

PRESIDENT'S ADDRESS

to the University Community

As another academic year closes and we look forward to the events that await us in the coming year, I am pleased to present my annual report to the National University community.

Each year, this report provides me with the opportunity to evaluate the many accomplishments and milestones of the past year, as well as the opportunity to convey our goals and vision for the year to come.

This year, I have the distinct honor of launching the celebration of National University's 30th Anniversary Jubilee, a time to reflect on the achievements of our past as we prepare to navigate the changing landscape of higher education in the next 30 years.



A handwritten signature in black ink, appearing to be 'J. Lee' or similar, written in a cursive style.



The first recorded observation of a jubilee was celebrated by the ancient Egyptian King Amenophis III on the 30th anniversary of his coronation. This celebration, the “royal jubilee,” included sporting events, feasts, music and art, and was said to reinforce the pharaoh’s divine powers of kingship.

During my address last year, I announced seven strategic areas in which to focus our energies and talents in FY2001. Throughout the year, faculty, staff and administrators joined me in an examination of our organizational structure to explore ways to improve efficiency throughout this institution. The results of our collective efforts can be seen in a review of the highlights and accomplishments of FY2001.

The Western Association of Schools and Colleges (WASC) completed its visit in October—its first since 1996—and the University’s accreditation was reaffirmed. I would like to thank the entire National University community—faculty, staff and administrators throughout the state—who worked tirelessly in preparation for this important visit.

In May, I proposed a new structure for the University, *A Perspective on the Future of National University*, a template that will buttress our collective talents and labor in defining National University’s place in the future of higher education.

HIGHLIGHTS

Academics

The past year was distinguished by accreditation and milestone academic achievements, and the completion of several comprehensive University-based studies. We received WASC approval to offer six additional online programs, including:

- Associate's Degrees
- Master of Arts in Teaching
- Master of Forensic Sciences
- Master of Science in Educational Technology
- Master of Science in Instructional Technology
- Bachelor of Science in Criminal Justice

In FY2001, we also received accreditation for ten years from the International Assembly for Collegiate Business Education (IACBE). The Bachelor of Science in Nursing program received ten-year accreditation from the Commission on Collegiate Nursing Education (CCNE), and the Master of Science in Nursing program received initial accreditation for three years.

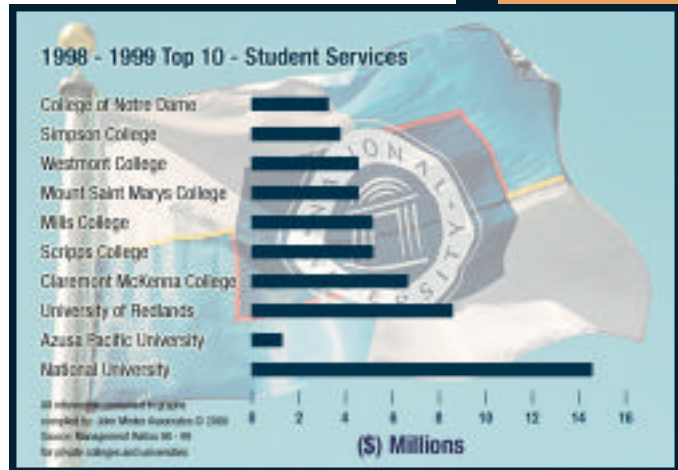
Our accounting graduates exceeded the CPA exam median first-time pass rate, placing National second among thirty-eight participating California institutions.

The ongoing efforts of the President's Commission on Quality, chaired by Dr. Jane Duckett and Dr. William Howe, resulted in forty-eight recommendations to enhance quality across all academic areas. *The Final Report of the President's Commission on the National University Web Strategy* resulted in thirty recommendations to improve the University's short- and long-term strategic initiatives on the Web.

Partnerships

Our intensified efforts to increase collaborations with educational, corporate and civic organizations were highly successful in FY2001.

We established new partnerships with more than twenty schools and school districts in California, including the San Diego County Office of Education and the Los Angeles Unified School District. The University now has teaching contracts with 570 California school districts, more than any other institution. We have initiated additional partnerships in Alaska, Guam and Micronesia. We also expanded corporate partnerships with leading companies such as Sempra, Pacific Bell and Gateway Corporation.



HIGHLIGHTS

Grants

We received grants in support of our research and development programs in excess of \$2.387 million, an increase of more than 200 percent over FY2000 and a record for this University. ARTISAN provided a \$2.3 million grant to provide software for all National University software engineering programs, and the School of Business and Technology received an educational grant from Intuit Corporation for Intuit ProSeries (professional tax preparation software) with an approximate value of \$25,000. National University students received thirteen Governor's Teaching Fellowship Program Grants valued at \$260,000. Other grants awarded included \$90,000 from NetLibrary in support of library initiatives. EdVision provided a \$10,000 educational software grant to the NU Institute for Community Research and Civic Entrepreneurship, and the SMARTer Kids Foundation funded a grant in support of training teachers to integrate technology into the K-12 curriculum.

The University received in-kind support and monetary grants from the University of California, San Diego and the African and African-American Studies Research Project in support of the Borderland Beats Music Festival. In addition, the School of Arts and Sciences received a grant from the Society for Phenomenology and Media; a planning grant from the California Council for the Humanities for the California Cultural Enrichment Report 2001; and in-kind support and monetary grants from the Groundwork Resource Center in support of the Ethnicity in Education Forum.

Students

Our full-time enrollment reached 17,203 (FTE) in 2001. Our student body is comprised of fifty-nine percent women, 2.37 percent international students, and 35.35 percent minority students. Our alumni include more than 94,500 students who have earned degrees or completed credentials at National.

National is now ranked first in California and third in the nation by *Hispanic Outlook in Higher Education* in awarding master's degrees to Latino students, and 87th in the nation in awarding bachelor's degrees to Hispanic students in all disciplines.

The U.S. Department of Education IPEDS survey rated National University in the "Top 100" schools in the U.S. in the number of graduate degrees awarded to minority students. IPEDS now ranks National University 10th nationally in awarding master's degrees to African-American, Asian, Hispanic and Native American students.





HIGHLIGHTS

Faculty

In FY 2001, we maintained 150 full-time positions while increasing the number of associate faculty positions from eighty-five to ninety-five. In FY2002 and 2003, we will add an additional 50 full-time faculty positions, and over the next five years the number of full-time faculty will grow to 250. Nearly eighty-seven percent of full-time faculty and thirty-nine percent of associate faculty have terminal degrees.

Facilities

During 2001, we opened and dedicated a new facility in Fresno, as well as the Spectrum Academic Center and Library in San Diego, furthering our expansion and improvement efforts. These learning centers have become model facilities for higher education. We began planning the purchase of Torrey Pines North (the Jenny Craig building), and planning has begun for the renovation of the regional academic center in Sacramento. In December, we will move into a new facility in Stockton.

Finance

The University's quasi-endowment grew to nearly \$160 million in FY2001, while the true endowment has reached \$2.07 million. National's endowment assets are ranked 235th in the nation by the National Association of College and University Business Officers (NACUBO). Moody's Investment Service upgraded the University's bond rating from A3 to A1, placing National among the ranks of post-secondary institutions such as Pepperdine, Santa Clara, Southern Methodist, Syracuse, and the

University of Pennsylvania. Standard & Poor's has assigned National an A+ rating, in the same rating classification as Howard University and Tulane.

External Recognition

Through the achievements of our students, faculty, staff and administrators, we continued to demonstrate our potential for growth and excellence in 2001. The University was awarded another Silver Medal in the category of visual design and print from the Council for the Advancement and Support of Education (CASE). We received three Helios Awards for communications from the International Association for Business Communicators, as well as the Golden Web Award from the International Association of Webmasters and Designers. We also received two Premier Print Awards from the Printing Industry of America for outstanding visual design in print.

The recently opened Spectrum Academic Center and Library received the San Diego Gas & Electric "Savings by Design" award.

Of the 20 teachers in the county selected by the Business Education Roundtable of the San Diego Regional Chamber of Commerce to participate in its annual "Best Practices" Showcase, nine of these teachers received their teaching credential at National. The 2000 California Science Teacher of the Year and the San Diego Science Alliance 2000 "Teacher of the Year" were also prepared at National.

HIGHLIGHTS

Community Relations

During 2001, National sponsored numerous events that benefit a variety of organizations and enhance awareness of issues including multiculturalism and diversity, education, children and economic development, including Fiesta Patrias; the National Diversity Conference; 2000 USO Toys for Tots 8K Run; the Neighborhood House Association; National Philanthropy Day, San Diego; the 2001 Leadership Alliance Annual Awards Program, Sacramento; the Black Chamber of Commerce 15th Annual Awards Dinner; the NAACP Annual Dinner, Sacramento; the Professional Business Women of California, San Jose; the Top 10 Business and Professional Women, Fresno; San Diego Business Education Roundtable Best Practices Program; the YWCA TWIN Awards.

We also enhanced institutional awareness of National through the sponsorship of several high-profile events, including the U.S. Olympic Track and Field Trials in Sacramento, the Acura Tennis Classic and the Stan Humphries Celebrity Classic to benefit Children's Hospital.

Domestic Violence Initiative

In commemoration of our 25th anniversary five years ago, we announced our commitment to raising awareness of domestic violence issues and have since become recognized as a leader in these efforts. We continue to deepen and broaden our support to numerous agencies around the state that serve victims of domestic and family violence.

Last year, we awarded eleven new scholarships to former victims of domestic violence. We are especially pleased with these awards because it means that eleven prior scholarship recipients have successfully completed their degrees at National and have achieved new levels of self-worth and economic independence.

In collaboration with the Center for Community Solutions, the Children's Museum and the YWCA, we launched the Nucleus Program at six San Diego middle schools. This leadership program fosters youth development and raises awareness about teen relationship violence.

In addition, we sponsored a variety of programs and events, including the San Diego Domestic Violence Council, 7th Annual Domestic Violence Symposium; the "Women Together" luncheon to benefit transitional shelter facilities; the Shasta County Women's Refuge in Redding; A Women's Day to benefit the Marjorie Mason Center in Fresno; Sanctuary, an organization that works to increase public awareness of stalking. In Los Angeles, we again sponsored the Heart of the City Walk/Run to benefit emergency triage units for victims of domestic violence, and the Commission on Assaults Against Women Humanitarian Awards.

In Jewish history, the Hebrews observed an entire "jubilee year" of emancipation and restoration every fifty years. During that time, a blast of trumpets would sound throughout the land, the fields were left uncultivated, and Hebrew slaves were set free.



GOAL FOR FY2002:

As an institution of higher education that focuses on the unique needs of adult learners, we have made a commitment to our students—working adults who seek higher education to change their lives and enhance their professional opportunities. In years past, I have used this opportunity to share a number of goals. This year, I have only one: the improvement of academic quality at our institution. I believe that the foundation has been laid and the infrastructure is in place to bring about academic prominence.

Considerations of quality have been a particularly important part of the consciousness of our University for the past decade and a half. Our young University has continually increased its focus on the improvement of academic quality. The fruit of these efforts is a cadre of faculty whose credentials, scholarship and reputation increase with each new academic year.

Our programs continue to acquire new accreditation and prestige. The methods by which our students learn—always this institution's forte—have been at the forefront of the revolution taking place in higher education. "Traditional" universities are now courting our "unique" constituency, the adult learner. That means we must redouble our efforts by employing new strategies and practices that result in higher levels of quality in all programs. This holds especially true in graduate programs. These will become increasingly vital to the institution as the century progresses, and our competition truly becomes the global higher education community.

ACADEMIC RIGOR & QUALITY

In 1994, *A Vision for the Academic Year 2000* challenged National University to become the “premier institution for the adult learner”—a goal that served as the basis of the University’s strategic plans, *NU2000* and *NU2005*. In 1996, on the occasion of our 25th Anniversary, I spoke about National University in the 21st century as an institution that would transform itself from one that was provider-driven to one that was learner-centered; as a university that placed an emphasis on the measurement of performance; an institution that was hard at work transforming its academic processes into achievement-based learning.

Last year, I invited faculty, staff and administrators to join me in an examination of our organizational structure and relationships. Over the next seven months, the perspectives of the University’s faculty and outside experts, recommendations from accreditation reports, and consultations with our counterparts at sister institutions were compiled in a first draft document that was reviewed by the Faculty Senate, the Graduate Council, the Council of Chairs, the Designated Administrators Forum and the President’s Management Council.

All of this work culminated in *A Perspective on the Future of National University*, which was distributed to the University community in May. The document illustrates that during the past thirty years, the changes implemented at all levels at our University have constructed frameworks within which faculty and staff have worked together to achieve a transformation that is extraordinary by any measure.

The new structures proposed in the *Perspective on the Future of National University* will allow us to create an environment that sustains quality educational programs and excellence in student learning, and challenges our faculty to implement and execute an academic agenda that allows the University to achieve progressively higher levels of performance in teaching and learning.

Last year at this time, I also announced the formation of the President’s Commission on Academic Rigor and Quality. In June, this Commission completed its final report and recommendations.

It is fitting that we began this Jubilee year, our 30th anniversary, by being attentive to the Commission’s definition of academic quality for National:

Continuous improvement in pursuing and achieving performance excellence in the interrelated areas of students/student learning, faculty/faculty development, curriculum/academic processes, and academic culture/climate

The Commission noted that it had placed students and student learning first in this definition of academic quality because it believes “that serving and meeting students’ needs through learning-centered education” was our University’s highest priority.” I am in complete agreement.

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The Commission stressed that “academic quality lies at the very heart of the institution; it is the *sine qua non* of education. Quality in its more inclusive sense must serve academic quality, and all operations and procedures at National must seek continuous improvement in pursuing and achieving performance excellence in order to promote continuous improvement in academic quality and, in particular, in student learning.”

The National University faculty must remain at the center of academic life and the forefront of the University's governance. The academic agenda is the glue that binds the University community as it refines its efforts to achieve progressively higher levels of performance in teaching and learning. I challenge our faculty to continue and to heighten their leadership role in these tasks so critical to our institution.

The responsibility for academic leadership rests squarely with the faculty supported by the deans, the Provost, and the President, and rightly so. In defining the University's academic agenda, I call upon our academic leaders to reflect carefully on the work contained in *The Report of the President's Commission on Academic Rigor and Quality*; on a review of the quality papers prepared by the school deans and vice presidents, by our associate regional deans and by our designated administrators. Collectively, these documents provide the links that will connect us as we strive together for increased academic rigor and quality.

It will be important as well to use what we have learned from the accreditation teams that have visited us recently to conduct preliminary or final visits,


including WASC, AALE, CCNE, and IACBE, and to integrate the recommendations on structure included in the *A Perspective on the Future of National University*. Given our institution's commitment to pursue a Baldrige Quality award, it is also essential that we incorporate the criteria included in Baldrige National Quality Program 2001, *Education Criteria for Performance Excellence*, as we develop our academic agenda. Finally, ongoing discussions among the Provost, the deans, the department chairs and the faculty are critical to shaping the University's academic agenda.

During the next year, the Provost, school deans, regional deans and department chairs will develop and implement a comprehensive benchmark plan to ensure the delivery of improved academic quality and service to our students, to improve overall institutional effectiveness, and to enhance the organizational strength of National University.

Around the state, faculty in the School of Education are beginning their work on a self-study in preparation for the upcoming visit by the California Commission on Teacher Credentialing (CCTC). National University will be among the first California institutions to be reviewed under new CCTC standards. The team will interact with faculty, staff and students in all locations. The timing of this visit affords the faculty, deans and Provost an outstanding opportunity to demonstrate our University's commitment to academic rigor and quality.

These collaborative efforts will measure our progress in meeting academic quality initiatives and evaluating student learning. I applaud and support the work that has





The term
"diamond jubilee"
was given to the
celebration of the
60th year of the
reign of Queen
Victoria in 1887.

been accomplished thus far by the academic leadership in framing an academic agenda for our University. The successful accomplishment of such an ambitious undertaking will require the commitment of every member of the University faculty. Aristotle once said, "Teaching is the highest form of understanding." We are particularly fortunate at National University to have faculty who excel not only in the classroom, but in their understanding of what it takes to become leaders in higher education quality and excellence.

Finally, the Commission report noted that "academic quality is the central purpose and highest priority of the University," and that "quality, and academic quality in particular, are critical to the continued growth and well-being of National University." National University is well-prepared to meet the challenges and to embrace the opportunities that will arise in our newly defined, focused pursuit of quality. Our mission—to meet the unique needs of adult learners—is driven by five core values: access, relevance, accelerated pace, affordability and community.

One of the Commission's recommendations is that quality become the sixth core value of the University, as a "meta-value that informs the other five." The Commission states, "we believe that quality in general and academic quality in particular are systemic; they are a whole that should be considered as a totality and in terms of interrelationships, alignments...and connectivity."

Today, as we celebrate this institution's 30th Anniversary Jubilee, I am pleased to announce the extension of the University's core values to include quality. As we look forward to the beginning of a new academic year, I urge the entire University community to strive to integrate our newest core value into every aspect of University life—student services, student learning, academic processes, our culture and climate, professional development—to achieve higher levels of performance and quality University-wide. The groundwork has been laid; the infrastructure is in place. Now, it's up to all of us.

At National University, three overarching goals have guided our faculty: teaching, service and scholarship. I am pleased to announce the establishment of the President's Commission on Research, chaired by Dr. Gary Hoban. This Commission, comprised of faculty and administrators, will be charged with defining the meaning of research and scholarship in the context of National University, as well as defining the relationship between research and scholarship, and for formulating policies related to the University's academic research program.



NATIONAL UNIVERSITY'S 30TH ANNIVERSARY JUBILEE

The meaning of the term jubilee is universal. According to *The Oxford English Dictionary*, a jubilee is a time of joyful celebration or rejoicing; a time of exultant joy; general or public rejoicing; jubilation. It is a time for shouting out, joyful shouting, and the sound of jubilation.

This year, we have many reasons to shout out, to celebrate and to be jubilant. We have established ourselves as a leader in higher education. We have had a profound impact on the communities in which we serve, and have made a significant positive difference in the lives of our students, in the organizations in which they serve, in the lives of the children that they teach. We have changed the lives of nearly 95,000 graduates in a powerful way.

Every time National University opens a new campus, adds a new degree program, or receives an award, we have cause to celebrate. Every time an alumnus achieves a new career milestone, volunteers for community service, or encourages others to pursue higher education, we have cause to celebrate. The combined efforts of the entire National University community have played a significant role in advancing the reputation and prestige of this institution, and in distinguishing National University from other institutions of higher education.

If celebrations are symbolic vehicles for nurturing the human spirit, for reaffirming that which is lasting in life, it is only appropriate to reflect upon the original spirit and values of the founding event. This year, we celebrate the founding, thirty years ago, of a unique institution that was established to meet the needs of adult learners. At that time, we challenged the more traditional models of higher education. Our mission was simple—to give working adults a more convenient, practical way to earn a college degree, as well as a means to stay current with developments in their professions. National University defied convention by offering classes in the one-course-per-month format; by catering to students who were married, who worked full-time, whose average age was thirty-four. We pioneered the concepts of speed- and results-oriented education. There was no ivy on the walls.

Today, thirty years later, we celebrate the qualities that distinguish us from other universities, as well as those qualities that join us in our common goals.

Like other universities, our mission is to provide students with rigorous, high-quality educational opportunities; to enhance their abilities to establish careers in their chosen professions while contributing to the greater good of society. Today, thirty years after our founding as a non-traditional institution, we find ourselves as full participants in higher education in California.

At National, we are already beginning to feel the effects of California's public higher education crisis. We are seeing increasing enrollments. We are serving a growing number of transfer students from our state's community colleges. In San Diego alone last fall, more than fifty-two percent of the transfer students from the San Diego Community College District chose National University. Speed is the highest order value of the 21st century, and we are seeing the students who want to move on with their educations and move forward with their lives. We are seeing students who want quality education in a classroom setting with twenty classmates, rather than 800 classmates. National University today, as it did thirty years ago, provides students with an alternative. Today, we play a critical role in educating the citizenry of California.

Our values of quality, access, relevance, accelerated pace, affordability and community address our mission to provide educational opportunities to students whose needs have traditionally not been met by other institutions. We provide our students with an invigorating environment that sustains them, and services that enable them to negotiate the business of their education within the framework of complex schedules and lives outside the University. Our responsibility to serve the needs of our students is our first

priority, and we are committed to ongoing improvement of our student services. Today, student services at National represent nearly twenty-five percent of the University total expenditures, making the University the leader among the private institutions in its category.

We are first in the state in providing graduate degrees to Latinos, and third in the U.S. overall, according to IPEDS a population that has historically been underserved by the state system of higher education. The Hispanic-Latino population is expected to increase by seven percent by 2010, and by 2040 will comprise nearly forty-eight percent of California's total population.

Our campuses have been re-designed, renovated and improved to meet the changing needs of our students. With forty-seven computer labs and 2,530 personal computers, our students enjoy ready access to essential learning resources.

We are a leader in online education, further increasing accessibility and convenience to higher education opportunities with twenty-four online graduate and undergraduate degree programs, teaching credential and certificate programs.

Our central library online collection is unparalleled in higher education, with more than 4,000 electronic journals and online full-text periodical databases, and 31,000 e-books, the largest digital book collection of any single college or university in the U.S. Students have 24-hour online access to research materials, which provides them with additional scheduling flexibility.





JUBILEE

We are the leading independent educator of California's K-12 teachers at a time when the state faces still another education crisis: a critical shortage in elementary and secondary school teachers.

California educates more pupils than any other state in the country—one out of every eight kindergarten through 12th-grade student in the U.S. In 1999-2000, enrollment in our state's K-12 public schools reached 5.95 million students. For the years 1995-2007, the National Center for Education Statistics has projected a 22.3 percent increase in K-12 enrollment in public schools. In the next ten years, analysts forecast that California will need an additional 300,000 teachers to meet the growing enrollment in our state's elementary and secondary schools.

National prepares and recommends more individuals for teaching credentials than any other single institution in California. In the last twenty years, we have prepared more than 22,000 individuals to become California teachers.

National University is different than other universities, and we celebrate those differences. Today, we find ourselves once again in an educational atmosphere that is rapidly changing, an atmosphere that is now ripe to adopt the cutting-edge ideas we pioneered thirty years ago. Clearly, in the next thirty years, National University will play an increasingly critical role in the education of California's population.

We have much to be jubilant about at our University. We have much to celebrate. In ancient times, a jubilee occurred every fifty years, and those who had been cast out of the community were invited back. They, too, were allowed to celebrate their successes, to sit at the table, to be an integral part of the community. At our Jubilee Anniversary, our University is no longer an outsider, but an integral part of the academic community. We have earned the right to sit at the table of higher education in California. We have earned the right to be jubilant about our accomplishments.

During this, our 30th Anniversary Jubilee, we have many reasons to shout out, to celebrate and to be jubilant. We are a university with no ivy and proud of it.

**We excel at understanding the needs
of our students.**

We are a pioneer and we are proud of it.

**We are an institution whose models are now
emulated by other institutions of higher
education, and we are proud of it.**

We are the fastest way to the future.

We are an established leader in higher education.

Let us celebrate.