

## **RE: HLC Criteria V: Engagement & Service**

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As you may already know, we are currently engaged in a comprehensive Self-Study that will be submitted to the Higher Learning Commission, North Central Association (HLC/NCA) prior to our March 2008 accreditation team visit. This University-wide effort will promote our continuous improvement and it will provide the Commission with evidence that Webster fulfills the HLC criteria for re-accreditation. If you have not yet done so, please visit Webster's self study website at : <http://www.webster.edu/selfstudy/>

Each of your campuses is a vital part of how Webster University Worldwide defines itself, and while we are one institution, each campus has a unique community of its own that functions independently of St. Louis. For this reason, it is vital that we have your full participation in this self-study process, so that the strengths your campus and/or region brings to the Webster Worldwide community are well represented in the report.

To help us draft the self-study chapter on Criterion Five:

*The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations*

we are asking for your input. We have scheduled a conference call on Monday, April 2<sup>nd</sup>, to brainstorm through the attached questions to determine the best way to compile any information related to Criterion Five.

**We will require your final input by Friday, April 20<sup>th</sup>.**

### Overview:

The committee has framed its discussion of Criteria V and the various constituent groups it covers to two overarching categories:

- Internal : Students, Faculty/Staff, Alumni
- External: Local Community, Accreditors, Partner Institutions, Government Agencies, Employers

Please review each of the core components (5a, 5b, 5c, 5d) with the above in mind. To help you in this task is a worksheet giving examples of evidence for each core component We ask that you fill out the worksheet as much as you are able in preparation for the conference call. We will ask you for the full worksheet completed by April 20<sup>th</sup>, but if there are additional people on your campuses with whom we should speak, we'd like to know that sooner rather than later. The committee has made additional notes on some points to help provide clarity to the component—these notes are included on the worksheet and noted in italics.

What we hope to gain by the conversation is further direction and focus for Criterion V in terms of specific campus engagement with it's local communities (businesses, institutions, etc.). What are the compelling stories that might not be found anywhere else but your campuses?

As you consider the questions, please think about your own site and what it might contribute; also please consider other sites or regional directors that you think may have compelling stories to include in the report. While it would be impossible for us to survey

each site and compile the data, we want to be sure to include as many as possible. Identify the people on your campus with whom we should seek further information on these issues.

Also please think about any existing data or reports that are generated by the US extended sites or regions that can serve as exhibits for our external reviewers. Please identify these exhibits on your worksheet and send them electronically to [gottlieb@webster.edu](mailto:gottlieb@webster.edu) (using the general file naming conventions found on the last two pages of this memo) with your report or tell us where we may find them.

Based on our discussion and the information that you provide, we may request further follow-up with specific campuses at a later date.

If you have any questions or would like to discuss this further, please do not hesitate to contact me at [gottlieb@webster.edu](mailto:gottlieb@webster.edu) or +1 (314)961-2660 x7512

Thank you in advance for your cooperation as we embark on this very important task.

**Webster University**  
**The Criteria for Accreditation**  
**Criterion Five: Engagement and Service**  
**Examples of Evidence Worksheet**

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What data, information, or databases do you have that pertains to:

**5A) The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.**

1. Organizational Commitments:

*(for example: institutional partnerships, corporate partnerships, etc that are particular to your campus/group of campuses)*

We have a partnership with UAW/Ford Motor Company to provide students with MBA and other courses for career development.

The Louisville campus formed an exploratory partnership with the University of Louisville and four other local institutions to implement: "Information Security Education Across Universities, Community colleges, and Schools (ISEAUCS)." This project is a collaborative effort of the University of Louisville, Kentucky State University (KySU), Jefferson Community College, McConnell Technology and Training Center (MTTC), Eastern High School and Webster University. This project is aiming to leverage our strengths in serving a variety of students through a rigorous academic program in Information Security.

Webster University in Louisville is partnering with Metro Government and Brightside to determine the effectiveness of a marketing campaign to improve the appearance of Louisville's poorest neighborhoods. Working with Brightside officials, Webster graduate students will conduct neighborhood surveys, focus groups, and community meetings.

2. Periodic environmental scanning:

*(for example: surveys of new students, communities, local businesses, etc)*

Webster University in Louisville conducts surveys on a regular basis to determine effectiveness and community needs. In 2006-2007, students and faculty conducted the following surveys:

- ✓ Student Survey – Campus Climate Survey
- ✓ Faculty Survey – Campus Climate survey
- ✓ Community Counseling Needs Survey
- ✓ Counseling Service Industry Needs Survey
- ✓ Professional Development Needs Focus Groups
- ✓ Class Time Preference Study

3. Org. attends to diversity of the constituencies it serves:

One third of Webster University in Louisville students are minority. Through this connection with the minority community, the campus is working to develop additional ties and provide services for traditionally underserved areas. Currently, the University is involved with the Urban League and is working on implementing student projects with the New Zion Community Development Center which serves minority communities in the city's west end. In the past, Webster has conducted community needs surveys and assisted other agencies in bringing in over \$400,000 to improve technology education and Internet use.

4. Outreach programs respond to identified needs:

*(i.e. How do you identify local needs? Please give examples of needs identified and programs implemented to support that need)*

Webster University identified the need for a more effective media campaign for a government agency charged with improving the community's environment. The agency noted that very few neighborhoods were demonstrating any significant improvements in their environment. Webster University students are in the process of conducting focus groups in the blighted neighborhoods to better identify reasons for the environmental neglect. Working with a local rap group (Dub Child) Webster University is in the process of implementing a small controlled media campaign to determine the effectiveness of this alternate approach.

As an adjunct to this activity a Green Business Environmental Alliance is being formed. The first meeting of this activity occurred on April 16, 2007 at the Louisville campus with over thirty businesses represented.

5. In responding to external constituencies, the organization is well-served by a variety of programs such as continuing education, outreach, customized training, and extensions services:

*(i.e. what is the array of extracurricular programs offered? Lecture series, workshops, etc? Is there a single collection point or person for that information?)*

Webster University in Louisville has a new Center for Professional Development in coordination with the St. Louis Old Post Office program. Through this program, Webster will offer CEUs. In addition, the on-going Lunch & Learn Series (established in 2005) provides quick hit classes geared to the business community. Topics such as financial planning, marketing, technology implementation, project planning and similar topics are being presented. Currently a new series called "Blueprints for Success" is starting in May 2007 and will highlight the talents of Webster faculty and small service companies in the community. This project is maintained by the campus Community Relations Coordinator.

**5B) The organization has the capacity and the commitment to engage with its identified constituencies and communities.**

1. Effective connections with its communities:

*(for example: how do you engage with local communities? What are your success stories)*

The Louisville Campus is active in the community and region. In particular, the Director serves on the Board of one Chamber, is on the membership committee of another, and will be a statewide delegate with the State Chamber of Commerce.

In addition to its Chamber involvements, campus personnel are assisting with major regional events. The Community Relations Coordinator has started and coordinates a 23 college consortium to improve the educational opportunities of local residents. In addition, staff are working on the Senior Olympics, Rider Cup, and local congressional initiatives to reauthorize the federal student aid programs.

2. Co-curricular activities engage internal campus community with external communities:  
*(for example: lectures, concerts, etc)*

The Lunch & Learn program is our primary connection to other external events. We have also served as a sponsor for a Young Professionals network that has over 1,200 members and conducts social and environmental events.

3. Educational programs connect students with external communities:

*(for example: volunteer programs, internships, etc)*

The college is in the process of establishing internships and practica with counseling and mental health facilities in the region. Currently, students have opportunities to interact with local businesses and agencies through the contacts of our faculty. A internship program for the Masters in Health Administration has been approved by the VA for our students.

4. Effective programs of engagement and service:

There are not currently organized engagement programs with the exception of our previously listed items and our involvement with Webster Works. In this program, about 20 graduate students, faculty, and staff were involved in a cancer awareness event and Habitat for Humanity building projects.

5. Planning processes:

*(i.e. How do you make decisions surrounding these kinds of programs? Are there identified goals? Is there budget allocation for such programs?)*

In March-June of each year, faculty and staff are engaged in brainstorming and selecting preferred projects. The Director and CRC also provide direction and additional ideas as the year progresses. Activities are normally self-sustaining.

**5C) The organization demonstrates its responsiveness to those constituencies that depend on it for service.**

1. Collaborative ventures exist:

*(please provide examples of your collaboration with constituent groups—think of the most vital)*

We are working closely with businesses who are members of one of the four Chambers of Commerce in which we participate. In particular, working with the new Green Business Environmental Alliance, we are working to identify “green” business and service providers and establishing on-line directories. This group represents many of the younger business owners in the various Chambers...people at the age and time in life to appreciate the value of a graduate degree.

2. Transfer and articulation enhance the mobility of learners:

*(i.e. do you have any formal or informal articulation/transfer agreements with local institutions? How do you determine which agreements to pursue? How do you track their effectiveness?)*

We have no articulation agreements but we do have excellent relationships with undergraduate institutions who can provide us with graduate students. We do have articulation agreements with the local military posts and units where military personnel can gain up to 15 hours for certified professional training they have completed in their military careers.

3. Community leaders testify to the usefulness of the organization's programs of engagement:

*(i.e. Has your campus been recognized by the local community in a positive way?)*

In the April 2<sup>nd</sup> edition of Business First Magazine, Webster University in Louisville was recognized as one of the top MBA programs in the region.

The Third Congressional District Congressman, John Yarmuth, recognized the contributions of Webster University staff and has invited the director to serve on a district education committee.

4. Programs of engagement at Webster give evidence of building effective bridges:

*(i.e. have you tracked any of these programs where you interact with the local community? Can you prove their effectiveness?)*

No evidence at this point.

5. Partnerships focus on educational, economic, and social goals:

*(i.e. please share any articulated program goals)*

Environmental Goal (Green Business) is under construction.

6. The organization's partnerships and contractual arrangements uphold Webster's integrity:

*(this speaks to process and approval procedures)*

Currently, negotiations for contract work for metro government are underway. Approvals will be forwarded through contracting at the St. Louis campus.

**5D) Internal and external constituencies values the services the organization provides.**

1. Evaluation of services involves the constituencies served:

*(i.e. when you survey for effectiveness of programs, do you include those to whom the service is provided?)*

Each session of external services is tracked with an email satisfaction survey after the event to maintain contact, receive feedback, and improve subsequent offerings.

2. Service programs are well-received by the communities served:

*(we have data on Webster Works Worldwide—are you doing anything else on your campus?)*

Lack sufficient tracking data.

3. Economic and workforce development activities are sought after by civic and business leaders:

Not fully implemented at this point.

4. External constituents participate in Webster's activities and co-curricular programs that are open to the public:

Most Lunch & Learn and professional development activities are well-attended by external constituencies. Improved marketing, partnering with other groups, and well-targeted messages appear to be reaching potential students through these events.

5. Webster facilities are available to and used by the community:

*(i.e. who uses your campus facilities, and how often? For what purpose? And how is it mutually beneficial?)*

Currently the campus is being used by the Chambers of Commerce and small non-profit groups for small meetings and events. We did conduct a community health fair with over twenty medical providers and a large number of public. The facility is also being used by small businesses for training activities. The local Society for Human Resources Management is conducting classes during the day at our facility.

6. Webster provides programs that help licensed professionals meet their continuing education needs:

With our new Center for Professional Development, this is a major focus. We have already identified a series of PD courses for the Counseling area and will implement those in the next sixty days.