



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."

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 improvement of student achievement for at-risk student populations.

Evaluation of student success is based on multiple measures. To demonstrate compliance with SACSCOC Principle 8.1, Warner University identifies the IPEDS graduation rate 150 percent (six years) of first-time, full-time students as its key student indicator (KSI) for student achievement. Additional measures of student achievement include the following:

- IPEDS Outcome Measures, Six Years
- Retention Rates, First Year, Full Time, Fall to Fall
- Academic Action
- Employment Data

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 completed a degree or other award such as a certificate within 150 percent of the "normal time" for completing the program in which they are enrolled.

Students who have already attended another postsecondary institution, or who began their studies on a part-time basis, are not tracked for this rate; however, Warner University leadership considers the IPEDS Graduation Rate a valuable key student indicator (KSI) for student achievement due to the institution’s high enrollment of full-time, first-year students. **At Warner University, 72 percent of entering undergraduate students were counted as full-time, first-year students in Fall 2024.**

The Graduation Rate provided in *Table 1* has been disaggregated by Black or African Americans and Pell Recipients. Ultimately, it is expected that an increase in Warner University overall graduation rates will parallel an increase in respective enrollments for first-time, full-time Black or African American and Pell recipients, thus closing the gap in academic achievement and advancing equity. Additionally, with the support of institutional leadership and the Royal Resources Department, the University expects to see a continuous improvement in graduation rates and aspires to achieve graduation rates that will exceed the average of its peer institutions and its own established achievement goals.

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 2012</u>	<u>Fall 2013</u>	<u>Fall 2014</u>	<u>Fall 2015</u>	<u>Fall 2016</u>	<u>Target</u>
	Grad Rate (GR2018, 4-year institutions, Completers within 150% of normal time)	Grad Rate (GR2019, 4-year institutions, Completers within 150% of normal time)	Grad Rate (GR2020, 4-year institutions, Completers within 150% of normal time)	Grad Rate (GR2021, 4-year institutions, Completers within 150% of normal time)	Grad Rate (GR2022, 4-year institutions, Completers within 150% of normal time)	2024-2025
<u>WU Grad Rate</u>	32%	46%	49%	40%	40%	50%
<u>WU Black or African American Grad Rate</u>	39%	38%	44%	32%	33%	
<u>WU Pell Recipients Grad Rate</u>	22%	30%	38%	28%	30%	
<u>WU Peer Average Grad Rate</u>	41%	42%	43%	45%	43%	

*Peer institutions are comprised of six institutions identified by the WU leadership team.

**The IPEDS Graduation Rate Achievement Goal is 50%, arrived by projecting a two percent growth to the maximum graduation point within a five-year timeframe, which would represent a maximum level not recently experienced at the University. The Graduation Rate Achievement Goal is re-calculated annually.

Outcome Measures

Warner University has a mission that provides modest part-time enrollment and transfer-in preparation, and there is value in analyzing outcome measures alongside graduation rates which are limited to full-time, first-year students. The integrated Postsecondary Education Data System (IPEDS) explains 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's 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 displays outcome measures, the percent of adjusted cohort receiving an award at 150 percent of “normal time” (6 years), for all completers and further disaggregates Warner University transfer-in students and Pell recipients.

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

Cohort	31-Aug-16	31-Aug-17	31-Aug-18	31-Aug-19	31-Aug-20	
Cohort	OM 2018	OM 2019	OM 2020	OM 2021	OM 2022	Target
WU Overall Percent Receiving an award at 6 years	49%	50%	42%	46%	50%	51%
WU Transfer-In Receiving an award at 6 years	63%	60%	52%	51%	53%	
WU Pell Recipients Receiving an award at 6 years	48%	44%	38%	46%	48%	
WU Peer Average Overall Receiving an award at 6 years	49%	44%	45%	45%	43%	

*Peer institutions are comprised of six institutions identified by the WU leadership team.

**The IPEDS Outcome Measure Achievement Goal is 51%, arrived by projecting a two percent growth to the maximum outcome measure rate within a five-year timeframe, which would represent a maximum level not recently experienced at the University. The Outcome Measure Achievement Goal in the prior academic year

Retention Rates

The IPEDS Retention Rate of the first Fall to the second Fall of a first-time, full-time cohort provides a helpful measure of student achievement. The IPEDS Retention Rate measures 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 Warner University with trends at 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)	Full-time retention rate 2020 (EF2020D)	Full-time retention rate 2021 (EF2020D)	Full-time retention rate 2022 (EF2020D)	Target
Warner University	57%	55%	64%	52%	46%	46%	48%

WU Peer Institutions	63%	63%	65%	58%	62%	63%	
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*Peer institutions are comprised of six institutions identified by the WU leadership team.

**The Achievement Goal for the IPEDS Retention Rate is 48%, arrived at by projecting a two-percent growth to the current retention rate.

Academic Action

The University's strategic plan includes student-success initiatives in its stated objectives. A recently identified and newly implemented plan to better support at-risk students was put into place in 2019. Prior to 2019, faculty reported to athletic 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 directly to the Office of the Registrar all traditional 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 allows for the identification of athletes and non-athletes who might be struggling in the classroom. It also allows the University to identify at-risk students and to provide interventions earlier in the semester. Reports are sent to athletic coaches, key student-support personnel, and faculty advisors. Students who are reported for more than one course receive targeted interventions.

Since fall 2020, an evaluation of student achievement data has been analyzed at the end of each academic term. This analysis includes graduate and undergraduate Academic Standing summaries (see Table 4). Summaries are sent to administration, key student-support personnel, faculty chairpersons, and the Athletic director.

Table 4: Undergraduate Academic Standing Summary, Fall 2021-Fall 2023

<u>Cohort</u>	<u>Fall 2023</u>	<u>Rate</u>		<u>Fall 2022</u>	<u>Rate</u>		<u>Fall 2021</u>	<u>Rate</u>	<u>Goal</u>
<u>UG Headcount</u>	804		↑	761		↓	783		
<u>Average Term GPA</u>	2.7862		↑	2.6409		↓	2.7436		
<u>Students with D or F</u>	289	36%	↓	301	39.55%	↑	298	38.06%	
<u>Students with Declining GPA</u>	139	17%	↓	143	18.79%	↓	168	21.46%	
<u>Students on Warning</u>	34	4%	↓	34	4.47%	↓	50	6.39%	
<u>Students on Probation</u>	116	14%	↓	132	17.35%	↑	101	12.90%	
<u>Students on Suspension</u>	9	1%	↓	9	1.18%	↑	8	1.02%	
<u>Total on Adverse Standing (Warning, Probation, and Suspension)</u>	159	20%	↓	175	23%	↑	159	20%	19%*
<u>Student on Dean's List</u>	204	25.37%	↑	172	22.60%	↓	205	26.18%	

<u>Students in Good Standing</u>	399	49.63%	↑	374	49.15%	↓	401	51.21%	
<u>Total in Favorable Standing (Dean's List and Good Standing)</u>	603	75%	↑	546	72%	↓	606	77%	76%**
<u>Students Withdrawn or Incomplete</u>	204	25.37%	↑	172	22.60%	↓	205	26.18%	

*The Academic Action Achievement Goal for students identified on adverse academic standing (Warning, Probation, and Percentage) is 19 percent, arrived by projecting a two-percent decline from the current rate.

**The Academic Achievement Goal for students identified in favorable academic standing (Dean's List and Good Standing) is 76%, arrived by projecting a two-percent increase from the current rate.

Employment Data

In accordance with the Warner University mission *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 of 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).

Data is limited to graduates who are employed in the State of Florida. Warner University program completers are highly successful in gaining employment in the state. According to data from the last three years and as demonstrated in *Table 5*, Warner University maintains a graduate employment rate of 72 percent or higher.

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

<u>Cohort</u>	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>	<u>Target</u>
<u>WU Overall</u>	72%	83%	86%	87%*
<u>ICUF Total**</u>	51%	79%	78%	
<u>WU Ranking</u>	#3	#9	#3	

*The Achievement Goal for the percentage employed is 73 percent, arrived at by projecting a two percent growth to the current employment rate.

**ICUF Total includes 31 Independent Colleges and Universities of Florida (ICUF) institutions

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/2019/08/2018PrinciplesOfAccreditation.pdf>

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