

Summary of Webster University Military Installation Voluntary Education Reviews (MIVER) 2002-2007

Date	Location	Commendations and Recommendations	Comments
2002	Fort Bliss, TX	Commendations	
		1. The MIVER Team commends the administration of Webster University for the clear linkages between extended campus programs (such as Fort Bliss) and the main campus. (by) clearly identifying extended campus sites and personnel in various publications highlights the close relationship that exist between home and extended campus programs.	
		2. The MIVER Team commends members of the Webster University administrative staff at Fort Bliss for providing outstanding services to students. The contributions of the on-site Office Manager are particularly noteworthy.	
		Recommendations	
		1. The MIVER Team recommends that Webster University should collaborate with the Education Center, Park University, and El Paso Community College to conduct needs assessment of military personnel and their dependents to determine potential program offerings.	Added ITM, COUN, MBA in 2004? ADA cooperative degree program in 2005, SMA cooperative program in 2006, Texas Licensure in 2007
		2. The MIVER Team recommends that Webster University should provide an intensive program of faculty support to familiarize Webster faculty with use of web resources to support instruction. Syllabi should reflect appropriate integration of technology within the subject field for instructional delivery. Students assignments and activities should also include demonstration of appropriate use of relevant technology hardware and software	New Faculty Orientation, Connections, Passports, Consistency, Assessment, and Online Teaching training and Faculty Development Center are available and used at Ft. Bliss. Faculty meeting and institutes
		3. Webster University home campus library personnel should establish a line of communication with the chief librarian to provide unaffiliated access to Passports and relevant handouts and guides to allow post library personnel to assist Webster students.	Some classes (research) are taught in the computer lab to ensure students are familiar with the resources available to them; Lab Technicians are available Mon-Thurs (1:30-10 p.m.), Fri (1:30-6:00 p.m.) and Sat & Sun (12-5 p.m.). Lab Technician or Lab Assistant is on-hand and available at all times during the hours of operation; all students participate in new student orientation and are provide orientation packet containing information about the help desk, guide to passport (Eden-Library), frequently asked questions (Passport), and Connections.
		4. When the ESO establishes the Education Services Library Committee, Webster representatives (including administrative personnel, students and faculty) should actively participate in a process to determine how best to utilize the 2 % funds to meet the needs of voluntary post-secondary education personnel	To date, Webster University has provided numerous technological updates to facilities and computer hardware at the Fort Bliss site; purchased books for the MOS Library; provided technical support from our local Webster Lab Technician and Lab Assistant; and provided numerous upgrades to classroom automation equipment (TV, VCR/DVD players and LCD Projectors).
		5. The MIVER Team recommends that classrooms should be wired for Internet access as Webster University is already in the process of adding a T-1 line to support the new computer lab. The on-site administrator should consult with home office personnel and base personnel to ensure the completion of necessary paperwork so that this opportunity is not missed.	T1 Lines established in the Office and Computer Lab; all classrooms wired for computer connections and LCD projectors; no Internet connections in classroom due to Fort Bliss restrictions/limitations; all classrooms are equipped with TVs, VCRs and overhead projectors.
		6. The MIVER Team recommends that the Academic Director of Military Programs for Webster University should collaborate with the Fort Bliss Faculty Advisor to develop a program of faculty development and resources that will also adjunct faculty at Fort Bliss to develop appropriate assessments to match newly specified performance outcomes	The Academic Director for Military Programs established contact with the Ft. Bliss Faculty coordinator and developed a program for local faculty as recommended by the MIVER reviewer. He traveled to Ft. Bliss in December, 2002 and met with the Faculty Coordinator, Director, and faculty. A three hour training session was held with the academic team to discuss methods for program and course evaluation. Each faculty member who participated in the session was assisted in redesigning his or her course, and helped to identify course activities that would insure course objectives were met. Further, techniques were described on how the faculty could measure how well the students were meeting stated objectives. All syllabi for the campus were subsequently revised to include measurement activities, and the Faculty coordinator was tasked to insure that the new methods of evaluation became a standard practice for the Ft. Bliss campus.

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		7. The MIVER Team recommends that the Director and Academic Director on Military Programs at the Webster University home campus should collaborate with personnel at the Fort Bliss to develop systematic methods for program evaluation.	This recommendation was handled in conjunction with the actions taken in recommendation 6 above.
2002	Camp Lejeune, NC	Commendations	
		1. The Webster University Camp Lejeune Director and the Academic Director of Military Programs are commended for their efforts in enforcing well-established procedures for program administration	
		2. Webster University is commended for providing online access to Eden-Webster Library and assisting students to use the resources in a systematic way.	
		Recommendations	
		1. The MIVER Team recommends that new programs should be added based on results of a valid needs assessment and in consultation with the Education Advisory Board.	The only programs added to the Webster Lejeune campus since the 2002 MIVER was the Counseling and International Relations Programs, which had already been approved and were in the midst of being implemented prior to the 2002 MIVER visit.
		2. The MIVER Team recommends that Webster University develop a state-of-the-art Computer Laboratory for use by its graduate students with appropriate software required for various courses.	The Webster Camp Lejeune computer laboratory was made available to its faculty and students in January 2004 when we moved into the John A. Lejeune Education Center. The lab is used by a variety of faculty and students each term.
		3. The MIVER Team recommends Webster University faculty explore and use appropriate software tools to further course objectives.	Faculty use various kinds of software from Microsoft Windows 2003, Excel Spreadsheets, SPSS, Power Point, Web CT, Internet research assignments and other forms of applicable software for each individual degree program. Use of software programs is the discretion of each individual faculty.
		4. Webster University should plan with the ESO and the Education Advisory Board for its office, classroom, lab, and storage space in the new facility at the Middle School.	The ESO and his Education Chief worked extremely well with each institute as the John A. Lejeune Education Center was being formulated renovated and rooms distributed taking classroom, laboratory and storage needs into consideration. Webster began teaching its first class at the John A. Lejeune Education Center, to include use of the computer lab and Internet January 2004.
		5. Webster University should begin conducting tracking surveys of master's degree program graduates who have completed their degrees five or more years ago to determine satisfaction and effectiveness of their degree to the career success. Survey results for Webster University should be shared with the ESO at least every other year.	Webster University begun tracking its graduate and Alumni students through the use of an Annual 2004/2005 Success Report, with results posted online for open review.
2003	None		
2004	Fort Leavenworth, KS	Commendations	
		1. Webster University's Consistency Project is commended for providing a coherent structure for a complete, and completely thought-through, educational program: overall program objectives, course objectives, texts and assignments, evaluation of student learning, course evaluation, program evaluation.	
		2. Webster University is commended for making a concerted effort to provide a rich array of library recourses and services to its students at Fort Leavenworth. As a result, Webster students can access a comprehensive range of resources with relative ease.	

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		Recommendations	
		1. The Webster University Site Administrator and regional staff should create more occasions where faculty can meet on a regular basis, e.g. one faculty meeting or social event per term.	Before each new term starts the Faculty Coordinator and Site Director conduct a faculty training/continuing education session to discuss Webster University issues and systems that the faculty can use to better their classroom activities and improve their communications with the students. Over the past two years emphasis continues to be on Connections and all the areas that can help the faculty member. We have also provided details on the Faculty Center web site that the faculty member can use to research books and order review copies if needed. This site provides easy access to book publishers and allows the faculty member the ability to establish their own area with potential book for possible adoption. All faculty members are invited to attend these sessions but we really encourage new faculty members to attend. We also have been covering the syllabus collector and our local web site for class syllabi. In some cases when there is a regional faculty institute in the Kansas City area we do not have our site meeting as the faculty institute does allow our site faculty to socialize with other faculty and staff from other Webster University sites.
		2. Webster University administrators should collaborate with the Education Services Officer and the Education Advisory Committee in requesting advance planning for classroom space that will accommodate graduate offered by Webster University and other institutions.	After the MIVER was complete the Education Services Office and the Classroom Manager at Bell Hall assigned four classrooms in Bell Hall that were strictly for Webster University use. Each large classroom contained four smaller classrooms seating up to eighteen students each. In the summer of 2005 two additional classrooms were assigned to Webster University in the Education Center. This provided a total of fourteen classrooms that Webster University could use for classes each night of class. Currently there are not problems with classroom assignments.
		3. The Education Services Officer and the Education Advisory Committee should work together with command to expand the classroom and office space available in the Education Center.	Per number 2 above the classroom problems have been solved. In July 2005 the two Webster University offices on Ft. Leavenworth were consolidated into one large office in the Education Center. The space for this one office is very adequate and provides office space for three full-time staff members and the academic advisor.
		4. The Webster University Site Administrator should collaborate with the Education Services Officer and Education Advisory Committee on a common template for reporting evaluative data.	A template has been developed for reporting faculty evaluations. This template allows for a consolidated report that is sent to the Education Services Officer (ESO) about two weeks after the term is over. This report allows easy evaluation for the ESO so that she can quickly determine ratings given each faculty member.
2005	Ft. Leonard Wood, MO	Commendations	
		1. Webster University Fort Leonard Wood has successfully established degree programs that meet the changing needs of America's security and environmental challenges, the Master's of Art in Business and Organizational Security Management and the Master's of Science in Environmental Management.	
		2. Webster University has initiated the use of new-piloted web-based writing program with diagnostic and tutorial capabilities to assist graduate students in their writing skills.	
		3. Webster University has developed a "Consistency Project: that establishes course knowledge base, formatting, and students' expectations for all degree programs.	

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		Recommendations	
		1. Webster University Fort Leonard Wood should substantially increase the percentage of appropriate terminal degree personnel who teach graduate courses.	The 2005 MIVER report recommended that the FTLW campus increase the percentage of appropriate terminal degree personnel who teach graduate courses. We increased terminal degree faculty from six to nine but lost one recently due to relocation to the East coast area. In our faculty hiring practices, we give priority to terminal degree applicants. We also attend several job fairs annually where we attempt to recruit doctoral-level instructors. Not many terminal degree personnel come to this part of Missouri, and when they do, they are often too busy with consulting and other activities to teach. However, we continue to work towards increasing the number of terminal degree instructors teaching at our FTLW campus.
		2. Webster University Fort Leonard Wood should design and accomplished program evaluation that systematically analyze(s) its mission, goals, objectives, strengths, weaknesses; and uses results to improve the program.	The 2005 MIVER report recommended that the FTLW campus design an accomplished program evaluation that systematically analyzes its mission, goals, objectives, strengths, weaknesses; and uses results to improve the program. The FTLW campus follows many established procedures that lead to such program evaluation. One of our most effective tools that give insight into student satisfaction and perception is the student evaluation system whereby feedback is provided on course and faculty performance. Data from this evaluation process is used to monitor course effectiveness as well as faculty improvement. Our CARS system has 20 director report programs available as tools to monitor and evaluate many aspects of the FTLW campus operations. The data from these computerized reports are analyzed and used in decision making related to registrar, business office, financial aid and numerous other areas of concern. SBT through the Consistency Project has implemented numerous aids to include faculty guidelines and syllabi control. There is no one program at the FTLW campus that covers this MIVER recommendation in total but through numerous systems and programs, this recommendation is being met.
2005	MCAS Beaufort, SC and MCRD Parris Island, SC	Commendations	
		1. Webster University is commended for its online main campus Writing Center that provides expert assistance to students worldwide in preparing cogent and coherent research papers.	
		2. Webster University is commended for the excellent infrastructure for its e-Learning courses that provides a strong complement to the depth and quality of the course content and instructional delivery.	
		3. Webster University is commended for its system-wide initiative to ensure the consistency of its learning objectives and learning assignments in its graduate programs.	
		4. The Webster University Site Director is commended for his strong commitment to advising students, lifelong learning principles, and helping students achieve academic success.	
		5. Webster University-Beaufort is commended for the clear and exceptional student oriented focus of its total academic and developmental educational program.	
		6. Webster University is commended for is its extensive library hours and easy access to reference for distance users.	
		7. Webster University is commended for surveying alumni to evaluate the academic programs and support at local sites, such as, its Beaufort Center.	

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		Recommendations	
		1. Webster University should ensure that its course syllabi include copyright dates for the required textbooks to denote their currency.	Textbook copyright dates have been incorporated into all syllabi. As part of the University-wide consistency project, all syllabi are up-dated every term they are offered with the most current textbooks' editions being chosen. This information is then up-loaded into a system-wide Syllabus Collector which is accessible to all relevant personnel.
		2. Webster University faculty should be encouraged to build into their course syllabi at least one assignment or project requiring students to access PASSPORTS and the main campus departments should design appropriate assignment to assist the faculty with this effort	Each syllabus will incorporate assignments which require the use of PASSPORTS. This is a work in progress as all syllabi have not been updated with this requirement. The emphasis for the past year from the School of Business and Technology has been directed toward establishing consistency among all Webster syllabi in the system, and will eventually entail PASSPORTS assignments for all classes.
		3. Webster University should ensure that its template for course syllabi should contain a standardized formulation relative to academic integrity and the requirements for ADA compliance for learning.	All syllabi have been revised to include language addressing ADA, plagiarism, etc. as a part of Webster's consistency initiative.
2005	Scott AFB, IL	Commendations	
		1. Webster University is commended for implementing the use of a newly-piloted web-based writing program with diagnostic and tutorial capabilities to assist graduate students in their writing skills.	
		2. Webster University is commended for its plans to implement a web-based writing diagnostic as an entry requirement to its graduate programs.	
		3. Webster University is commended for its development of the "Consistency Project" which establishes consistent learning objectives and learning assignments.	
		4. The Webster University staff at Scott are commended for their initiative in developing and implementing a Webster University at Scott Air Force Base web site.	
		5. The Webster University Senior Director and her staff at Scott are commended for the outstanding support they provide to current and potential students.	
		6. Webster University and the Emerson Library System are commended for developing PASSPORTS, and integrated, state-of-the-art extended campus library access system.	
		Recommendations	
		1. Webster University should concentrate its efforts to substantially increase the percentage of appropriate personnel who teach graduate courses.	Increased faculty with doctorates from 4 to 8
2006	Anacostia Naval Base, DC	Commendations	
		1. The Webster University Coordinator at the Bureau of Medicine and the Regional Director are commended for their outstanding support to students and faculty.	
		Recommendations - None	
2006	Camp Lejeune, NC	Commendations	
		1. Webster University is commended on the degree of support of its adjunct faculty through the Consistency Plan, Faculty Institutes, mentoring by the faculty coordinator and site-specific handbooks.	
		2. The senior site director is commended for her initiative and dedication to military students and the education program at MCB Camp Lejeune, especially in times of frequent deployments	
		3. WU is commended for initiative in addressing students' needs innovatively, through CD-ROM training in use of library resources and through passwords for base librarians to access main campus resources for students.	

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		4. Webster University faculty are commended for developing their capstone course, Integrated Studies 6000, and adopting a case study approach as a final project for academic programs.	
		Recommendations	
		1. Once WU's office has been relocated to the Consolidated Education Center, full access to the College Administrative Records System should be provided.	Though the office has not yet relocated CARS became available to the local staff January 07. The staff has been trained, and is in use of, the CARS system.
		2. The site director and faculty should develop a rubric to expand the current oral and written feedback assessment forms, which are currently used with case study analyses, as on method of assessing program effectiveness.	The director and her academic team met immediately after the MIVER Team left Camp Lejeune, revised the oral and written feedback rubrics used with our case study analyses, as suggested by Team Evaluators. The rubric was then forwarded to: Jeff Haldermann, Kathy Marlock and Pat Masidonski, all from The School of Business and Technology, and, to the Academic Affairs Office, St. Louis, Mo. The added breakdown (rubric) to the existing oral and written feedback forms has proven itself to be a valuable asset, both to the student and faculty, with the assessment of our case study analyses.
2007	Peterson AFB, CO	Review Pending June 20-23	