



Student Achievement

Warner University measures student success and achievement with respect to its mission which is *to guide individuals toward Christ-like character and intellectual maturity while equipping them to serve.*

The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) recognizes that student achievement is at the core of the mission of all institutions of higher learning. The 2018 Principles of Accreditation: Foundation for Quality Enhancement include core standards specifically focused on student achievement. Principle 8.1 is a core requirement and states, “The institution identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution’s mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple measures to document student success. (Student achievement) [CR]” (SACSCOC, 2017).

Evaluation of student success and achievement data is used by Warner University personnel at various levels of corporate structure and within a variety of departments for decision making and to discuss ongoing institutional strategies to seek improvement, including the achievement of at-risk student populations.

To demonstrate compliance with this standard Warner University identifies the graduation rates of first-time, full-time students by six-years as its key student indicator (KSI) for student achievement:

- Graduation Rate 150%

Additional measures of student achievement include:

- Outcome Measures
- Retention Rates
- Employment Data
- Academic Action

Graduation Rates

The integrated Postsecondary Education Data System (IPEDS) provides basic data to describe and analyze trends in postsecondary education. The overall graduation rate is also known as the "Student Right to Know" or IPEDS graduation rate. It tracks the progress of students who began their studies as **full-time, first-time degree- or certificate-seeking students** to see if they complete a degree or other award such as a certificate within 150% of "normal time" for completing the program in which they are enrolled.

Note that not all students at the institution are tracked for these rates. Students who have already attended another postsecondary institution, or who began their studies on a part-time basis, are not tracked for this rate. **At this institution, 66 percent of entering students were counted as "full-time, first-time" in 2019.**

The graduation rate provided in *Table 1* has been disaggregated for Black African Americans and Pell Recipients. Ultimately, it is expected that an increase in WU overall graduation rates will parallel an increase with respective graduation for WU first-time, full-time freshmen Black or African American and Pell Recipients. Additionally, with the support of institutional leadership and the Royal Resources Department WU expects a continuous improvement in graduation rates and aspires to achieve graduation rates that will exceed the average of its peer institutions holding more selective admissions requirements.

Table 1: Percentage of Full-time, First-Time Students Who Graduated Within 150% of "Normal Time" to Completion for Their Program

<u>Cohort</u>	<u>Fall 2011</u>	<u>Fall 2012</u>	<u>Fall 2013</u>	<u>Target</u>
	Grad Rate (GR2017, 4-year institutions, Completers within 150% of normal time)	Grad Rate (GR2018, 4-year institutions, Completers within 150% of normal time)	Grad Rate (GR2019, 4-year institutions, Completers within 150% of normal time)	2024-2025
<u>WU Overall</u>	40%	32%	46%	47%
<u>WU Black or African American</u>	28%	39%	38%	
<u>WU Pell Recipients</u>	23%	22%	30%	
<u>WU Peer Average Overall</u>	42%	41%	42%	

Note: Peer institutions include 6 institutions identified by the WU leadership: Eastern Nazarene College, Florida College, Florida Memorial University, Southeastern University, St. Thomas University, and Webber International University.

The threshold of acceptability for this measure is 31% which is the minimum graduation rate reported, in 2010-11, by the college over a ten-year timeframe.

The achievement goal for the IPEDS Graduation Rate is 47%, arrived by projecting a two percent growth to a three-year graduation rate average, which would represent a maximum level not previously experienced at the University.

Outcome Measures

Warner University has a mission that provides substantial transfer preparation so there is value in analyzing outcome measures in addition to graduation rates. The integrated Postsecondary Education Data System (IPEDS) defines outcome measures as follows:

Alternative measures of student success are reported by degree-granting institutions to describe the outcomes of degree/certificate-seeking undergraduate students who are not only first-time, full-time students, but also part-time attending and non-first-time (transfer-in) students. These measures are also reported for students receiving Pell grants and those students that do not receive Pell grants. These measures provide the 8-year award-completion rates by award level (certificates, associate's and bachelor degrees) after entering an institution. For students who did not earn any undergraduate award after 8-years of entry, the enrollment statuses are reported as either still enrolled at the institution, or subsequently transferred out of the institution. Unlike the Graduation Rates data, all reporting institutions must report on their transfer outs regardless if the institution has a mission that provides substantial transfer preparation.

Table 2: Percent of adjusted cohort receiving an award at 6 years

<u>Cohort</u>	<u>31-Aug-15</u>	<u>31-Aug-16</u>	<u>31-Aug-17</u>	<u>Target</u>
	OM 2017	OM 2018	OM 2019	2024-2025
<u>WU Overall</u>	54%	49%	50%	55%
<u>WU Transfer</u>	55%	63%	60%	
<u>WU Pell Recipients</u>	55%	48%	44%	
<u>WU Peer Average Overall</u>	43%	49%	44%	

Note: Peer institutions include 6 institutions identified by the WU leadership: Eastern Nazarene College, Florida College, Florida Memorial University, Southeastern University, St. Thomas University, and Webber International University.

The threshold of acceptability for this measure is 49% which is the minimum outcome measure reported, in 2018-19, by the college over a three-year timeframe.

The achievement goal for the IPEDS Outcome Measure is 55%, arrived by projecting a two percent growth to a three-year Outcome Measure rate average, which would represent a maximum level not previously experienced at the University.

Retention Rates

The retention rate of all first Fall to the second Fall of a first-time, full-time freshmen cohort provides a measure of student achievement. IPEDS Retention rates measure the percentage of first-time students who are seeking bachelor's degrees who return to the institution to continue their studies the following fall. *Table 3* depicts retention rate trends at WU and its peer institutions.

Table 3: First to Second-year Retention Rate

	Full-time retention rate 2017 (EF2017D_RV)	Full-time retention rate 2018 (EF2018D_RV)	Full-time retention rate 2019 (EF2019D)	Target
Warner University	57	55	64	65
WU Peer Institutions	63	63	65	

Note: Peer institutions include 6 institutions identified by the WU leadership: Eastern Nazarene College, Florida College, Florida Memorial University, Southeastern University, St. Thomas University, and Webber International University.

The threshold of acceptability for this measure is 49% which is the minimum graduation rate reported, in 2013, by the college over a ten-year timeframe.

The achievement goal for the IPEDS Retention Rate is 65%, arrived by projecting a two percent growth to the current retention rate.

Academic Action

The Warner University 2019 Strategic Plan, driven by three core values of engagement, service, and stewardship, includes Academic Support and Success as an objective. With regard to the Academic Support and Success objective, a recently identified and newly implemented plan to better support at-risk students is in its first two years of experimentation. In years past,

faculty reported to coaches the grades of all freshmen athletes and all athletes with a cumulative GPA lower than 2.50. They submitted this report at the end of week 5, at midterm, and at the end of week 11 of the traditional semester. In 2019, faculty began reporting on all students who have excessive absences or have a grade of D or F at the end of week 4, at midterm, and at the end of week 11. The new plan not only allows for the identification of non-athletes who might be struggling in the classroom, it also allows the university to identify at-risk students earlier in the semester. Moreover, reports are sent not only to coaches but also to key student-life staff and faculty advisors. Students who are reported for more than one course will receive more targeted intervention. (Warner University Strategic Plan Update, October 2019).

Evaluation of student success and achievement data is analyzed at the end of each term, including graduate and undergraduate Academic Standing summaries (see *Table 4*).

Table 4: Undergraduate Academic Standing Summary, Fall 2020

Cohort	Fall 2020	Percentage		Fall 2019	Percentage		Fall 2018	Percentage
<u>UG Headcount</u>	820		↓	871		↓	912	
<u>Average Term GPA</u>	2.6923		↓	2.8035		↓	2.9088	
<u>Students with D or F</u>	318	38.78%	↑	283	32.49%	↑	271	29.71%
<u>Students with Declining GPA</u>	199	24.27%	↓	256	29.39%	↑	222	24.34%
<u>Students on Warning</u>	55	6.71%	↓	61	7.00%	↑	51	5.59%
<u>Students on Probation</u>	106	12.93%	↑	89	10.22%	↑	87	9.54%
<u>Students on Suspension</u>	12	1.46%	↓	16	1.84%	↓	25	2.74%
<u>Student on Dean's List</u>	197	24.02%	↓	228	26.18%	↓	253	27.74%
<u>Students in Good Standing</u>	431	52.56%	↓	466	53.50%	↑	482	52.85%
<u>Students Withdrawn or Incomplete</u>	19	2.32%	↑	11	1.26%	↓	14	1.54%

The threshold of acceptability for this measure is 22% of student on adverse academic standing (Warning, Probation, or Suspension) which is the

maximum percentage reported, in Fall 2020, by the college over a three-year timeframe.

The achievement goal for students identified on adverse academic standing (Warning, Probation, and Percentage) 20%, arrived by projecting a two percent decline to the current rate.

Employment Data

In accordance with the Warner University mission which is *to guide individuals toward Christ-like character and intellectual maturity while equipping them to serve*, Warner University is committed to equipping students primarily from central Florida and across the state of Florida with the knowledge, skills, and abilities to enter the workforce. Employment data is a crucial measure supporting and demonstrating student achievement. Job placement data from the Florida Education & Training Placement Information Program compare Warner University employment data with data from 31 Independent Colleges and Universities of Florida (ICUF).

A limitation should be noted that data holds only graduates who are employed in the State of Florida. WU program completers are highly successful in gaining employment in the state. The most recent three Academic three-year trends continue a successful employment rate pattern of 68% or higher.

Table 5: Independent Colleges and Universities of Florida, Bachelor Degree Graduates, Percentage Employed in Florida

<u>Cohort</u>	<u>2015-16</u>	<u>2016-17</u>	<u>2017-18</u>	<u>Target</u>
<u>WU Overall</u>	68%	70%	72%	73%
<u>ICUF Total</u>	53%	51%	51%	
<u>WU Ranking</u>	#7	#4	#3	

The threshold of acceptability for this measure is 52% which is the ICUF average employment percentage reported over a three-year timeframe.

The achievement goal for the percentage employed is 73%, arrived by projecting a two percent growth to the current employment rate.

References

- Southern Association of Colleges and Schools Commission on Colleges. (2017). *2018 Principles of accreditation: Foundation for quality enhancement*. 6th ed. Decatur, GA. <https://sacscoc.org/app/uploads/2019/08/2018PrinciplesOfAcreditation.pdf>
- Warner University. (2021). *Our mission*. Lake Wales, FL. <https://www.warner.edu/the-university/who-we-are/>