

· HOLINESS · UNTO · THE · LORD ·

In fulfillment of our mission of academic excellence and spiritual vitality, Asbury University is called to advance the cause of Christ around the world. God tells Israel through Isaiah to enlarge the place of your

tents, lengthen your cords and strengthen your stakes, holding nothing back. With this Word in our hearts, we present this five year plan to establish a strategy to become a ready people for the 21st century.



ASBURY UNIVERSITY

2012-17

STRATEGIC PLAN

With a vision of God, Asbury University will be a ready people for a waiting world.

With a vision of Who God is, Asbury University will be a ready people responding to a waiting world.

Over the past eighteen months, the Asbury University Board of Trustees, Administration, students, faculty and staff, have been purposeful in seeking God's direction for the university as we look to the future.

Asbury University Strategic Plan 2012-2017 presents the results of our collective work. It has been a privilege to work as a campus community in developing these strategic initiatives, designed to achieve our shared vision. During the process, we were regularly reminded of the positive impact Asburians have upon the world through their leadership and service.

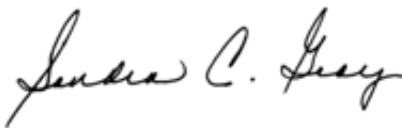
I am certain that every generation that has led and studied at Asbury University feels it is navigating unpredictable and complex times—and it is certainly true that we feel that way today. As we make our way deeper into the 21st century, we see a world that is at once bigger and smaller as events and cultures we hardly knew existed just a few years ago are now downloaded into our pockets instantly.

Ready access to ideas and thoughts that encompass this spectrum of human experience makes a Christian liberal arts education more relevant than ever, and our commitment to this reality is woven into the fabric of our strategic initiatives. Our stakeholders—the professions, society, the family and the Church—are now, as always, seeking the character, vision and competence that an Asbury education provides.

The process of thinking, praying and doing the hard work to discern what the next generation of learners needs to know, both in their minds and in their hearts, has been fruitful for Asbury and has resulted in this Strategic Plan 2012-2017. It has reinforced valuable truths: that without the Lord's hand in this work, we labor in vain. We will boldly step into the opportunities the Lord places before us and will confidently take on the challenges of our day where we are most suited to do so.

Your support and the initiatives in this strategic plan will help us to be faithful to our calling to educate a ready people for a waiting world.

Sandra C. Gray



President
Asbury University

ASBURY UNIVERSITY STRATEGIC PLAN 2012-17

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Strategic Visioning and Planning Document

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I. The Strategic Plan 2012-2017 Process

At Asbury University, the strategic planning process occurs in five-year increments with the development of this new strategic planning subsequent to the 2007-2012 plan. Beginning Fall 2009, the Strategic Planning Committee was charged with the process of an institution-wide internal audit creating a benchmark for the status change from college to university and setting the stage for the development of the next Strategic Plan 2012-2017. Multiple perspectives and stakeholders impacted the development of this plan culminating in its presentation to the Board of Trustees, March 2012.

A. Strategic Plan Timeline

Under the direction of the President and with the approval of the Board of Trustees, the following plan of action identifies the events and individuals contributing to the development of the Strategic Plan of 2012-2017.

October, 2009 – May 2012 – Strategic Planning Committee
 October, 2009 – February, 2010 – Asbury Institutional Audit
 March, 2010 – University Status; Board of Trustees Institutional Audit Report
 May, 2010 – Report of Asbury Institutional Audit to the Community
 September, 2010 – Envisioning Task Force, Meeting 1
 January, 2011 – Envisioning Task Force, Meeting 2
 February – May, 2011 – Leadership Council Review of Strategic Initiatives
 August, 2011 – Leadership Council Retreat (Initiatives and Goals)
 October, 2011 – Presentation of the Strategic Plan Draft to the Board of Trustees
 December 8, 2011 – Community Meeting with Faculty
 February 7, 2012 – Strategic Plan Student Input Meeting
 February 28, 2012 – Community Meeting with Faculty and Staff
 March, 2012 – Presentation of Strategic Plan Draft to Board of Trustees for Approval
 April, 2012 – Published Strategic Plan
 June, 2012 – Ending of Strategic Plan 2007-2012
 July, 2012 – Implementation of Strategic Plan 2012-2017

B. Strategic Planning Committee

Established as part of the Institutional Effectiveness process for Asbury University the Strategic Planning Committee, under the guidance of the President, was given responsibility of assisting with the strategic plan development. As members of the Strategic Planning Committee, the representatives met from October 2009 through March 2012 and participated in a total of 32 meetings. The Strategic Planning Committee consists of the following representative stakeholders:

<u>Role</u>	<u>Representative</u>
President	Dr. Sandra Gray
<u>Academic Representation</u>	
Academic Dean	Dr. Bonnie Banker
Dean of College of Arts and Sciences	Dr. Steve Clements
Dean of the School of Education & Chair of Strategic Planning Committee	Dr. Verna Lowe
Dean of the School of Communication Arts	Dr. Jim Owens

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Administrative Representation

Vice-President for Business Affairs
 Assistant Vice President for Operations
 Provost
 Vice-President for Institutional Advancement
 & General Counsel
 Vice-President for Enrollment Management

Dr. Charlie Fiskeaux
 Mr. Glenn Hamilton
 Dr. Jon Kulaga

Mr. Greg Swanson
 Dr. Mark Troyer

Institutional Support Representation

Assistant Vice President for
 Information Technology Services
 Registrar
 Director of Capital Projects and Construction
 Director of Kinlaw Library

Mr. Paul Dupree
 Mr. Bill Hall
 Mr. Randy Richardson
 Mr. Morgan Tracy

Institutional Effectiveness Representation

IESP Staff Assistant
 Institutional Effectiveness Committee

Mrs. Andrea Edin
 Dr. Gay Holcomb

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II. Asbury University Strategic Leadership

Following are the Board of Trustees for the 2011-2012 academic year:

A. Asbury University Board of Trustees

Board Members

Mr. Ronald Ball
Dr. Christopher T. Bounds
LTC Melvin R. Bowdan, Jr.
Rev. Dr. David L. Brazelton
Mr. C. E. Crouse, Board Chair
Mrs. Deborah Kay Burrus Hayden
Mr. Harold L. Heiner, Jr.
Mr. Gregory B. Isaacs, CPA
Rev. Dr. Morris E. Hintzman
Mr. Nathan R. Mowery
Dr. Sherry Wilson Powers '77
Dr. David L. Stevens, Board Vice Chair
Mr. Ronald W. Tarrant, Board Secretary
Mrs. Deborah A. Weidenhamer
Mr. Mark H. Whitworth
Dr. Robert F. Wiley, Jr.
Mr. Richard M. Wright

Ex-Officio

Dr. Sandra C. Gray, President of Asbury University
Dr. Douglas C. Walker, Vice-Chair of the Faculty (Spring 2011-13)
Mr. Larry W. Green '71, Alumni Board Representative to the Board (June 2009 — June 2013)

President's Cabinet

Dr. Jon S. Kulaga, Provost
Dr. Charlie D. Fiskeaux, Vice President for Business Affairs & Treasurer
Mr. Glenn R. Hamilton, Assistant Vice President for Operations
Mr. Paul Stephens, Interim Vice President for Student Development
R. Gregory Swanson, J.D., Vice President for Institutional Advancement & General Counsel
Dr. Mark J. Troyer, Vice President for Enrollment Management

Board Executive Committee

C. E. Crouse, Board Chair
David Stevens, Board Vice Chair and Chair of the Governance Committee
Ron Tarrant, Board Secretary and Chair, Business Affairs Committees
Sherry Powers, Chair, Academic Affairs Committee
Bob Wiley, Chair, Enrollment Management Committee
David Brazelton, Chair, Student Development Committee
Morris Hintzman, Chair, Institutional Advancement Committee

B. Resourcing Task Force (Charge)

At the Spring board meeting, on March 4, 2010, C. E. Crouse, board chair, announced the formation of a resourcing task force of board members, administrators and alumni to bring about a new resource pool, and of a strategic envisioning task force to assist Dr. Gray in the development of the next strategic plan. The following goals for the Resourcing Task Force were established:

1. Governance Committee: identify prospective board members with a higher level of giving capacity
2. Form a Lexington Advisory Board and other advisory committees
3. Construct a major donor cultivation plan {40-50 prospects}
4. Marketing program, launch with the grand opening of the Media Com. Building Develop a Center for Cultural Engagement
5. Create a Big Vision Statement
6. President to adjust job description
7. Add to Trustee Development topics donor cultivation plan
8. Evaluate staff structure

C. Envisioning Task Force (Charge)

The main focus of the Envisioning Task Force was to establish the Strategic Initiatives for the development of the upcoming Strategic Plan 2012-2017. Following were the considerations for the work of the Envisioning Task Force:

- Internationalization
- Multiple streams of program development
- Multiple entry points to AU
- System for resourcing, capacity, program development
- Develop adequate resourcing
- Integrate technology
- Articulate our message
- Evaluate our focus
- Engage the culture while maintaining our mission
- Diversity recruitment
- Enrollment management

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III. Asbury University

Foundational documents of Asbury University frame the work of the strategic planning process. Beginning with an institutional vision and supporting mission statement, the framing documents include core values, purpose, statement of faith, and the concluding theological distinctive. This institutional framework sets the stage for the Strategic Plan of 2012-2017.

A. Vision Statement

“With a vision of Who God is, Asbury University will be a ready people responding to a waiting world.”

B. Mission Statement

The mission of Asbury University, as a Christian Liberal Arts University 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.

C. 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 University 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 University. 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 University 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 worldview in the Wesleyan Holiness tradition.

Asbury University 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.

D. Purpose Statement

Asbury University is an independent liberal arts university, 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 particu-

larly 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 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 university reflect a liberal arts character.

The University believes in the humanizing 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 University 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.

University life is shaped by the Wesleyan understanding of sin, grace, and the possibility of full salvation for Christ-like living. Asbury University 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 University fosters in students a commitment to Jesus Christ as personal Savior and to holiness of heart and life. The University sends them forth to engage transformatively with the cultures in which they are called to live out their allegiance to the Kingdom of God and to participate in the cause of world redemption.

E. Asbury’s Theological Distinctive

Asbury University stands in the Wesleyan theological tradition — believing that an act of God’s grace can transform individual believers so that, through His mercy, they can experience holiness of life, have a heart that exhibits the love of God and become an agent of God’s grace to the needs of humanity. To that end, Asbury builds on John Wesley’s four-part method — called the “Quadrilateral” — of discovering God’s truth:

- Scripture – the Holy Bible,
- Tradition – the history of the Church spanning two millennia,
- Reason – rational thinking and logical reasoning, and
- Experience – applying lessons learned from one’s personal journey in Christ.

Thus, the Asbury experience is permeated with God’s Word and builds on the accumulated wisdom of theologians and scholars throughout the ages. The goal of an Asbury education is to develop in students and graduates the ability to think rationally, reason logically and to inform and enrich each student’s experience through an integration of faith, learning and living.

Asbury’s founders emphasized that the gospel was not just forgiveness of sins, but a total call upon the life of the believer... the sanctified life require the disciplines of worship, Bible study and prayer. These Biblical convictions also mandate standards for personal life — expected rules of conduct that constitute a person’s attempt to reflect Christ in his or her behavior and lifestyle. These expectations and a commitment to excellence in Christian liberal arts education were central to the founding of Asbury University.

Then as now, Asbury’s greatness is in its mission. Asbury’s Board of Trustees is entrusted with specific stewardship of that mission and is charged with the responsibility to ensure that Asbury University continues to provide leaders of integrity who live an exemplary life and whose hearts are moved toward Scriptural holiness.

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IV. Institutional Distinctives

To successfully implement the mission and purposes of Asbury University and to meet the academic, spiritual, social, physical and personal developmental needs of students who enroll, Asbury University is committed to the following:

1. Quality Academic Programs

Asbury University will offer academic programs of the highest quality, built on a liberal arts foundation and delivered through the expertise of outstanding faculty in an intentionally enriched learning environment.

Academic programs will be offered at the undergraduate and graduate levels for which there is sufficient student interest, which can be maintained at a high quality level and which represent the traditional liberal arts disciplines as well as other disciplines which provide students with opportunities to prepare for meaningful service, advanced study and employment. Continual assessment and evaluation will occur in order to ensure the quality of academic programs. Effective teaching will be a high expectation for faculty. On-campus and off-campus faculty professional development and scholarship opportunities will be resourced and faculty expected to avail themselves of these opportunities. The campus environments will be enriched by the presence of faculty, staff and students of color and persons from other nations.

2. Vital Christian Environment

Asbury University will be a pervasively Christian environment, built on the belief that God's Word informs all we do as a community.

Asbury University will be intentional about fostering a spiritual context characterized by vital chapel experiences and spiritual formation programs that expand horizons, encourage students to examine and own their faith, to know Christ as Savior and Lord and ultimately to pursue the holy life made possible by the sanctifying work of the Spirit and demonstrated by a whole-hearted love for God and others. The goal is for Christ to be formed in every community member as they respond with enthusiasm to God's Kingdom call to a life of faith, service and witness.

3. Transformative Community

Asbury University will foster a Christ-centered community that provides a seamless learning environment, both inside and outside of the classroom, which intentionally promotes the holistic integration of faith, learning and living.

Transformative community is ultimately demonstrated by lives of integrity, both individually and corporately, committed to the application of God's truth in all the activities of life together. Students will be challenged to develop and use their God-given gifts, talents and passions now as they prepare for places of leadership and service in the kingdom of God to which God calls them. Faculty and staff will serve as examples of persons committed to living their lives within God's truth as they encourage and assist students in their preparation for future service.

4. Global Perspective

Asbury University will offer curricular and co-curricular opportunities that challenge students to an increased cultural sensitivity and awareness as they develop competencies to effectively serve Christ in a global society.

Opportunities for students will be provided for study and service in cultures other than their own. Linkages will be sought with alumni and friends of the university who can assist in providing opportunities for students to work toward cultural engagement and a global perspective.

5. Rich Mix Of Students

Asbury University will employ enrollment management strategies that will meet goals for the composition of the student body, including underrepresented minorities and international students in order to provide a learning environment conducive to its educational outcomes.

While endeavoring to maintain a 'critical mass' of students representing our Wesleyan heritage, the university will work to enroll and retain a rich 'mix' of students in reference to ethnic origin, citizenship and denominational background in order to enhance the learning environment and better reflect the reality of the Kingdom of God and of the increasingly diverse and globalized world for which students are being prepared.

6. Mission-Driven Resourcing

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

Revenues will be increased by growing endowment, increasing gift and grant income, and expanding the giving base. The university will maintain sufficient tuition revenue to sustain the quality of its programs and services. Programs will be operated efficiently, with each program directly linked to strategic program goals and expected outcomes. Facilities and equipment will be sufficient and appropriate for all programs and well maintained. Technology support will be adequate and up-to-date to meet the requirements of various academic programs and administrative functions. Faculty, staff and administrative personnel will be compensated fairly and competitively and afforded opportunity for personal and professional development.

7. Expanding Markets And Missional Influence

Asbury University will expand the influence of our mission to the Central Kentucky community and beyond through academic programs, co-curricular programs and services.

Academic programs that are of interest and value to the residents of Central Kentucky will be developed and implemented. Such programs may include graduate programs, degree completion programs, high school/ university joint programs and non-credit enrichment programs. Additional academic internship opportunities will be sought with businesses and organizations in the area. Leadership development activities and conference facilitation will continue to be provided along with other possible programs of interest such as sport camps, academic discipline camps and pre-university preparation opportunities. Asbury will continue to support and encourage student outreach programs that are designed to assist various citizen groups in Central Kentucky and beyond. The university will work to enhance its national reputation through quality enhancement, active participation in national professional associations, productivity of faculty and professional staff, and the quality and achievements of its graduates.

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V. Institutional Organization

Asbury University was founded in 1890 by the Reverend John Wesley Hughes, a Methodist evangelist, in Wilmore Kentucky because it was situated within his evangelistic preaching circuit and because the townspeople had shown a willingness to support the financing of the initial physical plant.

Originally named Kentucky Holiness School, the school was very soon renamed Asbury University in honor of the founder of American Methodism, Bishop Francis Asbury. Asbury opened its doors for instruction in September 1890, stating in its Bulletin that, "While we give prominence to the religious, we give equal prominence to thorough mental training; thus giving liberal culture of mind and soul." With a commitment to "academic excellence and spiritual vitality," since 1893 the University has graduated more than 16,500 men and women, among whom are University presidents, denominational leaders, business executives, medical doctors, lawyers, school administrators, and professors. A host of pastors, missionaries, evangelists, and other full-time Christian workers are also among the alumni, who have placed the Asbury imprint around the world.

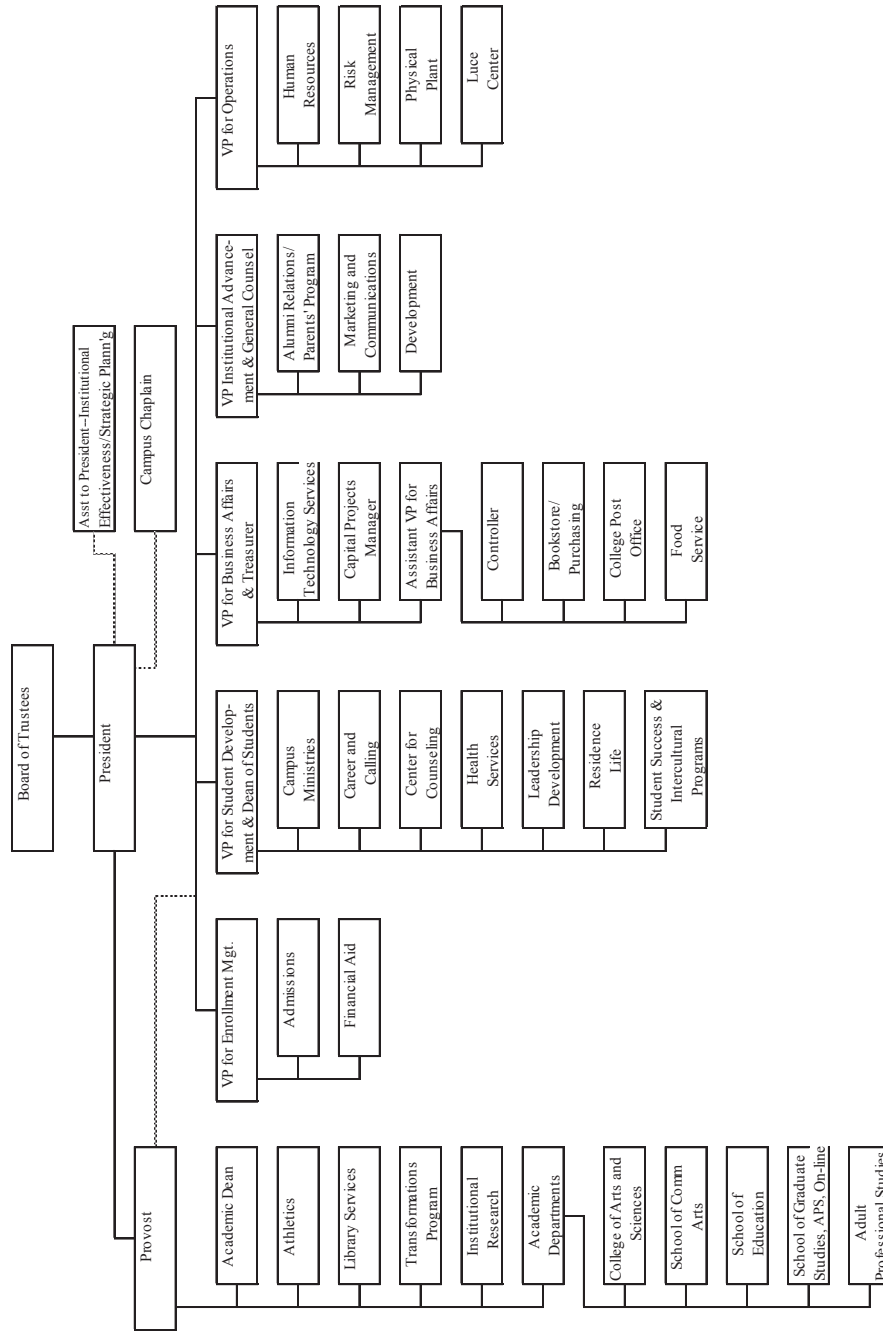
With a commitment to co-educational, liberal arts education, Asbury has expanded to include an enrollment of 1,638 students (fall 2011) with more than 50 undergraduate majors in traditional programs; non-traditional programs of adult and professional studies, graduate education, and master of social work; and sites in Wilmore, Orlando and On-Line. To reflect the institution's growth and further planned expansion in its master's level programs and international markets, on March 5, 2010 Asbury University was renamed to Asbury University.

Asbury University is an independent institution, held in trust by a self-perpetuating board of trustees. It is evangelical in its religious commitment, bound by its by-laws to those doctrinal standards established by John Wesley and his immediate successors. The University is not supported by any denomination nor does it receive government funds. Admission is open to any qualified student meeting its standards for matriculation. Since its inception Asbury University has been led by seventeen presidents, with Dr. Sandra C. Gray currently leading the University.

University Organizational Chart

The University Organizational chart presents the current institutional structure that encompasses all levels of programs, multiple sites, different program delivery options, and all of the support services for serving all students. Areas of responsibility and offices are identified on the chart.

University Organizational Chart



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VI. SWOT Analysis (Internal and External)

The SWOT analysis is a technique for understanding strengths and weaknesses and identifying opportunities and threats that may be faced by an organization. For institutions of higher education, the purpose of the SWOT analysis establishes the foundation for strategic planning and provides a canvas for creating the most appropriate directions for continuous improvement. In preparation for the Strategic Plan 2012-2017, Asbury University conducted two types of SWOT analyses to identify the institutional talent pool, evaluate current successes, provide a context for exploring other opportunities, and intentionally troubleshoot areas that may either be current or future barriers in meeting our mission of academic excellence and spiritual vitality.

A. Asbury Institutional Audit (Internal Audit)

From January through February 2010, the Strategic Planning Committee conducted an institutional-wide audit to create a baseline with the shift to university status.

Goals of the Asbury Institutional Audit

The following were designated goals of the Asbury Institutional Audit:

1. Assess Institutional Goals of the current Strategic Plan 2007-2012
2. Discover “hidden” talents with personnel & programs and create pathways for future opportunities
3. Identify capacities of the institution in serving students and providing programs
4. Evaluate the needs and resources of the institution
5. Establish recommendations for the next five-year strategic plan

The Institutional Audit consisted of the following four components:

360-degree Online Institutional Assessment

Information was taken from previously administered online assessments (i.e., Student Satisfaction Inventory-SSI and the Institutional Priorities Survey-IPS) that parallel one another in content and provide a representative sample of responses from students, faculty, staff, and board members. The SSI and IPS are national assessments in which comparisons are made with Asbury University and CCCU institutions. Results from the SSI and IPS provide information on the quality of institutional services, the level of satisfaction of our students with their educational experiences; the overall institutional health and climate, and target specific issues for helping the university become more student-focused.

Administrative & Academic Program Evaluations

All administrative and academic departments participated in a ‘mini-study’ of their respective programs and responsibilities. Departments responded to the institutional questions and prompts on a standardized template, in order for the institution to gain insight into the talents, capacities, and resources currently existing and encourage the opportunity for departments to explore new program development within the current ‘talent pool’ identifying the capacities and resources needed for these endeavors.

Structured Interviews

Fifty confidential structured interviews were conducted on campus with a representative sample of students, staff, faculty, and administrators. This assessment is designed to provide additional information regarding contextual factors underlying overall institutional health, campus climate, and capture the nature of ‘dreams’ for Asbury University.

Learning Walks

Using a research-based model, multiple walk-through observations were conducted by 21 individuals on campus in an attempt to observe daily operations of the institution. This assessment provided 'real time' data to use in support of the other findings and provided direct observations of web presence, interactions of individuals, facility care and maintenance, and classroom instructional techniques used to engage students.

Academic and Administrative Support Department Audits

The Strategic Planning Committee expresses appreciation for the institution-wide response to the President's request for individual department audits. Forty departments and their membership participated in the program-wide evaluations reflective of the responsibility areas within each of these units.

The following nineteen Academic Departments completed the audit: Applied Communications, Art, Behavioral Sciences, Bible/Theology/Philosophy, Business/Economics/Political Science, Center for Academic Excellence, Christian Ministries, Education, English, History, Health/Physical Education/Recreation, Journalism, Math/Computer Science, Media Communications, Social Work (MSW), Music, Natural Sciences, Theater, and World Languages.

Twenty-one Administrative Support Departments participated in the audit process: Adult Professional Studies (formerly ACHIEVE), Admissions, Advancement, Athletics, Business Services, Campus Ministries, Capital Construction and Facilities, Career and Calling, Center for Counseling, Controller, Financial Aid, Human Resources, Information Technology Services, Leadership Development, Library, Luce Center, Physical Plant, Registrar, Security & Switchboard, Student Health, and Student Success/Intercultural.

As part of this process, the Strategic Planning Committee reviewed each department's submitted audit, completed an initial one-page summary of findings, and returned the summary along with the department's original audit document. For each of the departments, the one-page summary consists of a summary of department strengths, concerns, opportunities, and threats (internal SWOT), affirmation of Great Ideas, questions for the department's consideration, and responses or questions regarding strategic initiatives.

For greater understanding of the work completed by all departments, the questions and prompts for the two different types of department audits (i.e., Academic and Administrative Support) are provided in the following section of the report.

Academic Department Audit Questions & Strategic Goals Alignment

Question 1: How does your program define and measure Academic Excellence?

Alignment to strategic plan goals: #1 Academic Excellence and #7 High Quality Programs

- 1.1 How does your program define and measure high quality instruction?
- 1.2 How is your program benchmarked with external programmatic and/or professional association standards (e.g., nationally-normed exams, association standards, industry standards, external qualifiers, nationally similar programs)?
- 1.3 In addition to external benchmarks, what internal standards does your program use to measure academic excellence?
- 1.4 How do you assess student achievement of benchmarked standards?
- 1.5 How do your students perform against the benchmark standards?
- 1.6 How does your faculty maintain professional excellence?
- 1.7 What are the professional development needs of your faculty?

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Question 2: How does your program define and measure its contribution toward the Spiritual Vitality (Vital Christian Environment) of the institution?

Alignment to strategic plan goals: #2 Spiritual Vitality and #6 Vital Christian Environment

- 2.1 How do courses in your program integrate faith and learning?
- 2.2 What program specific, curricular opportunities does your program provide that enhances the spiritual vitality of your students?
- 2.3 What program specific, co-curricular opportunities does your program provide that enhances the spiritual vitality of your students?

Question 3: How does your program help students demonstrate an understanding of leadership and service?

Alignment to strategic plan goal: #3 Leadership & Service

- 3.1 How does your program a) define, b) provide opportunities for, and c) measure leadership and service?
- 3.2 How do students in your program demonstrate an understanding of leadership and service?

Question 4: How does your program promote the value of health and wellness?

Alignment to strategic plan goal: #4 Health and Wellness

- 4.1 How does your program do this explicitly?
- 4.2 How does your program do this implicitly?

Question 5: How does your program promote the value of cultural sensitivity and awareness?

Alignment to strategic plan goal: #5 Cross-cultural Understanding and Awareness

- 5.1 How do courses in your program promote the value of cultural sensitivity and awareness?
- 5.2 What specific curricular opportunities does your program use to promote the value of cultural sensitivity and awareness?
- 5.3 What specific co-curricular opportunities does your program use to promote the value of cultural sensitivity and awareness?

Question 6: How does your program expand the missional influence of Asbury University in the world by enhancing its image in the marketplace and expanding student constituencies?

Alignment to strategic plan goal: #8 Expanding Missional Influence

- 6.1 In what ways does your program need to be recrafted for the 21st Century?
- 6.2 What is your program's plan to attract new students?
- 6.3 What new majors, delivery methods, and/or degrees is your program visioning for the future? What is your anticipated timeline?
- 6.4 What faculty accomplishments, and/or student accomplishments, contribute to expanding the missional influence of the institution?

Question 7: In order to achieve the President's vision of growth by the year 2015, the residential undergraduate programs will need to grow by 15 percent, and the nontraditional (APS and Graduate) programs will need to grow by 70 percent. How can your department contribute to this goal and what resources will you need?

Alignment to strategic plan goal: #9 Mission-Driven Resourcing

- 7.1 How will your department contribute to the growth in order to support this goal?
- 7.2 What personnel resources will your program need to achieve this program growth?
- 7.3 What programming resources will your program need to achieve this program growth?
- 7.4 What capital resources will your program need to achieve this program growth?
- 7.5 What library resources will your program need to achieve this program growth?
- 7.6 What technology resources will your program need to achieve this program growth?
- 7.7 What professional development resources will your program need to achieve this program growth?
- 7.8 In addition to institutional resources, what external funding sources is your program pursuing (e.g., gifts, grants, foundations, etc.)? Detail entity, amounts and anticipated timeline for response.

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Question 8: Based upon a program curricular review of each major, what are the actions you are planning to make?

Alignment to strategic plan goal: #7 High Quality Programs

- 8.1 Based upon the curriculum review, identify your program strengths related to each major offered.
- 8.2 Based upon the curriculum review, identify areas within your department or programs that need revision or improvement.
- 8.3 Based upon the curriculum review, identify changes that will need to occur within specific programs or the department.

Administrative Support Department Audit Questions & Strategic Goals Alignment

Question 1: How does your department contribute to the mission of the institution?

Alignment to strategic plan goals: #1 Academic Excellence, #2 Spiritual Vitality, #6 Vital Christian Environment, and #7 High-Quality Programs

- 1.1 Please respond specifically to: Contributing to Academic Excellence
- 1.2 Please respond specifically to: Contributing to Spiritual Vitality

Question 2: What are the strengths and areas of improvement in your department?

Alignment to strategic plan goals: #7 High quality programs

- 2.1 List the areas of strengths in your department.
- 2.2 List the areas for improvement and how your department is addressing them.

Question 3: How do you measure effectiveness and efficiency in your department and what processes are in place for continuous improvement?

Alignment to strategic plan goals: #7 High quality programs and #8 Expanding Missional influence

- 3.1 What benchmarks (internal and external) are used specifically in your department and how does your department measure against those applicable benchmarks?
- 3.2 Based upon your review of the benchmark data, what processes and action plans are in place to insure continuous improvement?

Question 4: How is your department involved in focusing on customer service?

Alignment to strategic plan goals: #6 Vital Christian Environment, #7 High-Quality Programs, and #8 Expanding Missional Influence

- 4.1 Who would you identify as your primary "customers" and who would be secondary?
- 4.2 What is one significant thing you could do to improve service and for whom?

Question 5: What are the ways that your department is involved in interdepartmental collaboration?

Alignment to strategic plan goals: #7 High Quality Programs

- 5.1 Identify resources such as data, personnel or programs in which you are involved with other departments.
- 5.2 What efforts are being made to improve or expand those collaborative efforts?

Question #6: In order to achieve the President's vision of growth by the year 2015, the residential undergraduate programs will need to grow by 15 percent, and the nontraditional (APS and Graduate) programs will need to grow by 70 percent. How can your department contribute to this goal and what resources will you need?

Alignment to strategic plan goals: #9 Mission-Driven Resourcing

- 6.1 Anticipating this growth, how will your department be impacted?

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- 6.2 What personnel resources are available in your department to promote this growth?
- 6.3 What programming resources are available in your department to promote this growth?
- 6.4 What capital resources are available in your department to promote this growth?
- 6.5 What technology resources are available in your department to promote this growth?
- 6.6 What library resources are available in your department to promote this growth?
- 6.7 What professional development resources are available in your department to promote this growth?
- 6.8 What personnel resources will your department need to achieve this departmental growth?
- 6.9 What programming resources will your department need to achieve this departmental growth?
- 6.10 What capital resources will your department need to achieve this departmental growth?
- 6.11 What technology resources will your department need to achieve this departmental growth?
- 6.12 What library resources will your department need to achieve this departmental growth?
- 6.13 What professional development resources will your department need to achieve this departmental growth?
- 6.14 What are the growth capacity issues related to your department?
- 6.15 What is the greatest resource need in your department and what difference would it make?
- 6.16 In addition to institutional resources, what external funding sources is your program pursuing (e.g., gifts, grants, foundations, etc.)? Detail entity, amounts and anticipated timeline for response.

Structured Interviews: Questions and Response Themes of Participants

A third measure used in the Asbury Institutional Audit was the confidential Structured Interview. To further support the findings of the audit and provide a contextual dimension to this process, Structured Interviews were conducted with 50 randomly selected participants providing a representative sample of students, staff, faculty, and administrators on campus. Once selected, each participant was invited individually and upon confirmation was provided a copy of the four questions prior to the interview. The structured portion of the interview consisted of all participants responding to the same four questions within a 20-minute time limit. To maintain consistency, the interviewers typed descriptive not interpretive notes. The Strategic Planning Committee reviewed all of the responses from the Structured Interviews and identified themes, resulting from common statements of at least 3 or more participants, within the context of a SWOT (i.e., Strengths, Weaknesses, Opportunities, Threats) analysis. Following are each of the four questions and the resulting contextual themes. Please note: In using the information from the Structured Interviews, the results from this measure may not be used in isolation but only as part of the overall findings of the audit.

1. Campus Climate & Institutional Integrity

Asbury University strives to be an institution of Christian integrity where its members are committed to being Christ-like: a community where members are respectful of one another, caring, supportive, humbly willing to serve, and honoring the gifts and talents of others and their contributions.

- a. How do you see Asbury University fulfilling this commitment with students, staff, faculty, and administration? Do we walk the talk?
- b. Are you happy at Asbury? If you could go elsewhere, would you and why?

Themes of Participant Responses for Question #1

- Strengths: Employees generally love Asbury; Asbury Community consists of caring, supportive, respectful, committed, and servant-like staff, faculty, and students
- Weaknesses: Concerns were expressed for levels of compensation and workload for faculty & staff; Administration and staff are encouraged to improve communication across campus

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- Opportunities: Tap strengths of Community and Personnel for Chapel Speakers
- Threats: Heavy Workload & Lower salaries; Perceptions of emphases on hiring “Asburians” or being close-minded; Perceptions of bias against other denominations

2. Resourcing

Asbury University, like other institutions in the current economic climate, has experienced recent resourcing challenges and opportunities. “Resourcing” can refer to a number of issues including facilities, academic programs, faculty qualifications, faculty and staff development, compensation and benefits, staffing, technology, etc.

- a. Considering the general state of the current economy and budgetary constraints the University is experiencing, do you consider your area appropriately resourced?
- b. How responsive is the institution to the resourcing needs of programs and departments?

Themes of Participant Responses for Question #2

- Strengths: Compensation (modest but adequate); General appreciation of responsiveness and “stretching” budget during difficult times
- Weaknesses: Concern for understaffed faculty & support staff and levels of salaries & compensation; Concern for levels of technology resourcing
- Opportunities: Solicit larger donors; Consider Performance-Based employment (bonuses and targets); Need for more technology training
- Threats: Concern for wave of retirements coming and the ability to hire new faculty - with concern that positions won’t be replaced; Concern current compensation levels will not be attractive to new quality faculty; limited resources for growing new programs

3. Quality

Asbury University strives to provide a quality educational experience for its students to equip them for a lifetime of learning, leadership, and service.

- a. How well do you think we do this?
- b. In what ways?

Themes of Participant Responses for Question #3

- Strengths: Expressed regard for Faculty Excellence (Qualifications, Credentials, & Instruction); High commendation for the levels of faculty & staff commitment to students; Appreciation for experiences the students have beyond the campus-- including state, nationally, and internationally
- Weaknesses: Concern that as non-traditional and online programs grow, that they remain equitable to traditional undergraduate residential courses in quality
- Opportunities: Provide more online, non-traditional, and graduate programs; Emphasis on Cross-cultural programs; Intentional spiritual emphasis of Asbury Community; More support for academic skills of students; Increase support staff as we grow
- Threats: Be conscientious of the possibility of unintended consequences of using too many adjuncts; Ensure support of new programs that have already been added and will be added

4. Dreams & Growth

Asbury University strives to enhance its missional influence by offering others the Asbury educational experience. President Gray has challenged us in her Vision of Growth in the following way: “Our vision is to grow Asbury University to the level of 2000 students by year 2015. We are committed to the residential nature of the

institution and the traditional undergraduate student. Therefore, I have challenged us to reach a traditional undergraduate enrollment of 1500, graduate school enrollment of 250 our adult professional studies program of 250 in the next 5 years.”

With the President’s Vision for Growth in mind,

- a. What do you envision for Asbury University for the next 5 years in your area? What would you like to see happen?
- b. What will it take to get there?

Themes of Participant Responses for Question #4

- Strengths: Repeated regard for the quality of staff and faculty serving students; Multiple comments supported a caring community
- Weaknesses: Expressed concern for heaviness of workload, higher stress level and a feeling of being stretched due to recent growth; Needs included the provision of appropriate facilities to accommodate growth, the focus on institutional resources (including compensation), and requests for additional Professional Development opportunities
- Opportunities: Many support the growth in program development in a variety of areas; Maintain a focus on the mission of AU as we grow; and provide more effective marketing
- Threats: Perceptions of religious (denominational) bias; Concern for institution being too internal and too ingrown; Program growth should equal personnel growth

SWOT Analysis

Asbury University Learning Walks: Overview and Initial Findings

“Learning Walks” comprised the fourth phase of the Asbury Institutional Audit. This audit measure incorporated a collection of real-time observations noting the condition of physical facilities, how facilities are used, the presence we have within community, how individuals interact on campus, the types of instruction occurring in classes, and how the classroom space serves the needs of instructors and students.

As a real-time measure of the campus environment, the Learning Walk was divided into four dimensions based upon the principles (i.e., Presence, People, Place, and Program) from the research. Using the following four dimensions, observers appraised institutional hospitality, appropriateness of the campus facilities to accommodate student-focused learning, and the immediate and long-term university needs for a quality educational experience.

- Presence The dimension of Presence encompassed the web presence and how well Asbury University represents itself to the larger community. Second, another aspect of Presence is gauged by how well the services on campus are used. Observations of servant-like actions or charitable acts were noted during the Learning Walks.
- People The People dimension of the Learning Walk focused on campus engagement and the interaction occurring between faculty/staff and students and faculty/staff and others. During the Learning Walks, observers evaluated how welcoming the Asbury University community is with its own and those from the larger community.
- Place The purpose of the Place dimension of the Learning Walk was to observe the physical environment from three perspectives. First, observations were made “inside” buildings to determine how well the institution maintains the areas in which students live, work and socialize. Second, the integration of technology and the access to the Help Desk was observed. Third, the last portion of this dimension focused on specific areas within buildings. Observations were made on how “inviting,” “clean,” and “accessible” buildings were at the time of the walkthrough.

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Program Last, “quick views” of one-minute or less occurred in classrooms during instruction. The Program dimension focused on the collection of data reflecting the different types of pedagogy incorporated by faculty, the level of technology use within the classroom environment, and the functionality of the instructional space given our “growing” community of students. The purpose of these “quick views” was to collect the different types of methods and learning situations occurring within the instructional environment and not evaluate the quality of faculty instruction. The outcome of this dimension aids the institution in discerning campus-wide needs for the academic setting based upon projections of growth.

Twenty-one individuals, representing various institutional roles and responsibilities, conducted “Learning Walks” on campus within a seven-day period. Using a consistent and specific “Learning Walk” instrument, observers provided ratings and comments for each of the dimensions (i.e., Presence, People, Place, and Program.) The following areas were evaluated during the walkthroughs: Wesley building, Administration building, Art Annex, Athletic fields, Bookstore and CPO, Dining Hall, Fletcher-Early, Hamann-Ray, Hughes, Kinlaw Library, Luce Center, McCreless, Morrison, Physical Plant, Reasoner, all Residence Halls, Student Center, and all buildings used by Communication Arts. The following narrative provides a summary of findings using the lens of an internal SWOT (i.e., Strengths, Weaknesses, Opportunities, and Threats) analysis to guide future institutional planning and decision-making. As noted earlier, these assessment results may not be used in isolation but only in the context of the entire audit findings.

Learning Walk SWOT Analysis for Presence, People, Place & Program

1. Presence

Assessed by how well we describe ourselves on the web for the larger community. Second, presence is gauged by how well the services on campus are used. Observations of servant-like actions or charitable acts were noted during the Learning Walk.

Strengths: All areas had a mean score above a “3” on a 4 point scale with only 3 exceptions.

Weaknesses: Three exceptions/areas scored below a “3”. Those are... 1) Web Logical in Design...to include Alumni Section; 2) Addresses all 4 Campuses; and 3) Appeal to Non-traditional Students.

Opportunities: Additional focus on non-traditional students as well as web design...specifically to attract donors may lead to: 1) more non-traditional student enrollment and successful completion; 2) additional donation opportunities through alumni and others; and 3) overall improvement in web-design. All three of the above issues could be addressed through updated web logistics and design as we complete the rollover to Asbury University.

Threats: 1) Alumni section on web...the general lack of information and focus may not create an adequate desire in alumni to become more involved and/or to donate; 2) non-traditional students may become disillusioned with the lack of focus and interest on their needs causing a decrease or languish in non-traditional enrollment. This is especially of interest due to the increased focus on non-traditional students at other in-state competitive universities.

2. People

This portion of the Learning Walk focuses on campus engagement and the interaction occurring between faculty/staff and students and faculty/staff and others. The “look fors” in this observation were based upon how welcoming the Asbury University community was with its own constituents and those from the larger community.

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- Strengths:** Four buildings scored above a “3” on a 4 point scale in all areas. They are the Luce Center, Achieve Building, Administration Building, and the Physical Plant to indicate that people in those buildings were observed as inviting, working, interacting with doors open, being helpful and practicing servant-like actions.
- Weaknesses:** Thirteen buildings had scores below a score of “3” in multiple areas. Those were Kinlaw, Math/ Science Building, Music Building, Student Center, Residence Halls, Hughes, Reasoner, Morrison, Fletcher, Corbitt, Art Annex, Bookstore, CPO, and the Dining Hall. Scores in the following buildings were significantly lower...having scored below a score of “3” in 10 or more areas. They are the Student Center, Hughes, Reasoner, and Morrison. There were observable differences in buildings that included classrooms and high traffic areas. It could be argued that it is more difficult for staff, student workers, and faculty to adequately interact with everyone when located in high traffic areas.
- Opportunities:** As Christians desiring to practice Christ-like behaviors...this should be an area easy to improve. Opportunities could be made available at the next annual Faculty and Leadership retreats to explore ways to heighten campus engagement and professional development could be provided to find new ways to “reach out” to members of the community.
- Threats:** Unapproachable actions or disinterested appearances may lead to erroneous inhospitable perceptions and missed opportunities to help others. As a reminder to all of us during busy days, we should intentionally take more opportunities to be a servant to support a better learning climate.

3. Place

This portion of the Learning Walk focuses on three elements:

- Part A) how well the institution maintains specific areas within a building in which students live, work and play;
 Part B) the integration of technology and access to Help Desk; and
 Part C) how inviting, clean, and accessible the entire building is.

Parts A and C

- Strengths:** Many places on campus were noted as very inviting, welcoming and clean, with beautiful displays of artwork. These places were: Hughes Auditorium, Luce Center, first level Student Center, Wesley Building, Kinlaw Library, Administration Building, Dining Hall, Fletcher Early and Physical Plant.
- Weaknesses:** Lack of adequate signage noted throughout the campus along with lack of adequate lighting in hallways caused many places to appear dark and uninviting. Bulletin boards need updating or are empty in many places and hallways lack adequate seating. Areas most in need of special attention are: Classroom section of Hughes, Bookstore and CPO, Art Annex, classrooms in Morrison and the Music Building.
- Opportunities:** Most inadequacies noted in the Learning Walk may be corrected with careful attention to noted areas such as chipped paint, dirty stairwells, need for additional lighting, attention to bulletin boards, adequate signage, decluttering and providing additional seating in hallways. By carefully reviewing the noted list of needed repairs, a work order schedule could be developed and started possibly over the summer. With such a list it may be possible or organize a “work day” where students, faculty, alumni, or volunteers could donate time to get the job done!
- Threats:** Left undone, the to-do list of repairs, updates, and maintenance could turn into major repairs and turn away prospective students or interested faculty.

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Part B

Strength	At the time of the Learning Walks technology labs were available and help and assistance with technology was available.
Weaknesses	Help Desk available in one location and this may result in inconsistencies in service with continued growth.
Opportunity	As we grow, the need to expand the use and availability of technology cannot be overstated; however, a strategic plan for growth and support must be in place so that no faculty, student, or staff member is left behind.
Threat	Without a strategic growth plan, work will be random and sporadic and without available help and assistance frustration will overcome enthusiasm for use and acceptance of 21st century learning opportunities.

4. Program

Information for this section was gathered through “quick views” inside or outside classrooms noting demographics, use of space, and type of instruction taking place.

Strengths:	Lively discussion was observed in many classrooms with students engaged in learning. Other noted active student engagement centered on group work or student presentations.
Weaknesses:	Visitors noted the use of technology either by students using laptops for note taking or professors using technology in only 17% of the observations.
Opportunity:	Additional Learning Walks focused further on different classroom activities and student engagement would be helpful in clarifying a definitive instructional SWOT analysis. There was not enough specific data collected to make meaningful interpretations and/or recommendations.
Threats:	Although a variety of instructional methods are employed, we are serving Digital Learners and the infusion of technology into instruction is limited as noted in these “quick views” into classrooms.

B. External Audit (Envisioning Task Force), chaired by Dr. David L. Stevens

The Envisioning Task Force, chaired by Dr. David L. Stevens, conducted a SWOT analysis prior to creating the Strategic Initiatives. Following are the results with Strengths, Weaknesses, Opportunities and Threats:

Strengths:	President; Reputation in KY – academic strength; Faculty – quality and Christian; Spiritual Vitality – intentional/purposeful; Board empowered to dream; Long-standing commitment to Christian Higher Education; Academics are adapting to culture need; Graduates are well prepared/critical thinker/ethical/integrity; Well poised in some areas to grow; Global connection – OMS/WGM/Salvation Army; Lower Student/Faculty Ratio; Student Support Services – Personal Res. Life support; Community; Personalized educational experience
Weaknesses:	Marketing messaging; Diversity; Resources – financial aid, programs, faculty development, facilities, grant capacity; Clarity in admissions profile – where to fish, what is the profile; Reaching non-traditional students; Second-career options; Higher Ed Environment –How do we message the value of liberal arts?
Opportunities:	Internationalization (i.e. Global impact center, Internationalization of curriculum); Program/Development/Multiple Entry points for an Asbury Experience Growth (i.e. New Programs, New Majors; Graduate/Undergraduate); Develop a system to identify/select/implement systems/programs; Develop an approach/system/ability to resource the institution; Expand

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Threats: understanding of integrating technology in classroom/Distance learning/online; Integrated Communications plan – marketing/public relations/all touch points; Engaging Culture world-view; Diversity recruiting; Enrollment Management area – recruiting, messaging, admissions, financial aid (i.e. VP Enrollment Management, Strategic direction/shaping student profile)
Retain quality faculty; Universities with which we compete; Inadequate resources at multiple levels; Developing an economic model that is sustainable

SWOT Analysis

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VII. Strategic Initiatives

As a result of the Envisioning Task Force's work led by Dr. David L. Stevens, Board Vice Chair, the following Strategic Initiatives were the outcomes selected for the Strategic Plan 2012-2017. These five initiatives guided the work for the development of the strategic plan's goals.

Academic Excellence

Asbury University's primary role is to engage students in dynamic higher education experiences in an array of academic and professional fields, at both the undergraduate and graduate levels, within the context of the liberal arts. The University maintains a community of full time and affiliate faculty who are recognized as effective scholar-teachers, professionally competent and spiritually grounded, who can guide and direct the learning endeavors of students so they can engage the culture for Christ.

Spiritual Vitality

Asbury University pursues its educational mission within the Wesleyan holiness tradition through the Cornerstone Project (Quality Enhancement Plan). As such, the institution promotes a Biblical understanding of spiritual formation resulting in service to the world, and the communication of holiness in new and creative language and modes for the 21st century context.

Transformational Leadership

Asbury University seeks to equip and inspire individuals as servant leaders who transform groups and organizations to influence the culture for Christ.

Missional Influence

Asbury University will expand its influence by providing culturally rich learning opportunities to impact the waiting world. As the university's outreach expands, all activities, programs and initiatives are strategically aligned to our purpose and calling, and intentionally designed and implemented to increase the impact of our voice and values within the larger culture.

Organizational Capacity

Asbury University will develop and maintain the fiscal resources and institutional infrastructure — human and technological resources, support services, physical facilities, and operating systems — necessary to effectively and efficiently accomplish its mission.

VIII. Strategic Plan 2012-2017

With the Board of Trustees endorsement of the Strategic Initiatives, action focused on the further development of the plan. As a result, the Strategic Plan 2012-2017 consists of four tiers beginning with the initiatives that were further developed into goals. Each goal has strategies and measurements to detail the actions that will need to occur to meet the expectations of this strategic plan. The plan will be monitored through dashboards with one for each initiative presented to the Board of Trustees on a regular schedule. We propose the following Strategic Plan of 2012-2017.

Strategic Plan 2012-2017

I. Academic Excellence

Definition: Asbury University's primary role is to engage students in dynamic higher education experiences in an array of academic and professional fields, at both the undergraduate and graduate levels, within the context of the liberal arts. The University maintains a community of full time and affiliate faculty who are recognized as effective scholar-teachers, professionally competent and spiritually grounded, who can guide and direct the learning endeavors of students so they can engage the culture for Christ.

- 1.1 Student Success - Ensure graduates are prepared to serve a waiting world.
 - 1.1.1 Students will successfully achieve the student learning outcomes for the general education core curriculum.
 - 1.1.1.1 General Education Performance Assessment benchmark (GEPA) of 55% pass rate.
 - 1.1.1.2 ETS Proficiency Profile (EPP) Assessment benchmark equivalent or better than 75% of national average.
 - 1.1.2 Students will meet or exceed the performance expectations within their chosen academic discipline.
 - 1.1.2.1 Major Field Tests benchmark of 75% at or above national average.
 - 1.1.2.2 Program Assessments with performance expectations and benchmarks by 2014.
 - 1.1.3 Equitable student outcomes across all delivery models.
 - 1.1.3.1 IEC establishes a formula for equity: working model field test by 2013; final model full implementation by 2014.
 - 1.1.4 Appropriate array of academic support programs that enhance student achievement of program learning outcomes.
 - 1.1.4.1 Percent of students utilizing Center for Academic Excellence who also clear Academic Probation.
 - 1.1.4.2 Participation log of services from Center for Academic Excellence.
- 1.2 Faculty Excellence - Promote an institutional environment that attracts and supports a distinguished faculty.
 - 1.2.1 Intentionally provide for the on-going professional development of faculty.
 - 1.2.1.1 Intentionally plan and provide for ongoing and adequately funded professional development: plan by 2013, provide by 2015 (see 1.2.3.1).
 - 1.2.1.2 Create tracking and reporting system for ongoing professional development for faculty via online portfolio by 2013.
 - 1.2.2 Develop discipline specific definitions of scholarship that include credentials, research, scholarship, application and dissemination of knowledge.
 - 1.2.2.1 Establish new criteria for faculty by 2013.
 - 1.2.2.2 Full implementation for promotion and tenure by 2014.

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- 1.2.3 Provide adequate funding for the research and scholarship activities of the full-time faculty.
 - 1.2.3.1 Establish a funding mechanism for incremental increases for research and scholarship by 2015.
 - 1.2.3.2 Conduct a review of CCCU institutions to determine adequate funds for benchmarking by 2013.
- 1.2.4 Attract, retain, and develop faculty who express an evangelical Christian faith within the context of a Wesleyan understanding.
 - 1.2.4.1 100% of faculty credentials and documents submitted with applications.
 - 1.2.4.2 100% of regularly scheduled faculty reviews conducted, per Faculty Manual.
- 1.2.5 Promote the national and international scholarly influence of faculty.
 - 1.2.5.1 100% of faculty submit annual reports for review.
 - 1.2.5.2 90% of faculty portfolios achieve satisfactory rating.
 - 1.2.5.3 Develop mechanism for publicly reporting faculty achievements by 2014.
- 1.3 Teaching Effectiveness - Facilitate high quality instruction across a continuum of methods for teaching effectiveness.
 - 1.3.1 Respond to learning needs within changing student populations by utilizing assessment data.
 - 1.3.1.1 100% of faculty submit professional development plans.
 - 1.3.1.2 100% participation in annual professional development training opportunities.
 - 1.3.2 Use appropriate professional methods and practices for instructional design.
 - 1.3.2.1 Develop rubric for classroom observations of instructional design and methods by 2013.
 - 1.3.3 Provide support and credit for faculty to obtain training and certification in respective professions.
 - 1.3.3.1 Refine system by which faculty can identify appropriate training and credentialing opportunities to enhance teaching effectiveness and be recognized within promotion and tenure process by 2013.
- 1.4 Program Quality - Create quality programs in the disciplines and the professions that respond to national and international societal shifts.
 - 1.4.1 Enhance a foundational liberal arts experience within the general education curriculum.
 - 1.4.1.1 ETS Proficiency Profile (EPP) Assessment benchmark equivalent or better than 75% of national average.
 - 1.4.1.2 General Education Performance Assessment benchmark (GEPA) of 55% pass rate.
 - 1.4.1.3 QEP Survey benchmark by Fall 2013.
 - 1.4.1.4 Standardize faculty annual self-report by Fall 2012 (pilot run Spring 2012).
 - 1.4.2 Ensure quality academic majors and minors that effectively prepare students in the disciplines and professions and meet or exceed peer institutions.
 - 1.4.2.1 Major Field exams benchmark of 75% at or above national average.
 - 1.4.2.2 Licensure exams benchmark of scores at 75% or higher.
 - 1.4.2.3 100% successful accreditations, with percent conducted and maintained.
 - 1.4.2.4 Develop and implement 5-year academic program evaluation: develop plan 2014; implement plan 2015.
 - 1.4.2.5 Internship external evaluations benchmark of 90% successful completion.
 - 1.4.3 Develop a quality Honors Program that attracts and retains students of high academic aptitude, is grounded in the liberal arts, and is complementary to the academic majors.
 - 1.4.3.1 Initiate an institution wide Honors Program: proposal presented to faculty by December 2012; implement Honors Program by 2013.

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- 1.4.3.2 Develop enrollment goals and academic standards by Fall 2013.
- 1.4.3.3 Percentage of programs meeting annual benchmarks.
- 1.4.4 Develop the capacity to anticipate shifts within the economy and society that may require new or enhanced programmatic changes (see 1.4.2.4).
 - 1.4.4.1 Plan and conduct 5th year program evaluation.
 - 1.4.4.2 Accreditation reviews with percent conducted and maintained.
 - 1.4.4.3 Create departmental strategic plans that flow into institutional initiatives and goals as part of five-year evaluation by Spring 2013.
 - 1.4.4.4 Create curriculum audit(s) and implementation cycle in order to enhance the effectiveness of academic programs and majors as part of five-year evaluation by Spring 2013.
- 1.4.5 Develop a focused initiative that addresses increased opportunities for undergraduate and graduate student research.
 - 1.4.5.1 Annual count of publications and presentations, as compared to the percentage of students participating vs. non-participating.
 - 1.4.5.2 Annual participation counts in professional associations within discipline, as compared to the percentage of students participating vs. non-participating.
 - 1.4.5.3 Annual count of research projects, as compared to the percentage of students participating vs. non-participating.

II. Spiritual Vitality

Definition: Asbury University pursues its educational mission within the Wesleyan holiness tradition through the Cornerstone Project (Quality Enhancement Plan). As such, the institution promotes a Biblical understanding of spiritual formation resulting in service to the world, and the communication of holiness in new and creative language and modes for the 21st century context.

- 2.1 Spiritual Formation - Cultivate an environment in which students can experience transformation in their personal experience with God.
 - 2.1.1 Create a spiritual development plan to provide intentional programming for all students.
 - 2.1.1.1 Develop an institutional strategic plan for student spiritual formation by 2014.
 - 2.1.2 Provide curricular and co-curricular opportunities that allow students to confront personal spiritual matters.
 - 2.1.2.1 Chart curricular and co-curricular opportunities aligned to QEP cornerstones to be added to co-curricular transcript by 2013 (see 3.2.1.2).
 - 2.1.2.2 Annual participation counts, beginning 2013.
 - 2.1.3 Foster the understanding and application of Scripture, holiness, mission and stewardship to personal life.
 - 2.1.3.1 The percentage of students marking "Agree" or "Strongly Agree" on the QEP Survey will meet or exceed 70%.
 - 2.1.3.2 Annual qualitative analysis of themes emerging in Spiritual Maturity Interview Project (SMIP) data.
 - 2.1.4 Encourage the integration of personal spiritual disciplines, such as prayer, Christian meditation and Sabbath.
 - 2.1.4.1 The percentage of students marking "Agree" or "Strongly Agree" on the QEP Survey will meet or exceed 70%.
 - 2.1.4.2 Annual qualitative analysis of themes emerging in Spiritual Maturity Interview Project (SMIP) data.
 - 2.1.4.3 Determine Spiritual Transformation Inventory (STI) benchmarks by 2013.

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- 2.2 Scripture - Equip students with the knowledge and tools to apply Scripture to their personal journey of faith.
 - 2.2.1 Promote an increase in biblical literacy among students.
 - 2.2.1.1 Develop feedback loops for Old Testament and New Testament pre/post tests by 2014.
 - 2.2.1.2 General Education Performance Assessment benchmark (GEPA) of 55% pass rate.
 - 2.2.2 Increase understanding and application of Scripture and biblical principles to personal decisions, daily life, and world events.
 - 2.2.2.1 College Student Survey internal questions benchmark by 2014.
 - 2.2.2.2 The percentage of students marking "Agree" or "Strongly Agree" on the QEP Survey will meet or exceed 70%.
 - 2.2.2.3 Annual qualitative analysis of themes emerging in Spiritual Maturity Interview Project (SMIP) data.
 - 2.2.2.4 Determine Spiritual Transformation Inventory (STI) benchmarks by 2013.
 - 2.2.3 Increase theological understanding to promote a framework from which to understand the church, the world, and the body.
 - 2.2.3.1 General Education Performance Assessment benchmark (GEPA) of 55% pass rate.
 - 2.2.3.2 Create Pre/Post test in Theology (TH 200) by 2013.
- 2.3 Holiness - Experience holiness of heart and mind through authentic relationship with God and others.
 - 2.3.1 Define and clearly communicate holiness in contemporary language.
 - 2.3.1.1 Annual qualitative analysis of themes emerging in Spiritual Maturity Interview Project (SMIP) data.
 - 2.3.1.2 Annual qualitative analysis of themes emerging from focus groups.
 - 2.3.2 Assist students in understanding holiness within the context of an authentic relationship with God and others.
 - 2.3.2.1 Annual qualitative analysis of themes emerging in Spiritual Maturity Interview Project (SMIP) data.
 - 2.3.2.2 The percentage of students marking "Agree" or "Strongly Agree" on the QEP Survey will meet or exceed 70%.
 - 2.3.3 Encourage/experience transformation through the pursuit of holiness.
 - 2.3.3.1 Annual qualitative analysis of themes emerging in Spiritual Maturity Interview Project (SMIP) data.
 - 2.3.3.2 The percentage of students marking "Agree" or "Strongly Agree" on the QEP Survey will meet or exceed 70%.
- 2.4 Stewardship - Expand the Biblical understanding of stewardship as the utilization of resources, both personal and corporate, to serve the professions, society, family, church, and the world.
 - 2.4.1 Define and clearly communicate an understanding of personal and corporate stewardship.
 - 2.4.1.1 Annual qualitative analysis of themes emerging in Spiritual Maturity Interview Project (SMIP) data.
 - 2.4.1.2 Annual qualitative analysis of themes emerging from focus groups.
 - 2.4.2 Acquire a capacity for managing personal resources, time, talents, and gifts in service to others.
 - 2.4.2.1 Annual service student participation rates, beginning 2013.
 - 2.4.3 Effectively utilize of resources to advance the cause of Christ.
 - 2.4.3.1 Annual report of creation care data (waste audits and participation logs), as compared to trend to measure improvement.

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- 2.5 Mission - Cultivate an integrated understanding of personal mission as one's vocation and talents in service to the professions, society, family, and church to further the cause of Christ at home and around the world.
 - 2.5.1 Define and clearly communicate an understanding of personal mission.
 - 2.5.1.1 Annual qualitative analysis of themes emerging in Spiritual Maturity Interview Project (SMIP) data.
 - 2.5.1.2 Annual qualitative analysis of themes emerging from focus groups.
 - 2.5.2 Assist students to clarify their strengths and passions and their connection to potential professions.
 - 2.5.2.1 The percentage of students marking "Agree" or "Strongly Agree" on the QEP Survey will meet or exceed 70%.
 - 2.5.3 Encourage the integration of personal mission, vocational calling, and Christian faith in service to the professions, society, family and the Church.
 - 2.5.3.1 The percentage of students marking "Agree" or "Strongly Agree" on the QEP Survey will meet or exceed 70%.

III. Transformational Leadership

Definition: Asbury University seeks to equip and inspire individuals as servant leaders who transform groups and organizations to influence the culture for Christ.

- 3.1 Leadership development - Equip students to be leaders.
 - 3.1.1 Prepare students in identifying their dispositions and strengths for leadership by 2014.
 - 3.1.1.1 Develop a plan to assess and identify individual dispositions and strengths for leadership by 2014.
 - 3.1.2 Provide instructional opportunities that develop knowledge and skills of Biblical models of leadership.
 - 3.1.2.1 Create a listing clearinghouse of curricular and co-curricular opportunities available to students by 2014.
 - 3.1.3 Empower faculty to model servant leadership (e.g., mentoring, leading cross-cultural trips).
 - 3.1.3.1 Review tenure and promotion policies to recognize diverse contributions by 2013.
- 3.2 Leadership experience - Create opportunities for student leadership.
 - 3.2.1 Cultivate co-curricular opportunities for students to practice leadership skills.
 - 3.2.1.1 Create a listing clearinghouse of curricular and co-curricular opportunities available to students by 2014.
 - 3.2.1.2 Enhance implementation of the co-curricular transcript by 2014.
 - 3.2.2 Create curricular opportunities for students to practice leadership skills.
 - 3.2.2.1 Create a listing clearinghouse of curricular and co-curricular opportunities available to students by 2014.
 - 3.2.2.2 Annual percentage of student leadership participation.
 - 3.2.2.3 Annual percentage of student internship participation.
 - 3.2.2.4 Explore the involvement of undergraduate and graduate assistants in teaching, research, and service by 2013.
- 3.3 Leadership capacity - Facilitate leadership for the professions, society, the family and the Church.
 - 3.3.1 Cultivate partners for positions of leadership in external venues.
 - 3.3.1.1 Enhance external opportunities for student leadership by 2013.
 - 3.3.2 Pursue research and professional networking for leadership program growth.
 - 3.3.2.1 Create and implement a plan for expanding grant opportunities by 2014.

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IV. Expanding Missional Influence

Definition: Asbury University will expand its influence by providing culturally rich learning opportunities to impact the waiting world. As the university's outreach expands, all activities, programs and initiatives are strategically aligned to our purpose and calling, and intentionally designed and implemented to increase the impact of our voice and values within the larger culture.

- 4.1 Institutional Mission - Align decisions for the university to the institutional mission.
 - 4.1.1 Develop a rubric to evaluate alignment of programs and activities to the strategic plan.
 - 4.1.1.1 Revise and update existing protocols by 2014.
 - 4.1.2 Ensure that areas of expansion (new programs and sites, physical and virtual) are consistent with the strategic plan.
 - 4.1.2.1 Apply protocols and report annually to Strategic Planning Committee (SPC) by 2015.
 - 4.1.3 Evaluate existing programs and sites to ensure that they are consistent with the strategic plan.
 - 4.1.3.1 Apply protocols and report annually to SPC by 2016.
 - 4.1.4 Ensure that fundraising, marketing, and public relations activities are consistent with the strategic plan.
 - 4.1.4.1 Apply protocols and report annually to SPC by 2016.
- 4.2 Program Expansion - Maximize the accessibility, affordability, breadth, delivery, and level of academic, co-curricular, and athletic programs.
 - 4.2.1 Identify new programs that address the needs of a waiting world for accessibility, breadth, and affordability, consistent with the institutional mission.
 - 4.2.1.1 Perform a gap analysis to be included and considered in the annual SPC report to the SPC Oversight Committee by 2014.
 - 4.2.2 Identify new delivery methods for programs that address the needs of a waiting world, consistent with the institutional mission.
 - 4.2.2.1 Perform a gap analysis to be included and considered in the annual SPC report to the SPC Oversight Committee by 2014.
 - 4.2.3 Identify new and expansions of existing athletic programs consistent with the institutional mission.
 - 4.2.3.1 Perform a gap analysis on athletic programs and report to SPC by 2015.
- 4.3 Influence in the Global Community - Increase Asbury's presence and influence at home and abroad.
 - 4.3.1 Maintain involvement with the Jessamine Chamber of Commerce.
 - 4.3.1.1 Participate in and report to SPC on Chamber-related events by 2013.
 - 4.3.2 Encourage volunteer involvement with local service agencies.
 - 4.3.2.1 Report volunteer involvement activities annually to SPC.
 - 4.3.3 Develop and maintain strategic partnerships with organizations, agencies and schools that share elements of Asbury's mission for student recruitment and missional opportunities.
 - 4.3.3.1 Perform a gap analysis on elements of mission that could be met by outside organizations by 2014.
 - 4.3.3.2 Identify and report on progress in developing partnerships by 2013.
 - 4.3.4 Develop a support and exchange relationship with international Christian institutions of higher education.
 - 4.3.4.1 Identify and approach potential partner schools by 2014.
 - 4.3.4.2 Establish a student/faculty exchange program by 2014.
 - 4.3.5 Develop live web streaming of campus programs such as chapel, music programs, and athletics.
 - 4.3.5.1 Identify programs and technology requirements by 2013.
 - 4.3.5.2 Implement and promote access to campus programs by 2014.

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- 4.3.6 Encourage faculty and staff participation in professional, educational, and service organizations.
 - 4.3.6.1 Report annually on individual involvement activity at an institutional level.
 - 4.3.6.2 Integrate professional development expectations into performance evaluations by 2014.
- 4.3.7 Encourage alumni involvement in professional and service organizations at community, national, and global levels.
 - 4.3.7.1 Annual report on alumni involvement activity at the institutional level, as compared to trend to measure improvement.
- 4.3.8 Promote institutional reputation through enhanced visibility of competitive dashboards.
 - 4.3.8.1 Report annually on systematically targeted opportunities for promotion of reputation in national publications, as compared to trend to measure improvement.
- 4.3.9 Develop one or more centers and institutes that support teaching, research, scholarship, and service.
 - 4.3.9.1 Identify an organizational structure by 2013.
 - 4.3.9.2 Identify funding sources by 2014.
- 4.4 Cultural Engagement - Provide culturally rich learning environments.
 - 4.4.1 Identify elements of existing campus that may be a barrier to attracting a diverse group of students, faculty, and staff.
 - 4.4.1.1 Perform a gap analysis to identify barriers to diversity by 2013.
 - 4.4.1.2 Develop a strategy to promote change in campus culture, including expanded opportunities for cultural events on campus by 2013.
 - 4.4.1.3 Demonstrate an annual increase in the ratio of diversity on campus.
 - 4.4.2 Recruit and retain a racially and ethnically diverse faculty and staff.
 - 4.4.2.1 Report annually on composition of faculty and staff.
 - 4.4.2.2 Provide funding to successfully compete for hiring a diverse faculty and staff by 2014.
 - 4.4.3 Recruit and retain a racially and ethnically diverse student population.
 - 4.4.3.1 Report annually the percentage of increase of scholarships targeted to these populations.
 - 4.4.3.2 Report annually on enrollment trends.
 - 4.4.4 Market the cultural engagement initiatives as distinctives of the Asbury experience.
 - 4.4.4.1 Report annually on the influence of the cultural experiences available on enrollment decisions.
 - 4.4.4.2 Develop admission marketing materials that describe the influence of cultural engagement experiences on student activities by 2014.
 - 4.4.5 Expand cross-cultural opportunities to traditional and non-traditional students: APS, online, and graduate.
 - 4.4.5.1 Report annually the number of academic and non-academic activities available to students, as compared to trend to measure improvement.
 - 4.4.5.2 Develop a series of opportunities that are tailored to the needs of students by 2014.
 - 4.4.5.3 Develop administrative support structures to encourage the development of more opportunities by 2015.

V. Institutional Capacity

Definition: Asbury University will develop and maintain the fiscal resources and institutional infrastructure — human and technological resources, support services, physical facilities, and operating systems — necessary to effectively and efficiently accomplish its mission.

- 5.1 Systems - Provide strategic systems and processes for institutional efficiency and sustainability.

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- 5.1.1 Evaluate and enhance academic support systems: Library, Center for Academic Excellence, and Academic Support Program.
 - 5.1.1.1 Perform a gap analysis of academic support systems to be included and considered in the annual SPC report to the SPC Oversight Committee by 2013.
 - 5.1.1.2 Develop a "Tutor-Track" system to match student needs with retired faculty and other volunteers by 2014.
 - 5.1.1.3 Develop a seamless system to provide support for entering students with academic challenges by 2015.
 - 5.1.1.4 Determine how appropriate academic support systems can be provided to non-traditional students by 2014.
- 5.1.2 Evaluate and enhance student support systems: Student Success, Counseling, Career and Calling, Residence Life, Student Health Services, Cafeteria, Bookstore, and CPO.
 - 5.1.2.1 Perform a gap analysis of student support systems to be included and considered in the annual SPC report to the SPC Oversight Committee by 2013.
 - 5.1.2.2 Determine how appropriate student support systems can be provided to non-traditional students by 2015.
 - 5.1.2.3 MyVoice benchmarks set by the Institutional Effectiveness Committee (IEC) by 2014.
 - 5.1.2.4 Adult Student Priorities Survey (ASPS) benchmarks, as set by IEC by 2014.
- 5.1.3 Evaluate and enhance administrative support systems: Admissions, Financial Aid, Alumni, Registrar, Advancement, and Student Accounts.
 - 5.1.3.1 Perform a gap analysis of administrative support systems to be included and considered in the annual SPC report to the SPC Oversight Committee by 2013.
 - 5.1.3.2 Determine how appropriate administrative support systems can be provided to non-traditional students by 2014.
 - 5.1.3.3 Develop "one-stop-shops" for information and assistance for different categories of students by 2013.
- 5.2 Fiscal resources - Develop and operate under a mission driven economic model.
 - 5.2.1 Implement our existing economic analysis model to evaluate new programs and/or sites.
 - 5.2.1.1 Provide results for review by the SPC Oversight Committee by 2014 and reassess in five years (2019).
 - 5.2.2 Establish a budget line to support entrepreneurial activities.
 - 5.2.2.1 SPC Oversight Committee establish an appropriate annual funding level by 2014.
 - 5.2.3 Develop a strategic enrollment management plan that provides for increasing net tuition revenue.
 - 5.2.3.1 Provide results for review by the SPC Oversight Committee by 2014.
 - 5.2.4 Develop a strategy for soliciting gifts for endowment.
 - 5.2.4.1 Establish additional endowed scholarships by 2013.
 - 5.2.4.2 Create a plan for including endowment gift solicitation in future capital campaigns by 2013.
 - 5.2.5 Develop instructional cost model that is linked with budget funding.
 - 5.2.5.1 Provide results for review by the SPC Oversight Committee by 2015.
 - 5.2.5.2 Implement a budgeting model that encourages program growth by 2014.
 - 5.2.6 Develop a systematic approach that encourages fund-raising initiatives across the institution.
 - 5.2.6.1 Develop an institutional protocol for seeking and submitting grant opportunities by 2013.
 - 5.2.6.2 Develop protocol for programs and departments to solicit gift income from their specific constituent groups by 2015.
- 5.3 Human Resources - Provide adequate/appropriate human resources.
 - 5.3.1 Develop and perform a staffing analysis to meet existing and projected campus needs.
 - 5.3.1.1 Perform an audit of staff workload to be included and considered in the SPC report to the SPC Oversight Committee by 2014.

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- 5.3.2 Develop and perform an analysis of instructional needs and faculty resources in light of existing and planned academic programs.
 - 5.3.2.1 Perform an audit of instructional needs to be included and considered in the SPC report to the SPC Oversight Committee by 2014.
- 5.3.3 Provide competitive compensation for faculty and staff in all job classifications.
 - 5.3.3.1 Perform a benchmark analysis of compensation for faculty and staff by 2013.
 - 5.3.3.2 Develop an appropriate budget to provide for competitive compensation by 2014.
- 5.3.4 Recruit and retain faculty and staff that demonstrate an understanding and appreciation of the institutional commitment to spiritual vitality.
 - 5.3.4.1 Provide supervisory staff with training to properly consider potential employees in regard to their spiritual commitment by 2013.
 - 5.3.4.2 Require employees to affirm on a regular basis their commitment to the institution's spiritual values.
- 5.3.5 Investigate the feasibility of connecting performance evaluations to compensation.
 - 5.3.5.1 Develop plan and provide a report to the SPC Oversight Committee by 2015.
- 5.4 Professional Development - Strengthen the professional and personal capacities of employees.
 - 5.4.1 Provide opportunities for spiritual development and an understanding of Asbury spiritual distinctives.
 - 5.4.1.1 Define spiritual development opportunities for employees by 2013.
 - 5.4.2 Provide opportunities for staff to continue to develop job competencies.
 - 5.4.2.1 Develop a system of recognizing employees for their continuing education by 2013.
 - 5.4.2.2 Develop standards for benchmarking continuing education by 2015.
 - 5.4.3 Provide opportunities for health and wellness.
 - 5.4.3.1 Incentivize positive health behavior through a reward system related to health insurance by 2015.
 - 5.4.4 Establish a budget line to support professional development.
 - 5.4.4.1 SPC Oversight Committee establish an appropriate annual funding level for professional development by 2013.
 - 5.4.4.2 Provide a report to the SPC Oversight Committee on funding professional development by 2015.
- 5.5 Technology - Provide appropriate technological resources to support student learning, faculty scholarship, and administrative efficiency.
 - 5.5.1 Create a technology master plan.
 - 5.5.1.1 Pursue and obtain Cabinet approval of master plan by 2012.
 - 5.5.2 Develop a funding plan for technology master plan.
 - 5.5.2.1 Report the funding plan to the SPC by 2014.
- 5.6 Physical Facilities - Provide appropriate facilities to support academic instruction, student services, and administrative operations.
 - 5.6.1 Update campus master plan.
 - 5.6.1.1 Pursue and obtain Board approval of master plan by 2013.
 - 5.6.2 Develop a funding plan for the campus master plan.
 - 5.6.2.1 Report the funding plan to the SPC by 2014.

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IX. Office of IESP

The Office of Institutional Effectiveness and Strategic Planning responds to issues of institutional research, university assessment, accreditation, strategic planning, and new program development capacity. The roles of this office are two-fold: 1) Present ongoing internal analyses of the institution and its capacity to serve students and meet its mission; and 2) Maintain an external strategic perspective that enables the institution to seek its future and weather fluctuations in societal, cultural, economic, and political environments.

A. Mission & Purpose

Our mission as the Office of Institutional Effectiveness and Strategic Planning (IESP) is to gather and interpret timely and relevant information to advance the mission of the university through the continuous improvement of quality institutional practices and student success across all programs.

B. Goals

The goals of the IESP office are as follows:

- Providing leadership to the strategic planning process for the University
- Coordinating the University's institutional effectiveness activities
- Assisting the Liberal Arts program, academic areas and majors, and administrative departments in effectiveness efforts
- Analyzing and reporting institutional assessment for informed decision-making and planning
- Leading preparations and responses to SACs for accreditation reaffirmation
- Providing data analysis, protocol for program development, and initial review of new program ideas
- Organizing and directing assessment administration and data analysis for both internal and external stakeholders

C. IE & SP Committees and Organizational Chart

The organizational chart outlines the areas of responsibility for the Office of IESP. In addition, there are several committees that support the institutional process and they are the Institutional Effectiveness Committee (IEC) and the Strategic Planning Committee (SPC).

Organizational Chart for The Office of Institutional Effectiveness and Strategic Planning

Members:

- Dr. Sandra Gray, President
- Dr. Verna Lowe
- Dr. Gay Holcomb
- Dr. Dick Reznik
- Paul Stephens
- Andrea Edin

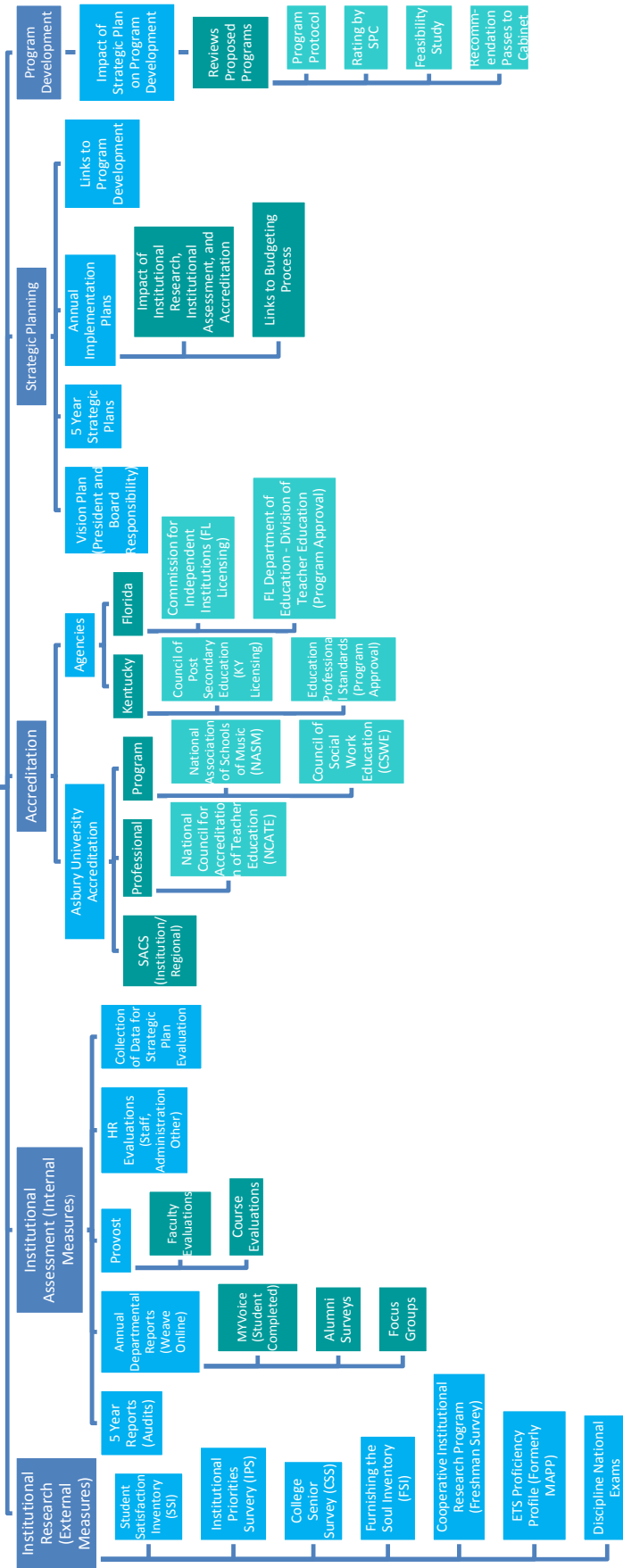
Dr. Sandra Gray,
President

Dr. Verna Lowe,
Assistant to the President

Gay Holcomb, Director of
Institutional Research &
Assessment

Andrea Edin, Staff Assistant, Office of
Institutional Effectiveness and Strategic
Planning

Office of Institutional Effectiveness and Strategic Planning



Office of IESP

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D. Software for Institutional Effectiveness and Strategic Planning

As part of the Office of IESP, there are three types of software used to provide appropriate data and serve as a clearinghouse for research, assessment, and accreditation.

Compliance Assist

Compliance Assist is a fully integrated and comprehensive online platform for managing institutional research, planning, and accreditation. All documents related to university accreditation through SACS are housed here. In addition to all faculty credentials are stored with Compliance Assist. These records include transcripts, syllabi from all courses taught, and a SACS standardized roster listing relevant professional experiences, memberships, and licenses.

WeaveOnline

All data is centrally housed in the WEAVEonline database. WEAVE provides a robust platform that optimizes all facets of university assessment. It provides the framework that undergirds Asbury's culture of evidence through the following: it emphasizes continuous improvement, clearly connects program objectives to our 9 Strategic Goals and their Targets, dynamically reflects the current state of assessment and planning at all institutional levels, tracks actions over time, monitors costs of program improvements, facilitates reporting across programs and departments, and archives data when a cycle is completed.

Qualtrics

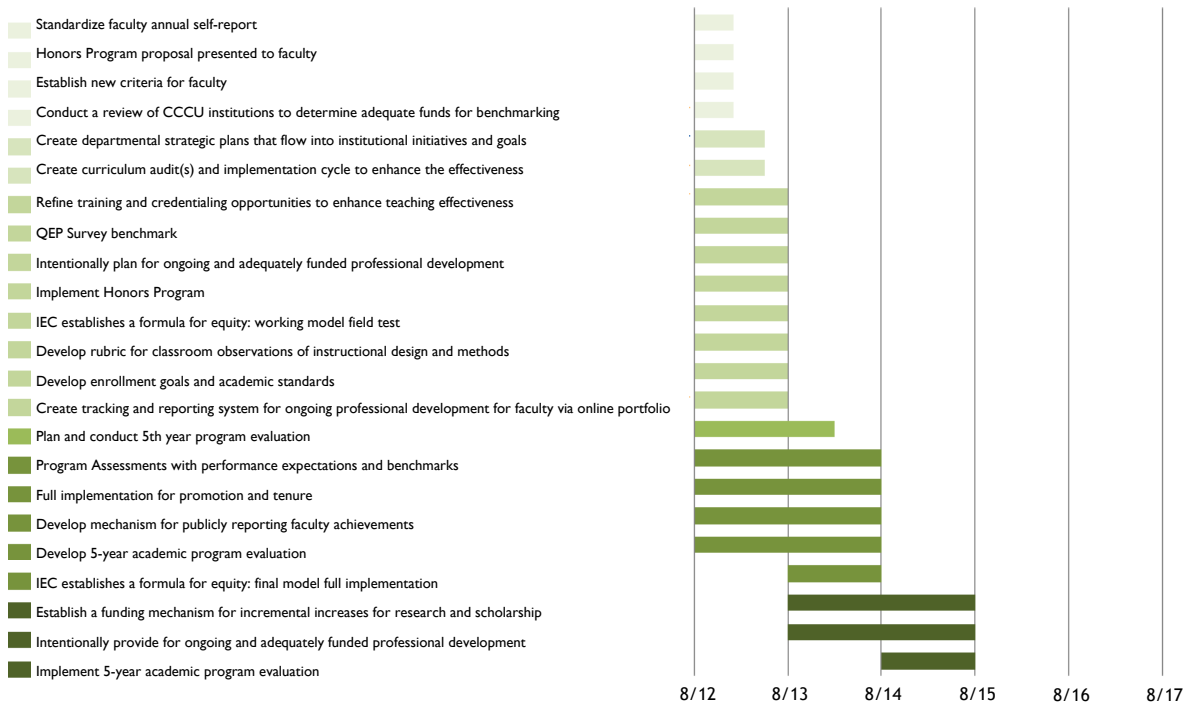
Asbury University partners with Qualtrics, a web-based research software company, to capture important feedback from students, faculty and staff. This particular vendor was chosen because it affords us high functionality in developing effective campus surveys, holds high standards of ensuring respondent confidentiality, and ease of use for survey respondents. Qualtrics, a privately owned company founded in 1997, is utilized in a broad scope of settings including academic, non-profit, and corporate environments. We are pleased to have this valuable resource in fulfilling the mission of the Institutional Effectiveness and Strategic Planning Committee.

Appendix A: Dashboard Statistics

The Office of IESP will track the Strategic Plan by initiative through annual infographic dashboard statistics.



Initiative I. Academic Excellence Measures Dashboard & Development Timeline



Appendix

Student Achievement & Excellence

	2012-3	2013-4	2014-5	2015-6	2016-7
Student internship evaluation	--	--	--	--	--
Student publications	--	--	--	--	--
Student research projects	--	--	--	--	--
Student professional association memberships	--	--	--	--	--

Student Assessment Performance

	Goal	2012-3	2013-4	2014-5	2015-6	2016-7
GEPA	55%	--	--	--	--	--
EPP	75%	--	--	--	--	--
MFT	75%	--	--	--	--	--
Licensure Exams	75%	--	--	--	--	--

Academic Program Quality

	2012-3	2013-4	2014-5	2015-6	2016-7
Accreditation reviews conducted/passed	--/--	--/--	--/--	--/--	--/--
Programs meeting annual benchmarks	--	--	--	--	--

Academic Support Effectiveness

	2012-3	2013-4	2014-5	2015-6	2016-7
Students utilizing CAE	--	--	--	--	--
Students clearing Academic Probation	--	--	--	--	--

Faculty Excellence & Effectiveness

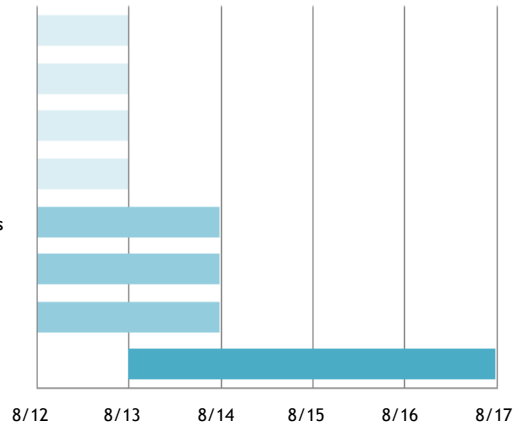
	Goal	2012-3	2013-4	2014-5	2015-6	2016-7
Faculty credentials submitted	100%	--	--	--	--	--
Faculty reviews conducted	100%	--	--	--	--	--
Faculty portfolios: submitted/satisfactory	100%/90%	--/--	--/--	--/--	--/--	--/--
Faculty PDPs: submitted/participation	100%/100%	--/--	--/--	--/--	--/--	--/--

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Initiative II. Spiritual Vitality Measures Dashboard & Development Timeline

- Determine Spiritual Transformation Inventory (STI) benchmarks
- Create Pre/Post test in Theology (TH 200)
- Chart curricular and co-curricular opportunities aligned to QEP cornerstones
- Annual participation counts
- Develop feedback loops for Old Testament and New Testament pre/post tests
- Develop an institutional strategic plan for student spiritual formation
- College Student Survey internal questions benchmark
- Annual service student participation rates



General Education Proficiency Assessment (GEPA) Benchmarks

	2012-3	2013-4	2014-5	2015-6	2016-7
Range of Correctness	--	--	--	--	--
Mean Percentage Correct	--	--	--	--	--
Met/Not Met	--	--	--	--	--

Measurement of SLO1: Students will demonstrate Biblical literacy and theological understanding as they inform human life.
Benchmark: 55% Correct

Creation Care Data

	2012-3	2013-4	2014-5	2015-6	2016-7
Student Participation	--	--	--	--	--
Waste Audit	--	--	--	--	--
Percentage Improvement	--	--	--	--	--

QEP Survey Benchmarks

2012-3	2013-4	2014-5	2015-6	2016-7
% Strongly Agree & Agree				
--	--	--	--	--
--	--	--	--	--

Benchmark: 70% Agreement

Spiritual Maturity Interview Project (SMIP) Emerging Themes

	2012-3	2013-4	2014-5	2015-6	2016-7
Attitudes	--	--	--	--	--
Behaviors	--	--	--	--	--
Experiences	--	--	--	--	--
Challenges	--	--	--	--	--
Hindrances	--	--	--	--	--
Relationships	--	--	--	--	--

Focus Group Emerging Themes

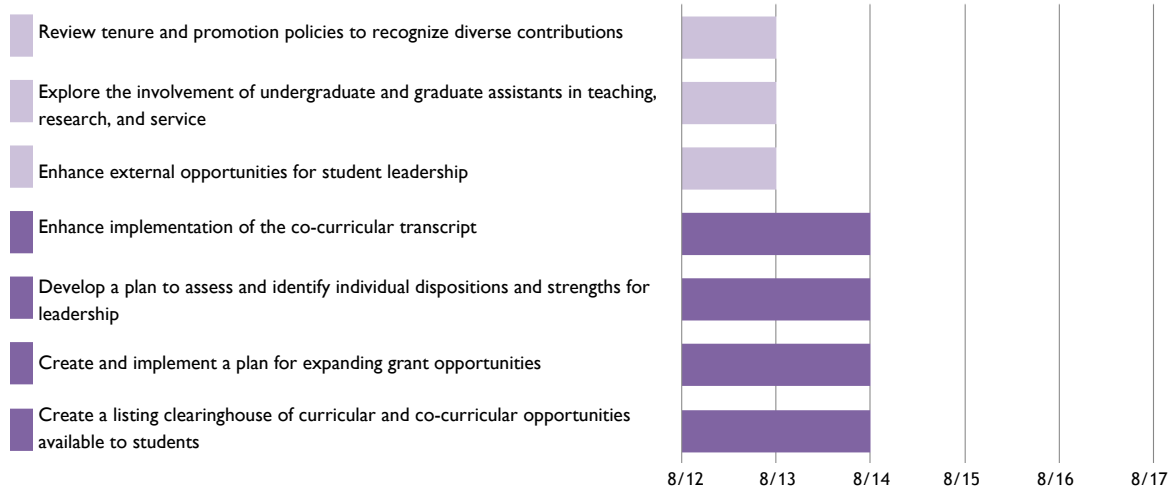
	2012-3	2013-4	2014-5	2015-6	2016-7
Desired Changes	--	--	--	--	--
Enriching Experiences	--	--	--	--	--
Strengths	--	--	--	--	--
Frustrations	--	--	--	--	--

Appendix

ASBURY UNIVERSITY STRATEGIC PLAN 2012-17

With a vision of God, Asbury University will be a ready people for a waiting world.

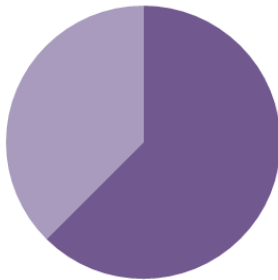
Initiative III. Transformational Leadership Measures Dashboard & Development Timeline



Appendix

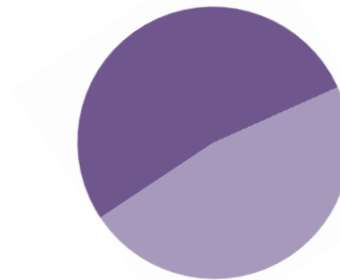
Student Leadership Participation Annual Percentage

2012-3	--
2013-4	--
2014-5	--
2015-6	--
2016-7	--



Student Internship Participation Annual Percentage

2012-3	--
2013-4	--
2014-5	--
2015-6	--
2016-7	--

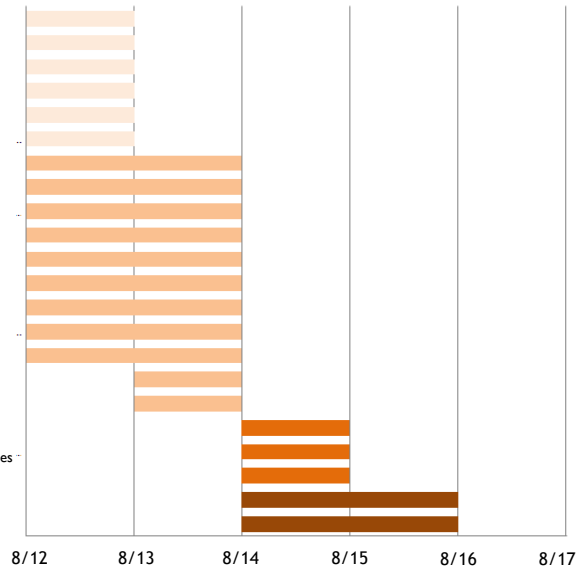


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With a vision of God, Asbury University will be a ready people for a waiting world.

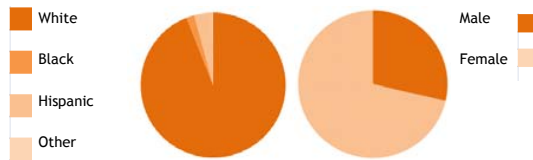
Initiative IV. Expanding Missional Influence Measures Dashboard & Development Timeline

- Perform a gap analysis to identify barriers to diversity
- Participate in and report to SPC on Chamber-related events
- Identify programs and technology requirements
- Identify and report on progress in developing partnerships
- Identify an organizational structure
- Develop a strategy to promote change in campus culture
- Revise and update existing protocols
- Provide plan for funding enable hiring a more diverse faculty and staff
- Perform a gap analysis to be included and considered in the annual SPC report
- Perform a gap analysis on elements of mission that could be met by outside organizations
- Integrate professional development expectations into performance evaluations
- Identify and approach potential partner schools
- Establish a student/faculty exchange program
- Develop admission marketing materials that describe the influences of cultural engagement
- Develop a series of opportunities that are tailored to the needs of students
- Implement and promote access to campus programs
- Identify funding sources
- Perform a gap analysis on athletic programs and report to SPC
- Develop administrative support structures to encourage the development of more opportunities
- Apply protocols and report annually to Strategic Planning Committee (SPC)
- Apply the protocols and report annually to SPC
- Apply the protocols and report annually to SPC on new and existing programs

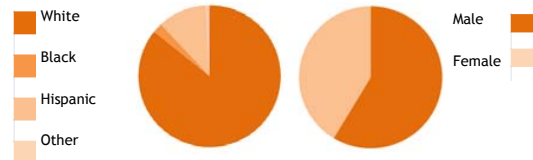


Appendix

Staff & Faculty Composition



Student Body Composition



Cultural Engagement

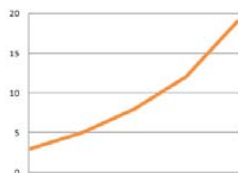
	2012-3	2013-4	2014-5	2015-6	2016-7
Seminars	--	--	--	--	--
Short-term Trips	--	--	--	--	--
Study Abroad	--	--	--	--	--
Non-traditional	--	--	--	--	--

National Institutional Reputation & Ranking

	2012-3	2013-4	2014-5	2015-6	2016-7
US News & World Report	--	--	--	--	--
Forbes	--	--	--	--	--
Princeton Review	--	--	--	--	--



Diversity scholarship opportunities



Students indicating Cultural Engagement opportunities as factor to enroll

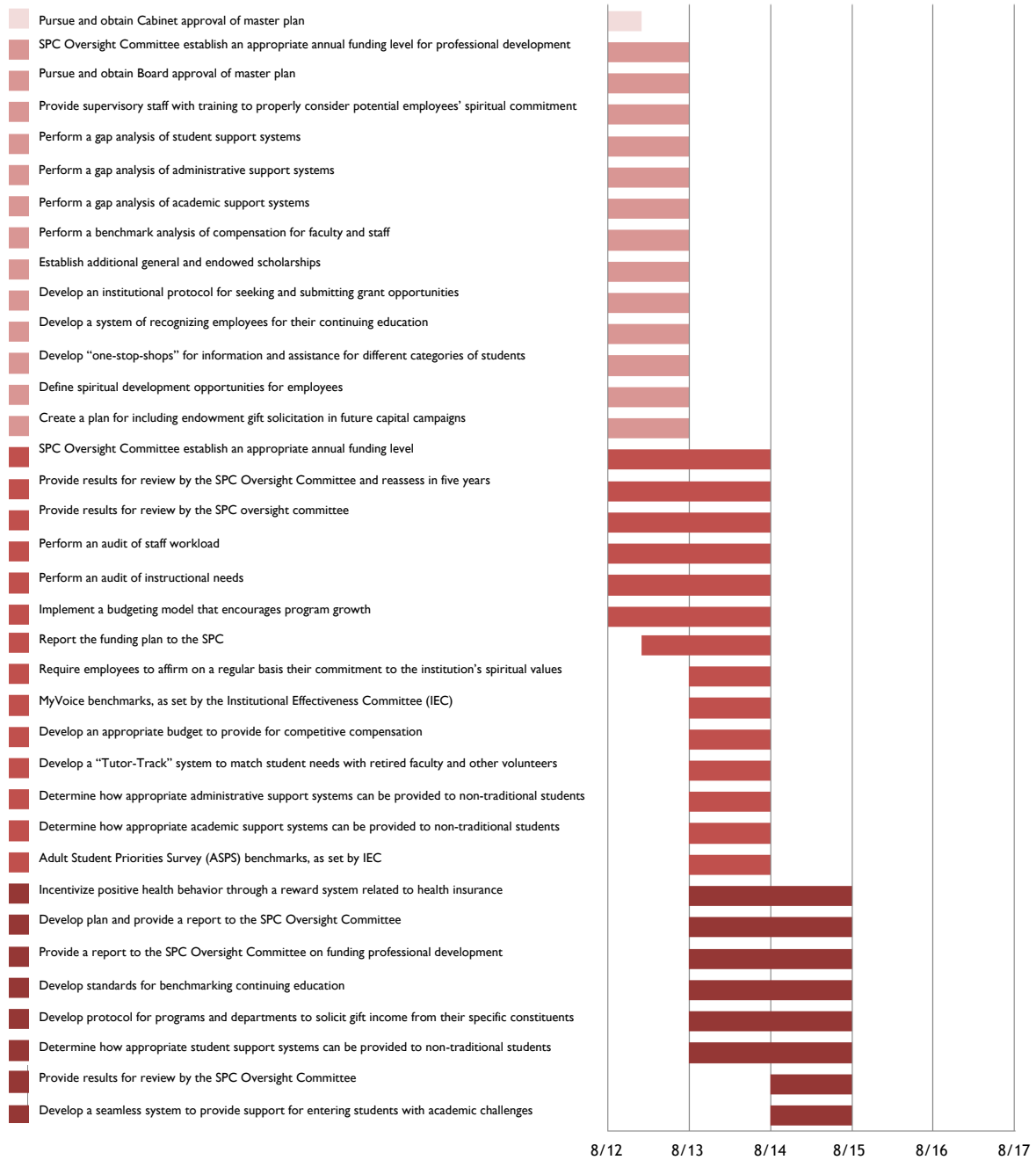
Community Involvement

	2012-3	2013-4	2014-5	2015-6	2016-7
Staff & Faculty (Local)	--	--	--	--	--
Staff & Faculty (Professional)	--	--	--	--	--
Alumni	--	--	--	--	--

ASBURY UNIVERSITY STRATEGIC PLAN 2012-17

With a vision of God, Asbury University will be a ready people for a waiting world.

Initiative V. Organizational Capacity Measures Dashboard & Development Timeline



Appendix

ASBURY UNIVERSITY STRATEGIC PLAN 2012-17

With a vision of God, Asbury University will be a ready people for a waiting world.

Appendix B: Growth Implementation Plan

A five year snapshot of growth and expansion at Asbury University, 2012-2017.

	Initiatives (Programs)	Personnel	Capital	Predicted 5-Year Enrollment
Year 1 2012-2013	MA, Teaching	Student teaching supervisors	\$0	100
	New STEM Building: programming phase	None	TBD	600
	ERP System: phase 1	Infrastructure: time, staff to convert system	\$3,000,000	N/A
	Tear down Doddridge, relocate offices	None	\$200,000	N/A
	Compliance Report 2014: SACS, QEP	None	TBD	N/A
	Expansion, online delivery of Asbury Academy	Part-time or full-time director	\$150,000	150
	International partnerships: Korea, China	TBD	TBD	100
	Begin Substantive Change process	TBD	\$1,500,000	N/A
	Hughes technology and cosmetic upgrades	None	\$250,000	N/A
Year 1 Summary:			\$5,100,000	1200
Year 2 2013-2014	KVEC	Part-time director	Rent	TBD
	Expansion of A.A. degree: Online & dual enrollment	TBD	TBD	250
	BS, Ministry Management: Salvation Army	TBD	TBD	210
	MA, Communication Arts	1 Faculty to start online with four week residential requirement	TBD	40
	MBA	Director; 1 Undergrad/grad faculty	TBD	25 to 60
	Ed.S	None - current Principal program	\$0	50
	Aldersgate 3 Complex	Residential Director (possibly)	\$12,000,000	150 (integrated)
	Honors Program	Half-time director	TBD: Scholarships, Programming money	10
	Athletic program growth (plan TBD)	TBD	TBD	75
	21st Century Liberal Arts: innovative programs	TBD	TBD	TBD
	MA, Equine Studies	1 Faculty; Farm/facilities manager; Champion	TBD	15
Year 2 Summary:			\$12,000,000	680
Year 3 2014-2015	Fine Arts Building renovation	None	\$5,000,000	N/A
	MFA, Film, Art, Creative Writing, Music Composition: blended online & residential	1 Existing faculty assume directorship; 1 Music faculty, 1 Film faculty	Must be housed in Miller Building	15 to 40
	Ed.D	Director	Cost of library resources covered	30
	Technology and Learning Center	Full-time librarian	\$200,000	N/A
	Initiative Grant (Endowment)	None	\$2,000,000	N/A
Year 3 Summary:			\$7,200,000	N/A
Year 4 2015-2016	Renovation of Hager Administration building	None	\$3,000,000	N/A
	Renovation of Hamman Ray: convert to class space, offices	None	\$4,000,000	N/A
	Renovation of Hughes Auditorium	None	TBD (dependent on traditional growth)	N/A
Year 4 Summary:			\$7,000,000	N/A
Year 5 2016-2017	Physician's Assistant	Champion	Cost of library resources, facilities for Skills & Cadaver Lab	20
Year 5 Summary:			TBD	20
TOTAL 5-YEAR SUMMARY, 2012-2017:			\$31,300,000	1900

Appendix

ASBURY UNIVERSITY STRATEGIC PLAN 2012-17

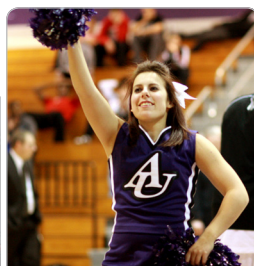
With a vision of God, Asbury University will be a ready people for a waiting world.

ASBURY 2012-17 STRATEGIC PLAN

With a vision of God Asbury University can be a ready people for a waiting world.

I. Academic Excellence

Definition: *Asbury University's primary role is to engage students in dynamic higher education experiences in an array of academic and professional fields, at both the undergraduate and graduate levels, within the context of the liberal arts. The University maintains a community of full time and affiliate faculty who are recognized as effective scholar-teachers, professionally competent and spiritually grounded, who can guide and direct the learning endeavors of students so they can engage the culture for Christ.*



II. Spiritual Vitality

Definition: *Asbury University pursues its educational mission within the Wesleyan holiness tradition through the Cornerstone Project (Quality Enhancement Plan). As such, the institution promotes a Biblical understanding of spiritual formation resulting in service to the world and the communication of holiness in new and creative language and modes for the 21st century context.*

III. Transformational Leadership

Definition: *Asbury University seeks to equip and inspire individuals as servant leaders who transform groups and organizations to influence the culture for Christ.*



IV. Expanding Missional Influence

Definition: *Asbury University will expand its influence by providing culturally rich learning opportunities to impact the waiting world. As the university's outreach expands, all activities, programs and*



initiatives are strategically aligned to our purpose and calling, and intentionally designed and implemented to increase the impact of our voice and values within the larger culture.

V. Institutional Capacity

Definition: *Asbury University will develop and maintain the fiscal resources and institutional infrastructure — human and technological resources, support services, physical facilities, and operating systems — necessary to effectively and efficiently accomplish its mission.*