

# **SURVEY RESPONSES FROM FLORIDA**

**Submitted by Jo Clifford  
Extended Campus Advisory Committee**

**April 10, 2007**

The following campus responses are in this order below:

- **Jacksonville Campuses**
- **Lakeland/Brandon**
- **Ocala**
- **Orlando (North and South)**
- **Sarasota/Tampa Bay**
- **Space Coast Campuses**

## **Jacksonville Campuses:**

**Webster University – The Criteria for Accreditation  
Criterion Five: Engagement and Service Worksheet  
Submitted by: Dr. Pat Sager, Regional Director for N. Florida**

5A) *Organizational Commitments and Environmental Scanning* – Due to our recent move into a large business park of 16 major corporations, we have surveyed several of them for potential interest in graduate programs we offer. We have representation in most of their HR departments, who are willing to help us with this. Those with the most interest include Merrill Lynch (MS/Finance and MBA), Blue Cross/Blue Shield (MA/Health Services Mgmt., HR Mgmt. and MBA), Vistakon (MBA and MA/Health Services Mgmt.), CIT (MA/Information Technology Mgmt. and HR Mgmt.) and Bellsouth (MBA, MA/Mgmt. and MA/Information Technology Mgmt.). In the building where we are located, our co-tenants include Synovus Bank, where there is an active interest in all of our business and technology majors and also ADP, with interest in the MBA and MA/Information Technology Mgmt. We have always had numerous students and faculty from CSX, the transportation giant. At the Navy base, N.A.S./JAX, we have a strong relationship with the Education Services office and also, Columbia College, who offer undergraduate programs that feed into our majors, both in business and counseling.

*Organization attends to diversity of the constituencies it serves and outreach programs which respond to identified needs:* Due to the existence of two large Naval Air Stations in the Jacksonville, FL. area, we have many active duty students and their spouses, many retired military and their spouses, and a large number of civil service workers, employed on the bases. We have worked with all of them to identify educational needs and found that a combination of in-class and online courses usually fit their needs the best. We have a large number of ex-military using vocational rehabilitation services. We are their graduate school of choice, due to our visibility on the bases and the rapport we have developed with the local veterans' affairs personnel, through our excellent customer service.

*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:* we have an active student chapter of the Society for Human Resource Managers (SHRM), which is open to all students, not just HR majors. They offer customized training in management skills and share ideas and occasional joint meetings with the city's chapter of SHRM and another local university's student chapter. We support their activities with meeting space, office supplies, media equipment, and communication of their offerings. They have earned national merit awards every year, due to their community service efforts.

We have also developed a working relationship with our neighbor, Brooks Health & Fitness. Our students, staff, and faculty enjoy a discount on their fitness services and often go there before class or after work to workout or swim. Some of their employees have an interest in our MA/Health Services Mgmt.

5B) *Effective connections with its communities:* We have a huge population of Indian citizens in Jacksonville. They have organized their own chamber of commerce for networking purposes. Through one of our instructors, who is a sponsor of this group, we have made presentations of both our classroom programs and our online programs. We have found that they are especially interested in the online programs for relatives who still live in India. We have worked with our international department in St. Louis, to accommodate their needs. We continue to work with the Indian community and participate in cultural events as well.

*Co-curricular activities engage internal campus community with external communities:* Our staff members volunteer at several local animal care facilities. They also collect donations of supplies for the shelters and goods to sell in their respective thrift shops, where all proceeds go to the shelters. This is ongoing throughout the year, not just on community service day, with active participation by students, faculty and staff.

*Educational programs connect students with external communities:* Our counseling students are usually working in the counseling field or in the school system. However, the counseling practicum and field experience requirements take them into other organizations for a valuable learning experience and service to the organization.

*Effective programs of engagement and service:* The student chapter of SHRM has an ongoing community service project of caring for the homeless in conjunction with a local church. When “Project SAFE” – an organization who provided stuffed toys to local police departments, fire departments and other rescue organizations for distribution to victimized children – disbanded due to lack of funding, Webster University took over the collection and delivery of the toys to the recipient organizations. This is an ongoing project.

*Planning processes:* During our weekly shared vision meetings, the community service programs are introduced and discussed and we decide as a group, which ones to support. There is no cost to the university for these projects, as participation is voluntary and not reimbursed.

5C) *Collaborative ventures exist:* The most vital group that we work with is the U.S. Navy and Naval Hospital at N.A.S./JAX. We offer the majors that are most beneficial to active duty members, their spouses, the civil service workers on base and in the hospital and the civilians employed by the hospital. There are MOU’s (memorandum of understanding) with the Navy which are formal agreements regarding our program offerings. We have a large percentage of online students from this group, as well. The Navy appreciates the 30% discount for online tuition, which we encouraged the university to adopt. In appreciation for this, both the Education Services Officer and Commanding Officer of the Naval base, speak at our graduation and attend other functions at our campus. We also have a strong relationship with the local Department of Veterans’ Affairs, Vocational Rehabilitation office. Together with their support, we are able to help disabled veterans transition from the military into meaningful civilian jobs, which has a profound social and economic impact on our community.

5D) The organizations who benefit from our services include local mental health and family counselors, and school systems, where our students do their practicum and field experience hours. The local police and fire departments are very appreciative of our involvement in their rescue efforts. The animal care organizations look forward to seeing us every month. A member of our faculty who sings opera has donated the proceeds or his concerts to animal care and children’s hospitals. We have sponsored some of these concerts at our campus. Brooks Health and Fitness has given discounts to Webster University affiliates.

## Lakeland

### **Webster University – Lakeland & Brandon Campus Submitted by Sandi Chamberlin, Senior Director**

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:

Institutional partnerships:

- a. **Hillsborough Community College (HCC), Tampa, FL**  
39 Columbia Drive  
Tampa, FL 33606  
<http://www.hccfl.edu/>

**South Florida Community College (SFCC), Avon Park, FL**  
600 West College Drive  
Avon Park, FL 33825-9356  
<http://www.southflorida.edu/>

- b. Corporation partnerships:

**DLP (Downtown Lakeland Partnership, Inc.)**  
P.O. Box 3499  
Lakeland, FL 33802  
<http://www.downtownlakelandfl.com>

**CFDC (Central Florida Development Council)**  
Broadway Street  
Citrus & Chemical Bank Building – 3<sup>rd</sup> Floor  
Bartow, FL  
<http://www.cfdc.org/home/>

**LEDC (Lakeland Economic Development Council)**  
210 South Florida Avenue  
Suite 328  
Lakeland, FL 33801  
<http://www.lakelandedc.com/>

**Florida Hospital**  
4200 Sun 'n Lake Blvd.  
Sebring, FL 33872  
<http://www.fhhd.org/Facilities/HMC.htm>

**2. Periodic environmental scanning:**

- A. Access Database of Potential Students, as contacts are made and the process to become an Accepted Student continues.

**4. Outreach programs respond to identified needs.**

- A. Identified Local Need: Senior Citizen's Special Programs that Pay Attention to Special Needs of the Elderly We listen to local news, survey Local newspapers, belong to local organizations, and talk with people.

**Webster University held a Community Breakfast and Program on June 16, 2006.**

**Classes began with Fall 1 2006 Term For a Graduate Certificate, or M.A. in Gerontology.**

We are currently considering a M.P.A. Program.

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:

1. Extracurricular programs offered:
- a. Our "Webster Institute" is used for community programs (i.e., Traumatology; ABWA "Healthy, Wealthy, and Wise")
  - b. There is no single collection point or person on staff for that information.

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

1. Effective connections with its communities.

The Senior Director is a member of:

- a. Lakeland Economic Development Council
- b. Central Florida Development Council
- c. Downtown Lakeland Partnership, Inc. \* ^
- d. LRMC Women in Philanthropy
- e. PACE Center for Girls of Polk County, Inc. \* ~
- f. Lakeland Downtown Chapter of ABWA \* ~
- g. Mid-Florida SHRM Chapter # 0151 \* +
- h. Dick Pope/Polk County FPRA
- i. Polk County Business Leadership Council
- j. TBHEA (TampaBay Higher Education Alliance)
- k. Lakeland Chamber of Commerce
- l. Tampa Chamber of Commerce
- m. Brandon Chamber of Commerce
- n. Lakeland Citizen Police Academy Alumni Association (LCPAAA)
- o. Polk Vision

- indicates member of Board of Directors
- ^ indicates Membership Chairperson
- ~ indicates Secretary
- + indicates College Relations Chairperson

The CRC is a member of:

- a. Dick Pope/Polk County FPRA
- b. Emerge Tampa (of Tampa Chamber of Commerce)
- c. Higher Education League of Polk County
- d. Consortium of Post-Secondary Education (Polk Vision subcommittee)

The Site Manager is a member of:

- a. Dick Pope/Polk County FPRA

1a Success stories:

These organizations have been excellent sources of Adjunct Faculty, as well as students.

3. Educational programs connect students with external communities:

### World Wide Webster Day:

We volunteered at a: Nursing Home, Talbot House, and for the past several years the Lukemia & Lymphoma Society's "Light the Night" Walk by stuffing and inflating the balloons.

### Practicums:

Counseling Program students do Practicum hours Counseling throughout the community.

# Ocala

**WEBSTER UNIVERSITY**  
**Ocala Metropolitan Campus**  
**Submitted By**  
**Jo Clifford, Director**

**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)*

*Agreements with Central Florida Community College in Ocala and Santa Fe Community College in Gainesville (35 miles north of the Ocala campus) to offer graduate programs as part of the University Centers at each college. We offer MBA, MHA, MA-Mngt and Leadership, HRMG and Counseling in Ocala, and Counseling only in Gainesville at SFCC.*

*Currently, offering a cohort with Nationwide in Gainesville. In past years, conducted cohorts at Lockheed-Martin in Ocala and at the GTEC site in Gainesville.*

*Faculty are often asked to participate in counseling/training activities with the local workforce board (CLM Workforce Board) and its contracting agency (WWDA). As part of BEST grant received from the State of Florida, our faculty members are providing counseling/training support to welfare recipients and special populations (youth at risk, incarcerated youth re-enter programs). Counseling program students, under supervision, work with these populations to help break down any emotional or psychological barriers to employment success.*

2. Periodic environmental scanning:

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

*Students are surveyed during student orientation. Participated in University Center surveys to measure services and to solicit input on program offerings. Evaluations are distributed at the end of every training/seminar/professional development activity in which we are involved.*

*All inquiries are contacted. All stop-outs are contacted. Advisors and the Community Relations Coordinator, with the assistance of the Site Manager, follow up with all prospective, current and stop out students to provide quality service. Notations are made the student file.*

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

*Webster University Ocala has been approached to provide faculty speakers for Women for Ocala Conferences (2000, 2001). Webster University African-American alumna has organized a support group for minority professionals. Webster Ocala has participated as a sponsor for the event.*

*Employs a diverse faculty and staff.*

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)

*The Director, Community Relations Coordinator, advisors and faculty participate in community activities that gives us opportunity to offer expertise. The director's election on boards (Workforce Board, Public Policy Institute Board, Economic Development Board, Chamber Board, Humane Society, WWDA Board, Sheriff's Advisory Board, etc.) keeps us rubbing elbows with community influencers. When a need arises, we can volunteer to help by offering expertise (teaching, training, professional development, consultation), volunteering or sponsorship. As a member of the local SHRM (OHRMA), we meet on a regular basis with HR professionals from the leading organizations/companies in our area.*

*Seek speaking opportunities (Rotary, Kiwanis, OHRMA, MRMA (Manufacturing Association), CLM Conference, WWDA annual meeting, women's conferences, etc.).*

*Webster Ocala facilities marketing efforts at the Higher Education Consortium, organizing education fairs and other outreach efforts to educate the community on the University Center educational opportunities.*

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?)*

*Director's Book Club – meets quarterly to discuss topical and relevant books. Members include students, alums, faculty, staff, and members of the community at large.*

*Director's Speaker Series: January 2007, "Leading Without Authority", Dr. Benjamin Akande, featured speaker.*

*Director's Speaker Services: May, 2007, "Aging Wisdom for Ageless Living", Norm Bouchard, featured speaker.*

*Professional development seminars have included APA Writing Style, Powerpoint Presentations, and How to Start a Successful Practice.*

*Great Places to Work speakers (2003). Excellent evaluations on Webster University faculty speakers (4).*

*Professional development services rendered by faculty to provide services to organizations (EDC, CLM, WWDA, Clerk of the Court – Citrus County) to provide higher level training and development services.*

*Webster University Business Experts Blog with Ocala Business Journal (local newspaper). Six instructors blog on business topics of interest.*

*Most of the activities listed above are the responsibility of the director with assistance from the Community Relations Coordinator and Site Manager.*

**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)

*Director is asked to "judge" different educational events (grants from Public School Foundation to schools, Volunteer of the Year awards, etc.).*

*Director participates in Chamber, EDC, CLM Workforce activities and is often elected to positions of leadership.*

*Director has facilitated student participation in a research project for the Economic Development Corporation that resulted in a \$3 mil dollar investor campaign. Development of cohorts at Lockheed-Martin, Nationwide and starting the MHA program at the request of several hospital employees seeking the degree.*

*Sponsor community events that gives us the opportunity network with potential students (The Centers – local mental health unit, CLM/WWDA – workforce connection conferences/seminars, MRMA – usually includes HR professionals, Kimberly's Cottage, Ten Broeck, etc.).*

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

*Fundraising efforts have included the Gala in 2000, World of Laughs in 2005 and Rockin' Webster in 2006, raising scholarship dollars for students in Counseling and Business programs. Total scholarship dollars raised for all three events is approximately \$59,000.*

*As listed above, the new Director's Speakers Series (#1 – Leading Without Authority, #2 – Aging Wisdom for Ageless Living, and #3 is planned to bring in a "name" celebrity to talk on a current topic of interest).*

3. Educational programs connect students with external communities:  
(for example: volunteer programs, internships, etc)

*WebsterWorksWorldwide projects include connecting to other agencies in need of volunteers.*

*Director volunteers to work with small groups of professionals struggling to establish positive working relationships. Director (and two other faculty members) provide consulting and training.*

*Webster Ocala often solicits volunteer assistance from alums --- as testimonials, student marshals at graduation, to tell success stories for local magazine articles.*

*Practicum and internships when available.*

3. Effective programs of engagement and service:

*Webster University faculty and students are participating in the BEST grant with CLM and WWDA (workforce boards). The program evaluations indicate that the psychoeducational component offered is significantly impacting the success rate of the populations served.*

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?)

*Our primary goals are to inform the community of our graduate program offerings and grow the campus, not only in terms of enrollments, but in its value to this community.*

*Mission statement to “diligently and enthusiastically attract, accommodate, inspire and prepare graduate students to meet the changing needs of the community.” To that end, everything we do must touch on this mission statement. Every call, every contact, every sponsorship, every connection or partnership must give us the opportunity to tell our Webster University story and to communicate our desire to be perceived as partnering to bring higher education to our community, not only in the classroom, but in the other ways described above.*

*Often, community leaders will discuss strategy and/or ideas with the director or faculty members, perceiving that our expertise in business and counseling will enhance a decision.*

*Small budget allocation for advertising/sponsorships.*

*Strategic Marketing plan includes partnering with major events to advertise Webster programs.*

*Provide in-kind services (volunteer assistance) to receive advertising and program recognition.*

**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)*

*Cohorts, agreements at the community colleges’ University Centers, provide support to the BEST grant with CLM Workforce Board and WWDA (contract agency), participate in corporate training with Central Florida Community College, volunteer to work on committees with various community Boards (Chamber, EDC, Public Policy Institute, Sheriff’s Advisory, WWDA, CLM Workforce Board, Humane Society).*

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 partnership agreements which means we will bring graduate programs to the University Centers at Santa Fe Community College and Central Florida Community College. We do not do articulation agreements. We do, however, agree to evaluate every student applicant fairly on the basis of our admissions criterion.*

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? )*

*Director was nominated in 2006 as a “Woman to Watch in Central Florida” – one of 50 in the area, which encompasses Gainesville and Ocala, plus surrounding county areas.*

*Webster Ocala received scholarship dollars from Ocala Women’s Network, Chamber of Commerce, and Women for Ocala Conference.*

*Kathleen Woodring, MA '06 (VP – CLM), Roseann Fricks, MBA '98 (Exec Dir – Early Coalition), Jacques Raphael, MBA '00(Supervisor, Lockheed-Martin), and Margaret Bell, MA '04 (Therapist, Kimberly's Cottage) (to name a few) give consistent testimonials about the effectiveness of our programs. Jacques won an award and a promotion (saved the company \$817,000 as a result of what he learned in class). Kathleen Woodring writes and receives exceptional workforce grants and tells everyone that she is a better manager as a result of her program time with Webster University.*

*Mayors, Council members, County Commissioners, County Manager, City Manager, Clerk of the Court, philanthropists, Hospital administrators, and other community leaders support our events and allow Webster Ocala to present to employees or organizations. Director often asked to do the invocation at community events.*

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?)*

*Director participates in many community groups and provides ideas for collaborating with Webster University faculty, students and alums on various projects. Establishing strong community relationships builds confidence in Webster University Ocala's connection to the community. Director is a sought-after speaker/training and several other faculty have received assignments as a result of consultation efforts.*

5. Partnerships focus on educational, economic, and social goals: *(i.e. please share any articulated program goals)*

*The University Centers in Gainesville (SFCC) and Ocala (CFCC) have a goal to provide "seamless education" to its citizens. This means that a student may complete the 2 year, 4 year and graduate school programs without leaving either community to attend school. Webster University provides graduate program offerings at each location.*

6. The organization's partnerships and contractual arrangements uphold Webster's integrity: *(this speaks to process and approval procedures)*

*Webster Ocala has been asked to "give" free tuition in exchange for meeting space. We do not give away our program. Students earn credit through effort and pay for the privilege to attend our University. Other universities give free tuition as incentives. We believe that our quality programs stand alone without negotiating incentives.*

*All of our activities are approved by the Central Florida Regional Director and our VP in Academic Affairs. This process holds our campus accountable for activities that fit into the University's mission.*

**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?)*

*We have only surveyed students "officially." Unofficially, staff and faculty always solicit feedback from partnership contacts, community leaders, facilities personnel, speakers/trainers, faculty, students and staff. We utilize evaluations whenever possible.*

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?)*

*Each year our campus faculty, students, alums and staff along with their families participate in partnerships with other community organizations to provide food, gifts and toys to children and families at holiday time (Guardian Ad Litem, Kimberly's Cottage, Camelot – to name a few). Food drive following Katrina disaster.*

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

*Strong partnerships with Economic Development Corporation and the CLM Workforce Board. Both President/CEO's consult with our faculty. President of the EDC teaches in our MBA program and publicly comments on the value of having Webster U in our communities.*

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

*Members of the public are invited to our gala events, Director's Book Club, Director's Speaker Series. They are also invited to attend our professional development seminars.*

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?)*

*We offer our classroom space to community organizations frequently, and we hoping that Barry University will offer its PhD in Counseling at our site in the fall. Occasionally, students ask to use the classrooms during the day if they are working on special projects in their program. The professional development seminars we offer have been in our classrooms (APA style writing, How to Start a Practice, Powerpoint.*

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

*We are looking into providing "Florida Laws and Rules" seminar at our campus. Our Counseling Program Coordinator has applied for and received the capability of overseeing/providing CEU seminars at Webster University.*

# Orlando Campuses

**Webster University  
Orlando Campuses  
Submitted By**

**Tom Janke, Regional Director**

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)*

Partnership with Society of Senior Certified Advisors in offering Gerontology Seminars

2. Periodic environmental scanning:

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

Input from faculty on needs in their professions/businesses/professional organizations

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

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)*

Market research; needs assessment;

Identified local demographics on aging population and implemented Gerontology

Master's and Certificate

Identified statistics on degree completion and need and implemented BA in Psychology

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?)*

**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)*

2. Co-curricular activities engage internal campus community with external communities:

*(for example: lectures, concerts, etc)*

3. Educational programs connect students with external communities:

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

4. Effective programs of engagement and service:

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)*

**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)*

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?)*

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?)*

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?)*

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

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

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

*(this speaks to process and approval procedures)*

**5D) Internal and external constituencies value 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?)*

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?)*

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

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

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?)*

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

**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)*

Existing cohort relationships with organizations in the Central Florida area.

2. Periodic environmental scanning:

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

Member of the Higher Education Alliance in Central Florida, the Orlando chamber of commerce, and others.

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

WOMA: Webster Orlando Multicultural Association, which includes International and domestic students.

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)*

Active membership with SHRM, which provide access to information and trend of local needs.

Offered a workshop locally about Gerontology and aging, Career development for our student body and alumni, and Financial planning.

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?)*

The Faculty Institute offers periodic seminars and workshops reg.

**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)*

2. Co-curricular activities engage internal campus community with external communities:

*(for example: lectures, concerts, etc)*

3. Educational programs connect students with external communities:

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

4. Effective programs of engagement and service:

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?)*

**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)*

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?)*

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? )*

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?)*

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

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

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

*(this speaks to process and approval procedures)*

**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?)*

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?)*

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

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

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

5A) 2. Periodic environmental scanning...

At the beginning of every term, Webster's Community Relations staff calls all students who did not attend last session to remind them of the next sessions registration dates and then find out why they did not attend and see if we can get them to register for the next session. We record all the information gathered and include this Stop-Out Database in our end of term report.

This database also shows how many of those we called registered for the next session. This is a valuable tool to survey the stop-out and listen to any complaints they may have that made them stop-out. Often just having that personal contact results in the student registering the next term.

5A) 3. Org. attends to diversity of the constituencies it serves:..

Webster partnered with Human Resources from the City of Winter Garden to participate in community fairs in the two lower income areas of the city. The event was held at community centers and over 100 people came to see all the Public Service booths. Only three colleges/universities were invited primarily because we have a large African American student population.

5A) 4. Outreach programs...

Webster CRC Representatives are board members of the non-profit Central Florida Higher Education Alliance which includes 32 regionally accredited colleges and universities that serve the area. At these events, we meet with HR Directors and employees and discuss the educational needs of various companies and government organizations and what kind of programs they would be interested in seeing Webster offer

5B) 1. Effective connections with the community...

Webster participates in over 80 education fairs and benefit fairs at companies in all four counties that include Orlando and the surrounding communities. These one-on-one visits give us an opportunity to compare our programs with other regionally accredited colleges in the area and also find out what the students are looking for when they start searching for a higher education program.

#### 5B) 2. Co-curricular activities engage...

Webster Orlando responded to the communities need for educated professionals in the field of Gerontology by sponsoring an lecture and discussion on “The Problem with Aging.” This event was free and open to the public. We invited nursing personnel as well as those working in assisted living facilities and family members who were caring for an elderly relative. The health care program mentors participated in a round table discussion on Webster’s programs. All those who responded said it was worthwhile and important resource and as result we may offer this program at various facilities around the area. The primary goal was to let these professionals know about our graduate program in Gerontology and the certificate program we now offer.

#### 5D) 2. Service Programs...

Webster partners with a large company in our building (Sentry Management) to participate in FM 106’s Annual Toy Drive. We collected and delivered over 500 toys to the radio station and we able to have a few minutes on-air to discuss why Webster participated in the drive and a little about Webster Works Worldwide. The toys warehouse was open the last two weeks before Christmas and anyone in need could visit and receive a toy. We hope this will be an annual event and we can tie- in even more companies in our complex to partner with us next year. This is a great way to get involved in the community and increase the awareness of Webster’s programs.

# Sarasota/Tampa Bay

Webster University  
Sarasota Campus

Submitted By  
Brad Moser

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)*

Corporate Cohorts/Partnerships and College/University Partnership Programs

2. Periodic environmental scanning:

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

New student phone surveys, graduating student surveys

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

Diverse faculty and staff, involvement/support/sponsorship of various community activities

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)*

Informed of need for advanced training/Master's program in Health Admin; conducted surveys, information sessions, etc to gauge interest and educate re: options

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?)*

We offer and/or sponsor/co-sponsor professional development workshops for HR, business. Counseling/human services personnel

## 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)*

Partner with local HR groups and community organizations (e.g, Mental Health Community Center, Sarasota). With MHC, we participate, sponsor, encourage students to attend annual "High Hopes" meeting and events

2. Co-curricular activities engage internal campus community with external communities:

*(for example: lectures, concerts, etc)*

We consistently offer lectures/workshops/trainings for people in the community and/or sponsor such events

3. Educational programs connect students with external communities:  
*(for example: volunteer programs, internships, etc)*  
Forge relationships for counseling practicum students, business networking, Webster Works projects with various agencies

4. Effective programs of engagement and service:  
Webster Works Worldwide

7. 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?)*

*What opportunities are available? Are they consistent with the mission of the university? Of our campus? Can we financially afford to participate? Can we provide other resources (volunteer time, etc) to justify our involvement? Is there sufficient interest on the part of any staff, faculty, student, alumni?*

**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)*

Corporate cohorts and College Partnership Programs

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?)*

Have only facilities use agreements with local university partnership centers and corporations where cohort activities occur

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?)*

Yes

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?)*

Yes/Yes

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

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

Members and supporters of Tampa Bay Higher Education Alliance for promotion of education; Member of Tampa Chamber of Commerce E-3 (Economics, Employment, Education) Committee

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

*(this speaks to process and approval procedures)*

All partnership/affiliation agreements reviewed locally and then by regional director

**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?)*

Yes

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?)*

N/A

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

Yes, we are recognized as a leading source of training and professional development within our community

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

yes

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?)*

Yes – Local HR Group Holds monthly board meetings on campus, local HR group holds certification/training/prep classes weekly, local community networking group holds weekly meetings on campus, other non-profit groups use facilities periodically upon request

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

Yes, partner with local HR chapter to offer trainings that satisfy PHR/SPHR CE requirements, offer trainings and workshops that help Mental Health Counselors, Social Workers, Marriage & Family Therapists meet biannual CE requirements

# Space Coast Campuses

**Webster University  
Space Coast Campuses  
(Merritt Island, Palm Bay, Patrick AFB)  
Submitted by  
Mandy Cosat, Director**

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)* On the Space Coast we currently have partnerships with Northrop Grumman Corporation, Brevard Community College and Barry University.

- A. Webster University – Palm Bay has had a 12-year partnership with Northrop Grumman Corporation to deliver onsite graduate degree programs to the company's employees in Melbourne, Florida. In response to the company's changing needs, Webster has offered various degree programs in those 12 years. Webster has consistently offered the MBA over the entire period and had initiated and terminated various degree programs such as MA Management, MA Computer Resources, and MS Computer Science. In response to internal requirements, Northrop Grumman requested the addition of the MA in Procurement and Acquisitions Management in 2006.
- B. Webster University – Palm Bay has been physically "housed" at Brevard Community College in Palm Bay since 1997. This is one of four campus sites of the local community college. Webster University was invited to lease classroom space and offices in response to the needs of the local Palm Bay community as expressed by the BCC Palm Bay campus Provost. His vision was to have local access to all levels of higher education in the community. Webster University has successfully provided the graduate component of that vision for 10 years. One of the computer labs on the BCC-Palm Bay Campus is truly a joint-use lab with Webster providing the computers for that lab.
- C. Webster University and Barry University have a long-standing relationship renting classroom space from one another and serving as feeder schools for one another. While Webster offers only master's degrees on the Space Coast, Barry offers undergraduate and doctoral programs. Webster currently rents classroom space in Barry University's Melbourne, FL facility for our master's programs and Barry University rents classroom space at Webster's Merritt Island Campus for its doctoral programs in Counseling and Human Resources. The majority of the students enrolled in Barry's doctoral programs on the Space Coast are Webster alumni.

**2. Periodic environmental scanning:**

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

We are continuously assessing the needs of the local community. For example, Webster University, Space Coast campuses, worked collaboratively in 1999 with the School District of St. Lucie County and the director of student services to conduct a survey among teachers and district staff about the need for a graduate degree in Counseling.

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

We reach out to a diverse population in our region through such things as advertising in minority publications and attending college days scheduled at African-American churches and we make a conscientious effort to recruit minority faculty.

**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)*

- A. As a result of the above-referenced survey, Webster University, Space Coast campuses, initiated the MA Counseling degree program, organized as a cohort, in St. Lucie County with three distinct groups completing their graduate degrees. Staff and faculty traveled to the county to deliver instruction and student services on Saturdays.
- B. In the year 2000, Webster University, Merritt Island Campus, hosted NASA internal workshops that trained NASA contracted employees on C++ computer language. These workshops, in conjunction with a project whose goal was to update NASA's software systems, were created to respond to NASA's requirement for increasing competencies in the area of computer science. Webster, in response to NASA's increased requirements, initiated the MS in Computer Science which was initially taught onsite at Kennedy Space Center. The program continued successfully, until after September 11, 2001, when classes had to be moved to the Merritt Island facility for security reasons.
- C. Webster University – Palm Bay has traditionally held classes on Saturdays. In response to an expressed need by Melbourne area students to attend weeknight classes located closer to their workplaces, Webster began leasing space from Barry University, Melbourne campus, in Spring 2005 to offer weeknight classes. This has been a successful arrangement with another educational institution and has provided more convenience to students in a heavily traffic-congested county.
- D. Additional methods we use to identify local needs include meeting with human resources or other representatives of local companies, holding information sessions, and participating in college fairs and job fairs.

**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?)*

We offer the 1-semester-hour professional seminars on the Merritt Island Campus each term to students to be taken for credit and to the general public for audit or credit as desired. We also offer to make these available to corporations and organizations on a strictly audit basis. For example: we offered a 12-contact-hour seminar on Government Contracting to 25 employees of Space Gateway Support, a contractor at Kennedy Space Center. We are currently working with the local Child Care Association to provide continuing education seminars to its 180 employees.

**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)*

- A. Our primary means of engaging with the Space Coast community lies through our local Advisory Board which comprises fifteen of the area's top executives and community leaders, including representatives of Harris Corporation, Northrop Grumman, Lockheed Martin and the Economic Development Commission of Florida's Space Coast. The role of these board members is twofold – a. to represent Webster University to the local community and to spread the word, and b. to provide Webster University with feedback from the community regarding ways the University can meet community needs. The Advisory Board hosts an annual "Community Partners" dinner to which additional community leaders and influencers are invited and which provides further opportunity to tell the Webster story to the community.
- B. Membership in all Chambers of Commerce throughout the county. Sponsorship of various events offered by these organizations such as breakfast and luncheon meetings.
- C. Worldwide Works Day at The Haven, a home for abused and neglected children.
- D. Staff and Faculty support of the United Way, appointment of a United Way representative, and service by Webster staff on the committees to determine allocation of United Way funds.
- E. Service on several community agency boards to include South Brevard Society for Human Resource Managers, Space Coast Society for Human Resource Managers, LEAD Brevard, and the Workforce Development Board.
- F. Patrick AFB Campus staff have worked with the local police and sheriff's departments to offer the Public Administration degree program for those desiring continued education. Several students have completed the program and serve as spokespersons for our institution.

**2. Co-curricular activities engage internal campus community with external communities:**

*(for example: lectures, concerts, etc)*

We have sponsored events such as resume preparation and networking workshops, facilitated by our Webster faculty and open to the public. These are promoted through a variety of media.

**3. Educational programs connect students with external communities:**

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

- A. Practicum sites at local schools and agencies for the Counseling program.
- B. Several presentations were given to the Brevard County School Board Guidance Counselors concerning Webster University students' availability to serve as interns (practicum students). The School District also surveyed their current guidance counselors and requested their participation as supervisors for these students and had an excellent response. We appointed a contact person at the school board to work with the School Guidance Counselors and the School District.

**4. Effective programs of engagement and service:**

**9. 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?)*

**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)*

**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 formal articulation agreements with colleges in our community but maintain excellent collegial relationships with the feeder colleges in the area. We have worked closely with Barry University to help them recruit our graduates to enroll in their doctoral programs. This provides a service to Barry and to our alumni who can continue attending classes at a convenient and familiar location and don't have to travel outside the county or enroll online.

**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? )*

Webster University – Space Coast Region was nominated for the Chamber of Commerce's 2005 Business Achievement Award.

**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?)*

**9. Partnerships focus on educational, economic, and social goals:**

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

We participate in and are members of an education subcommittee of the local Economic Development Commission which focuses on higher education's contribution to the economic welfare of the community. Our regional director represents Webster on the local Workforce Development Board whose goal is to assess workforce needs of the community and find means of meeting those needs through such things as training programs.

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

*(this speaks to process and approval procedures)*

**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?)*

The Space Coast campuses conduct evaluations of every course every term to gage student satisfaction. In addition, all students have an opportunity to evaluate the program as a whole when they petition to graduate. These evaluations are taken seriously as we continuously work to improve instructional programs and student services.

**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?)*

- A. Webster's Space Coast faculty and staff participate in the United Way fund drive.
- B. Students of the Patrick AFB Campus recently participated in the first-ever walkathon for the Brevard County public schools.
- C. The local alumni association participates in a variety of service projects each year such as volunteering at the local Humane Society.

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

Our regional director serves on the local Workforce Development Board.

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

**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?)*

Webster's Merritt Island Campus facilities are available for use to a number of groups for a variety of purposes:

- A. Barry University rents our Merritt Island facilities for two separate doctoral programs – Counseling and Educational Leadership with an emphasis in Human Resources. Each of these programs meets one night per week. This has been a service to the alumni of our own programs who are the majority of the students in these classes. Our students have an opportunity to enroll in a doctoral program near home and Barry University is able to enroll students in their programs.
- B. Keiser University uses the Merritt Island computer lab (free of charge) periodically to teach classes. This provides needed space to Keiser for employees of a nearby corporation and allows Webster to return the favor which Keiser provided when it housed Webster's director and classes for two years at no cost.
- C. Several non-profit organizations meet in the Merritt Island facility at no charge, some on a monthly basis. This brings into our facility prospective students and faculty.
- D. Corporations such as United Space Alliance, a contractor at Kennedy Space Center, use Merritt Island classrooms periodically for company training. This again provides us with an excellent opportunity to bring potential students into our facility and does result in enrollments.
- E. The Patrick AFB Campus computer lab is made available for community classes by the Satellite Beach Community Center and the Macedonia Baptist Church.

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

- A. School guidance courses are available to assist teachers in obtaining the school guidance certification required for the State of Florida.
- B. Human Resources professionals can earn continuing credits for recertification for SPHR and PHR certifications.