors. College students assess their schools based on their academic, social, physical, and even spiritual experiences (Sevier, 1996). Bolton, Kannam, and Bramlett (2000) maintain that satisfaction is a global index where an individual's overall attitude is summarized through their educational experiences.

Student-as-customer concept. Customers have an important role in the manner services are improved because they are actively participating in the process (Duzevic & Casni, 2015). While Hwarng and Teo (2001) posit that there are different roles and

different customers in higher education, students are the primary customers in the higher education sector (Eagle and Brennan, 2007; Tavares & Cardoso, 2013). Sathiyaseelan (2014) states, “Approximately 90 percent of our customers are students” (p. 42). Given that reason, it is important that administrators solicit feedback from students when undertaking a transformational change that will affect services that are provided for them. Similarly, Williams and Cappuccini-Ansfield (2007) posits to the extent that universities see their students as paying customers; they are responsible and accountable for ensuring student satisfaction. Ferreri (2008) further posits that many institutions have chosen to employ corporate-style, “customer” oriented programs to boost enrollment. Finney and Finney (2010) refer to this corporate-style approach as the student-as-customer (SAC) model of higher education.

Johannes (2012) contends that the debate among academics regarding the student as customer, consumer or client, acknowledges that students are progressively being referred to as customers. The discontent among academics is in relation to the concept of quality and usefulness as it correlates to the customer metaphor (Finney & Finney, 2010; Redding, 2005). As it relates to quality, several scholars posit that the student is thought of as a customer when considering the various areas of student services, not the quality of academia (Brenders, Hope, & Ninnan, 1999; Redding, 2005). According to Redding (2005), to understand the debate of students as customers and be aware of the resistance to these beliefs, it is important to acknowledge the perceived differences between the academic and commercial sector.

While references to “student-as-customer” precede the 1990s, the action toward Total Quality Management (TQM) is what initiated the shift in perspective among higher

education administrators (George, 2007). Eagle and Brennan (2007) maintain that a sophisticated interpretation of the student as customer concept in higher education can be of value to administrators and policy-makers. Through the theoretical perspectives of TQM, the student as customer concept finds its catalyst. According to Cruickshank (2003), the application of TQM to higher education was viewed as making the sector more responsive to the needs of employers and other sectors including funding agencies. Businesses have applied TQM to improve their performance with a goal of offering services at higher levels of consumer satisfaction and as a result increase profitability and competitiveness. Institutions of higher education, especially the administration, have followed the management practice in the business arena and have accepted the customer satisfaction viewpoint of TQM to persist in higher education during reduction in government funding and increased pressures (Redding, 2005; Sax, 2004; Schwartzman, 1995). Academia, however, has not responded positively to the notion of quality management systems.

Within the business and commercial sector, there has been diversification in management styles. Organizations in the past have used a top-down, autocratic form of management style with decisions being made by managers to workers. Throughout the years, organizations have made efforts to change the management styles from ones that include workers in the decision-making processes. Quality management systems like TQM have provided organizations with guidance throughout this shift (Redding, 2005).

However, academia has taken a different direction as it relates to managing its work. Throughout the years, academics have relished the amount of flexibility given to them for their work. Although academic faculty are still accountable to the administration

and are known for having contentious debates over funding, pressures to produce research, and teaching, the management hierarchy is seldom defined as it is in the corporate sector (Redding, 2005). One of the greatest inconsistencies according to Redding (2005) is, “whereas TQM has been used by a tool in industry to loosen up some of the hierarchical bureaucracy, it is seen by many academics as an increase in bureaucracy” (p.410). Academic staff has made it a challenge for administration to institute change through management practices because of their resistance to being managed.

Finney and Finney (2010) point to the fact that educators debate the usefulness of the student-as-customer model. In looking at the benefits of the model, it emphasizes students as the primary stakeholders in their education and as a result, forces administrators to consider issues regarding: (1) scheduling classes during convenient times for students, (2) scheduling classes continuously to meet the student demands, and (3) offering a variety of course topics (Stafford, 1994). Additionally, the model suggests positive instructor behaviors such as adhering to office hours, responding expeditiously to student questions, and increasing accessibility.

Opponents on the other hand, assert that such a model undermines academic rigor, promotes grade inflation (Franz, 1998) and decreases student responsibility (Hassel & Lourey, 2005). In a study of administrative staff at an Australian university, of 13 staff members interviewed, “four respondents associated “customer” with negative connotations and of the remaining nine, four felt that the word was ‘inappropriate’,” and further added that “the negative connotations associated with the word...concerned its

implications that there was a shallow relationship between the administrative staff member and ...student” (Pitman, 2000, pp. 169-170).

Redding (2005) stipulates that academics have always had the desire to offer quality services to their students, however, with increasing workloads, class sizes, and demands to bring in funds, it is likely that these factors will impede their process for providing continuous enhancements to services. As a result of these increases some structure is possibly necessary, and quality management systems, although met with resistance, is likely to provide it.

In looking at the student-as-customer concept, there is not much difference between academic staff and employees in the commercial sector. Redding (2005) asserts that all organizations are aiming to accomplish something through efforts of being organized. And the language that’s embraced by the other frequently perplexes each organization. Amidst these differences, the customer, consumer or client is not giving much attention to how they are referred to, just as long as someone is addressing their needs. Streamlining student services will aid in the effort to ensure that qualified and cross-trained staff members are meeting student needs.

Theoretical Considerations

This study proposes to use the expectations confirmation theory (ECT) and the customer satisfaction theory (CST) as its foundation theories. Recent studies have examined the ECT theory within the business sector. Li (2002) and Saghier and Nathan (2013) utilized the ECT and SERVQUAL theories to identify the factors directly affecting customer satisfaction. Choi, Seol, Lee, Cho and Park (2008) used the ECT theory to determine if the functions of a mobile device exceed customer’s expectations

therefore, affecting sales revenue of a product. Subramanian, Gunasekaran, Jie, Jiang, and Kun (2014) analyzed two e-commerce sites with different templates and functionality to determine which one exceeded customer expectations and satisfaction. Using the ECT and SERVQUAL theories, Murali, Pugazgendhi, and Muralidharan (2016) examined whether post sales experience of a customer from an employee's service performance can sustain a relationship and make customers return.

Expectations Confirmation Theory

Expectations Confirmation Theory (ECT), developed by Oliver (1977, 1980), is comprised of a customer behavior model that focuses on defining and predicting satisfaction and intention for continued usage of a service or product (Chen, Huang, Hsu, Tseng, & Lee, 2010). Oliver's (1980) earlier arguments maintained that continued usage intention deeply relies on a person's prior satisfaction experiences, while satisfaction is based on disconfirmation and expectations related to the products or services utilized. Perceived performance was later added to the ECT model by Churchill and Suprenant (1982) who concluded that a person's perceived expectation had a positive influence on their perceived performance and as a result, positively affected disconfirmation and satisfaction.

Satisfaction or positive disconfirmation happens when a service is better than what was expected. Consequently, a service with a performance worse than what was expected yields dissatisfaction or negative disconfirmation. Within ECT, expectations stem from beliefs about the kind of performance that a service will offer, coinciding with the predictive implications of the expectations concept (Oliver, 1980). Similarly, Kotler and Keller (2006) described satisfaction as "a person's feeling of pleasure or

disappointment resulting from comparing a product's perceived performance (or outcome) in relation to his or her expectations" (p. 144). Hoyer and MacInnis (2001) postulated that satisfaction could be related to several feelings including acceptance, happiness, relief, excitement and delight. In comparison, Hansemark and Albinsson (2004) maintained that satisfaction is a general attitude about a service provider, or an emotional reaction to the gap between what they expected and what they received in terms of service and the fulfillment of some need. Comparably, Oliver (1993) found that many scholars defined satisfaction consistent with the ECT model. Zeithaml (1981) similarly postulated that consumers develop a satisfaction judgment by assessing actual product/service performance against their pre-purchase expectations about the product/service. This expectation is the basis for subsequent post-purchase evaluation of satisfaction or dissatisfaction.

The ECT model includes four constructs: expectations, perceived performance, confirmation, satisfaction and usage continuance. It postulates that expectations, coupled with perceived performance, leads to satisfaction. This influence is mediated through positive or negative confirmation of expectations by performance. If a product outperforms expectations (positive confirmation) satisfaction will occur. On the contrary, if a product falls short of expectations (negative confirmation) consumers' dissatisfactions are likely to take place (Oliver, 1980; Spreng, MacKenzie, & Olshavsky, 1996). As applied to this study and shown in Figure 3, first students form an initial expectation of service prior to the use of the One-Stop Center. Second, they accept and use the services. Following a period of initial usage, they form perceptions of its performance. Third, they evaluate its perceived performance based on their initial

expectation and determine the extent to which their expectation is confirmed. Fourth, they form a satisfaction based on their confirmation level and expectation. Finally, satisfied students form a usage continuance intention (Oliver, 1980).

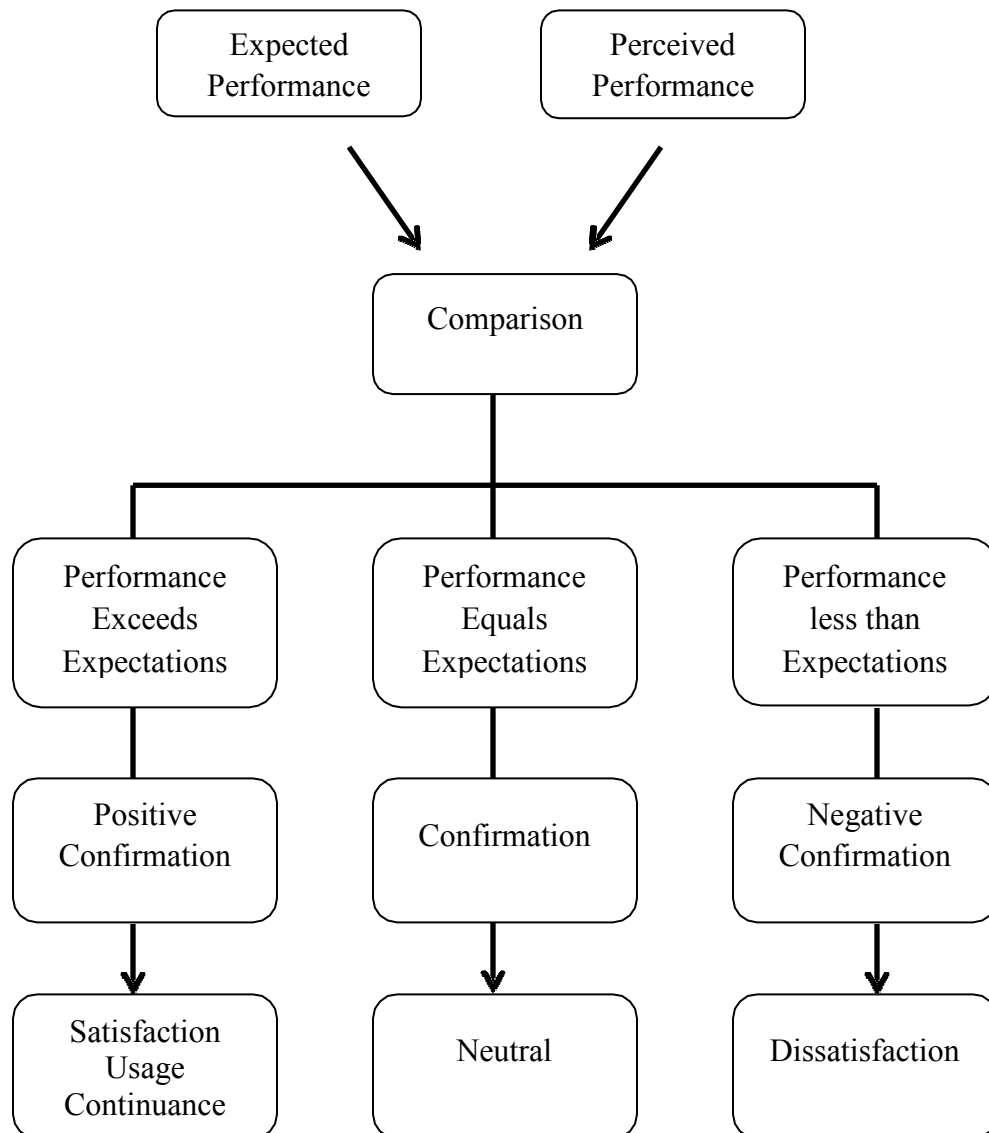


Figure 3. Expectation confirmation theory.

While there is paucity in research among community colleges using ECT, Churchill and Suprenant (1982) assert that many studies have utilized some form of the expectancy confirmation model. In the health sector, Ayatollahi, Langarizadeh, and Chenani (2016) aimed to compare nurses' satisfaction with, and expectations of, hospital information systems in two teaching hospitals. The results indicated that, for most nurses, their expectations of the information system were not met in either hospital. The findings showed a significant relationship between the nurses' expectations and their perceived usefulness of the system, between the nurses' expectations and their satisfaction with the system and between the nurses' perceived usefulness and their satisfaction with the system. In the business management sector, Tsao (2013) investigated the impulse purchase behavior for products promoted by showgirls in exhibits. This study confirmed the applicability of ECT to products promoted by showgirls. The ECT model demonstrated relationships among customer evaluation, situation, and impulse purchase intention when showgirls were promoting products. The satisfaction of customers was predicted mainly by the availability of money, expectations, and confirmation. In the public administration sector, Poister and Thomas (2011) examined the effects of expectations and expectancy confirmation/disconfirmation on motorists' satisfaction with road conditions, traffic flow, and safety on state highways in Georgia. Expectations were found to have consistently negative effects on satisfaction, with satisfaction decreasing as expectations increased.

Customer Satisfaction Theory

Customer Satisfaction Theory (CST) has been analyzed in the higher education sector by academic researchers in marketing seeking to extend services theory to academic practice (Taylor, 1996). Student satisfaction surveys such as the Noel-Levitz instrument have been used by college administrators and institutional researchers in the analysis of institutional services (Graham & Gisi, 2000; Lampley, 2001). Lastly, studies in the policy of higher education have applied student satisfaction to assist with the decision-making process as it relates to improving services within the institution (Bowen & Bok, 1998; Knox, Lindsay, & Kolb, 1993).

Defining Student Satisfaction

A standard definition for student satisfaction does not exist in the literature. According to Kotler, Lane, Koshy, and Jha (2009), students' satisfaction is when a person feels pleasure that results from comparisons of the perceived performance of products/services to their expectation. This means that if the performance matches or exceeds the expectation, students would be satisfied. Students' satisfaction, according to Wiers-Jenssen, Stensake, and Groggaard (2002) is the student's evaluation of the services provided by the universities. These might include services such as quality of teaching, supervision and feedback from academic staff and the social climate.

Student satisfaction is defined further by Parker and Mathews (2001) as a method of assessment between what was received and what was expected, which is the most widely adopted depiction of satisfaction in the most current literature. When defining student satisfaction, Hom (2003) asserts there are two factors that need to be considered. First, satisfaction can be described as a general attitude or a set of attitude components.

Upon receipt of a service, students can have a level of overall satisfaction, while at the same time having a level of satisfaction for each part of the experience. Typically, a student will develop an overall satisfaction level with a service based on their satisfaction with each part of the experience. Second, the different parts of the service experience can be conceptualized as two different types of factors. The objective type of factors recognizes the physical features of the experience such as the waiting time before being seen, the privacy of the experience, the amount of time given once seen by a staff member and the follow-up. The evaluative type of factor on the other hand, includes a universal set of features that individuals use to assess their experience. Such factors are identified as responsiveness of staff, reliability, assurance and empathy (Zeithaml, Parasuraman, & Berry, 1990).

Several researchers within the realm of CST have created competing definitions for customer satisfaction. Some characteristic definitions appear as follows:

Satisfaction is the consumer's fulfillment response. It is a judgment that a product or service feature, or the product or service itself, provided (or is providing) a pleasurable level of consumption-related fulfillment, including levels of under-or-over-fulfillment (Oliver, 1997, p. 13).

Satisfaction is the state felt by a person who has experienced a performance (or outcome) that has fulfilled his or her expectations. Satisfaction is thus a function of relative levels of expectation and perceived performance...Expectations are formed on the basis of past experiences with the same or similar situations,

statements made by friends and other associated, and statements made by the supplying organization (Kotler & Clarke, 1987, p. 72).

Satisfaction or dissatisfaction is more than a reaction to the actual performance quality of a product or service. It is influenced by prior expectations regarding the level of quality. According to the expectancy disconfirmation model, consumers often form beliefs about product performance based upon prior experience with the product and/or upon communications about the product that imply a certain level of quality. When something performs the way we thought it would, we may not think much about it. If, on the other hand, something fails to live up to expectations, a negative affect may result. And, if performance happens to exceed our expectations, we are satisfied and pleased (Solomon, 1996).

Hom (2003) maintained that CST involves the use or experience of a service; it does not require the purchase of a service. This distinction is why theorists prefer to use the terms consumer satisfaction instead of customer satisfaction to evade discussions on the need for direct payment by the user to the provider before CST can be applied to the situation. The historical and current explanations of customer satisfaction focus on the constructs of expectations, experience, perceived service and evaluation (Hom, 2003). Moreover, satisfaction is the key performance indicator that indicates how satisfied customers are with the organization's products or services. It's a consumers' fulfillment response and is measured by the customers' expectations (Oliver, 1997). If college administrators understand and know what students' expectations are, then they can increase their loyalty to the college and their overall satisfaction. In applying this theory to this study and like

ECT theory, a student forms expectation about the service quality. Next, they experience the service and form perceptions about the service. Last, they evaluate the overall service based on their initial expectations for service quality and the perceptions they formed.

Figure 4 displays this central relationship in CST.

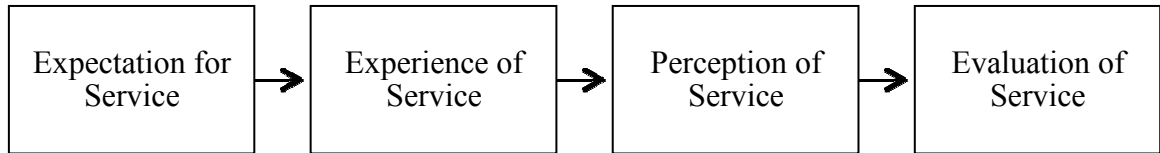


Figure 4. Basic model for customer satisfaction theory (Hom, 2003)

This study took the position that CST applied based on student use of services and not purchase. According to Oliver (1999), this holds true for two reasons. First, students frequently utilize student services such as advising or counseling without making direct payments for these services. Second, satisfaction within the student services sector focuses less on the concept of value and purchase than it would in the retail sector.

Theoretical Benefits

The expectancy confirmation theory offers a foundation for an understanding of the relationship between student expectations and student satisfaction. Oliver (1993) posits that satisfaction is a continuous process that is specific to a situation and experience. It is the process of fulfillment one in which a customer will undergo a beginning expectations phase and an ending performance phase. Due to the active disposition of satisfaction, researchers contend the most suitable method for evaluating student satisfaction is with the expectancy-confirmation theory (Oliver, 1993;

Parasuraman, Zeithaml, & Berry, 1988). With the disconfirmation process, satisfaction is the difference between someone's expectations about the outcome of a process before experiencing the process and the actual outcome as perceived by the person. According to Oliver (1993), the disconfirmation process is a:

...better than/worse than' heuristic whereby a negative disconfirmation results when outcomes are poorer than expected, positive disconfirmation results when outcomes are better than expected, and confirmation (zero disconfirmation) obtains when outcomes match expectations. Satisfaction has been shown to be a function of the positivity of disconfirmation. Positive disconfirmation enhances satisfaction and negative disconfirmation decreases it, while simple confirmation has little affective impact on satisfaction (p. 73-74).

The summary of Oliver's ECT (1977, 1980) theory could be elucidated by a process beginning with a customer or student's expectation based on assumptions from outside factors such as word of mouth or a personal negative experience. The student then, with these expectations in mind, will visit the One-Stop Center for services. The ECT theory offers a clear way to understand what the customer/student goes through to obtain levels of satisfaction as they seek services. It has been applied in a wide variety of studies of private-sector products and services grounded in the exploration of the customers' experience and their satisfaction (Anderson & Sullivan, 1993; Bearden & Teal, 1983; Cardozo, 1965; Churchill & Suprenant, 1982; Oliver, 1980; Oliver & DeSarbo, 1989; Oliver & Swan, 1989a; Tse & Wilton, 1988). While the ECT theory has not been utilized in the higher education two-year community college sector, it has been applied to higher

education studies that investigated products or services based in exploring the student experience and their levels of satisfaction. In a study by Liao, Huang, and Wang (2015) the determinants of students' continued usage intention for business games was explored using the expectation-confirmation theory. The results showed that continuance usage intention is affected by satisfaction, which is then influenced by perceived performance, confirmation and expectation, and that learning confirmation is affected by learning expectation through the mediation of perceived learning performance. In another study by Akpoiroro and Okon (2015), students' satisfaction with service delivery in federal universities was investigated. Services such as educational, library, security, medical, transport, hostel and ICT were explored. The sample consisted of 1,700 students. The findings showed that students' satisfaction with the service delivery for educational, medical and security were significantly high while satisfaction with library, hostel, transport and ICT were not significantly high. Thus, in applying the ECT model, this research uses the One-Stop Center as a case study to explore the student experience and determinants of their continuance intention to use the One-Stop Center for student services based on their satisfaction.

Although it has minimal exposure in the two-year college sector, the use of the CST model in this case study has benefits that can be applicable within student services. As it relates to the One-Stop Center, it is suggested that administrators use student satisfaction surveys as an aid to process improvement and not for staff evaluation. A primary reason for this suggestion stems from the point that there are factors beyond the control of staff that might affect student satisfaction, particularly expectations. For this matter, administrators should use student satisfaction surveys as part of the data that they

use to evaluate and organize their student services (Hom, 2003). The utilization of CST within student services can lead to improved measurement, analysis and policy planning as it relates to student satisfaction.

Chapter Summary

A review of the literature addressed several factors within the student affairs profession. First, it explored the history and evolution of student affairs in the United States. Second, it focused on the values of student affairs with an emphasis on access and equity. Third, it reviewed the nature of service quality emphasizing service quality and its application to the higher education sector underscoring student expectations.

Additionally, the chapter reviewed the concepts of the student as customer and the goal of streamlining student services. The chapter ended with the theoretical framework for the study. Chapter III will focus on the methodology of the study, which includes statements of the problem, the purpose, and the research questions. This chapter will also focus on the research design, strategy of inquiry, and will discuss the data collection methods. An analysis of data will end the chapter.

Chapter 3

Research Methodology

While many research methodologies exist, this sequential explanatory mixed methods study investigated the student experience within an integrated one-stop student service delivery environment. A mixed methods research design is a way for collecting, analyzing, and integrating both quantitative and qualitative research methods in a single study to understand a research problem in greater depth. The data that is collected in the process is based on the research questions that the researcher formulates (Creswell & Plano Clark, 2011). Mixed methods research provides researchers with the best of both worlds: the in-depth, contextualized, and natural, but more laborious perceptions of qualitative research combined with the more efficient, but less rich or captivating predictive power of quantitative research. Its central premise is that the use of both methods, offers a better understanding of research problems than either method alone (Creswell & Plano Clark, 2011).

The purpose of this study was to explore the student experience within an integrated one-stop student service delivery environment. The research questions sought to uncover how students' felt about the One-Stop Center meeting their expectations, how their perceptions of staff member's performance influenced their decision to return to the Center, how students' overall evaluation of the Center influenced their decision to return to the Center and how the development of the Center impacted their satisfaction.

This chapter outlines the research design and specific research methodologies used to explore what the student experience has been within an integrated one-stop

student service delivery environment. This study utilized a variety of research techniques to collect data that included surveys, interviews and review of institutional documents. The data was analyzed through a two-cycle coding process. The chapter highlights information on the triangulation of the quantitative and qualitative phases, as well as, focuses on validating the data and findings by discussing threats to rigor, validity and trustworthiness. The chapter includes a discussion on the role of the researcher and the ethical considerations given to the study. The chapter ends with the delimitations and limitations of the study.

Statement of Problem

One-Stop Centers are being developed within institutions of higher education because of pressures connected to being accountable, efficient and customer service oriented (Hrutka, 2001). The movement for these developments is also rooted in the notion of delivering student services in an integrated manner (Feliz & Lerner, 2017). There is a need surrounding the importance of understanding how the student experience is being impacted by the integration of student services. One-Stop Centers aim to satisfy student needs while ensuring that institutions become more accountable, efficient, and fiscally responsible. Knowing and understanding how the student experience operates in this environment becomes a significant factor for increasing levels of student engagement, persistence, retention (Becker, 2012) and satisfaction as this study proposes.

To cultivate effective student services, institutions through assessment and evaluation, must ensure that the reorganization of student services is meeting the expectations that current students have for service delivery (Dauphinais, 1998). There is

an expectation that data will be utilized in continuous efforts to increase accountability and encourage service providers to frequently update their services because of the data they have collected (Felix & Lerner, 2017). However, relatively few studies have been published that assess the student experience within the one-stop model and whether student expectations have been met, particularly among community colleges. For university leaders to assess the effectiveness of such centers on their campus, further research is necessary regarding the importance of understanding how the student experience is impacted by the integration of student services.

Statement of Purpose

The purpose of this study was to explore the student experience within an integrated one-stop student service delivery environment. Specifically, this dissertation utilized mixed methods analysis to assess the perceived impact of the centralization of functions on student satisfaction.

Research Questions

This dissertation explored one central research question: How would students describe their experiences when seeking services in the One-Stop Center at Mid-Atlantic Community College? In addition, this mixed methods research study was guided by the following quantitative, qualitative and mixed methods secondary questions:

1. What are the self-reported Expectations, Performance, Evaluation and Satisfaction scores of students who utilize the On- Stop Center for services?
(Quantitative)
2. Expectations – How does the One-stop Center meet students' expectations?
(Qualitative)

3. Performance – How does the students’ perception of the staff member’s performance in the One-stop Center influence the students’ decision to return to the Center? (Qualitative)
4. Evaluation – How does the students’ overall evaluation of the One-stop Center influence their decision to return for services? (Qualitative)
5. Satisfaction – How has the development of the One-stop Center impacted student satisfaction? (Qualitative)
6. How does the qualitative data collected in the second phase of this study help to confirm and explain the data from the initial quantitative phase? (Mixed Methods)

Rationale of Methodology

The rationale for mixing both types of data is that neither qualitative nor quantitative methods are adequate on their own to grasp the details of situations, such as the in-depth descriptions of student experiences within the One-stop Center (Teddlie & Tashakkori, 2009). When quantitative and qualitative methods are combined, they offer a more holistic and complete assessment of the research problem (Johnson & Turner, 2003). It gives a voice to the students’ descriptions that goes beyond the numeric, quantitative data collected (Creswell & Plano Clark, 2011; Teddlie & Tashakkori, 2009). My goal is to make connections between both research methods so that my research questions can be fully answered.

Mixed methods research was the strongest methodology for this study for several reasons. First, the research questions lend themselves to having multiple data resources.

Collecting only quantitative or qualitative data was not enough. Second, the initial results from the satisfaction survey needed to be further explained. The data from the survey alone was not enough to understand the students' experiences in the One-stop Center. The qualitative method using interviews was added to enhance data collected through the surveys. The goal of mixed methods research is to contribute to the past 20 years of research tradition of only using one methodology (Creswell & Plano Clark, 2001; Teddlie & Tashakkori, 2009). This study was meant to mirror these goals, in updating the current body of literature on student expectations, satisfaction, and One-stop Centers in community colleges.

Sequential Explanatory Mixed Methods Design

This study used a sequential explanatory mixed methods design, consisting of two separate phases as illustrated in Figure 5 (Creswell & Plano Clark, 2011). In this design, the quantitative, numeric, data was collected and analyzed first, while the qualitative, text, data was collected and analyzed second in sequence, and helped to elaborate on the quantitative results obtained in the first phase. In this study, the quantitative data helped to explore students' expectations for service, their perceptions on staff performance, and their overall evaluation of the One-stop Center and purposefully aided to select the participants for the second phase. Then, a qualitative study approach was used to explain why students' expectations, perceptions and evaluations, tested in the first phase, influenced their decision to return to the One-stop Center for services. Thus, the quantitative data and findings offered a general view of the research problem, while the qualitative data and analysis further developed and explained the numeric findings by exploring the student experience in more depth (Ivankova & Stick, 2007).

The priority in the study was given to the qualitative phase because it focused on the deep meanings and in-depth explanations of the findings obtained in the first, quantitative phase. The point of interface for the quantitative and qualitative phases occurred when selecting six participants for the interview portion based on the data from the first phase. The findings for both phases were integrated during the discussion of the outcomes of the entire study (Creswell & Plano Clark, 2001).

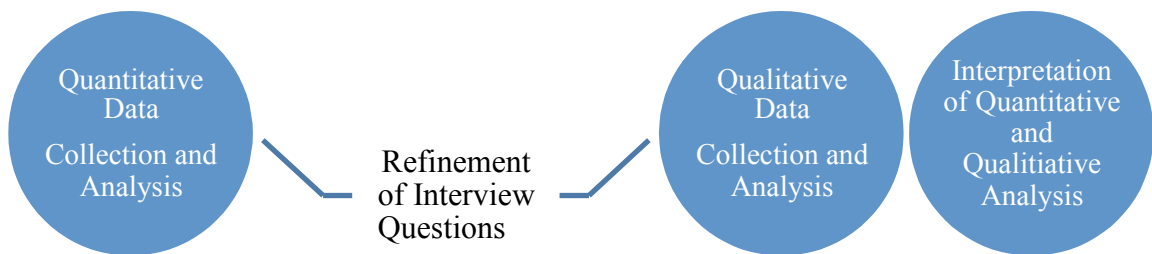


Figure 5. Sequential explanatory mixed-methods model. Adapted from *Designing and Conducting Mixed Methods Research*, by J. W. Creswell & V. L. Plano Clark, 2011, Thousand Oaks, CA: Sage.

Worldview

The philosophical worldview proposed for this study embodies constructivism. Constructivists assert that truth is relative and that it is reliant on one's viewpoint. This paradigm "recognizes the importance of the subjective human creation of meaning but doesn't reject outright some notion of objectivity. Pluralism, not relativism, is stressed with focus on the circular dynamic tension of subject and object" (Miller & Crabtree, 1999, p. 10). Constructivism focuses on several factors including understanding, multiple participant meaning and theory generation (Creswell, 2014).

Accordingly, this study is grounded in a constructivist worldview in that it places theoretical emphasis on describing the deep meaning of students' experiences within the One-stop Center, as opposed to a description that originates from the standpoint of the researcher. An advantage to this approach is the close relationship formed between the researcher and the participant, while enabling participants to tell their stories. It is through these stories that participants describe their reality and researchers come to a better understanding of the participants' actions (Miller & Crabtree, 1999).

This study was derived from my professional work environment and focused on constructing meaning from the participants' responses as well as developing research findings that are co-created between the researcher and the participant. My professional background influenced the interpretations of the participant experiences and how the data was recognized throughout the study. Due to my position as an administrator that assisted in the implementation of the One-stop Center, the current study involved a subjective interpretation of the experiences that are described by the participants. As a result, the research design and findings were shaped by the researcher's background.

Study Setting

There are currently 9 community colleges in this region with One-stop Centers. The One-Stop Center at Mid-Atlantic Community College was chosen because the structure and layout of services is unlike any other community college in the mid-Atlantic region. The data for both research methods were collected at this location. Mid-Atlantic Community College is a public comprehensive community college and it operates under four campuses, two of which are in urban areas. One-Stop Centers are fully functioning on three of the four campus locations. On an annual basis, the College enrolls

approximately 30,000 credit and continuing education students. The credit programs offered at the College lead to the Associate in Arts, Associate in Science, Associate in Applied Science degrees, and Certificates. The College is one of the most racially and ethnically diverse county colleges in the Mid-Atlantic region and is accredited by the Middle States Commission on Higher Education.

The main campus which houses the largest One-stop Center in a new building and where the study took place, consists of eight major buildings including the Library, Academic Learning Center, and the Center for Visual Arts and Communication; the Humanities and Science Buildings with classrooms, lecture halls, seminar rooms, science and computing laboratories, advisor and faculty offices, lounges, cafeteria and student and faculty dining rooms; the Campus Center with a Theater, gymnasium, Fitness Center, Executive Education (teleconferencing) Center, other facilities for student activities, and bookstore; The Student Commons, a student life/student lounge facility, featuring an atrium and multilevel floor provides a variety of lounge and meeting spaces; an administrative building, which contains administrative offices; and the Observatory, which houses 24 inch reflector and 10 inch refractor telescopes, a lecture room, optical shop, computer center, and an astronomy library.

The mission of the One-stop Centers at Mid-Atlantic Community College is to enhance the student experience through the integration of services, bringing the point of service to the student and fostering student autonomy by providing the tools to gain self-reliance. The goals are to: (1) provide integrated services in admissions, registration, testing, advisement, financial aid, student account functions, and career and transfer services; (2) streamline processes and bring point of service to students; (3) deliver a

consistent, cohesive communication plan that supports the operation in the Center; (4) implement a holistic, comprehensive approach to assist students and (5) develop a paperless work environment.

The One-stop Centers are in one centralized location in an open setting and includes admissions, records and registration, advising and transfer, financial aid, student accounts and the Educational Opportunity Fund program. There are no offices for staff members in this model except those for the directors on the main campus and associate directors on the satellite campuses. All levels of staff members (student services associates, student services generalists and student services specialists) are assisting students on the floor. If students request to speak to a staff member in private, there are conference rooms that can be utilized. I understand that by selecting only one campus for which to conduct this study, I would be incapable of describing the student experiences on the satellite campuses. Additionally, it is important to highlight that this study will not be generalizable to a larger population, therefore creating an issue in data analysis for external validity.

Population and Sample

The types of participants served by the One-stop Center includes the following populations: prospective students and their families, new students, continuing students, re-admitted students, transfer students, international students, veteran students, student athletes, students with disabilities, and traditional and nontraditional students. Only students that have utilized the One-stop Center for services and who were currently enrolled as full-time or part-time, were used for this study.

Quantitative phase. Once the Institutional Review Board (IRB) was complete with both Mid-Atlantic Community College and Rowan University, I began the process to reach out to my potential participants. First, I requested from the One-stop Managers on the Cranford campus a report listing all students who sought services in the One-stop Center that were enrolled either part-time or full-time at the college. These services include financial aid, advising, admissions, student accounts, career advising, testing and registration. Due to the diversity of potential participants that could be incorporated into the sample, the researcher worked with the One-stop Managers to generate a list of currently enrolled full-time and part-time students at the college. The Managers are responsible for the overall management of the One-stop Centers. In their role, the work collaboratively with directors and campus leaders to ensure the student experience is positive and continuously improving. The list included identifiable information such as first and last names, student ID number, and email addresses so that I could invite students to participate in the study. Conversely, to safeguard participant's personal information due to the confidential nature of the study, I created a pseudo name for each participant that interviewed, and survey participants were identified by the numbers 1 through 50.

To incentivize responses, I offered students a \$10.00 gift card for their participation in the study. Monetary incentives are increasingly used to help motivate survey participation. They are often utilized to expedite survey recruitment and motivate participation among individuals who might otherwise not respond (Singer & Bossarte, 2006). In February 2018, an email containing a letter introducing me as the researcher, the purpose of the study and an outline of the procedures were sent to all potential

participants. The first email produced 11 survey responses. A second email was sent out at the end of February, which produced 15 more responses. A follow up email was sent in the beginning of March to again request students to participate and reminded them of the incentive to participate. This emailed produced 29 more responses. In total, 45 students responded to my email requesting them to complete a survey resulting in a return rate of 20.45% of students that utilized the One-stop Center in the months of February and March. The first part of the study was the administration of the student satisfaction survey. Students were contacted via their school email account to request participation in the first part of the study and were informed that only students with experience in using the one-stop center for student services could participate in submitting the survey.

Qualitative phase. In explanatory mixed methods designs, Creswell and Plano Clark (2011) posit that researchers follow up qualitatively with a smaller sample than the quantitative phase. The participants should also be those who participated in the quantitative phase of the study. It is important that enough qualitative data is collected so that themes can be derived from participant responses (Creswell & Plano Clark, 2011). For these reasons, in the qualitative phase of the mixed methods design, I used a purposeful sampling strategy (Patton, 2002; Rossman and Rallis, 2012). Purposeful sampling techniques for primary research have been well described by Patton (2002, p. 230) who has provided a definition of what purposeful sampling means:

“The logic and power of purposeful sampling lie in selecting information-rich cases for study. Information-rich cases are those from which one can learn a great deal about issues of central importance to the purpose of the inquiry, thus the term

purposeful sampling. Studying information-rich cases yields insights and in-depth understanding rather than empirical generalizations.”

The goal of purposeful sampling is to choose information-rich cases whose study will elucidate the questions under study (Patton, 1990). Purposeful sampling is utilized when participants are selected because of what they can contribute to the study (Creswell, 1998). This strategy was used to collect a productive sample that ensured an association with the study’s purpose and that answered the research questions set forth (Marshall, 1996; Patton, 2002). It was also be used to reduce the potential of researcher bias in the data collection phase (Patton, 1990).

There are multiple strategies for purposefully selecting information-rich cases. The logic of each strategy provides a specific evaluation purpose (Patton, 1990). This study utilized a critical case sampling approach. This approach allows logical generalization and maximum application of information to cases because if it’s true of this one case then its likely true for other cases. These cases are those that can make a dramatic point and the focus of data collection is on understanding what is happening in that critical case (Patton, 1990).

Critical case sampling yields the most information and offers the greatest impact on the development of knowledge (Patton, 2002). Additionally, it exemplifies the main findings and can make the point of the case rather remarkably (Patton, 2002; Miles; et al., 2014). Critical case sampling was used to identify potential participants and included the following criteria: (1) enrolled at Mid-Atlantic Community College as a full-time or part-time student in spring 2018 and (2) experience in utilizing the One-stop Center for their student service needs. These students were critical and required, so that I can gather the

essence of their experience while they acquired services in the One-stop Center. They were the only ones that could provide information on how the center functions and continues to serve them to where they are satisfied with the services provided.

Instrumentation

This study attempted to explore the student experience, a phenomenon that is at the forefront of higher education through its potential impact on service quality and student satisfaction. The focus of this study is exclusive since the research questions and the problem have not been widely examined within community colleges. For this reason, instrumentation for both data collection phases were developed for this study. Using the literature, the Expectation Confirmation Theory and the Customer Satisfaction Theory, I created the survey and interview instruments for this study.

Quantitative instrument. Guided by the purpose of this study, the review of the literature, the constructs of the expectation confirmation theory (ECT) and the customer satisfaction theory (CST), an initial set of survey items was developed by the researcher. Data was collected from students at Mid-Atlantic Community College to explore the student experience as it relates to obtaining services in an integrated student services delivery system. This was done to examine how and why students utilize the One-stop Center for services. Through this survey, I sought to understand whether students' expectations were being fulfilled, how students' perceptions of staff performance affect their experience, how students are evaluating the Center and its impact on satisfaction and finally whether students are returning to the One-stop Center to utilize services. The survey focused on key constructs from the research questions including expectations, staff member's performance, student evaluations, and student satisfaction. The researcher

utilized the information obtained from both theories to generate a set of 14 items that spanned the domain of each respective construct. The information collected from the survey served to inform the interview responses in that common themes generated by the survey were further assessed by the interview questions.

To obtain pertinent demographic and descriptive data from the participants, four qualitative, open-ended questions that focus on what students found most and least valuable in the center, where students learned about the center and additions or changes they would like to see made and eight demographic questions that identified student characteristics were added to the survey. The eight characteristics were gender, marital status, class rank, major, age, full-time/part-time school status, full-time/part-time work status, and racial identity.

Qualitative instrument. Guided by the purpose of this study and the constructs of the expectation confirmation theory (ECT) and the customer satisfaction theory (CST), an interview protocol was developed (Appendix A). This protocol was created to emphasize and gather perceptions of student satisfaction in obtaining services at the One-stop Center. Each interview included an introductory statement indicating the purpose of the study, how the participants were chosen, the anticipated length of the interview, a statement that participation is voluntary and that the participant can stop at any time during the process without any penalty. Furthermore, the participants were informed of my contact information in case they had questions or concerns after the interview.

Table 2 displays information designating which research questions and theoretical constructs were targeted at distinguishing answers to which interview questions. The research and interview questions follow both ECT and CST constructs, with all questions

listed according to the construct under which they fall. The constructs for ECT include expectations, perceived performance, disconfirmation of beliefs and satisfaction.

Similarly, the constructs for CST include expectations, experience, perception and evaluation of services. This process offers consistency to questions reflective of the associated theories and a logical flow between the questions.

Table 2

Research, ECT and CST Constructs and Interview Questions

Research Questions and Theory Constructs	Interview Questions
Establish rapport with participant; gather demographic data	<ul style="list-style-type: none"> ● How long have you been a student here? ● What is your major? Career plans? ● Tell me about your student experience thus far at the College... ● As a student, when you're trying to take care of your business each semester, tell me about how you prefer to spend your time (in person, on the phone, online)?
How do the current one-stop services meet students' expectations? (Expectations)	<ul style="list-style-type: none"> ● Where do you expect to go on campus when you have a question or need assistance about your semester? ● What expectations do you hear students most frequently expressing about the One-stop Center? ● What are your expectations about the One-stop Center? Have they been fulfilled?

Table 2 (continued)

Research Questions and Theory Constructs	Interview Questions
How does the staff member’s performance influence the student’s decision to return to the One-stop Center? (Perceived Performance)	<ul style="list-style-type: none"> ● When you think of “the most helpful staff and place” on this campus – does the One-stop Center come to mind? Why or why not? ● Do you feel that the staff members in the One-stop Center are knowledgeable and cross-trained? ● In your last visit to the One-stop Center, did one staff member help you with your questions or did they refer you to another person? Tell me about that experience.
How does the student’s overall evaluation of the One-stop Center influence their decision to return for services? (Evaluation)	<ul style="list-style-type: none"> ● Based on your experiences in visiting the One-stop Center, would you continue to utilize its services? ● Would you give the One-stop Center a negative or positive rating? Please explain. ● What do you believe are the strengths and weaknesses of the One-stop Center as a result of your visits?
How has the development of the One-stop Center affected student satisfaction? (Satisfaction and Intent to Return)	<ul style="list-style-type: none"> ● What are your concerns regarding the One-stop Center? ● Are you satisfied with the services being offered in the One-stop and how they are being performed? Please explain. ● What additional changes do you believe need to be made at the One-stop Center?

Pilot Study

According to Teijlingen and Hundley (2001) pilot studies can; “identify potential practical problems in following the research procedure” (p. 1). Additionally, a pilot study that is well-designed and conducted can inform the researcher of the best process to

follow throughout the study and what the outcomes might look like (Teijlinden & Hundley, 2001). In preparation for this case study, I conducted a pilot study to assess the content validity and reliability of the survey instrument and interview protocol, as well as, to determine how long it will take the participants to answer questions. The content validity of the survey items and interview protocol were analyzed as follows. The researcher solicited the help of a group of subject matter experts (SMEs), one common method to examine content validity of a scale (Lawshe, 1975; Wilson, Pan, & Schumsky, 2012), and college students. The group of SMEs consisted of the three One-stop Student Services Center managers and four randomly selected student workers from the center. Random selection of students occurred by selecting every second student from the list of student workers.

The pilot study also helped to confirm whether survey items and interview questions were stated clearly and had the same meaning to all participants. Self-administered surveys rely on the clarity of their language, and pilot testing determines whether the directions are clear and if participants can answer the survey questions (Fink, 2013). Since the pilot took place at the same site as the real study, I also ensured that the participants on which the survey instrument and interview protocol were pre-tested were not part of the selected sample for the real study (Makewa, Role, & Tuguta, 2013). Pre-testing was beneficial for two main reasons. First, it allowed me to increase the number of items on the instrument and protocol if needed. Second, it helped me to rewrite and modify questions that might seem unclear or sensitive to the participants (Makewa, Role, & Tuguta, 2013). In the pilot study, I administered the survey and interview. To establish rapport with the participants, the purpose of the study was described to the participants. I

attended to any questions from the participants regarding items to ensure a successful outcome of the pilot study (Makewa, Role, & Tuguta, 2013).

The data gathered from the pilot study assisted to inform and adjust my study in the following ways. First, by adjusting some language on both the survey and interview questions. My original items and questions used the term One-stop Center. During the pilot study, there were some students that asked if the One-stop Center was the same as the Student Services Center on campus. Some students thought it was a different center all together. To minimize confusion, I changed the language on both the survey and interview questions to align with the name of the building on campus. Second, my original interview protocol consisted of twenty-five questions. After conducting my pilot study, I found that certain questions were repeating themselves as students kindly pointed that out. Based on their feedback, I decided to eliminate seven questions from the interview protocol.

Quantitative Data Collection Methods

A survey was used for the quantitative phase because of their versatility and because it would yield information directly from the participants about the meaning they make from their experiences in utilizing the One-stop Center for student services. According to Schutt (2001), a well-designed survey can improve our understanding of the issue being studied. Second, because of their efficiency, data can be collected in a relatively quick timeframe. Baxter and Jack (2008) state, “Unique in comparison to other qualitative approaches, within case study research, investigators can collect and integrate quantitative survey data, which facilitates reaching a holistic understanding of the phenomenon being studied” (p. 554). For this study, students were initially asked to give

their feedback about their experience in the One-stop Center after services have been provided.

Participants provided verbal informed consent before completion of the survey. The Student Satisfaction Survey was used to determine participants' level of satisfaction by investigating expectations, performance and evaluation of services in the One-stop Center. Through the verbal consent process, I explained the purpose of the study; the importance of collecting data on student satisfaction; assured participants that confidentiality would be maintained; and emphasized that their participation in the study was completely voluntary. Surveys were administered in a meeting room located in the One-stop Center and were completed between February and March of 2018.

Qualitative Data Collection Methods

A semi-structured open-ended interview was selected for this study because of their direct focus on exploring the student experience within a One-stop Center. Additionally, interviews are insightful and allow for consistency in questioning and the ability for participants to answer in a full way (Teddlie & Tashakkori, 2009). They offer explanations, perceptions and attitudes about the topic being studied (Yin, 2014). Rubin and Rubin's (2012) responsive interview method was used to extract additional depth of the phenomenon as experienced by the participants and was achieved by paying attention to the specifics of meanings, situations, and participants as well as organizational history during the interview. All participants were given an opportunity to offer feedback about their experiences by means of an audio-recorded, semi-structured interview (Rubin & Rubin, 2012).

As observed by Yin (1984), “research is about questions and not necessarily about answers” (p. 70). Similarly, Berg (2001) maintains that the semi-structured interview involves the implementation of several predetermined questions. Typically, these questions are in a systematic and consistent manner, however researchers have freedom to deviate to probe past the answers to their prepared questions. The researcher also can listen and observe to gain insight into the verbal and nonverbal forms of communication.

In this study, the interviews were facilitated by the researcher and took place in a meeting room located within the One-stop Center. Interviews lasted for 45 to 60 minutes and were completed within one week (See Appendix A; for a copy of the Interview Protocol). Each interview was recorded with few notes taken to allow time to attend to non-verbal body language and facial expressions. Soon after the interview, I developed my analytical memos. In the evening, I listened to interviews recorded during the day and updated my notes with any reflections of the interview. Analytical memo writing was used to keep a detailed account of the researcher’s insights and reactions to the interviews (Saldana, 2013). These memos contributed in offering a thick description of the data collected and were used to characterize initial categories (Rossman & Rallis, 2012; Saldana, 2013). Janesick (1999) asserts that such writing focuses on the researcher’s ideas regarding emergent patterns and themes, refines the researcher’s interpretations of the participants’ responses, and aids in further understanding of the phenomenon under study.

The researcher transcribed the interviews. After this was done, I conducted member checking by emailing the interview transcript to the interviewee to confirm the accuracy of the transcript from their perspective and make any additional comments

(Rubin & Rubin, 2012; Creswell, 2014). All data remained confidential and was stored in a locked cabinet for the length of the study. Safeguarding the participants' information was a priority. This occurred by removing any identifier components, amending biographical details and utilizing pseudonyms.

Quantitative Data Analysis

Descriptive statistical techniques were used to analyze the data collected in the quantitative phase. These techniques supported the development of emerging themes and patterns from participant responses (Teddlie & Tashakkori, 2009). A total of 45 out of 220 potential surveys were completed and recorded in an Excel spreadsheet at the end of the survey collection period. Participants were identified by the ID numbers 1 through 45 to ensure confidentiality. I converted the raw data into a format suitable for data analysis in Excel so that I can organize and analyze the survey data. I explored the data by conducting a descriptive analysis and obtaining descriptive statistics. Descriptive statistics are basic units for describing a survey's participants and responses, including mean, standard deviation, frequency counts and percentages of how participants responded to each of the scale questions (Fink, 2013). The mean score denoted the average response for each item. The standard deviation denoted the average difference of the scores from the mean for each item in the survey. The frequency counts represented how often a response occurred. The percentages represented the amount for each item in proportion to the total survey responses.

These statistical methods allowed me to summarize the data to gather emerging themes and trends from survey respondents (Teddlie & Tashakkori, 2009). The information analyzed in the quantitative phase was used to enhance the qualitative data

collected in phase two (Creswell & Plano Clark, 2011; Teddlie & Tashakkori, 2009). As a disclaimer, the results for this survey apply only to the sample selected and are not statistically generalizable due to the small sample size.

Moreover, Teddlie and Tashakkori (2009) assert that researchers first analyze the numeric findings from the quantitative phase, then merges all findings through combined analysis. The integration of data from both phases was accomplished by using the quantitative data to enhance the data collection from the qualitative phase (Teddlie & Tashakkori, 2009). Teddlie and Tashakkori (2009) state, “the mixing occurs in the way that the two phases are connected” (p. 67). The mixing for the quantitative and qualitative phases occurred when I selected the six participants for the interview portion based on the data from the quantitative phase.

Qualitative Data Analysis

Interviews were transcribed verbatim and both the audio and written transcripts were analyzed multiple times to ensure accuracy. Descriptive coding was used in the analysis of the student’s interview responses and the institutional documents. In using this technique, I conducted the first iteration of coding by condensing in a word or short phrase the basic topic of the passage. This aided in the acknowledgement of similar words or phrases used by the participants (Saldana, 2013). Descriptive coding offered an array of experiences and attitudes as described by the participants. To reduce the impact of researcher bias, emergent codes were used instead of pre-set codes during data analysis (Saldana, 2013). The second iteration of coding consisted of pattern coding to identify emergent themes throughout the data (Saldana, 2013). Information was categorized into

common themes evident in the data (Lincoln & Guba, 1985). A comparison across the various themes that emerged was made.

Codebook. A codebook was developed to be used as a data analysis tool to guide the research process as codes emerged from the data. Creswell (2014) posits that codebooks offer a master list of codes, labels, definitions and provides direction as to when to use a code or not. Codebooks are an evolving tool that changes and develops as the analysis of a study takes place (Creswell, 2014). For this study, I developed a codebook in a Microsoft Word document using a table format with headings that include code, definition, inclusion/exclusion criteria, and example from the text that related to the code. Having a master list of codes helped me to go from the first iteration of coding to the second in an orderly and accurate manner.

The present study gathered an extensive amount of text in verbal, print and electronic forms using open-ended survey questions, interviews and institutional documents as data sources. Therefore, I used different analytic techniques to build explanations as the descriptions of how the student experience in obtaining services at the One-stop Center might influence student satisfaction were investigated and revised. All data sources were analyzed separately using two iterations of coding and then cross-examined. Cross-examination allowed for comparisons across the various themes that emerged throughout the study.

Debriefing procedures. To create a safe environment for the debriefing process and to achieve the desired outcomes for the study, participants were provided with debriefing information once they exit the study. Participants were reintroduced to the purpose of the study, be informed of how their study data can be deleted in the event that

they decide not to include their data in the research, be informed of their right to receive a copy of the final report of this study, and lastly were given the information to the counseling center at the college in the event that they are upset after completing study, or find that some questions or aspects of the study triggered stress (Decker, Fey, Sideras, Caballero, Rockstraw, Boese, & Franklin, 2013).

Institutional documents. To collect additional sources of evidence, data was retrieved from institutional documents. Documents were submitted in the form of service records – such as those showing the numbers of students served over a given period at the One-stop Center (Yin, 2014). I also collected documents related to e-mails, announcements and administrative monthly reports. A final data source came from a review of the web services portal and the current sign-in system (Qnomy) for the One-stop Center. According to Bowen (2009) document analysis is applicable to case studies since the inclusion of multiple forms of documents can aid the researcher in uncovering meaning, developing an understanding of the phenomenon, and discovering an awareness regarding the experiences of students within an integrated student service delivery environment. The analysis of documents included finding, selecting, evaluating and synthesizing information found in the documents (Bowen, 2009). After reading and analyzing each document closely, I began coding and category development based on the characteristics from the data (Bowen, 2009). The document review was considered supplementary to the administration of the survey and the interviews, as such; the codes that emerged through the interview transcripts were used to identify comparisons in the content of the documents (Bowen, 2009).

Triangulation of the Quantitative and Qualitative Phases

Triangulation of the quantitative and qualitative phases occurred at several points in the study. The first point of interface for the quantitative and qualitative phases happened when I selected participants for the qualitative follow-up analysis based on the quantitative findings from the first phase (Creswell & Plano Clark, 2011). Six of the 45 participants were chosen for the interview portion of the qualitative phase. The second point of interface happened during the development of the interview protocols, based on the findings of the survey items collected in the quantitative phase. The data that was collected in the quantitative phase was paired with the participants' interview responses to triangulate the data and provide support to the themes that emerged in the study.

Rigor, Validity, and Trustworthiness

According to Lincoln and Guba (1985), researchers need to ensure that when the quantitative and qualitative phases are integrated in a study, that issues of credibility are given attention to. It is important that the participants' stories remain genuine and valid. This threat was addressed in this study by including clear protocols and procedures for both data collection phases and by pilot testing the survey and interview instruments (Teddlie & Tashakkori, 2009). Including clear protocols ensured that there was dependability and that participants understood the purpose of the questions. Pilot testing was beneficial because it offered insight into the research design and it was necessary because I developed the survey and interview instruments used for this study (Creswell & Plano Clark, 2011; Denzin, 2012; Teddlie & Tashakkori, 2009).

Triangulation was used to provide quality, trustworthiness, and vigor to the study (Denzin, 2012). The use of multiple methods, or triangulation in this study, showed an

attempt to provide an in-depth understanding of the phenomenon being researched. A researcher can never capture objective reality; things are known only through representations (Denzin, 2012). To this end, Flick (2007) maintains that triangulation is an alternative to validation and should not be used as a strategy for validation. Combining multiple methods in a study, “adds rigor, breadth complexity, richness, and depth to any inquiry” (Flick, 2007). Triangulation of multiple data sources consisted of qualitative and quantitative data through a review of institutional documents; results from the 14-question survey, eight demographic and four open-ended questions included in the survey; and responses to eighteen prepared interview questions asked during a semi-structured, face-to-face interview. Member checking was used to increase accuracy of the information collected, as well as to minimize the impact of researcher bias (Rubin & Rubin, 2012; Creswell, 2014). The data provided relevant information regarding processes that contributed to offering student services within the One-stop Center.

Last was addressing confirmability in the study, which deals with the level of confidence that the findings are based on the participants’ narratives and words instead of potential researcher biases. I established the confirmability of my study by keeping reflective notes (Lincoln & Guba, 1985). In my notes, I included details of the processes for data collection, data analysis and data interpretation. I recorded those things that were interesting in the data collection phase, elaborated on my ideas for coding and explained what the themes meant. This approach helped me to keep my biases away from the study so that participants were not influenced in any way.

Role of the Researcher

Gold (1958) maintains that there are three observational methods for the researcher in qualitative studies. First, is the role of the researcher as the participant. The researcher is fully embedded in the study. They partake and engage in the participant activities. The participants however, are not aware that research and observations are taking place even though they are having interactions with the researcher. Second, is the role of the observer. The researcher is not seen, nor noticed, by the participants. In this case, the participants are more likely to behave naturally when they know they are not being observed by a third party. Last, is the participant-observer role. The researcher is fully engaged with the participants in the study. Instead of being a third party, they become more of a friend or colleague. Although there is complete participation with the participants, they are aware of the researcher's role.

As a researcher who acted more as an observer, I was interested in exploring the student experience in response to a change regarding the college's re-organization of student services into an integrated one-stop service delivery system. I have a vested interest in understanding the student experience on a holistic level and more specifically, how student services can be improved and/or maintained from the student's perspective. As a former Associate Director of Advising, Career and Transfer Services, I had the opportunity to be a part of the one-stop system and worked in the environment daily. As such, it is necessary for me to understand if the services our staff provides are meeting the expectations of the students they serve. To this end, I made every effort to control my own bias by not disclosing to participants my feelings regarding the processes and daily operations of the One-stop Center. I developed the survey and interview questions in an

unbiased way to collect valid data that was not impacted by my personal beliefs and passion surrounding this area of research.

There were several assumptions that were identified early in this study. First, due to the student services integrated environment, it is possible that students who utilized the One-stop for services were more satisfied than those students who did not. Second, as the researcher I felt that participants were going to answer honestly because anonymity and confidentiality was preserved in the study and they were advised that they may withdraw from the study at any time without any implications. Lastly, to assure the reader that the data collection methods in the quantitative and qualitative phase would address the research problem and research questions, a pilot study was conducted.

Ethical Issues

Researchers encounter ethical challenges in all phases of a study, from designing to reporting. Due to the nature of qualitative studies, the relationship between researchers and participants can be ethically demanding for the former, because of their personal involvement in varying stages of the study (Sanjari, Bahramnezhad, Fomani, Shogni, & Cheraghi, 2014). At the commencement of this qualitative study, ethical assurances that were addressed related to the participants included: (a) ensuring participants that information was kept in a safe and appropriate place; (b) ensuring that all interactions between participants and researcher remained confidential, especially the responses about their local context; and (c) getting permission from participants to disclose information with others and inform participants about how the information will be shared (Stringer, 2014).

Second, as it relates to the research design, the principle of do no harm was given attention by the researcher (Sanjari et al., 2014). Orb, Eisenhauer, and Wynaden (2001) maintain that there are several strategies to safeguard participants' personal information. These include securing data storage methods, removing any identifier components, and amending biographical details and utilizing pseudonyms (applicable to institutions and names of participants for this study). It is my responsibility, as the researcher, to protect all participants in the study from the effects of potentially harmful consequences because of their participation.

Last, there are other ethical issues that more than likely will surface throughout the research process and need attention. First, is the conflict of interest issue that could arise because of conducting this case study in my work place environment. As the researcher, I ensured that clear protocols and guidelines are written concerning the rationale for the case study and what the role of both participants and researcher were. I made every effort to separate my role on campus from the research study, making it clear that students were asked to participate in the study as volunteers and not because it was related to my work on campus. Second, upon consent by my committee of the dissertation proposal, the IRB application seeking approval to conduct the study was submitted. Data was not collected from participants until this process was complete. Last, was the justification for the use of incentives in my case study. Ensuring that the incentives were safe and did not put the participants in harm's way was paramount. This study utilized a gift card to the college bookstore as the incentive. As described earlier in the chapter, monetary incentives are increasingly used to help motivate survey participation. They are often utilized to expedite survey recruitment and motivate

participation among individuals who might otherwise not respond (Singer & Bossarte, 2006).

Delimitations and Limitations

The delimitations of the study were exclusivity to one community college in a specified geographic location, and researcher bias due to close experiences and relationships in this setting. The current study was purposefully confined to a small community college located in one region of the northeast United States. This confinement could affect the study's significance for colleges and universities in other regions of the United States. Moreover, expanding the participant sample size may yield a different result. As an example, analyzing institutions in a different geographic location, or including institutions that have not achieved success in the implementation of their one-stop centers, may change the findings of the study. Last, the study was conducted within one academic year. As a result, the study was delimited to one point in time.

The current study was limited by the expectation confirmation theory developed by Oliver (1977) which provided a process for explaining whether students returned to the One-stop Center for services as a result of their expectations, perceived performance, and confirmation of beliefs and by the customer satisfaction theory which focused on the constructs of student expectations, the student experience, their perceptions of services within the One-stop Center and their evaluation of those services (Hom, 2003).

It was also limited to the use of a mixed methods approach. Emphasis was placed on the meaning that participants give to their experiences within the One-stop Center. By using this method, it helped me to convey the participants' experience in descriptive

enough detail so that the study deepened a reader's knowledge of the presenting issues (Seidman, 2003). A quantitative study alone, by contrast, would not have focused on the lived experiences and personal interactions of the participants that were integral to this study. Additionally, the sample size was small. Though there were six participants who participated in the semi-structured interviews; due to the qualitative nature of the study, the sample size was enough.

Last, this study was limited to the participants' perceived impact of student satisfaction and expectations as collected through interviews and surveys. These limitations are reflected in the specific purpose of the study and may influence the applicability of the findings to a wider audience.

Chapter Summary

This chapter described important considerations involved in designing and conducting a mixed method research study examining, through institutional documents, surveys and interviews, the student experience in an integrated one-stop student service delivery model at a two-year Mid-Atlantic Community College. The rationale for selecting a mixed methods approach was discussed. The study design, participant selection, data collection and analysis methods were framed for consideration. Also discussed was the rationale for incorporating a pilot study. Finally, threats to validity, credibility and trustworthiness were discussed, as well as the role of the researcher, ethical assurances, delimitations and limitations. The next chapter will focus on the analysis of the data collected from individual interviews, the review of institutional documents and surveys.

Chapter 4

Findings

Chapter four presents the analysis of the quantitative and qualitative data collected in spring 2018 for this study. The focus of this study was to explore the student experience within an integrated one-stop student service delivery environment. To accomplish this, I used a mixed methods sequential explanatory study approach. This method allowed me to understand how and why students utilized services at the one-stop center; offering an awareness for the phenomenon under study that should afford me a new learning of the real-world behavior connected to the phenomenon and its meaning in relation to my theoretical frameworks. The review of documents helped me to better understand the daily operations of the One-stop Center. The surveys assisted in improving my understanding of how the One-stop Center operates prior to conducting interviews. The interviews provided rich data on each participant's student experience, while the analytic memo writing complemented my interviews, as they afforded me the opportunity to keep a detailed account of the researcher's insights and reactions to the interviews (Saldana, 2013).

The purpose of this study was to explore the student experience within an integrated one-stop student service delivery environment. Specifically, this dissertation utilized mixed methods analysis to assess the perceived impact of the centralization of functions on student satisfaction. To accomplish the goals of this case study and to understand the student experience within an integrated student service delivery environment, I proposed one overarching research question: How would students

describe their experiences when seeking services in the One-stop Center at Mid-Atlantic Community College? In addition, the research was supported by four secondary questions:

1. What are the self-reported Expectations, Performance, Evaluation and Satisfaction scores of students who utilize the One-stop Center for services?
2. Expectations – How does the One-stop Center meet students' expectations?
3. Performance – How does the students' perception of the staff member's performance in the One-stop Center influence the students' decision to return to the Center?
4. Evaluation – How does the students' overall evaluation of the One-stop Center influence their decision to return for services?
5. Satisfaction – How has the development of the One-stop Center impacted student satisfaction?
6. How does the qualitative data collected in the second phase of this study help to confirm and explain the data from the initial quantitative phase?

The goal of chapter 4 was to highlight my study findings through my analyzed surveys, interviews, and review of institutional documents. The chapter begins with a descriptive profile of the survey and interview respondents. Next, there is a discussion of the data collection procedures and data analysis for both phases. The chapter then identifies the themes that emerged from both the quantitative and qualitative phases. Lastly, the chapter concludes with a summary of the findings.

Participant Sample and Setting

The types of participants served by the One-stop Center includes the following populations: prospective students and their families, new students, continuing students, re-admitted students, transfer students, international students, veteran students, student athletes, students with disabilities, and traditional and nontraditional students. Only students that have utilized the One-stop Center for services and who were currently enrolled as full-time or part-time, were used for this study. Forty-five students who utilized services in the One-stop Center at Mid-Atlantic Community College participated in the initial phase of this research, completing Student Satisfaction Survey. During the second phase, six of the original forty-five participants were interviewed.

Data Collection

The data for this study was obtained in several ways. First, publicly available information about Mid Atlantic College was reviewed. Second, a survey was administered to 45 out of 220 potential participants in the initial quantitative phase. Third, out of the 45 participants who completed a survey, 6 participants agreed to be interviewed by the researcher in the qualitative phase. Last, six institutional documents were reviewed.

Survey Respondents

Guided by the purpose of this study, the review of the literature, the constructs of the expectation confirmation theory (ECT) and the customer satisfaction theory (CST), an initial set of survey items was developed by the researcher. Data was collected from students at Mid-Atlantic Community College to explore the student experience as it relates to obtaining services in an integrated student services delivery system. This was

done to examine how and why students utilize the One-stop Center for services. Through this survey, I sought to understand whether students' expectations were being fulfilled, how students' perceptions of staff performance affect their experience, how students are evaluating the Center and its impact on satisfaction and finally whether students are returning to the One-stop Center to utilize services.

The survey focused on key constructs from the research questions including expectations, staff member's performance, student evaluations, and student satisfaction. The researcher utilized the information obtained from both theories to generate a set of 14 items that spanned the domain of each respective construct. The information collected from the survey served to inform the interview responses in that common themes generated by the survey were further assessed by the interview questions.

To obtain pertinent demographic and descriptive data from the participants, four qualitative, open-ended questions that focus on what students found most and least valuable in the center, where students learned about the center and additions or changes they would like to see made and eight demographic questions that identified student characteristics were added to the survey. The eight characteristics were gender, marital status, class rank, major, age, full-time/part-time school status, full-time/part-time work status, and racial identity.

Participants provided verbal informed consent before completion of the survey. The Student Satisfaction Survey was used to determine participants' level of satisfaction by investigating expectations, performance and evaluation of services in the One-stop Center. Through the verbal consent process, I explained the purpose of the study; the importance of collecting data on student satisfaction; assured participants that

confidentiality would be maintained; and emphasized that their participation in the study was completely voluntary. Surveys were administered in a meeting room located in the One-stop Center and were completed between February and March of 2018. Once all the data was collected, I converted the raw data into a format suitable for data analysis using the Statistical Package for Social Sciences (SPSS 25.0) so that I can organize and analyze the survey data.

The overall survey response rate was 20.45% (N = 220) and 13% (N = 6) of survey participants agreed to an interview. Participants were asked to disclose demographic information including gender, racial ethnicity, age, work status, school status, class rank, and major. Figure 6 displays the gender characteristics of survey respondents, with all participants responding. It included 30 females (67%) and 15 (33%) male students. This proportion mirrors the predominance of female students at Mid-Atlantic Community College derived from the college data which indicates the campus in Fall 2017 was 61% female and 39% male with an enrolled total of 9,711 students.

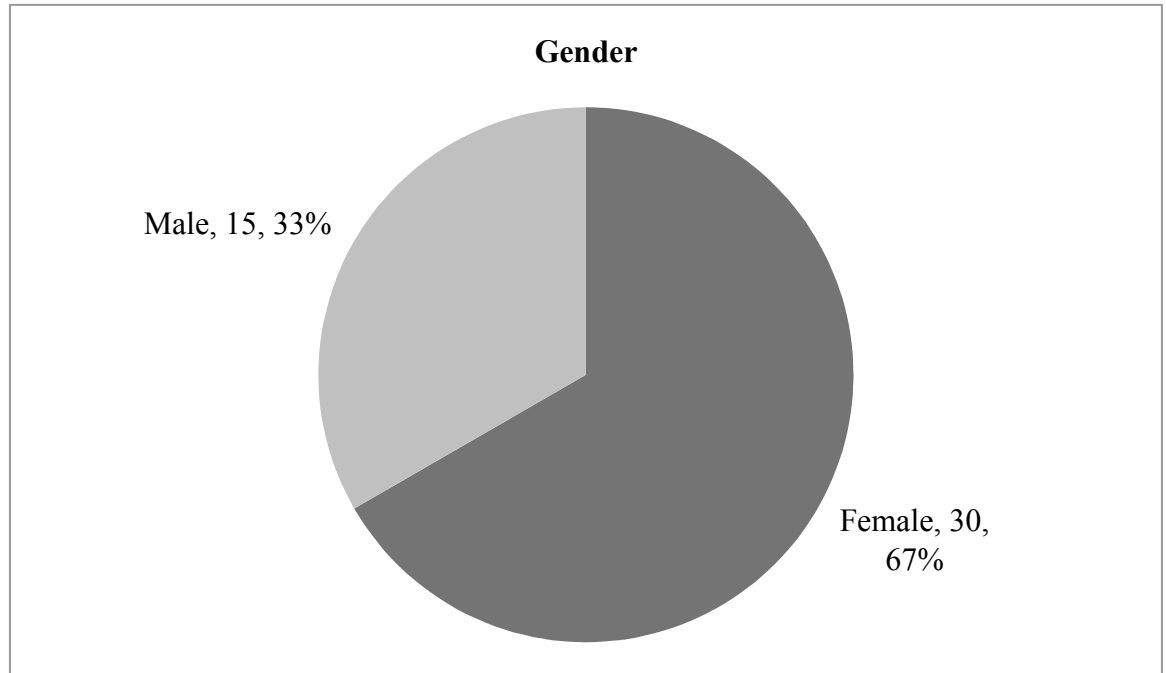


Figure 6. Demographic survey characteristics – gender (N = 45)

Figure 7 displays the breakdown for racial ethnicity indicated that most students who participated were 29% Hispanic and 38% African American. These numbers are comparable to the campus in Fall 2017 where 35% of enrolled students were Hispanic and 27% were African American.

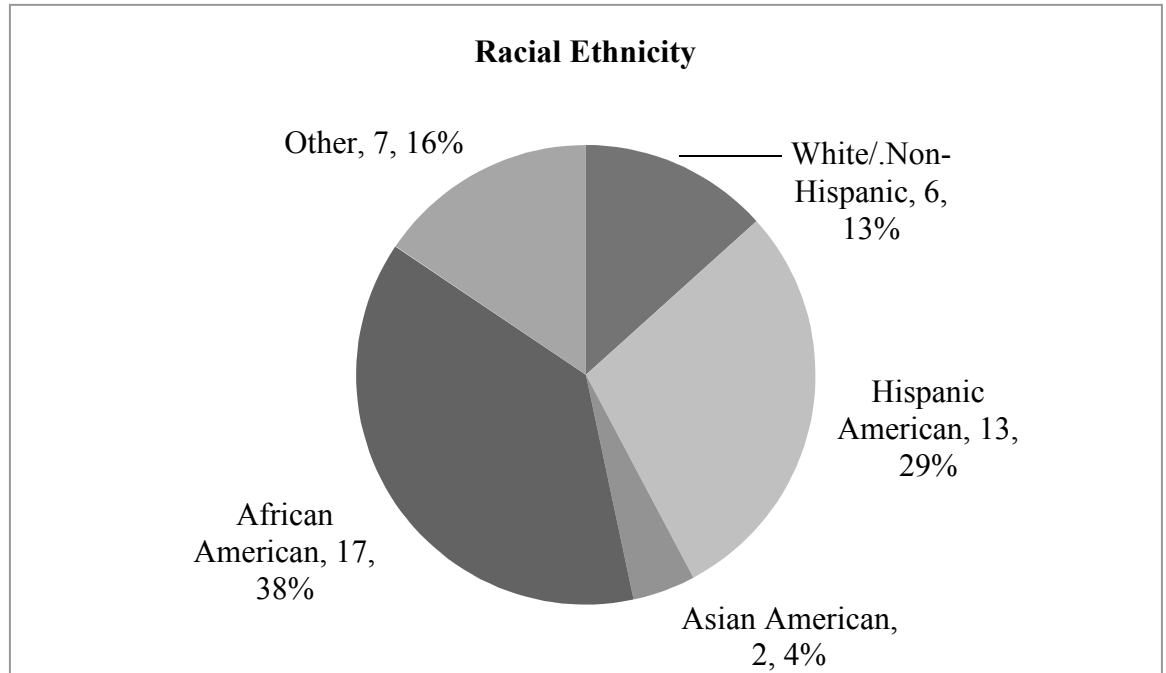


Figure 7. Demographic survey characteristics – racial ethnicity (N = 45)

Results further indicated that 40 (77%) of students between the age ranges of 18-23 were more likely to participate in the survey. This percentage is equivalent to Mid-Atlantic Community College where the average age of full-time degree seeking students is 22. These results are displayed in Figure 8.

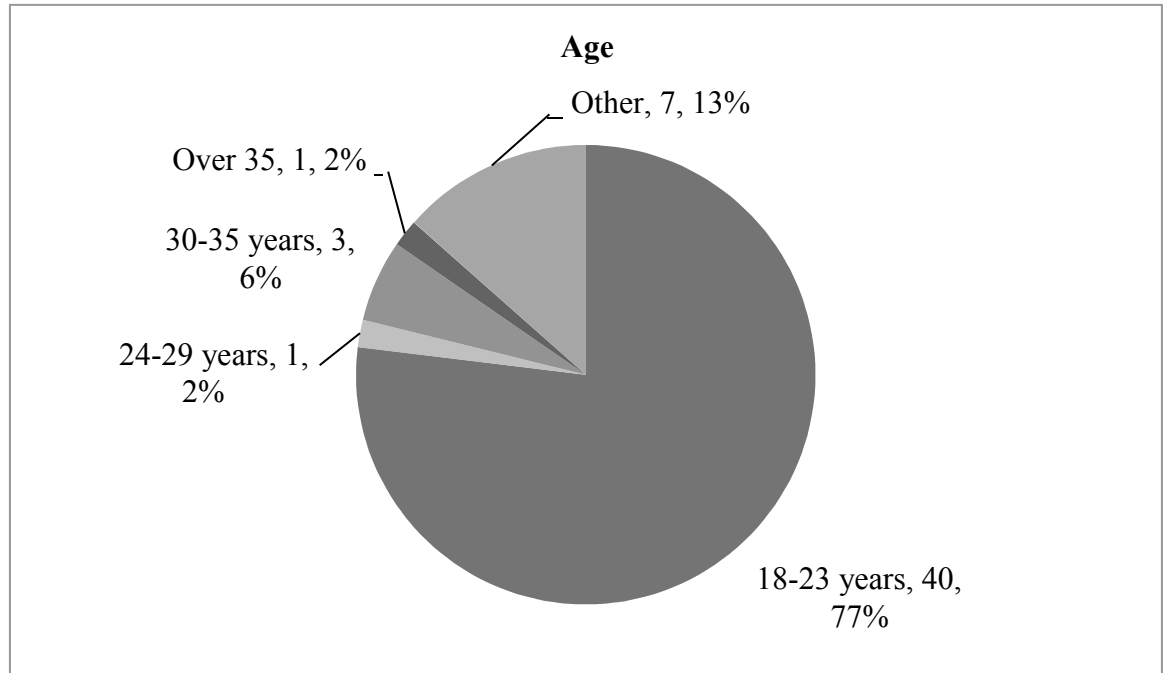


Figure 8. Demographic survey characteristics – age (N = 45)

It is important to highlight that 7 (16%) out of 38 (84%) participants worked on a part-time basis in addition to being full-time students. These results are displayed in Figure 9 below. This number might assist us in understanding some of the participant responses to the open-ended and interview questions. More specifically, as it relates to expectations of service, length of time of service and length of time to be seen.

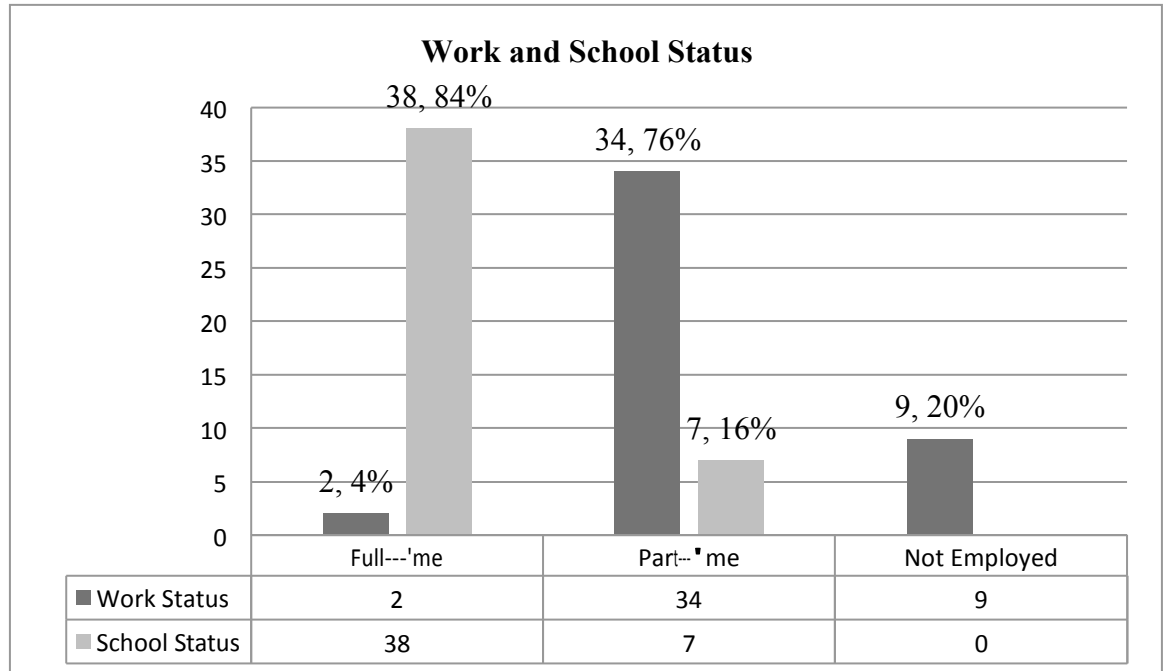


Figure 9. Demographic survey characteristics - work and school status (N = 45)

After a subjective assessment of the demographic characteristics of survey respondents with respect to gender, racial ethnicity and age, it was determined the study sample was an adequate representation of the college student population. There was no data reported from Mid Atlantic College on the marital status, work status, class rank or breakdown by majors for enrolled students.

Interview Respondents

Guided by the purpose of this study and the constructs of the expectation confirmation theory (ECT) and the customer satisfaction theory (CST), an interview protocol was developed (Appendix A). This protocol was created to emphasize and gather perceptions of student satisfaction in obtaining services at the One-stop Center. Each interview included an introductory statement indicating the purpose of the study,

how the participants were chosen, the anticipated length of the interview, a statement that participation is voluntary and that the participant can stop at any time during the process without any penalty. Furthermore, the participants were informed of my contact information in case they had questions or concerns after the interview.

A semi-structured open-ended interview was selected for this study because of their direct focus on exploring the student experience within a One-stop Center. Additionally, interviews are insightful and allow for consistency in questioning and the ability for participants to answer in a full way (Teddlie & Tashakkori, 2009). In this study, the interviews were facilitated by the researcher and took place in a meeting room located within the One-stop Center. Interviews lasted for 45 to 60 minutes and were completed within one week (See Appendix A, for a copy of the Interview Protocol). Each interview was recorded with few notes taken to allow time to attend to non-verbal body language and facial expressions. Soon after the interview, I developed my analytical memos. In the evening, I listened to interviews recorded during the day and updated my notes with any reflections of the interview. Analytical memo writing was used to keep a detailed account of the researcher's insights and reactions to the interviews (Saldana, 2013).

The researcher transcribed the interviews. After this was done, I conducted member checking by emailing the interview transcript to the interviewee to confirm the accuracy of the transcript from their perspective and make any additional comments (Rubin & Rubin, 2012; Creswell, 2014). All data remained confidential and was stored in a locked cabinet for the length of the study. Safeguarding the participants' information

was a priority. This occurred by removing any identifier components, amending biographical details and utilizing pseudonyms.

The summary in Table 3 indicates the demographic characteristics of interview respondents. A total of 6 students agreed to participate in the interview portion of the study and all students completed the interview. There was only one student who insisted I reassure her that her responses were going to remain confidential. I explained the process of confidentiality in the study and informed her that the information was kept in a secured place. I obtained consent again for her participation in the interview and once she consented, I continued with the interview. The main purpose of the interviews was to deepen the meaning and understanding of the quantitative data collected in the first phase.

Table 3

Demographic Characteristics of Interview Respondents (N = 6)

Name	Major	School Status	Age Range	Class Rank	Work Status	Racial Ethnicity	Marital Status
Alana	Health	Full-time	18-23	Sophomore	Part-time	African American	Single
Nate	Psychology	Full-time	18-23	Sophomore	Part-time	African American	Single
Brad	Business	Full-time	18-23	Sophomore	Part-time	African American	Single
Dana	Health	Full-time	18-23	Freshmen	Not Employed	African American	Single
Jazz	Social Sciences	Full-time	18-23	Freshmen	Not Employed	White/Non-Hispanic	Single
Kayla	Health	Part-time	18-23	Sophomore	Part-time	African American	Single

Data Analysis

Consistent with the mixed methods study approach, the data collected ultimately yielded five main findings for this study. The survey findings will be discussed first to demonstrate how the numeric data provided the basis for the study, then allowing the interviews to deepen the meaning of the student experience through their descriptions in the second qualitative phase of the study.

Quantitative data analysis. Descriptive statistical techniques were used to analyze the data collected in the quantitative phase. These techniques supported the development of emerging themes and patterns from participant responses (Teddlie & Tashakkori, 2009). A total of 45 out of 220 potential surveys were completed and recorded in an Excel spreadsheet at the end of the survey collection period. Participants were identified by the ID numbers 1 through 45 to ensure confidentiality. I converted the raw data into a format suitable for data analysis using the Statistical Package for Social Sciences (SPSS 25.0) software so that I can organize and analyze the survey data. I explored the data by conducting a descriptive analysis and obtaining descriptive statistics. Descriptive statistics are basic units for describing a survey's participants and responses, including mean, standard deviation, frequency counts and percentages of how participants responded to each of the scale questions (Fink, 2013). These statistical methods allowed me to summarize the data to gather emerging themes and trends from survey respondents (Teddlie & Tashakkori, 2009).

The information analyzed in the quantitative phase was used to enhance the qualitative data collected in phase two (Creswell & Plano Clark, 2011; Teddlie & Tashakkori, 2009). As a disclaimer, the results for this survey apply only to the sample selected and are not statistically generalizable due to the small sample size.

Qualitative data analysis. Interviews were transcribed verbatim and both the audio and written transcripts were analyzed multiple times to ensure accuracy. Descriptive coding was used in the analysis of the student's interview responses and the institutional documents. In using this technique, I conducted the first iteration of coding by condensing in a word or short phrase the basic topic of the passage. This aided in the

acknowledgement of similar words or phrases used by the participants (Saldana, 2013). Descriptive coding offered an array of experiences and attitudes as described by the participants. To reduce the impact of researcher bias, emergent codes were used instead of pre-set codes during data analysis (Saldana, 2013). The second iteration of coding consisted of pattern coding to identify emergent themes throughout the data (Saldana, 2013). Information was categorized into common themes evident in the data (Lincoln & Guba, 1985). A comparison across the various themes that emerged was made.

Codebook. A codebook was developed to be used as a data analysis tool to guide the research process as codes emerged from the data. Creswell (2014) posits that codebooks offer a master list of codes, labels, definitions and provides direction as to when to use a code or not. Codebooks are an evolving tool that changes and develops as the analysis of a study takes place (Creswell, 2014). For this study, I developed a codebook in a Microsoft Word document using a table format with headings that include code, definition, inclusion/exclusion criteria, and example from the text that related to the code. Having a master list of codes helped me to go from the first iteration of coding to the second in an orderly and accurate manner.

The present study gathered an extensive amount of text in verbal, print and electronic forms using open-ended survey questions, interviews and institutional documents as data sources. Therefore, I used different analytic techniques to build explanations as the descriptions of how the student experience in obtaining services at the One-stop Center might influence student satisfaction were investigated and revised. All data sources were analyzed separately using two iterations of coding and then cross-

examined. Cross-examination allowed for comparisons across the various themes that emerged throughout the study.

The summary in Table 4 and Table 5 display the major findings from the data collection and compares them between the survey and interview results. The interviews offered data that was closely linked with what students expressed in the multiple-choice section of the survey. In cases where the results were inconsistent; as in the open-ended responses, the interviews helped to further understand what was being seen through the findings.

Table 4

Survey and Open-Ended Results Leading to Study Findings

Finding One	Finding Two	Finding Three	Finding Four	Finding Five
Further exploration of student needs and frequent evaluation of services are required.	Students expressed feeling satisfied because their expectations for the Center were being fulfilled.	Students expressed feeling satisfied about the performance of service received in the Center.	Students returned to the Center for services due to a positive evaluation of experiences.	The development of the Center has had a positive influence on student satisfaction.
Four students would not recommend the Center to others. Two students found no value to the Center; and Three students stated the service was the least valuable aspect of the Center.	96.00% (43) indicated having their expectations met. 49.99% (22) indicated staff addressed their concerns in a short period of time. 96.00% (43) stated staff acted in their best interest; and Open-ended responses revealed students expressed customer service needed improvement.	89.00% (40) indicated staff resolved concerns competently. 93.00% (42) felt the staff member communicated in a clear manner. 93.00% (42) felt confident in their staff members' ability to help them. 87.00% (39) felt valued; and Open-ended responses revealed some students did not feel like a valued student when being serviced.	82.00% (37) indicated that they are highly likely to visit again. 95.00% (43) found help related to student services in the Center. 40.00% (18) indicated the likelihood of using the Center again is better based on performance.	91.00% (41) would recommend the Center to others. 89.00% (40) were satisfied with their experience and needs being met. Open-ended responses revealed that students expressed the importance of customer service development and cross-training.

Table 5

Interview Results Leading to Study Findings

Finding One	Finding Two	Finding Three	Finding Four	Finding Five
Further exploration of student needs and frequent evaluation of services are required.	Students expressed feeling satisfied because their expectations for the Center were being fulfilled.	Students expressed feeling satisfied about the performance of service received in the Center.	Students returned to the Center for services due to a positive evaluation of experiences.	The development of the Center has had a positive influence on student satisfaction.
Two students expressed being shuffled around because the process isn't streamlined. The process and daily operations need to be streamlined and assessed for effectiveness.	The Center is equipped with knowledgeable staff, however, some students felt staff members need to be cross-trained. Consistent communication is important to students. Accuracy of information and consistency of services is important to students.	Two students expressed that there is a lot of miscommunication between the staff and students. Students felt connected with the staff member. Limited referrals equal less wait time in the Center. Two students expressed not feeling valued at the College.	Students felt that the Center is a collaborative team-based environment. Students find that the Center is the most helpful place on campus. Students expressed a desire to continue to use the Center for services.	Need for staff training and development. Music and vending machines are needed. The Center operates well however, the daily operations and processes need to be streamlined.

Discussion of the Quantitative Survey Findings

Descriptive statistics, which are basic units for describing a survey's participants and responses, included mean, standard deviation, frequency counts and percentages of how participants responded to each of the scale questions (Fink, 2013). The evaluation of these statistics is fundamental in developing further a description of the participant sample. Tables 6, 7, 8 and 9 respectively highlight the frequency distributions and percent of the survey constructs along with their variables.

The four items, (1, 2, 3, and 4) that make up the Expectations construct focus on the expectations of services, length of time of service, staff acted in my best interest and length of time to be seen. The Performance construct consists of four items (5, 6, 7, and 8) and centers on the competency staff members, effective communication, feeling confident after service is provided and feeling valued by a staff member. Construct 3, Evaluation consists of three items (9, 10, and 11) that measure continued usage of the center, comparison of visits, and the availability of help from staff members. The final construct, Satisfaction, is made up of three items (12, 13, and 14) focusing on recommendations of the center, overall positive experience during visit and overall positive experience with staff performance. Items in the Expectations, Evaluation and Satisfaction constructs were treated independently instead of on a scale level since each item had a different response set. Descriptive statistics were analyzed separately for each individual item under these constructs.

Expectations Item Analysis

Table 6 displays the frequencies and percentages showing the responses of students for the first item under the expectations construct. The aim was to understand the students' beliefs about the kind of performance that a service or staff member would provide and whether they felt fulfilled as well as what they expected about the staff members' knowledge concerning the functions and processes of all services in the Center. When examining the four items that measure Expectations, the students indicated that their expectations were being met. For example, the first question under this construct asked participants to indicate if their expectations of services were fully met because of their visit to the One-stop Center. The results showed that 96.00% of the students surveyed felt that their expectations were fully met. Most students strongly agreed (17) 38.00% or agreed (26) 58.00% in having their expectations for service fully met. One student indicated that they disagreed, and their expectations were not fully met, and another indicated that they strongly disagreed. This item, "My expectations were fully met," had a mean score of 2.42, thus on average 96.00% of students indicated that they "Strongly Agreed" or "Agreed" with this statement.

Table 6

Frequency Distributions and Percentages of Expectations of Service (N = 45)

		<i>f</i>	<i>%</i>
My expectations of services were fully met. <i>M</i> = 2.42, <i>SD</i> = .657	Strongly Disagree	1	2.2
	Disagree	1	2.2
	Agree	26	57.8
	Strongly Agree	17	37.8

The second question under this construct, asked participants to indicate how long it took staff members to address their questions and concerns and are displayed in Table 7. The results showed that less than 25.00% of the students surveyed felt the time it took staff members to address their questions and concerns was shorter than expected; with one stating it was much shorter than expected and (10) 22.00% indicating it was shorter. Twelve students or 27.00% felt it took about what they had expected. Most students (18) 40.00% felt the length of time was much longer than expected and three students or 9.00% stated that they never received a response from the staff member. This item, “How much time did it take the staff member to address your questions and concerns” had a mean score of 2.42, thus on average 40.00% of students indicated that it took much longer than they expected.

Table 7

Frequency Distributions and Percentages for Length of Time of Service (N = 45)

		<i>f</i>	<i>%</i>
How much time did it take the staff member to address your questions and concerns? <i>M = 2.42, SD = 1.011</i>	Did not receive a response	4	8.9
	Much longer than I expected	18	40.0
	About what I expected	12	26.7
	Shorter than I expected	10	22.2
	Much shorter than I expected	1	2.2

The next question under this construct asked participants if the staff member acted in their best interest and is displayed in Table 8. The results indicated that 96.00% of students surveyed felt the staff member acted in their best interest; with (25) 56.00% agreeing to the statement (18) 40.00% strongly agreeing. There were two students that disagreed with this statement and felt that the staff member did not act in their best interest. This item, “The One-stop Center staff member acted in my best interest,” had a mean score of 3.36, thus on average 96.00% of students indicated that they “Strongly Agreed” or “Agreed” with this statement.

Table 8

Frequency Distributions and Percentages for Acted in My Best Interest (N = 45)

		<i>f</i>	<i>%</i>
The One-stop Center staff member acted in my best interest. <i>M</i> = 3.36, <i>SD</i> = .570	Disagree	2	4.4
	Agree	25	55.6
	Strongly Agree	18	40.0

The final question under this construct asked participants to indicate how long they had to wait before the staff member was available and is displayed in Table 9. The results highlighted that more than (34) 50.00% of the students surveyed felt they waited less than 5 minutes before someone was available; whereas, (8) 20.00% felt they waited 5 to less than 10 minutes and three students 7.00% felt that waited more than 10 minutes before they were seen. This item, “How long did you have to wait before the One-stop staff member was available,” had a mean score of 2.87, thus on average 76.00% of students indicated that they waited less than five minutes before a staff member was available.

Table 9

Frequency Distributions and Percentages for Length of Time to be Seen (N = 45)

		<i>f</i>	<i>%</i>
How long did you have to wait before the One-stop staff member was available? <i>M = 2.87, SD = 1.236</i>	More than 10 minutes	3	6.7
	5 to less than 10 minutes	8	17.8
	3 to less than 5 minutes	10	22.2
	1 to less than 3 minutes	10	22.2
	Less than 1 minute	14	31.1

This is a promising finding and showed that students overall felt that their service expectations were being fulfilled through their visit with the One-stop Center. The service outperformed the students' expectations of service resulting in a positive confirmation, which lead to student satisfaction (Oliver, 1980). This point will be expanded on in the interview portion, when I was able to directly ask participants about their expectations for the One-stop Center.

Performance Item Analysis

Table 10 highlights the frequency distributions and percentages for the Performance construct. The first question under this construct asked participants to indicate if the staff member resolved their question or concern competently because of their visit to the One-stop Center. The results indicated that 89.00% of the students surveyed felt that the staff resolved their concerns competently with (22) 49.00% strongly

agreeing and (18) 40.00% agreeing. Five students 11.00% indicated that they disagreed and felt that the staff member did not resolve their questions or concerns competently.

The second question under this construct asked participants to indicate if the staff member communicated in a clear way during their visit. The results showed that 93.00% of the students surveyed felt that the staff member communicated in a clear manner. There were (24) 53.00% of the students that agreed and (18) 40.00% strongly agreed. Three students 7.00% disagreed and felt that the staff member was not clear in their communication with them.

The next question under this construct asked participants if they felt confident in their staff member's ability to help them. The results displayed that 93.00% of the students surveyed felt confident with most of the participants felt confident with (24) 53.00% agreeing to the statement and (18) 40.00% strongly agreeing. There were two students 4.00% that disagreed with this statement and did not feel confident and one strongly disagreed.

The final question under this construct asked participants to indicate if the staff member made them feel like a valued student at the college. The results highlighted that 87.00% of the students surveyed felt like a valued student at the college with (23) 51.00% agreeing to the statement and (16) 36.00% strongly agreeing. Four students or 9.00% disagreed and two students or 4.00% strongly disagreed with this statement and felt that they were not valued as a student at the college.

For the Performance construct, since the responses matched for each item, I converted the Likert scale to a numeric representation where "strongly disagree" was designated as 1; "disagree" was designated as 2; "agree" was designated as 3; and

“strongly agree” was designated as 4. The mean score denoted the average response for each item. The standard deviation denoted the average difference of the scores from the mean for each item in the survey. The highest ranked item, “The staff member resolved your questions and/or concerns competently,” had a mean score of 3.38 with 89.00% of students indicating that they “Strongly Agreed” or “Agreed” with this statement. The lowest ranked item, “The staff member made you feel like a valued student at the college,” had a mean score of 3.18 with 87.00% of students indicating that they “Strongly Agreed” or “Agreed” with this statement.

Table 10

Frequency Distributions and Percentages for Performance Construct (N = 45)

Statement	Strongly Disagree		Disagree		Agree		Strongly Agree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
The staff member resolved your questions and/or concerns competently. <i>M = 3.38, SD = .684</i>	0	0	5	11.1	18	40	22	48.9
The staff member communicated in a clear manner. <i>M = 3.33, SD = .603</i>	0	0	3	6.7	24	53.3	18	40
You felt confident in your staff member’s ability to help you. <i>M = 3.31, SD = .668</i>	1	2.2	2	4.4	24	53.3	18	40
The staff member made you feel like a valued student at the College. <i>M = 3.18, SD = .777</i>	2	4.4	4	8.9	23	51.1	16	35.6

This finding is promising as well and revealed that students overall felt satisfied with the actual performance of staff as the service was received. Students form an initial expectation of service prior to the use of the One-stop Center. Next, they accept these expectations and use the services. Following a period of initial usage, they form perceptions of its performance (Oliver, 1980). This finding indicated a positive perception of staff performance.

Evaluation Item Analysis

Table 11 highlights the frequency distributions and percentages for the Evaluation construct. The aim was to understand the strengths and weaknesses of the One-stop Center as described by the participants. The first question under this construct asked participants to indicate how likely they are to visit the One-stop Center again. The results pointed to 82.00% of the students' surveyed feeling that they are highly likely to return with (20) 44.00% stating that they were very likely to return to the One-stop Center and (17) 38.00% saying that they were extremely likely to return. Seven students or 16.00% said that they would somewhat likely return and one stated not at all likely. This item, "How likely are you to use the One-stop Center again," had a mean score of 1.82, thus on average 82.00% of students indicated that they are "Extremely likely," or Very Likely" to visit the center again.

Table 11

Frequency Distributions and Percentages for Visit to the One-Stop Center (N = 45)

		<i>f</i>	<i>%</i>
How likely are you to use the One-stop Center again? <i>M = 1.82, SD = .777</i>	Not at all likely	1	2.2
	Somewhat likely	7	15.6
	Very likely	20	44.4
	Extremely likely	17	37.8

The second question under this construct asked participants to indicate compared to how they felt about the One-stop Center before obtaining services, what was the likelihood of using the Center again for services and is displayed in Table 12. The results revealed that less than 50.00% of the students surveyed felt better based on staff performance. The highest frequency of students (24) 53.00% felt about the same. For example, if they did not wish to visit the One-stop Center in the first place, they felt the same way after their visit. Three students or 7.00% indicated that they felt worse, based on the staff performance. This item, “Compared to how you felt about the Center before obtaining services, what is the likelihood of using the One-stop Center again services,” had a mean score of 1.67, thus on average 53.00% of students indicated that they felt about the same.

Table 12

Frequency Distributions and Percentages for Comparison of Visits (N = 45)

		<i>f</i>	<i>%</i>
Compared to how you felt about the Center before obtaining services, what is the likelihood of using the One-stop Center again for services? <i>M = 1.67, SD = .603</i>	Worse, based on performance	3	6.7
	About the same	24	53.3
	Better, based on performance	18	40.0

The final question under this construct asked participants to indicate as a result of their visit to the One-stop Center, did they find help related to student services and is displayed in Table 13. The results indicated that 95.00% of the students surveyed found the help they needed as a result of their visit to the One-stop Center with (24) 53.00% agreeing to the statement and (19) 42.00% strongly agreeing. Two students or 4.00% felt that they did not receive the help they were looking for as a result of their visit. This item, “I can find help related to student services should I need it,” had a mean score of 1.62, thus on average 96.00% of students indicated that they “Strongly Agreed” or “Agreed” with this statement.

Table 13

Frequency Distributions and Percentages for Availability of Help (N = 45)

		<i>f</i>	<i>%</i>
I can find help related to student services should I need it. <i>M = 1.62, SD = .576</i>	Disagree	2	4.4
	Agree	24	53.3
	Strongly Agree	19	42.2

This finding revealed that students overall felt satisfied with their evaluations about their perceptions on staff performance leading to a positive confirmation of their initial expectations (Oliver, 1980). This point will be expanded on in the interview portion, when I was able to directly ask participants about their evaluations for the One-stop Center.

Satisfaction Item Analysis

Table 14 highlights the frequency distributions and percentages for the Satisfaction construct. The aim was to understand the degree to which students were pleased with the services they received after obtaining a direct experience with a service and whether they would return in the future. The first question under this construct asked participants to indicate if they would recommend the One-stop Center to other students. The results showed that (41) 91.00% of the students surveyed felt they would recommend the One-stop Center to other students, whereas four students or 9.00% stated they would not recommend the Center to other students. This item, “I would recommend the One-stop Center to other students,” had a mean score of 1.09, the lowest in the study. Thus,

on average 91.00% of students indicated that they would recommend the One-stop Center to other students. In comparing the highest and lowest mean score for the study, item five under the performance construct, “The staff member solved your questions and/or concerns competently,” yielded the highest mean score, $M=3.38$. Accordingly, most research participants agreed that their questions and/or concerns were resolved competently by the staff member. However, though some participants agreed that their concerns were being resolved competently, some indicated that they would not recommend the center to other students. This is evident in the fact that the item, “I would recommend the One-stop Center to other students,” had the lowest mean of 1.09. On average, 9.00% of participants felt they would not recommend the Center to other students. This finding might suggest that further evaluation needs to occur in the Center to determine that while most students feel their problems are being resolved in the Center, some are not recommending it to other students.

Table 14

Frequency Distributions and Percentages for Recommending the Center (N = 45)

		<i>f</i>	<i>%</i>
I would recommend the One-stop Center to other students? <i>M = 1.09, SD = .288</i>	No	4	8.9
	Yes	41	91.1

The second question under this construct asked participants to indicate how satisfied they were with their experience from beginning to end when they visited the One-stop Center and is displayed in Table 15. The results revealed that 89.00% of the students surveyed were satisfied with their experience from beginning to end with (21) 47.00% strongly agreeing with the statement and (19) 42.00% agreeing. There were four students or 9.00% that disagreed and did not feel satisfied with their experience and one student strongly disagreed. This item, “Overall, I was satisfied with my experience from beginning to end when utilizing the One-stop Center,” had a mean score of 1.67, thus on average 89.00% of students indicated that they “Strongly Agreed” or “Agreed” with this statement.

Table 15

Frequency Distributions and Percentages for Overall Experience During Visit (N = 45)

		<i>f</i>	<i>%</i>
Overall, I was satisfied with my experience from beginning to end when I utilized the One-stop Center. <i>M = 1.67, S = .739</i>	Strongly Disagree	1	2.2
	Disagree	4	8.9
	Agree	19	42.2
	Strongly Agree	21	46.7

The final question under this construct is displayed in Table 16 and asked participants to indicate how satisfied they were with the way the One-stop Center performed in meeting their needs. The results indicated that 89.00% of students surveyed

were satisfied in having their needs met during their visit with (23) 51.00% agreeing that they felt satisfied and (17) 38.00% strongly agreeing. There were four students or 9.00% that felt their needs were not met and one student strongly disagreed. This item, “Overall, I was satisfied in the way the One-stop Center performed in meeting my student needs,” had a mean score of .712, thus on average 89.00% of students indicated that they “Strongly Agreed,” or “Agreed” with this statement.

Table 16

Frequency Distributions and Percentages for Overall Experience with Staff Performance (N = 45)

		<i>f</i>	<i>%</i>
Overall, I was satisfied in the way the One-stop Center performed in meeting my student needs. <i>M = 1.76, SD = .712</i>	Strongly Disagree	1	2.2
	Disagree	4	8.9
	Agree	23	51.1
	Strongly Agree	17	37.8

This finding showed that students generally felt satisfied with the services in the One-stop Center and would recommend the Center to other students on campus. This finding indicated a positive confirmation level and that students’ expectation were generally met. Based on this finding, students expressed they would return to the Center for services. This finding will be expanded on in the interview where I ask participants to describe their levels of satisfaction.

Student Satisfaction Survey – Open-Ended Response Findings

The survey included four open-ended questions to provide additional information to complement the quantitative data and facilitate comparison with the interview responses. The results offered insight into parts of the student experience that described what participants found most and least valuable and highlighted what additions or changes they would like to see as it relates to the Student Services Center.

Responses to open-ended question one. All 45 of the participants responded to this question resulting in a 100.00% response rate to this question. The question asked participants, “What did you find most valuable in the Student Services Center?”

Forty-four of the 45 respondents or 97.77% indicated that the Student Services Center was valuable to them. Participant responses included general statements such as “the knowledgeable staff,” “how people serve you,” “the effectiveness of services,” “knowledge of the advisors,” “the people are very kind and always willing to help,” “the time they were willing to spend with you until you understood and knew what to do,” “fast service for the students,” “what I found most valuable in the student services center was good student service,” and “the student workers.” Several participants provided more detailed responses such as “everything, the staff especially with their individual specialties making it easier for the staff and the students and parents when assisting them,” “no matter how much you have to wait they will help you out and answer all of your questions,” “It’s a quick and easy way to get the information and help I need to set up my classes. I appreciate how it was designed for multiple purposes to ensure the success in answering any kind of question I have,” and “the availability of resources and the ease of access it provides for its students all in one location.” Some participants used

one worded response for what they found valuable such as “space,” “help,” “everything,” “timely,” and “resources.” These responses would suggest students in this present study have positive perceptions of the One-stop Center at Mid-Atlantic Community College.

In contrast, two of the 45 respondents or 4.44% indicated that they found no value in the One-stop Center and included brief statements such as “I found nothing valuable,” and “nothing is valuable to me.”

Responses to open-ended question two. All 45 of the participants responded to this question resulting in a 100.00% response rate to this question. The asked participants, “What did you find the least valuable in the Student Services Center?”

Twenty-eight of the 45 respondents or 62.22% indicated that they found certain aspects of the One-stop Center to be least valuable. Participant responses included statements such as “the communication between staff and student,” “the way they act, some members are amazing, but there are a few members who are very hurried and act strange,” “the students in the front line needs to settle down more” and “the workers need to know more about different subjects, as well as take the time to help students more rather than give them the run around,” “the ability to see past a student and just see money,” “the wait time is too long,” “a couple of times I went to the one-stop center and I encountered a very rude staff member. She made me feel like she didn’t care to help me,” “sometimes people would help me and would get up and leave and won’t come back,” “what I found least valuable was that when one walks in they could be overwhelmed with all the different situations that they don’t know where to go. Student workers are already helpful, but it can be reinforced to make the students with questions comfortable,” and “some advisors need to be better trained as it relates to the transparency of information;

some may give students information that is not entirely correct.” One participant found the ticket number to be least valuable. Another participant agreed and expressed their concern in more detail:

I hate when they call, no yell out your number when it’s busy. I get really annoyed. It feels like I’m at an auction. It’s loud, annoying and I get embarrassed for the person yelling out the numbers. There needs to be a better system. It’s too chaotic. It makes them look all over the place.

On the other hand, seventeen of the 45 respondents or 37.77% indicated that they did not find anything least valuable in the center and included statements such as “nothing, everything is ok,” “absolutely nothing because everything in the one-stop center has a reason for it to be used,” and “the service was great.”

Responses to open-ended question three. All 45 of the participants responded to this question resulting in a 100.00% response rate to this question. The question asked participants, “What would you like to see added or changed in the Student Services Center?”

Sixteen of the 45 respondents or 35.55% indicated that no changes were needed to the Student Services Center and included general statements such as “from my perspective everything was good,” “everything was good, I had an overall great experience,” and “honestly, everything is overall great.”

Alternatively, twenty-nine of the 45 respondents or 64.44% felt that the Student Services Center needed some additions or changes to improve customer service and included statements such as “the service for students should be more effective,” “friendlier,” and “give some time to explain your question and your situation,” “there

should be newspapers and magazines and more chairs and we should be able to scan our ID,” “prefer the old setup of student services,” “for the staff to acknowledge that we are students and not just a number and not use us to make it look like they are busy with the number of students they service,” and “students not seen as numbers, but as students who are valued.” More detailed responses included, “I’ve only been to the one-stop center once, so everything seemed fine to me. I think what would be helpful is having the students who greet one to be assigned one specific task like one for financial aid, one for the testing center, etc.,” “there is nothing I would add or change, there are some people, however, who are in financial aid where I have observed some wait for almost an hour. However, I’ve noticed that was on a typical busy day,” “what needs to be changed in the one-stop center is that when students wait their turn to speak with an advisor it takes way too long. There was one time when I had to wait for an hour and a half to speak about something minor,” and “the length of wait time and there should always be someone available to help people when they need follow up answers to prevent them from getting a ticket number again just for their question to be answered.”

Responses to open-ended question four. All 45 of the participants responded to this question resulting in a 100.00% response rate to this question. The asked participants, “Where did you learn about the services for the Student Services Center?”

Students on campus have learned about the Student Services Center from a variety of constituencies at the college including the website, class, other students, the student services center, faculty, staff, friends, or on their own.

Quantitative Data Summary

The findings for the student satisfaction survey revealed that in each question, at least one participant selected responses at the bottom of the scale. This was concerning for several reasons. First, some participants did not feel that their expectations were fully met either because the staff member did not act in their best interest, or it took a long time to be seen by a staff member and have their questions and concerns addressed. Second, some participants did not feel confident in the staff members' ability to help them and resolve their questions or concerns competently. Third, some felt that the staff member did not communicate in a clear manner or felt that they were not valued as a student at the college. Moreover, some participants felt that they would not visit the One-stop Center again; and compared to how they felt about the Center before obtaining services, the likeliness of visiting the Center again was worse based on performance. Finally, some participants stated they would not recommend the One-stop Center to other students and some were not satisfied with their experience from beginning to end, therefore, not meeting their student needs.

After reviewing these findings for these constructs, there are a couple of options that could explain the low scores in some of the scales. First, even though the survey was pilot tested with the One-stop Managers and student workers, there may be some participants who misinterpreted the specific questions. Second, it may highly conceivable that there needs to be continuous customer service and cross-training to ensure that the daily operations are running smoothly, and that students' needs are being fulfilled. Last, it is possible that participants have different interpretations of their student experience with the One-stop Center based on their part-time or full-time work and school status.

Discussion of the Qualitative Findings

Of the 45 participants in the study, 6 or 13.33% were selected to participate in the qualitative interview portion of the study. Student participants remained engaged throughout the entire process and they took their time in providing examples that best depicted how they genuinely felt about the One-stop Center. It is important to highlight that there was one student who insisted I reassure her that her responses were going to remain confidential. I explained the process of confidentiality in the study and informed her that the information was kept in a secured place. I obtained consent again for her participation in the interview and once she consented, I continued with the interview.

Themes

The findings of the interview responses for this study were organized below by themes. Table 17 highlights the code mapping and theme generation for this study. The students described their experiences in detail when seeking services in the One-stop Center at Mid-Atlantic Community College. The campus culture was the first theme that emerged. Overall, participants have indicated that the campus culture has provided them with a positive student experience at the college. The second theme that emerged was student expectations of service. These are student beliefs about the kind of performance that a service or staff member will provide and whether they felt fulfilled and what they expect about the staff members' knowledge concerning the functions and processes of all services in the Center. The third theme focused on the perceived performance of staff. It was defined by the students' beliefs about the actual performance of service they received in the One-stop Center. The fourth theme focused on the evaluation of service, or the confirmation of beliefs for students. This was defined as a student's rating and

assessment of the strengths and weaknesses of the One-stop Center. The final theme highlighted student satisfaction and it was defined as the degree to which students were pleased with the services they received after obtaining a direct experience with that service in the center.

Table 17

Code Mapping and Theme Generation

First Iteration: First Cycle Coding				
1A. Feeling Connected	1A. Communication	1A. Customer Service	1A. Overall Rating	1A. Enhancements to the Center
1B. Structure	1B. Knowledgeable Staff	1B. Cross-trained	1B. Strengths and Weaknesses	1B. Center Performance
Sub Codes from First Cycle of Coding				
1A. Student Engagement	1A. Getting to Know Students	1A. Helpful vs. Not Helpful	1A. Continued Usage of Center	1A. Customer Service and Cross-Training for Staff
1A. Options for Assistance	1A. Working out solutions to problems	1A. Going Above and Beyond	1A. Efficiency of Services	1A. Processes and Daily Operations
1B. University Appeal	1B. Accuracy of Information	1A. Connection with the Student	1B. Collaborative Team Based Environment	1A. Importance of Background Music
1B. Easy Navigation	1B. Consistency of Services	1B. Limited Referrals	1B. Most Helpful Place on Campus	1B. The Importance of Good Staff
1B. Integrated Services	1B. Reduction of Errors	1B. Less Wait Time	1B. Processes	1B. Professionalism
Second Iteration: Themes				
Theme 1	Theme 2	Theme 3	Theme 4	Theme 5
The Campus Culture	Student Expectations of Service	Perceived Performance of Staff	Evaluation – Disconfirmation of Beliefs	Student Satisfaction

Theme One: The Campus Culture

The notion of having positive experiences at Mid- Atlantic Community College was often pointed out by participants in contrast to an experience that was negatively defined. There was also an emphasis placed on the options provided to students when taking care of business in the One-stop Center. Through the interview responses, students expect to have a positive campus culture. Jazz expressed this regarding their student experience thus far at the college:

So far, my college experience has been really good. Since I am in my first year, it was a big difference from high school and the workload was a lot bigger. So, I had to figure out time management when it came time to making sure assignments were handed in on time. But so far, I absolutely love how my experience is going at the college. I wouldn't change anything thus far. Mid-Atlantic Community College was a good choice for me. I feel like I belong.

Kayla suggested, "My experience has been interesting. It's been I guess like a nice learning experience, in the classroom and outside of the classroom. There's connection and I feel engaged."

Students attend Mid-Atlantic Community College because of the way student services is structured and this enhances their student experience. Brad expressed his feelings about the structure, "With Mid-Atlantic Community College, everything is in one area. It is easy navigation and a good connection for students." The One-stop Center at the college eliminates the need for students to go from building to building to take care of business for the semester. Students appreciate this feature of the college.

Students also find that Mid-Atlantic Community College helps them to feel connected and engaged with the campus community. For example, Dana stated:

I feel like I get a lot of attention from my professors and staff, which is important to me. It makes me feel connected and that makes me feel happy and satisfied.

Being connected is good because that's what makes students come back. I love the One-stop Center because there I feel connected. Staff care, and students need to feel that. Why would I want to go to a center that doesn't give me their undivided attention or to a center where staff don't care about the students?

Alana compared Mid-Atlantic Community College to a university:

I would say that my student experience has been ok. It's a really calm environment. No chaos – rarely any fights. It almost feels like a real college, not to say it's not a real college, but it feels like a university kind of college, not just a community college. We're a step ahead other community colleges. I really like that. We have the same resources as they do, the professors are just as good, and they care. It's a fit for me. I feel connected and like I belong.

Regarding how students take care of business each semester, they appreciated that they could be helped in person, via the phone or online. Most students prefer to handle semester business in person, although some prefer the online experience because of the convenience. Brad stated, "I think almost everything you can get to online, so I'm a big proponent of going online for my semesters." Unlike Brad, Jazz suggested, "when taking care of business, I like to meet in person because I feel like when asking questions about certain things, you can ask it better in person than in emails or on the phone." Like Brad's

response, Kayla included, “I prefer online. I work, take care of my brothers and sisters and go to school. The fact that I can handle the majority of my business online is great. I love it. Makes me happy.”

The current student experience offers insight into how students feel about the college overall. Most students emphasized a sense of belonging and feelings of connection to the college whether through the faculty and staff or directly with the One-stop Center. Knowing and understanding how the student experience unfolds in the One-stop Center becomes a significant factor for increasing levels of student engagement, persistence, retention (Becker, 2012) and satisfaction as this study proposed. The findings for this question create the opportunity for administrators to continue to analyze the campus culture to uncover more of the student experience to promote a successful and productive learning environment for students (Long, 2012). Moreover, these findings are consistent with the survey open-ended questions, which revealed that most of the participants felt connected with the advisors and staff, felt that they were attentive to their needs and valued the physical space of the Center with its integrated services.

Conversely, while some students felt connected, others felt undervalued and that staff did not act in their best interest, findings that were described in the open-ended survey questions and were inconsistent with this theme. Out of the 45 participants who completed the survey, 6 (13%) stated feeling undervalued. Participant responses included statements such as, “staff need to acknowledge that we are students and not just a number,” “staff should not use us to make it look like they are busy with the number of students they service,” and “students should not be seen as numbers, but as students who

are valued.” These findings suggest that further exploration of student needs and more frequent evaluation of services to meet those needs are required.

Theme Two: Student Expectations of Service

Participants expressed having a diversified set of expectations when it comes to the One-stop Center and the staff members who operate the various functional areas. They expect to get correct answers to their problems when they visit the One-stop Center and they also expect for staff members to be able to address and solve their problems during their initial visit. When asked if their expectations have been fulfilled, all respondents said yes. Kayla indicated the following:

My expectation for the One-stop Center is definitely for them to have great communication with the students and each other. They should get to know us. When a team works together it shows because things are the same. Everyone is giving out the same information and it's correct and definitely less errors to deal with from them. The process flows smoothly, and students aren't caught up in the middle. So far, I haven't had a negative experience in the One-stop. My expectations are also fulfilled because they have good customer service. I expect for them to be polite to students and go beyond what they can do to help students when they have a serious issue. Customer service goes a long way because it's what makes the students come back to the One-stop Center. If there were a bunch of rude employees, then I know for sure I wouldn't stop foot in that place, but that's not the case.

Participants appreciate not having to go to multiple buildings and lines to get assistance with student services. The One-stop Center aids in this effort to create an integrated environment of services for students. Alana stated the following:

My expectations have been fulfilled because I don't have to go all over the place. Um, it's just one stop boom and I'm out. It's just I would say its time consuming depending on what time you go. Other than that, it's just like you get people who are ready to answer your questions properly, so I like that. I don't understand how any student might feel differently than me. If you do things on time and are on top of your paperwork, then things work out.

Some participants expressed that they expect for the One-stop Center to cater to every aspect of the student's needs to the best of their ability. One respondent suggested, "My expectations of the One-stop Center is being able to do anything that I need to do all at once, instead of going there multiple times during a certain timeframe." Dana stated:

When I go the One-stop I feel like when I go there, what I expect from them is to help me with anything ask – like everything. That's why I'm always in there asking for an advisor for everything. There's a clear communication between my advisor and me. They get to know me, and I don't feel rushed. School, tuition or personally related, I'm always there. My expectations are always met. That's good.

Brad described his expectation as follows:

Student's expectations of the One-stop Center are high because of the college.

The college has a motto about transforming our community. The college caters to the student's services to the best of their ability. They give them the best of everything because students expect it. The One-stop Center is a reflection of the college's motto and of their service.

Participants were asked to convey what they hear from other students regarding their expectations for the One-stop Center. Dana commented the following:

My friends expect to go to the One-stop Center for student services, which includes registration, student accounts, advising, financial and I think testing.

Students express getting what they need from the One-stop. They go there for the same services as me. But, I might also go in there to type a paper and print it out.

They'll go to the library. I use the One-stop Center for everything and I tell them to do the same.

Brad stated the following regarding the expectations being heard from other students:

Students on campus expect for advising to be accurate and consistent. I hear this all the time. The expectations are set really high for the advisement area. When I hear students talk about the One-stop they don't want just a 99% experience, they don't want an 80%, they want 100% good experience. That's pretty hard to live by, but that's what students want, they really want that.

Alana participant mentioned the possibility of counseling services in the One-stop Center, which was different from other respondents:

I think a lot of students they want counseling, which is surprising for the One-stop Center. Sometimes when you go in there and you speak to other people who are assigned to you, they have a lot of good advice. Like it's not just answering basic questions about class or financial aid, they help with the personal too. Sometimes they can help you make career options – helping you make better career choices. They give you more options sometimes than you even ask for. So, I appreciate that.

Participants were also asked if they expect staff members to be knowledgeable with all the services offered in the One-stop Center. From the responses, students do not expect staff members to know everything that pertains to a functional area. However, students expect staff members to have basic knowledge on all the services being offered. Having basic knowledge would help to limit the number of times students get referred from one staff member to another. Jazz commented on his feelings regarding referrals:

I expect staff members to be knowledgeable with all services at the One-stop Center because if you need help with something and someone is available to help, they need to know what to do instead of them not knowing and then the student having to wait longer to be able to get assistance. This would be frustrating for the student experience.

Brad stated the following:

Staff members should have basic background knowledge, but they should also know that if they have to stop and pause in the conversation and ask questions to a senior representative, they should always, always do that. It's never a bad thing for them to say to a student, hold on one sec and let me ask questions. Because the worst thing that a staff member can do is give the students something that they think is right and then the student now suffers as a result.

Alana stated the following, "I don't expect it of them. They should just know basic stuff on each area. That would be helpful and less errors. And I don't have to see more than one person." Similarly, Nate suggested, "I feel like no one is going to know everything to the like the T, but they should know at least the general stuff."

Conversely, only one participant stated that staff members do not need to be knowledgeable with all the services in the One-stop Center. Dana suggested the following:

There's a purpose to the different stations in the layout of the center. I know that some people don't know the same answers. I feel that's why they have the different stations. I know that advisors in their section know probably way more information than the people who do the money and the tuition.

Overall, these findings suggest that participants are happy and satisfied when their expectations are fulfilled. Meeting students' expectations is vital to educational leaders in higher education, especially in a competitive market (Sines and Duckworth, 1994). All participants expressed realistic expectations about their experience in the One-stop

Center. It is important that Mid-Atlantic Community College to understand these expectations and ensure that the necessary steps are taken to continue meeting them each semester. Likewise, these findings are consistent with the survey open-ended questions, which revealed that most of the participants felt the One-stop Center was equipped with good advisors, knowledgeable staff and effective communication between staff members to students and staff members to staff members.

Conversely, while some students felt communication was good, others expressed it needs improvement to limit the distribution of misinformation to students, a finding that was described in the survey open-ended questions and was inconsistent with this theme. One participant expressed, “some advisors need to be better trained as it relates to the transparency of information; some may give students information that is not entirely correct”. Another participant expressed, “there needs to be better communication between the staff and students. Better communication means accurate information.”

Theme Three: Perceived Performance of Staff and the Importance of Cross-Training Staff and Customer Service

The responses to the questions about the perceived performance of staff suggested an overlap of findings with the theme on expectations.

Overall, participants felt that staff members were knowledgeable, cross-trained, polite and responsive. Any gaps among these qualities may be addressed through continued cross-training and professional development.

The first question under this theme asked students to express if the Student Services Center came to mind when they envision “the most helpful staff and place” on campus. Dana commented, “Honestly, if I do have a question, there is no place else to go,

but the One-stop Center.” Brad enthusiastically stated, “Oh yes, yes! The One-stop has helped me transition from point A all the way to Z. They are a great asset – the One-stop is a great asset. The people in the One-stop are a great asset.” Alana described her feelings in more detail:

The One-stop comes to mind as the most helpful staff and place on campus. And it comes to mind because that place is designed to help you with what you need academically and personally for that matter. I want to go to the One-stop Center. Sometimes I just go to use the computers because I like the vibe when they aren’t in peak of course. There’s no other place on campus I would. Not even my professors.

Dana expressed the following:

Yes, they are the most helpful place on campus. When I came in the summer to register for summer classes, they helped me out with everything. They seem they knew what they were talking about. I felt assured and confident they were giving me the right information for my classes. I never have a doubt because their way of helping is consistent. Their knowledge base is consistent and that says a lot. I know I’m a picky person to begin with. If I’m satisfied, then you know the center has to be good.

Regarding the importance of staff being cross-trained, Nate answered, “I go to them and they answer multiple questions about different areas. So, they are somewhat cross-trained.” Similarly, Jazz commented,

Yes, I find that they know their stuff and are cross-trained. I always get the help I need. The person that is helping me rarely refers me to someone else. I like that a lot. Staff members need to be cross-trained because you don't want to have to refer someone to another employee because it makes that person look bad.

Kayla expressed the following:

It's important for staff to be cross-trained and I would say it's important because they need to know what they are doing. It goes back to them knowing the basics on each area. What's the point on having a One-stop Center if I am going to be bounced from staff member to staff member – then they should have stayed with separate spaces or buildings for these areas. And, it goes back to customer service – servicing the students in one spot as best you can and if you don't know the answer, go get it and bring it back to the student.

Nate commented on how he might feel frustrated if he was referred to another staff member during his visit to the One-stop Center:

I find that the staff is knowledgeable and cross-trained for the most part. I really won't know though until the say I go into the One-stop needing help on multiple areas and having one person help me out. I mean I have been referred to other staff members before. It annoys the heck out of me sometimes, but I can understand sometimes especially if the question is not basic.

Brad expressed that students find that they staff members who have been employed over time appear to be more knowledgeable and cross-trained. He stated:

The new employees appear to need continued cross-training. And there's nothing wrong with that, but I think where they sometimes fall short is that they don't want to ask questions to a person of higher authority because they feel that it's going to make them look bad. You learn by asking questions. That's what cross-training is about – constantly asking questions. Repetition.

Participants were also asked to think about their last visit to the center and whether one staff member assisted them, or they were referred to someone else. Most the staff members are cross-trained in the One-stop Center; however, participants find that the staff members, who are not effectively cross-trained, are the ones who consistently refer students to other staff members when students ask them questions not pertaining to their area. For example, Kayla stated,

I don't mind being referred to another staff member. The One-stop Center is a resource for everything and anything. If one staff member doesn't know the answer, they can get it from someone else. It would be helpful that if the staff member didn't know the answer that they go get it and bring it back to me instead of having me sign in to see another person. I don't mind if this happens, but that would be the ultimate because the student wouldn't have to move.

Alana commented with the following:

I had two people help me. So, when I first walked in I asked about financial aid. She answered my question, but it wasn't as in depth as I wanted it to be. So, she referred me to the woman who actually does handle financial aid. I spoke to her for about four minutes and she was straight to the point and knew exactly what

the answer was and what I needed. So, that was that. And the first lady followed up. She was like well did she answer your question? So, I kind of like how before I walked out she was like did she get to answer your question. I was extremely satisfied.

Kayla described her feelings in detail,

Every time I have gone to the One-stop Center, one person has always helped me even if I had a question on multiple areas. And I remember one time when I went, the person didn't know the question, but they didn't refer me to another person. Instead, they went and got the answer and came back to me. Now that is customer service. Not everyone does that in the One-stop Center, but that doesn't mean that they don't have customer service. This person just went above and beyond – like I said before – that's what students want. I do also understand that they are human and if that one staff member can't answer my question and refers me to someone else, then I won't get frustrated. I would probably recommend to the heads that everyone gets trained in how that one staff member helped me completely even when they didn't know the answer to one of my questions.

In looking at the importance of staff members being knowledgeable and providing accurate information, it is essential to participants that staff members are well-informed in the information that they give to students. Students feel confident when they perceive that staff members are conveying accurate information to them. This minimizes the need

for students to seek the assistance of another staff member because they don't feel confident in the response they received from the initial staff member. Alana commented, "It's important cause it makes me feel confident in the answer I receive. So, I'm not questioning whether they know, I can tell when someone knows what they're talking about." Kayla had a similar response to Alana, "If the staff member that is helping me is knowledgeable then that means I won't leave the One-stop Center with any doubts. That means they explained everything so well to me that I am good." Brad answered with a similar response:

Having the basic knowledge assures the student, no, allows the student to have confidence in you as an advisor. It assures the student that ok, this person knows what he or she is doing, and I can trust them and then it all goes back to a domino effect. Then they start trusting you and they would probably want to enroll at the school. Being accurate goes a long way. No one wants to receive wrong information about their financial aid, classes, or whatever other service they are in the One-stop Center to resolve.

Participants were also asked to indicate how important it was for them that a staff member is polite and responsive to their needs. They expressed that it is extremely important for staff members to be polite and responsive to students. Students visit the One-stop Center because they need help with their semester and have questions. They want to be made to feel comfortable in asking their questions. A staff member who is not polite or responsive can be the reason a student does not continue to visit the One-stop Center for assistance. Most participants through their responses felt that the staff

members exude politeness and responsiveness and students are receptive to that. Kayla commented, “It’s a chill place and no one is really like angry. People are nice and attentive.” Brad responded with the following:

Being polite goes a long way. That was one of the main factors why I came to Mid-Atlantic Community College because the staff was very friendly, and they connected with me. And I remember the person who helped me to this day when I just came here. That means a lot to me because it shows that I connected with the campus community. They were inviting by their politeness. Feeling a sense of connectedness from the staff members in the One-stop Center is important to students. It’s the difference between a student being admitted to a school or taking a course.

Dana felt being polite is important through the following statement:

That’s very important because no one is polite nowadays. So, and plus like if you’re not polite then that, what’s the word I’m looking for, if you’re not polite then people don’t want to come to you or wouldn’t want to approach you with questions or for help. So, it would kind of effect what the One-stop Center is really trying to do or what it is doing.

Participants also felt that it is important for staff members to be responsive as well. For example, one participant states, “I have this one advisor that was my first-year seminar professor and I always go to her for help and she is always willing to help me. That says she cared and is responsive to my needs.” Dana stated:

Staff members who are responsive to students show them that they care about their needs on campus. Students are satisfied and appreciate staff members who are attentive, who listen and who follow up with their situation. It makes me a happy camper and I feel satisfied. I need staff members that listen because it is my education on the line.

Nate likened a staff member being responsive to employees at a retail store:

Being responsive is very important because the One-stop Center is very similar to retail. People get heated. People might start acting rude especially when it comes time of registration and trying to register for classes. A lot of misinformation ends up getting out. Staff members need to stay attentive especially during the heavy times because that's when they can get easily distracted.

The findings for this interview question suggested that students felt staff members were knowledgeable, cross-trained, polite and responsive. The findings displayed an overall positive student perception on staff performance. Insights on the need for the cross-training of staff were offered. According to Paulien and Thibodeau (1997), cross-training will support both staff and administration in developing knowledge and skills in the different areas of student services. This will allow for a seamless delivery of student services; ultimately, ensuring a positive student experience, increasing customer service and providing a strong foundation and structure to the operational functions of the One-stop Center. Similarly, these findings are consistent with the survey open-ended

questions, which indicated that most of the participants felt staff members had a high level of professionalism with staff members that were cross-trained and provided students with good customer service.

To the contrary, while some students felt the One-stop Center offered good customer service and cross-trained staff members, others expressed the need for training in these areas, a finding that was described in the survey open-ended questions and was inconsistent with this theme. Twenty-eight of the 45 respondents or 62.22% indicated that they found certain aspects of the One-stop Center to be least valuable. Participant responses included statements such as “the way they act, some members are amazing, but there are a few members who are very hurried and act strange,” “the students in the front line needs to settle down more and be properly trained in service,” “the workers need to know more about different subjects, as well as take the time to help students more rather than give them the run around,” “a couple of times I went to the one-stop center and I encountered a very rude staff member. She made me feel like she didn’t care to help me,” and “sometimes people would help me and would get up and leave and won’t come back.”

Theme Four: Evaluation of Services and Confirmation of Beliefs

The Student Services Center received an overall positive rating from students comparable to the strengths they expressed because the center proves to be efficient in helping students with their concerns and questions as it relates to the various areas of student services represented in the center. The one weakness that was consistently mentioned was the length of time students must wait to be seen by a staff member during peak registration, or when they have a basic question to ask.

The first question under this theme asked students to disclose if they would continue to utilize the Student Services Center based on their experiences thus far. The consensus was that students would continue to visit the Center. Dana expressed, “Yes, I would. Absolutely.” Jazz stated, “I would continue to utilize the services because if I need help with planning out my schedule, I know that my advisor would be able to help me out with that.” Brad commented excitedly, “Yes, yes! I would continue to go to the One-stop Center.”

When asked if they would give the Student Services Center a positive or negative rating, Brad commented, “I give the One-stop Center a positive rating. There’s always room for improvement. They exceed, they do exceed my expectations.” Dana responded, “I give the One-stop a positive rating because they help me all the time. I’m not even exaggerating. I’m always in the One-stop for everything.” Similarly, another participant said, “I would give the One-stop Center a positive rating because I haven’t had a negative experience with any employee or anything at the One-stop Center. All of my experiences were positive.” Kayla gave her response in more detail:

I would give the One-stop Center a positive rating because they get the job done when it comes to helping and answering questions and basically with whatever you need for your semester. They can definitely help you out with it. The only negative I have about the center is the wait time and I feel that staff needs to have more customer service training. They’re ok, but they can be better. There is nothing wrong with improving processes in the center to make it better.

If students give the One-stop Center a neutral or negative rating, it is generally attributed to the length of time students wait to be seen by a staff member for their questions or concerns. Although, students feel that the length of time is out of the One-stop's control, they are most frustrated and unsatisfied by this. Nate stated the following:

I give the One-stop Center a little bit above neutral rating because they get the job done, but the few things I don't really like is to be expected because they're human, but it's just my personal opinion. Like it takes forever sometimes, but it's to be expected. There are a lot of people sometimes, but like me personally, I hate that. I just want to go in and be out, but you can't always control that.

Participants were also asked to indicate what they felt were the strengths and weaknesses for the Student Services Center. As it relates to strengths, participants see the setup and the vibe of the Center as strengths. They feel satisfied in knowing that they can go to the Center to have their questions answered. Participants find that the Center is convenient because all their services are in one specific area and not scattered among several buildings. Dana stated, "A strength is that they are always helpful." Jazz states, "A strength would be that there are many staff members there that would be able to help you out."

Kayla described in more detail what she felt are the strengths for the Student Services Center:

I would say from personal experience the strengths for the One-stop Center is that everyone is always working together. The staff members support one another and they like gel together. That's important for a student to see because it shows us, well it shows me, that they know what they are doing, and it gives me confidence

that I will get accurate answers from them – definitely. There’s good customer service even though that can improve. My expectations are always met. I’m always satisfied.

While participants understand that a long wait time is realistic during peak registration periods, they feel that staff members who are effectively cross-trained will help to decrease long waiting times because most of the questions during peak registration times are basic. When asked to disclose what they felt were some weaknesses for the Center, Brad commented,

The weakness would be the cross-training or lack thereof. And more so that it would be good for more person to know about a particular area even if it’s the basics. And, also the fact that new employees should know that it’s ok to ask questions.

Nate added the following:

Weaknesses – they take forever. It’s one of the biggest things. Another weakness is how they shuffle you around and then you end up waiting forever just so you can hear a response that wasn’t ideal. I don’t feel like a valued student at times – like I’m number 1. The process needs to be streamlined. Because sometimes they might say you need to bring in more paperwork, but I’ve been waiting here an hour just to hear that – like I feel like sometimes if it’s like a simple question, it could be answered real quick versus you waiting and then time is wasted.

Kayla responded in a similar manner regarding the wait time:

I don't really see a weakness other than you having to wait to be seen by somebody, but there really aren't any weaknesses. And when we have to wait it's during the registration time at the college. Yes, I understand its peak, but something should be done to make the process go faster even though we wait forever. Maybe hire more people for that time. Other companies do it – like Tommy Hilfiger where I work does it for their peak seasons.

Although participants mostly expressed positive ratings and strengths for the One-stop Center, the results provided insight into the improvements that can be made to increase the levels of student satisfaction and ensure continued usage of the Center for students at the college. Similarly, these findings are consistent with the survey open-ended questions, which indicated that most of the participants felt staff members went above and beyond to assist them and showed consistent efforts to reduce the wait time. Participants also felt that the One-stop Center was a place that provided resources for students, a finding that was also consistent with this theme.

Theme Five: Satisfaction

Participants conveyed being satisfied with the services being offered in the Student Services Center and how they are performed. They find that staff members are very professional, and they follow process and procedures accordingly. If a mistake occurs on the part of the staff member, participants find that the staff member ensures they do not leave the Student Services Center feeling dissatisfied. When asked what concerns they had regarding the Student Services Center, most participants did not express any concerns. One participant commented, “The only concern I have is regarding the time it

takes to see your advisor.”

Nate provided a more detailed response:

I feel as though there's a lot of miscommunication that goes on regarding the One-stop Center, miscommunication between like the staff and students. Because you're unsure as the student, your asking questions and sometimes these questions change. Sometimes the staff member doesn't know the answer to my question. But, like you get some information then you use that information and it's the wrong information. Like personally when I first started here, my courses were messed up, so I was kind of salty about that. But, like I had to take a different math class cause of the catalog. They used a different catalog, but I was using the 2016 catalog but now they want to use the catalog. So, I would have been behind with graduating, but then they took care of it. It is so important for staff members to give out accurate information. If I would not have been able to graduate, then I would have been not satisfied as a student because it wasn't my fault. But, the customer service kicked in.

Participants were also asked to indicate whether they were satisfied with the services being offered in the Student Services Center and how they are being performed. Brad commented:

I am satisfied with the One-stop Center. I think it goes back to another question you asked. The advisors and the persons in the One-stop Center need to know how to relate and connect with students. And, I think that the biggest thing they have going for them is that. The staff members must be able to smile, they must

be able to understand and relate with the student because if you can do that then the students develop a sense of belonging. They develop confidence in you and develop a new form of assurance in you and ultimately the school's system.

Dana stated, "I am satisfied with the services being offered and how they are performed because I like the way that they are really organized with their sections. I feel like it's really uniform and their professional."

Alana commented in a similar manner, "Yeah, I am really satisfied. They're very efficient I would say. Like they don't skip procedures. So, I like that. It's very professional." Nate provided more detail:

For the most part, yeah, I am satisfied. But, it still takes like I feel certain things just take too long. Like, let's say I want to buy a parking pass. Buying a parking pass, you just have to go through that whole process of signing in just, so you can wait for them to call you, but a parking pass I feel as though you should be able to just go in there, give them the money and be out. Some things should not be complicated. It should be fast service.

The last question under this theme asked participants to indicate whether they believed the Student Services Center needed additional changes. For the most part, they felt that a vending machine and classical background music would be a benefit to the Student Services Center and will be most utilized during peak registration periods where students would appreciate it the most. Students indicated this would aid in the length of time students must wait to see a staff member during peak registration. Alana expressed, "A

vending machine (laughing), but if you fix the time then we wouldn't need a vending machine." Nate expressed the following feelings:

A big change for the most part like I've been saying is the time thing. Cause you end up sitting there for a long time. Cause they already categorize students like in what type of help they need, but I feel like they don't have enough staff to an extent cause there's like let's say ten people going around – that's not even enough people when there's like hundreds of students in there just sitting in there waiting and waiting and waiting.

Several participants responded to the possibility of having background music in the Center, Dana stated:

I think music would be a great idea, but after thinking about it, I think the space is fine as is because I feel like people already have a hard time listening to their numbers on the intercom or reading the screen and that can be confusing sometimes. That's why I don't look at the screen. I just listen for my number and I try to stay very close to the front where the woman sometimes is shouting out numbers.

Brad commented about the need for music:

I think music would go a long way. Like having some music playing in the background. But, then you know what, that's me personally. I don't know what effect it would have. Probably classical music, that's the best and would probably help with the overall staff and student performance.

Similarly, Alana stated:

As a student, I would like to hear a little background music. It makes the time go by faster. And it will make the environment less tense especially during our peak times since everyone is always doing something last minute. Something should be put in place where students can register earlier.

Qualitative Data Summary

The Student Services Center prides itself with ensuring that student's leave the Center satisfied and with their needs having been met. Overall, participants indicated that they were generally satisfied with the services being offered in the Student Services Center and how they were being performed. Similarly, these findings are consistent with the survey open-ended questions, which indicated that most of the participants felt the processes in the daily operations for the Center were ok, but needed improvement, especially the wait time to be seen by a staff member during the peak registration period. Conversely, some participants described feeling undervalued as students', expressed that the communication between staff and students needed improvement and conveyed the need for customer service and cross-training, findings while concerning were inconsistent with this theme.

Review of Institutional Documents

Service records for the One-stop Center, such as those showing the numbers of students served over a given period, confirmed what students expressed in terms of the length of time they had to wait to be seen by an advisor. During peak registration period, the wait was 45 minutes to over an hour. During non-peak times the wait was consistent

with the survey results that showed 28 or 62% of students stated they waited five minutes or less to be seen by a staff member.

The administrative monthly reports showed that One-stop Managers scheduled trainings for staff members on the various functional areas of the Center. These trainings include the basic information on the area as well as any updates that have been made. Due to reports of limited cross-training for some staff members, I recommend that the current training sessions be evaluated for efficacy. More frequent cross-training sessions for staff may be necessary.

The web services portal, as well as the current sign-in system Qnomy, were examined. Students felt that the web services portal was easy to understand and navigate. One student suggested incorporating the parking pass form and payment into the student portal so that students would not have to wait for this at the One-stop Center. The sign-in system was also easy to understand for students. Students would enter their student ID number and select the service that they are there for. A ticket gets printed out and students are directed to the appropriate area to wait to be called. Students get called in two ways. First, there is an automated voice that calls the number out followed by a staff member that calls out, the number as well. Students found this process unorganized and frustrating. Many suggested having the Qnomy system text them when it's their time to be seen.

Discussion of Integration of Quantitative and Qualitative Results

This study yielded separate findings for the quantitative and qualitative phases, in addition to, integrating the results from both phases to demonstrate how the data collected from the qualitative phase could help to inform and explain the data collected through the

first quantitative phase. Teddlie and Tashakkori (2009) suggest that a dual analysis of the quantitative and qualitative data will yield deeper and meaningful understandings of the phenomenon under study. The notion of the dual analysis for both phases lead to an in depth understanding of the student experience and the level of satisfaction obtained while seeking services at the One-stop Center.

Creswell and Plano Clark (2011) assert that the goal of a mixed methods research design is to gather data that will address the research questions of a study. The point in which the quantitative and qualitative phases mixed, was useful in providing data in support of the research questions. For this study, a mixing of data collection occurred, whereby data from the quantitative phase was analyzed first and used to develop the interview protocol and select the participants for the qualitative phase. The results were then integrated to demonstrate how the quantitative phase impacted the qualitative phase.

Overall, participants indicated in their survey responses that their expectations were met, and they were satisfied with the services being offered in the Student Services Center and how they were being performed. These results were also confirmed in the participants' interview responses, which demonstrated that the Student Services Center prides itself with ensuring that student's leave the Center satisfied and with their expectations and needs having been met.

While the overall results of both quantitative and qualitative phases were positive, findings for the student satisfaction survey revealed that in each question, at least one participant selected responses at the bottom of the scale. First, some participants did not feel that their expectations were fully met because the staff member did not act in their best interest. Students for whom the experience did not meet their expectations regarding

the One-stop Center also found the connection to staff members to be less than expected. These students may have been relying on staff members to provide them with good customer service, communication, and a sense of feeling valued as a student at the college. When the staff member did not provide this for them, their overall experience and satisfaction level were negatively impacted. These findings were described in the survey open-ended questions and were not confirmed in the interview responses. One participant expressed, “some advisors need to be better trained as it relates to the transparency of information; some may give students information that is not entirely correct”. Another participant expressed, “There needs to be better communication between the staff and students. Better communication means accurate information.” Another participant stated, “Bad customer service does not equal satisfaction.”

Some students also felt that their expectations were not fully met because it took a long time to be seen by a staff member and have their questions and concerns addressed. The issue of the amount of time it takes to be seen by a staff member was also confirmed in the interview responses and the review of institutional documents. Participants repeatedly stated in both the open-ended survey questions and in the interviews that the daily processes related to wait time needed to be improved by administration. Service records for the One-stop Center, such as those showing the numbers of students served over a given period, confirmed what students expressed in terms of the length of time they had to wait to be seen by an advisor. During peak registration period, the wait was 45 minutes to over an hour. During non-peak times the wait was consistent with the survey results that showed 28 or 62% of students stated they waited five minutes or less to be seen by a staff member.

Second, some participants did not feel confident in the staff members' ability to help them and resolve their questions or concerns competently. Some felt that the staff member did not communicate in a clear manner or felt that they were not valued as a student at the college. These findings were also confirmed in the interview responses which revealed that some participants described feeling undervalued as students', expressed that the communication between staff and students needed improvement and conveyed the need for customer service and cross-training for staff members to improve communication. In addition, these findings were confirmed with the review of institutional documents which conveyed limited customer service training for staff members in the One-stop Center. The administrative monthly reports showed that One-stop Managers scheduled trainings for staff members on the various functional areas of the Center. These trainings included the basic information on the area as well as any updates that have been made to those areas. In my recommendations in chapter five, I include the importance of customer service training.

Last, the survey responses revealed that some participants felt that they would not visit the One-stop Center again; and compared to how they felt about the Center before obtaining services, the likeliness of visiting the Center again was worse based on performance. The same participants indicated they would not recommend the One-stop Center to other students and felt they were not satisfied with their experience from beginning to end, therefore, not meeting their needs. These findings were not confirmed with the interview responses, which revealed that (a) all participants would recommend the One-stop Center to other students and (b) all participants would visit the One-stop Center again based on performance.

Evidence of Trustworthiness

Researchers need to ensure that when the quantitative and qualitative phases are integrated in a study, that issues of credibility are given attention to (Lincoln & Guba, 1985). Credibility means that the participants' stories remain genuine and valid. This threat was addressed in this study by including clear protocols and procedures for both data collection phases and by pilot testing the survey and interview instruments (Teddlie & Tashakkori, 2009). Including clear protocols ensured that there was dependability and that participants understood the purpose of the questions. Confirming that participants understood the purpose of the questions was important. In this regard, I asked participants prior to the administration of the survey, if they had questions or needed clarification on the purpose of the survey and its items.

Pilot testing was beneficial because it offered insight into the research design and it was necessary because I developed the survey and interview instruments that were used in the study (Creswell & Plano Clark, 2011; Denzin, 2012; Teddlie & Tashakkori, 2009). The content validity of the survey items and interview protocol were analyzed as follows. The researcher solicited the help of a group of subject matter experts (SMEs), one common method to examine content validity of a scale (Lawshe, 1975; Wilson, Pan, & Schumsky, 2012), and college students. The group of SMEs' consisted of the three One-stop Student Services Center managers and four randomly selected student workers from the center. Random selection of students occurred by selecting every second student from the list of student workers. Since the pilot took place at the same site as the real study, I also ensured that the participants on which the survey instrument and interview

protocol were pre-tested were not part of the selected sample for the real study (Makewa, Role, & Tuguta, 2013).

Triangulation was used to provide quality, trustworthiness, and vigor to the study (Denzin, 2012). The use of multiple methods, or triangulation in this study, showed an attempt to provide an in-depth understanding of the phenomenon being researched. Combining multiple methods in a study, “adds rigor, breadth complexity, richness, and depth to any inquiry” (Flick, 2007). Triangulation of multiple data sources consisted of qualitative and quantitative data through a review of institutional documents; results from the 14-question survey, eight demographic and four open-ended questions included in the survey; and responses to eighteen prepared interview questions asked during a semi-structured, face-to-face interview.

Member checking was used to increase accuracy of the information collected, as well as to minimize the impact of researcher bias (Rubin & Rubin, 2012; Creswell, 2014). They were also used to increase trustworthiness and establish credibility for the study. Member checking consisted of providing the participants with a copy of their interview transcripts and the findings of the study to ensure accuracy of the data collected. The researcher noted any changes or additions from the participants. The data provided relevant information regarding processes that contributed to offering student services within the One-stop Center.

Last was addressing confirmability in the study, which deals with the level of confidence that the findings are based on the participants’ narratives and words instead of potential researcher biases. I established the confirmability of my study by keeping reflective notes (Lincoln & Guba, 1985). In my notes, I included details of the processes

for data collection, data analysis and data interpretation. I recorded those things that were interesting in the data collection phase, elaborated on my ideas for coding and explained what the themes meant. This approach helped me to keep my biases away from the study so that participants were not influenced in any way.

Chapter Summary

Chapter four presented the analysis of the quantitative and qualitative data collected in spring 2018 for this study. The focus of this study was to explore the student experience within an integrated one-stop student service delivery environment. The goal of chapter four was to highlight my study findings through my analyzed surveys, interviews, and review institutional documents. The first section used descriptive statistics to develop a profile of each participant. The second section identified the themes that emerged from my data as well as provided a description of the responses to the survey, interview questions and review of institutional documents. Incorporating different strategies assisted in the development of a deeper understanding of the student experience while obtaining services during their visit to the One-stop Center. This section also included a description of the major themes that emerged because of the data analysis: (a) the campus culture, (b) student expectations of service, (c) perceived performance of staff, (d) evaluation of services, and (e) satisfaction.

Chapter 5

Discussion, Conclusions and Recommendations

Considering the research and organizational trends, there are several reasons why Mid-Atlantic Community College moved from a traditional legacy model of offering services to students to a 21st century one-stop integrated services model. The goal of the structure for the One-stop Center is to have cross-trained staff that understand the general functions of admissions, records and registration; financial aid; student accounts; testing and advising. More specifically, the goals for the daily operations of the One-stop Center are to improve customer service and student satisfaction, enhance student efficiency by teaching students how to become life-long learners; provide a single point of contact for student services; improve processes by eliminating barriers; increase the use of technology, enhance production and efficiency, offer a sense of uniformity and deliver accurate, consistent and timely dissemination of information to students.

In applying constructivism, expectation confirmation theory, customer satisfaction theory, and my personal and professional experiences as its conceptual framework, this mixed methods study explored how the move to an integrated one-stop student service delivery environment impacted the student experience. The information that was collected in this study is critical as the way in which colleges and universities provide services to students is fundamental to their success. Students are at the core of institutional missions and student affairs practitioners can learn from assessing student satisfaction and expectations as they relate to the service delivery experience. In a time of increased accountability for institutions in higher education, it is important that college

administration begin to focus on reframing student services and explore ways to improve services (Bolman & Deal, 2008). Fortified with this deeper meaning and understanding of the student experience within an integrated one-stop student service delivery environment, community colleges can make the necessary changes that can improve overall experience and satisfaction for students.

Purpose of Study

The purpose of this study was to explore the student experience within an integrated one-stop student service delivery environment. In the quantitative phase, the findings were promising and showed that students generally felt that their expectations were met, they were satisfied with the performance of staff, their overall evaluation of the One-stop Center was positive, and they were satisfied with the development of the Center. The qualitative follow up revealed themes emerged from the study and were consistent with the quantitative phase of the study, which included (a) the campus culture, (b) student expectations of service, (c) perceived performance of staff, (d) evaluation of services, and (e) satisfaction. Theme identification yielded several key findings for the study:

1. Further exploration of student needs and more frequent evaluation of services to meet those needs are required.
2. Students generally expressed feeling satisfied because their expectations of services were being fulfilled in the One-stop Center.
3. Students generally expressed feeling satisfied about the actual performance of service received in the One-stop Center.

4. Students returned to the One-stop Center for services due to a positive evaluation of their experience.
5. The development of the One-stop Center has had a positive influence on the student experience and their satisfaction.

This study explored one central research question: How would students describe their experiences when seeking services in the One-stop Center at Mid-Atlantic Community College? In addition, the research was supported by six secondary questions:

1. What are the self-reported Expectations, Performance, Evaluation and Satisfaction scores of students who utilize the One-stop Center for services?
2. Expectations – How does the One-stop Center meet students' expectations?
3. Performance – How does the students' perception of the staff member's performance in the One-stop Center influence the students' decision to return to the Center?
4. Evaluation – How does the students' overall evaluation of the One-stop Center influence their decision to return for services?
5. Satisfaction – How has the development of the One-stop Center impacted student satisfaction?
6. How does the qualitative data collected in the second phase of this study help to confirm and explain the data from the initial quantitative phase?

The research questions for this study center around the deep meaning students place on their experience when seeking services in the One-stop Center. More specifically, the quantitative findings from the Student Satisfaction Survey analyzed

using descriptive statistics and response frequencies, in addition to investigating relationships and the qualitative findings analyzed through the student responses to the open-ended survey questions, interview questions and institutional documents were employed to respond to the research questions and explore the student experience. Following a comprehensive review of the literature, it appears that this is the first study addressing the student experience and its impact on satisfaction within an integrated student service delivery system using customer service theory and the expectancy confirmation theory at a two-year community college.

Interpretation of Findings

Interpretation of the data sources was conducted utilizing several techniques. Mills (2003) contends that seeking the advice of critical friends will uncover additional interpretations and meaning derived from the findings of the study. To this end, I discussed my challenges with the One-stop Managers and several academic deans. Moreover, when interpreting the responses to the open-ended questions and interview, I questioned the study on several occasions and sought to provide potential implications of the findings to extend the analysis (Mills, 2003). When interpreting the literature that was collected, I turned to the study's conceptual framework, constructivism, expectancy confirmation theory and customer satisfaction theory to inform current practices at Mid-Atlantic Community College, offer suggestions for improvement, and establish meaning for the processes and daily operations of the One-stop Center (Mills, 2003). Finally, the results of the study were compared to results of previous studies to increase the rigor and provide external validation (Yin, 1994). The findings from this study were consistent with several studies from the literature review. Each of the research questions will be

answered in this chapter, moving toward a discussion of the limitations and implications for the study.

Central Research Question

The research questions for this mixed method sequential explanatory study was answered by the themes and patterns that emerged during the study. Each student described a positive campus culture as they elaborated on their student experience at Mid-Atlantic Community College during their interview. Some students expressed the importance of feeling connected and belonging to the college while others expressed their appreciation for integrated student services and easy navigation. Students find that the One-stop Center keeps them engaged as Nate stated, “The Center keeps me busy and engaged in what I need to do to make sure I graduate. Period. If I have any problems, they fix it.” Students also conveyed appreciation for the various options available for student assistance. Kayla described the community college student as one who wears many hats, “we are students, parents, full-time workers, and care takers,” having multiple options available for assistance is convenient for students who want to complete a college degree while maintaining a busy life schedule. Lastly, students find the Mid-Atlantic Community College, while a community college, has a university appeal. Alana stated, “We have everything we need at the college. It feels like I’m at a 4-year university. It’s diverse, the campus is big, and I feel important.” While the interview responses revealed that students felt the college had a positive campus culture, the open-ended survey responses indicated that some students felt that the campus culture was not ok and needed improvement. One participant stated as they described what they found least valuable in

the One-stop Center, “The culture – students should not be seen as numbers, but as students who are valued.” Another student stated, “The school environment itself. Students should feel like they are number one, but sometimes we don’t.” These findings suggest that providing a campus environment that is customer service focused, integrated and collaborative for students is essential and complements the learning and entire student experience. These findings are in alignment with the literature review that proposes administrators should begin to utilize the campus culture to understand the student experience and how it impacts students’ overall learning, behavior and satisfaction (Liebenberg & Barnes, 2004; Long, 2012; Wheatley, 2002).

Research Question One

The literature shows that creating opportunities to make student services more effective for the customer and more efficient for the institution is important (Felix and Lerner, 2017). The development of the One-stop Center at Mid-Atlantic Community College provided this opportunity for the college to enhance the student experience. Ousley (2003) maintains that these centers provide a model of service delivery that was developed to provide comprehensive services with a focus on using resources both effectively and efficiently in an environment that is centralized, student-centered, and customer-oriented. This model places emphasis on offering express and convenient services for students (Ousley, 2003; Mesa, 2005).

Overall, the findings are in alignment with the literature on One-stop Centers. They revealed that students had a positive and satisfying experience while attending the

One-stop Center for student services. Theme identification yielded several key findings for this study. First, students expressed that further exploration of student needs and more frequent evaluation of services are required. Second, students generally expressed feeling satisfied because their expectations for the One-stop Center were being fulfilled. Third, students indicated feeling satisfied about the actual performance of service received in the One-stop Center. Next, students returned to the One-stop Center for services due to a positive evaluation of their experience. Last, the development of the One-stop Center has had a positive influence on student satisfaction. While most students expressed an overall positive experience, there were some who indicated that the Center needed to improve staff development and streamline daily operations.

Research Question Two

The findings revealed that the One-stop Center fulfilled student expectations at various points in time. The overarching theme that emerged was that students had clear and specific expectations of service for their visits to the One-stop Center. First, students expressed that the One-stop Center was consistent in their communication with them. They expect that staff members get to know them as individuals and that they assist them in working out solutions to their problems; expectations that are currently being fulfilled in the One-stop Center.

Second, students expressed that the One-stop Center was equipped with knowledgeable staff in their respective areas. For example, Dana described her feelings of expectations for knowledge as:

The staff in the One-stop Center need to be on their A game and they have been. For the most part, I've received correct information from them and they've been consistent each time. A student receiving wrong information due to a staff members lack of knowledge is not acceptable.

Students expect that staff members provide accurate information to students, that they provide consistency of services and that they produce minimal errors. Regarding consistency of information, Brad expressed:

Services need to be standard and consistent each time a student goes into the One-stop Center. Also, if I ask a question over the phone or via email and receive an answer and then I go to the One-stop Center and speak to a staff member, the information should be consistent. There was one time when I received different information over the phone and then in person. This doesn't make the college look good. It makes them look unorganized.

Third, students indicated that the staff members in the One-stop Center acted in their best interest; it's not enough to just have good communication and knowledgeable staff in the Center. Kayla describes this feeling as,

I expect for the One-stop Center to provide services to me like they would to a loved one. They would have their best interest at heart if it were a daughter or cousin. That's what I expect and that's what I get for the most part. One time an

older staff member told me if I were their daughter I would recommend this. That made me feel like she had my best interest and academics at heart. Students simply expect that the One-stop Center produce good service.

These findings are in alignment with Brenders, Hope, and Ninnan (1999) who examined student perceptions of university service and confirms the notion that knowledge and coordination of services impacts students' expectations and perceptions of the university as a service provider and ultimately their satisfaction. Similarly, Sines and Duckworth (1994) suggest that managing student expectations as it relates to service delivery is important. In examining Brad and Kayla's statement further, giving the expectation of correct information accurately in the beginning so that the student can know and understand what they could expect at the time of service delivery is vital. Great service for students means ensuring expectations are in alignment with the services provided at the One-stop Center. Overall, the findings revealed that students who reported that the services in the One-stop Center exceeded their expectations were more likely to report that they were satisfied with the services.

Research Question Three

The findings indicated that the staff member's performance had a positive impact on the students' decision to return to the One-stop Center. Students generally expressed feeling satisfied about the actual performance of service received during their visit to the Center. The theme that emerged centered around the perceived performance of staff.

From this theme came the importance of continued development of customer service skills for staff and the need for cross-training. Students described staff members going above and beyond to ensure their service needs were met as well as trying to establish a connection with them so that they were comfortable. Jazz expressed the following related to staff members going above and beyond:

Feeling satisfied means everything to me. If I give a place a negative evaluation, it's because they did not have good customer service and they were not helpful. Hiring the right people is everything. The staff in the One-stop Center always goes above and beyond. If they need to involve a Dean to try to help with an issue, they do it. The service doesn't stop with the first staff member; it goes to the next in charge if necessary. I love that the staff members try their best so that I leave happy all the time. That makes me want to come back for services and that's what I expect since I get the same treatment every time I go.

The literature points to institutions transitioning to one-stop models to increase customer service for students (Becker, 2012; Dauphinais, 1998; Hrutka, 2001; Liebenberg & Barnes, 2004; Sahagan & Napier, 2002). Customer service is a value that informs student services daily in One-stop Centers. Successful delivery of these services means hiring the right people who will be cross-trained and produce high approval ratings on annual student surveys (Peterson & Otto, 2011).

While most students described the Center as having staff members with great customer service, there were some students who expressed in the open-ended questions that this area needed some improvement. One student stated, "I find that the least

valuable aspect of the Center is how staff act. Some are amazing, but there are a few members who are very hurried and act strange.” Another student commented in a similar way, “A couple of times I went to the One-stop Center, I encountered a very rude staff member. She made me feel like she didn’t care to help me. I left.” Gitomer (1998) asserts that customer service is not just servicing the customer:

It is understanding the customer, being prepared to serve customers, helping an angry customer immediately, asking the customer for information, listening to customers, being responsible for your actions when a customer calls, living up to your commitments, being memorable, surprising customers, striving to keep customers for life, and getting unsolicited referrals from the customer regularly” (p. 45).

As the students stated above, either the staff member was hurrying the process, or they made the student feel like they did not care resulting in the student leaving the Center. It is important that Mid-Atlantic Community College not only focus on delivering good customer service to students, but also to instill loyalty in the students so that they return to the One-stop Center. A recommendation that will be discussed in the implications below is for the Center to undergo on-going customer service training.

Students consistently throughout the survey, open-ended questions, and interviews expressed the importance of cross-trained staff members. If staff members are cross-trained with the basic information across all functional areas in the One-stop Center, that means limited referrals to another staff member, which equals less wait time for the student to be seen. The number one complaint from students especially during

peak registration was the long wait time. While many understood that this was a busy time for the college, they felt that the administration should do something to remedy the issue aside of ensuring that staff are cross-trained. Nate proposed the following in his interview,

The One-stop Center should have at least two student workers in each section.

They could assist with many of the basic questions we have. I know a lot of times my questions are answered by one of them and I'm in and out. Each area should also have two staff members helping students and one floating in the area answering questions. I think students would really appreciate that because at least someone is making contact with them at least once before they're called.

Having staff members who are cross-trained will guide administration into cultivating a One-stop Center that is focused on integrated services and good customer service.

Although the general impressions of students' perception on staff performance was more than positive, students expressed concern about miscommunication between the staff and students, staff members to staff members; and they indicated not feeling like a valued student at the College. A student expressed the following in an open-ended response regarding not feeling valued as a student:

I don't feel valued as a student for a couple of reasons: sometimes the staff member is in a rush to help me; if I've been waiting a long time to be seen especially during peak, no one comes over to tell me someone will be with me shortly even if that may not be true; and sometimes I get different responses on different days.

To this end, the literature points to key factors that may influence students' perceptions of service performance and ultimately satisfaction. Zeithaml et al. (1990) identified factors that can influence the consumer's perception of service performance, which include tangibles such as the physical space where the service is taking place, the perceived competence and credibility of the service provider, and their reliability, responsiveness and courtesy. These authors through their own research findings suggest, "...appear neat and organized, be responsive, be reassuring, be empathetic, and most of all, be reliable – do what you say you are going to do" (Zeithaml, et al., 1990, p. 27). Feeling valued means to students that the One-stop Center will provide the service quality they expect whether its reliability, responsiveness, assurance, empathy, and tangibles. Consistent with a study by Mattila & O'Neill (3003), how the service was delivered is more important to students than the outcome of the service process. Overall, students returned to the One-stop Center for services due to a positive evaluation of their experience.

Research Question Four

The results revealed that students returned to the One-stop Center for services due to a positive evaluation of their experience. The main theme that emerged dealt with students' evaluation of the Center including their efficiency of services and their collaborative approach in working with other colleagues to assist students. Colwell (2006) stated that professionals in the student affairs sector must have, "shared values, goals, language, and committed to creating a single cohesive educational environment and experience for each student" p. 53). Like Colwell, Flanagan (2006) found that students who feel connected to their institution are more likely to graduate. The literature

suggests that a collaborative and seamless environment is what will impact the student experience (Rudge, 2014) including their expectations, perceptions, evaluations and overall satisfaction, suggestions that are consistent with the findings for this research question.

The survey results also revealed that, compared to how students felt before seeking services in the One-stop Center, the likelihood of returning to the Center again was better or about the same based on staff performance. I followed up with this question and asked it again during the interview because I wanted to explore students' expectations before entering the One-stop Center and what they perceived once they were serviced. Alana stated the following regarding how she first viewed the One-stop Center compared to her more recent visits:

I remember when I first visited the One-stop Center, before going in I remembered asking a worker if registration and admissions were the only services offered because I remembered going to another building for financial aid and payment. They told me that all of student services were here in the new building. I thought to myself that was pretty cool because it meant I don't have to go from building to building. In my mind, I expected for this to be a good experience because it was all in one service. I go in to take care of everything and boom I'm done. And that's exactly what happened. A student worker who helped me sign in greeted me and then they pointed me to the right person. What I expected was right on point. I knew I would return again the following semester.

Brad described a similar experience the first time he visited the One-stop Center:

When I first heard that the One-stop Center was opening, I thought to myself this is a great idea for students. I thought they are going to really love it because who doesn't like convenience. My initial expectations and evaluation of the Center were positive. Easy navigation is what I expected and good customer service. The easy navigation was correct, but the customer service needed some adjustment. I don't know, maybe staff was still transitioning and needed time to adjust. You could tell some of them were upset, but they didn't take it out on students. They just weren't their original bubbly selves. It's weird, but I think that the older staff members were the ones who had more of an issue transitioning. The younger staff members and students loved the place because this is what our generation wants – fast, technology driven and all in one. This sort of service makes the student come back. Even though the staff members looked upset and I had some reservations going forward, I knew I was going to come back because it was just a transition time.

Students consistently stated having a desire to continue to use the Center for services. They described the One-stop Center as the most helpful place on campus because they found help related to student services. Students saw the One-stop Center as a place where they could get basic questions answered, referrals to appropriate offices on campus and resolutions to their concerns; a finding that was consistent with that of Johannes (2012) who through her study on the student perspective on one-stop services found that students go to the One-stop Center for business transactions or for the use of enrollment services. Like Johannes, Buutltjens and Robinson (2011) through their study on enhancing the student experience in higher education found that, “Students need to be

able to access a wide range of resources across an unfamiliar and often daunting university culture” p. 337). The expectations that students described about the One-stop Center fulfilling this need were consistent with their positive evaluations.

Research Question Five

The findings suggest that the development of the One-stop Center has had a positive influence on the student experience and their satisfaction. Forty-one or 91.00% of the participants would recommend the Center to other students and were satisfied with their full experience of services and how their needs were met. Students highlighted the importance of professionalism and hiring good staff. Enhancements to the One-stop Center included the addition of music, a vending machine and charging stations for phones and computers.

Students consistently stated in their evaluation of the Center through the survey open-ended and interview questions that the length of time to be seen was unsatisfactory. Careful and repeated examination of responses indicated that a few factors might influence this finding: school and work status and time. Responses from students who worked, regardless if they worked a part-time or full-time job, leaned themselves to become more frustrated with the long wait time due to time constraints on their work schedule. Many expressed that if work was not a factor, they would be more accepting of the length of time it took to be seen. Brad stated the following with respect to the value of time, “I work immediately after my classes. If I go into the One-stop Center for help, I want to be serviced the day I go and not have to come back because the wait time is long.” Kayla expressed a similar viewpoint, “I go to school and work full-time. Time

is everything. Regardless if its peak or not, there should be a system in place that is fast and efficient.” Ousley (2003) states, “students as customers expect, fast, quality service that is ubiquitous, universal, and useful,” (p. 24). Like Ousley, Johannes (2012) found through her study that students want convenience and transactional ease. These factors were primary reasons in how and why students utilized the One-stop Center findings that are consistent with those from this study.

Moreover, findings suggest that although students in the present study indicated that the One-stop Center has had a positive influence on their satisfaction, open-ended responses and interviews reflect the need for further exploration of student needs and more frequent evaluation of services to meet those needs. The findings indicate that the processes and daily operations of the One-stop Center need to be streamlined and assessed for effectiveness. Students described being shuffled around from one service to another trying to get paperwork approved for registration and found that the service to this end was the least valuable aspect of the Center. Although a small number of students reported this finding, some found no value to the One-stop Center and indicated they would not recommend it to other students. Sathiyaseelan (2014) states, “Approximately 90 percent of our customers are students” (p. 42) and as such they are the primary customers in higher education (Eagle & Brennan, 2007; Tavares & Cardoso, 2013). As a service provider, Mid-Atlantic Community College, can change the negative perceptions of service of their customers into constructive ones by focusing on their daily encounters with them. The literature review suggests ensuring that the qualities they observe in those encounters are the ones available to students when developing their expectations about the services that are provided to them (Tversky & Kahnman, 1982; Paulos, 1995).

Research Question Six

Overall, participants indicated in their survey responses that their expectations were fully met, and they were satisfied with the services being offered in the Student Services Center and how they were being performed. These results were also confirmed in the participants' interview responses, which demonstrated that the Student Services Center prides itself with ensuring that student's leave the Center satisfied and with their expectations and needs having been met.

While the overall results of both quantitative and qualitative phases were positive, findings for the student satisfaction survey revealed that in each question, at least one participant selected responses at the bottom of the scale. First, some participants did not feel that their expectations were fully met because the staff member did not act in their best interest. Students for whom the experience did not meet their expectations regarding the One-stop Center also found the connection to staff members to be less than expected. These students may have been relying on staff members to provide them with good customer service, communication, and a sense of feeling valued as a student at the college. When the staff member did not provide this for them, their overall experience and satisfaction level were negatively impacted. These findings were described in the survey open-ended questions and were not confirmed in the interview responses. One participant expressed, "some advisors need to be better trained as it relates to the transparency of information; some may give students information that is not entirely correct". Another participant expressed, "there needs to be better communication between

the staff and students. Better communication means accurate information.” Another participant stated, “Bad customer service does not equal satisfaction.”

Some students also felt that their expectations were not fully met because it took a long time to be seen by a staff member and have their questions and concerns addressed. The issue of the amount of time it takes to be seen by a staff member was also confirmed in the interview responses and the review of institutional documents. Participants repeatedly stated in both the open-ended survey questions and in the interviews that the daily processes related to wait time needed to be improved by administration. Service records for the One-stop Center, such as those showing the numbers of students served over a given period, confirmed what students expressed in terms of the length of time they had to wait to be seen by an advisor. During peak registration period, the wait was 45 minutes to over an hour. During non-peak times the wait was consistent with the survey results that showed 28 or 62% of students stated they waited five minutes or less to be seen by a staff member.

Second, some participants did not feel confident in the staff members’ ability to help them and resolve their questions or concerns competently. Some felt that the staff member did not communicate in a clear manner or felt that they were not valued as a student at the college. These findings were also confirmed in the interview responses which revealed that some participants described feeling undervalued as students’, expressed that the communication between staff and students needed improvement and conveyed the need for customer service and cross-training for staff members to improve communication. In addition, these findings were confirmed with the review of institutional documents, which conveyed limited customer service training for staff

members in the One-stop Center. The administrative monthly reports showed that One-stop Managers scheduled trainings for staff members on the various functional areas of the Center. These trainings included the basic information on the area as well as any updates that have been made to those areas. In my recommendations in chapter five, I include the importance of customer service training.

Last, the survey responses revealed that some participants felt that they would not visit the One-stop Center again; and compared to how they felt about the Center before obtaining services, the likeliness of visiting the Center again was worse based on performance. The same participants indicated they would not recommend the One-stop Center to other students and felt they were not satisfied with their experience from beginning to end, therefore, not meeting their needs. These findings were not confirmed with the interview responses, which revealed that (a) all participants would recommend the One-stop Center to other students and (b) all participants would visit the One-stop Center again based on performance. It is important that the administration and staff recognize the areas that need improvement in the One-stop Center. These areas can be identified in Appendix D.

Expectancy Confirmation and Customer Satisfaction Theory

Returning to what this study is grounded on, the expectancy confirmation theory involved the use or experience of a service. The model included four constructs: expectations, perceived performance, confirmation, satisfaction and usage continuance (Oliver, 1977, 1980; Churchill & Suprenant, 1982). It suggested that expectations, coupled with perceived performance, leads to satisfaction. This influence is mediated through positive or negative confirmation of expectations by performance. If a product

outperforms expectations (positive confirmation) satisfaction will occur. On the contrary, if a product falls short of expectations (negative confirmation) consumers' dissatisfactions are likely to take place (Oliver, 1980; Spreng, MacKenzie, & Olshavsky, 1996). Given the nature of the information the ECT theory provided, it appeared to be an appropriate means by which to examine the connection between student expectations and student satisfaction.

As applied to this study, students first form an initial expectation of service prior to the use of the One-stop Center. Second, they accept it and use the services. Following a period of initial usage, they form perceptions of its performance. Third, they evaluate its perceived performance based on their initial expectation and determine the extent to which their expectation is confirmed. Fourth, they form a satisfaction based on their confirmation level and expectation. Finally, satisfied students form a usage continuance intention (Oliver, 1980).

The findings strongly support the existing theoretical links of the ECT model and are consistent with the findings from previous studies that positive confirmation is the strongest determinant of continued usage of the One-stop Center for students (Appleton-Knapp & Krentler, 2006; Meyer et al., 2014; Szymanski & Henard, 2001). Expectations, perceived performance, and satisfaction were also found to have an impact on the One-stop Center continuance for students.

Students whose expectations were exceeded (positive confirmation) after they compared their perceptions of service performance were more satisfied than those for whom the One-stop Center experience fell short of expectations (negative confirmation). Supposing that this study is replicable, it would imply that One-stop Managers should

take an active role in forming students' expectations for services so that unrealistic expectations do not result in lowered student satisfaction with an otherwise organized department at the college. Moreover, students whose expected performance was equal to their perceived performance (confirmation) felt neutral about their overall experience and expressed having some reservations but would continue to use the One-stop Center. This finding is consistent with those from Anderson (1973) who found that because there is previous experience with the services, the consumer adjusts their information on prior experiences with respect to their expectations, increasing them when their expectations are poor and decreasing them when they are high.

It is also interesting to note again as described in chapter four that students for whom the experience did not meet their expectations regarding the One-stop Center also found the connection to staff members to be less than expected. These students may have been relying on staff members to provide them with good customer service, communication, and a sense of feeling valued as a student at the college. When the staff member did not provide this for them, their overall experience and satisfaction level were negatively impacted.

Like the expectancy confirmation theory, the customer satisfaction theory (CST) involved the use or experience of a service. The theory focused on the constructs of expectations, experience, perceived service and evaluation (Hom, 2003) and has been examined in the higher education field by academic researchers in marketing looking to link services theory to academic practice (Taylor, 1996). The review of the literature showed that studies in the policy of higher education have applied this theory to assist with the decision-making process as it relates to the enhancement of services within

institutions (Bowen & Bok, 1998; Knox, Lindsay & Kolb, 1993). Institutional researchers and university administrators have long used student satisfaction surveys to analyze institutional services (Graham & Gisis, 2000; Lampley, 2001).

This study took the position that CST would apply based on student use of services and not on the purchase of service for two reasons. First, students frequently utilized services such as testing, advising or admissions without making a direct payment for these services. Second, satisfaction with these services focused less on value and purchase than it would in the retail sector (Oliver, 1999). Satisfaction is the key performance indicator that indicates how satisfied customers are with the organization's products or services. It's a consumers' fulfillment response and is measured by the customers' expectations (Oliver 1997). If college administrators understand and know what students' expectations are, then they can increase their loyalty to the college and their overall satisfaction. In applying this theory to this study and like ECT theory, a student forms expectations about the service quality. Next, they experience the service and form perceptions about the service. Last, they evaluate the overall service based on their initial expectations for service quality and the perceptions they formed.

The findings are like those from the expectancy confirmation theory and strongly support the existing theoretical links of the CST model that expectations and performance impact students' satisfaction because of their direct experience with the One-stop Center. Because of their positive experience, students formed an expected value from the use of the Center. The more students were satisfied with their experience, the more they used the Center. The literature review points to a history of customer satisfaction as part of

program and process analysis, many individuals at the two-year college sector have little exposure to CST (Hom, 2003). This study supports the CST model and the importance of knowing what students think and feel about services, which can contribute to a loyal student following at the College. Ensuring that students stay enrolled at the College from a non-academic aspect through graduation is made possible by effectively measuring their satisfaction, so the College can meet their expectations.

Limitations of the Study

The current study was limited by the expectation confirmation theory developed by Oliver (1977) which provided a process for explaining whether students returned to the One-stop Center for services as a result of their expectations, perceived performance, and confirmation of beliefs and by the customer satisfaction theory which focused on the constructs of student expectations, the student experience, their perceptions of services within the One-stop Center and their evaluation of those services (Hom, 2003).

It was also limited to the use of a mixed methods approach. Emphasis was placed on the meaning that participants give to their experiences within the One-stop Center. By using this method, it helped me to convey the participants' experience in descriptive enough detail so that the study deepened a reader's knowledge of the presenting issues (Seidman, 2003). A quantitative study alone, by contrast, would not have focused on the lived experiences and personal interactions of the participants that were integral to this study. Additionally, the sample size was small. Though there were 6 participants who participated in the semi-structured interviews, due to the qualitative nature of the study the sample size was enough (Creswell and Plano Clark, 2011).

Another limitation to the study was the demographic variables, specifically, the

racial ethnicity of participants. Most students who participated in the quantitative phase were Hispanic American and African American. For the qualitative phase of the study, 5 out of the 6 participants were African American. While this sample is representative of Mid-Atlantic Community College, it is a limitation for this study.

Last, this study was limited to the participants' perceived impact of student satisfaction and expectations as collected through interviews and surveys. These limitations are reflected in the specific purpose of the study and may influence the applicability of the findings to a wider audience.

Implications of the Study

Through the results of the Student Satisfaction Survey and the student responses to the open-ended survey questions, interview questions and review of institutional documents, this qualitative study sought to offer valuable insight about expectations and satisfaction from students who are obtaining services from an integrated service delivery system. The current literature review (Brown-Nevers & Hogarty, 2007; Hanley, 2009; Havernek & Brodwin, 1998; Javaheripour, 2009; Johannes, 2010a; Kleinman, 1999; Knopp, 2001 and Walters, 2003) informs readers about One-stop Centers from 4-year universities and a structural and administrator's standpoint, whereas this study provides an awareness about the integrated service delivery system from a student's perspective at a two-year community college through their experiences, expectations and perceptions. This study attempted to explore the student experience, a phenomenon that is at the forefront of higher education through its potential impact on service quality and student satisfaction. The information that was collected is critical as the way in which colleges and universities provide services to students is fundamental to their success.

Recommendations for future research. If this study is replicated at another institution, a more diverse participant pool is recommended. Researchers could conduct evaluation studies in community colleges with One-stop Centers to determine whether offering integrated student services will streamline processes and increase student satisfaction among students. Researchers could also examine the relationship between faculty members and advisors and their connection to student success as it relates to the One-stop Center. Studying this connection can lead to opportunities for enhanced collaboration to effectively serve students in the process. Lastly, studies could be done to explore the current advising model within the One-stop Center and examine the degree of student academic success and its correlation to student satisfaction. Many participants expressed how great advisors were in the One-stop Center. Evaluating this model could produce better ways to service students and could be a model for other community colleges.

Recommendations for policy. The results of this study will inform policy on several levels. First, the data provided will show that simplifying policy and procedures to facilitate responsiveness of services provided to students will be essential for streamlining processes in the One-stop Center. According to Harris, Tagg, and Howell (2005), “when processes are continuously improved and seamlessly connected, such systems can yield consistent outcomes at reasonable costs” (p. 9). Similarly, Buultjens and Robinson (2011) maintain that a restructure of service provision would offer consistency, equity of access, and clarity of service provision for students who are seeking services. Such outcomes, if repeated with a bigger sample, might assist with increasing customer service and student satisfaction. Second, it is recommended that

administration provide clear assessment guidelines. One-stop Managers can develop a checklist for staff to conduct a self-assessment after meeting with a student. These self-assessments can be discussed during the staff performance evaluations.

Recommendations for practice. Students are at the core of institutional missions and student affairs practitioners can learn from assessing student satisfaction and expectations as they relate to the service delivery experience. Student affairs practitioners will be able to use the findings of this study to determine whether one-stop staff members are effectively cross-trained to provide a seamless service delivery experience. Participants expressed concerns about staff knowledge and behavior. One way to address these concerns is through continuous cross-training and professional development in the areas of customer service. Paulien and Thibodeau (1997) posit that cross-training supports employees in developing knowledge and skills across the various functional areas of the One-stop Center. Students will appreciate the ongoing cross-training given to staff members so that it will aid them in servicing students at a faster pace.

Additionally, findings can be utilized to improve customer service skills and maintain efficiency of services. I recommend on-going customer service skills training. Training manuals should include the customer service standards and expectations for staff. The training should include soft skills related to professionalism, dealing with difficult students, servicing students with disabilities and multicultural competency; and should be reinforced through role playing scenarios.

Recommendations for leadership. In a time of increased accountability for institutions in higher education, it is important that college administration begin to focus on reframing student services and explore ways to improve services (Bolman & Deal,

2008). Institutional benefits because of this reframing process according to Dauphinais (1998) will include increased student enrollment and institutional reputation. University administrators will also be able to use the findings to improve efficiency of services and to demonstrate to key stakeholders the effort being made toward fiscal responsibility, accountability and customer service.

Collecting student feedback through satisfaction surveys would allow administration to gather internal information from students to guide improvements and enhancements being made to the One-stop Center (Harvey, 2003) and it's a common practice in higher education (Leckey & Neill, 2001). The findings would also allow educational leaders to utilize student feedback to incorporate the student voice into the institutional decision-making process. Lastly, administration needs to ensure that their vision and expectations for the Center is clear to the staff. Establishing a system of ongoing assessment and feedback is essential for forward progress. Staff needs to understand these expectations and consequences of assessment.

Conclusion

The findings from this study revealed how important it is to understand the student experience and how it is being impacted by the integration of student services. Feedback from students as customers in the One-stop Center is necessary. Their voices should be used as a tool in offering services that will meet their expectations and yield student satisfaction. One-stop Centers aim to satisfy student needs while ensuring that institutions become more accountable, efficient, and fiscally responsible (Becker, 2012). Knowing and understanding how the student experience operates in this environment becomes a significant factor in increasing levels of student satisfaction as this study

indicated.

This study integrated the theoretical perspectives of Expectations Confirmation Theory (ECT) and Customer Satisfaction Theory to explore the student experience and factors that might influence a student's decision to return for services. The results indicate that the One-stop Center has the potential to be an excellent mechanism, but it requires continuous assessment and refinement to assure that a high quality of service is provided to all students. Based on the findings, I suggest that One-stop Managers promote confirmation (performance exceeding expectations) by way of continuous cross-training for staff members, the development of professionalism through customer service and the enhancements made to the daily operations of the One-stop Center.

References

- Abdullah, F. (2005). HEdPERF versus SERVPERF: The quest for the ideal measuring instrument of service quality in higher education sector. *Quality Assurance in Education, 13*(4), 305–328. doi:10.1108/09684880510626584
- Akpoiroro, R. M., & Okon, J. E. (2015). Students' satisfaction with service delivery in federal universities in South-south geo-political zone, Nigeria. *International Journal of Educational Administration and Policy Studies, 7*(5), 110–113. doi:10.5897/ijeaps2015.0408
- Ali, F., Zhou, Y., Hussain, K., Nair, P. K., & Ragavan, N. (2016). Does higher education service quality effect student satisfaction, image and loyalty?. *Quality Assurance in Education, 24*(1), 70–94. doi:10.1108/qae-02-2014-0008
- Alves, H., & Raposo, M. (2010). The influence of university image on students' behavior. *International Journal of Educational Management, 24*(1), 73–85. doi:10.1108/09513541011013060
- American College Personnel Association. (1994). *The student learning imperative*. Washington, DC: Author.
- Anderson, R. E. (1973). Consumer dissatisfaction: The effect of disconfirmed expectancy on perceived product performance. *Journal of Marketing Research, 10*, 38-44.
- Anderson, L. (2002). Five years later: Maintaining strategic focus. In D. Burnett and D. Oblinger (Eds.), *Innovation in student services: Planning for models blending high touch/high tech* (pp. 141–152). Ann Arbor, MI: Society for College and University Planning.
- Anderson, L., & Elliot, W. (1999). The evolution of enrollment services. In M. Beede & D. Burnett (Eds.), *Planning for student services: Best practices for the 21st century* (pp. 47–54). Ann Arbor, MI: Society for College and University Planning.
- Anderson, E. W., & Sullivan, M. W. (1993). The antecedents and consequences of customer satisfaction for firms. *Marketing Science, 12*, 125-142.
- Angell, R. J., Heffernan, T. W., & Megicks, P. (2008). Service quality in postgraduate education. *Quality Assurance in Education, 16*(3), 236–254. doi:10.1108/09684880810886259

- Appleton-Knapp, A. & Krentler, K. (2006). Measuring student expectations and their effects on satisfaction: The importance of managing student expectations. *Journal of Marketing Education, 28*(3), 254–264. doi:10.1177/0273475306293359
- Astin, A., Korn, W., & Green, K. (1987). Retaining and satisfying student. *Educational Record, 68*(1), 36-42.
- Ayatollahi, H., Langarizadeh, M., & Chenani, H. (2016). Confirmation of expectations and satisfaction with hospital information systems: A nursing perspective. *Healthcare Informatics Research, 22*(4), 326–332. doi:10.4258/hir.2016.22.4.326
- Bailey, T., & Morest, V. S. (2006). *Defending the community college equity agenda*. Baltimore, MD: The John Hopkins University Press.
- Baxter, P., & Jack, S. (2008). Qualitative case study methodology: Study design and implementation for novice researchers. *The Qualitative Report, 13*(4), 544–559. Retrieved from <https://nsuworks.nova.edu/tqr/>
- Bean, J. (1983). The application of a model of turnover in work organizations to the student attrition process. *The Review of Higher Education, 6*(2), 129–148. doi:10.1353/rhe.1983.0026
- Bearden, W. O., & Teal, J. E. (1983). Selected determinants of customer satisfaction and complaint reports. *Journal of Marketing Research, 20*, 21-28.
- Becker, J. M. (2012). Student services/one-stop centers: A qualitative examination of implementation at three post-secondary institutions (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses database. (UMI No. 3535672)
- Beede, M. (1999). Student service trends and best practices. In M. Beede & D. Burnett (Eds.), *Planning for student services: Best practices for the 21st century* (pp. 5–12). Ann Arbor, MI: Society for College and University Planning.
- Beede, M., & Burnett, D. (1999). *Planning for student services: Best practices for the 21st century*. Ann Arbor, MI: Society for College and University Planning.
- Berg, B. L. (2001). *Qualitative research methods for the social sciences*. New York, NY: Pearson.
- Bernhard, A. (2012). *Quality assurance in an international higher education area: A case study approach and comparative analysis*. Germany: Springer Fachmedien.
- Bolman, L., & Deal, T. (2008). *Reframing organizations: Artistry, choice, and leadership* (4th ed.). San Francisco, CA: Jossey-Bass.

- Boltan, R., Kannam, P., & Bramlett, M. (2000). Implications of loyalty program membership and service experiences for customer retention and value. *Journal of Academy of Marketing Science*, 28(1), 95–108. doi:10.1177/0092070300281009
- Botschen, G., Bstieler, L., & Woodside, A. G. (1996). Sequence-oriented problem identification within service encounters. *Journal of Euromarketing*, 5(2), 19-52.
- Boulding, W., Kalra, A., Staelin, R., & Zeithaml, V. A. (1993). A dynamic process model of service quality: From expectations to behavioral intentions. *Journal of Marketing Research*, 30(1), 7-27.
- Bowen, G. A. (2009). Document analysis as a qualitative research method. *Qualitative Research Journal*, 9(2), 27–40. doi:10.3316/qrj0902027
- Bowen, W. G., & Bok, D. C. (1998). *Shape of the river: long-term consequences of considering race in college and university admissions*. Princeton, NJ: Princeton University Press.
- Bragg, D. D. (2001). Community college access, mission and outcomes: Considering intriguing intersections and challenges. *Peabody Journal of Education*, 76, 93-116.
- Bragg, D. D., & Durham, B. (2012). Perspectives on access and equity in the era of (community) college completion. *Community College Review*, 40(2), 106-125.
- Brenders, D. A., Hope, P., & Ninnan, A. (1999). A systemic, student-centered study of university service. *Research in Higher Education*, 40(6), 665–685.
- Brown-Nevers, M. H., & Hogarty, L. (2007). Formula one-stop: Columbia’s University’s student services transformation initiative. In N. Sinsabaugh (Ed.), *Student centered financial services: Innovations that succeed* (pp. 13–32). Washington, DC: National Association of College and University Business Officers.
- Browne, B. A., Kaldenberg, D. O., Brown, W. G., & Brown, D. J. (1998). Student as customer: Factors affecting student satisfaction and assessment of institutional quality. *Journal of Marketing for Higher Education*, 8(3), 1–14. doi:10.1300/j050v08n03_01
- Burke, W. W. (2014). *Organization change: Theory and practice* (4th ed.). Los Angeles, CA: SAGE Publications.

- Burnett, D. J. (2002). Innovation in student services: best practices and process innovation models and trends. In D. J. Burnett & D. G. Oblinger (Eds.), *Innovation in student services: Planning for models blending high touch/high tech* (pp.1–273). Ann Arbor, MI: Society for College and University Planning.
- Burnett, D., & Oblinger, D. (2002). *Innovation in student services: Planning for models blending high touch/high tech*. Ann Arbor, MI: Society for College and University Planning.
- Burnes, B. (1996). *Managing change: A strategic approach to organizational dynamics*. London, England: Pitman.
- Bultjens, M., & Robinson, P. (2011). Enhancing aspects of the higher education student experience. *Journal of Higher Education Policy and Management*, 33(4), 337-346.
- Campanella, R., & Owens, R. (1999). *Project Delta: Planning a new student services model*. In M. Beede and D. Burnett (Eds.), *Planning for student services: Best practices of the 21st century*. (pp. 37–46). Ann Arbor, MI: Society for College and University Planning.
- Cardozo, R. (1965). An experimental study of customer effort, expectation, and satisfaction. *Journal of Marketing Research*, 2(8), 244-249.
- Carnegie Commission on Higher Education (1974). *A digest of reports of the Carnegie Commission on Higher Education*. New York: McGraw-Hill.
- Cawsey, T. F., Deszca, G., & Ingols, C. (2012). *Organizational change: An action-oriented toolkit*. Thousand Oaks, CA: SAGE Publications.
- Chen, Y.-Y., Huang, H.-L., Hsu, Y.-C., Tseng, H.-C., & Lee, Y.-C. (2010). Confirmation of expectations and satisfaction with Internet shopping: The role of Internet self-efficacy. *Computer and Information Science*, 3(3), 14–22. doi:10.5539/cis.v3n3p14
- Cheng, Y. C., & Tam, M. M. (1997). Multi-model of quality in education. *Quality Assurance in Education*, 5(1), 22–31. doi:10.1108/09684889710156558
- Choi, J., Seol, H., Lee, S., Cho, H., & Park, Y. (2008). Customer satisfaction factors of mobile commerce in Korea. *Internet Research*, 18(3), 313–335. doi:10.1108/10662240810883335

- Churchill, G. A., & Suprenant, C. (1982). An investigation into the determinants of consumer satisfaction. *Journal of Marketing Research*, 19(4), 491–504. Retrieved from <https://www.ama.org/publications/JournalOfMarketingResearch/Pages/current-issue.aspx>
- Colwell, B. W. (2006). Partners in a community of learners: Student and academic affairs at small colleges. *New Directions for Student Services*, 116, 53–66. doi:10.1002/ss.225
- Commission on the Future of Community Colleges. (1988). *Building communities: A vision for a new century*. Washington, DC: American Association of Community Colleges and Junior Colleges.
- Craig, D. (2014). Would you like service with that?. *Journal of Higher Education Policy and Management*, 36(3), 293–304. doi:10.1080/01587919.2014.899052
- Creswell, J. W. (1998). *Qualitative inquiry and research design: Choosing among five traditions*. Thousand Oaks, CA: Sage Publications, IOnc.
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). Thousand Oaks, CA: SAGE Publications.
- Creswell, J. W., & Plano Clark, V. (2011). *Designing and conducting mixed methods research*. Thousand Oaks, CA: Sage Publishers.
- Cross, D. (1992, March). *The assessment of internal policies and procedures that affect student retention in an urban commuter university*. Speech given at the annual meeting of the North Central Association, Commission on Institutions of Higher Education, Chicago, IL. Retrieved from <https://eric.ed.gov/?id=ED349894>
- Darlaston-Jones, D., Pike, L., Cohen, L., Young, A., Hounold, S., & Drew, N. (2003). Are they being served? Student expectations of higher education. *Issues in Educational Research*, 13(1), 31–52.
- Dauphinais, P. R. (1998). In praise of one-stop shopping for student services. *College and University*, 73(4), 12–16.
- Day, D. & Pitts, J. (2002). Generalists in cooperation with specialists: A working model. In D. Burnett & D. Oblinger (Eds.), *Innovation in student services: Planning for models blending high touch/high tech*. (pp. 71–78). Ann Arbor, MI: Society for College and University Planning.

- Decker, S., Fey, M., Sideras, S., Caballero, S., Boese, T., Franklin, A. E., ... & Borum, J. C. (2013). Standards of best practices: Simulation standard IV: The debriefing process. *Clinical Simulation in Nursing*, 9(6), S26–S29. doi:10.1016/j.ecns.2013.04.008
- Denzin, N. K. (2012). Triangulation 2.0. *Journal of Mixed Methods Research*, 6(2), 80–88. doi.org/10.1177/1558689812437186
- Draeger, J. (2008). Brad Honious gets it right with a one-stop shop. *Greentree Gazette*, 70–71. Retrieved from <http://valenciacollege.edu/finaid/documents/0807draegerFAA.pdf>
- Dungy, G., & Gordon, S. A. (2011). The development of student affairs. In J. H. Schuh, S. R. Jones, & S. R. Harper (Eds.), *Student services: A handbook for the profession* (pp. 61–79). San Francisco, CA: Jossey-Bass.
- Dužević, I., & Časni, A. C. (2015). Student and faculty perceptions of service quality: The moderating role of the institutional aspects. *Higher Education*, 70(3), 567–584. doi:10.1007/s10734-014-9857-3
- Eagle, L., & Brennan, R. (2007). Are students customers? TQM and marketing perspectives. *Quality Assurance in Education*, 15(1), 44–60. doi:10.1108/09684880710723025
- Elliot, K. (2002). Key determinants of student satisfaction. *Journal of College Student Retention*, 4(3), 271–279. doi:10.2190/b2v7-r91m-6wxr-kccr
- Federal Benchmarking Consortium. (1997). *Servicing the American public: Best practices in one-stop customer service*. Washington, DC: Author. Retrieved from <http://govinfo.library.unt.edu/npr/library/papers/benchmrk/onestp.html>
- Felix, E., & Lerner, C. (2017). The why, what, when, where and how of student service innovation. *Planning for Higher Education Journal*, 45(2), 54–64. Retrieved from <https://www.scup.org/page/phe>
- Ferreri, E. (2008, February 10). Extreme makeover. *The News & Observer*, pp. E1.
- Fink, A. (2013). *How to conduct surveys: A step-by-step guide*. Los Angeles, CA: SAGE Publications.
- Finney, T.G., & Finney, R. Z. (2010). Are students their universities' customers? An exploratory study. *Education and Training*, 52(4), 276–291. doi:10.1108/00400911011050954

- Flanagan, W. J. (2006). The future of small college dean: Challenges and opportunities. *New Directions for Student Services*, 2006(116), 67–83. doi:10.1002/ss.226
- Flick, U. (2007). *Designing qualitative research*. London, England: SAGE Publications.
- Foucar-Szocki, D., Harris, L., Larson, R. & Mitchell, R. (2002). Layers of learning: Planning and promoting performance improvement and action learning. In D. Burnett & D. Oblinger (Eds.), *Innovation in student services: Planning for models blending high touch/high tech* (pp. 79–94). Ann Arbor, MI: Society for College and University Planning.
- Franz, R.S. (1998). Whatever you do, don't treat your students like customers!. *Journal of Management Education*, 22(1), 63–9. doi:10.1177/105256299802200105
- Fullan, M. (2007). *The new meaning of educational change* (4th ed.). New York, NY: Teachers College Press.
- Fullan, M. (2011). *Change leader: Learning to do what matters most*. San Francisco, CA: Jossey-Bass.
- George, D. (2007). Market overreach: The student as customer. *The Journal of Socio-economics* 36(6), 965–977. doi:10.1016/j.socec.2007.01.025
- Gitomer, J. H. (1998). *Customer satisfaction is worthless, customer loyalty is priceless*. Austin, TX: Bard Press.
- Gold, R. (1958). Roles in sociological field observation. *Social Forces*, 36, 213-217.
- Goldrick-Rab, S. (2010). Challenges and opportunities for improving community college student success. *Review of Educational Research*, 80, 437-469.
- Graham, S. W., & Gisi, S. L. (2000). The effects of instructional climate and student affairs on college outcomes and satisfaction. *Journal of College Student Development*, 41(3), 279–291.
- Gray, B. (1989). *Finding common ground for multiparty problems*. San Francisco, CA: Jossey-Bass.
- Gruber, T., Fub, S., Voss, R., & Glaser-Zikuda, M. (2010). Examining student satisfaction with higher education services: Using a new measurement tool. *The International Journal of Public Sector Management*, 23, 105-123.
- Hansemark, O. C., & Albinsson, M. (2004). Customer satisfaction and retention: The experiences of individual employee. *Managing Service Quality* 14(1), 40-57.

- Harris, J., Tagg, J., & Howell, M. (2005). Organize to optimize: Organizational change and higher education. *The Observatory on Borderless Higher Education*. Retrieved from <http://www.obhe.ac.uk/documents/download?id=44>
- Harper, S. R., & Quaye, S. J. (2009). *Student engagement in higher education*. New York, NY: Routledge.
- Hanley, P. A. (2009, April). Integrating student services to improve student success: DePaul Central proves a cooperative model. Paper presented at the annual meeting of the American Association of Collegiate Registrars and Admissions Officers, Chicago, IL.
- Harvey, L. (2003). Student feedback. *Quality in Higher Education*, 9(1), 3–20.
- Hassel, H., & Lourey, J. (2005). The dea(r)th of student responsibility. *College Teaching*, 53(1), 2–13. doi:10.3200/ctch.53.1.2-13
- Havranek, J. E., & Brodwin, M. G. (1998). Restructuring universities and colleges: The student-focused paradigm. *Education*, 119(1), 115–120.
- Hayward, K., Pedersen, K., & Visser, F. (1999). Transforming with a learner-based redesign. In M. Beede and D. Burnett (Eds.), *Planning for student services: Best practices for the 21st century* (pp. 55–64). Ann Arbor, MI: Society for College and University Planning.
- Hennig-Thurau, T., Langer, M. F., and Hansen, U. (2001). Modeling and managing student loyalty: An approach based on the concept of relationship quality. *Journal of Service Research*, 3(4), 331–344. doi:10.1177/109467050134006
- Heskett, J. L., Sasser, w. E., & Schlesinger, L. A. (1997). *The service profit chain*. New York: Free Press.
- Hill, F. M. (1995). Managing service quality in higher education: The role of the student as primary customer. *Quality Assurance in Education*, 3(3), 10–21. doi:10.1108/09684889510093497
- Hom, C. M. (2003). Applying customer satisfy 7action theory to community college planning of counseling services. *iJournal*, 2, 1–13. Retrieved from <https://eric.ed.gov/?id=ED481317>
- Hoyer, W. D., & MacInnis, D. J. (2001). *Consumer behavior* (2nd ed.). Boston. Houghton Mifflin Company.

- Hrutka, M. (2001, April 22). Student services for distant learners: While some things change, some things stay the same. *NetResults*. Retrieved from <http://www.naspa.org>.
- Hu, S., & Kuh, G.D. (2003). Diversity experiences and college student learning and personal development. *Journal of College Student Development*, 44(3), 320–334.
- Hwang, H. B., & Teo, C. (2001). Translating customers' voices into operations requirements – A QFD application in higher education. *International Journal of Quality and Reliability Management*, 18(2), 195–225.
doi:10.1108/02656710110379075
- Ivankova, N. V., & Stick, S. L. (2007). Students' persistence in a distributed doctoral program in educational leadership in higher education: A mixed methods study. *Research in Higher Education*, 48(1), 93–135. doi:10.1007/s11162-006-9025-4
- Jancey, J., & Burns, S. (2013). Institutional factors and the postgraduate student experience. *Quality Assurance in Education*, 21(3), 311–322. doi:10.1108/qaenov-2011-0069
- Janesick, V. (1999). A journal about journal writing as a qualitative research technique: History, issues, and reflections. *Qualitative Inquiry*, 5(4), 505–524.
doi:10.1177/107780049900500404
- Javaheripour, G. H. (2009). One-stop student services center at Southwest Community College: A study of implementing an integrated student service center (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses database. (UMI No. 3368071)
- Johannes, C. (2010). *One-stop student services: A staff perspective*. Unpublished manuscript.
- Johannes, C. L. (2012). One-stop student services: A student perspective (Doctoral dissertation) Retrieved from ProQuest Dissertations and Theses database. (UMI No. 3516494)
- Kazeroony, H. (2012). *The strategic management of higher education: Serving students as customers for institutional growth*. New York, NY: Business Expert Press.
- Kesner, R. (1995). Reengineering Babson College: Towards I/T enabled student services. *Journal of Computing in Higher Education*, 7(1), 94–117.
doi:10.1007/bf02946145

- Kezar, A. J. (2001). *Understanding and facilitating organizational change in the 21st century: Recent research and conceptualizations*. San Francisco, CA: Jossey-Bass.
- King, L. (2014). How the millennials are changing emory and will change the workplace. *Emory Report*, August 12. Retrieved January 20, 2017, from the World Wide Web:
http://news.emory.edu/stories/2014/08/er_millennial_generation/campus.html.
- King, M., & Fox, R. (2007). Achieving student success in two-year colleges. In G. L. Kramer (Ed.), *Fostering student success in the campus community* (pp. 392–404). San Francisco, CA: Jossey-Bass.
- Kleinman, R. (1999). The reengineering of engineering of enrollment services: four departments become one. M. Beede & D. Burnett (Eds.), *Planning for student services: Best practices for the 21st century* (pp. 21–28). Ann Arbor, MI: Society for College and University Planning.
- Kneeling, R. P. (2004). *Learning reconsidered: A campus-wide focus on the student experience*. Washington, DC: American College Personnel Association and National Association of Student Personnel Administrators.
- Knopp, L. (2001). *The models. The one-stop shop: Developing student-centered operations in today's competitive environment* [Pamphlet]. Horsham, PA: LRP Publications.
- Knox, W. E., Lindsay, P., & Kolb, M. N. (1993). *Does college make a difference?* Westport, CT: Greenwood Press.
- Kotler, P., & Clarke, R. N. (1987). *Marketing for health care organizations*. Englewood Cliffs, NJ: Prentice-Hall.
- Kotler, P. & Fox, K. (1995). *Strategic marketing for educational institutions*. Englewood Cliffs, NJ: Prentice Hall.
- Kotler, P., & Keller, K. (2006). *Marketing management* (12th ed.). Upper Saddle River, NJ: Prentice Hall.
- Kotler, P., Lane, K. K., Koshy, A., & Jha, M. (2009). *Marketing management: A South Asian perspective* (13th ed.). New Delhi, India: Pearson.
- Kramer, G. L. (2003). *Student academic services: An integrated approach*. San Francisco, CA: Jossey-Bass.

- Kreinbring, J. (2002). Living with change: The implementation and beyond. In D. Burnett & D. Oblinger (Eds.), *Innovation in student services: Planning for models blending high touch/high tech* (pp. 119–128). Ann Arbor, MI: Society for College and University Planning.
- LeBlanc, G., & Nguyen, N. (2007). Listening to the customer's voice: Examining perceived service value among business college students. *International Journal of Education, 13*(4), pp. 187-198.
- Lampley, J. H. (2001). Service quality in higher education: Expectations versus experiences of doctoral students. *College and University, 77*(2), 9–14. Retrieved from <https://www.aacrao.org/research-publications/quarterly-journals/college-university-journal>
- Lawshe, C. H. (1975). A quantitative approach to content validity. *Personnel Psychology, 28*(4), 563–575. doi:10.1111/j.1744-6570.1975.tb01393.x
- Leckey, J., & Neill, N. (2001). Quantifying quality: The importance of student feedback. *Quality in Higher Education, 7*(1), 19–32. doi:10.1080/13538320120045058
- Lee, J., & Anantharaman, S. (2013). Experience of control and student satisfaction with higher education services. *American Journal of Business Education, (6)*2, 191–200. doi:10.19030/ajbe.v6i2.7684
- Liao, Y. W., Huang, Y. M., & Wang, Y. S. (2015). Factors affecting students' continued usage intention toward business simulation games: An empirical study. *Journal of Educational Computing Research 53*(4), 260–283. doi:10.1177/0735633115598751
- Liebenberg, J., & Barnes, N. (2004). Factors influencing a customer-service culture in a higher education environment. *Journal of Human Resource Management, 2*(2), 1–10. doi:10.4102/sajhrmv2i2.41
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Newbury Park, CA: SAGE Publications.
- Lloyd-Jones, E. M. (1934). Personnel administration. *Journal of Higher Education, 5*(3), 141–147. doi:10.1080/00221546.1934.11772515
- Lonabocker, L. M., & Wager, J. J. (2007). Connecting one-stop student services. In G. L. Kramer (Ed.), *Fostering student success in the campus community* (pp. 120–144). San Francisco, CA: Jossey-Bass.

- Long, D. (2012). The foundations of student affairs: A guide to the profession. In L. J. Hinchliffe & M. A. Wong (Eds.), *Environments for student growth and development: Libraries and student affairs in collaboration* (pp. 1–39). Chicago, IL: Association of College and Research Libraries.
- Makewa, L. N., Role, E., & Tuguta, E. (2013). Students' perceived level of English proficiency in secondary schools in Dodoma, Tanzania. *International Journal of Instruction*, 6(2), 35–52. Retrieved from <https://eric.ed.gov/?id=EJ1085391>
- Manning, K., Kinzie, J., & Schuh, J. H. (2014). *One size does not fit all: Traditional and innovative models of student affairs practice* (2nd ed.). New York, NY: Routledge.
- Marshall, M. N. (1996). Sampling for qualitative research. *Family Practice* 13(6), 522–526. doi:10.1093/fampra/13.6.522
- Martinez, P. (2001). *Improving student retention and achievement: What do we know and what do we need to find out?* London, England: Learning and Skills Development Agency.
- Mesa, D. (2005). *Student-centered operations: A guide to building, implementing and improving one-stop shops*. Horsham, PN: LRP Publications.
- Mattila, A., & O'Neill, J. W. (2003). Relationships between hotel room pricing, occupancy and guest satisfaction: A longitudinal case of a midscale hotel in the United States. *Journal of Hospitality and Tourism Research*, 27(3), 328–341. doi:10.1177/1096348003252361
- Marzo-Navarro, M., Pedraja-Iglesias, M. & Rivera-Torres, M. P. (2005a). Measuring customer satisfaction in summer courses. *Quality Assurance in Education*, 13(1), pp. 53-65.
- Marzo-Navarro, M., Pedraja-Iglesias, M. & Rivera-Torres, M. P. (2005b). A new management element for universities: Satisfaction with the courses offered. *International Journal of Educational Management*, 19(6), pp. 505-26.
- McRoy, I., & Gibbs, P. (2009). Leading change in higher education. *Educational Management Administration and Leadership*, 37(5), 687–704. doi:10.1177/1741143209339655
- Meyer, C., Hickson, L., Khan, A., & Walker, D. (2014). What is important for hearing aid satisfaction? Application of the expectancy-disconfirmation model. *Journal of the American Academy of Audiology*, 25(7), 644–655. doi:10.3766/jaaa.25.7.3

- Milem, J. F. (2003). The educational benefits of diversity: Evidence from multiple sectors. In M. Chang, M. Witt-Sandis, J. Jones, & K. Hakuta (Eds.), *Compelling interest: Examining the evidence on racial dynamics in higher education*. Palo Alto, CA: Stanford University Press.
- Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative data analysis: A methods sourcebook* (3rd ed.). Thousand Oaks, CA: Sage Publications.
- Miller, W. L., & Crabtree, B. (1999). *Doing qualitative research* (2nd ed.). Thousand Oaks, CA: SAGE Publications.
- Mills, G. E. (2003). *Action research: A guide for the teacher researcher* (2nd ed.). Upper Saddle River, NJ: Pearson Education.
- Moneta, L. (1997). The integration of technology with the management of student services. In C. M. Engstrom & K. W. Kruger (Eds.), *Using technology to promote student learning: Opportunities for today and tomorrow* (pp. 5–16). San Francisco, CA: Jossey-Bass.
- Moneta, L. (2001, January 8). Online and physical services: A student affairs paradox. *NetResults*. Retrieved from <https://www.naspa.org/membership/mem/nr/PrinterFriendly.cfm?id=87>
- Murali, S., Pugazgendhi, S., & Muralidharan, C. (2016). Integration of IPA and QFD to assess the service quality and to identify after sales service strategies to improve customer satisfaction – a case study. *Product Planning and Control*, 27(5), 394–407. doi:10.1080/09537287.2015.1129463
- Nadiri, H., & Hussain, K. (2005). Perceptions of service quality in North Cyprus hotels. *International Journal of Contemporary Hospitality Management*, 16(6), 469–480. doi:10.1108/09596110510612112
- Nadiri, H., Kandampully, J., & Hussain, K. (2009). Students' perceptions of service quality in higher education. *Total Quality Management*, 20(5), 523–535. doi:10.1080/14783360902863713
- Nealon, J. L. (2005). *College and university responsiveness to students-as-customers: the reorganization of service delivery in the enrollment service area* (Doctoral dissertation). Retrieved from repository.upenn.edu

- Nealon, J. L. (2007). *One-stop student services centers: Virtual and actual*. In N. Sinsabaugh (Ed.), *Student centered financial services: Innovations that succeed*. (pp. 1–12). Washington, DC: National Association of College and University Business Officers.
- Nell, C. E., & Cant, M. C. (2014). Determining student perceptions regarding the most important service features and overall satisfaction with the service quality of a higher education institution. *Management, 19*(2), 63–87. Retrieved from <https://hrcak.srce.hr/management>
- Noel-Levitz, Inc. (2009). *Connecting enrollment and fiscal management: Guide your campus through the uncertain economy with the fiscal indicators inventory* [White paper]. Retrieved from https://www.ruffalonl.com/documents/shared/Papers_and_Research/2009/ConnectingEnrollmentandFiscalManagement09.pdf
- Nuss, E. (2003). The development of student affairs. In S. R. Komives & D. B. Woodward, Jr. (Eds.), *Student services: A handbook for the profession* (pp. 65–88). San Francisco, CA: Jossey-Bass.
- Oldfield, B. M., & Baron, S. (2000). Student perceptions of service quality in a UK university business and management faculty. *Quality Assurance in Education, 8*(2), 85–95. doi:10.1108/09684880010325600
- Oliver, R. L. (1977). Effect of expectation and disconfirmation on post exposure product evaluations: An alternative explanation. *Journal of Applied Psychology, 62*(4), 480–486. doi:10.1037/0021-9010.62.4.480
- Oliver, R. L. (1980). A cognitive model of antecedents and consequences of satisfaction decisions. *Journal of Marketing Research, 17*(4), 460–469. doi:10.2307/3150499
- Oliver, R. L. (1993). A conceptual model of service quality and service satisfaction: Compatible goals, different concepts. In T. Swartz, D. E. Bowen, & S. W. Brown (Ed.), *Advances in services marketing and management* (Vol. 2) (pp. 65–85).
- Oliver, R. (1997). *Satisfaction: A behavioral perspective on the consumer*. New York, NY: Routledge.
- Oliver, R. (1999). Value as excellence in the consumption experience. In M. Holbrook (Ed.), *Consumer value: A framework for analysis and research* (pp. 43–62). New York, NY: Routledge.

- Oliver R. J., & DeSarbo, W. S. (1989). Processing of the satisfaction response in consumption: A suggested framework and research proposition. *Journal of Consumer Satisfaction*, 2, 1-16.
- Oliver, R. L., & Swan, J. E. (1989a). Consumer perceptions of interpersonal equity and satisfaction in transactions: A field survey approach. *Journal of Marketing*, 53, (April), 21-35.
- Orb, A., Eisenhauer, L., & Wynaden, D. (2001). Ethics in qualitative research. *Journal of Nursing Scholarship*, 33(1), 93–66. doi:10.1111/j.1547-5069.2001.00093.x
- Ousley, M. (2003). *Coffee pots and clocks: Cultural challenges to organizational change in higher education*. Ann Arbor: UMI Dissertation Services.
- Ousley, M. (2006). The luke principle: Counting the costs of organizational change for one-stop service models in student affairs. *The College Student Affairs Journal*, 26(1), 45–63. Retrieved from <https://eric.ed.gov/?id=EJ902802>
- Parasuraman, A. (1986). Customer-oriented organizational culture: A key to successful services marketing. In M. Venkatesan, D. M. Schmalensee, & C. Marshall (Eds.), *Creativity in services marketing: What's new, what works, what's developing* (pp. 73–77). Chicago, IL: American Marketing Association.
- Parasuraman, A., Zeithaml, V. A., & Berry, L. L. (1985). A conceptual model of service quality and its implications for future research. *Journal of Marketing*, 49(4), 41–50.
- Parasuraman, A., Zeithaml, V. A., & Berry, L. L. (1988). SERVQUAL: A multiple-item scale for measuring consumer perceptions of service quality. *Journal of Retailing*, 64(1), 12–40. Retrieved from <https://search.proquest.com/docview/228609374?pq-origsite=gscholar>
- Parasuraman, A., Berry, L. L., & Zeithaml, V. A. (1991). Refinement and reassessment of the SERQUAL scale. *Journal of Retailing*, 67(4), 420-450.
- Parker, C. & Mathews, B.P. (2001). Customer satisfaction: Contrasting academic and consumers' interpretations. *Marketing Intelligence and Planning*, 19(1), pp. 38–44. doi:10.1108/02634500110363790
- Patton, M. Q. (1990). *Qualitative evaluation and research methods*. Thousand Oaks, CA: SAGE Publications.
- Patton, M. Q. (2002). *Qualitative research and evaluation methods* (3rd ed.). Thousand Oaks, CA: SAGE Publications.

- Paulien, D. K., & Thibodeau, Y. (1997). *Pima Community College facilities specification for a library/student center prototype*. Retrieved from <https://eric.ed.gov/?id=ED434694>
- Paulos, J. A. (1995). *A Mathematician Reads the Newspaper*. New York: Doubleday.
- Pellicciotti, B., Agosto-Severa, A., Bishel, M. A., & McGuinness, P. (2002). Integrated service delivery: In person and on the web. In D. J. Burnett & D. G. Oblinger (Eds.), *Innovation in student services: Planning for models blending high touch/high tech*. Ann Arbor, MI: Society for College and University Planning.
- Persad, B., & Lewis, L. (2008). *Remedial education at degree-granting postsecondary institutions in Fall 2000* (NCES 2004-010). Washington, DC: National Center for Education Statistics.
- Peterson, H. L., & Otto, C. L. (2011). Creating a successful training program for frontline staff: The University of Minnesota's integrated student services model. *College and University*, 86(4), 41–46. Retrieved from <https://www.aacrao.org/research-publications/quarterly-journals/college-university-journal>
- Pitman, T. (2000). Perceptions of academics and students as customers: A survey of administrative staff in higher education. *Journal of Higher Education Policy and Management*, 22(2), 165–175. doi:10.1080/713678138
- Poister, T. H., & Thomas, J. C. (2011). The effect of expectations and expectancy confirmation/disconfirmation on motorists' satisfaction with state highways. *Journal of Public Administration Research and Theory*, 21(4), 601–617. doi:10.1093/jopart/mur004
- Raines, L. D. (2012). *The influence of enrollment management transition strategies on college student success* (Unpublished doctoral dissertation). Old Dominion University, Norfolk, VA.
- Redding, P. (2005). The evolving interpretations of customers in higher education: Empowering the elusive. *International Journal of Consumer Studies*, 29(5), 409–417. doi:10.1111/j.1470-6431.2005.00465.x
- Richardson, J. T. E. (2005). Instruments for obtaining student feedback: A review of the literature. *Assessment and Evaluation in Higher Education*, 30(4), pp. 387-415.
- Rossman, G. B., & Rallis, S. F. (2012). *Learning in the field: An introduction to qualitative research* (3rd. ed.). Thousand Oaks, CA: SAGE Publications.

- Rubin, H. J., & Rubin, I. S. (2012). *Qualitative interviewing: The art of hearing data* (3rd ed.). Thousand Oaks, CA: SAGE Publications.
- Rudge, N. (2014). Examining Student Satisfaction with the Student Services Center at a Local Community College. *Counselor Education Master's Theses*. 157.
- Russman, M. L. (2004). *Community college and one-stop center collaboration: The role of community college collaborative agents*. Retrieved from <https://eric.ed.gov/?id=ED501736>
- Saghier, N. & Nathan, D. (2013). Service quality dimensions and customer's satisfactions of banks in Egypt. In M. B. Hoque (Ed.), *Proceedings of 20th International Business Research Conference*. Victoria, Australia: World Business Institute.
- Sahaghan, P., & Napier, R. (2002). *Intentional design and the process for change: Strategies for successful change*. Washington, DC: National Association of College and University Business Officers.
- Saldana, J. (2013). *The coding manual for qualitative researchers* (2nd ed.). Los Angeles, CA: SAGE Publications.
- Sander, P., Stevenson, K., King, M., & Coates, D. (2000). University students' expectations of teaching. *Studies in Higher Education*, 25(3), pp. 79-91.
- Sanjari, M., Bahramnezhad, F., Fomani, F. K., Shogni, M. & Cheraghi, M. A. (2014). Ethical challenges of researchers in qualitative studies: The necessity to develop a specific guideline. *Journal of Medical Ethics and History of Medicine*, 7(14).
- Sathiyaseelan, S. (2014). Transforming student administrative services: Setting up the one-stop centre for students at Nanyang Technical University. *Campus Viewpoint*, 90(1), 41-46. Retrieved from <https://www.aacrao.org/research-publications/quarterly-journals/college-university-journal>
- Sax, B. (2004). Students as customers. *On the Horizon*, 12(4), pp. 157-159.
- Schuh, J. H., Biddix, J. P., Dean, L. A., & Kinzie, J. (2016). *Assessment in student affairs* (2nd ed.). San Francisco, CA: Jossey-Bass.
- Schutt, R. K. (2001). *Investigating the social world* (3rd ed.). Thousand Oaks, CA: Pine Forge Press.
- Schwartzman, R. (1995). *Students as customers: A mangled managerial metaphor*. Retrieved from <https://eric.ed.gov/?id=ED383022>

- Scott, W. R. (1995). *Institutions and organizations. Ideas, interests and identities* (4th ed.). Thousand Oaks, CA: Sage Publications.
- Scott, S. (1999). The academic as service provider: Is the customer 'always right'?. *Journal of Higher Education Policy and Management*, 30(3), 193–202. doi:10.1080/1360080990210206
- Seidman, I. (2003). *Interviewing as qualitative research* (3rd ed.). New York, NY: Teachers College Press.
- Shugart, S., & Romano, J. (2008). Focus on the front door of the college. *New Directions for Community Colleges*, 2008(144), 29–39. doi:10.1002/cc.343
- Sines, R. G., & Duckworth, E. A. (1994). Customer service in higher education. *Journal of Marketing for Higher Education*, 5(2), 1–16. doi:10.1300/j050v05n02_01
- Singer, E., & Bossarte, R. M. (2006). Incentives for survey participation: When are they “coercive”? *American Journal of Preventive Medicine*, 31(5), 411–418. doi:10.1016/j.amepre.2006.07.013
- SCUP Academy Council. 2014. *Report on Trends in Higher Education Planning 2014*. Ann Arbor, MI: Society for College and University Planning.
- Solomon, M. R. (1996). *Consumer behavior*. Englewood Cliffs, NJ: Prentice-Hall.
- Spreng, R. A., MacKenzie, S. B., & Olshavsky, R. W. (1996). A reexamination of the determinants of consumer satisfaction. *Journal of Marketing*, 60, 15-32.
- Stafford, T. F. (1994). Consumption values and the choice of marketing electives: Treating students like customers. *Journal of Marketing Education*, 16(2), 26–33. doi:10.1177/027347539401600204
- Stringer, E. T (2014). *Action research* (4th ed.). Los Angeles, CA: SAGE Publications.
- Subramanian, N., Gunasekaran, A., Jie, Y., Jiang, L., & Kun, N. (2014). Customer satisfaction and competitiveness in the Chinese e-retailing: Structural equation modeling (SEM) approach to identify the role of quality factors. *The Journal of Expert Systems with Applications: An International Journal*, 41(1), 69–80. doi:10.1016/j.eswa.2013.07.012
- Sultan, P., & Wong, H. Y. (2010). Service quality in higher education—A review and research agenda. *International Journal of Quality and Service Sciences*, 2(2), 259–272. doi:10.1108/17566691011057393

- Sultan, P., & Wong, H. Y. (2013). Antecedents and consequences of service quality in higher education context: A qualitative research approach. *Quality Assurance in Education, 21*(1), 70–95. doi:10.1108/09684881311293070
- Szymanski, D., & Henard, D. (2001). Customer satisfaction: A meta-analysis of the empirical evidence. *Journal of the Academy of Marketing Science, 29*(1), 4–17. doi:10.1177/009207030102900102
- Tavares, O., & Cardoso, S. (2013). Enrollment choices in Portuguese higher education: Do students behave as rational customers?. *Higher Education, 66*(3), 297–309. doi:10.1007/s10734-012-9605-5
- Taylor, S. A. (1996). Consumer satisfaction with marketing education: extending services theory to academic practice. *Journal of Consumer Satisfaction, Dissatisfaction and Complaining Behavior, 9*, 207-220.
- Taylor, S. H. (2008). What's past is prologue: The evolving paradigms of student affairs. *Planning for Higher Education, 37*(1), 23–31. Retrieved from <https://search.proquest.com/openview/3be5c883a3ae166b4977d32fae63df91/1?pq-origsite=gscholar&cbl=47536>
- Teddlie, C., & Tashakkori, A. (2009). *Foundations of mixed methods research: Integrating quantitative and qualitative approaches in the social and behavioral sciences*. Los Angeles: SAGE Publications.
- Trivellas, P., & Geraki, A. (2008). Investigating principal's leadership profile in secondary education. *Proceedings of ICMMS 2008 International Conference on Management and Marketing Sciences, Imperial College Press Conference Proceedings, Athens, 23-25 May*, pp. 599-602.
- Tversky, A., & Kahnman, D. (1982). *Judgment Under Uncertainty: Heuristics and Biases*. New York: Cambridge University Press.
- Van Teijlingen, E. R., & Hundley, V. (2001). The importance of pilot studies. *Social Research Update, 35*. Retrieved from <http://sru.soc.surrey.ac.uk/>
- Tinto, V. (1994). *Leaving college: Rethinking the causes and cures of student attrition* (2nd ed.). Chicago, IL: University of Chicago Press.
- Tsao, W. (2013). Application of expectation confirmation theory to consumers' impulsive purchase behavior for products promoted by showgirls in exhibits. *Journal of Promotion Management, 19*(3), 283–298. doi:10.1080/10496491.2013.770811

- Tse, D. K., & Wilton, P. C. (1988). Models of consumer satisfaction formation: An extension. *Journal of Marketing Research*, 25, 460-469.
- Tsech, R. (1990). *Qualitative research: Analysis types and software tools*. Bristol, PA: Farmer.
- Van de Ven, A. H., & Poole, M. S. (1995). Explaining development and change in organizations. *Academy of Management Review*, 20(3), 510-540. doi:10.5465/amr.1995.9508080329
- Waits, T., & Lewis, L. (2003). *Distance education at degree-granting postsecondary institutions: 2000-2001* (NCES 2003-017). Washington, DC: National Center for Education Statistics. Retrieved from <http://nces.ed.gov/pubs2003/2003017.pdf>
- Walters, E. (2003). Becoming student centered via the one-stop shop initiative: A case study of Ononadaga Community College. *Community College Review*, 31(3), 40-54. doi: 10.1177/009155210303100303
- Warmann, C. S. (2015). How generalists function as community of practice in a community college one-stop student service center (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses database. (UMI No. 3737995)
- Watjatrakul, B. (2014). Factors affecting students' intentions to study at universities adopting the "student-as-customer" concept. *International Journal of Educational Management*, 28(6), 676-693. doi:10.1108/ijem-09-2013-0135
- Weick, K. E., & Quinn, R. E. (1999). Organizational change and development. *Annual Review Psychology*, 50(1), 361-386. doi:10.1146/annurev.psych.50.1.361
- Wells, C. (2009). Reinventing student services for today's diverse students. In G. Myran (Ed.), *Reinventing the open door: Transformational strategies for community colleges* (pp. 77-85). Washington, DC: American Association of Community Colleges.
- Wheatley, C. (2002). Delivering the brand experience: Keeping the promise. In D. J. Burnett & D. G. Oblinger (Eds.), *Innovation in student services: Planning for models blending high touch/high tech* (pp. 15-22). Ann Arbor, MI: Society for College and University Planning.
- Wiers-Jenssen, J., Stensake, B., & Grøgaard, J. B. (2002). Student satisfaction: Towards empirical deconstruction of the concept. *Quality in Higher Education*, 8(2), 183-195. doi:10.1080/1353832022000004377

- Williams, J., & Cappuccini-Ansfield, G. (2007). Fitness for purpose? National and institutional approaches to publicizing the student voice. *Quality in Higher Education, 13*(2), 159–172. doi:10.1080/13538320701629186
- Wilson, F. R., Pan, W., & Schumsky, D. A. (2012). Recalculation of the critical values for Lawshe's content validity ratio. *Measurement and Evaluation in Counseling and Development, 45*(3), 197–210. doi:10.1177/0748175612440286
- Winston, R. B., Creamer, D. G., & Miller, T. K. (2001). *The professional student affairs administrator*. New York, NY: Routledge.
- Wright, C., & O'Neill, M. (2002). Service quality evaluation in the higher education sector: An empirical investigation of students' perceptions. *Higher Education Research and Development, 21*(1), 23–40. doi:10.1080/07294360220124639
- Yin, R. (1984). *Case study research: design and methods*. Beverly Hills: SAGE Publications.
- Yin, R. K. (1994). *Case study research: Design and methods* (2nd ed.). Thousand Oaks, CA: SAGE Publications.
- Yin, R. K. (2014). *Case study research design and methods* (5th ed.). Thousand Oaks, CA: SAGE Publications.
- Zeithaml, V. A. (1981). How consumer evaluation processes differ between goods and services. In J. Donnelly & W. George (Eds.), *Marketing of Services* (pp. 186-190). Chicago: American Marketing.
- Zeithaml, V. A. (1988). Consumer perceptions of price, quality and value: A means-end model and synthesis of evidence. *Journal of Marketing, 52*(3), 2–22. doi:10.2307/1251446
- Zeithaml, V. A., Berry, L. L., & Parasuraman, A. (1993). The nature and determinants of customer expectations of services. *Journal of Academic Marketing Sciences, 21*(1), 1–12. doi:10.1177/0092070393211001
- Zeithaml, A., Bitner, M., & Gremler, D. (2006). *Services marketing* (4th ed.). New York, NY: McGraw-Hill.
- Zeithaml, V., Parasuraman, A., & Berry, L. (1990). *Delivering quality service: Balancing customer perceptions and expectations*. New York, NY: The Free Press.

Appendix A

Survey Questionnaire

Expectations: As a result of my visit to the Student Services Center:

1. My expectations of services were fully met.
 - a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly disagree
2. How much time did it take the staff member to address your questions and concerns?
 - a. Much shorter than expected
 - b. Shorter than expected
 - c. About what I expected
 - d. Much longer than expected
 - e. Did not receive a response.
3. The Student Services Center staff member acted in my best interest.
 - a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly disagree
4. How long did you have to wait before the Student Services Staff member was available?

- a. Less than 1 minute
- b. 1 to less than 3 minutes
- c. 3 to less than 5 minutes
- d. 5 to less than 10 minutes
- e. More than 10 minutes

Performance: As a result of my visit to the Student Services Center:

- 5. The staff member resolved your questions and/or concerns competently.
 - a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly disagree
- 6. The staff member communicated in a clear manner.
 - a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly disagree
- 7. You felt confident in your staff member's ability to help you.
 - a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly disagree
- 8. The staff member made you feel like a valued student at the College.
 - a. Strongly agree

- b. Agree
- c. Disagree
- d. Strongly disagree

Evaluations: As a result of my visit to the Student Services Center ...

9. How likely are you to use the Student Services Center again?
- a. Extremely likely
 - b. Very likely
 - c. Somewhat likely
 - d. Not at all likely
10. Compared to how you felt about the Student Services Center before obtaining services, what is the likelihood of using the Student Services Center again for services?
- a. Better, based on performance
 - b. About the same
 - c. Worse, based on performance
11. I am able to find help related to student services should I need it.
- a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly disagree

Satisfaction: Student Services Center

12. I would recommend the Student Services Center to other students?

- a. Yes
- b. No

13. Overall, I was satisfied with my experience from beginning to end when I utilized the Student Services Center?

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree

14. Overall, I was satisfied in the way the Student Services Center performed in meeting my student needs.

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree

Please answer the following questions:

1. What did you find the most valuable in Student Services Center?
2. What did you find the least valuable?
3. What would you like to see added or changed in Student Services Center?
4. Where did you learn about the services of the Student Services Center?

Appendix B

Interview Protocol

Central Research Question: What is the deep meaning that students in the One-Stop Center at Mid-Atlantic Community College make of their experiences when seeking services?

Secondary Research Questions: How does the qualitative data collected in the second phase of this study help to confirm and explain the data from the initial quantitative phase? How do the current One-stop Center services meet students' expectations? How does the staff member's performance in the One-stop Center influence the student's decision to return to the Center? How does the students' overall evaluation of the One-stop Center influence their decision to return for services? How has the development of the One-stop Center affected student satisfaction and persistence? How does the qualitative data collected in the second phase of this study help to confirm and explain the data from the initial quantitative phase?

Introductory Questions

1. How long have you been a student here?
2. What is your major? Career plans?
3. Tell me about your student experience thus far at the College...
4. As a student, when you're trying to take care of your business each semester, tell me about how you prefer to spend your time (in person, on the phone, online)?

Expectations

5. What are your expectations about the Student Services Center? Have they been fulfilled?
6. Where do you expect to go on campus when you have a question or need assistance about your semester?
7. What expectations do you hear students most frequently expressing as it relates to the Student Services Center?
8. Do you expect staff members to be knowledgeable with all services in the Student Services Center? Explain your answer.

Perceived Performance

9. When you think of "the most helpful staff and place" on this campus – does the Student Services Center come to mind? Why?
10. Do you feel that the staff members in the Student Services Center are knowledgeable and cross-trained?
11. In your last visit to the Student Services Center, did one staff member help you with your questions or did they refer you to another person? Tell me about that

experience.

12. How important is it for staff members to be responsive, knowledgeable, cross-trained and polite? Please describe each.

Confirmation of Beliefs

13. Based on your experiences in visiting the Student Services Center, would you continue to utilize its services?
14. Would you give the Student Services Center a negative or positive rating? Please explain.
15. What do you believe are the strengths and weaknesses of the Student Services Center?

Satisfaction

16. What are your concerns regarding the Student Services Center?
17. Are you satisfied with the services being offered in the Student Services Center and how they are being performed? Please explain.
18. What additional changes do you believe need to be made at the Student Services Center?

Appendix C

Student Consent to Take Part in A Research Study

TITLE OF STUDY: Gateway to Student Satisfaction: A Case Study for Redesigning Student Services from a Legacy Model to a 21st Century One-stop Model

Principal Investigator: Dr. Jo Ann Manning

Co-Investigator: Debora Rivera

This consent form is part of an informed consent process for a research study and it will provide information that will help you to decide whether you wish to volunteer for this research study. It will help you to understand what the study is about and what will happen in the course of the study. If you have questions at any time during the research study, you should feel free to ask them and should expect to be given answers that you completely understand. After all your questions have been answered, if you still wish to take part in the study, you will be asked to sign this informed consent form.

The researcher, Debora Rivera will also be asked to sign this informed consent. You will be given a copy of the signed consent form to keep. You are not giving up any of your legal rights by volunteering for this research study or by signing this consent form.

A. Why is this study being done?

This research may help us gain a better understanding of the student experience when obtaining services at the One-stop Center. You are being asked to participate in a research study that is designed to gather student perceptions regarding one-stop services.

B. Why have you been asked to take part in this study?

You have been asked to participate in this study because you are a current student at Mid-Atlantic Community College and your experience in obtaining student services at the One-stop is of value to this research.

C. Who may take part in this study? And who may not?

Any first-time, full-time student can participate in the study. Part-time students will be excluded.

D. How many subjects will be enrolled in the study?

This study will enroll 8 participants.

E. How long will my participation in this study take?

The study will take place over the span of one academic year. As a participant, you will be asked to come in for the completion of your survey and your in-person interview at the time. Your time should not exceed two hours. Regarding the interview, once the researcher reviews the interview information, if necessary, you will be asked to come in for a follow up interview so that any information you provided can be reviewed and clarified.

F. Where will the study take place?

You will be asked to come to the Student Services Center located at Union County College. You will be asked to come to the above location potentially during the first two weeks of August 2017 to complete your survey and interview. During the last two weeks in August 2017 you may be contacted to complete a follow up interview, if necessary.

G. What will you be asked to do if you take part in this research study?

You will be asked a set of prepared questions by the primary investigator that are based on your experience with utilizing student services within the One-stop Center.

H. What are the risks and/or discomforts you might experience if you take part in this study?

There are no physical or psychological risks involved in this study. You are free to withdraw your participation at any time without penalty.

I. Are there any benefits for you if you choose to take part in this research study?

The general benefits of taking part in this study may be that through your shared experience with utilizing student services in the One-stop Center other students can learn about the way the Center operates that they may not have known about. Furthermore, your participation will help the college community understand student services better and the role that the One-stop Center plays during a students' full educational journey at the college.

What are your alternatives if you don't want to take part in this study?

There are no alternative treatments available. Your alternative is not to take part in this study.

J. How will you know if new information is learned that may affect whether you are willing to stay in this research study?

During the study, the researcher will update you about any new information that may affect whether you are willing to continue taking part in the study. If the researcher learns new information that may affect you, you will be contacted immediately.

K. Will there be any cost to you to take part in this study?

There will be no cost to you for being part of this study.

L. Will you be paid to take part in this study?

You will not be paid for your participation in this research study. However, you will receive a \$10 college bookstore gift card as a thank you for taking part in this study.

M. How will information about you be kept private or confidential?

All efforts will be made to keep your personal information in your research record confidential, but total confidentiality cannot be guaranteed. Your personal information may be given out, if required by law. Presentations and publications to the public and at scientific conferences and meetings will not use your name and other personal information.

Data collected from this study will be stored in a secured location and only accessible to the primary investigator, Debora Rivera. Your name will not be used. You will only be known by an identifier code that the researcher will have set next to your record.

N. What will happen if you are injured during this study?

If you are injured in this study and need treatment, contact Counseling Services and seek treatment. We will offer the care needed to treat injuries directly resulting from taking part in this study. Rowan University may bill your insurance company or other third parties, if appropriate, for the costs of the care you get for the injury. However, you may be responsible for some of those costs. Rowan University does not plan to pay you or provide compensation for the injury. You do not give up your legal rights by signing this form. If at any time during your participation and conduct in the study you have been or are injured, you should communicate those injuries to the research staff present at the time of injury and to the Principal Investigator, whose name and contact information is on this consent form.

O. What will happen if you do not wish to take part in the study or if you later decide not to stay in the study?

Participation in this study is voluntary. You may choose not to participate, or you may change your mind at any time.

If you do not want to enter the study or decide to stop participating, your relationship with the study staff will not change, and you may do so without penalty and without loss of benefits to which you are otherwise entitled.

You may also withdraw your consent for the use of data already collected about you, but you must do this in writing via email to Debora Rivera – riverad7@students.rowan.edu .

If you decide to withdraw from the study for any reason, you may be asked to participate in one meeting with the Principal Investigator.

P. Who can you call if you have any questions?

If you have any questions about taking part in this study or if you feel you may have

suffered a research related injury, you can contact:

Principal Investigator: Dr. Jo Ann Manning – manning@rowan.edu

Co-Investigator: Debora Rivera - riverad7@students.rowan.edu

If you have any questions about your rights as a research subject, you can call:

Office of Research Compliance

(856) 256-4078– Glassboro/CMSRU

What are your rights if you decide to take part in this research study?

You have the right to ask questions about any part of the study at any time. You should not sign this form unless you have had a chance to ask questions and the study’s investigator has answered these.

AGREEMENT TO PARTICIPATE

I have read this entire form, or it has been read to me, and I believe that I understand what has been discussed. All my questions about this form or this study have been answered.

Subject Name: _____

Subject Signature: _____ Date: _____

Signature of Investigator/Individual Obtaining Consent:

To the best of my ability, I have explained and discussed the full contents of the study including all the information contained in this consent form. All questions of the research subject and those of his/her parent or legal guardian have been accurately answered.

Investigator/Person Obtaining Consent: _____

Signature: _____ Date: _____

ROWAN UNIVERSITY INSTITUTIONAL REVIEW BOARD

AUDIO/VIDEOTAPE ADDENDUM TO CONSENT FORM

You have already agreed to participate in a research study conducted by **Debora Rivera**. We are asking for your permission to allow us to **audio record your interview** as part of that research study. You do not have to agree to be recorded to participate in the main part of the study.

The recording(s) will be used for **interview transcriptions, data analysis, and citation by the research team.**

The recording(s) will include **everything that you shared during your interview. The researcher will only use an identifier code to recognize you; your name will not be used.**

The recording(s) will be stored **in a secure location. In a locked file cabinet and the equipment used to store the data will be password and face recognition protected with the researcher being the only one with access to this information.**

Your signature on this form grants the investigator named above permission to record you as described above during participation in the above-referenced study. The investigator will not use the recording(s) for any other reason than that/those stated in the consent form without your written permission.

Check one:

I GRANT permission for my interview to be audio recorded.

I DENY permission for my interview to be audio recorded.

Subject Signature:

Date:

Appendix D

Identification of the Study's Major Negative Comments

Open-Ended Survey Questions

What aspect of the One-stop Center did you find least valuable?

Students responded with the following:

1. "Communication between student and staff".
2. "The workers need to know more about different areas".
3. "The ability to see past a student and just see money".
4. "A couple of times I went to the One-stop Center and I encountered a very rude staff member. She made me feel like she didn't care about me."
5. "Sometime people would help me and would get up and leave and won't come back."
6. "I hate when they call, no, yell out your number when it's busy. I get really annoyed. It feels like I'm at an auction. It's loud, annoying and I get embarrassed for the person yelling out the numbers. There needs to be a better system. It's too chaotic. It makes them look all over the place".
7. "Student should not be seen as numbers, but as students who are valued."
8. "The school environment itself. Student should feel like they are number one, but sometimes we don't."

Appendix E

One-Stop Model at Mid-Atlantic Community College

