

## OCCASIONAL CAMPUS COMMUNIQUE

October 15, 2012

### **The President's Perspective – A Brief Essay**

On two occasions during my years in high school our family enjoyed a summer vacation—a road trip to one or two neighboring states. Planning for this vacation began when our family gathered around the kitchen table looking over a large fold-out map of the eastern states. Here we identified the broad parameters of our trip—whether to travel on highways or lesser roads, whether to visit cities or concentrate on the countryside, whether to attend baseball games in the National or American League, and whether to camp in state parks or stay in hotels. We knew the exercise was nearly complete when Dad took a fat green marker and traced on the map the route we would follow.

The next day Dad took the map with him and visited the local AAA affiliate. He told them of our plans and asked for their further assistance. A few days later he visited the office again and then returned home with our vacation “trip-tik”—a wonderfully detailed set of maps, bound together, and detailing each mile of the journey. With this information in hand we would never be lost. More than this, we knew what parts of the road were under construction, how best to navigate through the major cities we would visit, where bargain hotels were most readily available, and perhaps most important of all, where speed traps were likely to be encountered.

Over the next few weeks Mom put together, and began to check off, a number of “to-do” lists. These lists were a crucial element for knowing we were prepared to embark on the vacation. One list identified the clothes each of us needed to pack. Another outlined the menu of food and serving items we would take to keep us within our tight family budget. On yet another list Mom noted everything that needed to be cared for at home before we could leave for a week. And on a final list she identified what each of us kids was expected to read as background material on one or more of the places we would visit.

Put together, these three components came close to assuring a successful road-trip. It didn't mean the six of us were always happy in the crowded car, nor did it mean we wouldn't face some unexpected and unplanned for elements along the journey. But with these three assignments cared for we were pretty sure to return home well and to have enjoyed the journey along the way.

In recent months at North Park we've begun to plan for our “summer road-trip”—we've begun to engage our next season of institutional planning. And our work reflects these same three components.

- Our large fold-out map with the fat green marker line is called the “strategic narrative.” Here we outline the parameters of our future—the mission we’ll follow, the institutional culture we expect to form, and the major outcomes we expect to achieve.
- Our “trip-tik” is framed as a set of “action plans” identified on an annual basis. The particulars of our institutional journey will be guided each year by specific steps to be taken—new programs to be developed, initiatives to be considered, financial measures to be achieved, students to be recruited, activities to be evaluated and potentially discontinued.
- Our “to-do” lists provide the data points—we will call these “metrics and benchmarks.” Here we will provide the numbers to guide our journey and against which we will measure the success of our adventure.

Draft versions of the first two of these documents have been completed with discussion by the senior leadership team, sufficient to begin engaging an extended discussion with the campus community and the Board of Trustees. These two documents will be distributed this week to all members of the faculty and staff, as well as the Board of Trustees. Over the coming weeks we will sponsor special sessions with groups of administrators and faculty to discuss, critique, and improve the current draft documents. The third document on metrics and benchmarks is still being prepared.

An institutional planning process is not so much about forecasting the future as it is about reflecting carefully on our present environment and educational context, identifying opportunities and challenges that may be present in the near future, and reflecting on how we can embrace, participate in, and contribute to this evolving future. We can’t be certain about the future, but we must give attention to what our place might be in that future, and it is with this goal that we engage a planning initiative.

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**Homecoming** – It’s always great to have recent and past graduates return to our campus and the annual homecoming weekend provides a special opportunity for this. Though marred briefly by a bit of rain, this year’s gathering was planned and executed in good form by the alumni relations office and the many other people across the campus who helped make the weekend program possible.

I often say that being an educator—which we all are—is an act of faith. In each day of our work here we’re never quite sure how student lives are being transformed, never fully confident that the goals we strive for are actually being accomplished. We know of our accomplishments only as we identify evidence of this in the lives of our graduates. And while homecoming weekend isn’t the only time this happens it certainly is a good occasion to meet many of our alumni, hear of their life’s work and commitments, and through this celebrate the good that marked their lives as students at North Park.

**Groundbreaking** – October 26 will be an important date in the history of North Park University with the official groundbreaking for The Johnson Center for Science and Community Life. All members of our faculty and staff are invited to join in the events scheduled for this festive occasion. Nancy and Tim Johnson, along with many others who have participated in Campaign North Park will be present with us.

The groundbreaking celebration will be held at the construction site in the central campus. Festivities—including food and music!—will begin at 4:00 p.m. and will be followed at 5:00 p.m. with a brief program and the formal moment to put shovel to the ground and turn some dirt.

Though merely a formality, the ceremony marks the official beginning of construction on this new facility. Over the next 600 days we'll hear the machines which dig deep into the ground to place those features of the building which will be forever buried, and then we'll watch expectantly as the frame of the building is erected, the exterior walls are constructed, and roof is put in place. Completion is scheduled for June 2014!

The groundbreaking festivities will conclude that evening with a concert by our university choirs, held in Anderson Chapel at 8:00 p.m.

**Board of Trustees** – As the primary governance body of the university the Board of Trustees gathers three times each academic year, with the first meeting scheduled for late in October. This year the board will be present on campus during October 25-27.

Primary business for the board will include advancement of Campaign North Park and plans for The Johnson Center, consideration of our enrollment and budget environment, and an introduction to the initial work of institutional planning. A summary of the board's deliberation on these and other matters will be provided in the November campus communique.

**Enrollment and Budget** – Official enrollment numbers are available as of the fourth Monday of the semester. Two summary tables are provided at the end of this communique which provide enrollment data for the semester. The first table identifies new student enrollment in each of our program units; the second table identifies total head count, for both new and returning students combined, for each of the program units. Both tables provide comparison data for the past several years.

The data in these two tables provide a means for faculty and staff to be alert to our present enrollment challenge, as discussed at Gathering Day and in two sessions early in the semester.

In mid-September we hosted two consultants from Noel Levitz, the national enrollment management consulting firm, for purposes of reviewing our recent recruitment and enrollment experience. On the basis of their recommendations, and our own review of enrollment numbers confirmed for the fall semester, the senior leadership team continues its evaluation of this year's budget and our recruitment practices. We will

report on this to the Board of Trustees next week, and on this basis present an up dated status report to faculty and staff in early November.

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**New Student Enrollment Summary**  
Fall Semester – Annual Census Data

	2005	2006	2007	2008	2009	2010	2011	2012
<i>Undergraduate (traditional)</i>								
First-Year	359	374	373	415	364	381	425	346
Transfer	246	229	217	179	205	211	244	192
Visiting				12	7	10	6	8
<b>TOTAL</b>	<b>607</b>	<b>603</b>	<b>595</b>	<b>606</b>	<b>576</b>	<b>602</b>	<b>675</b>	<b>546</b>
<i>Undergraduate (non-traditional)</i>								
College Bridge	2	0	0	1	0	0	0	0
ESL	53	20	22	19	4	12	5	0
RN Completion	34	11	33	15	16	10	9	10
SAL	66	41	61	45	33	61	54	62
Education Certification	12	26	48	19	8	10	1	6
<b>TOTAL</b>	<b>167</b>	<b>98</b>	<b>137</b>	<b>99</b>	<b>61</b>	<b>93</b>	<b>69</b>	<b>78</b>
<i>Graduate</i>								
SBNM	85	95	88	88	74	95	91	76
MS Nursing	40	32	30	39	29	26	29	27
Adult Nurse Practitioner	2	5	10	2	2	5	1	2
MA Education (all sites)	40	55	61	61	67	41	70	22
MA Community Development	10	7	10	0	0	0	0	0
Master of Music	7	7	5	4	3	4	5	5
<b>TOTAL</b>	<b>184</b>	<b>201</b>	<b>204</b>	<b>194</b>	<b>175</b>	<b>171</b>	<b>196</b>	<b>132</b>
<i>Seminary</i>								
Degree-Seeking*	75	47	61	40	75	47	40	28
Dual Degree**								3
Credential	n/a	n/a	n/a	n/a	n/a	5	5	8
Other Non-Degree Seeking	n/a	n/a	n/a	n/a	n/a	9	17	16
<b>TOTAL</b>	<b>75</b>	<b>47</b>	<b>61</b>	<b>40</b>	<b>75</b>	<b>61</b>	<b>62</b>	<b>55</b>
<b>GRAND TOTAL New Students</b>	<b>1,033</b>	<b>949</b>	<b>997</b>	<b>939</b>	<b>887</b>	<b>927</b>	<b>1002</b>	<b>811</b>
International Exchange (non-revenue)		18	10	21	9	23	19	23
NPTS Cross Registered	0	3	3	0	5	4	3	3

\*Prior to 2010 all seminary enrollment data does not distinguish between degree-seeking, credential, and other non-degree seeking students.

\*\*Beginning in 2012 seminary students enrollment for dual degree are identified separately from those seeking a single degree.

**Headcount Report (Total Enrollment)**  
Fall Semester – Annual Census Data

	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
<i>Undergraduate (traditional)</i>							
Returning	1133	1255	1276	1266	1244	1249	1343
First-Year	374	373	415	364	381	425	346
Transfer	229	217	179	205	211	244	192
Visiting		9	12	17	14	11	15
<b>TOTAL</b>	<b>1736</b>	<b>1854</b>	<b>1882</b>	<b>1852</b>	<b>1850</b>	<b>1929</b>	<b>1896</b>
<i>Undergraduate (non-traditional)</i>							
College Bridge	0	0	1	0	0	0	0
ESL	31	29	24	6	15	5	0
RN Completion	47	83	81	83	78	50	45
SAL	210	237	240	214	252	228	245
Education Certification	42	69	63	44	46	23	17
Special (students-at-large)	7	0	0	0	0	0	0
<b>TOTAL</b>	<b>337</b>	<b>418</b>	<b>409</b>	<b>347</b>	<b>391</b>	<b>306</b>	<b>307</b>
<i>Graduate</i>							
SBNM	344	329	353	337	382	372	339
MS Nursing	144	136	151	167	169	161	156
Adult Nurse Practitioner	15	21	20	21	16	16	12
MA Education (all sites)	141	162	169	188	154	168	154
MA Community Development	30	28	13	5	0	0	0
Master of Music	13	15	14	10	10	11	13
<b>TOTAL</b>	<b>687</b>	<b>691</b>	<b>720</b>	<b>728</b>	<b>731</b>	<b>728</b>	<b>674</b>
<i>Seminary</i>							
Degree-Seeking*	287	284	269	269	213	188	179
Dual Degree**							3
Credential	n/a	n/a	n/a	n/a	8	11	20
Other Non-Degree Seeking	n/a	n/a	n/a	n/a	56	61	63
<b>TOTAL</b>	<b>287</b>	<b>284</b>	<b>269</b>	<b>269</b>	<b>277</b>	<b>260</b>	<b>265</b>
<b>GRAND TOTAL Headcount</b>	<b>3069</b>	<b>3251</b>	<b>3285</b>	<b>3201</b>	<b>3254</b>	<b>3223</b>	<b>3142</b>
International Exchange (non-revenue)	0	9	23	9	24	23	23
NPTS Cross Registered	4	4	5	5	5	3	6

\*Prior to 2010 all seminary enrollment data does not distinguish between degree-seeking, credential, and other non-degree seeking students.

\*\*Beginning in 2012 seminary students enrollment for dual degrees are identified separately from those seeking a single degree.