Contents

The National University System 3
National University 7
National Polytechnic College of Engineering and Oceanering 17
Spectrum Pacific Learning Company LLC 23
National University Virtual High School 27
California Medical Institute 31
National University Center for Human Advancement 35
Knowledge is the key that opens doors to opportunities. No one should be turned away from their quest for knowledge, or find themselves faced with obstacles that impede their search. If the will to learn exists, the doors to education and knowledge must be open and accessible. The National University System is dedicated to providing education to all who seek it, offering an open door and unprecedented access and quality.
What is the future of education? The National University System seeks to define this future through a diverse collection of educational entities dedicated to innovation, access, and quality. The entities within the System form a synergistic network, working together to use each of their specialties to serve and enrich their fellow affiliates and offer educational opportunities to nontraditional and underserved populations. The National University System reaches out to every corner of education to create a new model of learning for the future.

Established in October 2001, the National University System is an alliance of institutions committed to providing exemplary educational opportunities to diverse populations of students and organizations. Each institution is dedicated to serving a particular population through specific structures and curricula, while sharing the common goals of quality and accessibility.

The National University System continues to grow and expand its reach, offering accessible education to a wider range of students. This past year, National Polytechnic College of Engineering and Oceanering began to offer classes in cooperation with Honolulu Community College, Spectrum Pacific Learning Company LLC continued to add new organizations to its client list, and the Institute for Persons Who Are Hard of Hearing or Deaf developed online courses to serve persons who are hard of hearing or deaf and their families. The National University System Wellness Program, part of the National University Center for Human Advancement, expanded its services and programs that honor, respect, and support the holistic wellness of the System community. As part of this program, the System will air the National University Wellness Hour and the Peak Performance Hour on ITV Channel 16. The System continues to garner awards for the quality of its communication initiatives, including silver and bronze medals for the National University Virtual High School brochure and a bronze medal for the Wellness Program Electronic Newsletter from the Council for Advancement and Support of Education (CASE).

From its headquarters in La Jolla, California, the National University System is actively searching for new ways to expand the frontier of education across the globe, bringing educational access to those previously underserved or overlooked.
Leadership

Dr. Jerry C. Lee serves as Chancellor of the National University System. The System is a 501(c)(3) nonprofit corporation which is supported by the System Management Group. The System Management Group, a 509(a)(3) organization, is governed by an elected Board of Trustees, the members of which largely overlap with the boards of the affiliated institutions. This innovative legal structure was created to facilitate the System’s continued development and to maintain the functional independence of each institution for purposes of accreditation, licensure, tax-exempt status, and financial aid eligibility.

The System Management Group oversees the accomplishment of the objectives of the System’s affiliated institutions and provides a variety of services to these entities. The participation of each institution in the System and in the services of the System Management Group is governed by a system affiliation agreement. The System Management Group is headed by the Chancellor of the National University System, who reports to the Group’s Board of Trustees.

Vision

As it expands over the coming years, the National University System will embrace an increasingly diverse set of educational entities, serving the needs of a varied clientele as an all-encompassing institution dedicated to access and quality.

The National University System will strengthen its commitment to improved health and wellness with new initiatives including Mindfulness and Peak Performance: Touch the Ground, Touch the Sky, the first book published by the National University Press, as well as the National University Wellness Hour and the Peak Performance Hour on ITV Channel 16 in San Diego.

Facts

- An integrated system means students can enter vocational education tracks or earn certification through workplace development programs, then later decide to pursue degree programs.
- The National University System embodies Thomas Jefferson’s belief in the essential link between an educated populace and an effective democracy.
- Platinum Award for the 2004 National University System Annual Report from the League of American Communications Professionals (LACP). Annual Report also named one of the top 100 annual reports of 2004.

S Y S T E M T I M E L I N E

Fiscal Year 2005

July 2004  California Medical Institute (CMI) launched

November 2004  National University Virtual High School (NUVHS) approved as a candidate for accreditation by the Commission on International and Trans-Regional Accreditation (CITA)

National Polytechnic College of Engineering and Oceaneering (National Polytechnic) offers classes in cooperation with Honolulu Community College

January 2005  Spectrum Pacific Learning Company LLC (SPLC) hosts the first e-Learning and Knowledge Management Symposium

First health fair sponsored by the National University Institute for Wellness and Peak Performance

February 2005  NUVHS approved as a candidate by the Western Association of Schools and Colleges (WASC) Accrediting Commission for Schools

April 2005  CMI receives temporary approval by the Bureau for Private Postsecondary Vocational Education

Institute for Persons Who Are Hard of Hearing or Deaf (IHHD) approved to train 75 early childhood personnel as part of a maternal and child health block grant to the state of Texas

National Polytechnic classes begin in Hawaii

May 2005  Grand opening of National University Nevada in Henderson

National University Hawaii receives Achievement Award from Myron B. Thompson Academy for extraordinary partnership at the Annual Charter School Conference

June 2005  CMI class offerings scheduled

NUVHS offers summer school classes in one-month format

IHHD receives approval to train Kentucky vocational rehabilitation communication specialists

IHHD receives approval from the Commission on Rehabilitation Counselor Certification to train vocational rehabilitation counselors for recertification

Classes begin at National University Nevada

The National University System offers multiple entry points into an integrated, multi-tiered alliance of institutions.
Access is the cornerstone of National University. From online learning to accelerated, night-focused classes to affordable tuition, National University is dedicated to providing an open door to education. As the institution matures and expands, gathering increasing prestige and accolades, the commitment to this vision strengthens, and the University looks for new ways to offer higher education to the national and global community.

National University continues to focus on making lifelong learning opportunities accessible, challenging, and relevant to a diverse population. Using its core values of quality, access, relevance, accelerated pace, affordability, and community as a guide, the University has expanded into Nevada and Hawaii, opened campuses in Camarillo and Ontario, added two new schools, and continues to make a significant contribution to higher education and the greater community.

Founded in 1971, National University was among the first institutions in the United States to recognize and focus on the unique educational needs of adult learners. The second largest, nonprofit, private institution of higher learning in California with the third largest graduate program in the country, the University is unique because of its intensive one-course-per-month format and flexible online degree programs, which enable students to complete graduate and undergraduate programs in an accelerated timeframe while maintaining family and work responsibilities. The average time-to-degree at National University is 2.7 years for undergraduates, as compared to four years at private institutions and six years at California state institutions. The average time-to-degree for graduate students at National University is 1.9 years.

National University introduced two new schools in 2004: the School of Media and Communication and the School of Health and Human Services. The School of Media and Communication will introduce new programs in the burgeoning fields of digital filmmaking, digital television production and engineering, video gaming, new media journalism, and public relations. As evidence of the University’s commitment to these fields, the first National University School of Media and Communication scholarship was awarded to a candidate selected by the San Diego Association of Black Journalists. National University will award one $50,000 scholarship each year to an individual identified by this group.

Focus and determination are our inspiration.
The School of Health and Human Services was formed to address the growing need for educated healthcare professionals in California and throughout the country. The U.S. Department of Labor reports that about 3.5 million new jobs will be created in health services between 2002 and 2012—more than in any other industry. California is facing a serious nursing shortage, and nearly all of the state’s nursing education programs have substantial waiting lists of qualified candidates seeking admission. To meet this demand and eliminate waiting lists, the School of Health and Human Services will offer an expanded nursing department, providing associate’s, bachelor’s, and master’s degrees in nursing.

In March of 2005, National University announced a unique partnership with the Office of the Chancellor of the California Community Colleges to facilitate the transfer of students from the state’s 109 community colleges to National. The University has consistently been a predominant choice for community college students choosing to complete their bachelor’s degree programs at a private institution. This agreement will provide 2.5 million community college students throughout California who meet the requisite grade point average and who have completed their last course at a community college within six months the opportunity for guaranteed admission to National University. For transfer students who complete a bachelor’s degree, the University will waive tuition for the final two classes in his or her program. Through this agreement, National University and the community colleges are taking steps to make higher education more accessible to the diverse populations of California. Beyond the partnership with the California Community Colleges, National University announced a number of other collaborative partnerships in Fiscal Year 2005, including:

- A collaboration with the San Diego County Office of Education to partner on a variety of initiatives related to technology and teaching to benefit San Diego County teachers and students and to provide development and internship experiences for National University students in the School of Media and Communication
- A five-way partnership between National University and San Diego Community College District, San Diego City College, San Diego High School, and Roosevelt Middle School, focusing on creating a college-going culture for first generation middle school students and their parents
- An articulation agreement with Southwestern Community College to provide bachelor’s degree completion programs
- Two key corporate partnerships: Maxim Systems, Incorporated, which will serve as the technology partner in many educational projects by providing technology and job-shadowing opportunities for students; and the San Diego Daily Transcript, which has agreed to act as the media partner with several educational grant projects in development
- A collaboration with the Stockton Mexican American Chamber of Commerce to provide financial aid workshops to Hispanic families
- A collaboration with Campus Group International Education Services to expand opportunities for study by international students at National University
- The establishment of an offsite partnership between the University’s Division of Extended Learning and the Fresno County Office of Head Start
- An agreement with the Naval Postgraduate School to articulate courses with the University’s School of Engineering and Technology
- A partnership with 21st Century Learning to increase awareness across the United States of the University’s online graduate programs for teachers
- A partnership with Northrop Grumman to provide a series of one-hour training sessions covering managerial and supervisory issues
The University continues its commitment to the Malcolm Baldrige National Quality Award Program and the California Council for Excellence quality programs. The associate regional deans who administer campuses have become California Awards for Performance Excellence examiners; one of the deans became certified as a Malcolm Baldrige examiner. A University administrator has been invited to serve as a judge for the California Council for Excellence. In 2005, National was invited by the University of Wisconsin at Stout, the first higher education institution in the country to win the Baldrige Award, to be one of only six institutions of higher education featured in its book *Quality and Performance Excellence in Higher Education: Baldrige on Campus*.

**National University Hawaii**

Opened in 2004, National University Hawaii was established to provide access to education and help students in Hawaii overcome geographic barriers. National University Hawaii's goal is to address Hawaii's growing need for a well-educated workforce and help the state retain more of its college graduates, while complementing existing resources. Classes began in April 2005 at the College of Oceaneering center in Oahu, run by National Polytechnic College of Engineering and Oceaneering, and established Hawaii as a center of excellence for commercial diving. To address Hawaii's growing demand for healthcare workers, National University Hawaii will offer allied health certificate programs through the Division of Extended Learning, in partnership with California Medical Institute. In response to the state's nursing shortage, which mirrors the nationwide crisis, National University has applied to the Hawaii Nursing Board for approval to establish its nursing programs in Hawaii. Hawaii has a tremendous need for teacher education programs. To meet this need, National is currently applying for approval to teach its teacher credential programs in Hawaii. The Master of Arts in teaching is available online to teachers in Hawaii, and National is currently applying for approval from the Hawaii Teacher Standards Board to establish its teacher credentialing programs in the state, with approval expected by the middle of 2006.

The main campus in Hawaii was established in partnership with the Myron B. Thompson Academy, and National University Hawaii is working closely with education service officers at the Marine Corps Base Hawaii, Kaneohe Bay and Naval Station Pearl Harbor. Programs are available to neighboring islands via distance learning technology. As plans for the campus and degree programs grow, National University Hawaii will foster long-term relationships within the community through various outreach projects that will address some of the Aloha State’s greatest educational challenges.

**National University Nevada**

National University Nevada, located in Clark County, was launched in 2004 to help southern Nevada communities such as Las Vegas and Henderson keep pace with their dramatically expanding populations by addressing some of their most important higher education needs. Nevada leads the nation in population growth, and almost 80 percent of this growth is in Clark County. The Western Association of Schools and Colleges recently approved 11 onsite programs for National University Nevada, an important first step in offering degrees ranging from a Bachelor of Arts in early childhood education to a Master of Science in nursing.
Four of National University Nevada’s teacher education programs have been approved, which will help address the need for new educators in Clark County. Public school enrollment in Clark County is expanding at a rate of about 12,000 students per year, which means the county must hire at least 1,500 teachers each year to meet its educational needs.

The need for healthcare workers in Nevada is just as pressing. National University Nevada has provisional approval for an allied health certificate program, with full licensure expected before 2006. In addition, National University Nevada is submitting a feasibility proposal to the Nevada State Board of Nursing to offer nursing programs in Nevada.

The 11,400 square-foot Henderson campus will provide up to 4,000 students per year with access to onsite and online courses in this growing community, resources that will help it sustain its position as a hub of social and economic growth.

Academic Highlights in FY05

- The University surpassed nationwide benchmarks measuring the level of academic challenge at a four-year college for the third year in a row, according to the National Survey of Student Engagement (NSSE)
- More teachers were recommended for credentialing than any single institution in California for the fifth consecutive year
- According to Trends in College Pricing 2004, the undergraduate tuition at National University is 50 percent lower than the average private four-year college
- Students have one of the lowest student loan default rates of any institution in the United States

National University’s endowment grew by almost 20 percent in 2004, and continues to rank among the top 200 largest college and university endowments in the nation, according to the National Association of College and University Business Officers’ 2004 survey.

National University’s most recent expedited proposal was approved by WASC, permitting National to offer 13 School of Education and School of Health and Human Services degree programs in Hawaii; nine additional College of Letters and Sciences, School of Education, and School of Media and Communication programs at National University Nevada; and the conversion of 12 existing programs to an online format.

The University will continue to grow, with new locations offering a variety of onsite degrees, expanded online programs, and partnerships that bring accessible, exceptional education to nontraditional students throughout the United States and around the world.

Leadership

Dr. Jerry C. Lee has served as President of National University for the past 16 years, orchestrating a remarkable transformation in the University and establishing its prestige in the community.

The National University Board of Trustees meets three times a year at National University headquarters in La Jolla, California to assess the University’s goals and its progress toward achieving those goals.
Vision

An increasing number of innovative partnerships with county offices of education, school districts, producers of educational products, and international organizations will strengthen the University’s commitment to making higher education accessible. The development of simplified transition programs from the community colleges to National will ensure that greater numbers of California citizens complete their undergraduate education. The University’s accelerated program to educate nurses will make a substantial contribution to one of the nation’s most pressing workforce shortages.

Diversity

- 1st in California and in the nation in granting master’s degrees in education to all minorities
- 3rd in California and 9th in the nation in awarding master’s degrees to minorities in all disciplines
- 1st in California and 2nd nationally in granting master’s degrees in all disciplines to Hispanics
- 1st in California and 7th in the nation in granting master’s degrees in psychology to all minorities
- 1st in California in granting master’s degrees in all disciplines to African Americans
- 1st in California and 10th in the nation in granting master’s degrees in all disciplines to Native Americans
- 7th in California in granting master’s degrees in all disciplines to Asian Americans
- Ranked among the top 10 institutions nationally in awarding master’s degrees to women and 2nd in the nation in awarding master’s degrees to Hispanic women

Awards—Academic Year 2005

- The 2005 Sacramento Workplace Excellence Leader Award
- The only college or university named as one of San Diego’s best employers in 2005 by The San Diego Union-Tribune
- Named “2004 Sponsor of the Year” by the Shasta County Women’s Refuge
- Four Gold Medals and one Silver Medal from the Council for Advancement and Support of Education (CASE) District VII
- Two Silver Medals and two Bronze Medals from the CASE Circle of Excellence Awards
- Platinum Award for the 2004 Annual Report from the League of American Communications Professionals (LACP); Annual Report also named one of the top 100 annual reports of 2004
- Award of Excellence in Illustration and an Award of Excellence in Poster from the University and College Designers Association (UCDA)
- Honorable Mention Award from the California Council for Excellence for participating in the California Team Excellence Award “Live” Competition
- Gold Status awarded for the University’s participation in the San Jose Second Harvest Food Bank
- Public recognition and certificates of appreciation for National University and its commitment to providing educational access to law enforcement officers accorded by Los Angeles Sheriff Baca; the head of Los Angeles Secret Service, Agent Chapa, and the County Board of Supervisors

Facilities

- 407,985 square feet owned by National University
- 472,043 square feet leased by National University

Library

- More than 75,000 eBooks, one of the largest collections in the U.S.
- 67 electronic databases and over 16,000 full text journals
- Services for online users, including Journal Direct, Book Direct, RedBook, and eReserves
- eBook usage increased 34 percent to 46,651 hits
- Electronic resources usage increased 17 percent

The National University System Annual Report 2005

Sources: U.S. Census Bureau, Hispanic Outlook in Higher Education, Black Issues in Higher Education
Open the door to exploration and cutting edge technology, National Polytechnic College of Engineering and Oceaneering (National Polytechnic) provides an affordable, practical, and innovative education for students interested in commercial diving, hyperbarics, engineering, and a variety of specialized and technical fields.

Founded as a professional commercial diving school in 1967, National Polytechnic, formerly the College of Oceaneering, has a long history of educating students in the fields of dive medicine, nondestructive testing, underwater welding, and marine technologies. Now a nonprofit organization as part of the National University System, National Polytechnic is dedicated to providing quality educational programs, faculty, and resources in technical fields that prepare a diverse student body for direct and successful entry into the workforce.

In Fiscal Year 2005, academic programs of National Polytechnic were organized into four divisions—the College of Oceaneering, focusing on commercial diving and marine technology; the Advanced College of Technology, specializing in telecommunication and information technology; Engineering Technology, offering an Associate of Science in engineering technology degree; and Extended Learning, offering shorter certificate courses such as the 50-hour Certified Hyperbaric Technologist program.

National Polytechnic strives to have every program exceed the norms set by industry standards. National Polytechnic faculty and staff are committed to supporting students in meeting certification standards and assisting graduates in securing a challenging and rewarding position in their chosen career. As a nonprofit institution, National Polytechnic supports a culture of continuous improvement and continues to invest in the finest instructors, equipment, facilities, and classes.

In the last year, National Polytechnic opened a third campus in Hawaii in partnership with Honolulu Community College. Two new degree programs, hyperbaric medical technology and respiratory therapy, were also approved by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges (ACCJC/WASC), and National Polytechnic became a member of the Servicemembers Opportunity Colleges (SOC) and Servicemembers

Overview
• Founded in 1967, acquired by the National University System in 2002
• Three locations: Port of Los Angeles, San Diego, and Honolulu
• 7,411 graduates

Breaking boundaries, going beyond the expected.
Memberships and Affiliations

Opportunity Colleges-Navy (SOCNAV). The first general education classes were offered online, increasing access and bringing new opportunities to students around the country and the world.

Leadership

The President of National Polytechnic College of Engineering and Oceaneering reports to the Chancellor of the National University System.

Vision

With the launching of several new programs, including respiratory therapy, hyperbaric medical technology, and engineering technology, the College continues to provide its students with relevant programs that meet the needs of the community. With a focus on job placement and career advancement, National Polytechnic provides an education designed to be both fulfilling and practical. Looking ahead to the technology of the future, National Polytechnic allows students the opportunity to keep up with innovation and prepares them for careers of today and tomorrow.

Authorized Training and Certification Facilities

California Employment Training Panel; Microsoft IT Academy Program; Leviton Telecom, International; Alcoa Fujikura, Hubbell; Building Industry Consultative Service International; 3M; American Heart Association; and American Red Cross.

Accreditations

• Association of Commercial Diving Educators (ACDE)
• Association of Diving Contractors International (ADCI)
• Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges (ACCJC/WASC)
• National Board of Diving and Hyperbaric Medical Technologist
• Undersea and Hyperbaric Medical Society
• Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges (ACCJC/WASC)
• National Board of Diving and Hyperbaric Medical Technologist

Information on Graduates

Graduates from the College are placed in local companies, private companies, law enforcement agencies, and inland and offshore diving careers. Students have worked around the world including Aruba, the Bahamas, Egypt, Guam, Japan, Mexico, the Middle East, Scotland, South Africa, the United States, and Wake Island.

Companies that have hired students from the Advanced College of Technology Division include QUALCOMM, Titan Corporation, Cox Communications, SBC (Pacific Bell), SMC, Aradiant, Sim J. Harris, MC Communications (Contractor for Cox Communications, Time Warner, Inc.), NetProPlus, Flexus Inc., Centurum, Teksystems, and Tekworks.

Demographics

Residency

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<td>California</td>
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<td>Other State</td>
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<tr>
<td>International</td>
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Ethnicity

<table>
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<th>Percentage</th>
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<tr>
<td>African American</td>
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<tr>
<td>Caucasian</td>
<td>82%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>12%</td>
</tr>
<tr>
<td>Other</td>
<td>2%</td>
</tr>
</tbody>
</table>

Hyperbaric medicine has a variety of uses, from wound care to treating carbon monoxide poisoning.
In addition to its commercial diving programs, National Polytechnic offers degrees and certificate programs in a variety of technical fields.

Demand outstrips supply for quality divers in today’s commercial diving industry.

Gender
Male 96%
Female 4%

Age
18-24 44%
25-34 45%
35-Up 11%

Faculty
• Faculty members on average have 18 years of experience
• Student-to-instructor ratio is approximately 12-to-1

Community Support
National Polytechnic utilizes its resources to support local communities and other nonprofit agencies. This may include opening its facilities, consulting in specialized areas, and providing links between community networks and the general public, business, and government. Examples of such support include:

Diving Unlimited International DOG Days Rally
California Classic Equipment Divers
Midway Magic – San Diego Aircraft Carrier Museum
Film and art students from local universities
Film production companies
Federal Bureau of Investigation
National Security Diver Academy, which offers an array of specialized training to support the various first responder federal and state public safety agencies.

Advanced College of Technology Division
• Network Administration and Engineering
• Database Systems Technology
• Applications Development Technology
• Network Security Technology
• Mass Communication Technology
• Information Systems Technology

Extended Learning Division
• Certified Hyperbaric Technologist
• Telecommunications Technology
• Computer Systems Technology
• Data Communications Technology

Engineering Technology Division
• Engineering Technology

New Programs
• Hyperbaric Medical Technology (with option for orthopedic concentration)
• Respiratory Therapy

Special Training Programs
Los Angeles Sheriff Courses
• Orientation to Surface-Supplied Diving
• Dry Suit Diving
• Contaminated Water Diving

Security Diving Academy
• Fly-away Dive Station
• Re-breathers
• Underwater Security of Power Plants
• Underwater Security of Chemical Plants
• Underwater Forensics
• Introduction to Mixed Gas Diving
• First Responder
• Diving Refresher
• Remotely Operated Vehicles (ROVs)

Technical Advisory Boards
• Commercial Diving Department Program Advisory Committee
• Computer Department Program Advisory Committee
• Telecommunications Department Program Advisory Committee
• Respiratory Therapy Technical Advisory Board (with California Medical Institute)
• Hyperbaric Medical Technology Program Advisory Board

National Polytechnic College of Engineering and Oceaneering

2005 National University System Annual Report
Online learning is one of the most effective ways to increase educational access around the world. Customized online courses, degrees, and professional training reduce many traditional barriers to education and bring opportunities to learners and organizations around the globe. Spectrum Pacific Learning Company LLC provides organizations with revolutionary online learning design and delivery solutions, conducting industry research to ensure cutting edge results and services.

Spectrum Pacific Learning Company LLC is fast becoming renowned as a leader in effective online course design. SPLC is a premier provider of e-learning training, helping content developers design and deliver effective online programs. By employing the Effective e-Learning Model (e2L) as the foundation for all content development, SPLC’s clients saw an increase in user satisfaction from their online learners. The e2L learning model uses concept, theory, and application combined with a strategic presentation mix to serve a variety of learning styles and online applications. In addition to building new online programs, SPLC consultants work with clients to modify current courses to improve the effectiveness of their online learning and technology.

SPLC has a “Yours, Ours, or Other” model of building courses for the online world of learning. A team of online instructional design experts can build on any platform or medium, or SPLC can provide a platform for client content.

Overview
• Tripled in client size since 2002, with the most significant growth in 2005
• Delivered more than 2,000 courses
• Serves and supports more than 4,500 online learners each month
• Supports and trains more than 1,200 faculty and trainers
• Hosted first annual e-Learning and Knowledge Management Symposium featuring key speakers from the industry
• Delivered joint-in-time courses and programs to meet diverse demand
• Utilizes state-of-the-art learning management system
• Includes a team of learning consultants, learning designers, developers, instructional designers, and multimedia specialists
• Provides a platform for client content
Online learning provides education and training that bridges geographic barriers.

**Client List**

Spectrum Pacific Learning Company LLC

**Partnerships**

SPLC and National University partnered with Instituto Nacional de Administración to offer and support online programs to students living in Portugal. The students are enrolled in Bachelor of Science in information systems (BSIS), Master of Science in electronic business (MSEB), and Master of Science in computer science (MSCS).

**Vision**

Spectrum Pacific Learning Company strives to have a profound impact on the continued growth and development of the e-learning industry through innovative course design, development, and delivery. By borrowing e-learning innovation from the future and redefining contemporary e-learning, SPLC is setting new standards for quality and distinction.

**Where SPLC has been in FY05**

**Exhibited**
- The Online Learning Conference
- American Society for Training and Development

**Presented**
- Educause 2005 in Austin, Texas
  Topic: “Online Evolution” – February 2005

**Attended**
- Educause 2004 Annual Conference
- Online Educa 2004 Berlin Conference
- Flashforward 2005 Conference
- 7th Annual Blackboard User Conference 2005
- California Council for Excellence 11th Annual Conference
- NUTN 2005: Benchmarking Quality in Distance Learning Conference
- Women in Technology International (WITI)

SPLC’s team works together to develop and refine engaging, interactive, and instructionally advanced courses for a variety of organizations, including:

- Corporations
- Small businesses
- Educational institutions and organizations
- Local, state, national, and global municipalities and governments
- Nonprofits

In Fiscal Year 2005, SPLC began to offer the flexibility to develop coursework on either the client’s platform, SPLC’s platform, CD-ROM, or the web—whichever best fits the client’s needs. SPLC is able to meet a variety of client needs, from small projects to larger more comprehensive contracts. Since the customer owns the final product, SPLC can teach its designated team members how to update the content and stay true to the Effective e-Learning Model.

In the fall of Fiscal Year 2005, SPLC launched a new and more robust company website. SPLC created a branded and marketable online presence that distinguishes the company from the e-learning competition. The SPLC website served as a key instrument in attracting attendees to its first annual e-Learning and Knowledge Management Symposium.

**Core Services**

- e-Learning Consulting
- Project Management
- Course Design and Development
- Multimedia Design and Development
- e-Learning Training
- 24/7 Technical Support
- Content Management
- Content Hosting
Imagine high school classes available to anyone around the world, taught by highly-qualified instructors and tailored to the student’s distinct learning style. National University Virtual High School (NUVHS) offers a wide variety of high school courses, increasing access and providing students more opportunities at this important stage in their educational development.

According to a March 2005 federal study titled “Distance Education Courses for Public Elementary and Secondary School Students,” nearly three in four public school districts across the United States plan to offer or expand distance education programs in the near future. The report also noted that almost half of the districts with distance education students had students enrolled in programs developed and delivered by postsecondary institutions.

With the practice of distance education firmly established and growing dramatically at the college level, high school administrators, teachers, parents, and students are realizing the potential benefits of online learning at the K-12 level. A pioneer in developing online programs for undergraduate and graduate college students, the National University System established NUVHS to meet the rising demand for high quality, affordable, and accessible online courses for high school students.

NUVHS currently offers 59 semester courses, including seven advanced placement courses developed by a team of subject matter experts. All courses are built with the student in mind and are written to California and national standards. All enrolled students have access to one of the nation’s largest e-libraries 24 hours a day, seven days a week, enhancing the learning experience with a means to conduct research for projects and assignments.

NUVHS courses are instructor-led and include both asynchronous and synchronous communication features, which allow for frequent, meaningful communication among students and teachers. In addition, NUVHS teachers, all of whom are credentialed by the state of California, pay special attention to students’ preferred learning styles. Each student completes a learning style assessment, based on the student’s assessment results, teachers provide feedback to students about how to prepare for and complete assignments by relying on their own particular strengths.
NUVHS courses are offered in an accelerated format. Students can complete a semester course in only eight weeks and have the opportunity to complete a full year over the summer. When working with partner schools, NUVHS also offers the flexibility of variable term lengths and start dates. With access 24 hours a day, seven days a week to their virtual classrooms, along with around-the-clock technical support available from Spectrum Pacific Learning Company LLC, NUVHS provides students with the technological and academic support they need to succeed in their courses.

Since conducting its first course in the summer of 2004, NUVHS has offered 47 classes in six academic terms for students from Wisconsin, Texas, California, and Mexico. Student feedback has been positive and course evaluations reveal the formation of strong bonds between online teachers and students. “My instructor responded to my questions completely and clearly and in a short amount of time,” said one student. Another student commented that his teacher was “very responsive to me when I had a question.” According to course evaluation surveys conducted during the 2004-2005 academic year, close to 90 percent of students agreed that their instructor showed a special interest in their success in the courses. Students have also responded that they enjoy the ability to work at their own pace and on their own schedule. Access and flexibility are key attributes of online coursework.

Looking to the future, the NUVHS team plans to conduct an aggressive campaign to reach out to school administrators in California, Nevada, and Arizona to develop strong partnerships that will benefit typically underserved students and communities as well as smaller districts with limited capacities to expand offerings. NUVHS offers numerous scholarships to schools and individual students seeking online courses. One of the greatest potential benefits of online courses is the opportunity to level the playing field by providing high caliber educational programs to all students, regardless of their geographic location or socioeconomic status. By forming strong partnerships with schools and by providing students with access to affordable and high-quality online classes, this potential can be realized. NUVHS anticipates being recognized nationally and globally as a premier provider of online high school courses and a leader in e-learning at the secondary level.

Vision

NUVHS seeks innovative ways of providing an interactive, media-rich, and high quality education to a diverse, ever-expanding population of high school students. At National University Virtual High School, students come first.

Partnerships

• Pacific View Charter School, Oceanside, California
• New Millennium Institute of Education, Fresno, California
• Monarch School, San Diego, California

2005 Developments

• Student, parent, and adjunct faculty handbook published
• Orientation course for students and teachers developed
• January 2005 – conversion to new website
• Developed contact management database
• Engaged with administrators from private and public charter and traditional schools in California
• With a grant funded by the Reuben H. Fleet Foundation, offered a marine science course to at-risk students from three San Diego regional high schools
• $11,420 awarded in scholarships

Grants

NUVHS scholarship mini-grants, in partnership with Dr. Sally Ride, Imaginary Lines, Inc. $17,520 of $93,000 in grant monies, including:
• Progress Energy $5,000
• Northrop Grumman (Bank of NY) $50,000
• Parker Hannifin Foundation $1,000
• Ford Foundation $25,000
• United Space Alliance (Mellon Bank) $5,500
One hundred years ago, life expectancy in the United States was 46. Today, life expectancy for Americans is 76.4. We are a society that is living longer, which puts increasing demands on our healthcare system. The California Medical Institute (CMI) was formed to help meet those demands by providing accessible, affordable education for people looking to enter or further their careers in the healthcare field.

In 2002, health services was the largest industry in the United States, with 12.9 million jobs for wage and salary workers and 380,000 jobs for the self-employed. The statistics from the U.S. Department of Labor Bureau indicate that 10 of the 20 fastest growing occupations are concentrated in health services, and 16 percent of all new wage and salary jobs created between 2002 and 2012 are projected to be in healthcare. This translates to 3.5 million jobs. Unless new professionals enter the field, the United States will face an acute shortage of skilled workers prepared to meet the enormous demand in healthcare services driven by aging baby boomers, longer life spans, increased use of medication, and managed care.

This aging of America has increased the demand for health services. The baby boom generation will reach 65 in 2010. Between 2010 and 2020, the staffing crisis is expected to peak, caused by baby boomers leaving the workforce and heading into retirement. Unless the current trends reverse, there will not be enough professionals to meet the country’s healthcare needs. Continual development of new medical interventions and therapies increase demand for these services. Many of these medical interventions have a positive impact on longevity and keep people with chronic or life-threatening illness alive longer. All of these factors result in a greater demand for health services. These key supply and demand issues present a dynamic opportunity for CMI to educate personnel and supply resources for this pressing need.

The newest member of the National University System, CMI was created to meet community demand and has the capacity to educate and prepare individuals for the healthcare workforce crisis of today and tomorrow.

By providing excellence in healthcare education, CMI gives allied health professionals the skills to render excellent care with compassion and respect for their patients’ needs. The California Medical Institute provides a comprehensive series of classes, lecture labs, and clinical practicum designed to meet licensing and certification requirements for a variety of health professions.
The programs offered by CMI provide a select group of students with the knowledge and skills necessary for entry-level employment as orthopedic technicians, medical billing, coding, and administration specialists; pharmacy technicians; or alcohol and drug counselors. In addition, CMI offers a specialized Associate of Science degree in respiratory therapy in partnership with National Polytechnic College of Engineering and Oceanering, and a variety of short-term continuing education programs in mental health and hospital-based diagnostic procedures designed to keep healthcare professionals up-to-date with the changing needs of their field.

California Medical Institute will offer the following programs:
- Degrees and certificates
- Professional development
- Continuing education

Vision
California Medical Institute is dedicated to improving the quality of healthcare education and fulfilling the healthcare workforce needs. Focused and dedicated, CMI will continue to develop certificates and degrees in areas where there is a demand. CMI recognizes that tiered educational achievement levels and the laddering of professions will be a key factor in the future of educational healthcare. CMI will implement progressive continuing education courses designed to keep the skills of healthcare professionals up-to-date in a dynamic career field.

Job Outlook
According to the U.S. Department of Labor Bureau and state occupational projections, employment should grow during 2000 and 2010 for the following programs offered by CMI, in partnership with the National University Division of Extended Learning:
- Pharmacy technician - 40%
- Orthopedic technician - 20%
- Alcohol and drug counselor - 40%
- Medical billing, coding, and administration specialist - 40%

Goals
- A fast-track alternative for students who are unable to gain access to impacted programs at other institutions
- A high-quality education for students looking to enter the healthcare field and for professionals seeking career development
- CMI will offer education to a new market of first-generation low-income students in California
- CMI will build new connections with community groups across the National University regions and provide opportunities to educate them about the affiliates of the National University System
- Tiering of educational achievement levels and laddering of professions will be a key factor in the future of educational healthcare, and CMI recognizes and will implement this stepped process

Partnerships
- National University Division of Extended Learning
- National Polytechnic College of Engineering and Oceanering
National University Center for Human Advancement

Nowhere is the National University System’s commitment to access more evident than in the work of the National University Center for Human Advancement (NUCHA). At its core, NUCHA has a commitment to improving communities locally, regionally, nationally, and internationally through outreach partnerships, professional growth opportunities, and innovative learning and teaching models.

Using cost-effective and cutting edge solutions including online and distance education and telehealth technology, NUCHA targets goals cited by the United States Department of Education, U.S. Public Health Services, United Nations, UNICEF, World Bank, World Health Organization, and civil society organizations in order to mitigate education and related healthcare challenges.

Institute for Persons Who Are Hard of Hearing or Deaf

The Institute for Persons Who Are Hard of Hearing or Deaf (IHHD) uses online education, distance education, and the latest preferred evidence-based practices and research to reach out to underserved populations.

The mission of IHHD is to reduce barriers to effective psychosocial development as well as to school, workplace, and career goal achievement for the 28 million persons with hearing loss and deafness in the United States and around the world.

IHHD strives to improve the quality of life for children and adults who are hard of hearing or deaf via increased access to specialized learning for professionals who serve the population. Lifelong education designed for adults with hearing loss or deafness increases employability, career choices, and leadership potential.

Access problems existing in professional development are addressed by IHHD through a virtual interactive format concentrated in month-long courses. The organization has a two-fold focus. The first is using national experts to deliver educational curricula, health-related information, and clinical service consultation, and the second is providing persons who are deaf and hard of hearing with mentors and models who will build community capacity.

With eight programs and approximately 25 courses ready or in development, the targeted audience is broad and varied, and includes...
interdisciplinary professionals and consumers. The focus of IHHD's programs include professionals, paraprofessionals, families, and others seeking knowledge about hearing loss or deafness and those with a strong interest but minimal or no career experience with the population. Today, close to 80 to 90 percent of children with hearing loss are in regular education or early childhood settings. Professional development for educators will bring increased knowledge about the unique characteristics and developmental, communicative, and technological needs of these children.

To assess the current state-of-the-art and-science, IHHD staff researched known and new potential faculty with national renown and expertise. In order to establish a presence, IHHD exhibited at national conferences, disseminated fact sheets and brochures announcing forthcoming programs and courses, and met with national federal agencies, professional and consumer associations, clinicians, and academics to determine fertile ground for partnerships and complementary activity.

Eight graduate academic credit courses were submitted to the National University Graduate Council for review. Continuing Education Units (CEUs) are also available through the Division of Extended Learning. IHHD submitted an application for the American Speech-Language-Hearing Association to become an ASHA CE provider for its 130,000 audiology and speech-language pathology members.

The multimedia courses in development include captioning and sign language streaming for several of the courses. Plans are underway for translation of professional development programs into Spanish. In this interest, IHHD organized a customized videoconference presented by the National Center for Accessible Media/WGBH (NCAM) on designing accessible online courses.

A marketing plan has been developed that targets state directors of special education, state Part C coordinators and advisory boards, early hearing detection and intervention state coordinators, and state vocational rehabilitation directors. These groups have been reached through direct mail, announcements via national consumer and professional association websites and listserves, national conference exhibits and presentations, notices in journals and newsletters, e-marketing, and other pertinent vehicles. Inclusion in state grants and contracts has yielded participation in training early childhood personnel as part of a Texas Maternal and Child Health (MCH) block grant and Kentucky vocational rehabilitation communication specialists. A Virginia MCH grant for training early hearing detection and intervention personnel is pending.

National University Institute for Community Research and Civic Entrepreneurship

Established in 2001, the National University Institute for Community Research and Civic Entrepreneurship (NUI) is a System-wide, academically-oriented, and practitioner-based organization that enhances the University’s role as a full community partner. NUI’s mission is to become a leader in community-based research, a contributor to civic and social entrepreneurship, and a valued resource for applied community technology and collaborative community building. NUI is engaged in a number of innovative programs and projects ranging from the National City Collaborative/Family Resource Center Relational Database for a one-stop, integrated community services data system to the web-based, multilingual, real-time Market Simulator for new venture learning environments. NUI also provides professional development programs onsite and online to over 200 AmeriCorps Education Fellows and Independent Charter School teachers serving more than 20,000 at-risk youth statewide.
The National University System Annual Report

National University Institute for Wellness and Peak Performance

The National University Institute for Wellness and Peak Performance was established to engage in the research and dissemination of information regarding peak performance ideologies and methodologies as related to health, competition, education, and organizational issues. The Institute will continue to reach out to new audiences with the development of a National University Wellness Hour and the Peak Performance Hour on ITV Channel 16, the first book published by the National University Press, and Wellness Health Fairs. Employing the information and intellectual resources of the National University System, the Institute is poised to make a significant contribution to the field of performance excellence.

Vision

National University Center for Human Advancement (NUCHA) is dedicated to improving the quality of life for underserved children and adults regionally, nationally, and globally by addressing educational and related health disparities. NUCHA will accomplish these goals by using accessible technology while addressing multicultural considerations.

IHHD participated in the following conferences:

- American Academy of Audiology
- International Cochlear Implant Symposium
- CSAWR- state directors of vocational rehabilitation conference
- National Summit on Disability and Access to Higher Education
- International Early Hearing Detection and Intervention Conference
- Alexander Graham Bell Annual Convention
- International Congress of Audiology
- American Speech-Language-Hearing Association Convention
- Deaf and Hard of Hearing Persons in Government
- Division of Early Childhood/CEC
- CSUN Technology and Disability Conference
- American Academy of Audiology
- Self Help for Hard of Hearing People, Inc.
- Council for Exceptional Children

The National University Institute for Community Research and Civic Entrepreneurship Grants/Projects:

- National University Institute/University of San Francisco TEAMS AmeriCorps: $750,000 tuition reimbursement awards to National University/Americorps Service Education Fellows
- National University Institute/Educational Management Systems, Inc.: $600,700 from Opportunities for Learning/CCSG and Opportunities for Youth for National University tuition assistance and professional development
- National City Collaborative/Family Resource Centers: NCC/FRC Relational Database Development and Evaluation Project
- $30,000 for UCHRI Research Application Database Project
- Online professional development options for teachers and practitioners
- University Consultant Corps Community research and civic entrepreneurship: making the community connection between Envision San Diego, Creative Community and HASTAC (humanities, arts, science, technology advanced collaboration) and Community Service Networking and Knowledge DNA

Peak performance helps athletes, executives, students, and business professionals obtain clarity of thought and increased focus.

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