



Annual Report of Institutional Progress
Fall 2018

Executive Summary

Guided by the question, “How does Asbury University most strategically advance its mission over the next five years?”, the extensive development phase of the strategic planning processes brought to pass “Imagine 2022: Asbury’s Vision for Faithful Change”. With implementation beginning in the 2017-18 academic year, progress is well underway in achieving the desired goals and outcomes. Many tactics have begun to be implemented, more are scheduled to begin this academic year, and others are scheduled to begin over the course of the next 24 months. Continued attention is given by the broad array of faculty, staff, administrators and committees assigned primary leadership to the varying elements ascribed in the plan.

In this progress report, key quantitative outcomes are listed as well as bulleted summaries of activities both completed and ongoing. Further, this document provides a color coded status report for each of the 43 strategic tactics of the plan. The four color codes and their meaning are as follows:

Underway Activity has begun toward the completion of the stated tactic	To Begin This Academic Year Activity toward the stated tactic will begin during this academic year.	Delayed The ascribed implementation timeline has been impeded.	Scheduled to Begin at a Later Date The associated activities are scheduled to begin at a later time.
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Of the 43 strategic tactics, 20 (46.5%) are currently underway, 11 (25.6%) are scheduled to begin this academic year, two (4.7%) are classified as delayed, and nine (20.9%) are scheduled to begin at a date beyond this academic year.

As progress continues to achieve the plan in its totality, we pause to celebrate God’s faithfulness and the hard work of scores of Asbury team members made manifest in the progress stated in this document.

Initiative I

Advance Asbury University as a rigorous Christian liberal arts university that embraces opportunities and addresses emerging challenges in an increasingly complex and globally interdependent world.

A. Promote Christian liberal arts throughout the University.

	<u>Status</u>
i. Evaluate and align current online model against target audience and its relation to Christian liberal arts mission.	Underway
ii. Review and adjust towards coordinated, coherent progression of rigor/complexity within each academic program to present recognizable components of increasing levels of complexity, intellectual structure, and clear components of liberal arts skills.	Underway
iii. Strengthen Foundations Program.	Underway

Full Implementation: Spring 2020

Primary Leadership: Provost, Academic Dean, Dean of Adult and Online Learning,
Liberal Arts Council, Dean of Arts and Sciences, VP of Student Development

Key Activities to Date

- The Academic Policy and Curriculum Committee (APCC) created definitions and standards of course level classifications (100-199, 200-399, 400-499, etc.) to set up structures for categorizing increased levels of complexity across the curriculum.
- The course and program development process now includes sponsoring individuals and/or departments to articulate 3-4 questions addressing Christian liberal arts worldview throughout the curriculum and student experience.
- The departments of Art & Design and Christian Studies & Philosophy are conducting a self-study of program review and evaluation.
- The Liberal Arts Council is operating from continuously improved clarity and authority for the Foundations Program. This is netting enhanced attention and influence to the Foundations curriculum and in advancing desired outcomes.
- The Liberal Arts Council and the office of the Academic Dean have enhanced collaboration in the implementation of the SEARCH Scholarship Symposium program, outcomes, and student experience.

Key Activities Scheduled for Implementation

- Faithful Change Qualitative Measure. The addition of an essay based assessment to further analyze the student experience and growth across their experience will bring further insight into areas of strengths and opportunity relative to stated outcomes.
- Asbury will begin implementing external review of academic programs not including content-area accreditation. Two programs will be reviewed per academic year.
- Continued identification and implementation of best practices within a Liberal Arts Community.

B. Engage society and global responsibility.

Status

i. Cultivate a campus culture of civil discourse, productive conversation, and redemptive action.

Underway

ii. Create a mechanism to plan, manage, and promote events that focus on current challenges in society.

Underway

Full Implementation: 2018-19 Academic Year, perpetuating onward

Primary Leadership: Dean of Arts, Humanities, & Social Sciences, VP of Student Development

Key Activities to Date

- The advent of the Joe Pitts Center for Public Policy has ushered numerous opportunities for civil discourse and productive conversations. These include:
 - Kentucky Court of Appeals – Oral Arguments (September 2018)
 - “A Fireside Chat” with Kentucky State Treasurer Allison Ball (April 2018)
 - The Opioid Crisis Conference (March 2018)

Key Activities Scheduled for Implementation

- Formalizing a two-fold method to plan, manage, and promote events that focus on challenges in society that advance a culture of civic discourse, productive conversation, and redemptive action. The two-fold approach will allow for both systematic, curated programming to addressing salient topics related to this strategic goals and the immediate opportunity for students to engage with pertinent events and topics as they arise.
 - Establishing a clearinghouse committee to oversee semester long program curriculum achieving these outcomes
 - Establishing a rapid response team that will initiate and implement campus programming creating opportunities for learning, dialogue, and appropriate response to local, national, and global events.

C. Develop “soft skills” as essential skills.

	<u>Status</u>
i. Develop critical thinking, creative visioning, strong communication skills, and collaborative and interdisciplinary learning.	Underway
ii. Strengthen relationship between formal academic work and experiential learning.	Begin this Academic Year
iii. Equip students with ability to articulate essential connection between liberal arts learning and life in the professions.	Begin this Academic Year

Full Implementation: Fall 2020

Primary Leadership: Provost, Liberal Arts Council, VP of Student Development,
Associate Dean of Career and Calling

Key Activities to Date

- Asbury University introduced the CLA+ Assessment to thoroughly measure progress in meeting the outcomes of Initiative I. Encouraging results and further detail appear below.

Key Activities Scheduled for Implementation

- Further opportunities to advance liberal arts outcomes will be evaluated and some moved toward implementation.
- Continued improvement will be brought to pass related to internship engagement and subsequent outcomes.

Key Quantitative Measures

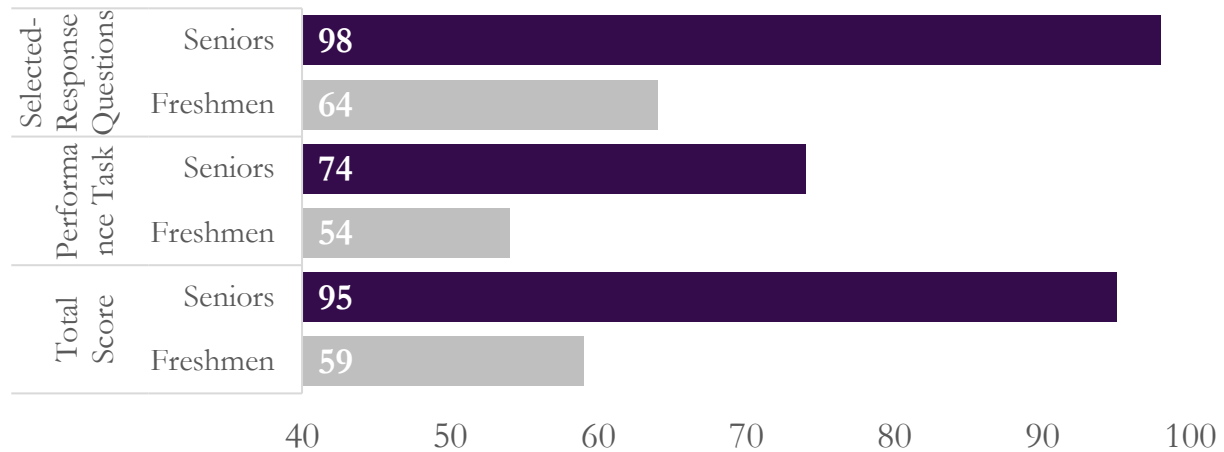
CLA+

Strategic focus on the advancement and outcome utilization of the liberal arts foundation prompted the addition of this instrument into the battery of annual assessments. As an industry leading measure of higher-order cognitive skills including the ability to analyze, evaluate, think critically, solve problems, critique arguments, and communicate determinations. The CLA+ represents a key outcome measure for Initiative I.

The CLA+ is divided into two parts. First, the Performance task section asks students to craft responses to an open-ended question about a hypothetical but realistic scenario using a library of relevant documents. Second, the selected-response questions ask students to choose the best response to questions in Critical Reading and Evaluation, Scientific and Quantitative Reasoning, and Critiquing-an-Argument.

2017-2018 results of the CLA+ provided evidence of Asbury thriving in developing in students the desired soft skill outcomes. As an overall score, Asbury Seniors scored in the 95th percentile nationally. On the Performance Task portion of the exam, Asbury Seniors scored in the 74th percentile and on the Selected-Response Questions Asbury Seniors scored in the 98th percentile. Scores for Asbury Freshmen were in the 59th, 54th, and 64th percentile, respectively. The two-fold celebration is seen in both the strong performance of seniors and the “value added” in comparing the freshmen and senior cohorts.

CLA+ 2017-2018 Asbury Freshmen and Seniors Scores as National Percentile



General Education Proficiency Assessment

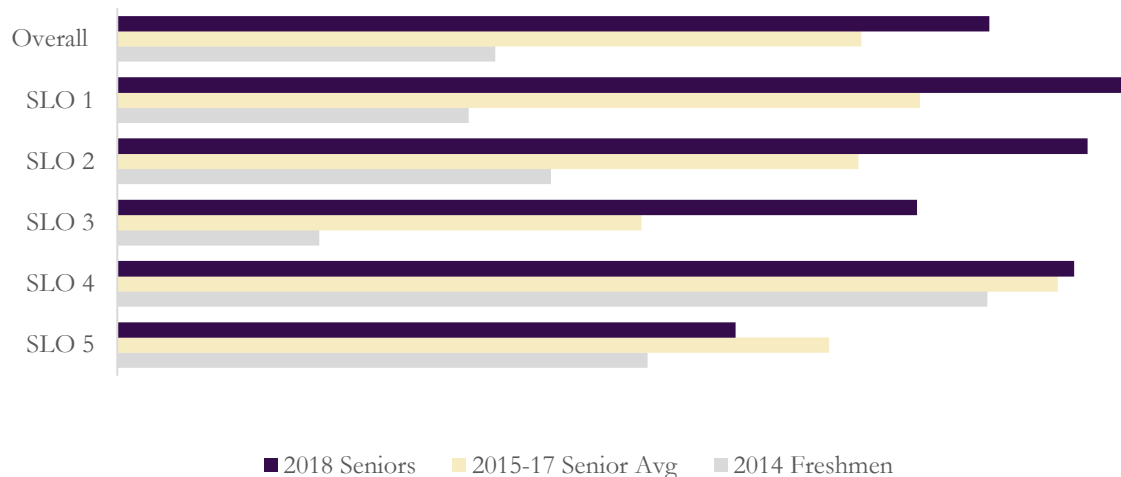
Asbury continues to utilize the internally administered General Education Proficiency Assessment (GEPA). The GEPA exam is delivered annually to freshmen and seniors as an assessment of the five Student Learning Outcomes (SLOs) of the Foundations Program, which are as follows:

- SLO 1 Students will demonstrate Biblical literacy and theological understanding as they inform human life.
- SLO 2 Students will use aesthetic, historic, linguistic, and philosophical forms and expressions to interpret the human condition.
- SLO 3 Students will demonstrate how key concepts from the social and behavioral sciences help to identify and address real-world problems of human persons, communities, and nations, including the origin of such problems.
- SLO 4 The student will demonstrate critical thinking and problem solving through the interpretation and analysis of data.
- SLO 5 Students will use the scientific method to engage in an exploration of the natural world, including a close examination of practices that promote environmental stewardship and personal well-being.

The strategic target of continuous improvement on the GEPA assessment and across the SLOs overall was achieved in the overall score and in four of the five sub-scores. Further, growth was realized in cross sectional comparisons of the 2014 Freshmen Cohort and 2018 Senior Cohort across all SLOs.

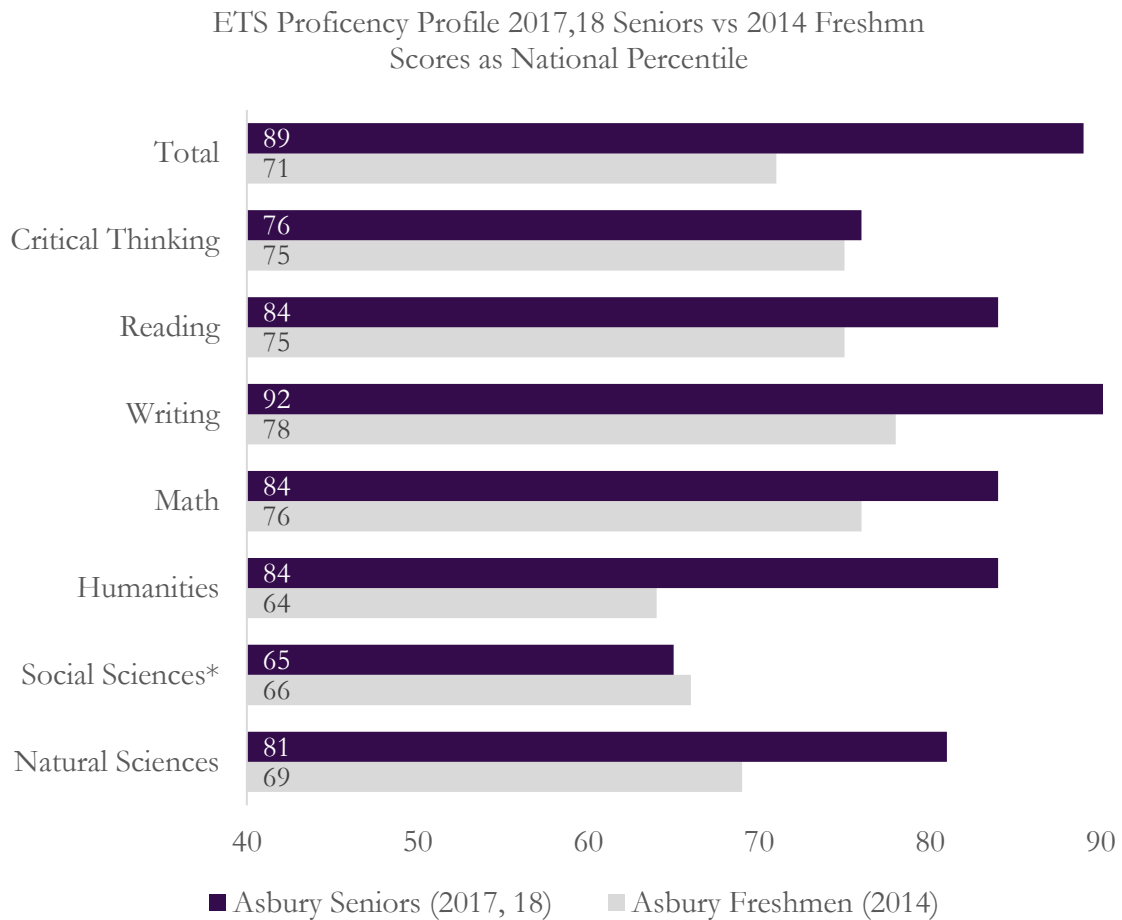
Asbury University General Education Proficiency Assessment			
	2018 Seniors	2015-17 Seniors Avg	2014 Freshmen
Overall	64.8%	60.4%	47.9%
SLO 1	69.6%	62.4%	47.0%
SLO 2	68.1%	60.3%	49.8%
SLO 3	62.3%	52.9%	41.9%
SLO 4	67.7%	67.1%	64.7%
SLO 5	56.1%	59.3%	53.1%

GEPA: 2018 Seniors vs 2015-17 Senior Avg vs 2014 Freshmen



ETS Proficiency Profile

The externally developed and administered ETS Proficiency Profile (EPP) measures outcomes closely aligned to the Asbury Foundations Program. Additionally, the EPP affords the added benefit of comparison to national norms. Cross sectional comparison of the 2014 Freshmen Cohort and 2017 and 2018 Senior Cohorts shows strong achievement relative to national scores with Asbury Seniors scoring in the 89th percentile overall. Further, in comparing the 2014 Freshmen mean scores with 2017/18 Senior mean scores as a national percentile, increase was seen in the total mean score and in six of the seven sub-scores.



* It should be noted that though the Social Sciences subcategory score for AU seniors was lower than other subcategories the scoring and comparing methodology of this instrument is such that an marginal performance increase of 0.16 points higher on the 130 point subscale would place Asbury in the 84th percentile. Further, though the national percentile of the Asbury mean is seen to drop from the freshman to senior administration, there was indeed net increase in the raw score of this subscale.

Initiative II

Deepen identity as a vibrant community of Christian faith and whole-person transformation rooted in the Wesleyan-Holiness tradition.

A. Implement spiritual formation plan for the university community.

Status

i. Optimize spiritual growth activities.

Underway

ii. Resource revised spiritual formation plan for GPS students.

Delayed, Modified
Implementation Spring 2019

Full Implementation: Spring 2020

Primary Leadership: Associate Dean for Spiritual Life, Cornerstone Council,
Dean of Adult and Online Learning

Key Activities to Date

- To leverage the noted, understood utility of small group experiences in spiritual formation, the Office of Spiritual Life implemented an initiative on Banded Discipleship. The program involves:
 - Gender-specific friend groups of three to five people intentionally committed to meeting weekly around Scripture, prayer and accountability questions.
 - Launch occurred in Chapel on Wednesday, Aug. 29.
 - Over 250 students are participating in 70 Banded Discipleship Groups in the Fall of 2018.

Key Activities Scheduled for Implementation

- Scheduled for implementation in Fall of 2018, the full scale spiritual formation plan for GPS students, including hiring of new staff and fully funded programmatic elements, has been delayed. To maintain the desired formation outcomes of GPS students, alternative means will be devised beginning in Spring 2019 and adjusted implementation will begin soon after.

B. Advance understanding and appreciation of scripture and Wesleyan-Holiness theology

Status

i. Pursue thoughtful integration of Wesleyan-Holiness theology for 21st century across the University.

Begin this
Academic
Year

ii. Create programming to increase Biblical knowledge for students with little or no Biblical literacy.

Delayed

iii. Grow students' affection for Scripture as an integral source of spiritual formation.

Begin this
Academic
Year

Full Implementation: Spring 2020

Primary Leadership: Associate Dean for Spiritual Life, Cornerstone Council,
Dean of Adult and Online Learning

Key Activities to Date

- The cross sectional Cornerstone Council comprised of faculty, staff, and students, continues to oversee outcomes stemming from Asbury's Cornerstone Project – Scripture, Stewardship, Holiness, and Mission.
- Additional emphasis on advancing the outcome of Biblical knowledge and affection for Scripture has been infused into the Chapel curriculum for the 2018-19 academic year. The “Reveal Series” is comprised of eleven chapel messages designed to provide an experiential grasp of the meta-narrative of Scripture.

Key Activities Scheduled for Implementation

- For the Cornerstone Council, the outcomes of Scripture and Holiness will be of specific focus beginning this academic year per specified timelines of the Strategic Plan.
- Specific programming to increase Biblical knowledge for students with little or no Biblical literacy will be put into motion within this calendar year. Discussion persists with the department of Christian Studies & Philosophy on the opportunity to create an academic course to prepare these students for required New Testament, Old Testament, and Theology courses.
- The work of the “Reveal Series” within the Chapel curriculum will continue throughout this academic year. As the Fall Semester curriculum is focused on the narrative of the Old Testament; Spring Semester will have a New Testament focus.

C. Foster a community conducive to moral and spiritual growth.

i. Nurture relational campus culture in and beyond the classroom.

Status

Begin this
Academic
Year

ii. Emphasize biblical hospitality as a campus practice and spiritual discipline.

Begin this
Academic
Year

Full Implementation: Spring 2022

Primary Leadership: Vice President of Student Development, Associate Dean for Spiritual Life, Associate Dean for Community Life

Key Activities Scheduled for Implementation:

- As an activity scheduled to begin this year, initial focus is on cultivating a sense of belonging among individuals to the Asbury Community. This has noted overlap with concurrent strategic tactics related to continuously connect students with faculty mentors.

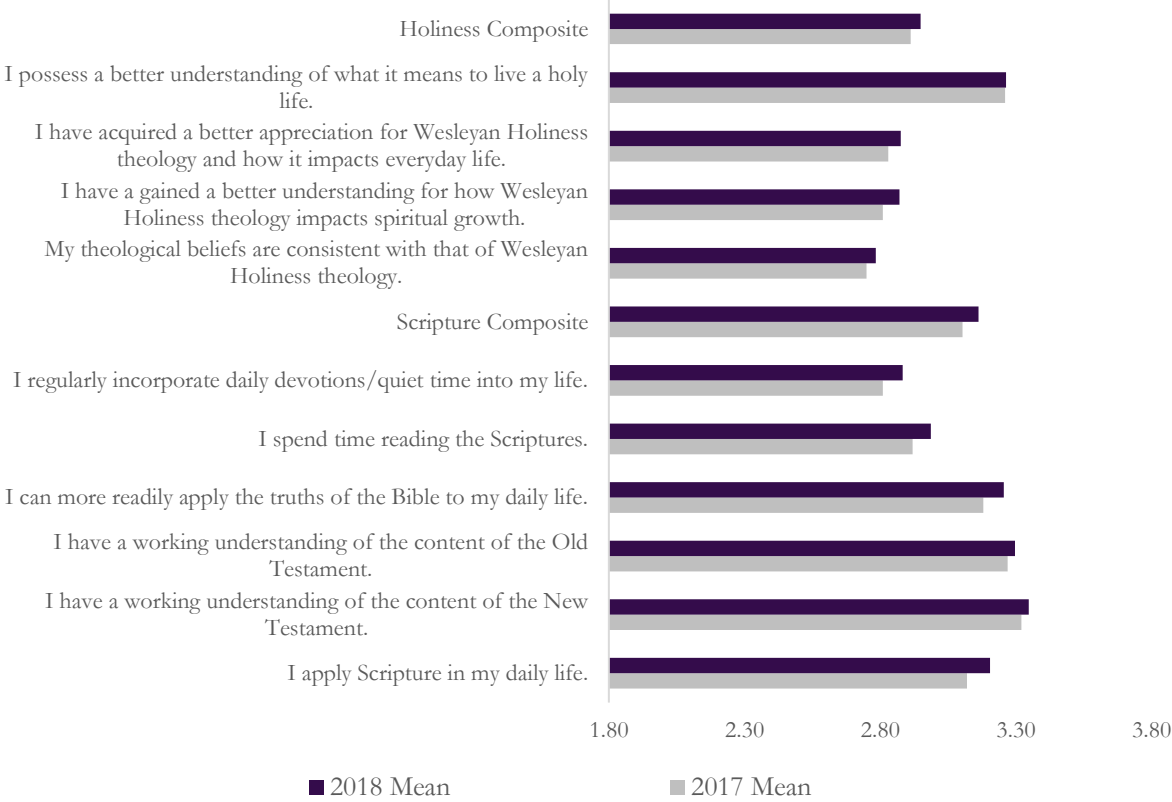
Key Quantitative Measures

Cornerstone Assessment Survey

The Cornerstone Assessment Survey (CAS) is an annual campus-based instrument designed to capture student attitudes, beliefs, and practices related to the four Cornerstones of the Cornerstone Project: Scripture, Holiness, Stewardship, and Mission, and the summary category, Christian Formation. Respondents are presented 41 items, each aligning to one Cornerstone, and a concurrent 4-point Likert scale. The specified strategic outcomes measured by the CAS reflect student spiritual formation in their totality and the Cornerstones of Holiness and Scripture specifically.

2017, 2018 Cornerstone Assessment Survey: Holiness & Scripture Items		
	2016-17 Mean	2017-18 Mean
Holiness Composite	2.91	2.95
I possess a better understanding of what it means to live a holy life.	3.26	3.26
I have acquired a better appreciation for Wesleyan Holiness theology and how it impacts everyday life.	2.83	2.88
I have a gained a better understanding for how Wesleyan Holiness theology impacts spiritual growth.	2.81	2.87
My theological beliefs are consistent with that of Wesleyan Holiness theology.	2.75	2.78
Scripture Composite	3.10	3.16
I regularly incorporate daily devotions/quiet time into my life.	2.81	2.88
I spend time reading the Scriptures.	2.92	2.99
I can more readily apply the truths of the Bible to my daily life.	3.18	3.26
I have a working understanding of the content of the Old Testament.	3.27	3.30
I have a working understanding of the content of the New Testament.	3.32	3.35
I apply Scripture in my daily life.	3.12	3.20

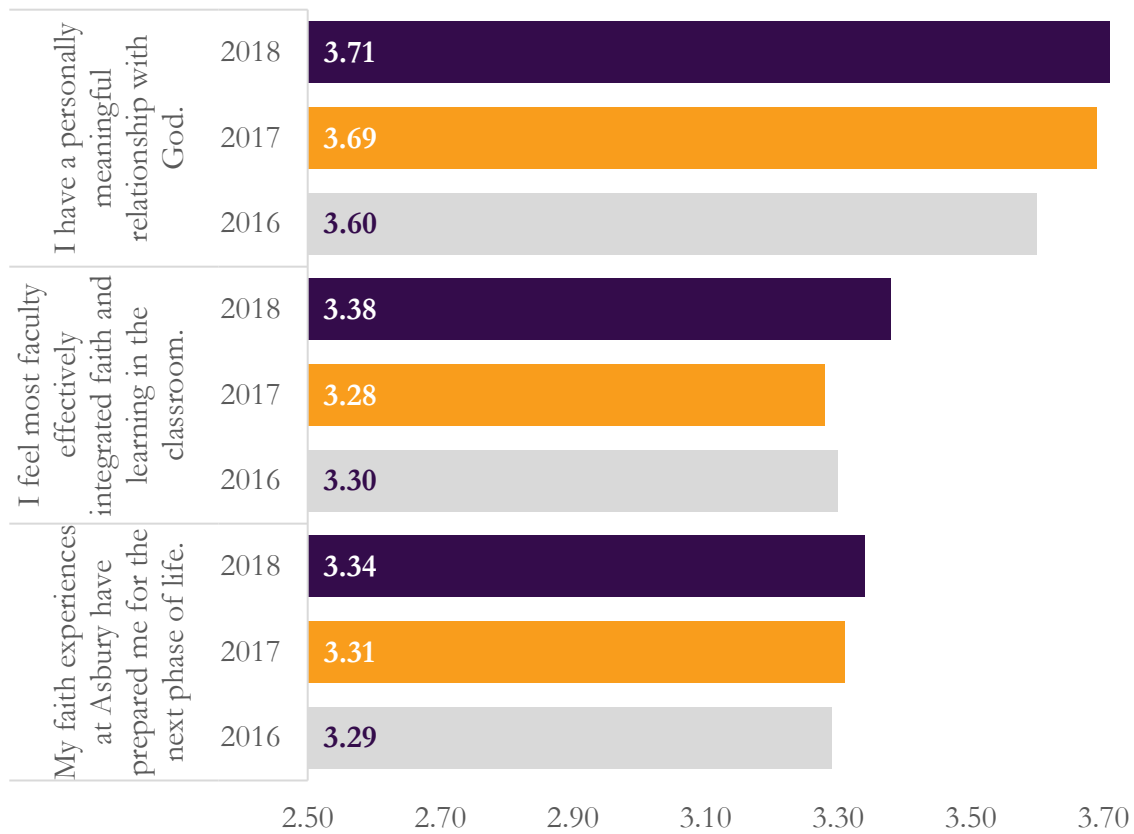
2017, 2018 Cornerstone Assessment Survey:
Holiness & Scripture Items



Senior Exit Survey

The Senior Exit Survey is an internal measure of student self-reported growth, satisfaction, and outcomes across a broad array of the institution. In each, students are presented a 4-point Likert Scale of, “Strong Agree”, “Agree”, “Neutral”, and “Disagree”. The items below are mean scores from the 2016-18 administrations on key outcomes related to student spiritual formation. 2018 scores represented growth from previous years with continued, accelerated growth anticipated as strategic activity related to Initiative II are developed and implemented.

Senior Exit Survey 2016-18, Key Spiritual Formation Item Means (4pt Scale)



Initiative III

Cultivate a culturally responsible Christian community that practices hospitality, mutuality, redemptive social action, and grace-filled reconciliation.

A. Provide thought- and action- leadership on advancing cultural competency.

i. Communicate importance of cultural and ethnic diversity in spiritual and moral growth.

Status
Underway,
delivered this
Academic Year

ii. Assess and develop culturally responsive programs and initiatives to support diversity as crucial aspect of embodied Christian community.

Underway

Full Implementation: Fall 2021

Primary Leadership: President, AVP of Intercultural Affairs

Key Activities to Date

- The Asbury University Theological Statement on Cultural and Ethnic Diversity is being finalized and will be published this academic year.
- Esther Jadhav has been identified to provide institutional leadership to matters related to cultural responsibility and cascading elements related to Initiative III. As great work continues from varying stakeholders across campus, added efficiencies and decreased fragmentation will be realized and Rev. Jadhav’s expertise will propel stated outcomes forward.

Key Activities Scheduled for Implementation

- Asbury University will host the Embrace Conference on Racial Reconciliation and Redemptive Social Action November 13-14, 2018.

B. Create conditions for and model intercultural engagement.

i. Increase knowledge and importance of diversity to advance change that reflects cultural humility.

Status
Underway

ii. Increase faculty, staff, and student representation from under-represented groups.

Delivered
Spring 2022

iii. Leverage resources for intercultural awareness and knowledge.

Underway

Full Implementation: Spring 2022

Primary Leadership: QEP Committee, AVP of Intercultural Affairs, Intercultural Awareness and Development Committee

Key Activities to Date

- The Quality Enhancement Plan (QEP) process, orchestrated in compliance with SACSCOC Principle of Accreditation 7.2, continues. It was determined during the previous academic year that the QEP would be rooted in Strategic Plan Initiative III. Per compliance standards, the QEP will have specific student learning outcomes and/or student success outcomes, specific budget and resources, and a specific assessment plan. As the identified QEP direction, specified elements of

Initiative III will be afforded further opportunity for successful and thorough implementation. With the plan being fully formulated by the Spring of 2019, a summary of the work of the QEP Committee to date:

- Discussed the University’s strategic planning document Imagine 2022.
- Reviewed, analyzed, and discussed extensive survey and focus group data from students regarding the institution.
- Determined that “enhancing cultural awareness” was a critical need as per internal assessment results and commensurate with the Imagine 2022 plans.
- Developed learning goals for a cultural awareness initiative.
- Solicited project ideas from the campus community, via an internal request for proposal process featuring a cash prize for the project that best met the learning goals.
- Developed a philosophical framework for a broader QEP initiative around enhancing cultural awareness.
- Additional focus will be given to continuously enhance Asbury as a culturally hospitable community, including continued focus on culturally responsive pedagogy, cultural celebration activities, and further opportunities to celebrate the cultures represented within AU.
- Chapel programming related to Initiative III brought to pass multiple opportunities for intercultural engagement including the annually scheduled Martin Luther King, Jr. Chapel (January 2018) and the inaugural Black Student Alliance Heritage Chapel (February 2018).
- The Embrace Radio Hour was launched and continues on a bi-weekly basis on the campus radio station WACW. This program highlights the stories of intercultural students to highlight ethnic and cultural diversity on campus.

C. Develop and maintain conducive environment for experienced equity.

Status

i. Practice culturally responsive pedagogy.

Underway

ii. Assess and develop analytics for under-represented populations.

Underway

Full Implementation: Spring 2022

Primary Leadership: Intercultural Awareness and Development Committee, AVP of Intercultural Affairs

Key Activities to Date

- The Intercultural Development and Awareness Faculty Committee (IDAC) continues their work of supporting and serving the development of faculty. As the committee strategizes how to best address culturally responsive pedagogy in practical ways, the following has commenced:
 - Reverse Mentoring: a student of color meets regularly one-on-one with a faculty member to educate him/her on the experiences of being an ethnic minority in the university setting. Currently 10 such pairings are in operation.
 - Student Panel (February, 2018): Faculty gathered over lunch to hear from a panel of ethnic minority students.
 - Additional items have been added to course evaluations to continually assess success at delivering culturally responsive pedagogy.
 - Diverse American Voices Bookclub – group gathering with Professor Kristina Erny to discuss literature from authors of diverse ethnic and cultural backgrounds.

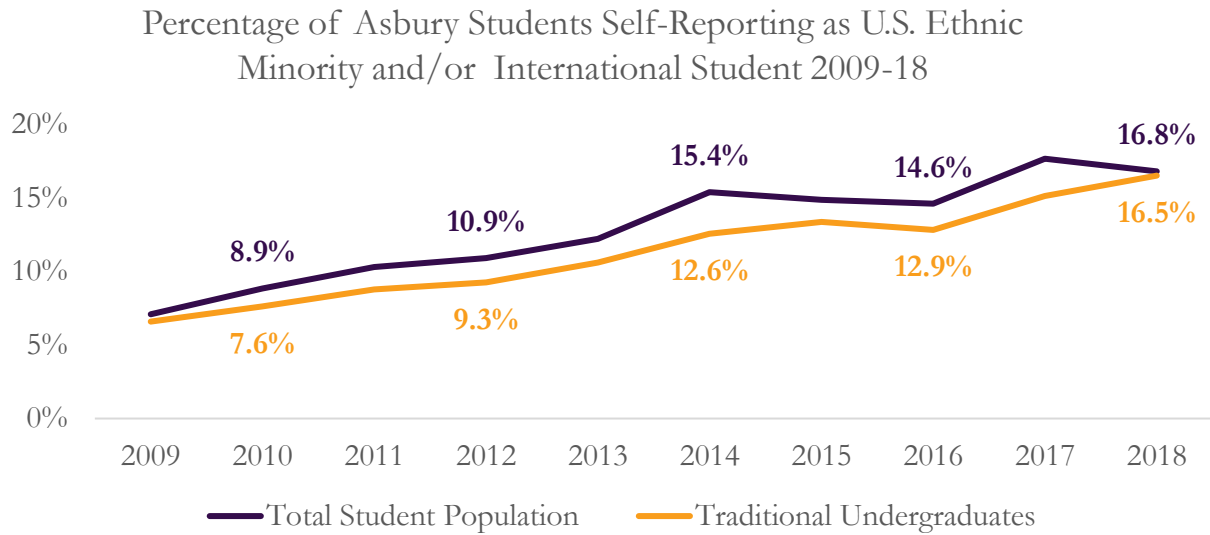
- The Fall of 2017 saw the launch of the Student Intercultural Board to the Asbury Student Congress. Joining three existing branches of Student Congress (Spiritual Life, Activities, and Governance), the Student Intercultural Board's primary mission is to provide additional leadership to the outcomes of increasing the student body's knowledge, appreciation, and celebration of cultural diversity.
- A partnership with Jessamine County Public Schools has begun that allows Asbury intercultural students to serve as mentors to local public school students. Among the benefits to those involved are the opportunity for participating Asbury students to be empowered within their own leadership and identity as intercultural members of the community.

Key Activities Scheduled for Implementation

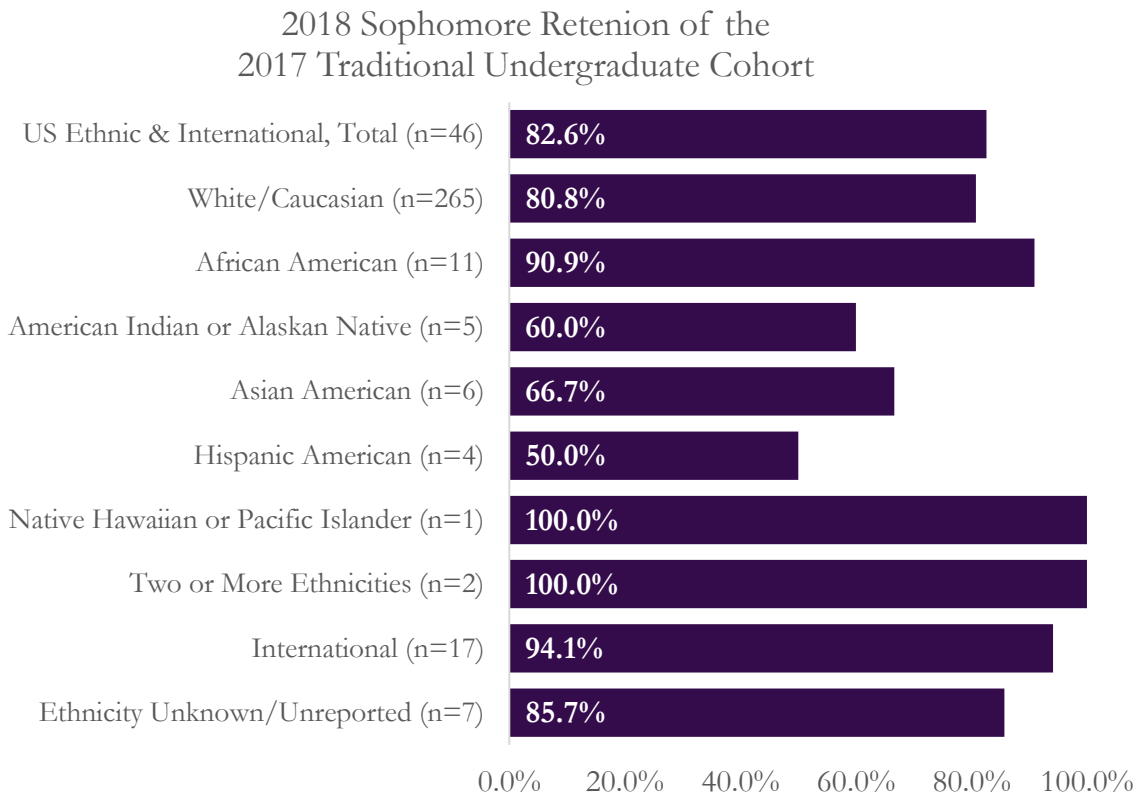
- IDAC will bring forward an established, sequenced curriculum for faculty development. Further, the workshop "Culture in the Classroom" will be delivered in late October 2018.

Key Quantitative Measures

Ethnic Diversity of the Student Body



Traditional Undergraduate Sophomore Retention Rate



Initiative IV
**Recruit, retain, and develop outstanding teacher-scholars
committed to academic achievement and student success.**

A. Promote and enhance faculty and student engagement.

Status

i. Continue to promote undergraduate research.

Underway

ii. Expand mentorship opportunities/enhancements.

Begin this
Academic Year

Full Implementation: Spring 2020

Primary Leadership: Provost, Academic Dean, Liberal Arts Council, VP of Student Development

Key Activities to Date

- The 2018 iteration of Asbury’s SEARCH Symposium saw 50 undergraduate students present research. This celebration of student research included poster presentations, keynote address, and a research competition.

Key Activities Scheduled for Implementation

- Activity will commence to continuously improve student connectivity to faculty through mentorship.

B. Implement a comprehensive faculty development plan.

Status

i. Achieve sustainable support for faculty scholarship and pedagogical development.

Underway

ii. Design and implement a calendar of deadlines for sabbatical proposals more conducive to advance faculty planning.

Underway

Full Implementation: Fall 2019

Primary Leadership: Provost, Academic Dean, Faculty Development Committee, Deans Council

Key Activities to Date

- Academic Dean continues to progress a revised faculty development model in consultation with key stakeholders. A rethinking of how monies are categorized has increased faculty engagement in professional development opportunities.

C. Develop and refine approaches for recruiting and retaining high-quality faculty.

Status

i. Identify and address challenges to recruitment and retention.

Begin this
Academic
Year

ii. Implement measures to cultivate and track AU alumni for careers in higher education.

Begin this
Academic
Year

Full Implementation: Fall 2021

Primary Leadership: Provost, Faculty Vice-Chair

Key Activities Scheduled for Implementation:

- Data will be gathered and analyzed related to recruitment and retention rates. Analysis will inform next steps developing strategies for recruitment and retention.

D. Celebrate faculty achievement.

Status

i. Develop incentives for academic achievement for tenured professors.

Begin this
Academic
Year

Full Implementation: Fall 2021

Primary Leadership: Provost, Academic Dean

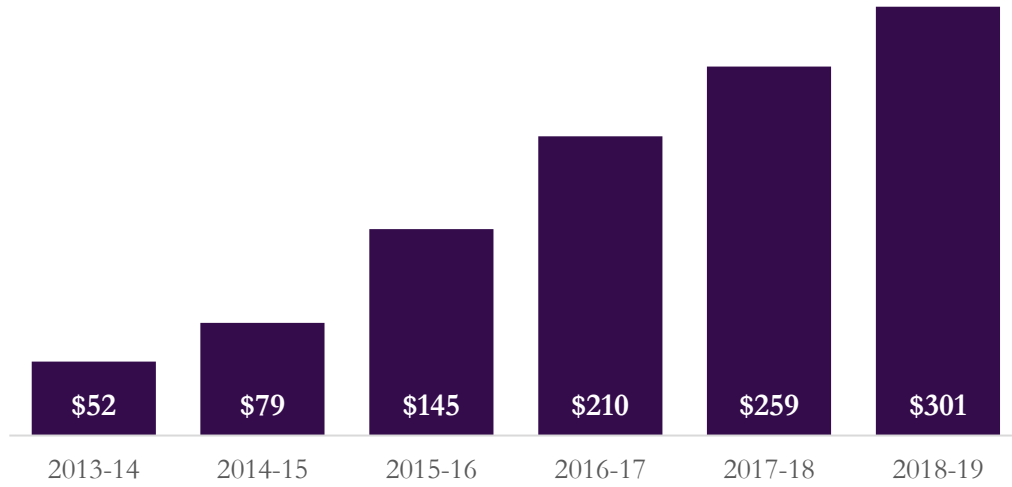
Key Activities to Date and Scheduled for Implementation

- Several modes of celebrating faculty accomplishments have been introduced, including, but not limited to, Faculty Book Receptions, the Faculty-Scholars at Windsor Manor program, and representation at the Lilly Network National Conference (all expenses paid). More modes of faculty recognition will be explored this year.

Key Quantitative Measures

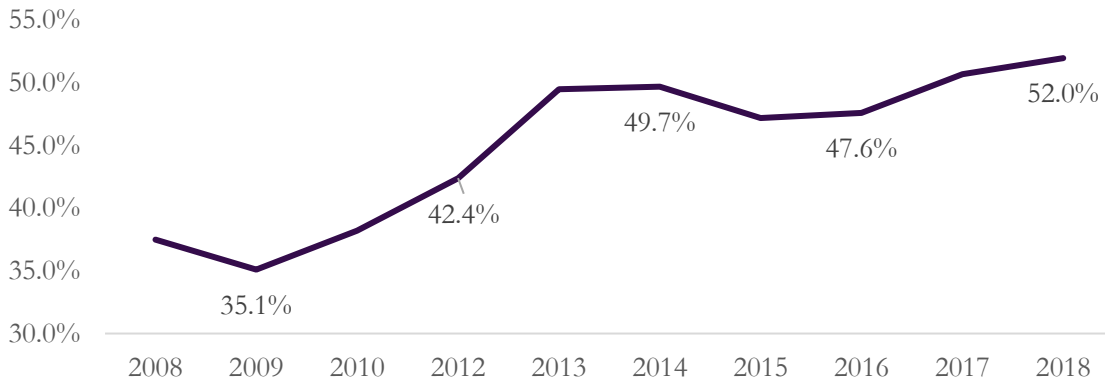
Faculty Development Funding

Faculty Development Funding Allocations 2013-Present
(in thousands)



Asbury University MyVoice Survey

Asbury University MyVoice Item: I have a Valuable
Relationship with a Mentor.



Initiative V

Create a culture of business innovation to meet the strategic demands of mission readiness, institutional sustainability, and student affordability.

A. Generate downward pressure on cost of attendance.

Status

i. Implement strategies to reduce average student debt load.

Preliminary work
this Academic
Year,
Implementation
by 2020

ii. Achieve Ignited Campaign goal for Scholarship Endowment growth of \$10 million by 2020.

COMPLETE

B. Foster, fund, and award innovation.

i. Establish task force charged with incubating and funding innovation.

Begin Fall 2019

ii. Increase responsiveness to changing higher education market.

Begin Fall 2019

C. Implement strategic budgeting, financing and net revenue generation.

i. Refine budget processes to promote institutional agility and growth.

Implemented
Fall 2019

ii. Achieve desired results from Strategic Alignment Plan consistent with Mission and growth of the University.

Underway

iii. Achieve desired student body size of 1500 TUG, 500 Graduate, and 750 APS.

Ongoing

Primary Leadership: VP of Business Affairs, VP of Enrollment Management, VP of Student Development, Provost

Key Activities to Date & Scheduled to be Implemented

- Average Student Debt Load: Work in analyzing innovative funding models, financial education, student employment, and program duration are underway. As these ideas are continually formulated, expedited implementation is anticipated.
- Scholarship Endowment: We celebrate the Ignited Campaign goal for Scholarship Endowment growth of \$10 million has been achieved.
- A refined budget process has been created and approved. The next phase will be implementation and subsequent evaluation for refinement.
- The work of the Strategic Alignment Plan continues.

Initiative VI
Pursue excellence in the development, implementation, and management of systems, facilities, and infrastructure.

A. Maximize physical facilities for university functions and opportunities.

Status

- | | |
|---|--------------------------------|
| i. Realize Ignited Campaign goal for new construction, capital renovation, and program plan implementation. | Fundraising Complete Fall 2019 |
| ii. Update facilities master plan. | Complete Fall 2019 |
| iii. Optimize utilization of university facilities. | Underway |

Full Implementation: Fundraising completed 2020, additional items completed Fall 2019

Primary Leadership: Vice President of Business Affairs, Vice President of Advancement

Key Activities to Date

- The facilities priority of the Ignited Campaign continues to progress. To date, \$20.9 million of the \$24 million stated goal have been committed. As this work continues, multiple strategic facilities have been dedicated on campus including the Windsor Manor, the Joe Pitts Center for Public Policy, the Bowdoin Athletic Facility, and the Jameson Recital Hall.
- An update to the facilities master plan continues to progress. To date, a thorough review of campus deferred maintenance has been completed. Additional data has been collected as progress toward completion continues.

Key Activities Scheduled for Implementation

- Soon to begin is the design phase of the Collaborative Learning Center.
- The next phase of progressing toward an updated facilities master plan is a survey of ADA compliance. This will provide further insight into gaps requiring attention with the campus master plan.
- In pursuit of optimization the use of facilities, continued attention will be given to increasing strategic conference/summer use partners. Further, work will be done to determine possible ways to make the use of utilities in campus facilities more effective.

B. Improve online student experience.

Status

- | | |
|---|----------|
| i. Optimize online facility and capacity. | Underway |
|---|----------|

Full Implementation: Spring 2020

Primary Leadership: Dean of Adult and Online Learning, Chief Information Officer

Key Activities to Date:

- The online facility has been enhanced through the implementation of a new learning management system, Desire2Learn (D2L). The nine month process of determining the optimal platform and moving toward implementation has now come to fruition. The enhanced platform is coupled with instructional design support and training to continually improve the online student experience.

C. Increase capacity and efficiency of internal infrastructure.

Status

- i. Ensure viability of ERP.

Underway

Full Implementation: Summer 2020

Primary Leadership: Vice President of Business Affairs, Chief Information Officer

Key Activities to Date:

- Admissions and recruitment efforts have been migrated to the Slate CRM platform. This has ushered significant improvement in the management and utilization of student data records and the implementation of the recruitment process.
- The Information Technology Services (ITS) department has implemented the new Asbury Portal. The portal serves as the platform for key elements of the campus experience such as class registration and accessing financial and academic information. This upgraded represents a significant improvement for students, faculty, and staff as they interface with a much more user-friendly platform.

Key Activities Scheduled for Implementation

- The next area of internal infrastructure to be improved relates to the “back office” administration including enhancements related to Business Affairs related operations.

D. Identify, hire, and develop outstanding employees committed to supporting the University mission.

Status

- i. Complete compensation benchmarking.

Underway

- ii. Invest in training and development for faculty and staff.

Begin Fall
2019

Full Implementation: Fall 2019

Primary Leadership: Vice President of Business Affairs, Provost, Director of Human Resources

Key Activities to Date:

- With positional salary benchmarks established, work continues to achieve alignment throughout the institution.
- Annual increases to employee development continue. With initial focus on faculty, the funding increases will be routed toward staff positions beginning in 2020.