

**A STRATEGIC PLAN
FOR
ASBURY COLLEGE
2007-2012**



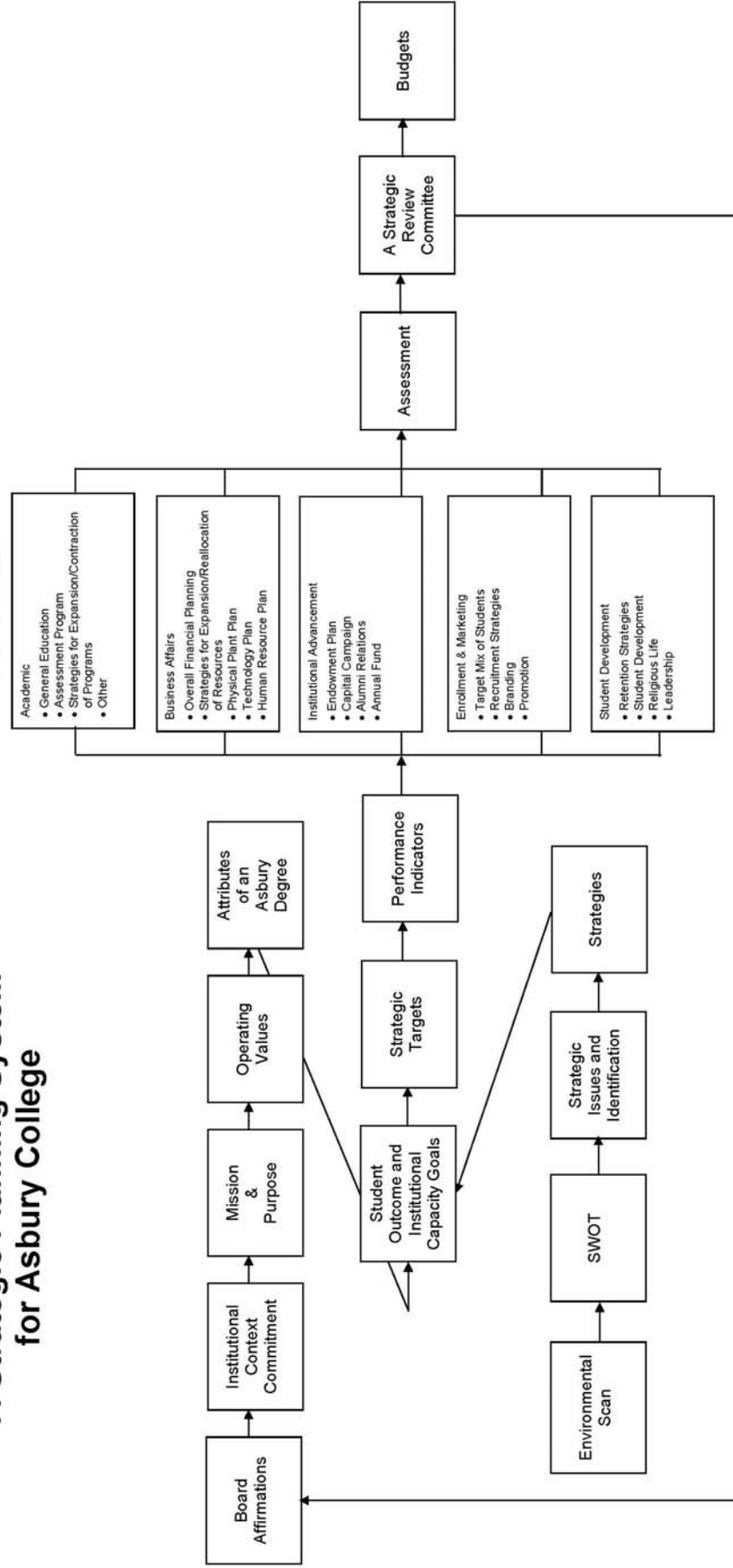
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A Strategic Plan for Asbury College 2007-2012

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A Strategic Planning System for Asbury College



An Environmental Scan for Asbury College

August 2006

Politics

- Legislation aimed at increasing accountability in higher education continues to play well at the state and federal levels. (3)
- Proving that you have prepared a student for the world of work, no matter how loudly the liberal education is touted as laudable, is now a requirement of college graduation. (3)
- Congress and the President are still working on the Higher Education Reauthorization Act, and things continue to be uncertain, and funding is not keeping up with cost for higher education. (3)

Economics

- Roughly 70 percent of American families have \$5,000 or less saved for each child's education. (2)
- The average federal Pell grant covers just 9 percent of private education costs in 1998. (2)
- One-parent families comprise 27 percent of family households with children. (2)
- Only 8 percent of 71 million households have incomes over \$100,000. 10 percent have kids in college. (2)
- Private Institutions are increasingly studying the price sensitivity related to tuition discounting. (10)
- The global economy is more integrated than ever which means changes in one place will ripple quickly across the globe. (3)
- The U.S. dollar continues to decline in world markets. (3)
- Rising U.S. interest rates along with a drop in housing starts and sales signal a short-lived recovery. (3)
- We are currently experiencing historic increases in the price of oil. (3)
- The cost of doing business in U.S. higher education institutions will continue to increase faster than the rest of the economy. (3)
- As a result of Sarbanes-Oxley, higher education is strengthening its internal control due to changes in accounting standards. (5)
- Mean household income in Jessamine County is projected to increase to \$85,298 by 2010 compared to \$69,967 in 2000. (6)
- Considering the mean household income in Ohio, Kentucky and Indiana together, the average projected income in 2010 is \$103,475 compared to \$77,109 in 2000. (6)

2. An Environmental Scan

- The cities with the greatest projected job growth are Las Vegas, Orlando, West Palm Beach. (8)
- Five of the top ten trends of concern to the Society for Human Resource Management include rising health care costs, the use of technology, the development of e-learning, exporting of U.S. manufacturing jobs, and the changing definition of family. (8)
- The occupation categories projected to have the greatest growth include business and financial operations, professional and related occupations, computer and mathematical occupations, community and social services occupations, health care support and protective services, and education training and library occupations. (8)
- For human professionals, the changing definition of the family such as children living with grandparents, same gender couples, unmarried co-habitation, will have an important influence on the work place in large part due to its impact on benefits. The debate around same sex marriage has focused attention on access to domestic benefits for same sex partners. (8)
- The percent of companies providing partner benefits for same sex partners has increased from 16 percent in 2001 to 27 percent in 2004. (8)
- Access to tax-exempt financing may be challenged for Christian organizations. (9)
- Credit will be tightened as rates increase due to inflation. (10)
- Globalization of business will continue to dampen wages in the United States. (10)
- Brain-power will replace manufacturing as a driver in the U.S. economy. (10)
- Of the 120 chemical plants being built in the world costing over \$1 billion, one is in the U.S. and 50 are in China. (12)
- Transnational companies can hire 9 factory workers in Mexico for the cost of one in the U.S. and 8 engineers in India for the cost of one in the U.S. (12)
- Since 2000 China has created 500 new universities. The number of graduate students has increased from 400,000 in 2001 to 8 million today. Still they are only educating 15% of the college-age population. (13)

Technology

- Spending on information technology in higher education is likely to decline again this year, but spending is still over \$5 billion. Private institutions report averaging \$553 in technological spending per student per year. (3)
- 64 percent of institutions say they offer distance education. (3)
- Unlike other technology spending, wireless access is on the rise across the country. (3)
- 79 percent of colleges surveyed recently reported having wireless networks, up from only 45 percent in 2002. (3)
- The Southern State in India which is the center of its information technology industry, plans to build a high-speed broad-band network that provides access to all of its citizens within two years. (3)

2. An Environmental Scan

- U.S. school children are now tutored by Indian nationals through internet. (10)
- Outsourcing is no longer limited to manufacturing and help centers. High value-added services like education, tax preparation, medical diagnostics and legal services are all going to India. (10)
- India will so have more English speakers than the rest of the world combined. (3)
- For-profit higher education entities are realizing that India is a place for both a market and a supplier of its products and services. (3)
- Students are showing up on campuses with more electronic devices, and they are expecting technical support for all of them. (3)
- Face Book and other social networking sites are raising questions for college administrators. (4)
- The use of new technologies in education such as Podcast and other delivery tools are stretching the creative energies of faculty and staff. (4)
- The use of information and communication technology has been credited as one of the most important drivers for higher productivity rates. (8)
- Increasingly, people will expect access to everyone anywhere anytime. (10)
- Ethics in health care will continue to be challenged as new frontiers are opened. (8)
- Health care will take an increasing share of the GNP. (8)

Education

K-12

- Less than one-third of U.S. fourth-grade and eighth-grade students are proficient in math, and U.S. twelfth graders perform below international averages in math and science. (12)
- In 1998 only 60 percent of high school graduates just met or did not meet minimum curricular standards (3 years of English, 2 years of Social Studies, 2 years of Math and Science). (2)
- Only one of three African-Americans and Hispanic high school students are in college preparatory programs. (2)
- High school graduates will peak in 2009 at 3.2 million. (2)
- The nation now employs 2.9 million teachers but in the next decade will hire 2 million due to retirements, enrollment growth, and turnover.

Higher Education

- 64 percent of high school graduates attend college. (3)
- Only 55 percent of American students who start college complete within 6 years. (3)
- The for-profits focus more on assessment. They actually measure what students have learned and make changes in the courses based on the evaluation feedback. (5)

2. An Environmental Scan

- Most colleges and universities still don't see for-profit higher education as a significant competitor, but that will change. (5)
- There will be less foreign interest in U.S. education as other nations begin to compete on quality. (10)
- Greater emphasis will be placed on measurable outcomes by accrediting associations. (10)
- University students in South Korea, France, China, Singapore, and India are studying science and engineering at a rate two or three times greater than U.S. students. (12)

Adult Education

- Between early 2000 and early 2001, 46 percent of adults in the United States participated in some type of adult education. By contrast, only 22 percent did in 1965. (3)
- Work-related courses were the type of educational activity in which adults participated most frequently, 30 percent of all adults. (3)
- The desire for continuing education, including degree programs, is likely to keep growing over the next decade and beyond. Both work-related and personal interest courses will be in demand. (3)
- For-profit higher education will benefit from the interest of adults in continuing education. (3)
- 63 percent of the corporations surveyed state that they are increasing their spending on learning and training initiatives. (8)

Christian Colleges

- In a 2005 study of CCCU institutions, 70 percent of the students demonstrated financial need. The average student need was just over \$17,000. (1)
- The discount rate in CCCU schools has risen over the last 8 years to the low- to mid- 30 percent, still slightly below the national average for small private schools. (1)
- On average 76 percent of CCCU students borrow student loans and have an average debt upon graduation of \$20,000. (1)
- The average tuition at CCCU institutions is 79 percent of the average tuition at all four-year private institutions. (1)
- The average cost for recruiting a student to a CCCU school in 2004 was \$2,143, up 5.4 percent over the previous year. (1)
- Growth trends in CCCU schools include economic distance learning, part-time faculty, career-oriented programs, and output measures. (7)

Demographics

- The census bureau estimates by 2014 people of color will comprise 50 percent of ages 1-18. (2)

2. An Environmental Scan

- By 2010 California, Florida, New York and Texas will contain 1/3 of the nation's youth. (2)
- 20 percent of the enrollment in U.S. colleges are immigrants. (2)
- In the next few years students of color will make up 80 percent of the increase in the 18-year-old population. (2)
- Whites will drop from 70 percent of college population to 62 percent of college population in the next 10 years. (2)
- The rate of growth in the 18-24 year-old college population will vary widely across the states over the next 10 years. Seven rust belt states are most likely to experience very low growth in population. (3)
- Foreign enrollments in U.S. campuses have now dropped to their lowest level since 1971. (3)
- The Hispanic population going to college during the next 10 years will grow exponentially. (5)
- Only 21 percent of the population of Jessamine County in 2000 did not finish high school, compared to 31 percent in 1990. The percent that has a bachelor's degree in 2000 was 21.5 percent compared to 19.1 percent in 1990. (6)
- The population of Ohio, Kentucky and Indiana together consisted of 17.6 percent not finishing high school in the year 2000 compared to 25.6 percent in 1990. The percent with bachelor's degrees in 2000 was 24.8 percent compared to 19.5 percent. (6)
- The expected growth rate in Jessamine County to 2015 is 1.63 percent, twice the rate of the state or economic area that includes Ohio, Kentucky and Indiana. (6)

Student Interest

- Students today are attracted to large campuses. Small colleges will need to demonstrate special features and/or customized learning. (2)
- More than 7 of 10 students now prefer an urban or suburban area for their campus for an "always open, always on" lifestyle. Campuses keep areas open all night. (2)
- Students want dorm rooms like their single well-furnished rooms at home so they can go into their cocoons with full electronic stimulation. (2)
- Students want highly personalized treatment, even in the admissions process. (2)
- Small private college students want the ability to personalize their education (double-major, independent study, research with a professor, interdisciplinary course, study abroad, internships, design a major). (2)
- George Dehne believes colleges should enrich each major field of study in some distinct way. (2)
- George Dehne states colleges need to enhance their visibility. Schools need to create "buzz" about their campus but it cannot be done through paid advertising. (2)

2. An Environmental Scan

- 40 percent of college students say they enrolled in a college they knew before their sophomore year in high school. (2)
- 80 percent of currently enrolled students first learned of their colleges through word of mouth. Only 20 percent through admissions office work. (2)
- George Dehne recommends that colleges specialize in one-to-one marketing, customizing information, not just personalizing it. Gather personal data on each prospect in order to customize. (2)
- Students today have higher expectations for the quality of the facilities, the care of the grounds, and the customer service orientation of the campus. (5)
- In a recent study of 150,000 students, the students stated they wanted a better customer-oriented culture which puts pressure on institutions to ensure that their hourly service employees interact positively with students, faculty and staff. (5)
- With students so brand conscious already, an institution must strengthen its own brand in the marketplace. That means understanding the student customer better and borrowing some traditional business strategies from the for-profit world, such as brand positioning and sophisticated marketing practices. (5)
- Colleges should create “situational value” because parents/students will pay more for something different. (2)
- The notion of a competitive advantage is not new for higher education, but it is more intense now as institutions compete for the best students in the context of finite resources. (5)
- There has been an increase in the number of students with “helicopter parents” who have no qualms about calling professors and participating in campus activities requiring a hands-on approach. Helicopter parents are causing institutions to rethink how they recruit and work with students and how they handle parents at student events. (5)

Environment

- The Kyoto Accord went into effect on February 16, 2005. With or without the U.S., the world is pushing for reduced pollution across borders. (3)
- There is speculation that other countries will start to impose tariffs on U.S. goods that aren't made in sustainable ways. (3)
- A recent poll of student interest in facilities in 2005 showed that the facilities that were most significant in selecting a college were 74 percent facilities in the major, 54 percent library, 51 percent sophisticated technology, 50 percent classrooms, 42 percent residence halls, 36 percent exercise facilities, 35 percent bookstores, 29 percent dining halls. (4)
- Safety on campus is a priority for students and faculty. (5)
- Jason Wills, an expert in student housing, states “When we survey students, we find that a limited number have ever slept in a twin bed and many have had a private bathroom their entire lives, and they have never had to share personal space.” (5)

2. An Environmental Scan

- An increasing percent of population will become concerned about global warming, impacting decisions regarding transportation. (5)

Religion

- Southerners are more likely than the rest of the country to be serious about the Christian faith. (11)
- 42 percent of all born-again adults live in the south. (11)
- 57 percent of all southerners are born-again. (11)
- 7 percent of adults are evangelical. (11)
- American Christians are biblically illiterate. The younger a person is, the less they understand about the Christian faith. (11)
- Churches have de-emphasized Bible teaching. (11)
- Young adult generations, baby busters and Mosaics, are leaders in the pursuit of new models of faith and expression. Within the next five years they will boldly introduce a blizzard of unique expressions of faith that will cause heightened tensions with the older generations of believers. (11)
- The percent of adults who say they are Christian is dropping about one percent per year. (11)

Reference Sources

- (1) Council for Christian Colleges and Universities
- (2) George C. Dehne, "Another Look at the Future of Private Colleges"
- (3) Society for College and University Planning, "Trends in Higher Education"
- (4) *The Chronicle of Higher Education*
- (5) *Business Officer* July/August 2006
- (6) Center for Business and Economic Research, University of Kentucky
- (7) Robert C. Andringa, "Shifts, Trends and Issues in Higher Education"
- (8) Society for Human Resource Management, *Workplace Forecast*
- (9) Thomas Friedman, *The World is Flat*
- (10) Source Unidentified
- (11) The Barna Group
- (12) College Board, *Teachers and the Uncertain American Future*, July 2006
- (13) General Wesley Clark, *Futures Forum 2006*, p. 10.

SWOT ANALYSIS

September 2006

Strengths

- Christ is the foundation
- Student commitment to Christ
- Community
- Intentional spiritual development
- Faculty/Staff—sense of calling
- Only Independent/Holiness Christian liberal arts college
- Endowment (although modest it is above average for CCCU)
- The college balances well Academic Excellence vs. Spiritual Vitality
- Scholarship—Faculty
- Media Communications program
- Pre-med program
- Education program
- Leadership program
- Ministry teams
- Asbury Initiative (funded travel overseas)
- Lilly grant
- Alumni connections
- Overseas travel opportunities for students

Weaknesses

- Lack of strategic direction
- Ingrown
- Location
- Size
- Using the name “College” vs. University
- Marketing—especially central Kentucky
- Financial inflexibility
- Lack of diversity
- Lack of breadth in major donor list
- Frequent changes in presidency
- Deferred maintenance
- Lack of capital funding
- Lack of brand identity
- Lack of market research
- Lack of openness to change

Opportunities

- Integration of Lilly projects in marketing
- Academic quality marketing potential impact
- Possibility for new market sensitive academic programs
- Degree completion program expansion
- Ichthus partnership
 - Music program development
 - Christian Ministries program development
- Cooperation with Asbury Theological Seminary
- Impact of Athletics expansion
- Certifications/Associate Degree program development
- On-line education potential
- Local program possibilities such as Asbury Academy
- Technology may assist the college in its efficiency and effectiveness
- The PR value of being rated 3rd in the South by *U.S. News & World Report*

Threats

- Competition may have a competitive advantage
 - Broader donor base
 - Less deferred maintenance in Plant
 - Better use of technology and more investment
 - More comprehensive in academic program offerings
- Loss of theological identification by society (theology becoming less important to church going people)
- Christian faith perceived to lack relevance to culture
- Government/regulation
- Price/perceived value ratio
- Societal acceptance of declining moral/value positions
- Evangelicals increasingly inclined to send children to state universities

4. Strategic Issues

FIRST DRAFT

STRATEGIC ISSUES

1. **Price/Value**

A growing number of perspective students believe the value of an Asbury degree is not worth the price.

2. **Identity Understanding**

There is a lack of understanding of the market forces impacting the College and how they relate to what we are as a College and what would be appropriate branding for the College.

3. **Marketing**

The College lacks a well conceived and accepted integrated marketing plan involving product, price, place, and promotion.

4. **Enrollment**

The current enrollment is not sufficiently large enough to sustain the institution at its current level of quality.

5. **Income**

The College is too dependent on a single source of income—undergraduate tuition.

6. **Physical Plant**

The quality of the physical plant impacts negatively the enrollment.

7. **Major Donors**

There is a serious lack of depth/breadth of major donors to the institution.

8. **President**

The match between the presidential candidate skill set and institutional needs is strategically important.

9. **Board**

The College of the future will need a representative board of trustees, balanced in skills, resources, diversity, and understanding of governance.

10. **Theology**

The College needs to articulate its theology effectively for the market (spiritual branding).

11. **Student Sources**

Relations need to be strengthened with those organizations that are a source for new students.

4. Strategic Issues

12. Efficiencies

The College culture needs to include continuous improvement in operational efficiencies—academic and non-academic.

13. Adult Market

Most institutions are ahead of the College in serving the adult population.

14. Use of Technology

Lack of experience in using technology in delivering education, administrative services, and student services limits our innovativeness.

15. Financial Flexibility

The lack of financial flexibility limits administrative ability to respond to changing conditions.

16. Communication

Lack of internal communication and campus buy-in for institutional priorities has created a climate of distrust for a number of years.

17. Academic Programs

Academic program development needs to be market sensitive.

18. Remedial Services

Given demographic trends, formal academic remedial services will become more important as the institution grows.

19. Diversity

To effectively educate students for service in the modern world, the College must become more ethnically diverse with faculty, administration, and students.

20. Funding Technology

To remain competitive, the College must keep current with technology.

21. Planning

Institutional planning lacks integration and research results need to more directly impact continuous improvement.

22. Estate Planning Services

There is a serious lack of estate planning services for alumni and friends.

23. Academic Grants

There is a lack of assistance for faculty to seek grants and engage in research.

FIRST DRAFT

STRATEGIES FOR INSTITUTIONAL IMPROVEMENT

1. Improve the Price/Value Ratio

- Develop a brochure giving examples of successful alumni for several majors and salary levels of people in those careers.
- Document in a hand-out the true cost difference with state universities and show how the cost of education can be funded.
- Develop an educational services corporation jointly with Asbury Theological Seminary.
- Seek ways of collaborating with state institutions to reduce costs for students.
- Develop a brochure for undecided prospective students on how we will assist them in the processes of choosing a major.

2. Clarify Understanding of Institutional Identity

- Conduct discussion groups around the environmental scan.
- Develop a statement of brand based on market research and engage groups of faculty, staff and trustees in critiquing it.

3. Develop an Integrated Marketing Plan

- Develop a written plan around the four Ps for improving the market position of the College.
- Hire STAMATS to interpret the market research and provide a template for designing a marketing plan.
- Develop a program in public relations to position faculty scholars so they are sought after by media and to get media coverage for students who contribute in outstanding ways.
- Seek co-branding opportunities where appropriate.

4. Focus the Campus on Enrollment

- Reallocate resources to fund those items (4 Ps) that impact enrollment.
- Develop the potential for an Orlando campus.
- Set optimum enrollment target based on curriculum and available space.
- Instill within the College that enrollment is everyone's business.

5. Expand the Sources of Income

- Expand the Achieve program and add market sensitive undergraduate and graduate programs.
- Develop the potential for Orlando enrollment.
- Develop an independent living retirement community.
- Develop other entrepreneurial business ventures to support the College.

5. Strategies for Institutional Improvement

6. Upgrade the Physical Plant

- Consider debt financing to renovate the old library as a student center, move the bookstore to the seminary, move the mail room to the old library, and demolish the building now housing the bookstore and mail room.
- Use funds from downsizing to make visible improvements in the plant, such as painting, minor repairs, carpet, through fully funding depreciation to establish a capital budget.
- Replace duplexes with a modern apartment complex, funded in partnership with a developer.
- Hire a landscape planner for campus beautification.

7. Expand the Number of Major Donors

- Create several advisory boards to begin cultivating potential donors.
- Engage the Trustees in a structured cultivation process with potential donors.
- Position the president for leadership in Lexington.

8. President Professional Development

- Encourage members of the search committee to focus on the needs of the College, not some ideal blend of esoteric attributes.
- Encourage the Trustees to provide executive coaching for the new president.
- Encourage the new president to seek training through memberships, institutes, etc.

9. Encourage Board Development

- Working through the governance committee of the Board of Trustees, set new expectations for trusteeship. Create a matrix of skills/characteristics needed.
- Seek nominations for trusteeship from the President/V.P. for Development from among the major donors.
- Use advisory boards as “farm teams” to identify potential trustees.
- Work with the alumni board to engage alumni who may one day be trustees.

10. Clarify our Theological Position

- Create a template as a guide to communicate theology to various age levels, working with the Bible department on the first draft.
- Work through the board of trustees for a definition of sanctification that speaks to the broad Wesleyan constituency.

11. Build Linkages to Student Sources

- Identify the sources, build formal linkages through service on advisory boards, invest in the programs of the various sources (Ichthus, Good News, United Methodist Church, camp meetings, Salvation Army, etc.)

5. Strategies for Institutional Improvement

- Develop “thank you” systems annually, giving positive feedback to participating organizations.

12. Increase Efficiencies in Support Services

- Develop recognition for staff members who contribute to improved efficiencies.
- Establish quarterly lunches for staff to present recognition for improved effectiveness in front of colleagues, and recognize faculty contributions at the Provost luncheons.
- Develop a continuous improvement program.
- Promote the suggestion plan program.
- Develop the concept of an Educational Services Corporation jointly owned with Asbury Theological Seminary.

13. Enhance our Services to the Adult Market

- Set up an adult degree completion standing committee made up of representatives from library, registration, information technology, finance, public relations, and student services as an operational group to coordinate services and provide high quality service to this market.
- Add a student recruiter for Achieve beginning in December.
- Find a more suitable office facility for the program.
- Aggressively market and expand the number of Achieve groups.

14. Optimize the Use of Technology

- Create a technology task force to identify technology applications and recommend priority implementation. Engage appropriate offices to partner with the Information Technology staff for implementation.
- Seek outside consulting services for innovations using technology.
- Keep refining new website, get departments to take ownership of their pages.
- Develop on-line registration and expand on-line courses.

15. Rebalance Resource Allocation

- Conduct the right-sizing plan and make sure the financial flexibility is used for funding depreciation.
- Use capital budgeting for necessary improvements that impact recruitment and retention.
- Engage the Cabinet in capital budget decisions.
- Begin creating flexible reserves with year-end profits to give the president ability to respond to the market.

16. Improve Internal Communication

- Create a “town meeting” gathering two or three times per year for faculty and staff with the President’s Cabinet to facilitate direct communication on any subject of interest to faculty and staff.
- Ask for feedback from faculty and staff on the strategic plan.

5. Strategies for Institutional Improvement

17. Enhance Academic Programs Efficiencies

- Require a market survey for any new academic program proposal documenting student demand for the program.
- Develop an exciting distinctive in every major.
- Require a written promotion plan for all new academic programs developed, showing how new students will be recruited.
- Right size the number of required credits in each major.
- Reduce the number of low-enrolled courses.

18. Improve Remedial Services

- Seek outside funding to establish a learning center to work with probationary students to strengthen their prospects for success. The center would include study habits, tutoring, reading, writing, math, and technology.
- Create a mentoring program in which upperclassmen will be matched with incoming freshmen.

19. Increase Diversity

- Notify the campus community that the final pool of candidates for any position must be racially diverse.
- Ask the trustee governance committee to seek out leaders for trusteeship who are racially diverse.
- Build linkages with African-American churches in Lexington.

20. Appropriately Fund Technology

- Develop a capital budget that keeps up with computer and instructional technology by right sizing the institution and fully funding depreciation.

21. Refine Strategic Planning

- Refine the institutional process for systemic, on-going, integrated, research-based planning including outcomes assessment and a focus on continuous improvement.

22. Strengthen Estate Planning Services

- Consider the development of a foundation as a vehicle for providing estate planning services for alumni and friends.
- Develop a marketing program to keep the need for endowment in front of alumni.

23. Encourage Grantsmanship

- Seek grants to fund faculty research to enhance the academic programs.
- Appoint a director of faculty development.

AFFIRMATIONS FROM THE BOARD OF TRUSTEES

WHO WE ARE — Asbury College is a distinguished liberal arts institution solidly anchored to its founding purpose, historic mission and theological tenets. Yet, the 1890 vision for the college is a prism that produces multifaceted opportunities for a future as full of possibilities as the past.

WHAT WE ARE ABOUT — Asbury College is recognized as a quality Christian College in the liberal arts and professions that prepares men and women to engage contemporary society with a Christian world view in the Wesleyan Holiness tradition as servant leaders. Asbury seeks to enable students to acquire skills and attitudes that promote the holistic integration of faith, learning and living in a Christ-centered transformative community based on Biblical principles.

INTEGRATION OF FAITH AND LEARNING — An Asbury education integrates academic excellence and spiritual vitality. The college seeks to equip students to be tomorrow's leaders through strong relevant academic programs grounded in the best of Western thought with academic and professional excellence. Asbury's goal is to empower students to influence our global society, nations and communities, in their professions, families and the church through their keen minds, servant lives and grounded faith.

The Board affirms Asbury's original vision for academic excellence and its commitment to scriptural holiness. To that end, the Board affirms the role of dedicated and outstanding faculty members who both teach and model excellence and holy living. The Board recommends encouraging and supporting faculty development programs and rewarding excellence in teaching, research and service. The Board affirms the tradition of appointing college personnel—trustees, president, officers, faculty, and staff—who embrace, strengthen and winsomely communicate the institution's vision and mission.

The Board affirms the priority of strengthening residential, traditional liberal arts education while embracing, as appropriate and feasible, graduate, non-traditional and alternative-delivery programs that will broaden the college's mission and constituencies, as well as incorporate cutting-edge technologies and prepare students to compete in a world that increasingly is technology driven.

The Board affirms a campus environment for students that teaches personal discipline and helps them to internalize Biblical values and live with holiness and integrity. The Board affirms the balance of accountability and compassionate care that is necessary for authentic community life and productive futures for its students. Further, the Board affirms a welcoming campus environment for a student body and faculty that reflects America's ethnic diversity.

6. Affirmations from the Board of Trustees

The Board affirms the centrality of mandatory Chapel services that promote scriptural holiness, discipleship and spiritual vitality through messages and modeling from a variety of speakers and denominational traditions while upholding the tradition of music and worship and life-changing spiritual revival in Hughes Auditorium. The Board affirms the contemporary presentation of unchanging Biblical principles through which the divine purposes of God can be fulfilled in the lives of today's students.

The Board affirms its responsibility to appropriately and meaningfully involve the primary constituencies in processes that will enhance, guide, and underwrite the mission of the College. The Board affirms its commitment to fiscal responsibility and financial stability as good stewards of resources entrusted to the college through gifts and tuition. The Board affirms its responsibility for fundraising which will provide for program excellence, endowment, new construction and renovation of the campus.

Institutional Context Commitment

- I. **College** – Chartered as a nonprofit, charitable, tax exempt, 501(c)3 educational corporation, we have chosen post-secondary education, predominantly at the undergraduate level, for serving the purposes of Christ in each generation.
- II. **Liberal Arts** – We believe that post-secondary education in the classic disciplines of Western thought including the Natural Sciences, Social Sciences, Humanities, Theology and the Arts is important in preparing men and women for a lifetime of learning, leadership, and service. In addition, we are dedicated to equipping individuals with the professional skills and experiences necessary to make a meaningful contribution to and have an effective witness in the world of work.
- III. **Private and Independent** – We seek to be contributing participants in the overall work of higher education with particular emphasis on the private, Christian arenas regionally, nationally, and internationally. We choose not to rely upon governmental support (other than student financial aid) or individual denominational influence and/or control in achieving our mission.
- IV. **Accredited** – We voluntarily submit to peer and other evaluation processes in order to enhance academic excellence and obtain the necessary certifications in the relevant higher education and professional communities, ensuring maximum opportunities of professional service and Christian witness for the college, its faculty, students, and alumni.
- V. **Holistic and Residential** – As a Christian community of learning and living, we emphasize the development of the whole person physically, mentally, socially, morally, and spiritually. We promote a *principle-centered* approach to life and learning, encouraging the development of wholesome lifestyles that will last a lifetime. We believe that residential education is a central component in meeting the developmental needs of the traditional college age population.
- VI. **Christian** – We desire to be a vital, contributing partner to the historic, Protestant, evangelical, Christian tradition placing emphasis on God’s plan for a reconciled relationship with humanity through His Son, Jesus Christ. The love of God for all races and cultures and His willingness to make salvation freely available to any and all who will repent of sin and receive Christ by faith, motivates us to embrace a Biblically-centered, multi-cultural environment. Our *Great Commandment* passion of perfect love for God and humanity fuels a *Great Commission* commitment to serve and help change a needy world.
- VII. **Wesleyan Theological Heritage** – Five Biblical concepts, promoted by John Wesley and his followers, guide our mission.
 - The Nature of Truth: We believe that *all Truth is God’s Truth*, liberating us to pursue knowledge in any and every legitimate discipline of learning.
 - The Authority of Scripture: In pursuing Truth, we are anchored to the *authority of the Bible* employing reason, experience, and tradition to develop a Christian world view that unites academic excellence and spiritual vitality.

7. Institutional Context Commitment

- The Nature of Humanity: We believe that men and women are distinct beings created by God, endowed with a *free will*, and dependent upon God's undeserved mercy to exercise the freedom to choose and change responsibly.
- The Importance of Purity: We believe that the Christian's deepest need is for a *purity of heart and a freedom from the power of sin*, which we describe as entire sanctification, in order to live pleasing to God. Sanctification is a definite cleansing experience by the Holy Spirit subsequent to conversion, and a life-long process of cleansing by the Holy Spirit gradually conforming the believer into the image of Christ. It is a process encompassing both purity and maturity
- The Call to Service: We believe that the primary motivation for seeking Truth is to live lives of meaningful, *sacrificial service* contributing to God's redemptive purposes for creation and society.

Mission Statement

The mission of Asbury college, as a Christian Liberal Arts college in the Wesleyan-Holiness tradition, is to equip men and women, through a commitment to academic excellence and spiritual vitality, for a lifetime of learning, leadership and service to the professions, society, the family and the Church, thereby preparing them to engage their cultures and advance the cause of Christ around the world.

Value Proposition: Academic Excellence and Spiritual Vitality

Asbury College Statement of Purpose

Asbury College is an independent liberal arts college, providing undergraduate and graduate educational programs guided by the classical tradition of orthodox Christian thought. Central to this endeavor is a clear affirmation of the scriptures of the Old and New Testaments as God's infallible and authoritative word, and particularly its teaching that the world was created by God and that persons are created in the image of God. On this foundation, we seek to provide an excellent integrated educational and spiritual experience that appreciates truth in all areas of life and develops whole persons for achievement and service. Whether preparing students for further advanced degree study or for professional employment, the educational programs of the College reflect a liberal arts character.

The College believes in the value of broad exposure to the Western cultural heritage, the "great tradition" as both a classical body of knowledge and a dynamic conversation on the great ideas and values that have shaped this civilization. In robust interaction with Christian faith and practice, this educational approach develops students' natural God-given potentials as rational, moral, spiritual, social, and physical beings. The College seeks to expand students' horizons outward to understand the history and value of other peoples and cultures, and prepares them for involvement in a complex and changing global reality.

College life is shaped by the Wesleyan understanding of sin, grace, and the goal of full salvation for Christ-like living. Asbury College embraces the equality, dignity, and worth of all persons and endeavors to be a campus community that reflects both the unity and diversity of the body of Christ. Asbury College develops in students a commitment to Jesus Christ as personal Savior and to holiness of heart and life. The College sends them forth to engage the cultures in which they are called to live out their allegiance to the Kingdom of God and to participate in the redemption and transformation of the world.

Operational Values

The operational values identified below describe how we wish to operate on a day-to-day basis at all levels within the college. They speak to how we want to behave with one another, how we will interface with students and how we will administer and govern the institution. These values serve as a guide for the way we interact and they will set parameters for how we will make decisions. This values statement states how this organization will conduct itself both internally and externally.

Integrity – In all of our work integrity will define our character and we will seek congruence between our words and behavior.

Trustworthiness – Trust is foundational to Asbury College requiring all in this community to be trustworthy.

Transparency – We will be open with each other, without hidden agendas, and where confidentiality is required due to our responsibilities, it will be honored.

Accountability – Everyone at Asbury College carries responsibility and we submit to being accountable to the community.

Respect – We will not always agree on every dimension of the college life, but we will treat those with whom we disagree with respect.

Attributes of an Asbury College Degree

Asbury College is intentional about outcomes. The college seeks to produce students who are academically equipped to meet the real challenges of faithful and responsible living that contributes to their world. Asbury College is committed to producing women and men who will realize their full potentials for leadership and service, who are confident in who they are, and who will negotiate their life's journey with insight, courage, and joy. The total learning experience is intended to produce students who appreciate the life of the mind and are capable of thinking critically. The college seeks to produce students who can read, speak and write effectively and who will be lifelong learners – 'empowered, informed and responsible.'

The college endeavors to promote the development of a clear sense of commitment to Christ, to nurture a reasoned, resilient, and formidable faith, and to give students the tools of understanding they require to respond fully to God's call upon their lives. Students are encouraged to examine their faith, to cultivate a personally owned faith, to enter into an experience of scriptural holiness, and to develop a capacity for responding to life's realities with intelligence, creativity, moral responsibility, and compassion – becoming students with servant hearts and a concern for others.

Asbury College Core Values

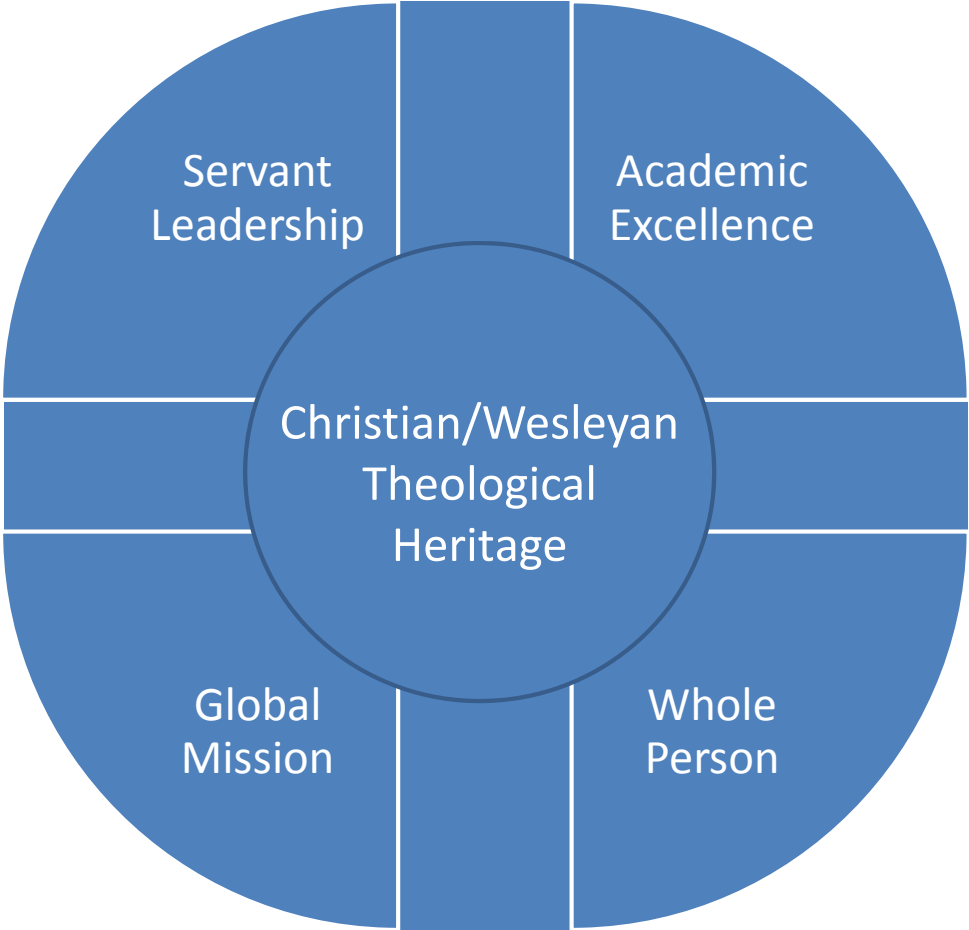
We recognize well that the values and beliefs we hold ultimately shape the strategic direction of the institution. Therefore, we have invested energy and attention across all constituent groups of the campus to carefully articulate those core values.

Asbury College is a Christian Higher Education institution in the Wesleyan-Holiness tradition. This core value, **Christian in the Wesleyan-Holiness tradition**, is pervasive, cutting through every aspect of the College. From this foundational core value, we identify **academic excellence, global mission, whole person** and **servant leadership** as the values and beliefs from which our mission emerges, and that define and shape our strategic vision.

Asbury College is a liberal arts institution solidly anchored to its founding purpose, historic mission and theological tenets. We seek to prepare students to engage contemporary society with a Christian world view in the Wesleyan Holiness tradition.

Asbury College seeks to equip students to be tomorrow's leaders through strong relevant academic programs grounded in the best of Western thought with academic and professional excellence. Our goal is to empower students to influence the global society, nations and communities, in their professions, families and the church through their keen minds, servant lives and grounded in faith.

Core Values



INSTITUTIONAL GOALS

To fulfill the mission of Asbury College, the following Institutional Goals provide the framework for accomplishing the charge of “academic excellence and spiritual vitality.” The Institutional Goals encompass the intended outcomes for students (Student Outcome Goals) and the capacity expectations (Institutional Capacity Goals) for all services supporting the college’s mission.

STUDENT OUTCOME GOALS

1. **ACADEMIC EXCELLENCE** – Students will demonstrate academic excellence through specified learning experiences.
2. **SPIRITUAL VITALITY** – Students will reflect spiritual vitality.
3. **LEADERSHIP AND SERVICE** – Students will demonstrate leadership skills through academic disciplines or experiential learning and will engage in service.
4. **HEALTH AND WELLNESS** – Students will reflect physical and emotional wellness.
5. **CROSS-CULTURAL UNDERSTANDING AND APPRECIATION** – Students will reflect cultural sensitivity and awareness.

INSTITUTIONAL CAPACITY GOALS

6. **VITAL CHRISTIAN ENVIRONMENT** -- Asbury College will be a pervasively Christian institution, built upon a Wesleyan Holiness commitment, which promotes the integration of faith, learning and living.
7. **HIGH-QUALITY PROGRAMS** – Asbury College will promote academic excellence and spiritual vitality by offering high quality programs.
8. **EXPANDING MISSIONAL INFLUENCE** – Asbury College will expand its missional influence in the world by enhancing our image within the marketplace, increasing enrollment across traditional and nontraditional constituencies, and cultivating an increasingly broad constituency
9. **MISSION-DRIVEN RESOURCING** – Asbury College will provide sufficient resources and financial flexibility to adequately support its academic and spiritual mission, purposes and programs.

INSTITUTIONAL GOALS

PART I: STUDENT OUTCOME GOALS

STUDENT GOAL 1 ACADEMIC EXCELLENCE

Students will demonstrate academic excellence through specified learning experiences.

STRATEGIC TARGET SG1.1: Enhance academic excellence in the liberal arts.

Performance Indicators:

1. Demonstrate a 90% pass rate on the general core assessment.
2. Create a desire for lifelong learning (50% of students further their education within five years of graduation).
3. Develop leadership skills (80% of student body participates in leadership activities).
4. Instill a commitment to civic responsibility (80% of students are involved in service and humanitarian endeavors).
5. Build a spiritual foundation (90% of students participate in the chapel experience).

STRATEGIC TARGET SG1.2: Enhance academic excellence in the disciplines.

Performance Indicators:

1. Demonstrate successful completion of a capstone experience by all students.
2. Demonstrate 90% pass rate on discipline-specific exams.

STRATEGIC TARGET SG1.3: Enhance academic excellence in the ACHIEVE program.

Performance Indicators:

1. Demonstrate 90% pass rate on an exit assessment.
2. Conduct a follow-up study of students one year out to determine impact on their job status. 80% will state that the program was beneficial in their work.

STRATEGIC TARGET SG 1.4: Enhance academic excellence in the Graduate Education Program.

Performance Indicators:

1. Demonstrate successful completion of a capstone experience by all students.
2. Conduct a follow-up study of candidates one year out to determine impact on their job status.
3. Demonstrate 90% pass rate on discipline-specific exams.

13. Strategic Targets and Performance Indicators

STRATEGIC TARGET SG 1.5: Enhance aesthetic interest and development.

Performance Indicators:

1. Demonstrate familiarity with or expertise in, at least one of the fine arts (90% of residential student body).
2. Experience the integration of worship and the fine arts (90% of residential student body).
3. Engage as a participant or patron of the arts within five years of graduation (90% of graduates).

STUDENT GOAL 2 SPIRITUAL VITALITY

Students will reflect spiritual vitality.

STRATEGIC TARGET SG2.1: Reflect student growth in spiritual vitality for traditional students.

Performance Indicators:

1. Assess growth in spiritual meaning and vitality using the Spiritual Transformation Inventory (STI).
2. Assess growth in spiritual commitment and community using the Spiritual Transformation Inventory (STI).
3. Assess growth in secure spiritual attachment (means healthy relationship with God not based on fear) using the Spiritual Transformation Inventory (STI).

STRATEGIC TARGET SG2.2: Participate in spiritual life and chapel activities for traditional students.

Performance Indicators:

1. Demonstrate chapel attendance by a rate higher than minimal requirements.
2. Demonstrate regular church attendance by a majority of traditional students.
3. Demonstrate involvement in spiritual life activities on campus by 90% of traditional students.

STUDENT GOAL 3 LEADERSHIP AND SERVICE

Students will demonstrate leadership skills through academic disciplines or experiential learning and will engage in service.

STRATEGIC TARGET SG3.1: Enhance leadership opportunities for students

Performance Indicators:

1. Demonstrate 100% of all traditional students show a leadership understanding.
2. Engage 90% of all traditional students in a co-curricular leadership program.
3. Demonstrate 90% of all ACHIEVE students have a leadership component.

13. Strategic Targets and Performance Indicators

4. Demonstrate 90% of all GRADUATE students have a leadership component.

STRATEGIC TARGET SG3.2: Enhance service opportunities for students.

Performance Indicators:

1. Engage 90% of all traditional students in service experiences by graduation.
2. Demonstrate 90% of all ACHIEVE students have a service experience within the community.
3. Demonstrate 100% of all GRADUATE students have a service experience within the community.

STUDENT GOAL 4 HEALTH AND WELLNESS

Students will reflect physical and emotional wellness.

STRATEGIC TARGET SG4.1: Demonstrate traditional students' knowledge of and engagement in physical fitness and wellness.

Performance Indicators:

1. Demonstrate that 60% of students developed a personalized exercise and wellness prescription.
2. Demonstrate that most traditional students attain moderate to high levels of fitness.

STRATEGIC TARGET SG4.2: Demonstrate traditional students' awareness of and participation in emotional and nutritional wellness.

Performance Indicators:

1. Engage 70% of students in knowledge of prevention and restorative services through the centers for counseling and student health.
2. Demonstrate 50% of students have engaged in educational workshops related to emotional and nutritional issues.

STUDENT GOAL 5 CROSS-CULTURAL UNDERSTANDING AND APPRECIATION

Students will reflect cultural sensitivity and awareness.

Strategic Target SG5.1: Demonstrate that students have been exposed to cultures other than their own.

Performance Indicators:

1. Involve traditional students in an international experience or an experience within the US where the culture is different than their own.
2. Expose students to chapel speakers from various ethnic backgrounds representing different cultures.
3. Demonstrate student awareness of implications of their own culture and of the Christian sub-culture.

PART II: INSTITUTIONAL CAPACITY GOALS (Supporting student goals)

CAPACITY GOAL 6 VITAL CHRISTIAN ENVIRONMENT

Asbury College will be a pervasively Christian institution, built upon a Wesleyan Holiness commitment, which promotes the integration of faith, learning and living.

STRATEGIC TARGET CG6.1: Affirm our Wesleyan Holiness theological position.

Performance Indicators:

1. Communicate our Wesleyan Holiness theological position in all forms of media.
2. Educate the community on the Wesleyan Holiness understanding.
3. Embrace a worldview that shows care for ALL people.
4. Demonstrate civility in interactions with others.

STRATEGIC TARGET CG6.2: Foster a campus-wide culture of servant leadership.

Performance Indicators:

1. Offer curricular programs that encourage servant leadership.
2. Offer co-curricular programs that encourage servant leadership.
3. Offer opportunities for community training and participation in servant leadership.

STRATEGIC TARGET CG6.3: Maintain the vitality of chapel.

Performance Indicators:

1. Develop and review four-year chapel curriculum that is consistent with institutional goals and student trends/needs.
2. Require traditional students to attend chapel.
3. Involve the broader campus and community in chapel experience.

STRATEGIC TARGET CG6.4: Provide programs for student spiritual transformation.

Performance Indicators:

1. Offer curricular programs that provide opportunity for life-changing experiences.
2. Offer co-curricular programs that provide opportunity for life-changing experiences.

STRATEGIC TARGET CG6.5: Employ personnel whose beliefs are consistent with the institutional mission.

Performance Indicators:

1. Operate with recruitment and selection practices that identify Christian commitment expectations.
2. Provide opportunities for spiritual growth for employees.

13. Strategic Targets and Performance Indicators

3. Provide opportunities for employees to gain an appreciation for and understanding of Asbury's theological commitment.

STRATEGIC TARGET CG6.6: Integrate faith into the holistic educational process within and outside of the classroom.

Performance Indicators:

1. Provide curriculum that integrates Christian values.
2. Use pedagogy that integrates Christian values.
3. Deliver services to students in a way that reflects Christian values.

STRATEGIC TARGET CG6.7: Provide opportunities for members of the campus community (including students, faculty and staff) to provide input on administrative policies.

Performance Indicators:

1. Provide a communication plan that identifies the processes and procedures for input.
2. Create a Campus Community Council which will meet at appropriate intervals to discuss administrative policies.

CAPACITY GOAL 7 HIGH-QUALITY PROGRAMS

Asbury College will promote academic excellence and spiritual vitality by offering high quality programs.

STRATEGIC TARGET CG7.1: Enable academic excellence across the curriculum.

Performance Indicators:

1. Aim for 75% of all faculty hold terminal degrees for traditional programs.
2. Aim for 50% of all faculty hold terminal degrees for nontraditional undergraduate program.
3. Aim for 80% of general core classes to be taught by faculty with terminal degrees.
4. Aim for 50% of undergraduate students to pursue graduate education within five years of graduation.

STRATEGIC TARGET CG7.2: Provide systems and facilities to promote academic excellence and spiritual vitality.

Performance Indicators:

1. Enhance quality programming through continuous review of all academic and non-academic programs.
2. Optimize use of technology.
3. Provide physical facilities adequate to support high quality programs.
4. Develop and implement a Quality Enhancement Plan (QEP).
5. Facilitate effective internal communication systems.

STRATEGIC TARGET CG7.3: Provide professional development activities for all personnel.

Performance Indicators:

13. Strategic Targets and Performance Indicators

1. Provide a professional development program for the Board of Trustees.
2. Provide a professional development program for the President.
3. Provide a professional development program for the Administration.
4. Provide a professional development program for the Faculty.
5. Provide a professional development program for the Staff.

STRATEGIC TARGET CG7.4: Provide support services to promote academic excellence.

Performance Indicators:

1. Enhance achievement through faculty advising of students.
2. Enhance achievement by offering academic assistance programs.
3. Enhance achievement through student development services.

STRATEGIC TARGET CG7.5: Provide opportunities to promote spiritual vitality.

Performance Indicators:

1. Promote spiritual vitality through student development services.
2. Promote spiritual vitality through student government.
3. Promote spiritual vitality through faculty and staff mentoring of students.
4. Promote spiritual vitality through chapel experiences.

STRATEGIC TARGET CG7.6: Provide opportunities to promote healthy social interaction among the campus community.

Performance Indicators:

1. Promote social interaction through campus events.
2. Promote social interaction through community involvement.
3. Promote social interaction through residence-life programs.
4. Promote social interaction through class-identity.
5. Promote social interaction through alumni programs.

STRATEGIC TARGET CG7.7: Provide opportunities to promote leadership and service.

Performance Indicators:

1. Promote curriculum for growth in student leadership skills and service.
2. Provide co-curriculum for growth in student leadership skills and service.

STRATEGIC TARGET CG7.8: Provide opportunities to promote health and wellness.

Performance Indicators:

1. Provide programs that proactively encourage student health and wellness.
2. Deliver services that respond to student health and wellness needs.
3. Provide a well-balanced program of intercollegiate athletic and intramural opportunity for male and female students.

13. Strategic Targets and Performance Indicators

CAPACITY GOAL 8 EXPANDING MISSIONAL INFLUENCE

Asbury College will expand its missional influence in the world by enhancing our image within the marketplace, increasing enrollment across traditional and nontraditional constituencies, and cultivating an increasingly broad constituency.

STRATEGIC TARGET CG8.1: Enhance our image within the marketplace

Performance Indicators:

1. Develop an integrated marketing plan that is both regional and national in scope which promotes the value of an Asbury College education.
2. Celebrate achievements of students, faculty, and staff.
3. Engage the media to “tell our stories”

STRATEGIC TARGET CG8.2: Increase enrollment across traditional and nontraditional constituencies

Performance Indicators:

1. Develop and implement a recruitment plan to establish critical mass.
2. Support the development of innovative and forward-thinking programs.
3. Expand the traditional academic programs.
4. Expand non-traditional academic programs.
5. Expand offerings at alternative sites.
6. Use financial aid more effectively in recruitment and retention.

STRATEGIC TARGET CG8.3: Cultivate an increasingly-broad constituency

Performance Indicators:

1. Connect students, faculty and staff to external constituencies
2. Develop and implement a recruitment plan for underrepresented minorities and international students.
3. Engage new partners in Asbury's mission

STRATEGIC TARGET CG8.4: Provide opportunities to develop students' awareness and competencies for service to the global community.

Performance Indicators:

1. Provide curricular programs for student engagement with global community.
2. Provide co-curricular programs for student engagement with global community.

STRATEGIC TARGET CG8.5: Create a culture that seeks and encourages new opportunities for the college.

Performance Indicators:

1. Create an environment that recognizes and acknowledges new and creative ideas.
2. Create an investment line item to support new opportunities.

13. Strategic Targets and Performance Indicators

CAPACITY GOAL 9 MISSION-DRIVEN RESOURCING

Asbury College will provide sufficient resources and financial flexibility to adequately support its academic and spiritual mission, purposes and programs.

STRATEGIC TARGET CG9.1: Enhance financial security through an expanded institutional advancement program.

Performance Indicators:

1. Strengthen Estate Planning services.
2. Expand the number of major donors.
3. Encourage Grantsmanship.
4. Expand the sources of income.
5. Increase the endowment.

STRATEGIC TARGET CG9.2: Allocate and manage available resources efficiently.

Performance Indicators:

1. Integrate planning and assessment system in the budgeting process.
2. Increase efficiencies in support services.
3. Enhance academic program efficiencies.
4. Rebalance resource allocation.
5. Increase the base budget funding for annual deferred maintenance.

STRATEGIC TARGET CG9.3: Provide physical plant facilities and equipment to support the institutional mission of academic excellence and spiritual vitality.

Performance Indicators:

1. Provide technology for all students, faculty, and staff that maintains a competitive position in the marketplace.
2. Provide access to library resources necessary for academic and non-academic programs.
3. Provide appropriate common space for healthy community interaction.
4. Provide facilities necessary to support the academic program.
5. Provide facilities necessary to support residential living.
6. Provide facilities to support the athletic and intramural programs.

STRATEGIC TARGET CG9.4: Provide human resources necessary to support the institutional mission.

Performance Indicators:

1. Provide human resources with the necessary knowledge, skill set, and character to support the mission of the institution.
2. Create a competitive compensation program to adequately attract and retain qualified employees.
3. Create programs to enhance the diversity among employees.