Excellence.
Innovation.
Kindness.
The Wilberforce Mission

Established in 1856, Wilberforce University, the nation’s oldest private historically black university founded by African-Americans, can trace its origin to a period of American history before the Civil War, when the Ohio Underground Railroad was established as a means of escape for all those persons of African descent who sought their freedom from the yoke of slavery in the North. One of the destination points of this railroad became Wilberforce University. As the Underground Railroad provided a route from physical bondage, the University was founded to provide an intellectual Mecca and refuge from the ignorance and degradation of slavery.

Wilberforce University’s mission is to help our students identify and prepare for their respective purposes in life as change agents, social activists, entrepreneurs and global citizens by imparting knowledge, instilling discipline and inspiring lifelong learning through critical intellectual inquiry and rigor, personal and spiritual development and the practical application of knowledge obtained and skills developed. The plan to accomplish the mission is by pursuing the following goals and strategic directives:

1. Deliver high quality academic and student engagement programs that prepare students for success in the workplace, graduate and professional schools, and entrepreneurial endeavors.

2. Develop sustainable resources (human, financial, and capital) that provide for the needs of the institution and enable achievement of our mission.

3. Build and maintain a physical plant and campus environment which supports innovative teaching and learning, safety, pride and operational efficiency which undergird our academic mission and enhances student engagement and quality of life.

4. Employ best practices and promote continuous improvement to support high organizational performance and operational efficiencies.

5. Develop sustaining and productive relationships between internal and external partners in strategic and sustained efforts to move Wilberforce University to a recognized position of prominence in delivering unusual and sustaining educational experiences in the community, nationally and internationally.

6. Develop sustainable and transparent university-wide processes and products that address accreditation guidelines for building and sustaining programs regionally and nationally.

All WU programs will render value, and students will receive a nurturing, intellectually challenging and student-centered experience that will instill ideals of life-long learning, social activism and self-determination through entrepreneurship.
Institutional Strategic Framework

The Institutional Strategic Framework, Table 1.0 is the foundation of the strategic plan that is aptly designed to serve the students, faculty, administrators and stakeholders of Wilberforce University.

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Excellence, Innovation and Kindness converge at the intersection of the institutional Goals with the Strategic Directives with the Institutional Value Drivers. Each strategic directive is linked to a respective goal and institutional value driver and serves as a framework to the aspirations of achieving institutional prominence.
Wilberforce University is currently experiencing a renaissance. Excellence, Innovation, and Kindness are the distinguishing hallmarks of the Wilberforce Renaissance. At Wilberforce University, this renaissance is further defined by operational efficiency, fiscal responsibility and strength and an intentional focus on providing a rich campus engagement experience for every student enrolled. This renaissance is also a cultural rebirth of Wilberforce University, based on the rediscovery of its significant history as America’s First Private HBCU founded by African Americans and a renewed commitment to building upon that noteworthy and venerable legacy. The Wilberforce Renaissance allows us to operationalize our mission and act as a bridge to intellectual curiosity and rigor, academic achievement, social change, and the cultivation of an entrepreneurial spirit in the 21st Century.

The Three Framing Imperatives

Wilberforce has a profound responsibility not only to carry on its heritage, but to reshape and influence the minds of its scholars and equip them for the world. Demonstrating and adhering to the highest standards creates a distinctive culture of excellence, innovation and kindness. The three framing imperatives - excellence, innovation and kindness are the impetus of the Wilberforce University Renaissance that must be modeled throughout the institution, demonstrated in the workplace, and required of all students.

- The Quality of Being Outstanding!
  Driving home the importance of executing excellence through every fiber of the institution. Motivating and championing high performance within the administration, staff, faculty, and student body.

- The Action or Process of Innovating!
  Being an institution that strives for new ways and ideas to educate, improve learning effectiveness, and create an entrepreneurial hub for innovation.

- A Kind, Considerate, or Helpful Act!
  The cultural aspiration of building relationships with students, faculty, administration and staff that is based on serving, thinking of others and civility. Establishing the model for being a healthy work, living and learning environment.
The WU Way

As a proud community of individuals engaged in teaching and learning, we are committed to the WU Way as a guide to honorable and respectable behavior. The WU Way represents a set of core values, expectations and behaviors which define the Wilberforce University academic and engagement experience for every student enrolled. The WU Way distinguishes Wilberforce University students from every other college or university and identifies its students and graduates as individuals of noteworthy distinction. While the hallmark values of excellence, innovation, and kindness form the foundation of the WU Way, embracing, and living the WU Way involves a broader and deeper commitment to personal and intellectual transformation.

Wilberforce University is also a workplace environment of diverse individuals committed to supporting the core mission of the University. The WU Way provides a practical imperative for all members of the Wilberforce University workforce to an unwavering commitment to consistently high performance, operational efficiency, student satisfaction and civility.

The following statements outline the six formative principles of the WU Way:

1. The WU Way respects, celebrates and appreciates the humanity in every human being.

2. The WU Way respects diversity and appreciates the differences among human beings and values exposure to different ideas, world-views, perspectives, attitudes, backgrounds, appearances, cultures, and religions.

3. The WU Way values civility and kindness and the importance of living and behaving harmoniously in community with others.

4. The WU Way embraces the excitement of intellectual curiosity, innovation and excellence, disciplined methods of inquiry and critical thinking and problem solving as valuable habits of the mind worthy of development and life-long cultivation.

5. The WU Way is pride and respect for Wilberforce University, its history and traditions and its place as a national treasure and role in the personal and intellectual development of its students.

6. The WU Way provides a guiding foundation for operational efficiency, institutional effectiveness, excellent constituent satisfaction, uncompromising professionalism, and civility in the Wilberforce University workplace.
Institutional Value Drivers

To establish the institutional context for an outstanding student-centered collegiate experience, President Herman J. Felton, Jr. has identified six institutional value drivers which will provide the conceptual, administrative, management and programmatic foundation for the University's renewal and transformation. These institutional value drivers will frame the on-going strategic thinking, planning and action at the University and will inform goal-setting, decision-making and all institutional narratives about Wilberforce University.

The six institutional value drivers will also guide the development and execution of operational plans for each department/unit at the University.

The six institutional value drivers and their foci are:

**Operational Efficiency**
We are dedicated to developing policies, procedures and practices which assure and assess the highest standard of workplace effectiveness and operational functionality which support the core mission of the

**Fiscal Responsibility**
We are dedicated to establishing policies, procedures and practices which reflect the best and most promising key performance indicators in fiscal management and accountability to assure an excellent demonstration of the good stewardship of the University financial resources and assets.

**Academic Excellence**
We are dedicated to establishing rigorous and challenging academic programs and intellectual experiences which prepare students for successful entry into the workplace, graduate and professional schools, entrepreneurship and an appreciation of ideas which results in life-long learning.

**Student Engagement**
We are dedicated to establishing policies, practices and programs which create and support a vibrant, enhanced, rich, and holistic student experience that expands learning beyond the classroom.

**Civility and Kindness**
We are dedicated to establishing policies, practices and programs which create and support an institutional and campus climate of genuine collegiality, mutual respect and workplace collaboration, excellent customer service and constituent satisfaction.

**Image Enhancement**
We are dedicated to establishing a programmatic and campus infrastructure which supports the implementation of a comprehensive approach and plan to repair and enhance the image, reputation, and physical environment of the University with all internal and external constituent groups.
The backbone of Wilberforce University is its strong pioneering spirit. This pioneering spirit alongside great leadership has helped the university to endure and overcome some difficult times. It is this pioneering spirit and willingness that we see in our faculty, administration and staff day to day as we strive to achieve the Wilberforce mission.

Over the course of several weeks, staff, faculty, administration and students were interviewed to gain a better understanding of the current landscape and environment of Wilberforce University. This brief internal environmental scan helped to better understand the strengths, weakness, opportunities and threats (SWOT) of the institution. The following outlines the institutional SWOT:

<table>
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<tr>
<th>Strengths</th>
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<tr>
<td>Strong Leadership</td>
<td>Community engagement &amp; relationship building</td>
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<tr>
<td>History and heritage of the institution</td>
<td>Marketing and expanding our reach to surrounding metropolitan cities and other areas</td>
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<tr>
<td>Corporate Esthetics - visual and physical evidence of change</td>
<td>Reintroduce Wilberforce to the world</td>
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<tr>
<td>Family atmosphere and culture</td>
<td>Establish stronger relationship with Alumni</td>
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<table>
<thead>
<tr>
<th>Weakness</th>
<th>Threats</th>
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<tbody>
<tr>
<td>Communication and social media channels</td>
<td>Lack of staffing and resources</td>
</tr>
<tr>
<td>Financial instability &amp; lack</td>
<td>Low faculty and student morale</td>
</tr>
<tr>
<td>Branding, messaging and clear focal point</td>
<td>Visibility and lack of marketing</td>
</tr>
<tr>
<td>Operational policies, procedures, equipment &amp; technology</td>
<td>Professional development for administration, staff and faculty</td>
</tr>
<tr>
<td>Data collection, evaluation and measurement</td>
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Statistics show that the greatest population of K-12 African American student population resides in neighboring cities, such as Columbus, Cincinnati, and Dayton respectively. There's opportunity for Wilberforce University to increase its student population by tapping into natural connectors and neighboring schools with a high population of African Americans. The opportunity to penetrate the market, create visibility within these cities can come through community engagement, digital marketing and organizational partnership. The student and academic growth of Wilberforce University are not only hedged upon excellence in programming, academics and culture, but premium marketing efforts and brand awareness.

According to the “Investing in Ohio’s Future. Now.” report, “… a statewide Ohio Attainment Goal for 2025: 65 percent of Ohioans, ages 25-64, will have a degree, certificate or other postsecondary workforce credential of value in the workplace by 2025.” Two Strategic partnerships, working closely with Ohio key stakeholders and building key relationship around the country establishes Wilberforce University in the prime position to attract, retain and produce world-class scholars, entrepreneurs and workforce talent.

Of 101 HBCU institutions, Wilberforce has the opportunity to establish ranking and precedence for best in class entrepreneurship education program. Comparatively to other similar HBCUs, Wilberforce University is trending average in tuition rate with areas of improvement in enrollment, academic and athletic offerings. The SWOT analysis identified some gaps and areas of opportunities, but confirmed that the institutional value drivers and eight strategic directives are keys to moving the institution forward.
Wilberforce University (like other HBCUs) has faced financial hardships, aging technology systems and increase overhead costs. To advance the two main institutional imperatives to success, it is important to focus on several key areas: technology, facilities, financial aid and other administrative fiscal departments.

The top two main institutional value drivers, Operational Efficiency and Fiscal Responsibility advancement largely depend on lean management style, continuous improvement and the utilization of the right tools. The Financial and Administration department has several initiatives well underway that promote effective operational processes, technological advancement and financial stability and strength. The following are several strategic initiatives and objectives:

1a. Enhance administrative and technology infrastructures and ERP systems to operate day to day processes more efficiently

1b. Operationalize all financial administrative functions, processes and procedures to enhance institutional performance and accountability

1c. Enhance the University-wide technology footprint to support teaching, learning, research, and operational efficiency.

1d. Improve student, faculty and administration technology access and capabilities/functionalities for increase academic and workplace quality

1e. Develop internal audit and risk management processes and procedures that maintain and enhance excellence throughout the institution

1f. Execute and complete final phases of deferred maintenance plan, preventive maintenance and renovation plan for campus enhancements

1g. Increase scholarship support and financial aid packaging for success in advance student enrollment and institutional financial reduction/relief

1h. Establish operational efficiency practices that evaluate staff and faculty tenure, performance appraisals and promotion
Advance Preparation & Leading the Charge

Strategic Directive II

According to research, “African American students are less likely than white students to have access to college-ready courses. In fact, in 2011-12, only 57 percent of black students have access to a full range of math and science courses necessary for college readiness, compared to with 81 percent of Asian American students and 71 percent of white students.”

Student preparedness, engagement and excellence are a high priority in establishing the Wilberforce University Renaissance - Institutional Prominence.

Cultivating a culture of excellence, innovation and kindness requires an established framework, institutional initiative and academic strength. A cadre of programs has been designed to assist students in their academic pursuit, experience and engagement at the university. The Renaissance Scholars Program, First-Year Experience and Career Pathway Initiative are conduits to student academic readiness, excellence and success while matriculating at the university.

The Renaissance Scholars Program is an academic enrichment program that bridges the academic gap for high school students as they transition into collegiate education regime. While a student’s aptitude is taken into consideration, it’s the potential to become a college graduate that drives the efforts of the Renaissance Scholars program. The Renaissance Scholars Program is designed as a summer program to address any aptitude deficiencies, prepare students for their majors, and strengthen interpersonal and social skills. The Renaissance Scholars Program strengthens the foundation of success for students.

The WU First-Year Experience initiative is a collaborative endeavor between Academic Affairs and Student Engagement, Enrollment, and Success. The WU First-Year Experience is an opportunity for the institution to support student success from confirmed admission to the end of their first year (includes summer). The program provides students with an experience that supports their academic, personal, social, and intellectual growth through an intentional set of events, programs, and courses.

In December 2016, Wilberforce University was awarded a $1 million grant from the United Negro College Fund (UNCF) Career Pathway Initiative. The Career Pathway Initiative is a transformative effort to design and implement programs to improve employment outcomes for graduates. Over a five-year period, Wilberforce is committed to producing and implementing strong, innovative academic, entrepreneurial and career related programming that results in graduate readiness for the workplace and/or as an entrepreneur.

The following are several strategic initiatives and objectives of the Assessment, Institutional Effectiveness and Student Success department:
2a. Establish explicit programs that support student preparedness and success while matriculating at the university

2b. Improve and increase recruitment and retention efforts

2c. Refine the core curricular (General Education Core Curriculum) to improve student retention and graduation

2d. Integrate career development and post-graduate readiness into academic programming, student, and faculty engagement

2e. Establish best practices that evaluate the effectiveness of programs, strategic objectives and goal accomplishments

2f. Improve the quality and effectiveness of academic programs

2g. Implement impactful programs, events, seminars/workshops that meets the needs of first-year students
The epi-center of Wilberforce University Renaissance is establishing itself as the premiere Liberal Arts institution with an entrepreneurial intention. Research shows the most well-known successful entrepreneurs (i.e., Oprah Winfrey, Howard Schultz) have an education in liberal arts. The combination of liberal arts and entrepreneurship provides a well-rounded discipline that breeds critical thinking, creativity, and innovation.

The Baccalaureate Program in Entrepreneurship is the enrichment and development of integrated learning experiences that develop skills in business, entrepreneurship, and liberal arts. The Baccalaureate Program in Entrepreneurship is a breeding ground for a think tank, educational incubator, and entrepreneurial research hub.

The Baccalaureate Program in Entrepreneurship now provides students the option of a degree-granting program in entrepreneurship at Wilberforce University. The following are several strategic initiatives and objectives for the Baccalaureate Program in Entrepreneurship:

3a. Establish an innovative curriculum that develops visionary entrepreneurs that can compete/participate in the global marketplace

3b. Increase the education/learnings of entrepreneurship through course mandate

3c. Develop opportunities for experiential learning, entrepreneurship competition, and engagement of local, state, and national business to bring practical and hands-on experiences to the classroom

3d. Increase opportunities for students to engage in research, leadership, and entrepreneurial spaces
The Liberal Arts & Entrepreneurship Experience

Strategic Directive IV

To establish an institutional landscape focused on entrepreneurship (Liberal Arts Institution with an Entrepreneurial Intention), Wilberforce must create collaborative solutions that incorporate different avenues of knowledge and thought leadership. The space where creativity, innovation, social impact, change agents and technology can live breeds entrepreneurial congruency. This entrepreneurial congruency will be developed into the “Center for Entrepreneurship, Social Good & Transformational Leadership” (cen•ter).

The cen•ter is a collaborative enterprise of three institutes that will focus on developing and cultivating academic and practical experience in the areas of entrepreneurship, social good, and transformative leadership. The cen•ter is a visionary project that brings forth and fully engages the concept of the Wilberforce Renaissance. The cen•ter will serve as a core experience for students. The cen•ter will focus on developing and cultivating in the areas of entrepreneurship, social good, and transformative leadership.

The following are the strategic initiatives and objectives for the cen•ter:

4a. Provide an academic and intellectual environment centered on student engagement, experience and learning that prepares students to learn, live and lead globally

4b. Create a physical space for inventions, a catalyst for business innovation, social contributions and development

4c. Establish an academic and intellectual environment for visionary entrepreneurship to foster new ideas and drive the conversation around local, national, and global social issues

4d. Provide a creative learning environment for students to explore and investigate the intellectual and social policy antecedents for social justice

4e. Develop innovative strategies for implementation of social good practices, advocacy and delivery systems

4f. Provide an intellectually rigorous learning environment for students to examine the purposes and effects of transformational leadership in higher educational institutions

4g. Create an academic eco-system that fosters the intersection of entrepreneurship, social good and transformational leadership that yields research, partnerships, and institutional growth
Wilberforce University’s reputation of historical prominence includes it having one of the oldest Cooperative Education programs in the United States. This historical prominence contributed to the successful award of the UNCF Career Pathways Initiative award. Wilberforce University will continue its legacy of producing academically high performing students for our corporate partners to gain mutually beneficial experiences.

“The function of the university is not simply to teach breadwinning, or to furnish teachers for the public schools, or to be a centre of polite society; it is, above all, to be the organ of that fine adjustment between real life and the growing knowledge of life, and adjustment which forms the secret of civilisation.” W.E.B. Du Bois, The Souls of Black Folk

Wilberforce University is committed to providing opportunities where students can apply theory and experience work-based learning, professional and career growth in unprecedented ways.

Learning in all spaces allows for a seamless integration between academic affairs and student engagement and acknowledges that critical thinking, knowledge acquisition and learning experiences can and do occur outside of the classroom. Furthermore, learning in all spaces is accomplished by achieving the following strategic initiatives and objectives:

5a. Reimagine the Cooperative Education Program to improve the organizational structure, increase cooperative recruitment and retention and ability for year-round student participation

5b. Develop and cultivate relationships and partnerships that support the mission of the cooperative education program and advance student experiential learning

5c. Seek 360-degree feedback from cooperative partners and students regarding the cooperative internship experience

5d. Develop innovative and relevant programming that prepares the student and build a marketable profile as a “value product” for the marketplace

5e. Develop strategic programming that integrates several key requirements for the UNCF Career Pathway Initiative; to include developing learning experiences that yield strong employability and/or entrepreneurial outcomes
“Unfortunately, research demonstrates that African American students are more likely to need remedial courses than other students and also have significant financial need for higher education compared to other students.” Wilberforce is committed to creating an equal opportunity environment where every student thrives, learn and operate in their individual excellence. The success of the student is not solely based on talent, but also on their ability to learn, motivation to grow and expand beyond their comfort zone. Wilberforce coordinates support services and academic enrichment for students with disabilities, academic learning challenges, and psycho/social/ emotional intelligence, health, and wellness.

The Center for Academic Support and Student Success will be re-imagined as the unit within the Division of Academic Affairs at Wilberforce University which provides targeted services and programs designed to identify and remediate the academic and psycho/social/emotional challenges faced by Wilberforce University students, to assist faculty develop effective teaching strategies and to codify student success and achievement. Some key functions of the center are advisement, counseling, academic reinforcement and monitoring for at risk students.

Wilberforce University will establish its value in service” by accomplishing the following strategic initiatives and objectives:

6a. Revamp student support infrastructure and programming to provide access, education quality and student success

6b. Provide enriched educational programming and support that improves student retention, engagement and academic excellence

6c. Implement Cohort Models for incoming freshmen class to develop stronger learning communities throughout their matriculation at the university

6d. Identify resources and invest in technology services that assist with upgrades for campus-wide Americans with Disability Act (ADA) and 504 compliance; the public accommodations for individuals with disabilities

6e. Increase student enrollment in the Workforce Recruitment program (designated for students with special needs and disabled veterans only)

6f. Improve operational efficiency protocols and strengthen academic progress monitoring for all students

6g. Implement programming and strategies to assist faculty develop innovative pedagogies to enhance teaching and learning
Since 1991, CLIMB at Wilberforce University has been a hallmark program dedicated exclusively to the unique needs of adults who desire to complete their college degree. Over 1600 adults have graduated from the CLIMB program in a ten-year time span. The success of the CLIMB program provides a foundation for Wilberforce University to expand its reach in offering custom education solutions to our corporate partners.

Chime Solution + Wilberforce University is a tailored curriculum that provides a degree and certificate programs to the employees of Chime Solutions. The custom education program is a hybrid platform that includes distance learning and in-person lectures in a fast-paced accelerated format.

The following are the strategic initiatives and objectives for the Chime Solution + Wilberforce University program:

7a. Establish proper operational efficiency protocols that ensure seamless implementation of the Chime Solution + Wilberforce University program

7b. Invest in technologies that allow for seamless student participation in online activities

7c. Attain the necessary accreditation and credentials to succinctly operate in a different geographical area

7d. Ensure student success by integrating support services and programs provided across the institution

7e. Expand the outreach and program offerings for adult learners to address their non-degree granting continuing education and professional development needs
As Wilberforce looks to establish itself as an innovation hub, its programs like Wilberforce Media Group (WU Media) that are champions in discovery through innovation.

WU Media is the largest student based and operated program on the campus, where discovery, learning and collaboration take place. WU Media allows for experiential learning, creative explosion and technology innovation and delivery to the institution and the community at-large.

Established under the WU Media umbrella are programs such as W. R. A. P. – Wilberforce Robotics Aeronautics Program (DRONE Technology), WU TV and WU Development that delivers creative solutions, integrate learning and experience — which expands learning beyond the classroom.

Market research indicates that, “The global UAV drones market size is expected to increase to USD 21.23 Billion by 2022... with strong growth in advancing technologies over the next twenty years.”

Wilberforce has the opportunity to become another HBCU to provide academic studies in unmanned aerial systems.

Wilberforce will develop a curriculum based program for DRONE Technology (unmanned aerial systems), so that students can obtain the proper credentials with the opportunity to pursue a career in drone technology.

Advancing faculty in this area and creating strategic partnerships with affiliated organizations are key action steps to the expansion of the DRONE Technology program.

8a. Develop innovative curriculum and programming that leverages existing interest and strength in Drone Technology

8b. Build collaborative partnerships with surrounding institutions that currently have strong Drone Technology programming

8c. Work collaboratively with Career Pathway Initiative to develop innovative career pathways that lead to employment in Drone Technology

8d. Develop a degree granting program in Drone Technology
A Voice for our Students

The heart of any institution is the students. At Wilberforce, the students are not only the heart, but family. The manifestation of the Wilberforce Renaissance is a family effort therefore, the student’s voice, needs and expectations are critical to the success in rebuilding, and reintroducing Wilberforce to the world.

In developing this strategic plan, we interviewed several students to get their perspective on the future of Wilberforce. The Wilberforce student is clear and confident about what they expect from institutions today. Their drive and vision for the future are inherently written on the wall by how they use technology (i.e., social media, digital entrepreneurship, and digital lifestyle) to engage, create and educate themselves into success.

The following are four resounding themes of opportunities from the students at Wilberforce:

1. Empowerment
   - Empower and create effective student leaders
   - Shared responsibility in advertising & recruiting for the school
   - Create open, stronger communication channels

2. Belonging
   - Enhance the family culture by increased engagement with faculty and administration
   - Create avenues to learn and demonstrate the WU mantra, Excellence, Innovation and Kindness
   - Bring students together through on-campus and community activities

3. Innovation
   - Allow the students to innovate and develop creative solutions to institutional challenges
   - Use technology to educate and reach current and prospective students
   - Create a space and environment for continuous innovation

4. Transformation
   - Rebuild institutional operations to become more effective, attract and retain students – be a place “we can enjoy”
   - Change the student culture to be more inclusive, dynamic, and collegiate
   - Increase the standard in the way we Live, Play, and Speak
The output of pedigreed students, dedicated faculty and administration not only deem the success of the Wilberforce Renaissance, but also by continuous improvement which measures our progress and revolutionizes the way we succeed.

Revolutionizing the way we succeed is embodied in our ability to creatively identify solutions, innovate our way to accomplishments and being willful to overcome regardless of the economical, technological, and political climate.

Advancing the execution of our institutional imperatives and strategic directives require actionable and measurable objectives, partnered with accountable resources utilizing proper assessment measurement tools to gauge our success. The measure of success and assessment process is not just limited to the strategic directives but applied to the entire institution.

In defining our overall institutional assessment strategy, we are establishing implementation plans (with clearly defined action steps, timelines, and tangible/intangible resources), a contextual analysis that improves the way we create, track and monitor data, define metrics and establish performance indicators. We are undergoing a careful evaluation of systems, processes, and measurement tools across the entire University landscape, to help define and standardize the assessment process along with implementing the proper tools to measure our progress.

Over the course of the strategic plan timeline, each university department will undergo the process of evaluation and assessment to establish benchmarks, key performance indicators (KPI’s) and stronger data collecting methods. In many cases, we expect this process to yield the establishment of new operational processes, improvement of some historical processes, and the integration of new assessment method tools.

Ultimately, our best measure of success is doing what we said we would do. And, in the case where we are unable to achieve a goal or complete an initiative - we reassess, develop a new strategy, document our findings and lessons learned and redirect our path.
The Wilberforce University Renaissance is the fusion of entrepreneurship with an undeniable culture of excellence, innovation and kindness. Establishing a renaissance landscape for Wilberforce University will require active participation and engagement from internal and external partners - alumni, board, strategic partnerships, and donors.

Over the next three years, this strategic plan will operate as the framework and guideline for advancing the Wilberforce University Renaissance. Departments and units will complete their operational and tactical planning based on this strategic plan. As we forge ahead to achieve institutional transformation and reclaim a place of prominence among the nations liberal arts institutions, we do so with intention, focus and hard work. We are positioning ourselves to strengthen our resources, streamline our processes and be more efficient in our operations, management and leadership while providing a first-rate liberal arts and graduate education for our students.

The administration, faculty and staff carry a pride and eagerness that strives to accomplish the dreams of our ancestors and students alike. The students of Wilberforce dared to dream about achieving a college education. And in that dream, they chose Wilberforce University. As we strike out to achieve the Wilberforce University Renaissance, students are at the heart of the rebirth of ideas and a celebration of new ways of seeing the world. At Wilberforce University, we are committed to helping our students achieve their dreams by giving our best so that they can become their best.

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