

Webb's Image and Mission

The survey questionnaire consisted of a number of questions to which a narrative response was requested, and other questions for which the respondent was to provide a ranking from 1 to 5. Copies of the questionnaire and accompanying letter are provided on pages A-7 and A-9 of this document. As shown below, 26 responses were received out of the 47 questionnaires mailed. Every effort was made to have the survey questionnaire completed by a broad representation of Webb's constituency.

Faculty:	3 / 4	
Students:	5 / 8	
Grad School Attendees:	6 / 6	
Parents:	0 / 6	One returned for wrong address; not resent.
Employers:	4 / 10	
Community Members:	2 / 5	One of the responses is a narrative letter.
Other:	1 / 2	
Webb Trustees:	5 / 6	One new Trustee responded that he did not feel qualified to complete the survey.

The survey questionnaire was mailed from Webb on September 7, 2006 and a response by September 15, 2006 was requested. In order to maintain anonymity, responses were received and tabulated by a trustee member of the Planning Committee.

Committee member Charles Kurz II prepared a compilation and summary of the survey results. These are provided on pages A-2 through A-6 of this document. Of the 25 responses received, there are some very definitive observations that should be helpful as the Planning Committee proceeds with its review of the Webb Strategic Plan. In summary, respondents to the survey identified several areas that are important for the Planning Committee to consider further that should be helpful for updating the Webb Strategic Plan. It is disappointing to note that no parents responded to the survey. Further efforts to solicit input from parents will be made by the Planning Committee.

**Webb Trustees – Planning Committee
Strategic Plan
Image of Webb Questionnaire – Part One - Comments
September 2006**

SUMMARY OF RESPONSES RECEIVED

I Briefly describe the best and/or most desirable attributes of Webb's image.

Overall, Webb is highly regarded as a top-notch educational institution with a long history of producing talented graduates who are the most prepared and well-rounded naval architects in the country. Webb sets itself apart from other selective undergraduate institutions by its high teacher-student ratio and small class size which set it apart from other undergraduate institutions. Only one response mentioned no tuition and winter work projects as among the most desirable attributes of Webb.

II Briefly describe the worst and/or least attractive attributes of Webb's image.

Many responses characterized the perception of Webb and its students as elitist, arrogant, aloof, egotistical, and self-centered. Several survey respondents believe that Webb needs to do more to become better known outside the maritime industry. Dated and less modern physical facilities are likely to make Webb less appealing in the future for new students and faculty.

III What do you think of Webb's web site and what recommendations do you have for its improvement?

Most responses were favorable and expressed the view that it was an improvement over the previous web site.

More information needs to be added to the web site for potential applicants, Webb alumni news, faculty accomplishments, and photographs of major school events. No comments were made about development or fundraising information on the web site.

IV What enhancements would you make to Webb's various publications that would improve Webb's image?

The usefulness of Webb publications received mixed reviews. Several responses believe more online information needs to be available since information in some publications becomes outdated easily. A Webb e-newsletter is suggested to keep the Webb family more up-to-date with current information.

V How would you compare the image of Webb with some of its peer academic institutions?

Webb is unique, well-respected, and highly regarded for its marine engineering courses; however, there is little recognition of Webb outside of its naval architecture and marine engineering courses. Facilities available at other schools make Webb seem outdated by comparison. While Webb does well in college ranking surveys, Webb needs to align its facilities and labs with curriculum improvements to meet broader maritime industry professional requirements.

VI Any additional comments you would like to make about the image of Webb Institute that you think would be helpful for the Planning Committee to consider.

Webb graduates need to have better skills to improve their ability to compete on “the world stage.” Because Webb is a largely unknown asset outside of the maritime community, it is recommended that Webb do a better job of identifying the target audiences where Webb’s image needs to have a greater impact.

**Webb Trustees – Planning Committee
Strategic Plan
Image of Webb Questionnaire – Part Two – Education/Career Ratings
September 2006**

I ENGINEERING EDUCATION OF THE HIGHEST QUALITY

Graduates can function effectively in the workplace with little supervision

1	0
2	0
3	1
4	5
5	12
N/A	1

Graduates exhibit superior design and analysis skills

1	0
2	0
3	4
4	6
5	9

Graduates exhibit superior written and oral skills

1	0
2	1
3	5
4	9
5	4

Graduates can effectively apply their engineering knowledge in innovating ways

1	0
2	0
3	5
4	8
5	6

Summary of Highlighted Comments:

Webb grads have mediocre written/verbal skills and struggle to write professional documents. Practical NA/ME knowledge is Webb's best academic advantage, although the curriculum is a bit outdated. Students are not taught to think creatively, innovatively, or independently; Webb students seem to have little extra energy or inclination to learn new things.

II STRONG PROFESSIONAL ORIENTATION

Graduates exhibit superior professional judgment

1	0
2	0
3	2
4	10
5	5
N/A	2

Graduates who are committed to professional ethics

1	0
2	0
3	1
4	6
5	11
N/A	1

Graduates who are immediately familiar with professional work practices and immediately assume productive roles in the workplace

1	0
2	0
3	2
4	8
5	7
N/A	2

Graduates exhibit superior professional curiosity and commitment to lifelong learning

1	0
2	0
3	3
4	7
5	9

Summary of Highlighted Comments:

Webb graduates have a good work ethic and professional discipline. Webb curriculum does not foster “curiosity” or “exploration” which further underscores other observations for more emphasis on innovation and creativity.

III DEVELOPED LEADERSHIP SKILLS

Graduates possessing superior interpersonal skills

1	1
2	6
3	10
4	1
5	1

Graduates display superior performance as a project group member and/or leader

1	0
2	0
3	6
4	7
5	4
N/A	2

Summary of Highlighted Comments:

Webb graduates have limited interpersonal and leadership skills. While interpersonal and leadership skills are difficult to teach, group work projects and faculty mentors might help develop stronger leadership skills. Improving leadership and interpersonal skills is considered more difficult with the small size of the Webb student body.

IV EMPHASIZE PREPARATION FOR SUCCESSFUL PROFESSIONAL CAREERS

Graduates who are prepared to assume positions of increasing responsibility in the global economy

1	0
2	1
3	4
4	8
5	4
N/A	1
Unknown	1

Summary of Highlighted Comments:

Mixed reviews about Webb graduates being ready for the "real world" after graduation. Webb graduates are great designers and engineers, but have limited understanding of broader business management or the new global economy.

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September 6, 2006

Addressee

Webb Institute Trustees – Planning Committee
Strategic Plan
Image of Webb Questionnaire

Dear _____:

The Trustees of Webb Institute have asked its Planning Committee to review the current Strategic Plan. The Planning Committee has identified the image of Webb Institute as one of the areas that it believes merits consultation with Webb's various constituencies.

A select number of trustees, alumni, parents, students, faculty, community neighbors, and corporate employers are being asked to provide their assistance. The Planning Committee appreciates your willingness to respond to the attached questionnaire. The questionnaire is focused specifically on a variety of topics related to Webb's image and mission where your comments would be beneficial.

In order to keep our communications as personal and private as possible, we are not using e-mail correspondence. Where appropriate, please provide your responses, circle the corresponding number, and add comments on the attached questionnaire as legibly as possible, and return it to me in the self-addressed, stamped envelope, or fax it (610-617-6833) to me by Friday, September 15. Your responses will be kept private, and there will be no attribution of any comments as the Planning Committee develops its Strategic Plan recommendations for the Trustees.

Many thanks for your participation and the timely completion of the questionnaire.

Sincerely,

Charles Kurz II

Charles Kurz II
Trustee, Webb Institute

CKII/cv

SURVEY

Engineering Education of the Highest Quality

	Not True		Somewhat True		Very True	
Graduates can function effectively in the work place with little supervision	1	2	3	4	5	N/A
Graduates exhibit superior design and analysis skills	1	2	3	4	5	N/A
Graduates exhibit superior written and oral skills	1	2	3	4	5	N/A
Graduates can effectively apply their engineering knowledge in innovative ways	1	2	3	4	5	N/A

Comments:

Strong Professional Orientation

	Not True		Somewhat True		Very True	
Graduates exhibit superior professional judgment	1	2	3	4	5	N/A
Graduates who are committed to professional ethics	1	2	3	4	5	N/A
Graduates who are immediately familiar with professional work practices and immediately assume productive roles in the workplace	1	2	3	4	5	N/A
Graduates exhibit superior professional curiosity and commitment to lifelong learning	1	2	3	4	5	N/A

Comments:

Developed Leadership Skills

	Not True		Somewhat True		Very True	
Graduates possessing superior interpersonal skills	1	2	3	4	5	N/A
Graduates display superior performance as a project group member and/or leader	1	2	3	4	5	N/A

Comments:

Emphasize Preparation for Successful Professional Careers

	Not True		Somewhat True		Very True	
Graduates who are prepared to assume positions of increasing responsibility in the global economy	1	2	3	4	5	N/A

Comments:

Briefly describe the best attributes of Webb's image.

Briefly describe the worst and/or least attractive attributes of Webb's image.

What do you think of Webb's website and what recommendations do you have for its improvement?

What enhancements would you make to Webb's various publications that would improve Webb's image?

How would you compare the image of Webb with some of its peer academic institutions?

Any additional comments you would like to make about the image of Webb Institute that you think would be helpful for the Planning Committee to consider.
