

**Q2 Phase I Assessment Report**

**The Lindenwood Learning Academy**

**Abbreviation Key**

**Academic Services-AcadSe**

**Admissions-Admissions**

**Advancement and Communications AdvCom**

**Athletics-Athletics**

**Business Office-BO**

**Department of Enrollment Management and Student Engagement-DEMSE**

**Department of Public Safety-DPS**

**Fiscal Affairs-FA**

**Human Resources-HR**

**Information Technology-IT**

**Lindenwood Online-LO**

**Office of Experiential Learning-OEL**

**Office of Admissions & Services for International Students-OASIS**

**Office of Student Involvement-SI**

**Operations-OPS**

**Plaster School of Business and Entrepreneurship-PSBE**

**School of Accelerated Degree Programs-ADP**

**School of Arts, Media, and Communication-AMC**

**School of Education-SoE**

**School of Health Sciences-SoHS**

**School of Humanities-SoH**

**School of Sciences-SoS**

**Student and Academic Support Services-SASS**

**Student Financial Services-SFS**

**Student Life and Diversity-SLD**

**Writing Center-WC**

**Introduction**

From July 16-19, four Lindenwood University representatives traveled to Orlando, Florida. These representatives sought to develop a hospitality and service program for Lindenwood based upon the legendary Disney approach and enrolled in the Disney Institute-Quality Service program to gain the techniques and insights necessary to realize their vision.

The Lindenwood representatives chose to begin their initiative at Disney as the Disney Institute’s service philosophy aligns closely with the university’s strategic plan initiative as outlined in Theme Four, which focuses attention and resources on delivering high-quality experiences to students and employees. One of the initiatives of this theme focuses specifically on excellence in service delivery throughout the university.

The Disney model has been the basis for service models for all types of industries around the world. It provides a strong foundation that will be adapted to higher education and that will be specific to Lindenwood. It gave the team a launching point to explore what it means to deliver high quality experiences on a daily basis with our students, our colleagues, and others with whom we interact on a daily basis. The representatives then spent the next year forging and integrating the Q2 Service Excellence program for Lindenwood.

Lindenwood University’s Q2 service excellence program is founded on two questions, WHAT and HOW? During the foundational Q2 workshops employees are familiarized with the adapted Disney Institute content and build a foundation for service excellence upon the two questions in Q2, what brings you in today and how can I help you? Q2 workshops are offered to employees through the Lindenwood Learning Academy, the internal employee development department.

Lindenwood began the Q2 initiative with a Kickoff and reception at both the St. Charles and Bellville campuses in January 2019. These events began a new era for the University with an emphasis on Q2 service excellence at Lindenwood.

Prior to the Kickoff, the Q2 team piloted four workshops during Fall 2018 with Main Street (Enrollment Management [former name], Academic Services, and Student Financial Services, St. Charles and Belleville campus). While the workshops have continued to be developed to maximize their effectiveness for each specific department, their learning goals have remained largely unchanged since the pilot workshops. Thus far, the workshops included a focus on the mission and values of the university. They have helped each unit explore their current service standards and relate those standards to our everyday processes, the places around us, and, most importantly, the people we serve. Finally, each unit has and will continue to analyze its positive service attributes and what the department and University can do to improve service excellence for all students and colleagues.

**Q2 Champions**

Each department and school picked a Q2 champion(s) to lead their unit through the following ON YOUR OWN sessions. In addition, the Q2 Champions continue to act as a facilitator and liaison with the other Champions throughout the University. The initial role of the Champion was to work with the rest of their unit to develop several ideas or initiatives that the unit would like to move forward to improve service excellence for either colleagues (faculty/staff) and/or students; these initiatives involved process, place, and/or people. Many of our employee initiatives have developed as people have started to think about their touchpoints with students or colleagues.

Outside of their own units, Q2 Champions continue to work with Champions from other areas of the University to facilitate collaborative ideas that may need partnerships across divisions, schools, and other units of the University. The Champions meet a few times throughout the year as a large group but will mostly work in small task forces to help to continue the Q2 culture as we move into the future.

Q2 Champions will also be responsible for introducing Q2 culture to new faculty and staff. Champions are nominated by their supervisor(s) and colleagues and are people who live these initiatives and believe they can make a difference in the lives of both students and colleagues at Lindenwood.

**Q2 Workshops FALL 2018**

August and September were used to develop a curriculum using the Disney Institute as a launching point and combining it with the mission and values of Lindenwood University.

**Admissions**

Introduction (prior to University Kickoff) October 26, 8-9 am

Session One November 9, 8-9:30 am

Session Two November 30, 8-9 am (ON YOUR OWN)

Session Three December 7, 8-10 am

**Academic Services (St. Charles and Belleville)**

Introduction (prior to University Kickoff) November 14, 8-9 am

Session One November 30, 9:15-10:15 am

Session Two December 12, 8-9 am (ON YOUR OWN)

Session Three January 8, 8-10 am

**Student Financial Services (St. Charles and Belleville)**

Introduction (prior to University Kickoff) November 14, 9:30-10:30 am

Session One November 30, 3-4:30 pm

Session Two December 19, 9-10 am (ON YOUR OWN)

Session Three January 8, 8-10 am

**Q2 WORKSHOPS SPRING 2019**

**Human Resources**

Introduction (prior to University Kickoff) January 9, 9-11 am

Session One January 30, 9-11 am

Session Two February 13, 9-11 am (ON YOUR OWN)

Session Three March 6, 2-4 pm

**SASS**

Session One January 31, 9:30-11:30 am

Session Two February 13, 8-10 am (ON YOUR OWN)

Session Three February 26, 8-10 am

**Business Office**

Session One February 1, 8-10 am

Session Two February 15, 8-10 am (ON YOUR OWN)

Session Three March 1, 8-10 am

**Belleville Admissions**

Session One January 25, 1-3 pm

Session Two February 8, 8-10 am (ON YOUR OWN)

Session Three February 22, 1-3 pm

**Office of Experiential Learning, Student Involvement, and Mail Room**

Session One February 25, 2-4 pm

Session Two March 15, 9-11 am (ON YOUR OWN)

Session Three March 27, 2-4 pm

**Pedestal**

Session One March 13, 9-11 am

Session Two (ON YOUR OWN)

Session Three TBD

**Information Technology**

Session One April 11, 9-11 am

Session Two April 25, 9-11 am (ON YOUR OWN)

Session Three May 2, 2-4 pm

**Operations Administration**

Session One April 15, 8-10 am

Session Two April 25, 1-3 pm (ON YOUR OWN)

Session Three May 7, 1-3 pm

**Operations Grounds, Maintenance, Security**

Session One April 24, 7-8 am

Session Two (ON YOUR OWN)

Session Three May 14, 7-9 am

**Operations Custodians and Security**

Session One April 30, 1-2 pm

Session Two (ON YOUR OWN)

Session Three May 15, 1-3 pm

**Library Services and Writing Center**

Session One April 23, 2-4 pm

Session Two May 6, 2-4 pm (ON YOUR OWN)

Session Three May 21, 2-4 pm

**Fiscal Affairs**

Session One May 2, 8-10 am

Session Two May 16, 8-10 am (ON YOUR OWN)

Session Three May 30, 8-10 am

**University Relations**

Session One June 13, 12-2 pm

Session Two June 27, 2:30-4:30 pm (ON YOUR OWN)

Session Three July 11, 8:30-10:30 am

**Housing & Student Counseling Center**

Session One July 1, 9-11 am

Session Two July 15 ON YOUR OWN  
Session Three July 29, 9-11 am

**Athletics Administrators**

Session One July 22, 2-4 pm

Session Two (ON YOUR OWN)

Session Three August 7, 9-11 am

**Provost Office and Office of Institutional Advancement**

Session One August 6, 9-11 am

Session Two August 13, 9-11 am (ON YOUR OWN)

Session Three August 27, 9-11 am

**Athletics Coaches**

Session One September 17, 8:45-10:15 am

Session Two (ON YOUR OWN)

Session Three November 13, 8-11 am

**Faculty Workshops**

Session One **School of Education** February 6, 1-2 pm

Session One **Accelerated Degree Programs** February 8, 9:30-10:30 am

Session One **School of** **Humanities** February 8, 2-3 pm

Session One **Plaster School of Business & Entrepreneurship** February 13, 4-5 pm

Session One **School of Arts, Media, and Communications** February 20, 3-4 pm

Session One **School of Sciences** March 22, 3-5 pm

Session One **School of Health Sciences** April 16, 3:30-4:30 pm

Session Three **School of Education** April 24, 3-4 pm

Session Three **Accelerated Degree Programs** TBD

Session Three **School of** **Humanities** May 16, 2-3 pm

Session Three **Plaster School of Business & Entrepreneurship** TBD

Session Three **School of Arts, Media, and Communications** May 21, 11-12 pm

Session Three **School of Health Sciences** May 16 11,:30-12:30 pm

Session Three **School of Sciences** May 21, 12-2 pm

**Adjunct Instructors**

Session One August 10, 8-9 am

Q2 Check-In Spring 2020

**Methodology**

**SSI**

Early indicators that signaled the need for revised service culture at Lindenwood were the results of the university’s 2017 Student Satisfaction Inventory (SSI). Every three years, the university contracts Ruffalo Noel Levitz, LLC to gauge student opinion of the university with the company’s trusted, research-based instrument—the SSI. The SSI is distributed to students’ email addresses, and the questionnaire asks students to rank their satisfaction with approximately 100 statements about their institution and then quantify the importance of those statements in relation to their educational experience. Once the study period closes, Ruffalo Noel Levitz, LLC provides the institution with a data report that outlines responses to the questionnaire items. One evaluation dimension reports students’ responses in percentages, which represent participants’ mean satisfaction and importance scores. The data also list a gap, which is the difference between the importance rating and the satisfaction rating. A large gap means students ranked importance above satisfaction, which could indicate the university is not meeting student expectations, while a small or negative gap reflects a close link between student satisfaction with an issue and how important the issue is to participants’ education.

The SSI provides an in-depth review of students’ experiences and manages to quantify the data. Large gaps help the university determine where it needs to invest more resources, while small and negative gaps could mean the university is doing well or even overinvesting in aspects of the student experience. After reviewing the 2017 data, university administrators realized Lindenwood needed to do more to provide excellent, intentional service. Questions about the service students received some of the largest gaps in the study, in excess of 40% in some cases. Other factors prompted the initial Disney development trip, but the SSI data modeled the university's service shortcomings. It provides a metric by which to gauge pre-Q2 culture, which the research team will respond to in the following report. The university will conduct another SSI study in the coming months, but, as the instrument cannot pinpoint specific factors leading to potential change, the new SSI will not be a valid tool to assess Q2’s sole impact. Instead, the team has developed a robust qualitative analysis using the 2017 SSI data to construct a pre-Q2 state. The team will then discuss how the Q2 initiative has addressed the nearly 100 items on the SSI, how the initiative may have addressed or fallen short of weaknesses identified in the SSI, and what the next goals of the movement should be.

**Student Feedback**

A collaborating researcher collected student feedback on their perception of service excellence across campus to gain insight on what students believed creates a positive campus experience. The researcher hosted workshops with multiple student groups and organizations across campus. During these workshops, the researcher used SSI categories to guide students through a series of brainstorming sessions and collected both verbal and written feedback from student participants. Students were asked to specifically list their top six themes and ideas. Finally, the researcher then coded the responses into SSI categories and grouped common responses to create a list of the most common university strengths and shortcomings. In this write-up, this research will be referred to as the student service qualitative assessment or student qualitative study.

**Q2 Reports**

One of Q2’s primary data gathering instruments has been the Q2 Champions’ monthly reports. Each month, the Q2 Champions in each department collaborate to submit a monthly report. The report reflects upon what the department’s service successes have been, what new initiatives have been introduced, and what progress has been made on prior initiatives. The report is completed in an Excel document and uploaded to a shared Canvas Shell.

The research team downloaded the champions’ Q2 reports and merged them into a single record. A sub-group of three researchers then coded each departments’ initiatives into one of 19 categories. Concurrently, the research team divided the SSI data into the same 19 categories to allow direct comparison and discussion. Two team members coded the 250 unique Q2 initiatives submitted by the university's Q2 champions. The third team member then reviewed the data and resolved any discrepancies between the primary reviewers’ coding. Once the data had been coded, the team then sorted the data and began the write-up. It should be noted that when the team realized 56 of the initiatives (22.7%) were coded as “Communication,” the researchers created 7 subcategories to permit more meaningful analysis.

**Process Improvement Task Force**

In the early days of Q2, the initiative’s leadership realized some of the issues being unearthed through the Q2 sessions would require impactful decisionmakers to collaborate on large scale projects. To put the necessary parties in communication, Q2 leadership invited representatives from around campus to form the Process Improvement Task Force (PITF). To date, this team has implemented 16 initiatives and plans to address cumbersome administrative policies in the coming months. Of the PITF’s accomplished, current, and future projects, 26 appear in this report.

**Q2 Survey**

In late 2019, the LLA solicited questionnaire responses from all Lindenwood faculty, adjunct instructors, and staff. Of the 255 individuals who chose to respond to the questionnaire, 76 self-identified as faculty, 33 as adjunct instructors, and 146 as staff. The instrument contained nine fixed choice and three open response questions. Questionnaire questions ranged from basic demographic information to invitations to critically reflect upon the university’s first year of Q2 service commitment. In this write-up, this instrument will be referred to as the faculty, staff, and adjunct instructor questionnaire.

**People**

Q2 constructs service excellence through three dimensions: people, place, and process. The first dimension, people, are the university stakeholders who provide service. To make service excellence a possibility, the university's faculty and staff must empathize with students and stakeholders, have the knowledge and training to provide service, and be empowered to make service decisions. For the purposes of this study, the researchers divided data about “people” into six categories: Caring and Fair, Excellent, Helpful, Knowledgeable, Responsive, and Student-Centered. The following section reviews how Q2 has attempted to improve the People dimension of service.

**Caring and Fair**

When the 2017 SSI asked if their faculty and advisors care about them as individuals, students responded with 54% and 71% satisfaction, respectively. Furthermore, the 2017 students rated the importance of having academic advisors who care about them as individuals at 90%, making it one of the most important aspects of their education. In a similar question, students averaged a 41% satisfaction rating with how residence life staff cares about them as individuals; however, students rated the importance of residence hall staff’s treatment of them at 72%, below that of faculty and advisors.

Lindenwood students want to be cared for as individuals, especially by their academic advisors. Students rated their satisfaction with their advisors’ care as one of the most important issues in the SSI, but students also claimed high satisfaction in this category. What has Q2 done to support the already strong relationships our faculty and students have while offering some resources to support opportunities to individual interactions from other university colleagues?

The Business Office (BO) offered some of the earliest programs to impact the university’s ability to care for students as individuals. The office began discussing how they communicate on phone calls with students and championed the mindful use of supportive language; for example, account representatives are now trained to explain how and why a student’s account balance is created instead of just sending numbers. The BO has noticed both students and parents have been more receptive to unfavorable information since this change. To further demonstrate their support for students, the BO is making plans to “adopt” an athletics team. Using a similar strategy to improve service, the School of Arts, Media, and Communications (AMC) offered service excellence training for their community-facing representatives. As the Scheidegger Center’s staff become more service-minded they received recognition and praise from various community members and the Office of the President. The Title IX Office has offered the university additional resources to support students through the development of Title IX care advocates. In addition to supporting critical compliance standards, the Title IX advocates allow trained employees to support the individual struggle students who have been the victims of Title IX related offenses.

Looking internally, several departments have put forth initiatives to show that Lindenwood cares about its employees as individuals. The Department of Enrollment Management and Student Engagement (DEMSE) and AMC both maintain weekly team member highlights; as both departments are two of the largest on campus, the spotlights allow adjacent colleagues to meet and appreciate their peers as individuals. The Office of Student Involvement Office (SI) and School of Education (SoE) both introduced service recognition programs to honor team members who demonstrated exceptional service. Lindenwood Online (LO) has developed a Lunch & Learn program where LO employees gather for lunch once a month. At the Lunch & Learn, one employee presents about a non-work-related topic and the presentation allows the LO team to learn about their colleagues and gain a new perspective. The School of Accelerated Degree Programs (ADP) used a much more subtle technique to honor their colleagues—the Q2 champions wrote personalized thank you notes to each department member lauding the recipient's personal contribution to ADP’s function.

**Excellent**

Excellence is one of Lindenwood’s core values. Excellence does not only guide the university, our students identified it as one of the most important aspects of their college experience. Our students ranked their satisfaction with excellence in their major course instruction at 93%. This same student sample rated the importance of all course instruction (major and otherwise), quality of adjunct faculty instruction, and quality of graduate teaching assistant instruction as 89%, 86%, and 80% respectively. In relation to other questions, our students believed our instruction is moving towards excellence. The students rated their satisfaction with the excellence of their major coursework at 62%, all instruction at 53%, adjunct faculty instruction at 57%, and graduate teaching assistant instruction at 52%. These ratings are not as alarming as other data, but they do show room for growth.

The SoE has offered a direct response to students’ desire for excellence. To better understand its strengths and weaknesses and how its students perceive it, the SoE conducted a comprehensive study of its culture. An early discovery was that teacher candidates desired more experience working with parents, so the SoE brought a Family Engagement course to campus. Admissions also sought excellence through assessment by introducing post-tour surveys for prospective students and their families. The surveys have had a limited response rate, but the comments have been positive. Admissions is implementing new strategies for obtaining constructive feedback by providing small giveaways as incentives for prospective students to complete post-tour surveys before leaving campus; the team has also created an instrument in extension sites to capture post-traditional students’ experiences. Already having some survey data to inform their direction, the Writing Center (WC) took further steps towards excellence by further integrating technology into their consultations and by training their consultants to reach more types of student writers. Other departments strove for excellence by highlighting current successes. ADP introduced a monthly top five service moments, and the Lindenwood Learning Academy (LuLA) developed ThankQ notes recognizing moments of service excellence.

Admissions further embodied excellence when they hosted the annual CUBE conference. The team demonstrated Lindenwood’s commitment to leading excellence in admissions counseling by hosting over 160 local high school admissions counselors. Just as Admissions has pursued growth through hosting a conference, the School of Humanities (SoH) has implemented a new strategy to achieve collaborative excellence. The SoH has committed to continuous improvement by scheduling a blackout time during the week when no faculty members are teaching or holding office hours. During the Fall 2020 semester, no SoH faculty member will teach a course at 2:30 on Thursday. This time will be reserved for faculty members to collaborate on research and school improvement innovations.

SI, Human Resources (HR), and Athletics have developed programs to give their new colleagues an excellent start at the university. SI is hiring a new Greek Life coordinator, who will be responsible for directing Lindenwood’s Greek organizations. Before a new coordinator even starts, SI has implemented processes and organized assessment data to allow the new coordinator to understand Lindenwood’s unique Greek Life Community. Athletics has developed a new onboarding process to help coaches and staff integrate into the Lindenwood community. Additionally, HR has implemented the New Employee Success Program that recognizes and empowers new Lindenwood employees. This success program was conceived out of a Q2 workshop and was designed to have a Q2 champion partner with the supervisor to ensure the success of each new employee through intentional practices; the program begins prior to the new employee’s arrival and continues through their first full year of employment. A checklist of timely interventions was developed to include work resources, knowledge and skills training, introductions, and regular check-ins. The New Employee Success Program is expected to expedite the learning curve, increase job satisfaction and confidence, and, most importantly, improve the student experience when interacting with the university’s newest employees. Previous practices did not offer any university-wide standardized training, so the new procedure will offer new hires the resources they need to represent Lindenwood’s commitment to excellence.

We have done much to support the idea of excellence at Lindenwood, but our next steps will be to more directly address students’ desire for classroom excellence. SoE has gathered data and several of our support offices have found ways to recognize excellence, but we must be more intentional with bringing excellence into our classrooms. In the student service qualitative assessment, students reported advance teaching styles with more emphasis on interactive and experiential learning as their sixth-highest priority. The university has excellent faculty and needs to continue to push these colleagues to innovate in teaching.

**Helpful**

Several of the SSI questions related directly to one of Q2’s core questions: how can I help? When asked about how helpful various campus offices and policies are, students offered some of the largest and smallest gaps in the study. With one exception, each of the following university representatives received satisfaction ratings between 47% and 57%: campus staff, financial aid counselors, library staff, academic advisors, registration personnel, academic support services staff, and bookstore staff. The difference in gap arose from how important the representatives were to the students’ college experience. Students claimed the library and bookstore staff to be less important to their experience, giving both departments small gaps, while the importance of financial aid counselors and general staff created large gaps between what the students valued as important and how satisfied they were with the service they have received. As the financial aid counselors were the only group to be rated below 47% (at 38%), and students rated their importance at 83%, the helpfulness of financial aid counselors is the largest gap in this section of the study.

Students may have identified a disparity in their expectations for and reality of their interactions with their financial aid counselors, but the Student Financial Services (SFS) team has focused their efforts on closing this gap. SFS underwent a major policy and training overhaul beginning with the Fall 2019 Semester. From alerting counselors to walk-ins, to purchasing self-service business card holders, to returning phone messages, to award letter filing, SFS streamlined several processes to give their counselors the tools they need to help our students. SFS also endured heavy turnover going into the Fall term—the department lost four counselors, including their senior counselor, their compliance officer, and their associate director. To make sure each student who contacted SFS still felt helped, SFS staff worked well beyond 40 hours each week and implemented several one-on-one training exercises with their new colleagues.

The BO offered major training revisions to more effectively help students as well. As their service is adjacent, the BO cross-trained with SFS, so each employee understood how their role connected to the other department to create one cohesive payment process for students. For example, the BO account representatives learned when and how aid posts to students’ accounts so when a student calls them regarding a discrepancy in their bill, they understand how to check for aid that may be missing from the student’s bill. The BO created new internal cross-training programs as well to ensure each staff member can serve any student in the event of staff absences.

Moving beyond billing, the office of Student Life and Diversity (SLD) plans to seek opportunities to partner with the academic schools to offer more academically focused programs. These initiatives will involve bringing subject matter experts into the residence halls to offer programming to support the academic goals of students. These programs will allow our community Area Coordinators and Community Advisors to support students socially and academically. Athletics has offered academic support as well through the implementation of athletics liaisons in the academic school. These liaisons will be available to answer any questions advisors shave about compliance and eligibility to make sure our student athletes have the support they need to succeed in the classroom and on the field.

As Q2 asks us to develop internal service practices as well as external, several departments have developed programs to help their team offer help focused on our faculty and staff. Admissions has implemented professional learning communities (PLCs) to allow everyone in the department to assist with developing their team; three PLCs have emerged: professional development, social, and real experience. Using PLCs, the Admissions office is developing new resources and giving its staff leadership experience. Operations (OPS) often receives questions about the purchasing process. To help university faculty and staff through the purchasing process, Fiscal Affairs (FA) has developed accounts payable training guides. In addition, the team has created new expense documents and a new account process to better assist colleagues with questions about purchasing and payment. Information Technology (IT) and SI have partnered to help faculty, staff, and students host events. One of the major changes has pushed is making IT representatives more accessible during campus events to ensure essential technology remains functional. For example, the University’s new EMS system allows IT to receive and quickly respond to technological needs. Event planning and running are multifaceted, and more dimensions of IT’s campus partnerships will be discussed in other sections.

**Knowledgeable**

Knowledgeability directly relates to helpfulness—if Lindenwood employees do not understand the university, its policies, and its promises, we cannot successfully serve our students. On the staff side, students showed moderate concern for the knowledgeability of our admissions, financial aid, and health services staff. Students offered 41% satisfaction for the knowledgeability of admissions counselors, 43% for financial aid staff, and 50% for health services staff—the same students rated the importance of the knowledgeability of these three offices between 82% and 87%. The largest gap was 44%, so there is much room for growth regarding staff knowledgeability.

Students were much more pleased with the faculty’s knowledgeability. When asked about their advisor’s and their professors’ knowledgeability, students offered satisfaction scores of 75% and 70%, respectively. In concert with the high rating, students also responded with high expectations for faculty. Students marked the importance of advisor knowledgeability at 93% and professor knowledgeability at 92%. Despite high expectations, the gaps for advisors and professors were small: 18% and 22%. There is some work to be done to support faculty knowledgeability, but this also seems to be one of the university’s greatest strengths.

Admissions, BO, IT, and SFS have largely responded to gaps in knowledge with cross-training. Admissions hosts weekly cross-training sessions with colleagues from around the university to give counselors the perspective they need to respond to potential students’ sweeping questions. The BO hosted summer cross-training sessions for both BO and SFS representatives to help all individuals involved with student finances understand how bills are generated and how students pay them. As technology becomes more integrated with learning, IT’s expectations become more complicated and further reaching. To help IT staff understand the changing environment, the Help Desk staff members have been cross-training with other IT experts to gain a more comprehensive understanding of the university's technology, improve the team’s ability to achieve first call resolutions, and better facilitate student questions. Finally, as SFS has encountered several policy changes at both the university and the federal level, counselors received new training before the Fall 2019 Semester to make sure each counselor understood and could answer questions about revised policies.

Changing university policy can complicate service. Admissions has worked to provide its tour guides up-to-date policy changes to ensure prospective students and their families receive the most accurate information possible and has created a channel to move key information from the processing team to frontline counselors. IT has also been working to develop a campus-wide FAQ in the portal. On the faculty side, to help communicate essential changes to the catalog, Academic Services (AcadSe) has developed a ListServ to communicate approved catalog changes to essential personnel. AcadSe, AMC, and the LLA have been collaborating on a faculty advisor training program. This new program will equip advisors with key university policy details and advisor expectations and will implement a shared advisor training experience for new faculty, something previously missing from the university. The university is also developing a centralized advising program, which will further support students’ advising experience. Faculty will also receive new training on attendance policy and how entering attendance accurately and promptly is essential for billing and financial aid compliance. To help communicate change, AcadSe has been seeking opportunities to be involved with faculty development, such as having a presence at the early adjunct faculty conference. LO is also supporting faculty through new tutorials, such as explaining faculty members’ roles in the new Wiley partnership.

The Q2 community has committed to making our adjunct faculty more knowledgeable. ADP and PSBE have both created new training material for adjunct faculty, which include information like using the lock-down browser feature in Canvas. SASS has also developed an FAQ to assist adjunct faculty with referring students of concern to essential university resources—SASS also attended the annual university adjunct fair to reinforce referral processes.

**Responsive**

No matter how knowledgeable or helpful someone may be, if they do not respond to students in a timely manner, potentially effective service crumbles. The SSI asked three questions constructed around responsiveness. The first asked if campus security responded quickly in emergencies; students reported 52% satisfaction and 89% importance. The other two questions asked students about the responsiveness and availability of their faculty members. The first question asked about the timeliness of feedback—50% satisfaction and 87% importance, and the other question asked if faculty are available after class or in office hours—67% satisfaction and 87% importance. Students seem somewhat pleased with their faculty members’ availability; however, the university could do more to improve its emergency responsiveness and feedback time.

Responsiveness is a weakness that Q2 has yet to address. While none of the previously mentioned SSI questions received the largest response gaps on the survey, the 37% gaps in security responsiveness and feedback time should not be ignored. We need to be more intentional with addressing these two concerns; however, we have worked to improve the responsiveness of some of our staff’s transactional interactions. The BO has implemented a new protocol for available account representatives to serve students whose representative is absent from the university. Admissions has hired a seasonal traveling counselor and a front desk worker. The seasonal counselor will spread the university’s recruitment reach and allow counselors to spend more time in the office during peak admission season, and the front desk worker will ensure prospective students and students who walk up to the admissions desk receive prompt and personal assistance. Finally, SFS has introduced a new procedure to confirm that documents students have submitted for verification have been received. In the same process, SFS has been more direct about checking in with students to see if they have questions about the verification process. Each of these processes supports prospective students and student billing; as mentioned the university needs to do more to set the expectation for and support timely responsiveness to students’ needs.

**Student-Centered**

Each of the previous five initiatives synthesizes into a culture of student-centered faculty and staff. The SSI asked several questions that we believed relate to how student-centered our personnel are. The first directly asks if campus staff are caring and helpful. Student respondents were 47% satisfied and rated the importance at 87%. Further breaking down how student-centered our staff is, students were 52% satisfied with the counseling staff, 46% satisfied with how admissions counselors respond to students’ needs, and 39% satisfied with the service they received in the BO. On the faculty side, students were 72% satisfied with their academic advisor’s approachability but only 43% satisfied with professors’ ability to respond to students’ unique needs. Finally, students were 44% satisfied with the approachability of administrators.

It seems that students do not believe they are the university’s primary concern. Except for the approachability of our advisors, our students seem to believe that we need to do more to show that students are the center of every interaction. Every department will be responsible for this change. Staff departments saw gaps of 32%-44%, instructional faculty student-centeredness has a 40% gap, and administrators have a 33% gap. A later section in the report will show the student-centeredness of our policies, but we need to do more to develop a student-centered mindset in our faculty and staff.

While one could argue that the aforementioned initiatives play a role in making our employees more student-centered, only a handful of initiatives have directly targeted this category. The Provost’s Office is hosting Pizza and Puppies with the Provost to give students the opportunity to meet with a university administrator in an informal setting. SASS is developing a disability awareness campaign to make faculty, staff, and administrators more aware of students’ potential accessibility needs. While these initiatives will be necessary steps towards closing the gaps in the SSI data, we need to do more. Maybe the gaps demonstrate a need for more student-centered development, or maybe we already have student-centered employees and we just need to better promote examples of exceptional care. Whatever the reason, Q2 needs to continue research these gaps and develop strategies to address them.

**Place**

The second dimension of Q2 service excellence is Place. For the University to provide excellent service, it must have the resources and facilities to meet student, employee, and community service needs. The researchers have divided the study on Place into five categories: Available, Comfortable, Safe, Technology, and Well-Maintained. The following section will review Place at the university and how Q2 has attempted to impact it.

**Available**

In consideration of place, availability is significant. No matter how impactful a location or its assets may be, if they are not easily available to students and employees, they are not providing excellent service. The SSI asked a single question relating to the availability of place: is the amount of student parking available on campus adequate? Students expressed only 16% satisfaction with student parking and claimed it to have a 79% importance factor. While the SSI only offered one question relating to the availability of place, this question’s 63% gap was the largest in the study.

What has Q2 done to respond to this massive gap? Directly speaking, Q2 has unfortunately done very little. OPS may be working internally on the parking situation, but departments have not identified any Q2 initiatives to impact student parking on campus. Despite not yet addressing students’ parking concerns, Q2 initiatives have focused on improving the availability of other university assets.

The departments on Mainstreet in the Spellmann Center (Admissions, SFS, and AcadSe) have cited the need for more signs on Mainstreet to direct students to key offices. Several other offices have further communicated the need to erect better signage to direct students toward offices and support services. Much of the new signage is on hold due to budgetary constraints, but impacted update signs will continue to be a priority for several offices. FA has worked with Advancement & Communications to create new signage for the Welcome Center to help direct students and employees. The PITF worked to develop a useful links and contacts list for Workday to help direct questions to the reliably available contacts who can assist them.

In individual spaces, SFS has developed a new sign-in process for students to place them with an available counselor more efficiently, and Admissions has implemented a UChat program online so prospective students can receive immediate responses and assistance from the university—within the first month of implementation, UChat facilitated 130 unique conversations with prospective students, current students, family members of students, and campus employees. The Office of Experiential Learning (OEL) has worked to make their services more available to students by hosting office hours in the academic schools. This change has allowed counselors to be more available for the students for whom they have specialized. As an example, the university's social sciences and humanities strategist has been conducting office hours in the social sciences building and the humanities building; she claims more students have met with her for career planning and that students have lauded the new ease of access. Similarly, the SoE is researching how to make advisors and students more available to one another through new communication software. The School of Sciences (SoS) has worked to make the Memorial Arts Building more accessible--the faculty are creating signs directing students to the difficult to locate men’s restroom, and the faculty are strategizing how they can make the building more ADA accessible.

Several Q2 Champions have also made suggestions for creating more available study spaces in the LARC. The library staff has acquired more tables and chairs for high traffic LARC spaces, and the team has worked to advertise the Archives office as a viable study space. To ease access to food, the library and WC staff have suggested providing another avenue through which students can obtain study snacks in the LARC. After Starbucks closes, students do not have access to food in the library, which means they must leave late-night study sessions to procure nourishment. Having options in the LARC would make the building a more attractive late-night study option. Similarly, LARC Champions have begun seeking the possibility of a public microwave for the building.

Perhaps the most discussed initiative regarding the LARC has been the placement of the ADA accessible ramp. The building meets ADA compliance laws; however, students with accessibility needs must take an indirect route through the parking lot, past the dumpster, and alongside the building, to reach the front door. The LARC is in compliance with ADA legislation, but improving our campus’s ADA accessibility is one of the most common initiatives Q2 Champions and PITF members have had brought to their attention. Individuals have also pointed to a disparity in resource access for our on-ground and online students. To make sure all our students have equal access and support from the university, SASS and LO have begun creating online tutorials and resources for online students. For example, SASS has developed a more robust onboarding program for online students, which can be accessed via Canvas by all online students—including those recruited through the university’s partnership with Wiley Education Services. As our partnership with Wiley develops, these online resources will be paramount towards creating a shared Lindenwood experience.

**Comfortable**

When students are asked to consider a prospective university, they often ask the same questions one would ask of a potential home: Is this place welcoming? Am I welcome here? Is it comfortable? Students often talk about what makes a university feel like home, so if we expect students to be able to call Lindenwood home, we must develop a comfortable place. Two SSI questions asked students about their comfort. The first asked if living conditions in the residence hall are comfortable, and the second asked if the student center was a comfortable place for students to relax. Students expressed 26% satisfaction with residence hall comfort and 43% satisfaction with student center comfort; students expressed the importance of these two places as 87% and 76% respectively. The student center’s 33% gap needs to be addressed; however, it is not as alarming as the residence halls’ 61% gap—the second largest in the study.

In the student service qualitative assessment, students identified key ways to make their campus life more comfortable. Students asked to return to an all-you-can-eat style cafeteria, to improve the variety of food, and to extend meal plan hours. Outside of the cafeteria, students asked to improve living conditions in the dorm and housing and to add laundry options to student houses. Students primarily focused on dining options and making their living spaces—they did not have many comments on public spaces.

The only initiative to directly address both concerns involved in making the university’s amenities more ADA compliant. Again, ground has yet to be broken on any ADA related initiatives; however, several campus stakeholders have pointed to parts of campus that are not welcoming to some individuals with accessibility needs. For example, several faculty members have noticed classrooms that do not offer comfortable seating to students with accessibility needs, and the seating that is available is often an oversized table at the front and center of the classroom. The tables fulfill our obligation to give all students the means to access an education, but they also highlight individual students’ needs and put them on display in front of their able-bodied peers. Balancing between ADA regulations, student perception, and university resources can be difficult, and some faculty, staff and students have sought to open a dialogue.

Other student-focused initiatives to create a more comfortable place have focused on accenting current space and process. The OEL has added eye-catching décor to their office, which has made the space less stark and encourages students to consider the OEL as a hospitable place. Admissions has done something similar by adding a television to the front of their office. This television has made the space more intriguing and welcoming for potential students. Admissions has further made its prospective students and their families more comfortable by offering free bottled water during tours on hot days. AMC has started brainstorming the possibility of a café-like space in Scheidegger where students can purchase food and drinks and discuss their creative endeavors. Visitors to the Scheidegger could also benefit from the space, and it could be another point of contact for the community and our students. The Provost’s Office maintains a popular Zoom room; however, many users have requested a clock to track the time they spend in their meetings—the Provost’s Office has fulfilled this request.

Just as students need to feel comfortable calling the university home, so do our colleagues, and several Q2 initiatives have tried to make Lindenwood a better home for our faculty and staff. The BO moved locations in Spring 2019; the team reached out to each department on campus to ensure students were properly directed and to make their new space more approachable for colleagues. Some of our Belleville offices have sought opportunities to acquire and display inclusive holiday decorations. These decorations will allow students and colleagues of diverse backgrounds and faiths to feel welcome at Lindenwood. To help students and colleagues relax during the week, the SoS faculty members in the Memorial Arts Building have been hosting meditation sessions. LO has been maintaining a question of the day—students and employees can write answers to the question, which creates a comfortable space in the LO office. Finally, ADP hosted a social mixer in the LARC. As several ADP faculty and staff members work down the street from the main campus at the Lindenwood University Cultural Center, this mixer allowed the ADP team to mingle with colleagues around the university with whom they frequently communicate via email but do not have any close collection.

**Safe**

One of a university’s greatest duties is to the safety of its employees and students. As the student experience moves more online, safety becomes a more multidimensional concept. While universities must now be responsible for students’ mental, physical, and online safety, the SSI only included two questions about safety, both of which involved students’ personal safety. The first question asked if the campus is safe and secure for all students; students reported 66% satisfaction and 91% importance. The second question asked if parking lots are well lighted and secure: 46% satisfaction and 80% importance. Students rated the importance of safety and security of the campus highly and rated their satisfaction with parking lot safety lowly. While we do not have any data on our students’ parents’ perspective, anecdotal evidence suggests this stakeholder also sees safety as a primary concern. We need to do more to make our students feel safe in parking lots and reassure our stakeholders that our campus is secure.

In the student qualitative study, students again expressed a desire for more parking and better lighting across campus. Students also asked for more security in housing and to “eliminate unreasonable searches by public safety.” Finally, some students have asked for improved security in housing.

SLD has put forward an initiative that supports safety and security in the residence hall which responds directly to students’ desire for increased housing security. The team has proposed installing visible cameras in public spaces and in hallways. These cameras will give the Department of Public Safety (DPS) more investigative resources and provide a symbol of security to assure students that their home is safe and secure. A second Q2 initiative is focusing on the safety of our students with accessibility needs. SASS is currently reviewing our ADA accessible entrances and parking spaces to determine how Lindenwood can make the LARC safer for students who need access accommodations. SFS has committed to the safety of its students and colleagues by acquiring a first aid kit. Finally, to address students’ concerns about the parking lot, the PITF is working with DPS to review parking enforcement regulations and how the lots can be made more secure.

**Technology**

This report has already briefly discussed how the student experience is more online than ever before. To keep up with students’ demands and the experiences they will need to effectively integrate into the workforce, the university must provide impactful technology. Two SSI questions related to technology. The questions asked if computer labs are accessible and adequate—66% satisfaction and 85% importance—and if the campus Wi-Fi meets students’ academic needs—41% satisfaction and 91% importance. The gap students expressed about computer labs in the SSI was relatively small—only 19%. Students were much more concerned about campus Wi-Fi; the 50% gap was one of the largest in the study.

Q2 initiatives have attempted to address the university's technological needs through a spectrum of creativity. First, the WC is working to expand its online consultation capabilities. In the Fall 2018 semester, the WC conducted 85 online consultations, and, through an improved commitment to online consultation and in-course consultant plants, the WC has already conducted 392 online consultations during the Fall 2019 semester. More focus on online writing consultation will allow students more flexibility and will support the university’s new online programs. Admissions has also supported online access through UChat, and the account creation process for new and prospective students has been streamlined. SFS has taken a creative approach to service through technology—the team is currently researching an online queuing system to allow students to check-in for appointments and receive live wait time information. Our colleagues in the Rec are seeking monitors to support university functions and advertise wellness opportunities. Finally, IT has been working to update student Wi-Fi and bring the Wi-Fi maintenance process inhouse, rather than relying on a vendor—this initiative directly addresses students’ concerns about campus Wi-Fi. The new system will yield an easier onboarding process for our students and will support a wide range of devices currently unavailable through our third-party vendor. The new implementation will also be done at a fraction of the cost of the current contract with our outside vendor.

**Well-Maintained**

No matter how much care a university puts into the development of its place, if it does not work to maintain its resources, it will fall into costly disrepair. The SSI asked a question related to university maintenance: overall the campus is well-maintained. Students offered 65% satisfaction and cited the importance of maintenance at 85%. This gap fell in the lowest 20% in the study. We could improve how we maintain the university, but this should not be our top priority. As such, only a handful of initiatives have sought to improve university maintenance.

First, to directly address grounds maintenance, SI is seeking contractors with whom they can work to professionally clean-up after university events. This process will take pressure off university staff and preserve the university’s natural beauty. Regarding the physical space, several Q2 Champions are working with Advancement and Communications and OPS to make sure signage is updated to reflect personnel changes. Additionally, AcadSe and SFS have worked together to improve the working space at the Lindenwood Station desk. The team has purchased business card holders, a worktable, and a movable cart to ensure desk workers have the resources they need to be successful in an otherwise cramped space.

Other Q2 initiatives have worked to maintain the university's electronic resources. IT has committed to updating out-of-date computers in campus offices. The department has replaced 15 machines in November and has personnel dedicated to making sure Lindenwood faculty and staff continue to receive the technology they need to perform their duties. While IT has been providing new machines, SASS has been working to maintain the university's new online tutoring service. SASS is reviewing and replacing all Smarthinking links with Tutor.com’s information, and several Q2 Champions have been working with Advancement and Communications to review and update all out-of-date information in other pages on the website. As tutoring and writing consultation have become more popular at the WC, WC leadership has been reviewing online consultation data to better allocate consultants and resources.

Finally, this project is still early in the discussion phase, but many students have been asking about creating more recycling options on campus. The PITF is reviewing options for recycling services and determining if anything can be brought to campus. In addition to fulfilling a common student request, more recycling options would allow the university to sustainably dispose of exhausted or unneeded resources.

**Process**

The final dimension of Q2 service excellence is process. No matter how effective people are or how carefully constructed place is, if the University does not have service-oriented policies, faculty and staff’s ability to serve will be stifled. Process is expansive, and the study reflects this; the researchers have divided process into eight categories for the purposes of this review: Academic Support, Career Support, Communication, Culture, Fairness, Intuitiveness, Student-Centeredness, and Value. Communication will later be sub-divided into seven more specific categories. What follows is a review of university processes and how Q2 has attempted to impact them.

**Academic Support**

Arguably the most important thing a university needs to do is support students’ academic aspirations. To explore their perception on the topic, the SSI questionnaire asked students five questions about the academic support they receive from the university. The first question asked students about the instruction they received in their major field. Students claimed to be 62% satisfied with instruction and ranked quality of major instruction at 93%, tying it for the most important item on the survey. The next two questions asked students about the support services they receive: tutoring services are readily available (56% satisfaction and 80% importance) and academic support services adequately meet the needs of students (50% satisfaction and 82% importance). Finally, students were asked if they have opportunities to participate in academic research and special projects with faculty outside of the classroom. To this, students responded with 47% satisfaction and 70% importance. Students ranked the importance of having opportunities to conduct outside research outside of class as one of the lowest priorities in the survey. The university needs to be prepared to meet the other gaps established in this section.

In the student qualitative study, students identified a few key academic areas in which the university is currently lacking. First, students want more course offerings—especially labs. Students would also like courses to be more predictably offered so they can better plan their degree path. Regarding registration, student athletes expressed frustration with their add/drop process, and some freshmen felt they needed more assistance with their first independent registration session.

Several Q2 initiatives have sought to improve the instruction and content in students’ courses. First, SASS is piloting a peer-mentor program. The program pairs students in need of additional academic support with an academically related peer. Students will be able to receive personalized, relevant support, and students in the mentor role will gain valuable leadership and teaching experience. The WC is planning to implement a similar project; consultants will be recruited to individual courses and provide semester-long support for students in a specific section. The closer consultant-student relationship will allow students to receive personalized, repeated support so student writers can achieve process growth, rather than just prescriptive feedback. Finally, SoH has developed an English major bookshelf and redesigned creative writing support documentation. These two assets will allow English and writing students opportunities to locate literary supplements and foster creative writing development.

To develop the student support services on campus, SASS has been revising how it markets its on-ground tutoring services. The department has reached out to key personnel in the academic schools and implemented a more robust student referral process. SASS has also been evaluating the academic resources available to on-ground students and continues to make sure online students have comparable assets. SASS and SLD have been working together to create programming to support first-generation students. The new bridge program offers language to first-generation students and leads them to impactful resources. So far, fourteen students have completed the new bridge program. SASS is still gathering initial data on the program, but two students have cited the program as being responsible for their success at Lindenwood and hope to seek leadership roles in the near future. SLD plans to offer further academic support through programs that target students’ academic endeavors, such as discipline focused enrichment, major-specific get-togethers, and collaborative events with faculty. Finally, AcadSe, SASS, and the Provost’s Office collaborated on a new academic probation notification. The new letter prioritized directing students toward resources, rather than just warning students of their precarious academic situation.

Other Q2 initiatives have targeted academic support through advising. The Plaster School of Business and Entrepreneurship (PSBE) trained its faculty on how to use appointment scheduling software to make their availability more accessible to students. The SoE supported students by developing a centralized advising center. The Advising, Recruitment, and Certification Center has the training and access to work with any student in the SoE, so a student will never have to wait for an available advisor. Finally, several programs have been researching the potential to implement centralized advising for the university and a proposal is currently being circulated through university committees.

Finally, IT and LO have been collaborating on resources to support our students, faculty and advisors. First, when a student receives an incomplete in a course, the Canvas Shell through which they navigate the course sometimes closes before the student can complete their missing work; IT is developing a process for a Shell to remain available for the student and their professor while they collaborate on an incomplete. LO has partnered with the academic schools to implement new Canvas modules to support shared course experiences. As IT and LO both offer underutilized professional development services, both departments have redeveloped their marketing strategies As LO has rebranded itself, part of the marketing strategy is to differentiate and communicate the services offered by LO and IT.

**Career Support**

Students’ academic success is vital; however, students also need to have their career growth supported. Most directly, the SSI asked students if their major coursework is preparing them to enter the world of work upon graduation. Students expressed 59% satisfaction and ranked the importance at 91%. The SSI also asked if there are adequate services to help students decide upon a career—students claimed 48% satisfaction and 84% importance. When the SSI asked if internships or practicums were available to provide students with experience in their field, students responded with 52% satisfaction and 86% importance. Each questions’ gap was between 32% and 36%, ranking all three questions towards the middle of the SSI results. The middle-ranking may not make these a high priority; however, as Lindenwood’s mission directly advertises real experience, it is imperative that the university works to close these gaps.

The OEL has found several opportunities to support students’ career ambitions and help them become more competitive applicants. First, the office has developed a job board in the LARC where students can seek current opportunities or reflect upon the types of positions their peers are pursuing. To smooth the transition from school to the workforce, the OEL has brought more employers to the career fair. The Fall 2019 career fair featured 111 employers, a 20% increase from the Fall 2018 fair. Finally, the OEL has been offering workshops that help students develop professional skills, such as a workshop on professional branding that taught participants how to develop a personal brand for the applications and career. IT has offered similar workshops to educate students on the technological and cybersecurity knowledge they will need to succeed in today’s technologically dependent job market. IT has also identified a channel through which to support students’ career goals. The department has been contacting cybersecurity and IT students to meet with professionals at Lindenwood, which gives the students hands-on experience with the university’s technological network—some topics have included basic troubleshooting and identifying phishing scams. To further support a relationship between IT and students and offer hands-on training, the department offered two courses from two separate IT vendors to students. This coming year, IT is planning their first annual cybersecurity conference and invite multiple vendors and other universities to participate.

In addition to preparing students for their career ambitions, the university staffs 582 student workers. To support this diverse community, HR has developed new communication paths to support student workers through every phase of their employment—from application to graduation. First, HR is training student employee supervisors on how to support interested students and better field student worker applications.. Admissions has followed HR’s lead by expanding student workers’ responsibilities. By giving supervisors more freedom to engage their student workers with real challenges requiring creative solutions, Admissions has given its student workers valuable experience they can bring to an interview or future position. The PITF has also found opportunities to refine our student employment process. Through a partnership with HR, the PITF is smoothing the reapplication process for student workers. Several university stakeholders have also mentioned it is difficult for students to volunteer with departments around campus due to regulations preventing volunteers from performing tasks others can perform. The PITF evaluated standards for student volunteering and has recommended a path forward that is more student friendly.

While American students already face several challenges after graduation, international students have added pressure. Employment law can be difficult, so the Office of Admissions and Services for International Students (OASIS) has developed new resources for students hoping to work in the United States. First, OASIS has been hosting workshops for graduating international students. These workshops cover a range of topics from eligibility to Visa applications and regulations. To assist students in need of additional support, OASIS is also developing a Canvas shell where international students can access resources and receive community support from a discussion board. Using these initiatives in tandem, these resources provide an intentional support frame for students seeking work in the United States.

Finally, Q2 has encouraged the development of a few resources to support university employees’ careers. Specifically, HR has integrated a pair of initiatives that target the beginning and end of an employee’s career. First, HR has worked with the university's supervisors and champions to implement a robust onboarding process. The process starts before a new employee's official start date and follows them through their first year of work. In the beginning, the Q2 Champion and supervisor ensure the new hire has everything they need to be successful (such as supplies, a chair, software permissions, etc.), and then the process provides checkpoints throughout the first year to chart the new hire’s integration into their position and the university community. At the same time, HR has developed a retirement planning seminar. Through this seminar, employees of every age can learn what they need to do to prepare for their retirement. Participants leave the seminar with a series of actionable items that will help them develop and meet a personal retirement goal.

**Communication**

Academic and Career support are both vital to student success; however, departments have offered more initiatives related to communication than anything else. Communication is multifaceted. It could refer to how departments share information internally or with students. It could also refer to marketing strategies, the website, and even retention. This study subdivided communication into seven categories: student knowledge, orientation/retention, marketing, interdepartmental, job support, website, and student information. The SSI asked students four questions about how the university communicates. When asked if they generally know what is going on around campus, students were 45% satisfied. Students were also asked about the effectiveness of new student orientation and claimed 47% satisfaction. Students expressed the same satisfaction for the helpfulness of the student handbook. Students were also asked if new student orientation helped students adjust to college. Students expressed 47% satisfaction. Finally, the SSI asked students if financial aid award packages were communicated in time to make planning decisions—students expressed 40% satisfaction. Apart from the financial aid communication, none of these questions ranked in the highest 50% of gaps, so current initiatives may seem misplaced. Students may be moderately satisfied with the university’s communication; however, faculty and staff have expressed a strong desire for better internal communication. Several initiatives have addressed the need for revised internal communication strategies.

**Student Knowledge**

Q2 initiatives have identified communication tactics the university can develop to better reach students. First, students have expressed dissatisfaction with how billing information is communicated. The BO has developed new communication materials to inform students and student-facing colleagues about BO policies. Students’ financial policy knowledge has been further supplemented by new refund process handouts and new document storage processes, which will allow business and financial aid counselors to immediately access student financial award information. SFS has revised their email reminder schedule to give students more timely contact, and the office will be releasing a revised financial aid handbook to ensure all stakeholders are aware of and complying with the revised policy.

Admissions, SI, the OEL, and the Recreation Center staff have offered communication updates to better reach students. Admissions has collaborated with the Academic School to create degree program slicks for each unique major. These hand-outs have been instrumental for prospective students and families as they are exploring the different degree offerings Lindenwood supports. SI is developing more features of InvolveU, and as students become better trained on the program’s features, they will have immediate access to more information. The OEL has received a grant to increase the promotion of study abroad opportunities to student athletes; thus far, events have included being a part of the student athlete welcome back social, presenting to the student athlete advisory council, and study abroad night at the basketball game. Finally, the Rec has developed bathroom bulletins to communicate essential information and programming to students.

**Orientation/Retention**

Just as some initiatives have attempted to better communicate with students, other initiatives have committed to improved student orientation and retention processes. SASS has redeveloped its new student orientation program to provide more impactful information and build more team spirit. Two new strategies SASS has found effective are using a phone app to give students easier access to orientation week information and inviting new student families to spend a little more time on campus during the first day of orientation. These small changes have made the program more accessible for students and eased the college transition for students and their families. Admissions has sought to improve student orientation by streamlining the student check-in process and through enhancing the quality and accuracy of printed materials. By giving students better information sooner, their integration will be smoother.

The student orientation process also plays a role in student retention. In an effort to reduce summer melt, Admissions has developed school spirit packs including Lindenwood merchandise and important dates to remember for the Summer and Fall to keep an incoming student excited about their future at Lindenwood. To assist with retaining current students, SASS has proposed a new process for notifying advisors of at-risk students. SASS has also partnered with advisors to spend more time with new students to identify academic risk factors and encourage retention. Finally, SASS is working on developing a training program for other Lindenwood faculty and staff to respond to CSI data. The coalition who receives the training will collaborate with SASS to recommend and support new retention initiatives. The PITF also plans to support this initiative by assembling a guide to explain the unique ways in which each campus department can assist with retention.

Marketing

Support for orientation and retention can come through the university’s marketing strategy. If students have a better idea of what it means to be a Lindenwood student before they apply, this may strengthen their commitment to success. In support of new marketing initiatives, Advancement published new branding guidelines and resources on the website. University stakeholders can use these materials, such as fonts and graphics, to build the Lindenwood brand into their assets. AMC and the library have used the new material to develop new marketing materials for events at Scheidegger and for library programming. The departments hope to improve student attendance for cultural and academic events. LO and ADP are also working to clarify their brand. LO is marketing its new identity and resources to university stakeholders, and ADP has been marketing its new name and identity to the university.

**Interdepartmental**

LO and ADP are undergoing large transitions; these two departments are only two of the myriad of changes the university has faced in recent years. As the institution revises policies and departments, it can be difficult for a stakeholder to navigate the system. The Q2 Champions have been working with HR and the PITF to develop a contact list for each office, complete with a brief description of the departments’ primary services. To diffuse updated policy information, AcadSe has developed an email notification process. Information sharing will also occur through employee Canvas shells. IT will also host SharePoint workshops to teach stakeholders how to share knowledge through a SharePoint intranet.

While university departments collaborate on large-scale communication tools, individual teams have attempted to rectify specific interdepartmental communication flaws. OPS is developing a notification process to better inform stakeholders about construction projects that may impact individuals. The BO is developing a tool that explains different CAMS holds to prevent the run-around as colleagues attempt to resolve holds on student accounts. The BO has also developed a payment handout to allow other university offices to respond to simple *how-to* payment questions. Joint efforts between the BO and AcadSe have led to the development of streamlined payment paperwork for veterans and a new process to decrease the amount of time it takes a student to receive the diploma after resolving a financial account hold. Finally, in support of NCAA eligibility compliance, Athletics has been touring the academic schools to explain best practices to advisors to make sure student athletes remain eligible to complete.

LO and the PITF are sponsoring two larger initiatives that will support future interdepartmental communication. Lindenwood’s new partnership with Wiley is a large undertaking, and LO is addressing potential concerns through weekly Wiley meetings and by developing shared resources to maximize Lindenwood and Wiley’s effectiveness. Finally, the PITF is working with Advancement and Communications to create and implement a university style manual to support university communication.

**Job Support**

New interdepartmental communication procedures may prove vital for enhancing service excellence; however, the university must also support its employees’ development through the integration of intentional and empowering communication. Most communication initiatives aimed at supporting faculty and staff have been simple, such as sharing calendars. DEMSE has developed a new organizational chart to support its employees after the departmental merger. Admissions and SFS have further explored their new relationship through a standing weekly meeting to discuss potential collaboration. AcadSe has been working with the academic schools to identify students who complete summer AP tests, and they hope to create a repository of experiential learning credits that advisors and students can review to help students earn credit for their experiences.

Several academic schools have also created new communication tools to support their employees. ADP and PSBE are both creating Canvas shells to support their adjunct faculty, whose schedules may prevent them from attending traditional professional development workshops. SoS is implementing new standard operating procedures to ensure student-facing personnel can best serve students. SoE has been conducting a brown bag lunch series where colleagues can gather, share lunch, and discuss their ideas for the future of the school. AMC has a large, diverse workforce. To make sure each colleagues’ unique situation is represented, AMC’s Q2 champions have met with most of the school’s employees. To deepen representation, AMC’s Q2 champions have also developed a communication channel through which colleagues can share diverse ideas or solve collective problems. Finally, Humanities has created a repository for service excellence moments where colleagues can seek inspiration for overcoming challenging situations.

Each department’s communication initiatives empower their team members to serve. HR has reinforced these initiatives through two of its own. First, a new orientation program gives new hires a stronger foundation upon which they can build their service style. The LLA has also provided several workshops, through its regular programming and Fellows initiatives, to support and empower employees. From podcasts about teaching to a leadership seminar series, the LLA continues to provide development resources.

**Website**

HR’s commitment to communication has extended to the website. The department has implemented new processes to keep directory information more up to date. New employees will be added to and departing colleagues will be removed from the directory more efficiently. Several have identified directory issues and are working with IT and HR to verify titles and contact information. IT, SASS, and AcadSe are collaborating to ensure policy information on the website is current; just like contact information, published out of date policy information is detrimental to service. As the policy is being updated, SASS, Admissions, and InfoTec are reviewing the placement of essential information on the website to funnel students to the information most relevant to their situation. The ease with which faculty and staff can access information will also be improved; teams will be working to improve the Useful Links section in Workday—the section’s uncorralled vastness makes the links anything but useful. IT and the PITF have been working to update default messages and contacts on the switchboard to help callers efficiently reach their desired contact.

As IT is working to improve the overall functionality of our website and phone systems, some departments have revised their personal systems. OASIS employees have begun using What’s App to communicate with international students. The app is popular outside of the United States and opens a more effective communication channel for OASIS. During its peak times, SFS cannot always immediately respond to phone messages. To address this concern, the team is implementing a new phone message to reassure callers that their call is important and provide an estimated time for a return phone call. The Provost’s Office is revising their webpage to explain the office’s function in the university and help stakeholders reach the most appropriate point of contact. Finally, OEL and Study Abroad have consolidated their webpages to create a single Office of Experiential Learning page students can visit to learn about interconnected opportunities.

**Student Information**

Finally, to effectively communicate with students, the university must maintain accurate student information. It has helped resolve discrepancies between student information in CAMS and Portal. In the meantime, SFS and AcadSe have introduced new procedures for obtaining and validating student contact information. SFS has been sending letters to students who are missing vital contact information, and AS has a new procedure for contacting students whose contact information the United States Postal Service reports as invalid. Using these tactics, the university will be better able to contact and serve our students.

**Culture**

Q2 was introduced to Lindenwood’s faculty and staff as a culture change, so culture has been at the heart of several Q2 initiatives. The service culture of the university was also highlighted in the SSI survey. The SSI asked students if there is a commitment to academic excellence on the campus; students expressed 54% satisfaction (85% importance). Beyond academics, students were asked if intercollegiate athletics added to a sense of school spirit—to which students responded with 31% satisfaction (70% importance). Finally, the SSI asked three questions about non-academic culture. SSI asked if the university has a strong commitment to racial harmony (63% satisfaction and 83% importance), if freedom of expression is supported on campus (60% satisfaction and 85% importance), and if the institution has a good reputation within the community (65% satisfaction and 84% importance). The SSI culture question gaps ranged from 19% to 40%. Students seem to think the university is effective at protecting personal freedoms; however, the school could do more to develop school spirit.

Tangential to culture, students who participated in the student service qualitative assessment asked for improved campus life outside of athletics. Lindenwood invests heavily in athletics; however, some students feel it is difficult to develop a social life or identity outside of athletics. These same students feel there are campus dichotomies in need of unification: athlete vs. non-athlete, old campus vs. new campus, semester student vs. quarter student. Finally, students claimed culture at athletics could be improved by creating student sections at sporting events and by integrating more unique athletic marketing campaigns.

Most Q2 initiatives have created opportunities for faculty and staff to be more engaged with student culture or attempted to build an open and interconnected campus community. First, the BO has committed to developing a presence in students’ extracurricular space. BO is seeking to adopt an athletics team and is advertising student events to its personnel to encourage engagement with students outside of financial interactions. ADP and Admissions have created opportunities for their teams to be part of students’ extracurricular experiences via homecoming. Several of the university’s Trimester students only visit campus on weekends for class, so ADP sponsored homecoming activities to give the students an opportunity to engage with their university and faculty. Admissions hosted a tailgate at homecoming game to encourage employees to attend the game. Finally, the School of Health Sciences (SoHS) hosted “Meet and Treat,” a bingo-style event in which students had to tour the academic school and learn about faculty and staff to complete their game cards.

To develop an interconnected campus community, Q2 Champions have developed programs to tear down departmental silos. ADP invited faculty and staff from outside their department to attend a mixer in early summer, and they have been inviting speakers from around campus to attend monthly meetings and explain how their work relates to ADP’s mission. DEMSE has attempted to create a cohesive Main Street community through a shared weekly newsletter. In each publication, an employee on Main Street or from DEMSE is highlighted, and subscribers receive insight about their personal life and role within the university. Viewing interconnectedness from a global perspective, the OEL has expended International Education Week programming to recognize the value and importance of international exchange.

Campus departments have also reflected upon their identities and made strides towards revising their service cultures. ADP has largely led the other departments on culture-based initiatives. The department has created an internal Q2 brand, designed and distributed inspirational Q2 posters, added service highlights to its newsletter, and has been hosting monthly “boosters” where colleagues can take a short respite and connect with colleagues over conversation and snacks. SoH has also pushed for service excellence through event hosting. The academic school held a welcome back event for new and returning faculty to mingle and strategize for the coming semester. SoE is developing a Q2 webpage where students can submit testimonials and photos showcasing SoE service in action.

Service culture is spreading through the university, and the PITF is identifying strategies to demonstrate administrators’ commitment to service. As it can be difficult for decisionmakers to have the same frontline service opportunities as other university representatives, stakeholders need other channels through which to appreciate their commitment to service excellence. The PITF is hoping to find opportunities to make some steps of the decision-making process more transparent or at least disturbed post-decision communication more intentionally. The PITF hopes to create new pathways for administrators to demonstrate their commitment to service.

**Fairness**

Just as an earlier section discussed how caring and fair university personnel are, the SSI also asked students about the fairness of various university policies. First, the survey asked students if university billing policies are reasonable—31% satisfaction and 79% importance. The survey also asked students about the fairness of residence hall regulations (21% satisfaction and 80% importance) and student disciplinary procedures (56% satisfaction and 83% importance). Finally, students were asked if men and women have equal opportunities to participate in college athletics. Students responded with 75% satisfaction and 80% importance. The athletics question is tied for the highest satisfaction score and has the second-lowest gap in the data. Students expressed the most dissatisfaction with billing processes and residence hall policies.

Q2 Champions and leaders have only offered three initiatives to make our processes fairer. The Recreation Center has revised the after-hours rental processes to make equipment acquisition more available, which allows students with limited availability between 8:00 am and 5:00 pm time to enjoy physical recreation. Small student organizations and honors societies have found it difficult to meet new guidelines to reserve rooms or meet Student Government Association requirements for funding. SI is currently working on a process to assist all organizations with obtaining the resources they need to continue serving the Lindenwood community. Finally, the PITF has identified a lack of awareness for students with disabilities. The team is developing materials and processes to allow faculty and staff to better serve students with disabilities—some processes may include highlighting building access points, recommending best practices for classroom instruction, and communicating with students who may have undocumented accessibility needs.

**Intuitiveness**

Like communication processes are the intuitiveness of university policies. Here, intuitiveness refers to the logical construction and implementation of processes. One common example is what students refer to as *the run-around*. The SSI asked students about the intuitiveness of seven policies. The first three questions all related to course enrollment and offerings. When asked if they were able to register for the classes they need with few conflicts, students were 52% satisfied but claimed 90% importance. Two other questions asked about course registration: the course assessment and placement procedures are reasonable (53% satisfaction) and class add/drop policies are reasonable (63% satisfaction). Beyond enrollment, students were also asked about the clarity of major requirements (55% satisfaction). Outside of academics, students expressed 36% satisfaction with channels for expressing student complaints, 42% with the resolution of maintenance issues in housing, and 42% satisfaction with the housing assignment process. Student’s satisfaction with the add/drop policy yielded one of the lowest gaps in the study, and channels for expressing student complaints and maintenance issues ranked in the top 30% of gaps within the study. While the university has much to do to curb the run-around and make some of its processes more intuitive, we must carefully direct our resources.

IT has spent the previous year refining the university’s technology processes. To allow stakeholders to track their requests’ progress, IT has retrained its staff on the ticket system, and the department sends more updates for lengthy processes. In addition to improving service, the new ticket process will allow evaluators to better assess IT service and refer complex problems to specialized staff. IT Stakeholders will also be better served by revised IT processes, university Portal improvements, and an improved self-service software portal. Reviewing the change control system, Team Dynamix, will allow IT to maximize future service and ensure internal systems can meet the challenges presented by other departments’ service initiatives.

IT and the Admissions Workday team have worked to help students differentiate between the Belleville and St. Charles’s campuses to eliminate application errors. Other misinformation may come through out of date handouts, so the Admissions team is reviewing handouts to determine the accuracy and effectiveness of each. Admissions has also made their workforce more intuitive by eliminating redundancies between positions and restructuring territories and recruitment lines and through reviewing the admissions process to curb redundant requests. Admissions will be working with AcadSe to innovate other aspects of the admissions process. Whenever a transfer student applies to the university, they submit official transcripts for evaluation, and the evaluation, processing, and equivalency process can take 2-4 weeks, depending on the current load. Admissions and AcadSe will be working together to review current practices and consider options to expedite the process.

AcadSe plans to collaborate with the academic schools to review bureaucratic processes. Each school provides updates organizational charts explaining who is permitted to sign for which forms. The departments will review the enrollment process and interrogate course prerequisites and determine if any should be eliminated to make the enrollment process more intuitive. Enrollment forms, another key component of the enrollment process, are vital communication lines between students, advisors, AcadSe, SFS, and the BO. After AcadSe processed the forms, previous procedures could keep the BO from adjusting student accounts for a week or two. AS introduced new scanning procedures to get the BO essential forms sooner. The BO has further streamlined the billing process by promoting online bill-paying features.

Turning to procurement, SI has received new procurement cards to assist student organizations with purchasing. SI has also supported student organizations by creating new event proposal paperwork, and by using StarRez to better track equipment rental. The PITF, OPS, and SI will be working with administrators to evaluate the vendor selection and vetting process. OPS has further supported student organizations and the community through refining the facility rental process—OPS and AcadSe plan to offer training and support as the university moves from Astra to a new facilities management program. Finally, students frequently cite issues with the key procurement process. SLD and OPS are reviewing the process to determine if there is a flaw in the process and how it could be addressed.

Q2 Champions have been working on a few other miscellaneous improvements to the intuitiveness of university processes. DEMSE has consolidated SI; the BO; SASS; SLD; and the Diversity, Equity, and Inclusion Office within its department to create a more cohesive student support system. After the consolidation, the new DEMSE has been working with AcadSe to review Main Street processes prioritizing effective communication and streamlined service. Advancement has also streamlined service through a new online request form—the form prevents requests from being lost in inboxes and allows requests to track project progress. The OEL has amended its table request process to allow interested companies to more easily participate in Lindenwood career fairs. Finally, several Champions have started a new initiative to trace the student experience from application to graduation and consider every step of service from a student perspective.

As the Q2 Champions collaborate on their initiatives, the PITF is reviewing the event hosting process. The event hosting process can be difficult and cumbersome, and as can the process for obtaining tables and chairs for events. As mentioned, SI has already made these processes more innovative for students, but the PITF will continue to work with SI to review the process for faculty and staff. The PITF will also work with OPS to review purchasing card processes and ease purchasing procedures for university faculty and staff.

**Student-Centeredness**

Just as fairness encompassed both people and process, student-centeredness related to both people and process. Student-centered focused on people creates a caring staff who aim to support students; policies developed around student-centeredness prioritize student perspective and success. The SSI asked four questions related to policy student-centeredness. The survey asked if the Business Office was open during hours convenient for students; students responded with 54% importance and 77% importance. Students were also asked if they get the run-around when seeking information—33% satisfaction and 79% importance—and if the university offered a variety of intramural activities—53% importance and 55% satisfaction. Finally, the SSI asked if the institution showed concern for students as individuals. Students answered with 49% satisfaction and 87% importance. Again, data in this category represent some of the highest and lowest gaps in the study. Answers about the run-around yielded a large 46% gap, while the intramural question’s -2% gap was the smallest in the study. As with intuitiveness, we must direct our resources towards closing the gap surrounding the run-around while maintaining the student-centeredness of our athletics.

To keep students at the center of all our policies, SI has implemented a freshmen council. This representative body meets to discuss university issues as they relate to freshmen, and the organization has allowed the university to appreciate our first-year freshman students’ perspectives. SASS has worked with new students as well. The newly developed summer bridge program targets first-generation college students and provides more personal, intentional support to improve their potential to succeed at Lindenwood. Online students previously did not receive a coherent orientation to the university. LO and SASS have been working to provide new online students with a more robust orientation to the university, like the experience our new on-ground students receive. The needs of international students are varied and have evolved due to updated federal legislation, so OASIS has responded by revising its international student orientation program as well. OEL has collaborated with Athletics to further acknowledge our international student population through an International Student Appreciation Night that occurred during a soccer game.

The student engagement process begins well before orientation, and Admissions has revised several recruitment and matriculation strategies to build a more student-centered process. Admissions has partnered with SFS, AcadSe, and the academic schools to offer more registration days and host an annual Mane Event where incoming students can register for courses and meet essential university personnel. More than 200 incoming students have moved from our Belleville campus, and several departments have coordinated to allow these displaced students a smooth campus move.

New training has helped keep our processes student-centered. As advisors leave the university, some departments are pairing them with incoming faculty. The partnership helps onboard the new faculty member and allows the leaving advisor’s advisees to transition to their new mentor. SLD has revised its training procedures to better educate community advisors on student engagement, so they understand how to keep students at the center of all their interactions. AMC realized several music students needed additional support and has trained its music faculty advisors on how to better serve all the needs of music students.

Outside of training, AMC has also addressed a common graduate student complaint. Graduate music students have schedules that do not align with campus meal plans, so AMC worked with Pedestal to create a process through which graduate students could obtain substantial meals. A few other miscellaneous initiatives include the closed captioning AcadSe added to its graduation video to assist aurally impaired graduates, the training LO has developed to assist online students, and FAFSA nights. The FAFSA is a barrier of entry for students who could be eligible for federal money, so SFS has conducted several FAFSA nights each semester. The events provide opportunities for students and parents to sit with a trained university representative who can assist them in completing the process. Each initiative has focused on the university’s policies on our students.

**Value**

The final coded-category, value, seeks to evaluate and improve upon the value our students receive by investing in Lindenwood. The SSI asked four questions about the value of a Lindenwood education. The first, the SSI asked about the financial investment. Students expressed 40% satisfaction when asked if tuition was a worthwhile investment and 31% satisfaction with how their student activity fees are applied. Moving into the academic return on their financial investment, students responded with 57% satisfaction and 92% importance when asked about the value of the content of their major courses. Elaborating on the academic return students claimed 58% satisfaction with the quality of library resources and services, which they rated at 80% importance. When considering the return on investment formula, students seem more satisfied with their return (22% and 35% gaps) than they do with their financial investment (48% and 52% gaps). Looking ahead, the university may need to find opportunities to be more transparent when showing students how their financial investment applies to their experience.

In the student qualitative assessment, students asked for more transparency. Students seem to think the university is hiding where their tuition goes and have asked for an overview of what fees mean and how their tuition. Students also feel they have been entrapped when their tuition rises but their scholarship does not increase to meet the change. Students have also asked for more timely assistance regarding their financial aid and increased marketing surrounding scholarship opportunities. Students seem to want to better understand how their money is being spent and how to reduce their financial investment.

Three initiatives have attempted to add value to the Lindenwood brand. First, academically gifted students frequently cite the existence of an honors college as essential to their college choice. Lindenwood’s Honors College has changed ownership several times, and the Provost’s Office has committed to the program’s development. The Honors College will offer our high achieving students new resources, such as learning communities, and eventually partner with admissions to become a recruiting tool. On the financial side, SFS is researching financial literacy programs. The team is considering possibilities, such as investing in software for students or speaking to freshman seminar classes to ensure all Lindenwood students graduate with an understanding of their finances and how to plan for their financial goals. Finally, Advancement and Communications has created a brand ambassador program. The university's brand ambassadors will identify opportunities to build and communicate the university’s brand to current and future students, while also ensuring a unified brand image to eliminate extraneous and confusing branding. Also, by involving representatives from around the university, the Advancement and Alumni office hopes to authentically capture the university's kaleidoscopic value.

**Conclusion**

Q2 is moving from Phase I to Phase II. In just a year, university personnel have proposed and implemented over 250 unique service initiatives. Even if some of these initiatives would have been implemented otherwise, Q2 has given the community a shared vocabulary within which to strive towards and express service excellence. One of the largest successes has been in communication. Be it students fearing the run-around or departments feeling siloed, dozens of communications initiatives have made the flow of information more intentional and created new opportunities for collaboration. From DEMSE’s new degree slicks that give prospective students a visual representation of the diversity of the programs the university offers to SoE’s brown bag lunch series where any departmental stakeholder can make their voice heard, each university department is being more intentional with how it communicates. The university has also found success in the excellence of our people. Cross-departmental collaboration on new employee onboarding practices, podcasts highlighting teaching excellence, and an anthology of employee recognition programs mark Lindenwood’s ongoing odyssey of excellence. This study’s data show students believe in us and hope to see excellence continue to define the university's identity.

Outside of the service initiatives, 67.56% of survey respondents agreed or strongly agreed with the statement that ‘Q2 has positively impacted their campus department’s service.’ A comparable number of respondents—68.07%--agreed or strongly agreed with the statement ‘Q2 has positively impacted service across campus.’ One participant claimed:

The department I am in has always been very student service focused, but the Q2

workshops and the Q2 initiative as a whole has allowed us to look at our processes and

day to day interactions to ensure we are always providing the best service possible,

internally and externally. It has also allowed us to look at when we fall short and identify

how we can improve in the future.

Another colleague stated “I think that it was a great way to make people aware of how they interact with others on campus. It is no longer acceptable to not help simply because you don't know the answer. We are held to a higher standard.” Several Lindenwood faculty and staff claimed to see purpose to the Q2 mission and believe it is making the University a better place to work and to learn.

Perhaps the most impactful result of Phase I of the Q2 initiative has been the creation and integration of shared service vocabulary and expectations. In the internal Q2 survey, participants offered varied feedback regarding the significance of a shared service excellence experience. Some comments viewed Q2 as a waste of resources or claimed, “my department was already doing much of what Q2 involves” and “I'm still unclear as to why being kind and helpful to both students and colleagues requires a committee and awards.” Others had a more positive outlook on Q2 and wrote, “I think I hear more often ... is that really Q2? I think that's super important that we think that way” or claimed “the Q2 workshops and the Q2 initiative as a whole [have] allowed us to look at our processes and day to day interactions to ensure we are always providing the best service possible.” Some faculty, staff, and adjunct instructors believed Q2 to be a weak investment, but others saw it as an essential step in university development. No matter the perspective, Q2 has given the university the ability to discuss service in a shared, impactful way. To some Q2 has been a lifestyle change; to others, it has been an overpriced vocabulary word. To address cost concerns, Phase II will seek to address larger order concerns and continue to solicit feedback on what faculty, staff, and adjunct instructors believe are the university's most essential development needs.

**Overcommitment**

The university has worked on 250 service initiatives that represent almost every dimension of internal and external service. While commitment has been vast, resource placement has not aligned with what students have identified as the university’s most dire service shortcomings. Revisions to communication procedures have been essential for internal service; however, none of the five largest gaps from the SSI data were communication issues. Nearly 20% of all Q2 Initiatives sought to improve university communication. In contrast, Q2 initiatives need to decrease response times to student inquiries and make policies more equitable. This study did not research further into either shortcoming, so revised best practices cannot be recommended at this time. Rather, the university should be mindful of fairness and responsiveness in its people and processes and critically analyze current practices for potential weaknesses related to responsiveness and fairness.

**Where Q2 Has Not Met Expectations**

In the questionnaire, comments from the faculty, staff, and adjunct instructors consistently identified two key areas in which they believed Q2 could improve: in the consistent application of Q2 training and principles and in leadership. In consideration of the first shortcoming, questionnaire respondents claimed the university needed to consider Q2 when hiring, offer opportunities for new employees and employees who may have missed a Q2 workshop to receive the training, and to market Lindenwood’s excellent service in hiring. If Q2 is going to define Lindenwood, we need to make sure every aspect of working for Lindenwood is defined by Q2 service. From recruitment to training to promotion, if Lindenwood is to attract and retain the best people, the university needs to continue to maintain Q2 service expectations.

Questionnaire respondents also asked for more buy-in and support from university leadership. This report did not research how Q2 has impacted university administrators or administrative decision making; however, there is a strong desire for administrative support to be more visible. Be it discussing Q2 successes or being present at Q2 initiatives, administrative presence will be key to move Q2 into the second phase of its existence. Other responses asked for administrative support for service excellence to come in the form of tangible support. Offering resources to the departments’ Q2 initiatives would support service at the university and validate employees’ commitment to service. There is a desire among respondents for university leadership to make themselves more present in service and find opportunities to support service excellence through resources.

**The Future of Q2**

A few campus communities are still scheduling their Phase I Q2 workshops, but, as a whole, the initiative is preparing to enter Phase II. Phase I championed low resistance solutions that would yield micro-victories within university departments, schools, and divisions. University employees received training through 1-3 standardized workshops and then considered how to apply the training to their unique working lives. Phase II will attempt to transition even more autonomy to departments, schools, and divisions, and will rely on the Q2 Champions to communicate service needs back to Q2 and university leadership.

The first round of Phase II workshops will highlight service recovery and retention. The main goal of Phase II will be retention through service. The Q2 & You sub-initiative will ask each unit to consider how their work relates to students’ experiences and what they can do to help the university meet its retention goal. Through academic engagement and support, the student experience, employee engagement, cross-functional collaboration, and service recovery, Q2 & You will be a collaborative effort to continue to refine service across the university. Even the best intending service interaction can go awry; to be consistently excellent, personnel need the tools to identify and correct negative service touchpoints. Service recovery workshops, which are in the final phases of development, will help frontline communicators resuscitate failing service interactions and encourage supervisors to develop a culture in which their reports feel empowered to problem solve. To share the workshops across campus and tailor them to our community members’ diverse lived experiences, the LLA will partner closely with the Champions to conduct these workshop—the LLA will provide much of the content and the Champions will then translate the resources for their unit and work with department leaders to facilitate discussions and develop new initiatives surrounding service recovery and retention. The LLA plans to continue to develop service workshops and welcomes any suggestions for new material.

Through the faculty and staff Q2 questionnaire, some participants mentioned they had not received Q2 training. To provide an opportunity for colleagues who missed the original workshop to receive the training, the LLA will host a new round of Q2 workshops. The team will also develop a schedule with which to provide initial Q2 training to new hires. These trainings will help further integrate Q2 into university culture and give all university employees a shared experience with which to help construct their professional identity at Lindenwood.

Process Improvement Task Force

The LLA will be continuing to develop Q2 culture workshops, and the PITF has prioritized a list of goals for Phase II. First, the PITF hopes to work with key departments to address students’ concerns about parking. Lack of parking was the largest gap in the SSI data, identified as one of the university’s key service shortcomings in the Q2 qualitative study, and was not addressed by any of the Q2 champions’ initiatives. The PITF also hopes to review the university’s current vendor approval process and concerns university stakeholders have mentioned about the budget process. Finally, students, faculty, and staff have vocalized concerns about the university's current event proposal, contract, and waiver processes. As one student put it, “the current process is making the motivated unmotivated”. Certain steps are essential for compliance or legal best practices; however, the PITF is considering current practices with an eye for unnecessarily burdensome requirements.

The PITF has committed to addressing challenges with roots in several departments, but the team would like to highlight a recent success. After hearing comments from all levels of employees about the inconsistency of release times the day before holiday breaks, the PITF worked with university administrators to create a standardized system. The original goal was to set a standard release time the day before a holiday, but university decisionmakers decided it would be better to add two closure days, the Wednesday before Thanksgiving and December 23rd, to the university calendar. The change to the holiday policy started with a suggestion--PITF wants to remind university stakeholders to communicate any ideas they have for university improvement to their team’s Q2 Champion(s).

A key component of service several university stakeholders have asked to be better supported by Q2 is diversity. One of Lindenwood’s values is community, which it defines as commit[ment] to creating a connected, diverse community, sharing common attitudes, interests, and goals supporting personal and professional growth. To achieve this, HR has already begun developing cultural awareness training to offer interview committees before they meet with candidates to promote diverse hiring practices at the university. Furthermore, the university has opened a new Center of Diversity and Inclusion (CDI). In addition to supporting students, the CDI will collaborate with the academic schools, such as with the SoE’s Diversity, Equity, and Inclusion committee, to keep diversity central to future initiatives. Lindenwood is doing more to develop diversity at the university, and the CDI and HR will continue to promote an environment in which faculty, staff, and students feel included and seen.

**Q2 Task Forces**

After the first few meetings the Q2 Champions held, it became apparent that the number of Champions could impede the initiative’s goals. To ensure each of the 50+ Champions had an opportunity to impact university service and to reduce scheduling conflicts, Q2 leadership decided to divide the Champions into five task-force groups. Each task force group was asked to support a different aspect of service, and each group was assigned a leader to schedule meetings and communicate successes and challenges back to Q2 leadership. The five task force groups are: Real Experience, Real Success; How-To; Cross-Departmental/Communication; Outside Professional Development; and Place. What follows are brief descriptions of each task force’s goals for Phase II.

* + Real Experience, Real Success: The Real Experience, Real Success task force is seeking opportunities to provide impactful real-world opportunities for faculty, staff, and students. Currently, the team is developing a partnership with OEL to provide support for the career fair. There are also plans to host a panel discussion on how social media identity can impact employability.
  + How-To: The How-To task force is working to identify confusing or underutilized campus policies or practices. The team will then create supplementary resources to promote use. The team is currently reviewing Canvas functionality, the Portal scheduling system, tools for navigating campus, and advising resources.
  + Cross-Departmental/Communication: The Cross-Departmental/Communication task force is considering how information spreads across campus. Specifically, the team is researching the Digest and its readership to learn what the community notices and clicks.
  + Outside Professional Development: The Outside Professional Development task force hopes to create a program for faculty, staff, and adjunct instructors who attend conferences to share their new knowledge with their community. The team is still researching best practices and potential technology.
  + Place: The Place task force is currently researching student accessibility and campus lighting. The team has already achieved success through partnerships with Operations and SASS—part of the curb in front of the LARC has been replaced with a new ADA accessible cut-out.

**Student Suggestions**

Beyond the SSI data and Champions initiatives, the data gathered in the adjacent student perspective study found common themes this report has yet to discuss. First, several students expressed dissatisfaction with their campus dining experience—negative comments surrounding dining accounted for 27% of all comments. Within these comments, 28% of them asked to return to an all-you-can-eat system, 25% asked for more food variety/more consideration for those with dietary needs, and 14% asked for extended meal hall hours. Any improvement in students’ food service experience would directly address several of our students’ most visible dissatisfactions.

Other top themes included adding laundry and climate control to student housing houses, championing more interactive teaching styles, increasing course offerings—labs in particular, limiting tuition increases for current students, making major requirements clearer, and developing a single, reliable means of communication. Several of these ideas ask the university to be more concise with its policies and expectations. The university has been pushing major change over the last few years, some major programs have received overhauls with each new academic catalog. Coupled with rising tuition and the uncertainty of where to find information, students are getting frustrated and resistant to change. Students seem to be asking for consistent, easy to access information. Students understand change is necessary, but they want to feel like their interests are driving the change, not crumbling as collateral damage.

Lest this report end in gloom, students also highlighted several service successes. One of the most common comments was about classroom size. Students feel like the small student to teacher ratio Lindenwood boasts allows them to engage more in hands-on learning and develop meaningful relationships with their professors. The first point directly transitions to the second—students like how available faculty are. Several participants offered stories about favorite professors going out of their way to assist them or their peers. Other top comments raved about the variety of organizations on campus, the availability of tutoring, and the new Main Street “One Stop Shop”. One student even took the time to describe how an incredible recruitment tour is the reason he came to Lindenwood. Almost every student facing department received some sort of praise in the study. Everyone has made someone’s day. As the university moves into Phase II of Q2, remember any interaction could be the moment that defines a student’s Lindenwood experience.

**Final Thoughts**

The introduction of Q2 to Lindenwood brought major revisions to the rhetoric surrounding university service. Phase I asked each university employee to critically reflect upon their unit’s people, place, and process and then empowered those same individuals to reach for change. It has not all been easy, and, as evidenced by the 250 aforementioned initiatives, each unit has achieved at least one remarkable success. Thank you. This initiative would not exist without your support and dedication.

Phase II will bring new challenges and will be about collaboration, retention, and interconnected service. The mission to provide an exceptional, service-based experience will not change; however, each of us will be asked to step outside of our departmental comfort zone. We are going to ask a lot from you, but we would like to make a few promises in return:

* We will continue to support you and your initiatives. Be it through creating a workshop or resource or helping facilitate an uncomfortable meeting, the LLA and the Q2 Champions are here to support the university’s service growth.
* Everyone will be involved. From cabinet to new hire, Q2 has and will continue to be about collaborative growth and problem-solving. Q2 & You will continue to develop this point as every individual is asked to consider how their role fits into retention and the university mission.
* Most importantly, we will continue to assess. Several faculty, staff, and adjunct instructor responses asked to see data about the Q2 initiative. We offer this report in response, along with the promise of continued assessment.

No matter if your opinion of Q2 is positive or negative, we hope this report has represented the scope of the Q2 initiative at the university. We have said it several times, but this initiative is not a policy change that can be recorded in a book and forgotten. Q2 exists because we continue to value service excellence at Lindenwood. Some have said they want to use Q2 to become Disney, but being Disney was never the goal. The objective of Q2 has always been more uniquely Lindenwood, one of self-reflection and growth. Through Q2, we hope to create a brand of value through care. Through Q2 we hope to give our colleagues a home, not an office. Through Q2 we hope to make service excellence an instinct. Thank you for a year of service excellence; we look forward to continuing to serve with you.

Acknowledgements

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*With sincerity,*

*Brittany Brown*

**Phase One Q2 Champion**s

|  |  |
| --- | --- |
| **Department** | **Champion** |
| Academic Services | Kevin Manley |
| Admissions | Hunter Davis |
| Admissions | Kara Schilli |
| Admissions | Dana Hoff |
| Advancement & Communications | Brian Vorce |
| Advancement & Communications | Jaygan Eastman |
| Alumni Relations | Rachael Heuermann |
| Athletics | Jason Owen |
| Athletics | Tom Wagganer |
| Business Office | Rachele "Shelly" Pohlman |
| Business Office | Shannon Schloessman |
| Career Services | Elizabeth Ashcraft |
| Fiscal Affairs | Cheryl Delaporta |
| Human Resources | Joshua Elliott |
| Human Resources | Trish Schodrowski |
| Institutional Effectiveness | Kaitlyn Maxwell |
| Information Technology | Andrew Black |
| Information Technology | William Dillingham |
| Library Services | Lisa Young |
| Library Services | Nancy Messina |
| Library-Writing Center | Sue Edele |
| Lindenwood Online | Lexy Oberdieck |
| Office of Admission and Services for International Students | Amanda Schaller |
| Office of the Provost | Zach Alley |
| Operations | Daniel Kelley |
| Operations | Jerry Cooper |
| Operations | Kyle Routh |
| Operations | Terry Dean |
| Plaster School of Business & Entrepreneurship | Karolina Schneider |
| Plaster School of Business & Entrepreneurship | Laura Wehmer-Callahan |
| Plaster School of Business & Entrepreneurship | Steve Coleman |
| Public Safety | Derek Niebruegge |
| School of Accelerated Degree Programs | Brita Mathre |
| School of Arts, Media, and Communication | Chad Briesacher |
| School of Arts, Media, and Communication | Grant Hargate |
| School of Arts, Media, and Communication | Tony White |
| School of Education | Margaret Dannevik Pavone |
| School of Education | Nancy Schneider |
| School of Education | Tammy Moore |
| School of Health Sciences | Amanda Harrod |
| School of Health Sciences | Annie Alameda |
| School of Health Sciences | Lori Crow |
| School of Humanities | Andrew Thomason |
| School of Sciences | Billi Patzius |
| School of Sciences | Colleen Biri |
| School of Sciences | John Barr |
| School of Sciences | Marilyn Patterson |
| School of Sciences | Stephanie Afful |
| School of Sciences | Suzanne Stoelting |
| Student and Academic Support Services | Jeremy Keye |
| Student Financial Services | Adam Colvin |
| Student Financial Services | Audrey Plump |
| Student Financial Services | Kimbecca Tungate |
| Student Involvement | Carynn Smith |
| Student Involvement | Josh Gilliam |
| Student Life & Diversity | Holly Zeiger |