# 2015 NATIONAL UNIVERSITY STRATEGIC PLAN

2010 2011 2012 2013 2014 2015

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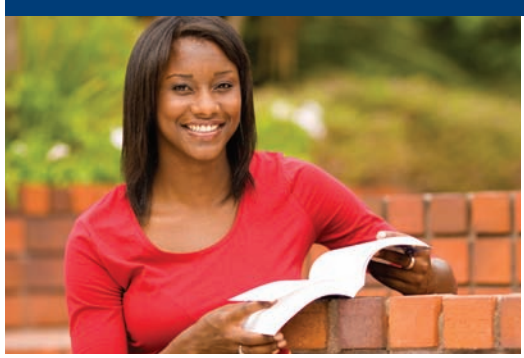

# INTRODUCTION

New educational policies and a shifting economic climate bode well for National University and its role in shaping higher education in the 21st Century. As the dynamic landscape for traditional and non-traditional learners evolves to meet societal, technological and economic changes, the need for more flexible and more accessible educational institutions will increase. Mapping a clear vision and charting a decisive course will be fundamental to effectively navigate this ever-changing landscape, and both are the desired by-products of systematic strategic planning.

With double-digit enrollment growth in post-secondary education over the past decade, the demand for higher education has never been greater. Given the growing global requirements for an educated workforce, the need for college graduates has never been more critical.

The certificate programs, undergraduate and graduate degrees offered by National University contribute substantially to regional, statewide, and national economic health, while significantly enhancing personal wealth and success. The University's commitment to access and affordability constitute a proven pathway to intellectual enrichment and a better way of life for tens of thousands of individuals, who in turn drive the growth and prosperity of companies, organizations, and government institutions. Innovations in technology in the next five years will present unprecedented opportunities to widen that pathway.

Founded in 1971, National University was among the first institutions in the United States to measure the breadth and depth of the unique educational needs of adult learners. By weighing such considerations and responding with a strategic, long-term vision, The University has grown to be the second-largest nonprofit, private institution of higher learning in California. Its unique, calculated approach resulted in its one-course-per-month format and flexible online degree programs.

National University completed its first strategic plan 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 during this half decade. NU2010 was approved in June 2005 and was the most ambitious strategic plan to-date. It was distinguished by its assessment review process. During this five year period, NU2010 goals were assessed and revised annually. The success of this plan by the achievement of its goals by 2009 provides a strong foundation for continued growth and the pursuit of excellence in the coming five years.

Over the next five years, the University will seek to serve students by providing a rigorous, quality education based on the assessment of student learning. Educational resources will be seamlessly integrated into students' everyday activities in order to successfully engage them in lifelong learning. With NU2015, National University continues to emphasize rigor and quality in academics and to pursue recognition for its leadership as a learning-centered institution.

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# PLANNING FOR NU2015

Planning for NU2015 occurred in the context of a rapidly changing higher education environment and at a time of economic shifts in the marketplace that impact expectations for student learning. These changes are being driven by many external forces that require National University to be increasingly responsive to the needs of its students and exceptionally efficient in the management of its resources.

The NU2010 Strategic Plan set the course for the previous five years, and with the accomplishment of those goals, the University is well-positioned to be a leader in this changing environment. Many of the assumptions from NU2010 continue to be significant and were considered as foundational elements in the preparation for the current plan. The ability of National University to focus on academic quality and educational effectiveness, along with its history of providing learning opportunities in an array of learning environments, provides a platform for continued success in meeting future challenges.

The Strategic Plan provides an overarching framework of goals and objectives that establishes priorities and informs decision making and annual budgets. NU2015, as the guiding document for the institution, will be reviewed and reflected upon annually. This process of review and reflection provides the opportunity to add objectives or to modify the plan based on changes in the environment and an ongoing assessment of student learning.

Inclusion of all stakeholders in the process has provided a 360 degree perspective of the University. These stakeholders, the faculty, staff, students, and administrators, participated in vision sessions on the strategic directions. Key considerations were gathered from an environmental scan of emerging trends, including innovations in technology and their impact on higher education, the continued rise of for-profit institutions in higher education, opportunities to support students in the armed forces, and changes in the global marketplace.

As with all strategic planning at the University, the mission is the foundation of the University's process and all conversations began with a reaffirmation of this principle. In 2008, as a confirmation of the University's commitment as a learning centered institution, the faculty and administrators examined the mission and created Institutional Learning Outcomes. These Institutional Learning Outcomes provide assurance that the mission is reflected in all aspects of teaching and learning and that the students actively engage with its meaning.

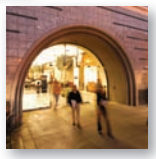
**These Institutional Learning Outcomes are the beginnings of defining success for National University graduates.**

1. Apply information literacy skills necessary to support continuous, lifelong learning
2. Communicate effectively orally and in writing, and through other appropriate modes of expression
3. Display mastery of knowledge and skills in a discipline
4. Demonstrate cultural and global awareness to be responsible citizens in a diverse society
5. Demonstrate professional ethics and practice academic integrity
6. Utilize research and critical thinking to solve problems
7. Use collaboration and group processes to achieve a common goal

## The six **CORE VALUES** that guide National University are:

*Quality*

*Access*



*Relevance*

*Accelerated Pace*

*Affordability*

*Community*

Adherence to these values has encouraged the University to aspire to new dreams and to achieve new goals. Institutional actions have proven to be more authentic and purposeful when institutional values are evident and tangibly manifested in University actions and relationships. By living its values, the University has enjoyed a clearer vision, fostered a stronger sense of unity and cohesiveness, and created a unique and thriving environment for both internal and external stakeholders.

Annual operational plans by each 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. 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.

# STRATEGIC PLANNING PROCESS AND CALENDAR OF EVENTS

The planning process for the development of NU2015 was based on broad participation by the National University community. Broad participation represents a "best practice" in strategic planning, and all stakeholders were given the opportunity and encouraged to participate. Internal constituents contributed expertise from their perspectives as faculty, students, staff, and administration. This transparent and collaborative process began at the January 2009 Mid-Year Planning Retreat. At this time, Chancellor Jerry C. Lee announced the strategic directions for the National University System. The resulting collaborative process, embodied in a variety of meetings and consultations, began in March 2009 and will conclude in June 2010.

Vision sessions were facilitated by leaders who were each stewards of a strategic direction. In order to assure that all faculty, staff and administrators had an opportunity to participate, Chancellor Lee, interim President Patricia E. Potter and the designated leaders embarked on a bus trip that traversed the state and made stops in each region. Participants engaged in vision sessions for each strategic direction and all ideas were captured for further review. Faculty and staff in San Diego also participated in this endeavor, and all vice presidents and directors discussed the strategic directions with their direct reports. Upon their completion of this phase, the leaders analyzed and synthesized these comments into actionable goals. This collaborative process led to a consolidated first draft that was reviewed by President Potter and Chancellor Lee. Later, at the Academic Assembly in September, input was broadened when all full-time faculty were presented with an additional opportunity to comment on the next draft of the strategic plan.

A Strategic Planning Task Force comprised of faculty, staff, and administrators met for a final session to affirm the goals developed in the vision sessions. At the Annual Planning Retreat in August 2009, administrators from the National University System joined National University faculty leaders to review those goals and comment on them. In October 2009, President Potter met with a blue ribbon panel of distinguished experts in the field of higher education in Washington, D.C. Their insights were incorporated into the third draft of the plan.

At the February 2010 meeting, a final draft of NU2015 was presented to the Board of Trustees for review and comment. The NU2015 Strategic Plan was presented to the Board of Trustees for final approval at the June 2010 board meeting.

## Blue Ribbon Panel

Ms. Jane Bortnick-Griffith, *Senior Advisor, Global Centre for Information and Communication Technology, UK Parliament Mr. Buzz Hawley, Director of Government Relations and Counsel, Van Scoyoc Associates*
Ms. Evey Cherow, *CEO and Founder, Global Partners United*
Mr. Evan Gaddis, *President & CEO, National Electrical Manufacturers Association and NU Alum (MBA 1980)*
Mr. Peter Goelz, *Senior Vice President, O'Neil and Associates*
Mr. Bruce G. Joseph, *Chair, Copyright Practice, Wiley Rein LLP*
Dr. Gerald B. Kauvar, *Special Assistant to the President Emeritus and Research Professor in Public Policy and Public Administration, The George Washington University*
Dr. Karabelle Pizzigati, *Member of the Board and Immediate past President, National Association of State Boards of Education*
Dr. Robert G. Templin, Jr., *President, Northern Virginia Community College*
Dr. Stephen Trachtenberg, *President Emeritus, The George Washington University and Professor of Public Service*

| NU 2015 STRATEGIC PLANNING TIMELINE | 2009 | 2010 |
|---|---|---|
| Launch Strategic Planning at Mid-Year Planning Retreat | January 28 | |
| Engage Internal Constituents at every campus | March 17 - 20 | |
| Vice Presidents review with staff | April | |
| School Deans review with all faculty and staff | April 30 | |
| Leaders compile responses to create Initial Draft | May | |
| Task Force reviews Initial Draft | June | |
| Complete First Draft | July 1 | |
| University Administrative Review by President Potter | July | |
| National University System Review by Chancellor Lee | July | |
| Discuss at the Annual Retreat | August 10 | |
| Discuss at Academic Assembly | September 9 | |
| Complete Second Draft | September 30 | |
| University Administrative Review by President Potter | October | |
| National University System Review by Chancellor Lee | October | |
| Focus Group with Blue Ribbon Panel in Washington, D.C. | October | |
| Complete Third Draft | December 11 | |
| University Administrative Review by President Potter | December | |
| National University System Review by Chancellor Lee | | January |
| Review by Board of Trustees | | February 13 |
| Complete Fourth Draft | | April |
| Review by Chancellor Lee and President | | May |
| Submit to Board of Trustees for Final Approval and Adoption | | June |

# PLANNING ASSUMPTIONS BASED ON ENVIRONMENTAL SCAN

Through its strategic planning process, the University has remained agile and flexible in its response to changes in the marketplace. As part of the strategic planning process for NU2015, key information was reviewed from internal and external sources. The rapidly changing environment for higher education is a key consideration in establishing University goals.

To develop NU2015, the National University community examined key social, technological, environmental, and economic trends impacting the university's strategic direction. The five focal areas include:

- *Academic climate:* Changing needs for academic and non-academic programs relevant to the community needs inside and outside California
- *Student demographics:* Emerging needs for education among groups of prospective students including international students and military personnel
- *Educational Technology:* New technologies enhancing student learning and increased expectations of both on-site and online learners
- *Institutional Resources:* Institutional capability to acquire and optimize resources to ensure future success
- *Trends Beyond 2015:* Critical competencies needed to prepare National University to sustain its success beyond 2015

Critical forces of market, competition, economy, and technology were reviewed to generate a context for the Strategic Plan.

# MARKETPLACE

The National Center for Educational Statistics (NCES) has projected that the number of non-traditional students who are older than 25 years of age will increase by 1.2 million between 2006 and 2017.

During the same period, master's degree recipients are expected to increase by approximately 33 percent: from 600,000 to 800,000; bachelor's degree recipients by 13 percent: from 1,500,000 to 1,700,000.

The NCES also forecasted that California will see a growth of less than five percent of public high school graduates between 2005 and 2018. States with a significant growth of 15 percent or more of high school graduates include Texas, Arizona, Florida, and Nevada.

In 2009, President Obama set a goal for higher education in the United States: to have the world's highest number of college graduates by 2020. This goal is being supported by a proposed $2.5 billion College Access and Completion Fund that two-year institutions, as well as four-year nonprofit colleges, and states, may tap into to raise graduation rates and close achievement gaps (*The Chronicle of Higher Education*, November 2009). It is estimated there will be a gap of 22 million degrees granted by 2025 compared to jobs that require degrees of associate level or higher (Council on Adult and Experiential Learning, 2008).

Changes in U.S. population demographics will become an important factor for institutions to consider in developing academic services. Institutions of higher education seeking opportunities to grow will be responsive to the increasing demand for healthcare for an aging population in the country. Adult learners over the age of 25 will comprise 44 percent of U.S. postsecondary students (Jobs for the Future, March 2007). The U.S. Department of Labor predicts that there will be an approximate 15 percent increase in healthcare professionals between 2006 and 2016. In addition, more professionals will pursue highly specialized certification programs.

Academic needs for various emerging groups of students, including global students, military, students, and other underserved students, must be constantly assessed so that institutions can properly modify their services and adjust their strategies to reach these students. Recent changes in the number of military personnel and veterans eligible to receive financial support for their postsecondary education create new opportunities in higher education.

## Competitive Forces

For-profit institutions are now awarding degrees at a faster pace than their nonprofit counterparts. Between the 1996-7 and 2006-7 academic years, the number of associate, bachelor, master, and doctoral degrees awarded by private, for-profit institutions rose at a faster rate than the number of those degrees conferred by public and private nonprofit colleges and universities, according to the National Center for Education Statistics (*The Chronicle of Higher Education*, November 2009).

Competition among institutions of higher education will continue to be intensified by the emergence of numerous for-profit institutions. Since 2005, market share for for-profit universities and colleges has increased from seven to nine percent. It is predicted that the number will reach 15 percent by 2020 (*The College of 2020: Students*, Chronicle Research Services, 2009).

Moreover, new opportunities outside the United Sates will be investigated and explored by the majority of domestic and international universities and colleges. Succeeding in overseas markets could enable an institution to leverage its resources to reach an optimal scope and scale of operations and thus gain a more competitive advantage needed for its domestic operations.

In a comparison of first-time enrollment of international students at U.S. graduate schools from fall 2008 to fall 2009, a zero percent change follows four years of growth. Total enrollment of international graduate students rose two percent. There is a dramatic difference by country, with first-time enrollment of students from China increasing by 16 percent, and a 22 percent growth from the Middle East. However, there was a 16 percent decline in first year enrollment in graduate students from India (Council of Graduate Schools, 2009).

Institutions outside the United States have become more competitive with program offerings, affordability, and other incentives to draw international students from American universities and colleges. Through the increased use of the Internet, students are closely connected to the information needed to support their decision in selecting a suitable program. International students now have more options designed to fit their educational needs (American Council on Education, 2006).

## Economic Forces

The shift in the economy since December 2007 affects student expectations for education. The national unemployment rate reached 10.2 percent in October 2009, the highest level in 26 years. This economic downturn has provided an incentive for many to pursue additional education. Those with college degrees are one-half as likely to be unemployed compared to those with a high school diploma (9.4 percent compared to 4.7 percent). Due to a shift in employment practices, the number of individuals working part-time jobs but seeking full-time employment has reached a record 9.2 million. Institutions will need to be more flexible in their offerings to meet the needs of students (The American Association of Colleges and Universities, November 2009).

Within the next 10 years, experts predict that students will demand education on their own terms, and online education will become an integral part of higher education. The current economic downturn is funneling hundreds of thousands of over-25 Americans into postsecondary education–and that trend is sure to intensify as the global, knowledge-based economy demands workers with ever-higher levels of education and training (Lumina Foundation, 2009).

Demand for education from students will not be uniform. Competing institutions must identify fragmented needs and customize their services to suit them. Lifestyle, profession, and learning preferences of students call for diverse types of learning modalities. More professionals will pursue highly specialized certification programs. Future courses may vary in length, flexibility in starting time, or be self-paced. Student learning may be augmented through small group discussion, rather than large group, lecture based teaching. The future learning community will be virtual or will include a virtual component. Students and alumni will be connected through social networking platforms of their choice. These changes will prompt accreditation agencies to pay more attention to learning-outcome based assessment.

Educators have already experienced that students want to design their own curriculum and find ways to learn in their own style. As open content has become readily assessable to the learner, the professor's role is evolving from instructor to mentor (*2010 Horizon Report*). Faculty will be required to use multiple technologies to deliver knowledge. Traditional educators without the required knowledge and skills will need professional development to enable them to succeed in the new landscape of higher education.

Academic excellence and the reputation of the institutions will continue to be factors in the student decision-making process for selecting their institution. Convenience, accessibility, and student services will be a competitive advantage for universities.

## Technology Forces

Technology is to "become ever more interwoven into the fabric of academic life" (The Economist Intelligence Unit, 2008). The Internet was first commercialized in the 1980's and widely adopted in the 1990's. Adults that came of age in the Internet era are now the age of the average National University student. This population is comprised of "digital natives" who have come to expect access to technology and innovation. There is also an increase in access to broadband technology that supports the delivery of a robust online experience. Fifty-five percent of all adult Americans now have a high-speed Internet connection at home (Pew Internet and American Life Project, May 2008). U.S. broadband penetration grew to 94.45 percent among active Internet users in November 2009. Dial-up users connecting at 56Kbps or less now make up 5.55 percent of active Internet users. ("Web Connection Speed Trends - Home Users [U.S.]," Nielsen, November 2009).

In the United States, online enrollment trends have grown substantially faster than the overall growth of higher education. The number of students taking at least one online course continues to expand. A *Chronicle of Higher Education* research services study (2009) suggested that by 2020, students will take up to 60 percent of their courses entirely online. In response to this prominent trend, the number of colleges offering courses online has quickly grown. According to the Sloan Consortium report, one in five institutions with online courses introduced their first offering in 2007-2008.

Unconventional learning media, such as handheld wireless devices, will become more common in higher education. Use of online gaming software and learning simulations will be more widely adopted among universities in the next five years. Students will utilize other technologies including mobile computing, more interactive affordable e-textbooks, and virtual-reality-based materials to support learning. The quality of online courses will be a key differentiator for retention and success of learners. Rising costs of information technology and the need to avoid technological obsolescence will be a common strategic challenge for higher education.

During the next five years, more technologies will be used to improve student retention. They can improve targeted learning support, relevant learning communities, and corporate-college partnerships (*Campus Technology*, 2009). As institutions compete for the best students, faculty, and community support, campus technology will be a core differentiator and an important key to success.

Based on historical information and knowledge, and rational prediction of trends in higher education, National University shall experience opportunities that will ensure its future growth and success. NU2015 presents the latest National University strategic plan as a vital tool to navigate changes in its environment and seize upon opportunities and possibilities to optimize its mission.

# COMMITMENT TO EXCELLENCE

## National University is committed to achieving excellence in order to improve student learning and support growth.

**National University will be a leader in delivering online education.**

Excellence in teaching will be achieved by providing a rigorous professional development program. Full-time faculty will participate in an advanced study program focused on best practices. All part-time faculty members that teach eight or more courses annually will successfully participate in a study series that encompasses skills, knowledge and pedagogy for learning in a digital age.

Online courses will meet the requirements for certification of excellence as a result of participation in an external review process. Courses that attain certification will serve as models for the development and continuous improvement of all National University online courses.

To meet the challenge of an anytime/anyplace educational model, the University will expand delivery options to include virtual collaborations, mobile technologies, digital learning modules and e-textbooks.

The University will be cited in a nationally recognized publication as a model for online learning.

**National University will be a leader in education in California.**

The demand for education in the next five years requires not-for-profit institutions to provide expanded opportunities for students to pursue degrees. To meet this challenge, National University will offer professional doctoral degrees, will increase the Undergraduate offerings, and will meet requirements to be a Hispanic-serving institution.

National University will sustain excellence in the assessment of student learning by using outcomes to inform annual planning and resource allocation. The University will strive to receive a commendation on assessment from WASC at the recertification visit in 2011.

**National University will achieve excellence in the area of institutional sustainability.**

The University is committed to the National University System goal of pursuing sustainability through a process of continuous improvement that incorporates environmental consciousness, economic viability, and social responsibility.

National University will have a Full-time Equivalent (FTE) of 40,000 students, increase undergraduate enrollments, increase enrollments among the military community, and grow the endowment to $500 million.

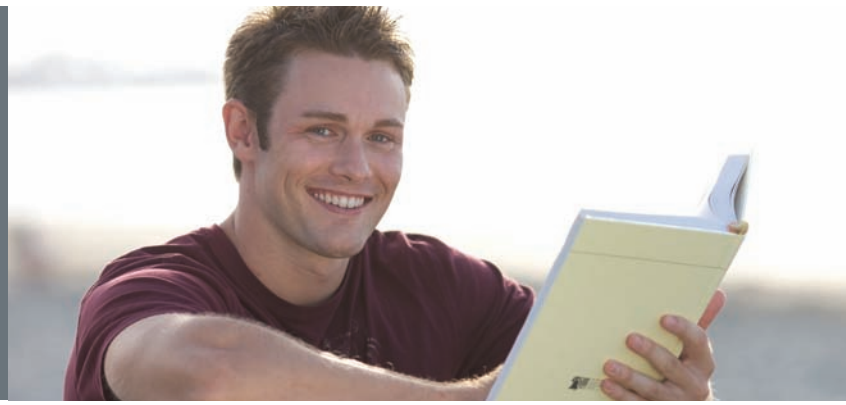
To support environmental sustainability, the University will provide an annual report on environmental sustainability, investigate the feasibility of LEED certification, and participate in the Association for the Advancement of Sustainability in Higher Education.

**National University will manage academic offerings through a process of continuous improvement based on data-driven decision making.**

National University will require that new programs align with marketplace demands by conducting a study of current educational and professional opportunities as part of the development of proposed programs. A process for assessing program vitality and discontinuing programs that no longer serve the students will be developed and implemented.

# *Strategic Direction One:* Academics

## SERVING THE COMMUNITY AND STUDENTS THROUGH ACADEMIC EXCELLENCE



In order to address the educational needs of students in 2015, the University will focus on ensuring that its curriculum remains relevant to the changing world in which students live and work. The University's rigorous, content-rich offerings will make use of new technologies in its courses regardless of the modalities of course delivery. It will continue its strong foundation of assessment, using results to drive program improvement and academic excellence.

*By 2015, National University* will be a national leader in assessing, measuring, and communicating evidence of the quality and rigor of student learning outcomes.

*By 2015, 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.

*By 2015, National University* will 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 in order to create a vital, engaged learning community inclusive of adjuncts in both teaching and research.

*By 2015, National University* will be recognized as a leader in providing degree programs that blend theoretical knowledge and applied skills.

*By 2015, National University* will align program learning outcomes with requirements in the marketplace.

*By 2015, National University* will increase the number of full-time faculty to 340 to accommodate academic program expansion.

*By 2015, National University* will develop new programs based on initial needs assessments that include market research and economic forecasts to obtain growth targets.

*By 2015, National University* will be recognized as a leader in delivering outcomes-based learning.

*By 2015, National University* will assess programs to ensure that relevant, discipline-specific theories and practices are well integrated.

*By 2015, National University* will engage in continuous improvement and assessment throughout academic affairs to achieve academic excellence.

*By 2015, National University* will publish standards of excellence in online education.

*By 2015, National University* will develop a transparent model to manage the portfolio of academic programs in all academic units to ensure institutional renewal and growth.

*By 2015, National University* will develop curricula and promote academic programs that align with the educational and career goals of its students.

*By 2015, National University* will fully support faculty engagement through the use of distance technology.

*By 2015, National University* will develop online collaborative communities.

*By 2015, National University* will engage adjunct faculty through enhanced communication, effective orientation, and continuing professional development.

*By 2015, National University* will design innovative pedagogical and technological training for faculty and deliver such training by multiple modalities.

*By 2015, National University* will be a leader in delivering academic programs that connect to diverse student populations who have been traditionally underserved.

*By 2015, National University* will enable instructors to serve as mentors, organizers, and guides.

*By 2015, National University* will provide flexible curriculum options that promote accelerated time to degree completion.

*By 2015, National University* will offer diverse course options, including delivery through online, hybrid, and mobile platforms so that students can select a course based on learning preferences and lifestyle requirements.

*By 2015, National University* will support students by extending the learning environment to anytime, anyplace with appropriate digital technologies including e-texts and mobile devices.

*By 2015, National University* will develop a doctoral program that serves the needs of the education community.

*By 2015, National University* will develop a doctoral program that serves the needs of the health community.

*By 2015,* the Office of Grants and Sponsored Research will attain $15 million in grant funding and contracts, including national peer reviewed opportunities.

# *Strategic Direction Two:* Students

## ENGAGING STUDENTS USING PERSONALIZED SERVICE AND TECHNOLOGY

National University recognizes that students are the core to any educational institution, and remains committed to providing comprehensive and relevant student services to its student body. It will dedicate the necessary resources to ensure consistent and personalized student services.

Strategies are required to ensure that student service structures meet the needs of future students, strategies that include management of innovative student service programs, and the utilization of existing and future social media networks to enhance the overall student experience.

*By 2015, National University* will be recognized nationally for its innovative approaches to serving current students and alumni.

*By 2015, National University* will provide faculty and staff with systematized procedures, guidelines and training to effectively deal with diverse student issues.

*By 2015, 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.

*By 2015, National University* will evaluate and improve scholarships, grants, and financial aid offerings and processes to support student financial needs.

*By 2015, National University* will develop student/institutional "touch points" to increase retention and academic achievement, and to foster ongoing institutional connectivity.

*By 2015, National University* will provide standardized academic support services to assist students in the successful accomplishment of their educational goals and to increase student retention.

*By 2015, 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.

*By 2015, National University* will develop and promote career and professional skills services that appeal to a diverse and changing student population, and also meet the needs of alumni.

*By 2015, National University* will enhance communication of all student and alumni services, ensuring that targeted constituents are fully aware of those services.

*By 2015, National University* will develop collaborative student/institution online communities that enhance student affiliation and promote lifelong learning.

*By 2015, National University* will engage in continuous improvement in the collection, examination, and dissemination of assessment data to improve overall student satisfaction and retention.

*By 2015, National University* will plan, develop, and implement an online student union to provide the University a community environment of social and student service opportunities that will engage students, involve faculty, and invite alumni participation.

# *Strategic Direction Three:* Technology

## LEADING WITH CURRENT AND RELEVANT TECHNOLOGY

National University understands the impact of rapid change in educational technologies, and will continue to commit its resources to the improvement of technology services that enable the promotion of growth, effectiveness, and efficiency.

*By 2015, National University* will be a leader in using technology to support student learning, faculty engagement, and sustainability.

*By 2015, National University* will provide a robust training and support program for faculty and staff so they may fully utilize the University's technologies in an integrated manner in their work.

*By 2015, National University* will provide mobile and collaborative technologies that will expand the University's curricular reach and will support student learning anytime, anyplace.

*By 2015, National University* will evaluate and improve the technology infrastructure to support the teaching and learning environment with reliable information technology and support, including network services, security, disaster recovery, telephony, e-mail, knowledge base, and help desk.

*By 2015, National University* will establish partnerships with corporations and foundations to ensure the ongoing development and deployment of reliable, leading-edge technologies to the University community within reasonable costs.

*By 2015, National University* will provide its System Affiliates with high quality, reliable, systematized procedures, and reporting.

*By 2015, National University* will improve student learning, will better prepare students for a technologically dynamic work environment and culture, and will extend course and program opportunities through the use of technology.

*By 2015, 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.

*By 2015, National University* will implement processes that support the University's environmental sustainability initiatives.

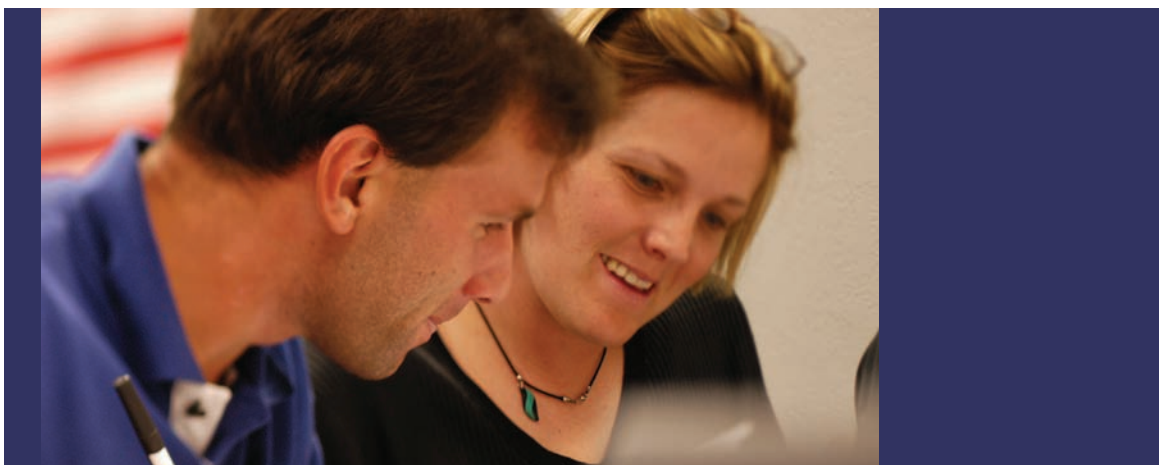
*By 2015, National University* will develop collaborative workspaces and virtual communities to help students and alumni build positive social and academic connections and sustainable relationships with the University.

*By 2015, National University* will provide technological solutions to enable short and long-range program and course scheduling that will benefit internal operations and student services.

*By 2015, National University* will enhance the data exchange between internal and external systems in order to increase operational efficiencies, reduce costs, and enhance user satisfaction.

# *Strategic Direction Four:* Resources

## INSTITUTIONAL CAPACITY, GROWTH, SUSTAINABILITY



Over the past five years, National University has eliminated its long-term debt and has substantially reinforced its financial security. Over the next five years, the University will focus its resources on the growth of its online domestic and international student population, the growth of its endowment, and on the continuous improvement of the quality of the enterprise.

*By 2015, National University* will be a leader in providing online education domestically and internationally.

*By 2015, National University* will fund all growth and facilities projects with current fund cash and will maintain a balance sheet free of long-term debt.

*By 2015, National University* will achieve a quasi-endowment of $500 million, which will include a core endowment of $20 million.

*By 2015, National University* will provide support and resources to the National University System in a way that mutually sustains the growth and success of System Affiliates.

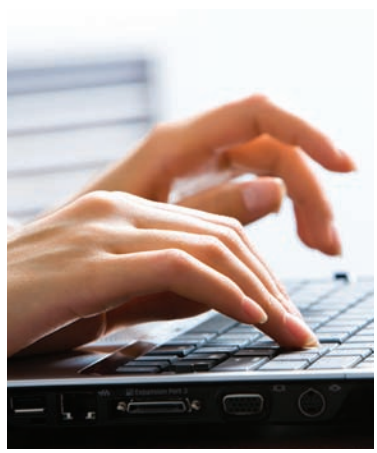
*By 2015, National University* will redefine the structure, resources, and facilities support of its operations to address the changing needs of a student population that takes the majority of its academic courses online.

*By 2015, National University* will effectively manage its resources and maximize its institutional capacity in order to provide educational access and services to the broadest possible student population.

*By 2015, National University* will increase its enrollment to achieve a Full-time Equivalent (FTE) enrollment of 40,000 students.

*By 2015, National University* will establish leadership in environmental sustainability through a process of continuous improvement that incorporates environmental consciousness, economic viability, and social responsibility.

761 DAILY DRIVE



# *Strategic Direction Five:* Beyond 2015

## SUSTAINING SUCCESS AFTER 2015

Achieving the next milestone of the NU 2015 strategic plan, National University will prepare strong foundations to continue its success beyond 2015.

*By 2015, National University* will be a leader in innovation in student learning.

*By 2015, National University* will extend the learning environment beyond the classroom to reach students where they live and work.

*By 2015, National University* will enhance learning environments that simulate real-world situations with technology and laboratories.

*By 2015, National University* will offer curricula that will provide opportunities for students to learn in a multitasking online environment that will replicate multiple streams of simultaneous information in the workplace.

*By 2015, National University* will develop collaborative environments that enhance communication across the National University System.

*By 2015, National University* will survey all of its key external constituents and employer groups, and disseminate the data widely to the University community to inform ongoing academic and student service planning and implementation.

*By 2015, National University* will optimize collaborative learning environments that support real-time interaction.

*By 2015, National University* will support faculty engagement independent of location.

*By 2015, National University* will establish pathways between all affiliates to support the progress of students through their educational careers.

*By 2015, National University* will develop faculty exchange programs among affiliates based on discipline-specific expertise.

*By 2015, National University* will support the increased demand of international students seeking degrees from the United States through partnerships and innovative degree options.

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