

2005

2006

2007

2008

2009

2010

NATIONAL UNIVERSITY STRATEGIC PLAN

2010

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## Dear National University **Community** and Friends:

The vista of higher education is an ever-shifting landscape of traditional and nontraditional, proven and unproven, simple and highly complex. As this landscape continues to change and evolve, the need becomes greater for educational institutions that are more flexible and accessible than those of the past.

Founded in 1971, National University is among the first institutions in the United States to focus on the unique educational needs of adult learners. The University has grown to be the second-largest, nonprofit, private institution of higher learning in California. The University is unique because of its one-course-per-month format and flexible online degree programs.

Strategic planning is at the core of the University's success. The first strategic plan was completed in 1990. It was followed by NU2000, a five-year plan published in 1995. A shared dedication to the best possible performance, a willingness to sacrifice individual needs for a larger goal, and a commitment to excellence allowed the University to bring the plans outlined in NU2000 to fruition by 1999. The development of the subsequent five year plan—NU2005—began in 1998. It was approved by the Board of Trustees in May 1999 and has provided the underpinning for all that has been accomplished at the institution over the past half decade.

NU2010 is our most ambitious strategic plan to date and includes an annual assessment review process. Over the next five years, the University will seek additional accreditation for its academic programs, create two new schools, increase its student population, and eliminate its debt. With this plan, National University is extending its emphasis on increased rigor and quality to include recognized leadership among institutions of higher education and within the larger community.



Jerry C. Lee  
Chancellor, National University System  
President, National University





*the* University of  
values

looking forward  
*competing forces:*  
 looking back

## PLANNING FOR NU2010

The planning environment for NU2010 is one in which American higher education is undergoing substantial, even fundamental, change. This change is being driven by many external forces that will require National University to be increasingly responsive to the needs of its students and exceptionally efficient in managing its resources.

At National University, strategic planning provides an overarching framework of organizational goals and objectives, helping establish priorities and inform decision making and annual budgets. For National University, the strategic planning process reflects two competing forces: looking back to past accomplishments while looking forward to shape an evolving future. The process builds on a firm understanding of what has occurred, drawing on past accomplishments both as learning experiences and as a baseline from which to plan for the future.

Flexibility is the most important characteristic of the University's strategic planning process. While National University clearly recognizes the need for a long-term perspective, the objectives and timelines set out in the plan are flexible. New goals may be added, either as a result of the successful achievement of existing goals or due to changed external circumstances. The strategic plan and the process by which it is developed can act as catalysts for institutional engagement, simultaneously generating and harnessing energy, vision, and innovative responses to internal and external events. It provides a context in which the National University community continues to ask the right questions, seeks appropriate data and assessment measures, and remains focused on accomplishing its strategic goals.

National University's strategic plan gives concrete expression to the institution's mission, values, and operational plans.

## *mission*

*National University is dedicated to making lifelong learning opportunities accessible, challenging, and relevant to a diverse population of learners. Its aim is to facilitate educational access and academic excellence through exceptional management of University operations and resources, innovative delivery systems and student services, and relevant programs that are learner-centered, success-oriented, and responsive to technology.*

In 2004, National University adopted a more intentional framework regarding the centrality of core

values as principles that guide the institution. Values are manifested in self-respect and self-esteem. They are vigorous and spirited; they are optimistic; they are consistent. A commitment to values encourages the organization to aspire to new dreams and to achieve new goals. When values are evident in relationships between all members of the University, actions are authentic and purposeful. Living out values guides the University's course and links together all aspects of the organization. The National University core values are:

## *core values*

*Quality*

*Access*

*Relevance*

*Accelerated Pace*

*Affordability*

*Community*



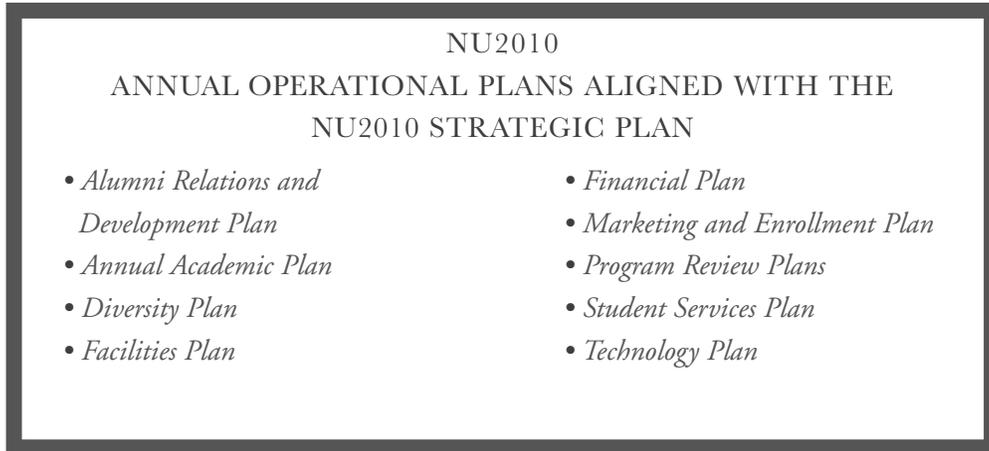
These values define the community and have enabled the University to create a truly unique environment, for both internal and external stakeholders. To that end, National University identifies itself as The University of Values.

Annual operational plans by unit identify strategic elements, define goals, and establish measurements of progress towards results and accomplishment of objectives. These plans set out the tactics that National University academic and administrative units employ in the day-to-day environment, while the broader strategic planning objectives—derived from the strategic directions—serve to support and coordinate University-wide planning activities. Schools and administrative divisions will also develop five-year plans from which they will develop the annual working plans. By assessing the effectiveness and results of units and departments in meeting the goals of the operational plans, the University measures its progress towards meeting its strategic objectives. This built-in assessment loop allows the University to identify areas of achievement and directions requiring further emphasis.

Defining  
goals  
*meeting objectives*

# Participation collaboration

*best practice*



## STRATEGIC PLANNING PROCESS AND CALENDAR OF EVENTS

Several steps define the planning process for NU2010. First and foremost among these is securing the broad participation of the National University community. Broad participation represents a “best practice” in strategic planning, encouraging input from all stakeholders in the community, including the Board of Trustees, the administration, faculty, staff, students, and alumni. The resulting collaborative process, embodied in a variety of meetings and consultations beginning in October 2003 and concluding in June 2005, ensures that everyone has a clear understanding of the direction and goals of the planning process. Extensive review and feedback from external consultants, friends, and experts help ensure both an objective viewpoint and professional analysis.

Input from the visioning sessions has been synthesized into the final iteration of NU2010 and thematic directions as identified by the internal stakeholders have been prioritized. This input assisted in clarifying the mission and core values and in identifying strategic guidelines to lead the University towards 2010. As part of the process, the University conducted an extensive review of strategic plans at sister institutions, including community colleges and four-year private and public schools. Concurrently, the University scanned the external environment for shifts that could impact the future direction of higher education and potential markets for National’s future growth and expansion. The planning process identified basic assumptions about resources, adjusting for revenue levels and inflation, and included a needs assessment and market analysis as well as a substantial review and forecast of the institutional capacity to support expansion and accomplish its goals.

In the winter of 2003, the NU2010 planning process began with visioning sessions among all of the various stakeholders within the University. Following each session, content was gathered and collated to identify key themes, goals, and aspirations. From this process, seven strategic directions emerged: Academics, Serving Students, Serving Stakeholders, Assessment, Resources, Partnership Affiliations, and Technology.

A draft was prepared and presented at the Fall 2004 Academic Assembly, where

full-time, associate, and Adjunct Academy faculty completed a substantive review of the document. Their recommendations were provided as edits in the next draft version.

Just over a year after the visioning sessions began, the strategic planning process culminated with a one-day retreat in Palm Desert, which included Board of Trustee members, several full-time faculty in academic leadership and governance positions, and key representatives from the National University senior administration. The group broke into three facilitated teams, each consisting of members from the Board, faculty, and administration, and studied each strategic directive. The ensuing discussions resulted in further refinement of the objectives presented in the strategic plan and a unified vision of the direction for the University. The edits from the process, too, were included in a subsequent draft of the NU2010 document. In sum, the University community has been fully engaged for over 18 months in this very critical process. The goal of this plan is nothing less than the long-term future of National University.

## PLANNING ASSUMPTIONS

## CALENDAR OF EVENTS: DEVELOPMENT OF NU 2010

October 2003	Assessment of <i>NU2005</i> and Preparations fore <i>NU2010</i>
January 2004	Chancellor's Announcement of <i>NU2010</i> Planning Process
January 8, 2004	Faculty Senate Visioning Retreat
January 9, 2004	Council of Chairs Visioning Retreat
January 12, 2004	Associate Regional Deans' Visioning Retreat
April 2, 2004	Graduate and Undergraduate Councils Visioning Retreat
January-May	Visioning meetings throughout University community
April 2004	Creation of initial Draft of <i>NU2010</i>
May 2004	Compilation of input from visioning meetings First complete Draft of <i>NU2010</i>
Summer Preparation	Ad hoc Team updated material and prepared process for August review at Annual Planning Retreat
August 2004	Review of First Draft at Annual Planning Retreat; Second version of <i>NU2010</i> drafted
October 2004	Third Draft prepared for October President's Cabinet Meeting
December 2004	Fourth Draft for review by External Reviewers (through January 2005)
January 2005	Fifth Draft developed to include input from External Review process
February 2005	Fifth Draft reviewed by Board of Trustees
Feb-April 2005	Final Draft reviewed by University community
June 2005	Final Draft approved by Board of Trustees

## BASED ON THE ENVIRONMENTAL SCAN

In preparing the strategic plan, National University explored key assumptions. These planning assumptions are elements that the University will continuously adapt to and consider while it remains a leader in providing education to current learners and new populations of students. During the strategic planning process, an environmental scan of anticipated trends and predictions over the next decade provided a realistic view of factors potentially impacting the University's focus for successful navigation through 2010. The National University community reviewed the economic, educational, and demographic data, and considered public policy trends, social changes, and technology forecasts. The community also reviewed:

- the expanding marketplace domestically, especially in California, and internationally, particularly in the online environment, that acknowledges diverse populations of learners;
- new and emerging areas of study and multi-disciplinary program development;
- anticipated changes in online education, information networking, and virtual educational delivery systems;
- the nature of new sector competitors, such as corporate universities, specialty training entities, and intersegmental partnerships (i.e., community colleges and universities) and,
- the need by employers for students with a transferable, adaptive, and portable skill base.

In addition, the environmental context of increasing costs for higher education and market, competitive, and technological forces were also reviewed. Those findings are summarized below.

## education over the course of a lifetime

### Market Forces

The U.S. Department of Education estimated the post-secondary education market to be over \$280 billion. National University's traditional focus, the adult learner, is estimated to account for 39 percent of that market, and that percentage is growing. The demand for post-secondary education is essentially driven by a single force: the need to obtain additional education over the course of a lifetime, in order to develop and maintain marketable occupational and professional skills that enhance earning capacity. This need is, in turn, driven by a rapidly changing and fundamentally restructuring global knowledge-based economy. The U.S. Department of Labor estimates that the majority of jobs created in 2010 will be for occupations that do not exist today. Those that are being created require different skills and abilities. In California, for example, the demand for college and university education will increase an estimated 35 percent between 2000 and 2010.

Higher education enrollments nationwide are projected to grow 15 percent by 2009 from a 1997 base of 14.4 million. According to the National Center for Education Statistics, over 6.2 million students—39 percent of all students currently enrolled in higher education programs—are over the age of 24. This number is projected to grow to 6.6 million by 2010. The highest growth rates are projected for post-baccalaureate degree programs.

Changes in government policy regarding visa application and granting procedures has resulted in a decline in foreign student enrollment in higher education for the first time in over two decades. Visas for students from China, which is the largest market for higher education in the world, have declined dramatically. In response to this change, and in order to attract international enrollments, many American universities are moving to develop both online and onsite degree and certificate programs available to international students.

## sub-specialization *international* refocus

### **Competitive Forces**

Competition among institutions of higher education to provide learning opportunities for the growing nontraditional student body is best characterized as fragmented. This has led to changes at the local and regional levels and in specific academic program areas.

One example of this change has occurred in the provision for master's level education in business, particularly the MBA. Following years of growth in demand accompanied by rapid increases in capacity, the national demand for MBAs has fallen. As a result, many business schools have developed new sub-specialties, created executive MBAs, and refocused their admissions and recruitment efforts, all of which have increased costs and generally met with limited success. Consequently, the MBA, which had served as a source of revenue for many institutions of higher education for years, has become substantially less profitable for the majority of business schools nationwide, and this has led them to develop new, revised, or alternative business programs.

Just as changes have significantly affected business schools in the past decade, there is strong evidence that the trends of increased competition and program flexibility will apply to other disciplines. The rapid growth in online learning programs and degrees, which renders geography meaningless, will intensify among institutions of higher education nationally and globally. National University does not face this challenge alone. There are eight WASC-accredited, non-public, four-year institutions, including National University, and 10 state-approved educational institutions in San Diego County alone. In the state of California there are 89 WASC-accredited non-public four-year institutions and over 200 state-approved institutions.

# Convenience

## low cost

*relevance*

Many universities have adopted, with varying degrees of success, nontraditional approaches to education that appeal to nontraditional learners: accelerated formats, convenience, relevance, and low cost—all characteristics of National University. Still others, primarily online four-year colleges, have been established as a result of the availability of low cost learning technology. National University, with its well-developed online capacity served by its affiliate Spectrum Pacific Learning Company LLC, is already a major force in meeting these needs.

Corporations have entered the higher education marketplace by establishing corporate universities that provide both degree and non-degree programs for their employees. The growth in corporate universities (which are now estimated to exceed 2000 in the United States alone), has been a significant competitive force in two ways.

First, they provide degree programs to a pool of students who would otherwise seek enrollment in a college or university. Second, they provide non-degree courses focused largely on technical and management skill building, courses that have traditionally been provided by colleges and universities through extended studies departments. Again, this provides an opportunity for National University, which has developed a comprehensive extended studies program that is highly competitive and poised to take advantage of onsite and online distance learning capabilities.

During the past decade, there has been significant growth in for-profit institutions serving both the traditional and nontraditional student. Initially enabled by the 1972 reauthorization of the Higher Education Act, these institutions have grown rapidly in recent years and collectively have operations in all fifty states, Puerto Rico, and at least 130 foreign countries. For-profit institutions have, with notable exceptions, been very successful, with major for-profit institutions enjoying operating margins of over 29 percent. An index of the stock prices of for-profit colleges and universities developed by the University of Chicago outperformed the Standard and Poor's 500 by over 500 percent from 2000 through year-end 2003. This type of financial performance permits successful for-profits to attract capital for continued expansion.

### **Technological Forces**

Clearly, online education has entered the mainstream as a major mode of instructional delivery. In 2003, an estimated 1.9 million students in higher education took one or more courses online. That number is expected to reach 2.7 million students (17 percent of the total) by the end of 2004. On average, colleges and universities predict an average growth rate of almost 25 percent for students taking one or more online courses. At National University, 41 percent of students complete a majority of their courses online, and 45 percent take at least one online course.

The current rapid rate of growth in online education has come about for a number of reasons: the widespread availability of high speed Internet access (over 92 percent of National University students have Internet access at home); commercially available and relatively inexpensive educational software

and courseware that makes it possible for colleges to access technology easily and at low cost; and a cadre of faculty who have developed experience teaching online. Most important, however, are developments relating to two factors that had historically kept many institutions from entering the online classroom: quality of learning and student satisfaction. Research, including that presented and/or published by National University faculty, has demonstrated that learning outcomes are indistinguishable between courses taught online and those taught in the classroom. Surveys indicate that students are at least as satisfied with online courses as those taught in a traditional classroom, at all degree levels.

Online education has removed the geographic barrier posed by a traditional fixed-site location. Stanford University, for example, graduated its first class of online global engineering students in 2001, and many other universities have established Internet programs with local commercial and educational partners in countries around the globe. This is a time when international alliances and partnerships are emerging as an important force, serving to distinguish different colleges and universities in terms of the variety of learning opportunities. Outside the United States, higher education possibilities, potentially worth over \$100 billion annually, wait to be served by those universities poised to offer the best online instructional delivery. Some for-profit institutions, for example, have developed separate online divisions, with one of the leaders in the field reporting 120,000 students taking an online class and a one-year revenue growth rate of 62 percent compared to 19 percent growth in its traditional offerings.

# Opportunities

*possibilities* prosperity

Not only does online education have the potential to increase access to higher education, it also has the potential to profoundly affect the traditional cost structure of delivering education. Online education, according to most studies, can be offered with lower operating costs than onsite education. Such significant cost differences, coupled with acceptance of online instruction by students and educators, will result in increased enrollments when programs and courses are offered with the comparable quality and rigor found at onsite accredited institutions of higher learning. Again, National University is well poised to take advantage of this development.

These fundamental external environmental forces are serving to shape the educational agenda and create opportunities for the future growth and prosperity of National University. NU2010 presents National University's strategic agenda for capturing those opportunities.

## Strategic Direction 1



Quality  
access  
*rigor*

### ACADEMICS

#### QUALITY, RIGOR, AND A STUDENT-CENTERED LEARNING ENVIRONMENT

At the heart of National University's mission is a focus on academic quality and educational effectiveness. Since its inception in 1971, National University has been committed to making lifelong learning opportunities accessible to adult learners. The University's focus will now expand to serve a diverse population of learners, acknowledging that students of all ages contend with multiple priorities. In order to anticipate and address the educational needs of students in 2010, essential characteristics of higher education are included within the scope of the strategic direction of Academic Quality, Rigor, and a Student-Centered Learning Environment.

The first characteristic ensures that the curriculum, including new programs and partnerships for program dissemination, remains relevant to the changing world in which students live and work. The second explores what is needed to promote excellence in teaching as a means of both developing and delivering rigorous, content rich courses. The third addresses a key component of academic quality: assessment and the connection to student learning outcomes. It is critical to the University's success to

have in place methods and means to evaluate the content and delivery of its educational programs. Finally, the fourth characteristic acknowledges that learning is most effective when it is student-centered.

National University dedicates its vision, leadership, and institutional focus to an academic culture built on the traditions of higher education: enhancing opportunities for access, contributing to student learning, and creating knowledge for the next generation. This leadership role at the University is augmented by dedicated intellectual curiosity, listening to students and external constituents, and the will to implement decisions and track results.

1. National University will take the following innovative directions in its college and schools:

- a. College of Letters and Sciences – will develop Math Centers to provide tutorial services for the University’s undergraduate students to ensure their success and promote retention.
- b. School of Business and Management – will grant more online business degrees than any university in California, with specific emphases on women and underrepresented populations.
- c. School of Education – will provide more special education teachers in California and across the nation than any institution of higher education – will seek opportunities to emphasize teacher preparation strategies on a global basis.
- d. School of Engineering and Technology – will become a recognized leader in providing online education for applications-oriented engineering and technology programs.
- e. School of Health and Human Services – will prepare healthcare professionals to become innovative, caring practitioners and leaders in community and clinical settings throughout California, Nevada, and Hawaii.
- f. School of Media and Communication – in partnership with the San Diego County Office of Education, will launch the University’s TV station and coordinate the development and expansion of content to be broadcast in California and across the country.

2. In order to endorse academic program quality and enhance the value of specified degrees for students and graduates, each school, college, and appropriate programs will achieve recognition through accreditation by professional boards such as:

- School of Education: National Council for Accreditation of Teacher Education (NCATE)
- School of Engineering and Technology: Accreditation Board for Engineering and Technology (ABET)
- School of Business and Management: American Assembly of Collegiate Schools of Business (AACSB)
- College of Letters and Sciences: American Academy of Liberal Education (AALE)

- School of Health and Human Services: Commission on Collegiate Nursing Education (CCNE) and National League for Nursing Accrediting Commission (NLNAC)

- School of Media and Communication: Accrediting Commission of Career Schools and Colleges of Technology (ACCSCT)

3. National University will meet the requirements for a Carnegie Classification of “Doctoral/Research Universities—Intensive” by developing and extending appropriate doctoral level programs within the disciplinary areas developed by the University and secure prestigious peer-reviewed grants from federal agencies and departments (e.g., NIH, NEH, NSF).

4. National University will increase the number of full-time faculty to 300 to accommodate academic program expansion.

5. National University will develop a research agenda that emphasizes the strengths and unique contributions of the University, specifically with an emphasis in applied and action research regarding excellence in teaching and learning through the efficiency of accelerated programs.

6. National University will continue to implement the goals of the Adjunct Academy to enhance communication, connections, orientation, and academic development of the corps of adjunct faculty into the culture of the University with the purpose in mind to create a vital, engaged learning community inclusive of adjuncts in both teaching and research.

7. National University will implement a model of transdisciplinarity that allows students to adapt academic programs to their personal and professional learning objectives.

8. In continued collaboration with Spectrum Pacific Learning Company LLC (SPLC), National University will continue to develop, strengthen, and increase capacity to offer higher quality courses and programs, including translation of content into other languages and partnerships with external institutions of higher education and organizations.

9. The Office of Grants and Sponsored Research will attain \$12 million in grant funding and contracts, including national peer reviewed opportunities.

10. National University, in collaboration with its Division of Extended Learning, will become a leading provider of non-degree programs and certificates that are responsive to the needs, interests, and academic goals of the students and external stakeholders that the University serves.

Vision  
leadership  
*institutional focus*

## *Strategic Direction 2*



# Student focused *empower*

### **SERVING STUDENTS**

#### PERSONALIZED ATTENTION

At the heart of every institution of learning is its student body. Providing educational opportunities to students gives purpose and value to the work of the University. This strategic direction addresses methods National University will implement to empower students to excel in their studies. Over the next half decade, the University seeks to further personalize, institutionalize, systematize, and regionalize its student service functions, thereby extending its current commitment as an institution whose core values are rooted in making its student service functions truly “student focused.” These efforts will also assist the University in developing and maintaining a committed alumni pool.

Excellent student service extends far beyond the initial attention given at the time of enrollment or through in-class interaction with faculty. National University embraces the theory and the practice of serving students through the complete student lifecycle, giving students personalized attention—both in and out of the classroom—from the time of enrollment through graduation and beyond.

1. National University will benchmark its student retention rates with equivalent graduate and undergraduate institutions across the country for both online and onsite students and increase its student retention rates annually over the next five years with an overall goal of at least five percent by the year 2010.

# Embrace *acculturation* purpose

2. National University will maximize the capacity of its enterprise-wide resource planning systems to develop appropriate reports on student progress to assist in retention efforts.
3. National University will provide standardized academic support services to assist students in the successful accomplishment of their educational goals and increase student retention.
4. National University will develop an orientation and acculturation process for administrators, faculty, adjuncts, and staff that promotes and extends its learner-centered philosophy.
5. National University will implement best practices in its approach to faculty and academic advisement and standardize these practices across all of its schools and departments.
6. National University will develop a dynamic and systematic online communication pathway with students, from enrollment through graduation, to ensure they are aware of the University's capacities, accomplishments, and future plans.
7. National University will automate all of its student record processing in order to provide high level, timely, and accessible information for its student body and will establish national benchmarks for its student processing services.
8. National University will ensure that its website is a robust, student-focused site that facilitates the student experience and will benchmark its site with appropriate academic and non-academic entities.
9. National University will develop a 24/7 virtual advising process for students to successfully navigate their academic programs.
10. Through the University's Career Center, National University will create and implement an online system of career development resources and services with a more developed strategy that will attract outside employers and promulgate employment opportunities and partnerships with schools to develop internships and promote networking.
11. By 2010, National University will be recognized nationally for its innovative approaches to serving current students and alumni.

*best practices* Support  
serve



## *Strategic Direction 3*



### **SERVING STAKEHOLDERS**

#### CREATING RELATIONSHIPS LEADING TO SUCCESS

The purpose of serving key stakeholders is to build relationships to support and enhance the University's ability to deliver its educational programs and services, as well as to foster continuing interactions and relationships that retain students, enhance student performance, and develop innovative services for its key communities.

National University's most important stakeholders range from its internal constituents—students, faculty, and staff—to the essential entities and individuals who employ University graduates, guide new students to the University, provide gift and grant funding to the institution, and provide program and institutional accreditation.

1. National University will have a highly skilled professional staff whose compensation will be at the 90th percentile of selected California II-A institutions in our designated market.
2. National University will establish employer advisory groups for each of its schools and college to ensure that its programs and curricula and the academic readiness of its graduates meet the demands of employers.

# Accreditation

## internal constituents

*quality review*

3. National University will survey all of its key external constituent and employer groups and disseminate the data widely to the University community to inform ongoing academic and student service planning and implementation.
4. National University will provide a professional work environment and support a climate that contributes to the well-being, satisfaction, and motivation of faculty and staff.
5. National University will increase the involvement and level of participation of its academic administrators and faculty in accreditation agencies and quality review processes.
6. By 2010, National University will increase the total dollars received from outside funding groups and grants by 15 percent.
7. National University will nurture its relationship with alumni, beginning with admission and continuing through graduation and beyond, to enhance the value and reputation of their degree.
8. By 2010, National University will be recognized by Servicemembers Opportunity Colleges as a major provider of academic programs to active duty military students and their dependents.
9. National University will extend its collaboration with the academic leadership of the community colleges in order to increase the opportunities for students to graduate with a baccalaureate degree.
10. National University will continue to extend its outreach activities in order to contribute meaningfully to the communities it serves and enhance the University's image.
11. National University will position itself as a key educational partner with selected governmental entities worldwide focused on providing learning, teaching, and training.
12. National University will broaden its mission to serve a diverse population of learners.

Well-being  
satisfaction

*participation*

## *Strategic Direction 4*



# Evidence outcome

*data collection*

## **ASSESSMENT**

### INSTITUTIONAL EFFECTIVENESS

A universal commitment to improve institutional effectiveness is augmented by pertinent assessment tools, a dedication to process improvement, and adoption of best practices to advance the welfare of staff, faculty, and students. All services and programs are subject to enhancement or expansion to meet the current and future needs of stakeholders. Assessment continues to be fully embedded in the culture of the University. There is an intentional and systematic commitment to the process of

# Pedagogy

## informed decisions

*reflection and inquiry*

identifying student educational outcomes, means of assessment, description of data collection, and assessment results, and use of these results to improve the content and effectiveness of instructional programs. The University is an organization committed to student learning, using appropriate and innovative curriculum, pedagogy, and methods of delivery, within the framework of the institution's mission.

The University will continuously examine how institutional effectiveness is assessed, how information is communicated, and how assessment activities and processes might be enhanced and refined in order to ensure institutional, organizational, and educational improvement to meet future needs. The University will integrate external assessment expectations with current internal procedures.

1. National University will be a national leader in assessing, measuring, and communicating evidence of the quality and rigor of student learning outcomes by establishing assessment rubrics and student learning outcome objectives for academic courses and programs in order to improve student learning.
2. National University will continue to systematically collect and use data to make informed decisions that lead to continuous institutional improvements and effective services.
3. National University will annually assess its financial and program portfolios to sustain stability and diversify offerings to be responsive to public policy changes and societal shifts.
4. National University will fully deploy academic quality assurance processes that are systematic, demonstrate an atmosphere of reflection and inquiry, reflect input from key constituents, and routinely examine elements associated with academic excellence that are substantiated by criteria of evidence related to educational results.
5. National University will assess alignment of academic programs and initiatives in relation to the accomplishments of its graduates to assure the relevance of educational objectives to employers and the community at large.
6. National University will evaluate the length of its academic programs and schedules to facilitate completion of undergraduate and graduate degrees within appropriate, academically sound time limits.

## *Strategic Direction 5*



### **RE SOURCES**

#### INSTITUTIONAL CAPACITY, GROWTH, AND SUSTAINABILITY

National University has experienced significant growth in the past five years. The University itself is now part of the larger National University System, which also encompasses Spectrum Pacific Learning Company LLC, National Polytechnic College of Engineering and Oceanering, National University Virtual High School, California Medical Institute, and National University Center for Human Advancement. Operations have expanded to 30 learning centers in California, Hawaii, and Nevada.

# Resources endowment growth

Over the next five years, the University will consolidate its financial security by repaying all debts and increasing its endowment, allowing the institution to focus its resources on growth and quality. By concentrating resources in these ways, National University will be poised to be the top provider of higher education to working students and a viable contender among all institutions of higher learning.

1. National University will eliminate its balance sheet debt to become debt free by July 2010.
2. National University will achieve a quasi-endowment of \$300 million, which will include a core endowment of \$12 million.
3. National University will continue to provide support and resources to the National University System in a way that mutually sustains the growth and success of the System affiliates.
4. National University will expand its San Diego facilities and regional locations to meet the needs of the University.
5. National University will build a new facility in San Diego.
6. National University will continue to effectively manage its resources to maximize its institutional capacity to provide educational access and services to the broadest possible student population.
7. National University will increase its enrollment to achieve an FTE (full-time equivalent) of 18,500<sup>1</sup> students, with a particular focus on increasing its share of the undergraduate market and growing enrollments in its newest schools.
8. National University will become an education provider of choice for United States government agencies and/or contractors.
9. National University will create a business entity that provides appropriate and innovative services to all National University constituencies at a comparative parity with competitive external providers.
10. National University's Division of Extended Learning will achieve revenue growth of \$5 million.

<sup>1</sup> This figure was calculated using the formula specified in the Department of Education's National Center for Education Statistics (NCES) IPEDs glossary, 2005.

## increasing share

## *Strategic Direction 6*



### **PARTNERSHIP AFFILIATIONS**

#### **LEVERAGING STRENGTHS FOR GROWTH**

Developing partnership affiliations and alliances to leverage strengths is a critical strategy for National University to remain competitive in 2010. National University will enter into partnerships to increase revenue, improve performance, and decrease costs. Developing the National University brand as the University of Choice to meet the educational needs of its strategic partners requires leveraging the University's organizational advantages and assets to develop and deploy programs quickly and effectively. This promotes the University to new audiences, providing opportunities for growth and visibility.

# Partnerships

*leveraging* affiliations

1. National University will engage in partnerships with for-profit and nonprofit organizations that will enable the University to achieve its mission to provide educational services and career opportunities to a diverse group of students and bring revenue to the institution.
2. National University will partner with a wide range of companies to meet students' educational and training needs at all levels.
3. National University will create innovative options for transfer students and expedite credit transfer for students from all educational segments and geographic locations.
4. National University will expand the number of international students it serves onsite and online to account for four percent of its enrollment.
5. National University will become a preferred provider of educational programs to the United States military.
6. National University will deepen relationships between the University's schools and its college and those external organizations and associations that complement the University's competencies and extend its reach.
7. National University will expand opportunities for practice-based internships in appropriate professional programs.
8. National University will enter into partnerships to increase revenue, improve performance, and decrease costs.
9. National University will develop at least one substantive partnership in the life sciences arena in La Jolla, combining business opportunities and appropriate academic programming.
10. National University, in collaboration with The National University System, will define, develop, and support implementation of the National University Wellness Initiative by linking programs and academic content offered through the schools.

## *Strategic Direction 7*



*extend*  
rapid  
change

### **TECHNOLOGY**

#### **KEEPING PACE WITH THE FUTURE**

National University will retain its leadership position in extending information and technology resources to its students, faculty, and staff, and this strategic direction reaffirms its commitment to provide deep, rich, and transparent technology tools. With the rapid changes that occur in technology, it is difficult to project a five year horizon. To keep pace with the changing face of technology, the University will implement a rolling 18-month Information Technology Plan that is developed in alignment with, and in support of, NU2010. During the time period of NU2010, the University will also expand and integrate the use of technology across the enterprise.

# Leading *relationships* learning

1. National University will improve student learning and better prepare our students for a technologically dynamic work environment and culture and extend our course and program opportunities through the use of technology.
2. National University will provide leadership in developing and using the next generation of interactive, electronic teaching and learning tools and become a model for all institutions in its innovative uses of technology onsite and online for global deployment of educational content.
3. National University will use technology to improve institutional operating efficiencies by centralizing key functions, reducing costs, and improving levels of user satisfaction.
4. National University will implement wireless and other “state of the practice” technologies in all locations and activities where feasible and economically sensible.
5. National University will implement leading edge data, technology security, and IT audit and risk management.
6. National University will implement an electronic document imaging and management system to create a reduced paper administrative operations environment.
7. National University will enhance technology skill levels for faculty and staff through a systematic program of competency development.

# Alignment changes *direction*



*National University* **2010** *Strategic Plan*