

WEBSTER UNIVERSITY

MEMORANDUM

TO: Kathy Marlock, Director, Academic Assessment
FR: Grant Chapman, Associate Vice President, Academic Affairs
DT: March 3, 2008
CC: Jim Staley, Interim Vice President, Academic Affairs
RE: Feedback – Vienna Site Visit

Webster University is asked to revise the following points and subsequently hand in the revised material.

For the time of revision the external experts recommend a suspension of the accreditation process for a maximum of 18 months. Webster University is also asked to comment on this proposed suspension.

Aspects which need revision:

Admission:

- Introduction of work experience of two to three years, minimum of one year, as mandatory prerequisite for admission to the MBA program,
- Clarification of academic degree necessary for acceptance into MBA program,
- Explanation of criteria and procedure, if admission is possible through “prior learning” without prior academic degree,
- Description of admissions decision and admissions procedure (among other things: Are admissions criteria weighted? Are applicants ranked? Who is responsible? How is the decision communicated - through whom with which information? *(Note: I don't know what they mean with “with which information”, but this is an exact translation of the German version, maybe “based on which information”)*),

Structure:

- Prerequisites should be either identified as part of the program – then the program would have 90 ECTS-points – or as a bridge course BEFORE the program – then the program would have 72 ECTS-points,
- Introduction of ECTS grading system,
- Curriculum (overview) as part-time-version,
- Explanation of study possibilities as full- and part-time-version (including repetition/exam procedures and frequency of course offerings),

- Explanation of plausible workloads, differentiated by different kinds of teaching and learning design (for ex. project work vs. lecture) also considering the different kinds of homework,
- Explanation how the ratio of one hour class room to three hours of homework comes about. i.a. through indication of evaluation results regarding the student's workload. How does the ratio class room to homework look for part-time students?
- Description (content and structure) of homework expected of the students,
- Description of examination system and procedure: When and how are students informed that he/she has to repeat an exam, how often it can be repeated and when the next possibility for repetition is provided?
- Creation of module descriptions of electives (minimum of two module descriptions per possible area of emphasis),
- All module descriptions should be evaluated for outcome orientation and revised if necessary,
- Attach sample of diploma and diploma supplement,

Content and didactics:

- Description in which part of the curriculum cross-sectional functions and topics are covered (for ex. change management) – so far the curriculum seems content-wise more functionally oriented,
- Add “Business Research Analysis” to information brochure,
- How is the learning of competencies guaranteed (Which forms of exams are used, for ex. for the intended learning of “social skills”)

Resources:

- Description of academic background of teachers, many of whom are (according to on-campus conversations) responsible for many/large variety of areas taught,

Quality Management:

- Description of overall concept of quality management of the institution (Webster Vienna, impact of concepts from St. Louis if necessary), going beyond teaching evaluations (so far identical answer to question 5.1 and 5.2),

General Information:

- Information/statistical data on whereabouts of alumni, country of origin of students and rejection of applicants,

- Gender-question (1.5) please also answer with regard to equality among sexes not only in reference to diversity.