Warner University
Beyond Belief

Strategic Plan
2012-2017
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**Warner University** is committed to a planning and evaluation process that sets institutional mission and vision and defines future direction. Further, it is a process by which we assess our educational program to ensure the best results in student learning outcomes. We care about what we do, and how we do it. Our belief is that planning and evaluation is the only vehicle by which all institutional processes will be improved. Our institution is committed to a planning and evaluation process that insures: institutional integrity, a commitment to quality enhancement and continuous improvement, and focus on student learning.

Warner University has high hopes for the future. We believe in the importance of our Christian mission.

“We believe in our vision and values. Our strategic planning process is a result of institution-wide participation of individuals who are dedicated to this ministry. We believe we do a good job in educating students and with proper planning and evaluation can do even better.

This strategic plan has been guided by the Institutional Effectiveness Committee and the President’s Cabinet and approved by our Board of Trustees. Our governing Board has taken a very active role in mandating planning that is consistent with our institutional Mission/Vision and Values. Furthermore, they take an active role in determining strategic direction and expect, from the administration, a planning and evaluation process that insures institutional improved performance.

We are grateful to our constituents: our students, their parents, our faculty, staff, trustees, and donors for their support of the Mission and direction of this institution as represented in this plan.

Gregory V. Hall, Ed.D.
President

“*Our belief is that planning and evaluation is the only vehicle by which all institutional processes will be improved. Our institution is committed to a planning and evaluation process . . . “*
Mission, Vision, Core Values . . .

The mission of Warner University is to graduate individuals who exemplify academic excellence and Christian character, who are prepared to lead and committed to serve.

The vision of Warner University is that our students will have a biblical view of Christ as creator and sustainer of the universe, and be persuaded in their understanding of him to enjoy His presence, to seek His mind and to fulfill His purpose with passion and authenticity.

Through this mission and vision, Warner University upholds the core values of:

1) SERVICE: Demonstrate Christ’s mercy and compassion to others through humility of motive, attitude and action.

2) INTEGRITY: Live blamelessly in light of Christ’s imminent return.

3) KNOWLEDGE: Seek the treasures of wisdom and knowledge hidden in Christ.

4) WISDOM: Choose what is best according to the will of God.

5) GROWTH: Increase in love and knowledge to the glory of God.
An Institutional Description . . .

Founded as Warner Southern College in 1968 by Church of God pastors and laity, the institution became known as Warner University in 2008.

Warner is a co-educational, Christian university in the liberal arts tradition. Through a wide variety of academic disciplines the institution prepares students to successfully meet the demands of today’s workplace and the challenges of graduate school. We develop servant leaders who evaluate issues from a Christian perspective and who strive to live out their belief in their communities, churches and homes.

The institution has been served by only two presidents. Dr. Leroy Fulton was the first president. Dr. Gregory V. Hall has served as president since 1991. The administration, faculty, and staff are Christian, qualified in their areas and dedicated to the ministry of higher education. Warner provides an environment where administrators, faculty, and staff model the values of Christian heritage.

Warner is conveniently located in Lake Wales, Florida, an equal distance between Orlando and Tampa and serves the entire Central Florida region. The main campus is situated on more than 300 acres, most of which was donated to the school. A majority of the acreage remains an undeveloped natural Florida Ridge habitat.

“Warner is a co-educational, Christian university in the liberal arts tradition.”
The Warner University campus is predominantly located on the west side of Highway 27. Featured on the west campus are the Pontious Learning Resource Center (housing the academic library, archives, classrooms, meeting rooms, computer labs, and faculty offices) and the Rigel Student Center (housing classrooms, cafeteria, and student support services offices). Cleary Center, Ratzlaff Administration Building, Turner Athletic Center, 4 residence halls (Spencer, Williams, Fulton, and Raines) and athletic fields and facilities are also on the west side. And the Dr. H. Darrel Darby Academic Building is under construction. This 49,000 square foot building will provide vital space to facilitate creativity and collaboration among WU students, faculty and staff.

The Pontious Learning Resource Center supports teaching and research activities by providing collections in a wide array of media, housing more than 95,000 books and 8,000 periodical subscriptions as well as nearly 100 databases where students and faculty have access to thousands of full-text online journals. The library’s interlibrary loan agreements also provide access to the collections of most of the libraries in the United States. A Curriculum Materials Center also supports the instructional needs of faculty and students.

On the east side of Highway 27, facilities house the Physical Plant office, the Institutional Technology office and work center, and residential student housing.
In addition to the traditional environment of the main campus, Warner University reaches students outside its geographic region via online education.

The administration oversees major units such as Student Life, Academic Affairs, Business and Finance, Athletics, Enrollment Management, and Advancement. Academically, Warner University is organized into four schools including the School of Business, the School of Education, the School of Distance Education, and the School of Ministry, Arts and Sciences. Programs in Teacher Education have been approved by the State of Florida Department of Education to prepare students for teacher certification and professional accreditation has been conditionally approved for the Social Work program, with full accreditation to be awarded in 2014.

Warner University offers more than 30 undergraduate majors/programs where students can earn a certificate, an associate degree, or a bachelor degree as well as Master of Business Administration, Master of Science in Management, and Master of Arts in Education degrees. A list of academic programs is available online at: www.warner.edu

Approximately 38 full-time faculty and 48 adjunct instructors make up the faculty at Warner. The ratio of students to faculty is approximately 16:1. In the 2011-2012 academic year, Warner University conferred 63 associate, 203 bachelor, and 41 master degrees.
During the Fall of 2012, more than 1,000 students enrolled at Warner University. The institution boasts a diverse student body made up of 54% ethnic/minority students with 35% of these identifying themselves as black and 12% of these identifying themselves as Hispanic. Over half of the students are women (56%). Although the majority of students are Florida Residents (90%), students come to Warner University from 33 states and 22 foreign countries. About 91% of students are enrolled in undergraduate programs and 9% are pursuing graduate study.

Approximately 316 students live in campus residence halls and institution owned residences. As of Fall 2012, the average age of traditional first-time first-year (freshmen) students was 19, whereas the average age of traditional undergraduates in general was 21. The retention rate for first-time first-year students enrolled Fall 2010 and returning 2011 was 57%. The overall graduation rate for students who began their studies in Fall 2005 was 50%.

Lake Wales offers graduates numerous employment opportunities. Historically agriculture has been a major contributor to the local economy with Florida’s Natural Growers as a top Polk County employer located in Lake Wales. The area is also home to a number of major national and international corporations in such industries as Transportation and Logistics (CSX), Tourism (Legoland, Disney, SeaWorld), Insurance (State Farm), Grocery (Publix), as well as Healthcare, Education, and Government.

As Warner University and the community it serves continue to grow, the University’s mission remains steadfast and focused on graduating individuals who exemplify academic excellence and Christian character, who are prepared to lead and committed to serve. Beginning Fall 2013, Warner will offer an Agricultural Studies Program, the result of several years of research and work to implement a program of study birthed in a Board of Trustees meeting and brought to fruition as a four year program of study.

“As Warner University and the community it serves continue to grow, the University’s mission remains steadfast and focused on graduating individuals who exemplify academic excellence and Christian character, who are prepared to lead and committed to serve.”
EDGE: enhancing digital growth through education . . .

This generation of students, referred to as digital natives, the net-generation, or generation tech, is very unlike the generation of learners that graduated prior to the start of the 21st century. These digital natives have never known an analog world without the internet. Conversely, many professors are digital immigrants who recall a land where the clumsy slide projector, dusty overhead, and monstrous opaque projectors were “king” of the “high-tech” classroom. Against this reality, the Warner community designed a Quality Enhancement Plan (QEP) to address a need particularly among first-year students in the area of digital literacy.

The Warner University EDGE project equips students for a digital age. Research and literature reviews conducted indicate the skills needed to lead and serve today’s complex marketplace are dramatically different from the skills needed in 1968 when the institution began.

The goal of Warner University’s EDGE project is to improve the ability of students to use digital technologies to access, evaluate, and digitally communicate information and knowledge. Two freshmen general education courses are the primary venue for designed to achieve the three student outcomes:

1. Search, identify, and retrieve information in digital environments. (Access)

2. Judge the currency, appropriateness, accuracy and adequacy of information. (Evaluate)

3. Adapt the information and choose a digital communication medium and format that best supports the purposes of the product or performance and the intended audience. (Communicate)

The goal of this project is to help assure the success of our students as they become the leaders in their fields of study, in their communities, and hopefully their churches.
Institutional Strategic Goals . . .

Warner University has eight Institutional Strategic Goals with objectives:

Provide Academic Excellence.
- Recruit and retain a quality faculty with the necessary credentials.
- Continue the development and implementation of the EDGE project. This 5 to 7 year plan is designed to prepare students to function effectively with digital literacy.
- Modify General Education to integrate with the major programs of study.
- Redesign the academic structure of the Schools to improve academic focus on existing and new programs.
- Institute a comprehensive faculty development plan to foster productivity, teaching excellence, and professional stimulation.
- Develop “blended” traditional classrooms in conjunction with the EDGE project.
- Develop an administration, faculty, and staff that reflects the diversity of the student body.
- Provide for remedial academic support for students.

Provide a Christian Learning Environment.
- Provide meaningful Christian worship twice weekly in Chapel.
- Expose students to visiting speakers and convocation experiences to support our commitment to teaching Biblical Christian Worldview.
- Provide for extra-curricular activities that deepen spiritual growth.
- Provide activities that teach the significance of Christian service and leadership.

Grow a Diverse Student Population.
- Create an admissions and marketing plan that intentionally seeks to enroll students of diverse backgrounds.
- Create programs and learning strategies that support diversity.
Employ a Christian Faculty and Staff.

- Recruit and retain faculty and staff who are committed to the great cause of Christ in the world besides the ministry and mission of Warner University.
- Hold faculty and staff accountable in full support of the institution mission, vision and values.
- Encourage faculty and staff in the leadership of local congregations and ministries.

Maintain Pertinent Institutional Technologies.

- Implement the comprehensive institutional technology plan.
- Implement and support the EDGE project which addresses digital literacy.

Promote Student Welfare.

- Recruit and retain a professional Student Life staff committed to best practices in student development.
- Maintain a safe, secure learning and living environment for students, faculty and staff.
- Develop programs that promote spiritual, moral, mental, social, and physical growth.
- Maintain and enhance a Career Services program to prepare students for life beyond college.
- Provide for the physical and mental health needs of students.

Implement and Support the Warner University Plan for Financial Equilibrium.

Broaden Institutional Visibility.

- Maintain a long term commitment to a public relations and marketing plan that brings visibility to Warner University.
- To be identified as an institution with a firm commitment to teaching students Biblical Christian Worldview.
- To be identified as an institution for a commitment to Biblical authority.

1. An absolute, uncompromising commitment to a balanced operational budget.

2. Build a common sense approach to tuition pricing in consultation with Noel-Levitz using ERMS data and keep the tuition discount rate reasonable and fair to all Warner students.

3. Direct fundraising toward unfunded scholarship dollars.

4. Insure all auxiliaries are at least a break-even status.

5. Use any unrestricted large gifts to pay off debt to personal note holders.

6. Strict financial controls are to be exercised in the following ways:
   • Very conservative estimates for financial FTE.
   • Determining payroll increases in the fall after enrollment data is in.
   • Adding personnel very discriminately and not without the consultation of the CFO.
   • Strict containment of expense growth.
   • Design incentives to improve efficiency.

7. Each budget must have a contingency.

8. Monitor financial performance with external and internal measures that have Board approval.

9. Establish a policy for handling over expended budgets.
10. A review of financial performance will be conducted:
   • Monthly with the President
   • Quarterly with the President’s Cabinet
   • Quarterly and annually (audit) with the Board of Trustees

11. Continue the improvement of student accounts receivable collections.

12. Set enrollment management goals in recruitment and retention and tie into overall financial picture.

13. Set a goal of (net) one million dollars surplus through enrollment to offset depreciation and build reserves.

14. Generally, we should set a goal of no further indebtedness and borrow only under the following conditions:
   • Money needed short-term in the summer (low revenue time) for operations on the line of credit. Line of credit goes to zero at least once a year.
   • Money that is placed at the University as an investment with prospects of it becoming an unrestricted or restricted gift.
   • Capital debt that is secured by fundraising pledges or comes from a predictable source of revenue surplus.
   • Debt that is secured by marketable assets.
   • Under no circumstances shall the institution go below a 2:1 asset to debt ratio.
Facilities Master Plan . . .

History of Land and Improvements

Warner University, founded in 1968 by Church of God pastors and laity and formerly known as Warner Southern College, is a co-educational, four year Christian institution of higher learning charged with the responsibility to graduate individuals who exemplify academic excellence and Christian character, who are prepared to lead and committed to serve (Mission Statement).

Located in Lake Wales near the crossroad of US Highway 27 and State Highway 60, the campus currently consists of more than 300 acres given in 1965 by JW and Virginia Holland. The land is primarily on the west side of Highway 27 with an original 11 acres having been given on the east side located on Crooked Lake.

The property was first developed on the east side as Warner began classes in the fall of 1968 with 17 full time and 10 part time students occupying the Raines Building (the first permanent building) and several other mobile/portable units.

The development of campus was slow but steady and focused on construction on the east property. Three additional permanent buildings were added and as many as a dozen portable units serving as residence halls, classrooms, faculty offices, etc. Several homes adjacent to the acreage were acquired or built to serve the growing needs of the students and faculty. The enrollment grew to 300 by the mid ‘80s and began to feel the confines of the east side acreage. Several times the Board of Trustees wrestled with building out the east side rather than expanding to the west. Portable buildings could be replaced by permanent ones. During times of westward expansion decisions, a men’s dormitory, athletic center, athletic fields, sewer plant and infrastructure were added to the campus following the planned unit development filed with the county serving as the master plan. Ultimately, the decision was influenced by the county when the amount of fill required to raise the east side above the 100 year flood line made development too costly to consider.

The west campus further expanded from January 1999 through January 2008 with the additions of the Rigel Student Center, Pontious Learning Resource Center, the
Cleary Center, Williams Hall, Fulton and Raines Halls and the Ratzlaff Administration Building.

Four of the east side buildings have been sold to the Lake Wales Charter Schools for development of a middle school, Bok Academy. Warner has retained the 8 houses, the canal acreage (2.88 acres) and a parcel on the lake.

Funding for all construction and acquisition of the capital assets has come from donations and borrowing. Tuition revenue has never been a source available for meeting the facility needs identified in the master plan.

Prior Master Plan

The original Planned Unit Development from the 1970s was replaced with various campus plans and designs as the board wrestled with campus expansion. The institution commissioned a plan presented in March 2000 prepared by Pierce, Goodwin, Alexander and Linville (PGAL). This firm was also chosen as the architect for the design of the Pontious Learning Resource Center completed in 2001.

“The original Planned Unit Development from the 1970s was replaced with various campus plans and designs as the board wrestled with campus expansion.”

The PGAL master plan projected over a ten year period the future growth and immediate needs developed through consultation with the Warner community, work sessions for a draft plan and ultimately for a final plan to be presented to the board for approval. Following the completion of the Pontious Center, the sequencing of proposed projects included residence halls, parking, roadway improvements, and baseball lighting. Further out, the needs for classrooms, an administration building, new residence halls and an arts center were scheduled.

As of 2010, the Warner community been able to complete several of the projects as well as several not included in the plan. Warner was able to acquire an administration building and residence hall (2005), parking expansion (2006), data/

As the next major building project began to be discussed, the master plan was modified to include a new academic building and to rework the building footprints for existing and future building projects. The current master plan drawings were prepared by the Lakeland firm, Lunz, Prebor and Fowler.

**Current Master Plan Aerial Photo – Planned West Campus**

![Current Master Plan Aerial Photo – Planned West Campus](image)

**Academic Building**

Construction plans for the Dr. H. Darrel Darby Academic Building, were finalized in April of 2009. The 49,000 square foot facility is under construction and designed to become the academic focal point of the University. The building will provide abundant classrooms, lecture halls, computer and science laboratories, as well as faculty offices and spaces to conduct projects, host activities, and to meet with students. The final project estimate totals $7,445,542 and includes the building, site work and design fees.
Projections of Enrollment Growth & Housing

The PGAL plan projected growth from 559 students in 1999 to a total of 1,372 in 2009. This represents growth of 145% or 14.5% annually. The actual headcount for fall 2009 was 1,081 providing for a ten year growth of 93% or about 9.3% annually.

The institution has experienced growth and stabilization during the last five years. Enrollment overall has increased by 10.7% (2.14% average) from Fall 2005 to Fall 2010. The enrollment peaked in Fall 2007 with the largest gains recorded in the non-traditional and graduate programs.

The traditional program has been steady and in the Fall 2012 the institution recorded the highest traditional enrollment at 612 up 16% over the previous year.

The declines have been experienced in the non-traditional undergraduate and graduate programs. One significant factor has been the economy. Many students have relied on the financial support of employer benefit programs to fund educational opportunities. As the economy tightened, these benefits were the first to be reduced or eliminated. When the financial burden was transferred to the students, they made decisions to wait to enter or continue with school until the economy improved. In the case of job loss, attending college became secondary to the needs of the family and home.

Fewer jobs in the market place should create a counter-cyclical situation for students needing to further their education. For Fall 2010, increases in the graduate programs and the traditional program, 12.3% and 6.8%, respectively, indicated growth was beginning to materialize as the economy plateaus. The following tables represent the changes in student headcount and the percentage of change for each of the last five years. The enrollments are divided into traditional, non-traditional undergraduate and graduate students.
Projecting Institutional Enrollment Growth During the Next Four Years

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Percentage Growth</th>
<th>Projected Head Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012 - 2013</td>
<td>2.0</td>
<td>1,139</td>
</tr>
<tr>
<td>2013 - 2014</td>
<td>1.5</td>
<td>1,156</td>
</tr>
<tr>
<td>2014 - 2015</td>
<td>1.5</td>
<td>1,173</td>
</tr>
<tr>
<td>2015 - 2016</td>
<td>1.5</td>
<td>1,191</td>
</tr>
</tbody>
</table>

The enrollment goals are conservative and attainable. The projections were based on a review of current retention rates and the number of high school students expected to attend college over the next five years as reported by the Chronicle of Higher Education—Almanac 2008-09.

Housing for Fall 2012 was maximized at over 300. Demand for residential housing was met through use of the majority of Warner University properties, including four traditional dormitories, three house-style dorm facilities as well as off campus housing owned by the institution. This increase in the number of residential students represents a response to the institution’s desire to develop a vibrant campus which students engage in residence life programming as well as in the classroom and through athletics.

Discussions to address this growth identify the potential change in policy that would require any student who receives a certain designated amount of institutional aid to be a residential student. This would likely increase the number by 3-5 percent. However, the intent in planning for housing expansion is to create a housing environment that makes students want to instead of have to live on campus through such mandates.

Incentives and amenities of new housing are likely to create the environment needed for students to want to be on campus. Topics of discussion have included:
• Community spaces to congregate
• Multiple style housing rather than standard shared dorm rooms
• Offer different meal plans
• Kitchenettes to provide year round availability for renting
• Honors housing that students work toward
• Fitness equipment in dorms
• Swimming pool
• Personalize the room by allowing students to bring own furniture
• Designate space for married couples housing

Applying the projected enrollment growth for the next five years to the traditional population would indicate the need for housing, at the current rate of 50 percent, to be 31 beds in addition to the 31 beds currently needed.

<table>
<thead>
<tr>
<th></th>
<th>Fall 10</th>
<th>Fall 11</th>
<th>Fall 12</th>
<th>Fall 13</th>
<th>Fall 14</th>
<th>Fall 15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional</td>
<td>579</td>
<td>602</td>
<td>614</td>
<td>623</td>
<td>632</td>
<td>641</td>
</tr>
<tr>
<td>50% Housing</td>
<td>290</td>
<td>301</td>
<td>307</td>
<td>312</td>
<td>316</td>
<td>321</td>
</tr>
<tr>
<td>55% Housing</td>
<td>318</td>
<td>331</td>
<td>338</td>
<td>343</td>
<td>348</td>
<td>353</td>
</tr>
<tr>
<td>60% Housing</td>
<td>350</td>
<td>364</td>
<td>371</td>
<td>377</td>
<td>382</td>
<td>388</td>
</tr>
</tbody>
</table>

Any growth percentage of on campus students significantly increases the need for more housing.

Conclusion . . .

The Warner University Strategic Plan 2012-2017 affirms the mission of the University, “to graduate individuals who exemplify academic excellence and Christian character, who are prepared to lead and committed to serve.” This plan charts a course to keep Warner University on target to progress and develop to the benefit of the students. Students and the learning environments in both traditional and
non-traditional settings are a top priority. The best of what can be projected at the moment are the intentions and goals of the administration, staff and faculty of Warner. To grow and continue to be a viable educational institution is of paramount importance. The University needs to be committed to change and to communicate why change is needed to all constituencies of the University. First and foremost, this University is a ministry. As a ministry, the Christian integrity of this institution must be upheld in everything that is accomplished and respected by everyone who is part of the Warner community. Decisions regarding the academic programs, the facilities, expansion projects, and development will be contingent upon budget and expenditures based on the priorities contained in the plan. As noted in some cases, external fundraising is an element for plan implementation. The success of this Strategic Plan is dependent upon the commitment and dedication of all the members of the Warner community, but most especially the Board of Trustees, senior administration, faculty and staff. The plan is possible and the glory and honor belong to God.

“The Warner University Strategic Plan 2012-2017 …The plan is possible and the glory and honor belong to God.”