



Student Achievement

Warner University measures student success and achievement with respect to its mission, which states:

Warner University exists to provide an academically challenging, biblically faithful, culturally courageous education that equips students to serve Christ and excel professionally.

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. Standard 8.1 of the *Principles of Accreditation: Foundations for Quality Enhancement* is a core requirement as follows:

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.

At Warner University, the systematic evaluation of student success and achievement data informs decision-making and strategic planning across all levels of institutional governance, administrative units, and academic departments. These data-driven insights are consistently utilized to evaluate ongoing institutional strategies and to implement targeted interventions aimed at continuous improvement, particularly for at-risk student populations.

To demonstrate compliance with Standard 8.1, Warner University utilizes multiple measures of student success. The institution identifies the **IPEDS Graduation Rate (150% of normal time / six years) for first-time, full-time students** as its **primary Key Student Indicator (KSI)**.

To provide a comprehensive, multi-dimensional evaluation of student achievement aligned with the diverse nature of our student body and program modalities, Warner University also tracks and evaluates the following additional performance measures:

- **IPEDS Outcome Measures (Six-Year Cohorts):** To capture the success of non-traditional, part-time, and transfer-in students.
- **First-Year Retention Rates (Full-Time, Fall-to-Fall):** To monitor early academic momentum and the efficacy of first-year transition programming.
- **Academic Action Rates:** To track academic standing (probation/suspension metrics) as an early warning indicator for student intervention.
- **Post-Graduation Employment Data:** To measure institutional efficacy in equipping graduates to successfully enter and serve the workforce.

Graduation Rates

The Integrated Postsecondary Education Data System (IPEDS) provides foundational data used to describe and analyze trends in postsecondary education. The IPEDS Overall Graduation Rate is also commonly referred to as the "Student Right-to-Know" graduation rate. This metric tracks the longitudinal progress of a specific cohort: students who began their studies as full-time, first-time, degree- or certificate-seeking undergraduates. It measures whether these students completed a degree or certificate within 150 percent of the "normal time" required to finish their specific program (e.g., six years for a four-year baccalaureate degree).

Students who have previously attended another postsecondary institution (transfers) or who began their studies on a part-time basis are excluded from this specific rate. Nevertheless, Warner University leadership considers the IPEDS Graduation Rate a highly valuable Key Student Indicator (KSI) for student achievement due to the institution's high concentration of traditional, full-time, first-year students. For context, in Fall 2025, 72 percent of entering undergraduate students at Warner University were classified within this full-time, first-year cohort.

To ensure a comprehensive analysis of institutional efficacy, the graduation rate data provided in Table 1 has been disaggregated by race (Black or African American students) and socioeconomic status (Federal Pell Grant recipients). Ultimately, Warner University expects that strategic institutional efforts to increase overall graduation rates will parallel a measurable increase in completion rates for our first-time, full-time Black or African American and Pell-recipient populations, thereby closing historical academic achievement gaps and advancing educational equity. Additionally, with the collaborative support of institutional leadership and the Royal Resources Department, the University anticipates continuous, incremental improvement in retention and graduation outcomes. Warner aspires not only to meet its own established internal achievement thresholds but to consistently exceed the average graduation rates of its peer institutions.

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 2014</u>	<u>Fall 2015</u>	<u>Fall 2016</u>	<u>Fall 2017</u>	<u>Fall 2018</u>	<u>Target</u>
	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)	Grad Rate (GR2023, 4-year institutions, Completers within 150% of normal time)	Grad Rate (GR2024, 4-year institutions, Completers within 150% of normal time)	
<u>WU Grad Rate</u>	49%	40%	40%	35%	42%	50%
<u>WU Black or African American Grad Rate</u>	44%	32%	33%	24%	31%	
<u>WU Pell Recipients Grad Rate</u>	38%	28%	30%	26%	28%	
<u>WU Peer Average Grad Rate</u>	43%	45%	43%	40%	41%	

*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

While Warner University primarily serves traditional undergraduate populations, its mission also encompasses providing robust pathways transfer-in students. Consequently, there is significant institutional value in analyzing comprehensive outcome measures alongside traditional graduation rates, which are inherently limited to full-time, first-time students. The Integrated Postsecondary Education Data System (IPEDS) defines Outcome Measures (OM) as an alternative framework to describe the long-term success of all degree- and certificate-seeking undergraduate students. This includes not only first-time, full-time students, but also part-time students and non-first-time (transfer-in) students.

These alternative measures are also disaggregated to contrast cohorts receiving Federal Pell Grants against those who do not. The IPEDS Outcome Measures component tracks these distinct cohorts over an eight-year period, providing completion rates across varying award levels (certificates, associate degrees, and bachelor's degrees). For students who do not earn an undergraduate credential within eight years of entry, their enrollment status is tracked and reported as either still enrolled at the reporting institution or subsequently transferred out to another institution. Notably, unlike standard Graduation Rates data, the Outcome Measures framework mandates that all reporting institutions document transfer-out rates, regardless of whether the institution has a primary mission centered on transfer preparation.

Accordingly, Table 2 displays Warner University's Outcome Measures data, highlighting the percentage of the adjusted cohort receiving an award at 150 percent of "normal time" (six years) for all completers. To ensure alignment with institutional equity and retention goals, the data further disaggregates performance metrics specifically for Warner's transfer-in students and Pell Grant recipients.

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

<u>Cohort</u>	<u>OM 2020</u>	<u>OM 2021</u>	<u>OM 2022</u>	<u>OM 2023</u>	<u>OM 2024</u>	<u>Target</u>
<u>WU Overall Percent Receiving an award at 6 years</u>	42%	46%	50%	48%	49%	51%
<u>WU Transfer-In Receiving an award at 6 years</u>	52%	51%	53%	63%	65%	
<u>WU Pell Recipients Receiving an award at 6 years</u>	38%	46%	48%	42%	45%	
<u>WU Peer Average Overall Receiving an award at 6 years</u>	45%	45%	43%	40%	40%	

*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.

Retention Rates

The IPEDS Retention Rate tracking a cohort from their first Fall semester to their second Fall semester provides a critical foundational measure of early student success and institutional engagement. Specifically, the IPEDS Retention Rate measures the percentage of first-time, full-time bachelor's degree-seeking undergraduates who return to the institution to continue their academic studies the following Fall. To provide context for institutional performance, Table 3 depicts longitudinal retention rate trends at Warner University alongside comparative trend data from our designated peer institutions.

Table 3: First to Second-year Retention Rate

Cohort	Full-time retention rate 2020 (EF2020D)	Full-time retention rate 2021 (EF2021D)	Full-time retention rate 2022 (EF2022D)	Full-time retention rate 2023 (EF 2023D RV)	Full-time retention rate 2024 (EF2024D RV)	Target
<u>Warner University</u>	52%	46%	46%	45%	44%	46%
<u>WU Peer Institutions</u>	58%	62%	63%	63%	59	

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

**The Achievement Goal for the IPEDS Retention Rate is 46%, arrived at by projecting a two-percent growth to the current retention rate.

Academic Action

The University's strategic plan integrates comprehensive student-success initiatives directly into its institutional objectives. To systematically improve support for at-risk student populations, Warner University transitioned to an expanded early-warning tracking model. Prior to this implementation, the early-warning process was decentralized and restricted: faculty reported grades exclusively to athletic coaches for freshman athletes and any athlete with a cumulative GPA below 2.50. These assessments occurred at the conclusion of week 5, at midterm, and at week 11 of the traditional semester.

To create a more inclusive and proactive intervention framework, the University restructured this process. Faculty members now report academic and attendance alerts directly to the Office of the Registrar for *all* traditional undergraduate students—both athletes and non-athletes—who demonstrate excessive absences or hold a grade of D or F. Furthermore, the first reporting threshold was advanced to the end of week 4 (in addition to standard midterm and week 11 check-ins) to facilitate earlier identification and accelerated institutional response times.

Following collection by the Registrar, automated risk reports are securely distributed to athletic coaches, key student-support personnel, and academic advisors. Students flagged across multiple courses receive immediate, targeted interventions from the appropriate support units. To measure the longitudinal impact of these efforts, administration began a systematic evaluation of academic standing data at the conclusion of each term. This ongoing analysis tracks Academic Standing summaries (detailed in Table 4), which are routinely shared with executive administration, student-support leaders, academic chairs, and the Athletic Director to inform continuous resource allocation and programmatic adjustments.

Table 4: Undergraduate Academic Standing Summary, Fall 2023-Fall 2025

<u>Cohort</u>	<u>Fall 2023</u>	<u>Percent</u>	<u>Fall 2024</u>	<u>Percent</u>	<u>Fall 2025</u>	<u>Percent</u>
<u>UG Headcount</u>	804		799		859	
<u>Average Term GPA</u>	2.7862		3.0212		2.9319	
<u>Students with D or F Grade(s)</u>	289	35.95%	234	29.29%	288	33.53%
<u>Adverse Academic Standing*</u>	159	19.78%	117	14.64%	116	13.50%
<u>Students on Academic Warning</u>	34	4.23%	35	4.38%	27	3.14%
<u>Students on Academic Probation</u>	116	14.43%	71	8.89%	86	10.01%
<u>Students on Academic Suspension</u>	9	1.12%	11	1.38%	3	0.35%
<u>Favorable Academic Standing**</u>	603	75.00%	618	77.35%	687	79.98%
<u>Students on Dean's List</u>	204	25.37%	249	31.16%	249	28.99%
<u>Students in Good Academic Standing</u>	399	49.63%	369	46.18%	438	50.99%
<u>Students Withdrawn or Incomplete</u>	42	5.22%	48	6.01%	56	6.52%

*The Academic Action Achievement Goal for students identified on adverse academic standing (Warning, Probation, and Percentage) is 11 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 81%, arrived by projecting a two-percent increase from the current rate.

Employment Data

In alignment with its commitment to equipping students to excel professionally, Warner University prepares its graduates—primarily from Central Florida and across the state—with the vital knowledge, skills, and abilities required to successfully enter the workforce. Consequently, post-graduation employment data serves as a crucial metric for demonstrating and validating long-term student achievement.

Job placement data is utilized from the Florida Education & Training Placement Information Program (FETPIP). While FETPIP data is inherently limited to graduates who are securely employed specifically within the State of Florida, Warner University program completers demonstrate strong, consistent success in securing in-state employment. As demonstrated in Table 5, longitudinal data from the past three reporting cycles indicates that Warner University consistently maintains an employment rate of 68 percent or higher within the state of Florida.

Table 5: Florida Education & Training Placement Information Program (FETPIP), Bachelor Degree Graduates, Percentage Employed in Florida

<u>Cohort</u>	<u>2018-19</u>	<u>2019-20</u>	<u>2020-21</u>	<u>2021-22</u>	<u>2022-23</u>	<u>2023-24</u>	<u>Target*</u>
<u>WU % Employed in Florida</u>	75%	71%	72%	82%	74%	68%	70%
<u>WU % Employed Full-Time in Florida</u>	62%	61%	48%	66%	56%	66%	
<u>Average FT Wage</u>	\$41,652	\$38,612	\$44,599	\$49,218	\$50,917	\$49,296	

*The Achievement Goal for the percentage employed is 70 percent, arrived at 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/2019/08/2018PrinciplesOfAccreditation.pdf>

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