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USER EXPERIENCE – LINDENWOOD UNIVERSITY ADMISSIONS WEBSITE

by

Dillon Edward Bittiker

Submitted in Partial Fulfillment of the
Requirements for the Degree of Master of
Arts in

Digital Web Design
at

Lindenwood University

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Author's Signature



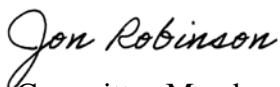
Committee Chair	Date
Justin Kussman	5/8/20

Committee Chair Signature



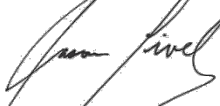
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ABSTRACT

Title of Thesis: User Experience – Lindenwood University Admissions Website

Name of Student, Master of Arts/Digital Web Design, 2020

Thesis Directed by: Justin Kussman, Instructor, Interactive Media and Web Design

This project focuses on how to improve Lindenwood University's admissions web page experience. The primary focus is to study current admissions staff member's roles within the organization, and work to create a better online experience for them and their students.

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Introduction/ Background Information

This study identifies how Lindenwood University (LU) can utilize their website to enhance a user's web experience. Research will explore who Generation Z is and why they are important to the University Admissions staff at LU, the role websites play in higher education, and how user experience and storytelling play a role in user experience research. Two surveys and one focus group will be administered to University Admission staff members at Lindenwood University. The objective of this research study is to identify the perceived trustworthiness of the current website's content, to examine the current drawbacks of the Admissions web pages functionality, and to further evaluate what, or if, changes need to be made to better assist staff members with their daily work tasks.

Literature Review

This project focuses on user experience and is aimed to better understand how users of Lindenwood University's admissions website are coming to understand web content and overall navigation. This literature aims to achieve three goals. Goal one is to understand the Generation Z population, as many students enrolled at Lindenwood University are enrolled in undergraduate, online, and graduate degree programs. This goal can be reached by understanding the framework of who Generation Z is and how they utilize the internet, both the institutional website and the role social media plays. Goal two is to understand the field of user experience and its influence within higher education. Finally goal three, is to present how storytelling and mapping impact user experiences. Once these three goals are achieved we will better understand how to measure and test the website for future improvements.

Starting with goal one, understanding Generation Z. Fromm and Reed (2017) understand Generation Z is a unique group of humans born between 1995 – 2010. Those that were born in this timeline have experienced many firsts that prior generations have not encountered. Events ranging from The Great United States Recession and the election of the first African American elected to the presidency has shaped Generation Z (Fromm 2017).

Generation Z has grown-up with technology from birth. Bencsik, Horváth-Csikós, Juhász define these individuals as the "Facebook Generation." Many in Generation Z use the internet to find solutions to everyday problems (Bencsik, 2016). Furthermore, researchers Kitchen and Proctor (2017) estimates that 23.4% of the United States population belongs to Generation Z.

In 2016, Google created a study that focused on Generation Z trends. The *It's Lit* study identified online trends of United States teens. Google estimates that Generation Z encompasses 60 million teens – accompanying with \$44 billion dollars of purchasing power. Google found that males in the study were more persuaded if something was cool by their friends or was a recent fad. Females in the study found

something more interesting if the trend impacted their emotional state of mind (Think with Google, 2016).

Google also identified mobile device and virtual reality trends. 42.3% of those in the study uses an iOS device, while 41.3% uses an Android device (Think with Google, 2016). Furthermore, Generation Z's social media usage was analyzed in hopes to identify trends in this coming of age population. Over 50% of this population is using Instagram, Snapchat, and Facebook. Additionally, 57.6% of males studied are on Facebook and 51.9% are on Instagram. Female Generation Z participants showed a higher rate of Instagram usage, at 67.9%, and Snapchat usage coming in second place, at 66.7%. Social media usage is high for both genders and is pivotal to use when trying to connect to the Generation Z population (Think with Google, 2016).

Even further, as shown from research from Fromm, Generation Z has a certain way they like to be approached. The idea that brands should be trying to have a conversation versus trying to sell a product on social media is shown to be very important. Generation Z takes a more sensible approach, unlike other generations, when it comes to career choices. Personal success is important, although Generation Z has heard about more failures than success stories from prior generations (Fromm, 2017).

Goal two identifies how digital user experience is used in higher education, and what values need to be messaged to attract prospective Generation Z students. Research developed by Saichaie and Morpew (2014) investigate the value that universities push to promote their institutions. Many students are questioning the educational value universities are providing to students. Saichaie and Morpew argue that university websites, "...seems apparent that the website mosaic of cutting-edge facilities and cocurricular events leaves little room to emphasize citizenship education or the pursuit of education for knowledge's sake" (Saichaie, 2014). In other words, is the goal of a student to simply earn a degree or gain an understanding of real-world problems and to develop critical thinking skills.

Saichaie and Morpew look at 12 university websites (broken down into the Big 10, elite, southern colleges, and public regional institutions) and breaks them down further into six website themes. These six themes include: academics, campus aesthetics, fine arts, intercollegiate athletics, student life,

and value (financial aid, rankings, etc). Saichaie and Morpew's research found "that while institutions in the sample varied significantly in organizational and student characteristic, they did little [to] emphasize unique attributes on their institutional websites. Instead, what appeared were proscriptive and generic scenes featuring crowds at athletic events, students relaxing in residence life suites, and other cocurricular activities" (Saichaie, 2014).

An additional conclusion reached by Saichaie spoke to the relationship between public and private sector industries. Each website studied showed, as Saichaie put it, a "generic representation of the lifestyle associated with attending college and not a scholarly pursuit of knowledge" (Saichaie, 2014). Saichaie and team believe that that these generalizations identify that the higher education industry has become more of an entrepreneurial business versus a branded organization focusing on knowledge-based learning.

Goal three of this project explores the idea of storytelling and enabling experience design into website usage. In other words, following a user's web experience can be effective when redesigning a website. Reacher Bacha describes three examples of utilizing storytelling within his study on component usability and website sustainability.

Bacha developed a user experience approach that focuses on antenarratives system developments. Antenarrative, according to Bacha, antenarrative is the "research approach based on a branch of reflective storytelling" (Bacha, 2018). Bacha presents three stories where he uses interviewing methodology to trace back a web user's experience. Bacha's goal is to link an individual's job goals with a creative website experience.

In the first antenarrative example, Bacha creates a digital tutor system for the English department at Georgia State University. This tutor development system lists departmental announcements while utilizing stunning visual elements from the website. Bacha took this website request from the administrative employees at Georgia State University but also sought after the English tutors input to create a system that served all users needs. Without Bacha reaching out to secondary users, the prototype would not have been as successful. As Bacha puts it in his research, "collecting stories works because of

their informal nature allow[ing] members of an organization to talk about their experiences in their own words and in the language used by the organization” (Bacha, 2017).

The second antenarrative Bacha shares is that of the content management system (CMS) at Georgia State University. Bacha’s project focuses on how the universities Writing Studio (referred to as the digital tutoring system in the above example) can be implemented into the CMS. Bacha had an issue with identifying how multiple staff members throughout the Georgia State University system utilized multiple communication vehicles when interacting with the CMS that connects to the Writing Studio program.

Through pressure-free conversation Bacha was able to identify two communication vehicles that were causing issues of user experience discomfort. These two vehicles were the schools email client and a word processor. After these conversations were had, Bacha edited a previous process map that showed what users were using and how the flow of information went from the CMS to a word processor user. Bacha received honest feedback from all users to improve the CMS at Georgia State University. Bacha concludes that by including all users in the antenarrative, researchers can identify honest problems that those in an organization might be initially hesitant to share.

Research Methodology

The methodology of this study can be broken down into four parts. An initial ten question survey will be administered quizzing current LU Admission staff members on their perceptions of the current website. This survey asks participants to rank how efficient they find the overall design, how trustworthy the website’s content is, and how effective the current website is at helping to recruit new students.

A second survey will be administered to participants that analyzes their demographic information, further helps to identify challenges staff members face during work hours, and is used to help build out user personas to better identify participant archetypes. In addition to general demographic information requested, survey participants will also be asked to identify what skills and tools are required for their job, alongside how they are measured on their job performance.

Third, a virtual focus group card sorting exercise will take place. This open card sorting exercise will be used to further evaluate how content and website layout are perceived. Six admission staff members will be selected, each working with a different subset of students (by either geographic territory or student type – first time freshman, transfer, military student, graduate, continuing education/non-traditional student). More than 50 topics relating to the current Admissions webpages were given to focus group participants, in the form of a digital index card (topic examples include – but were not limited to – admissions contact info, apply now, file your Free Application for Federal Student Aid, etc.) Participants were then asked if a webpage assisted or hindered their recruiting efforts. Furthermore, participants were later asked to further explain why they felt something was or was not of value.

Finally, three user persona archetypes will be created to better identify a user’s needs, background, and overall thought process. Archetypes will layout a staff members role, basic demographic information, general biographic highlighting the staff members workday, and brands that this particular demographic likes.

Findings

The first survey administered asked 20 LU Admissions staff members their perspectives of the current website. This 10 question survey used a series of five-point Likert scales, free response questions, and heat maps. Question one gave participants the opportunity to rank their beliefs on a scale from “strongly agree – strongly disagree.”

Table 1 – Question 1

Question	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
I find the university website helpful when recruiting new students.	10%	10%	15%	60%	5%
The website is easy to navigate.	5%	35%	15%	30%	15%

I think the website is sophisticated in its design.	10%	20%	25%	35%	10%
I can trust the information on the website is accurate.	20%	45%	5%	20%	10%
I would say positive things about this website to others.	5%	5%	35%	35%	20%
I website gives prospective students a well-rounded view of Lindenwood University.	10%	20%	10%	35%	25%
I feel that I am an experienced user of the website.	5%	0%	10%	35%	50%

n=20 staff participants

Survey results from the first question set shows a standard deviation of 1.15, signifying that on average responses were a little over 1 point away from the mean and represents a healthy distribution curve. Responses to this set of survey questions was slightly positive, with a mean answer rating of 3.4 out of 5.0. 65% of participants asked, either strongly or somewhat strongly disagreed with the following statement: “I can trust the information on the website is accurate.”

This safely confirms that staff members within University Admissions do not fully trust the information on the LU website. Over 85% of participants felt like they were “an experienced user of the website” and 55% of survey responders noted that they would say positive things about the LU website to others. From these results it becomes evident that the website itself can be professionally navigated through, but content is misaligned with the webpages. At this point in the research experiment the question of content layout and page navigation comes into overall play.

Table 2 – Question 2

Question	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
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I find the university admissions webpages helpful when recruiting new students.	5%	5%	25%	60%	5%
The admission webpages are easy to navigate.	15%	20%	10%	45%	10%
I think the webpages are sophisticated in its design.	10%	20%	10%	50%	10%
I can trust the information on the admission webpages are accurate.	10%	25%	0%	45%	20%
I would say positive things about these webpages to others.	5%	10%	20%	50%	15%
The admissions webpages make applying to Lindenwood easy.	5%	5%	20%	30%	40%
The admissions webpages make it easier to recruit new students.	5%	25%	25%	40%	5%
The admissions webpages make my job easier.	10%	15%	40%	20%	15%

n=20

Survey results from the second question set addressing website perceptions shows a standard deviation of 1.12, signifying that on average responses were a little over 1 point away from the mean and represents a healthy distribution curve. Responses to this set of survey questions was slightly positive, with a mean answer rating of 3.4 out of 5.0. As opposed to the questions from the first set (see Table 1), 65% of survey participants thought that they could trust the information on the Admissions specific webpages. Only 30% of participants felt that they could trust the website information on all webpages LU owns. This shows that a majority of mistrust comes from other department webpages at Lindenwood University (Academics, Athletics, Student Financial Services, etc.). Furthermore, by addressing these website topics at a university level (as opposed to an Admissions – departmental level), could help provide stronger trust within departments.

Table 3

Question	Strongly Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Strongly Agree
The Lindenwood University admissions webpages motivate students to apply.	5%	20%	20%	45%	10%
The Lindenwood University admissions webpages encourage prospective students to explore academic programs.*	0%	37%	26%	16%	21%
The Lindenwood University admissions webpages encourage prospective students to tour campus.	5%	5%	15%	45%	30%
The Lindenwood University admissions webpages excites students and increases their interest in attending.	10%	20%	25%	35%	10%
I feel skeptical about using the Lindenwood University admissions webpages when recruiting.	10%	35%	40%	10%	5%

n=20

n*=19 – 1 participant skipped question

Survey results from the third question set shows a standard deviation of 1.07, signifying that on average responses were a little over 1 point away from the mean and represents a healthy distribution curve. Responses to this set of survey questions was slightly positive, with a mean answer rating of 3.3 out of 5.0. When asked about if the Lindenwood University Admissions webpages encourage students to explore academic programs there was an equal split. 37% of survey participants believed that the Admissions webpages encouraged students to explore academic programs, while an additional 37% of survey participants believed the opposite. In addition, 75% of all survey participants believed that the

Lindenwood University Admissions webpages encouraged students to tour campus. With this data, along with the information in Table 3, we can successfully conclude that staff members are unclear at what the main recruiting purpose is of the Admissions website pages. Having 37% agree and an additional 37% of survey participants disagree at the notion that the LU Admission webpage is effective at encouraging prospective students to explore academic programs, yet 75% believe that the LU admissions webpage encourages prospective students to visit sends mixed call to action signals. The Lindenwood University Admissions webpages should serve with a unified call to action message. With prospective students living online, and seeking information digitally, it would serve the University Admissions team better to identify what their exact goals are for the website. From the research conducted it appears that students should be pushed to apply online, as opposed to first visit than apply.

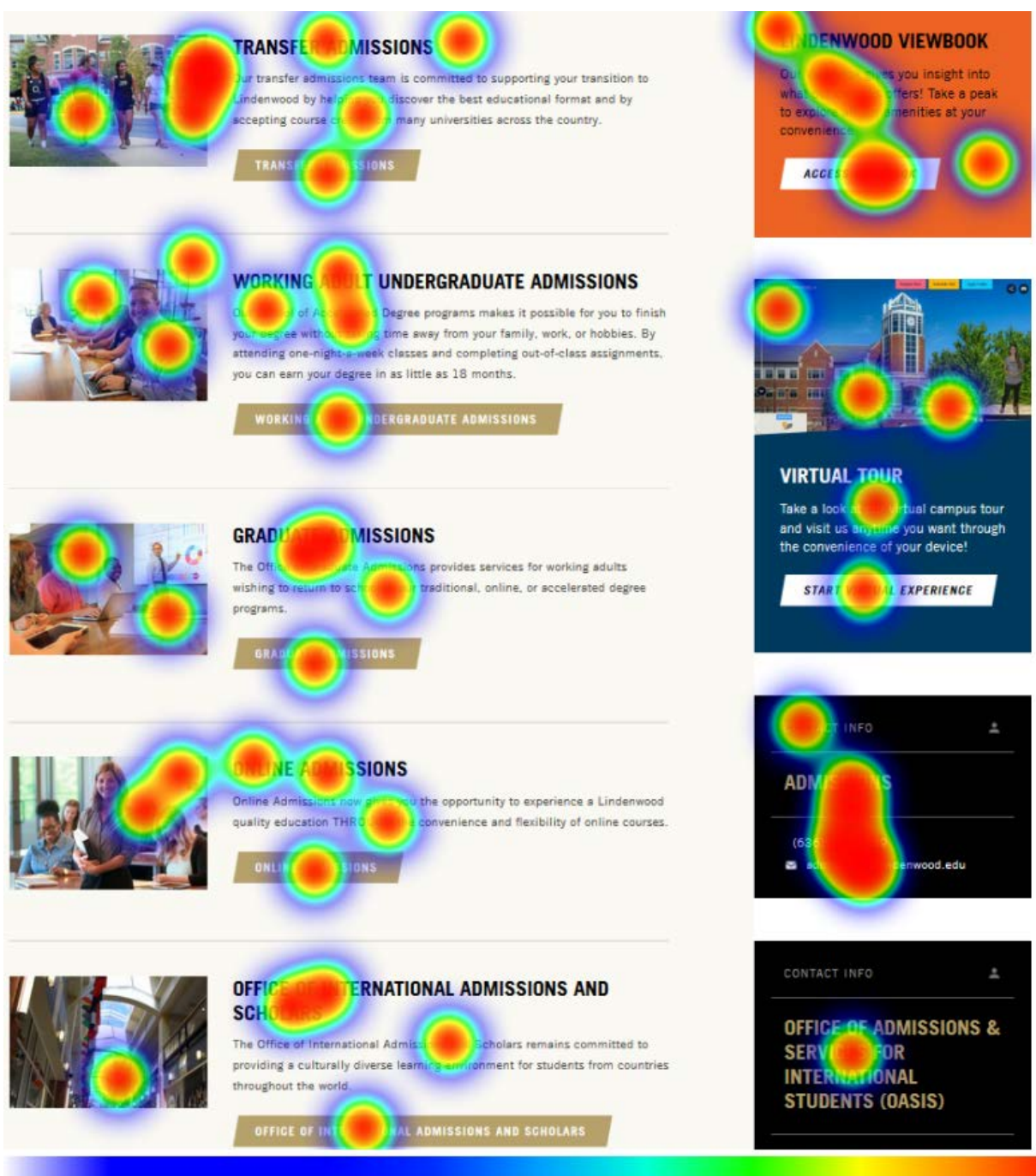
The next two questions within the survey focused on a heat map aimed at identifying what staff members regularly interact with. Staff members were allowed to click both Image 1 and Image 2 up to ten times, signifying what “stands out most”.

Image 1



In image one we see heavy use of the apply now, request information, and schedule a visit buttons (located on the yellow bar). Moderate clicks are shown within the “About” tab and no clicks were shown with the very top right-hand navigation bar (Info for Undergraduate, etc.). This signifies that University Admission staff member’s attention gravitated to call to action messages, as opposed to some of the other less prominent buttons – mostly seen at the very top right-hand bar.

Image 2



In image two, which is on the same web page as image one but scrolled down further, many boxes are heavily clicked upon. Sub headers, images, and contact information boxes appear to be the most clicked upon. This can signify that the survey participants either believe that there are too many categories listed, or all of the information is extremely relevant to the counselor’s position. Regardless, staff members seem to find sub headers relevant in their website search. This reveals that staff members

within University Admissions find it helpful to have their website mapped out based off of student type (freshman, transfer, etc.). In other words, content could be grouped together based off of student type to help admission counselors navigate respective web pages more efficiently.

The second virtual focus group and basic demographic survey focused on six admission counselors that serve different student groups – first time freshman, transfer, military student, graduate, continuing education/non-traditional student – or geographic regions. The purpose of this survey, as opposed to the first survey administered, was to gather more information for persona archetype development. Questions pertaining to what participant’s current role was, how their job performance is measured were asked.

In the virtual focus group each voluntary participant was given access to a list of virtual cards that listed off several admissions topics and given access to the current website. Participants were then asked to discuss the positive aspects of each Admissions webpage, struggles that they had with each of the pages in question, and overall topics that they felt would better address each student type.

The “Traditional Freshman Admissions” webpage was examined by the group first. A “traditional freshman” can be defined as a high school senior who is applying to LU as a first-time undergraduate student. Participants found that the contact information pertaining to the correct admissions counselor was one of the most important elements of the webpage. Secondary, yet important topics, that needed to be covered included a test-optional policy section, apply call to action, recommended next steps (specific to this student type), visit campus, and a section high-lighting information on how home school students can apply.

The group had additional thoughts about including the word “Day” into the section header, therefore the title of this page would be named “Traditional Day Freshman Admissions.” Met with some resistance, the group was split as to what effect this would make. Some participants felt that referring to the page as “Traditional” only was good enough, others in the group, specifically those working with adult learner (those that do not apply for an undergraduate degree directly out of high school) felt that it

was confusing for their students. In addition, several members of the group referred to this web page as being too “wordy” or not concise in its messaging.

The second page evaluated was the “Transfer Admissions” webpage. Like the other pages evaluated this too was deemed too “wordy”. The thoughts behind this webpage were very similar to the “Freshman Admissions” webpage. The call to action on this page came into question – some viewing the call for users to apply, others to contact their admissions counselor. Content deemed relevant to this page includes the social media icons, contact information (basic email and phone number), call to action buttons that are obvious to the eye (easily clickable). A hesitation with the current website came with the call to action for transfer students to visit campus. Some participants felt like there needed to be more emphasis on meeting with admissions, faculty, and speaking with members of Student Financial Services.

The third page evaluated was the “Graduate Admissions” webpage. Content participants thought was more relevant to these pages included graduate program listings, filing a free application, how to request more information, tuition, learning center locations, and admissions counselor information. Participants in the study found spoke on their frustrations regarding learning centers and where programs take place. The LU learning centers house certain undergraduate and graduate level programs but not all programs.

The “Online Admissions” webpage was the final page evaluated. Participants felt that some of the information was misplaced an irrelevant to the webpage. Focus group members felt that the schedule a visit link and virtual tour information was irrelevant for online students. In addition, many participants felt that there was not a need to list out the “advantages of completing your degree online”, they would rather see a section devoted to programs students can take online.

Overall, the four web pages examined seemed to have the same issue, content hierarchy and call to action messaging. In other words, content that was deemed “confusing”, “irrelevant”, or “wrong” seemed to come up on a reoccurring basis. It appears that all the focus group participants found the Admission website content irrelevant or within “wordy” text. In addition, one participant brought up a website navigation request. This participant summarized that they would rather click several times and

land on the page that is extremely relevant to their needs, as opposed to hoping on one web page that lists everything. By segmenting out content, due to student type, focus group participants felt that prospective students would have an easier time navigating the Admissions website.

An additional point that came up was naming conventions of student types. There seemed to be some confusion among the group regarding the differences between a “traditional” or a “nontraditional” student. This term came up specifically in relationship with those that worked at remote learning centers. These learning centers typically interact with prospective students that want to enter into a program that does not take place on the main campus or online. One participant even stated that they were confused with all of the naming conventions. It is the recommendation to segment out student types more efficiently. By segmenting out the website into microgroups – Freshman Admissions, Transfer Admissions, Graduate Admissions, Online Admissions – than layering content that is relevant to those specific student types (admission requirements, how to apply, financial aid options, counselor information, format, etc.) can create a more efficient method of communicating with students.

Conclusions

Research presented has explained the historical context of Generation Z and its value in higher education recruitment. Additionally this research provides surveys and focus group analysis that further evaluates the user experience journey University Admissions staff members take when recruiting prospective students.

Users in the first survey group made it clear that content on their respective admissions webpage is trusted, although information users can find across departments is not trusted as accurate. With the breadth and scope of prospective student types it will be advised to update content that is perceived as more accurate. Admission counselor’s job roles span across departments (admissions, academics, athletics, etc.). Additionally it was made clear that content across Admissions web pages need to zone-in on more accurate call to action messages. These messages should circulate around student types and should be specific. Freshman student pages are recommended to focus on applying “now” or “today”

whereas graduate level web pages should avoid talking about virtual tours, campus involvement, or scheduling a campus visit.

This survey and focus group research provided a few limitations. In the demographic survey, only 3 of the 6 focus group participants participated in the survey, therefore affecting the personal archetypes. In addition, this survey and focus group did not include the international admissions department. Further studies can use this information to further their institutions website traffic and user experience journey. Research conducted for the focus group was done virtually due to the limitations of the current COVID-19 quarantine, although it did not affect the overall results, the study did limit collaboration within the card sorting exercise.

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Appendix

IA - Admissions Website UX Demographic Survey

Q1 - What is your current job title?

What is your current job title?

Freshman Admissions Counselor

Freshman Admissions Counselor

Admissions Counselor

Q2 - Please briefly describe how you got to your current position?

Please briefly describe how you got to your current position?

I worked in the same position at another university for 1.5 years, and found this position through a current coworker here as I networked with him during recruiting events.

I help incoming freshman with their application materials, recruit incoming freshman, and answer questions about the Lindenwood Experience.

Applied for a position with Lindenwood and was referred to the admissions team on the St. Charles Campus.

Q3 - Please briefly describe your daily work tasks.

Please briefly describe your daily work tasks.

Contacting prospective students, assisting them with the admissions process and enrollment process, and being their main resource to any university questions they may have.

I reach out to freshman about any missing application materials, phone call to prospective students, meet with students after campus tours, send financial aid awards, and answer general questions about Lindenwood and the application process.

Contacting applicants and assisting them with the admissions process

Q4 - How are you measured on your job performance?

How are you measured on your job performance?

By staying on track with my student contacts that I have to make. Technically my application pool of students and how many matriculate over to the university also aids in my performance, but that cannot be the sole factor in my performance since that is many times out of my control.

We have staff evaluations once a year. We are also measured by how many reach outs we are doing each week, and keeping up with our deposited students.

Primarily through my interactions with students. I believe indirectly we are measured by the amount of students that end up attending, but in a sense, this is out of our hands as it's based on so many different factors for each of the students.

Q5 - What skills are required to do your job?

What skills are required to do your job?

interpersonal communication relationship building public speaking

Basic computer and typing skills, Microsoft excel skills, customer service and positive demeanor, must be able to have meaningful conversations with students and parents in person and over the phone.

Being personable with students and their families, basic computer skills, and being adaptable to changes.

Q6 - What tools do you use in your job?

What tools do you use in your job?

Microsoft Excel, Microsoft Word, Outlook Email, office phone, Texting platform, Student Data base (CAMS and WorkDay)

Excel, Lindenwood Website, asking coworkers

People skills, computers, phones, etc.

Q7 - Do you read any specific publications or blogs to keep informed of higher education trends? If so, which ones?

Do you read any specific publications or blogs to keep informed of higher education trends? If so, which ones?

Tudor Collegiate Strategies

I have read articles from admissions.dantudor.com

N/A

Q8 - Please highlight the age category that fits you best.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Please highlight the age category that fits you best.	1.00	1.00	1.00	0.00	0.00	3

#	Answer	%	Count
1	18-25	100.00%	3
2	26-35	0.00%	0
3	36-50	0.00%	0
4	51+	0.00%	0
5	Prefer not to answer	0.00%	0
	Total	100%	3

Q9 - Please identify your preferred gender.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Please identify your preferred gender.	1.00	2.00	1.33	0.47	0.22	3

#	Answer	%	Count
1	Male	66.67%	2
2	Female	33.33%	1
3	Other	0.00%	0
4	Prefer not to answer	0.00%	0
	Total	100%	3

Q10 - What is the highest level of education you have completed?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What is the highest level of education you have completed?	4.00	4.00	4.00	0.00	0.00	3

#	Answer	%	Count
1	No formal education completed	0.00%	0
2	High School Degree/GED	0.00%	0
3	Associates Degree	0.00%	0

4	Bachelors Degree	100.00%	3
5	Masters Degree	0.00%	0
6	Professional Level Degree	0.00%	0
7	Prefer not to answer	0.00%	0
	Total	100%	3

Q11 - What elements of the Admissions website makes your job easier?

What elements of the Admissions website makes your job easier?

Students being able to schedule their own tours and see the application link

The virtual tour, SFS page, Business office page

The pieces that refer a student to their specific counselor and have them contact us directly. UChat has been a huge help!

Q12 - What elements of the Admissions website makes your job more challenging?

What elements of the Admissions website makes your job more challenging?

the confusion between online students', 'working adult admissions', and 'graduate admissions'. They're all so similar. Also it would be great to have students see how to connect with the learning sites and which programs they represent.

In general, I think our website is too wordy. We should have more quick facts and word blurbs, maybe include short videos of the admissions processes.

Sometimes there are irrelevant links or too much wording in certain areas.

Q13 - What challenges do you face when dealing with the Lindenwood website as a whole?

What challenges do you face when dealing with the Lindenwood website as a whole?

Formatting, too many words everywhere, far too many paragraphs above the actual important information. Pi

In general, I think our website is too wordy. We should have more quick facts and word blurbs, maybe more videos and pictures. Also, some of the information is outdated.

The fact that it's fairly consistently outdated. Branding isn't consistent and there is frequently information that is no longer accurate or relevant to the page it's on.

Q14 - What changes would you like to see to assist in making your Admissions website experience better?

What changes would you like to see to assist in making your Admissions website experience better?

a picture at the top of the page that draws you in, then you scroll down to see a very clean-cut layout of which format you're interested in only one key word to explain that program (Graduate, Freshman, Transfer, etc), and less words on the sides of the pages. More clicks to get there is fine as long as it is cleaner and less overwhelming to look at the page.

I would be happy to assist with any videos. I am able to be in focus groups and brainstorming sessions on things we can improve.

More points referring them to talk to somebody. There appears to be a general idea that "the more information the better" is how we should frame our website. "Answer every question possible" is another theme I notice. But I think there's a significant benefit in having students talk to someone directly. That's why I love UChat and the "Meet your admissions counselor" pages.

1B Lindenwood University Admissions Trust Website Survey

Q1 - Rank each statement regarding the Lindenwood University website, including webpages outside of university admissions (student life, residence life, athletics, academics, etc.)

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I find the university website helpful when recruiting new students.	1.00	5.00	3.40	1.07	1.14	20
2	The website is easy to navigate.	1.00	5.00	3.15	1.19	1.43	20
3	I think the website is sophisticated in its design.	1.00	5.00	3.15	1.15	1.33	20
4	I can trust the information on the website is accurate.	1.00	5.00	2.55	1.28	1.65	20
5	I would say positive things about this website to others.	1.00	5.00	3.60	1.02	1.04	20
6	I website gives prospective students a well-rounded view of Lindenwood University.	1.00	5.00	3.45	1.32	1.75	20
7	I feel that I am an experienced user of the website.	1.00	5.00	4.25	0.99	0.99	20

#	Question	Strongly disagree		Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree		Total
1	I find the university website helpful when recruiting new students.	10.00%	2	10.00%	2	15.00%	3	60.00%	12	5.00%	1	20
2	The website is easy to navigate.	5.00%	1	35.00%	7	15.00%	3	30.00%	6	15.00%	3	20
3	I think the website is sophisticated in its design.	10.00%	2	20.00%	4	25.00%	5	35.00%	7	10.00%	2	20
4	I can trust the information on the website is accurate.	20.00%	4	45.00%	9	5.00%	1	20.00%	4	10.00%	2	20
5	I would say positive things about this website to others.	5.00%	1	5.00%	1	35.00%	7	35.00%	7	20.00%	4	20
6	I website gives prospective students a well-rounded view of Lindenwood University.	10.00%	2	20.00%	4	10.00%	2	35.00%	7	25.00%	5	20
7	I feel that I am an experienced user of the website.	5.00%	1	0.00%	0	10.00%	2	35.00%	7	50.00%	10	20

Q2 - Rank each statement regarding the Lindenwood University admissions webpages.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I find the university admissions webpages helpful when recruiting new students.	1.00	5.00	3.55	0.86	0.75	20
2	The admission webpages are easy to navigate.	1.00	5.00	3.15	1.28	1.63	20
3	I think the webpages are sophisticated in its design.	1.00	5.00	3.30	1.19	1.41	20
4	I can trust the information on the admission webpages are accurate.	1.00	5.00	3.40	1.32	1.74	20
5	I would say positive things about these webpages to others.	1.00	5.00	3.60	1.02	1.04	20
6	The admissions webpages make applying to Lindenwood easy.	1.00	5.00	3.95	1.12	1.25	20
7	The admissions webpages make it easier to recruit new students.	1.00	5.00	3.15	1.01	1.03	20
8	The admissions webpages make my job easier.	1.00	5.00	3.15	1.15	1.33	20

#	Question	Strongly disagree		Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree		Total
1	I find the university admissions webpages helpful when recruiting new students.	5.00%	1	5.00%	1	25.00%	5	60.00%	12	5.00%	1	20
2	The admission webpages are easy to navigate.	15.00%	3	20.00%	4	10.00%	2	45.00%	9	10.00%	2	20
3	I think the webpages are sophisticated in its design.	10.00%	2	20.00%	4	10.00%	2	50.00%	10	10.00%	2	20
4	I can trust the information on the admission	10.00%	2	25.00%	5	0.00%	0	45.00%	9	20.00%	4	20


	webpages are accurate.											
5	I would say positive things about these webpages to others.	5.00%	1	10.00%	2	20.00%	4	50.00%	10	15.00%	3	20
6	The admissions webpages make applying to Lindenwood easy.	5.00%	1	5.00%	1	20.00%	4	30.00%	6	40.00%	8	20
7	The admissions webpages make it easier to recruit new students.	5.00%	1	25.00%	5	25.00%	5	40.00%	8	5.00%	1	20
8	The admissions webpages make my job easier.	10.00%	2	15.00%	3	40.00%	8	20.00%	4	15.00%	3	20

Q3 - Click the section(s) below that stand out the most to you.

INFO FOR UNDERGRADUATE [Apply Today!](#) [Request Info](#) [Visit Campus](#) [Virtual Tour](#) [Degrees](#) [News](#) [Give Online](#)

[ABOUT](#) [ACADEMICS](#) [ADMISSIONS](#) [STUDENT LIFE](#) [ATHLETICS](#) [CANVAS](#) [PORTALS](#) [EMAIL](#) [SEARCH](#)

LINDENWOOD UNIVERSITY




[HOME](#) / [ADMISSIONS](#)

ADMISSIONS

[APPLY](#) [REQUEST INFO](#) [SCHEDULE VISIT](#)


Lindenwood University has a dedicated staff of admissions professionals sensitive to each student's particular circumstances and service needs.



FRESHMAN ADMISSIONS

Undergraduate Day Admissions has the responsibility of serving the needs of traditional college-bound students who are either coming directly from high school or are recent high school graduates transferring from another institution.

[FRESHMAN ADMISSIONS](#)



ADMISSIONS

- [FRESHMAN ADMISSIONS](#)
- [TRANSFER ADMISSIONS](#)
- [WORKING ADULT UNDERGRADUATE ADMISSIONS](#)
- [GRADUATE ADMISSIONS](#)
- [ONLINE ADMISSIONS](#)
- [INTERNATIONAL ADMISSIONS](#)
- [STUDENT FINANCIAL SERVICES](#)
- [REFER A STUDENT](#)
- [SECURE FILE TRANSFER](#)

Q4 - Click the section(s) below that stand out the most to you.

TRANSFER ADMISSIONS

Our transfer admissions team is committed to supporting your transition to Lindenwood by helping you discover the best educational format and by accepting course credit from many universities across the country.

TRANSFER ADMISSIONS

LINDENWOOD VIEWBOOK

Our Viewbook gives you insight into what Lindenwood offers! Take a peek to explore the amenities at your convenience.

ACCESS VIEWBOOK

WORKING ADULT UNDERGRADUATE ADMISSIONS

Our Office of Adult Degree programs makes it possible for you to finish your degree with less time away from your family, work, or hobbies. By attending one-night-a-week classes and completing out-of-class assignments, you can earn your degree in as little as 18 months.

WORKING ADULT UNDERGRADUATE ADMISSIONS

VIRTUAL TOUR

Take a look at our virtual campus tour and visit us anytime you want through the convenience of your device!

START YOUR EXPERIENCE

GRADUATE ADMISSIONS

The Office of Graduate Admissions provides services for working adults wishing to return to school through traditional, online, or accelerated degree programs.

GRADUATE ADMISSIONS

CONTACT INFO

ADMISSIONS

(636) 335-3333

admissions@lindenwood.edu

ONLINE ADMISSIONS

Online Admissions now gives you the opportunity to experience a Lindenwood quality education THROUGH the convenience and flexibility of online courses.

ONLINE ADMISSIONS

CONTACT INFO

OFFICE OF ADMISSIONS & SERVICES FOR INTERNATIONAL STUDENTS (OASIS)

OFFICE OF INTERNATIONAL ADMISSIONS AND SCHOLARS

The Office of International Admissions and Scholars remains committed to providing a culturally diverse learning environment for students from countries throughout the world.

OFFICE OF INTERNATIONAL ADMISSIONS AND SCHOLARS

Q5 - What do you like about the Lindenwood University admissions webpages?

What do you like about the Lindenwood University admissions webpages?

information is clearly stated and updated regularly

There is a lot of information to be found, if you can navigate accordingly.

how the different admissions (grad, ug, online, international) are split up

It Catches the eye and it is easy to read

The focus of the hyperlink bars to encourage next steps

The online chat and how accessible the information is. I can learn a lot just by looking at the website and I don't have to talk to anyone on the phone. I don't want to have to call to find out information - I'm more likely to skip over that university if I can't at least get an quick snapshot of info just by looking online.

I like that it is up to date with processes and information needed for perspective students.

I like the top where it gives easy access to our application, inquiry form, and schedule a visit. The breakdown of the admissions offices is helpful for navigation purposes.

The most frequently used items are easily accessible

I like the consistency of having black and gold within the fonts and labels on the website.

I like that we have a tab for each type of student we recruit. That way they are getting linked to the information that pertains to their specific format/offering

Easy to use search bar

There's a lot of information

Very little. It's basic and lacks life or character.

It is easy to read and has a user friendly design

colorful

Q6 - What do you dislike about the Lindenwood University admissions webpages?

What do you dislike about the Lindenwood University admissions webpages?

On the graduate side of admissions the majority of the process is on an individual student basis, so there is not entirely a one size fits all process.

There is a lot of information, and at times you can get too many clicks in and have troubles finding where you started.

How busy/cluttered the page is. I don't like the bar on the right side of the screen in addition to the columns down the middle

Too much info may be overwhelming

blue and orange color scheme, my eyes don't go to those links or bars to click

Nothing in particular

It can be very difficult to navigate if you are not familiar with the webpage. A lot of information we have is not easily accessible based off of how many clicks you need to get to the page so it is missed by students/families.

The redirect to WorkDay - WorkDay pages are much more bland/difficult to get through.

It may be due to location, but the viewbook section and virtual tour section on the screenshot above look like advertisements so my mind immediately ignores those and skims by them.

It is boring. The format could use an uplift.

Wordy and congested information on the first page

Not always easy to find out who I want to speak with.

inconsistent formatting of information provided within different degree options

Its unfriendly and confusing to navigate when searching for specific answers.

It can take quite a bit of time for the contact information to get updated when a new person moves into a position

flipping from faculty/staff to student to try to find information in the search bar

Q7 - Rank each statement regarding the Lindenwood University admissions webpages.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The Lindenwood University admissions webpages motivate students to apply.	1.00	5.00	3.35	1.06	1.13	20
2	The Lindenwood University admissions webpages encourage prospective students to explore academic programs.	2.00	5.00	3.21	1.15	1.32	19

3	The Lindenwood University admissions webpages encourage prospective students to tour campus.	1.00	5.00	3.90	1.04	1.09	20
4	The Lindenwood University admissions webpages excites students and increases their interest in attending.	1.00	5.00	3.15	1.15	1.33	20
5	I feel skeptical about using the Lindenwood University admissions webpages when recruiting.	1.00	5.00	2.65	0.96	0.93	20

#	Question	Strongly disagree		Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree		Total
1	The Lindenwood University admissions webpages motivate students to apply.	5.00%	1	20.00%	4	20.00%	4	45.00%	9	10.00%	2	20
2	The Lindenwood University admissions webpages encourage prospective students to explore academic programs.	0.00%	0	36.84%	7	26.32%	5	15.79%	3	21.05%	4	19
3	The Lindenwood University admissions webpages encourage prospective students to tour campus.	5.00%	1	5.00%	1	15.00%	3	45.00%	9	30.00%	6	20

4	The Lindenwood University admissions webpages excites students and increases their interest in attending.	10.00%	2	20.00%	4	25.00%	5	35.00%	7	10.00%	2	20
5	I feel skeptical about using the Lindenwood University admissions webpages when recruiting.	10.00%	2	35.00%	7	40.00%	8	10.00%	2	5.00%	1	20

Q8 - Click the section(s) below that are the most important to you.

INTERNATIONAL ADMISSIONS

STUDENT FINANCIAL SERVICES

HOW TO APPLY FOR AID - UNDERGRADUATE STUDENTS

HOW TO APPLY FOR AID - GRADUATE STUDENTS

HOW TO APPLY FOR AID - PARENTS

FINANCIAL AID TV

STUDENT FINANCIAL SERVICES COURSEWORK

SECURE FILE TRANSFER

SCHOLARSHIPS & GRANTS

ENDOWED SCHOLARSHIPS

SIBLEY SCHOLARSHIP

FELLOWSHIPS

FINANCIAL AID COUNSELING

SATISFACTORY ACADEMIC PROGRESS

FREQUENTLY ASKED QUESTIONS

WORKSHEETS & FORMS

OTHER RESOURCES

DECLINING A FEDERAL DIRECT LOAN

WITHDRAWAL & REFUND

STUDENT WORKER PROGRAMS

TUITION AND FEES 2019-20

TUITION AND FEES 2018-19

BUSINESS OFFICE

REFER A STUDENT

SECURE FILE TRANSFER

CONTACT INFO

STUDENT FINANCIAL SERVICES
(636) 949-1923

Fax: (636) 949-4924
sfs@lindenwood.edu

HOME | ADMISSIONS | STUDENT FINANCIAL SERVICES

STUDENT FINANCIAL SERVICES

APPLY NOW | REQUEST INFO | SCHEDULE A VISIT

The Lindenwood University Student Financial Services offers assistance with federal aid, state grants, Direct loans, supplemental loans, and work study programs.

The Lindenwood University school code is 000000.

If you plan to enroll, or you are currently enrolled at Lindenwood University in six or more credit hours each semester or quarter or three credit hours each MBA term, in degree required courses and you need financial assistance please complete a Free Application for Federal Student Aid (FAFSA) online at www.fafsa.ed.gov.

The **Missouri State Grant** filing deadline is Feb. 1. Remember that this is a "receive" date. It is recommended that students file their FAFSA electronically each year on or before Jan. 15th.

Student Financial Services will gladly assist students to determine their eligibility for the full range of federal, state, and institutional financial assistance. The federal application process is simple and quick, and the Student Financial Services office will make every effort to consider any special circumstances unique to your financial situation.

ADMISSIONS RELATED LINKS

ACT

CAREER CENTER

EARLY START STUDENTS

FAFSA

HOME SCHOOL STUDENTS

MATH PLACEMENT TESTING

NO REVERSE TRANSFER STUDENTS

NET PRICE CALCULATOR

ORIENTATION INFORMATION

SCHOLARSHIPS & GRANTS

TUITION & FEES

TRANSFER STUDENTS

INTERNATIONAL ADMISSIONS

STUDENT FINANCIAL SERVICES

HOW TO APPLY FOR AID - UNDERGRADUATE STUDENTS

HOW TO APPLY FOR AID - GRADUATE STUDENTS

HOW TO APPLY FOR AID - PARENTS

FINANCIAL AID TV

STUDENT FINANCIAL SERVICES CONTACTS

SECURE FILE TRANSFER

SCHOLARSHIPS & GRANTS

ENDOWED SCHOLARSHIPS

SIBLEY SCHOLARSHIP

FELLOWSHIPS

FINANCIAL AID COUNSELING

SATISFACTORY ACADEMIC PROGRESS

FREQUENTLY ASKED QUESTIONS

WORKSHEETS & FORMS

OTHER RESOURCES

DECLINING A FEDERAL DIRECT LOAN

WITHDRAWAL & REFUND

STUDENT WORKER PROGRAMS

TUITION AND FEES 2019-20

TUITION AND FEES 2018-19

BUSINESS OFFICE

REFER A STUDENT

SECURE FILE TRANSFER

CONTACT INFO

STUDENT FINANCIAL SERVICES

(636) 949-4923

Fax: (636) 949-4924

sfs@lindenwood.edu

HOME | ADMISSIONS | STUDENT FINANCIAL SERVICES

STUDENT FINANCIAL SERVICES

APPLY NOW (1)
REQUEST INFO (3)
SCHEDULE A VISIT (2)

The Lindenwood University Student Financial Services offers assistance with federal aid, state grants, Direct loans, supplemental loans, and work study programs.

The Lindenwood University school code is **000000**.

If you plan to enroll, or you are currently enrolled at Lindenwood University in six or more credit hours each semester or quarter or three credit hours each MBA term, in degree required courses and you need financial assistance please complete a Free Application for Federal Student Aid (FAFSA) online at www.fafsa.ed.gov.

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Student Financial Services will gladly assist students to determine their eligibility for the full range of federal, state, and institutional financial assistance. The federal application process is simple and quick, and the Student Financial Services office will make every effort to consider any special circumstances unique to your financial situation.

ADMISSIONS RELATED LINKS

ACT	MO REVERSE TRANSFER STUDENTS
CAREER CENTER	NET PRICE CALCULATOR
EARLY START STUDENTS	ORIENTATION INFORMATION
FAFSA	SCHOLARSHIPS & GRANTS
HOME SCHOOL STUDENTS	TUITION & FEES
MATH PLACEMENT TESTING	TRANSFER STUDENTS

Q9 - What do you like about the Student Financial Services webpage?

What do you like about the Student Financial Services webpage?

Very basic

how much info is offered

It provides much needed information

useful information

How many resources it features.

It has a simple'ish landing page.

The short informational paragraphs about the FAFSA

Seems like every need is addressed on the page

That it shares the same formatting as the other pages on our website.

I like that the page includes information on FAFSA filing, but also tuition costs, scholarships, anything related to financial information that the students would want in all one place

Nothing

Many good links with information are included

N/A

The website is clean, easy to read, and the information is split into categories that make sense.

school code is listed

Q10 - What do you dislike about the Student Financial Services webpage?

What do you dislike about the Student Financial Services webpage?

It would be great to have a step by step process and for the FAQ subpage to be front and center

Scholarships/grants should be listed right away.

Nothing

too much text about "if you plan to enroll"

Could organize all the tabs on the right better - maybe alphabetically? Just something that makes it look less like a hodge-podge of everything.

There are too many options on the right and it can be overwhelming.

The drop down menu gives a lot of different options and students may not know what they need.

Too much information - I am only familiar with 50% of the links, and would feel like I should know more about the others than what I do, like I'm missing something

I think the selection bar on the right side is incredibly overwhelming and repetitive. I think it would be beneficial to consolidate many of those tabs down into more broad categories and have selections on the page it links to that go into more detailed questions or topics.

It is busy. Information overload, hard to read. Small font.

Phone number goes to a main line that does not direct students to who they need. Students then call admissions lines frustrated. Direct lines to perspective counselors needs to be more prominent.

It takes too long to find specific contact information.

Not very exciting to look at

It's blah

There is still old information available on the website, which can be confusing.

bland and wordy