

Appendix G
Disaggregated Student Academic Performance Data

Contents

Academic Performance (Including Dean’s List, Probation, and Dismissal)

| | |
|---|---------|
| Fall 2022 Academic Performance Report | Page G2 |
| Dean’s List Demographics- 2019 to Present | Page G5 |
| Probation Dismissal Demographics- 2019 to Present | Page G6 |

Midterm and Final Grades

| | |
|--|----------|
| Fall 2022 DFWI Report | Page G7 |
| Fall 2022 Midterm Grades Recovery Report..... | Page G10 |
| Midterm Grade Tracking- 2019 to Present | Page G13 |
| Midterm Grades Recovery Rates- 2022 to Present | Page G14 |

Retention

| | |
|---|----------|
| Fall to Fall Retention Rates- 2019 to Present | Page G15 |
|---|----------|

Graduation

| | |
|---|----------|
| Graduating Student Demographics- 2019 to Present..... | Page G17 |
| Average Age for Graduating Classes- 2019 to Present | Page G18 |
| Average GPA for Graduating Classes- 2019 to Present | Page G19 |

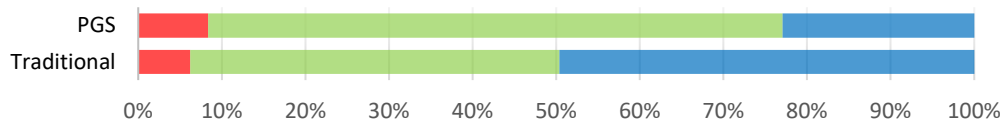
Warner Pacific University Fall 2022

Student Academic Performance

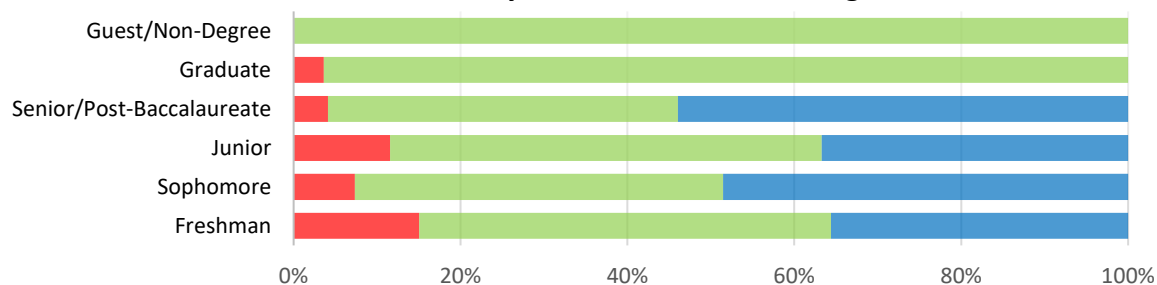
Table 1: Performance by Academic Classification

| | Total for Term | Probation/ Dismissal # % | Regular Standing # % | Dean's List # % |
|---------------------------------|----------------|-----------------------------|-------------------------|--------------------|
| All Students | 692 | 49 7% | 373 54% | 270 39% |
| Student Type | | | | |
| Traditional | 417 | 26 6% | 184 44% | 207 50% |
| PGS | 275 | 23 8% | 189 69% | 63 23% |
| Class Standing | | | | |
| Freshman | 73 | 11 15% | 36 49% | 26 36% |
| Sophomore | 68 | 5 7% | 30 44% | 33 49% |
| Junior | 147 | 17 12% | 76 52% | 54 37% |
| Senior/Post-Baccalaureate | 291 | 12 4% | 122 42% | 157 54% |
| Graduate | 111 | 4 4% | 107 96% | 0 0% |
| Guest/Non-Degree | 2 | 0 0% | 2 100% | 0 0% |
| Division (Student Major) | | | | |
| Arts & Soc/Behav Sciences | 135 | 17 13% | 79 59% | 39 29% |
| Business | 180 | 21 12% | 100 56% | 59 33% |
| Education | 82 | 0 0% | 63 77% | 19 23% |
| General/Undeclared | 16 | 3 19% | 9 56% | 4 25% |
| Natural Sciences & Health | 136 | 7 5% | 61 45% | 68 50% |
| Nursing | 125 | 1 1% | 50 40% | 74 59% |
| Social Work | 18 | 0 0% | 11 61% | 7 39% |

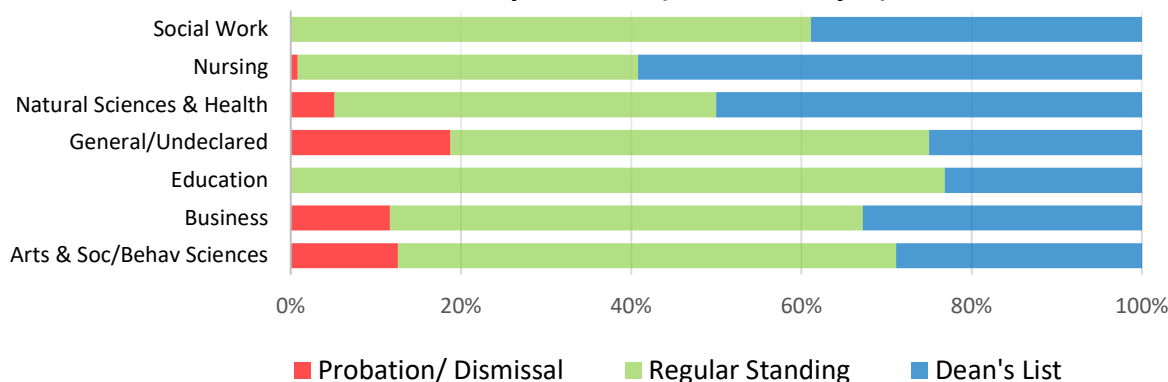
Performance by Student Type



Performance by Student Class Standing



Performance by Division (Student Major)



■ Probation/ Dismissal
 ■ Regular Standing
 ■ Dean's List

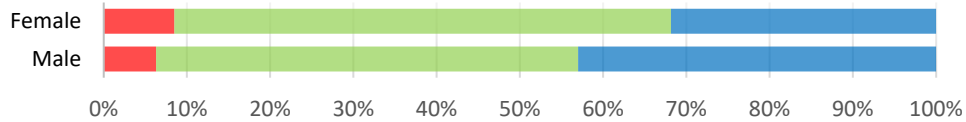
Warner Pacific University Fall 2022

Student Academic Performance

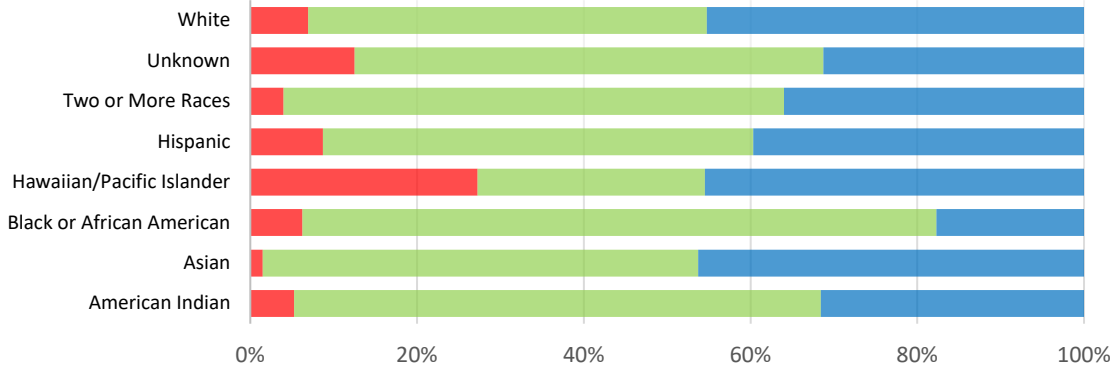
Performance by Student Demographics

| | Total for Term | Probation/ Dismissal # % | Regular Standing # % | Dean's List # % |
|---|----------------|-----------------------------|-------------------------|--------------------|
| All Students | 692 | 49 7% | 373 54% | 270 39% |
| Gender | | | | |
| Female | 444 | 28 6% | 225 51% | 191 43% |
| Male | 248 | 21 8% | 148 60% | 79 32% |
| Race/Ethnicity (IPEDS Definitions) | | | | |
| American Indian | 19 | 1 5% | 12 63% | 6 32% |
| Asian | 67 | 1 1% | 35 52% | 31 46% |
| Black or African American | 96 | 6 6% | 73 76% | 17 18% |
| Hawaiian/Pacific Islander | 11 | 3 27% | 3 27% | 5 45% |
| Hispanic | 184 | 16 9% | 95 52% | 73 40% |
| Two or More Races | 25 | 1 4% | 15 60% | 9 36% |
| Unknown | 16 | 2 13% | 9 56% | 5 31% |
| White | 274 | 19 7% | 131 48% | 124 45% |
| Pell Eligibility | | | | |
| Pell Eligible | 294 | 31 11% | 140 48% | 123 42% |
| Not Pell Eligible | 398 | 18 5% | 233 59% | 147 37% |
| Generation Status | | | | |
| First Generation | 249 | 21 8% | 131 53% | 97 39% |
| Continuing Generation | 443 | 28 6% | 242 55% | 173 39% |

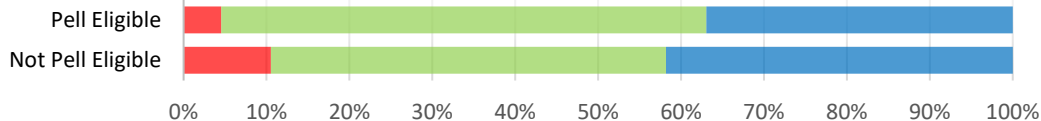
Performance by Student Gender



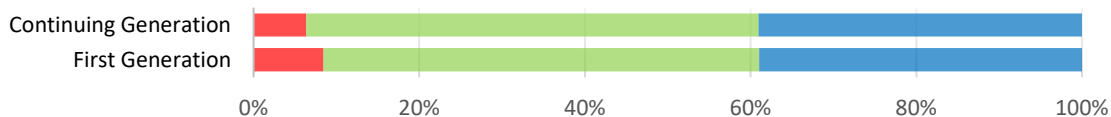
Performance by Student Race/Ethnicity



Performance by Student Pell Eligibility



Performance by Student Generation Status



■ Probation/ Dismissal
 ■ Regular Standing
 ■ Dean's List

Warner Pacific University Fall 2022

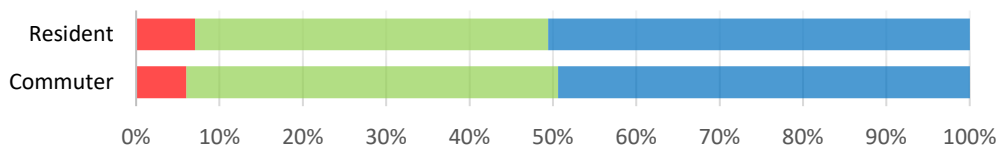
Student Academic Performance

Table 3: Performance by Student Campus Demographics

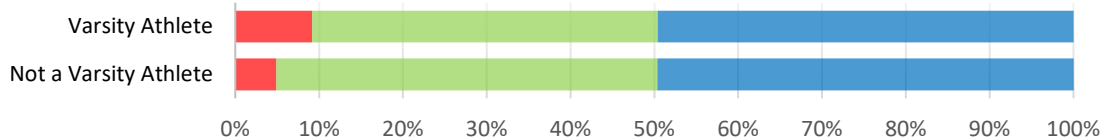
NOTE: Traditional Students Only

| | Total for Term | Probation/ Dismissal # % | Regular Standing # % | Dean's List # % |
|-------------------------|-------------------|-----------------------------|-------------------------|--------------------|
| All Students | 417 | 26 6% | 184 44% | 207 50% |
| Residency Status | | | | |
| Commuter | 332 | 20 6% | 148 45% | 164 49% |
| Resident | 85 | 6 7% | 36 42% | 43 51% |
| Athletics Team | | | | |
| Not a Varsity Athlete | 286 | 14 5% | 130 45% | 142 50% |
| Varsity Athlete | 131 | 12 9% | 54 41% | 65 50% |
| Men's Basketball | 14 | 0 0% | 5 36% | 9 64% |
| Men's Soccer | 53 | 8 15% | 30 57% | 15 28% |
| Men's Wrestling | 6 | 1 17% | 4 67% | 1 17% |
| Women's Basketball | 13 | 0 0% | 4 31% | 9 69% |
| Women's Soccer | 21 | 1 5% | 3 14% | 13 62% |
| Women's Softball | 11 | 1 9% | 7 64% | 7 64% |
| Women's Volleyball | 13 | 1 8% | 1 8% | 11 85% |

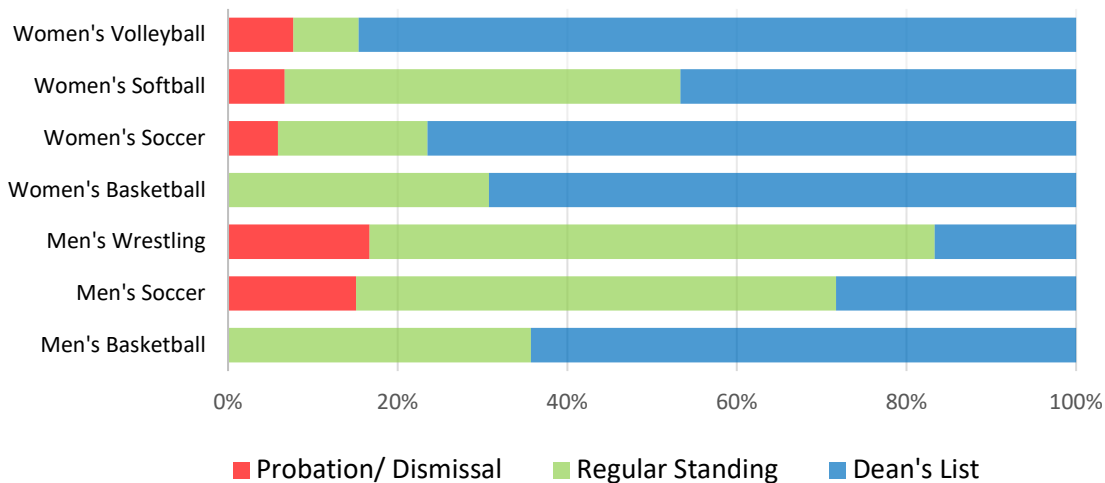
Performance by Residency Status



Performance by Varsity Athletics Status



Performance by Varsity Athletics Team



Warner Pacific University
Dean's List Demographics by Semester: Fall 2019 - Present

| Race/Ethnicity | Fall 2019 | | Spring 2020 | | Fall 2020 | | Spring 2021 | | Fall 2021 | | Spring 2022 | | Fall 2022 | |
|------------------------------|------------------|-------------|--------------------|-------------|------------------|-------------|--------------------|-------------|------------------|-------------|--------------------|-------------|------------------|-------------|
| | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| American Indian | 4 | 1% | 3 | 1% | 4 | 1% | 6 | 2% | 8 | 2% | 5 | 2% | 6 | 2% |
| Asian | 18 | 7% | 24 | 8% | 28 | 7% | 30 | 8% | 43 | 13% | 42 | 13% | 31 | 13% |
| Black or African American | 22 | 8% | 28 | 9% | 40 | 11% | 32 | 9% | 24 | 7% | 25 | 8% | 17 | 8% |
| Hawaiian/Pacific Islander | 2 | 1% | 4 | 1% | 5 | 1% | 3 | 1% | 5 | 2% | 3 | 1% | 5 | 1% |
| Hispanic | 59 | 22% | 66 | 21% | 71 | 19% | 75 | 20% | 70 | 21% | 70 | 22% | 73 | 22% |
| Two or More Races | 15 | 6% | 16 | 5% | 20 | 5% | 19 | 5% | 14 | 4% | 13 | 4% | 9 | 4% |
| Unknown | 12 | 4% | 12 | 4% | 7 | 2% | 2 | 1% | 4 | 1% | 6 | 2% | 5 | 2% |
| White | 139 | 51% | 160 | 51% | 201 | 53% | 204 | 55% | 162 | 49% | 152 | 48% | 124 | 48% |
| Totals- Undergraduate | 271 | 100% | 313 | 100% | 376 | 100% | 371 | 100% | 330 | 100% | 316 | 100% | 270 | 100% |

| Gender | Fall 2019 | | Spring 2020 | | Fall 2020 | | Spring 2021 | | Fall 2021 | | Spring 2022 | | Fall 2022 | |
|------------------------------|------------------|-------------|--------------------|-------------|------------------|-------------|--------------------|-------------|------------------|-------------|--------------------|-------------|------------------|-------------|
| | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Female | 193 | 71% | 225 | 72% | 271 | 72% | 269 | 73% | 241 | 73% | 226 | 72% | 191 | 71% |
| Male | 78 | 29% | 88 | 28% | 105 | 28% | 102 | 27% | 89 | 27% | 90 | 28% | 79 | 29% |
| Totals- Undergraduate | 271 | 100% | 313 | 100% | 376 | 100% | 371 | 100% | 330 | 100% | 316 | 100% | 270 | 100% |

| First Generation Status | Fall 2019 | | Spring 2020 | | Fall 2020 | | Spring 2021 | | Fall 2021 | | Spring 2022 | | Fall 2022 | |
|--------------------------------|------------------|-------------|--------------------|-------------|------------------|-------------|--------------------|-------------|------------------|-------------|--------------------|-------------|------------------|-------------|
| | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Continuing Generation | 192 | 71% | 197 | 63% | 238 | 63% | 224 | 60% | 210 | 64% | 208 | 66% | 173 | 64% |
| First Generation | 79 | 29% | 116 | 37% | 138 | 37% | 147 | 40% | 120 | 36% | 108 | 34% | 97 | 36% |
| Totals- Undergraduate | 271 | 100% | 313 | 100% | 376 | 100% | 371 | 100% | 330 | 100% | 316 | 100% | 270 | 100% |

| Pell Eligibility | Fall 2019 | | Spring 2020 | | Fall 2020 | | Spring 2021 | | Fall 2021 | | Spring 2022 | | Fall 2022 | |
|------------------------------|------------------|-------------|--------------------|-------------|------------------|-------------|--------------------|-------------|------------------|-------------|--------------------|-------------|------------------|-------------|
| | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Not Pell Eligible | 133 | 49% | 134 | 43% | 182 | 48% | 171 | 46% | 160 | 48% | 163 | 52% | 147 | 66% |
| Pell Eligible | 138 | 51% | 179 | 57% | 194 | 52% | 200 | 54% | 170 | 52% | 153 | 48% | 123 | 34% |
| Totals- Undergraduate | 271 | 100% | 313 | 100% | 376 | 100% | 371 | 100% | 330 | 100% | 316 | 100% | 270 | 100% |

Updated 03/02/2023, M. Waters

Warner Pacific University
Probation/Dismissal Demographics by Semester: Fall 2019 - Present

| Race/Ethnicity | Fall 2019 | | Spring 2020 | | Fall 2020 | | Spring 2021 | | Fall 2021 | | Spring 2022 | | Fall 2022 | |
|------------------------------|------------------|-------------|--------------------|-------------|------------------|-------------|--------------------|-------------|------------------|-------------|--------------------|-------------|------------------|-------------|
| | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| American Indian | 0 | 0% | 2 | 4% | 1 | 2% | 4 | 6% | 0 | 0% | 3 | 5% | 1 | 2% |
| Asian | 2 | 3% | 2 | 4% | 3 | 5% | 2 | 3% | 1 | 2% | 4 | 6% | 1 | 13% |
| Black or African American | 17 | 22% | 9 | 20% | 9 | 15% | 12 | 18% | 10 | 20% | 12 | 19% | 6 | 8% |
| Hawaiian/Pacific Islander | 0 | 0% | 0 | 0% | 1 | 2% | 2 | 3% | 1 | 2% | 0 | 0% | 3 | 1% |
| Hispanic | 22 | 28% | 12 | 27% | 21 | 34% | 24 | 35% | 19 | 38% | 21 | 34% | 16 | 22% |
| Two or More Races | 7 | 9% | 5 | 11% | 4 | 7% | 3 | 4% | 1 | 2% | 3 | 5% | 1 | 4% |
| Unknown | 6 | 8% | 3 | 7% | 4 | 7% | 3 | 4% | 3 | 6% | 2 | 3% | 2 | 2% |
| White | 25 | 32% | 12 | 27% | 18 | 30% | 18 | 26% | 15 | 30% | 17 | 27% | 19 | 48% |
| Totals- Undergraduate | 79 | 100% | 45 | 100% | 61 | 100% | 68 | 100% | 50 | 100% | 62 | 100% | 49 | 100% |

| Gender | Fall 2019 | | Spring 2020 | | Fall 2020 | | Spring 2021 | | Fall 2021 | | Spring 2022 | | Fall 2022 | |
|------------------------------|------------------|-------------|--------------------|-------------|------------------|-------------|--------------------|-------------|------------------|-------------|--------------------|-------------|------------------|-------------|
| | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Female | 43 | 54% | 22 | 49% | 34 | 56% | 42 | 62% | 36 | 72% | 40 | 65% | 28 | 57% |
| Male | 36 | 46% | 23 | 51% | 27 | 44% | 26 | 38% | 14 | 28% | 22 | 35% | 21 | 43% |
| Totals- Undergraduate | 79 | 100% | 45 | 100% | 61 | 100% | 68 | 100% | 50 | 100% | 62 | 100% | 49 | 100% |

| First Generation Status | Fall 2019 | | Spring 2020 | | Fall 2020 | | Spring 2021 | | Fall 2021 | | Spring 2022 | | Fall 2022 | |
|--------------------------------|------------------|-------------|--------------------|-------------|------------------|-------------|--------------------|-------------|------------------|-------------|--------------------|-------------|------------------|-------------|
| | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Continuing Generation | 58 | 73% | 28 | 62% | 36 | 59% | 37 | 54% | 30 | 60% | 38 | 61% | 28 | 57% |
| First Generation | 21 | 27% | 17 | 38% | 25 | 41% | 31 | 46% | 20 | 40% | 24 | 39% | 21 | 43% |
| Totals- Undergraduate | 79 | 100% | 45 | 100% | 61 | 100% | 68 | 100% | 50 | 100% | 62 | 100% | 49 | 100% |

| Pell Eligibility | Fall 2019 | | Spring 2020 | | Fall 2020 | | Spring 2021 | | Fall 2021 | | Spring 2022 | | Fall 2022 | |
|------------------------------|------------------|-------------|--------------------|-------------|------------------|-------------|--------------------|-------------|------------------|-------------|--------------------|-------------|------------------|-------------|
| | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Not Pell Eligible | 38 | 48% | 17 | 38% | 26 | 43% | 28 | 41% | 20 | 40% | 32 | 52% | 18 | 66% |
| Pell Eligible | 41 | 52% | 28 | 62% | 35 | 57% | 40 | 59% | 30 | 60% | 30 | 48% | 31 | 34% |
| Totals- Undergraduate | 79 | 100% | 45 | 100% | 61 | 100% | 68 | 100% | 50 | 100% | 62 | 100% | 49 | 100% |

Updated 03/03/2023, M. Waters

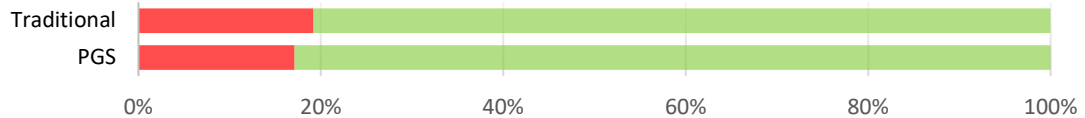
Warner Pacific University Fall 2022

DFWI Report

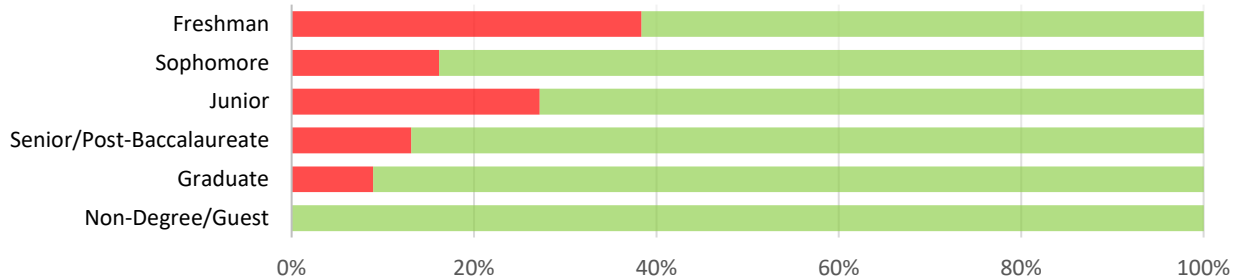
Table 1: DFWI Distribution by Academic Classification

| | Total for Term | On DFWI List | | Passed All Classes | |
|---------------------------|----------------|--------------|------------|--------------------|------------|
| | | # | % | # | % |
| All Students | 692 | 127 | 18% | 565 | 82% |
| Student Type | | | | | |
| Traditional | 417 | 80 | 19% | 337 | 81% |
| PGS | 275 | 47 | 17% | 228 | 83% |
| Class Standing | | | | | |
| Freshman | 73 | 28 | 38% | 45 | 62% |
| Sophomore | 68 | 11 | 16% | 57 | 84% |
| Junior | 147 | 40 | 27% | 107 | 73% |
| Senior/Post-Baccalaureate | 290 | 38 | 13% | 252 | 87% |
| Graduate | 112 | 10 | 9% | 102 | 91% |
| Non-Degree/Guest | 2 | 0 | 0% | 2 | 100% |
| | Total for Term | DFWI Grade | | Passing Grade | |
| | | # | % | # | % |
| All Courses | 2959 | 229 | 8% | 2730 | 92% |
| Arts & Soc/Behav Sciences | 970 | 91 | 9% | 879 | 91% |
| Business | 678 | 61 | 9% | 617 | 91% |
| Education | 297 | 15 | 5% | 282 | 95% |
| Natural Sciences & Health | 493 | 29 | 6% | 464 | 94% |
| Nursing | 466 | 25 | 5% | 441 | 95% |
| Social Work | 55 | 8 | 15% | 47 | 85% |

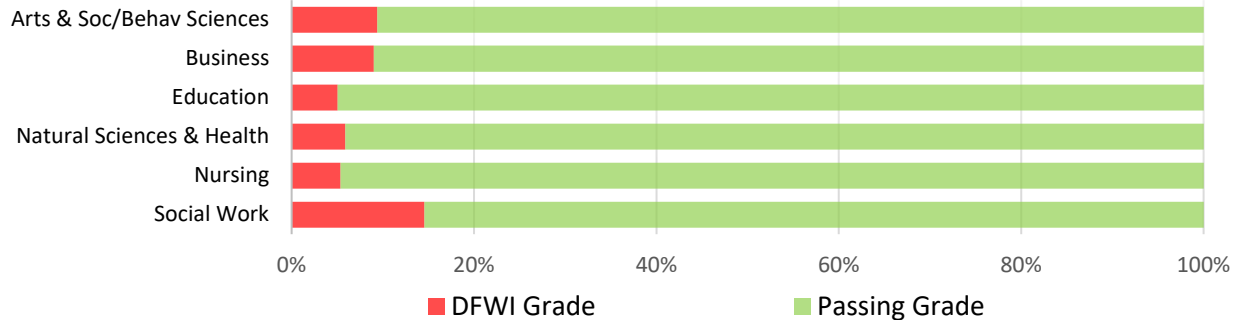
Distribution by Student Type



Distribution by Student Class Standing



Distribution by Course Division



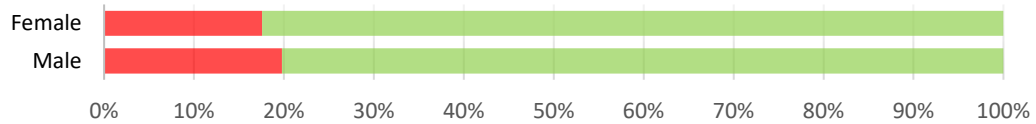
Warner Pacific University Fall 2022

DFWI Report

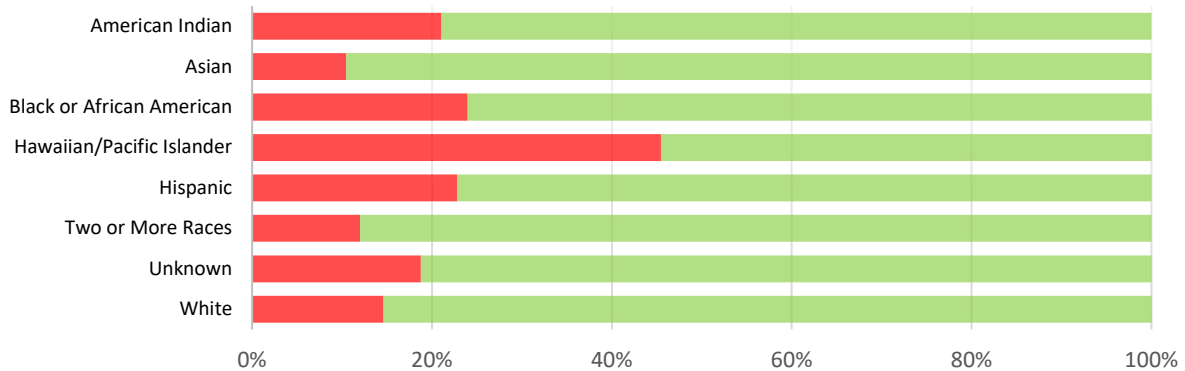
Table 2: DFWI Distribution by Student Demographics

| | Total for Term | On DFWI List | | Passed All Classes | |
|---|----------------|--------------|------------|--------------------|------------|
| | | # | % | # | % |
| All Students | 692 | 127 | 18% | 565 | 82% |
| Gender | | | | | |
| Female | 444 | 78 | 18% | 366 | 82% |
| Male | 248 | 49 | 20% | 199 | 80% |
| Race/Ethnicity (IPEDS Definitions) | | | | | |
| American Indian | 19 | 4 | 21% | 15 | 79% |
| Asian | 67 | 7 | 10% | 60 | 90% |
| Black or African American | 96 | 23 | 24% | 73 | 76% |
| Hawaiian/Pacific Islander | 11 | 5 | 45% | 6 | 55% |
| Hispanic | 184 | 42 | 23% | 142 | 77% |
| Two or More Races | 25 | 3 | 12% | 22 | 88% |
| Unknown | 16 | 3 | 19% | 13 | 81% |
| White | 274 | 40 | 15% | 234 | 85% |
| Pell Eligibility | | | | | |
| Pell Eligible | 294 | 73 | 25% | 221 | 75% |
| Not Pell Eligible | 398 | 54 | 14% | 344 | 86% |
| First Generation | | | | | |
| First Generation | 249 | 50 | 20% | 199 | 80% |
| Continuing Generation | 443 | 77 | 17% | 366 | 83% |

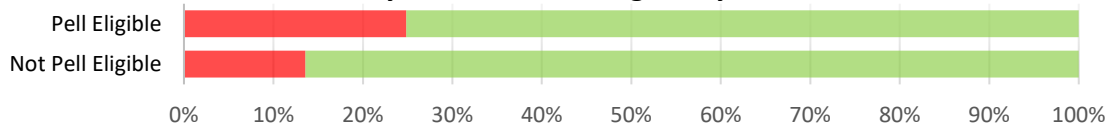
Distribution by Student Gender



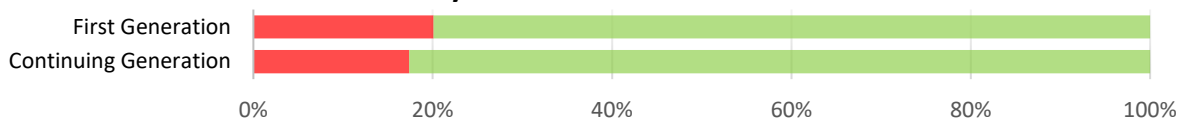
Distribution by Student Race/Ethnicity



Distribution by Student Pell Eligibility



Distribution by First Generation Status



■ On DFWI List

■ Passed All Classes

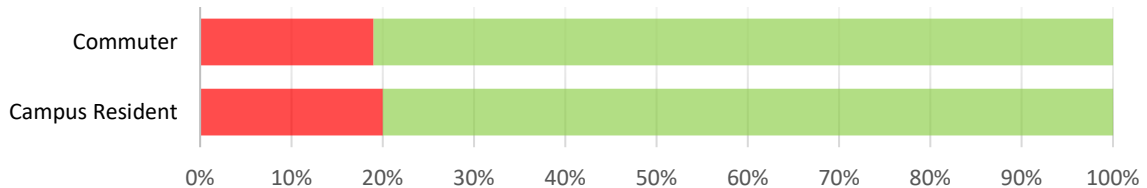
Warner Pacific University Fall 2022

DFWI Report

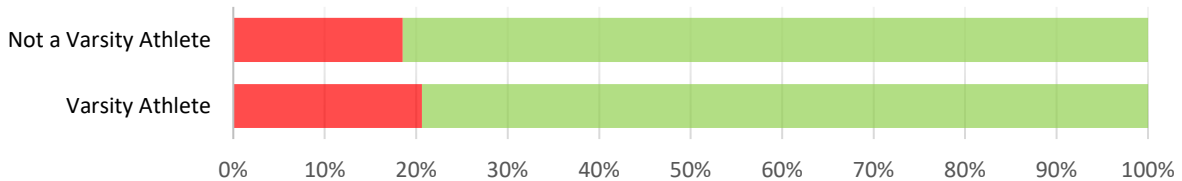
Table 3: DFWI Distribution by Student Campus Demographics NOTE: Traditional Students Only

| | Total for Term | On DFWI List | | Passed All Classes | |
|-----------------------|----------------|--------------|------------|--------------------|------------|
| | | # | % | # | % |
| All Students | 417 | 80 | 19% | 337 | 81% |
| Residency | | | | | |
| Commuter | 332 | 63 | 19% | 269 | 81% |
| Campus Resident | 85 | 17 | 20% | 68 | 80% |
| Athletics Team | | | | | |
| Not a Varsity Athlete | 286 | 53 | 19% | 233 | 81% |
| Varsity Athlete | 131 | 27 | 21% | 104 | 79% |
| Men's Basketball | 14 | 1 | 7% | 13 | 93% |
| Men's Soccer | 53 | 16 | 30% | 37 | 70% |
| Men's Wrestling | 6 | 1 | 17% | 5 | 83% |
| Women's Basketball | 13 | 2 | 15% | 11 | 85% |
| Women's Soccer | 21 | 5 | 24% | 16 | 76% |
| Women's Softball | 11 | 1 | 9% | 10 | 91% |
| Women's Volleyball | 13 | 1 | 8% | 12 | 92% |

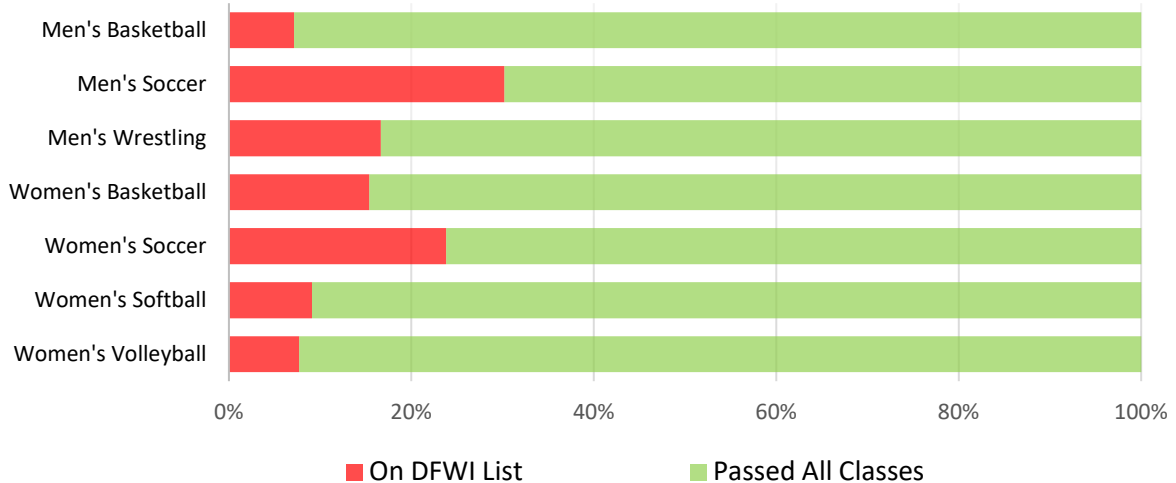
Distribution by Campus Residency Status



Distribution by Varsity Athletics Status



Distribution by Varsity Athletics Team



Warner Pacific University Fall 2022

Traditional Students Midterm Grade Recovery Report

For Fall 2022, there were 167 reported midterm grades of D, F, or NP. An extensive intervention campaign was launched to support students with D, F, and NP midterm grades. Once final grades were submitted, the results were evaluated:

- 106 (63%) resulted in recovery, with final grades of C- or higher
- 53 (32%) resulted in failure, with final grades of D, F, or NP
- 8 (5%) resulted in withdrawal or incomplete grades

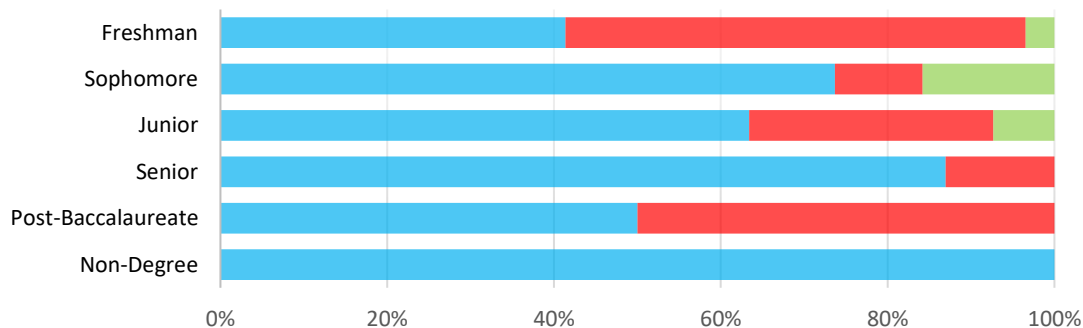
The following charts and tables provide detailed demographic data regarding the recovery rates.

Please note: These charts and tables do not represent ALL final grades for the Fall 2022 term. This report only looks at the results for the 167 course enrollments with midterm grades of D, F, and NP.

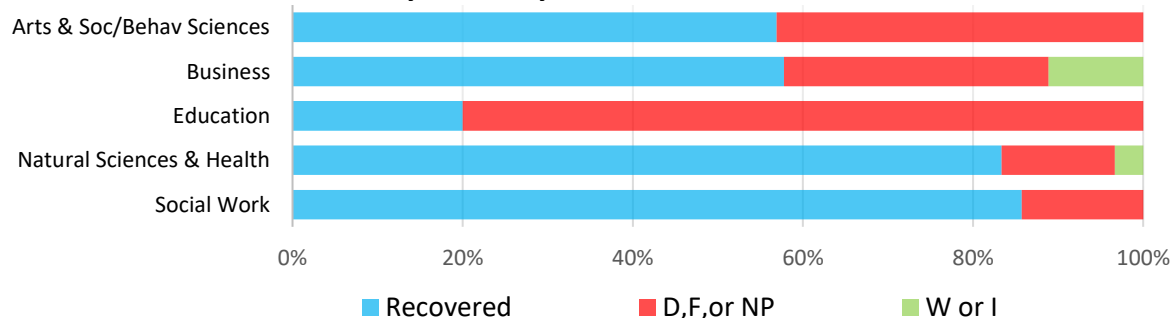
Table 1: Recovery Rates by Academic Classification

| | D, F, NP at Midterm | Recovered (Passed) | | Failed (D,F, NP) | | W/D or Incomplete | |
|--|---------------------|--------------------|------------|------------------|------------|-------------------|-----------|
| | | # | % | # | % | # | % |
| All Students- By Class Standing | 167 | 106 | 63% | 53 | 32% | 8 | 5% |
| Freshman | 58 | 24 | 41% | 32 | 55% | 2 | 3% |
| Sophomore | 19 | 14 | 74% | 2 | 11% | 3 | 16% |
| Junior | 41 | 26 | 63% | 12 | 29% | 3 | 7% |
| Senior | 46 | 40 | 87% | 6 | 13% | 0 | 0% |
| Post-Baccalaureate | 2 | 1 | 50% | 1 | 50% | 0 | 0% |
| Non-Degree | 1 | 1 | 100% | 0 | 0% | 0 | 0% |
| All Courses- By Division | 167 | 106 | 63% | 53 | 32% | 8 | 5% |
| Arts & Soc/Behav Sciences | 65 | 37 | 57% | 28 | 43% | 0 | 0% |
| Business | 45 | 26 | 58% | 14 | 31% | 5 | 11% |
| Education | 5 | 1 | 20% | 4 | 80% | 0 | 0% |
| Natural Sciences & Health | 30 | 25 | 83% | 4 | 13% | 1 | 3% |
| Nursing | 15 | 11 | 73% | 2 | 13% | 2 | 13% |
| Social Work | 7 | 6 | 86% | 1 | 14% | 0 | 0% |

Recovery Rates by Student Class Standing



Recovery Rates by Course Division



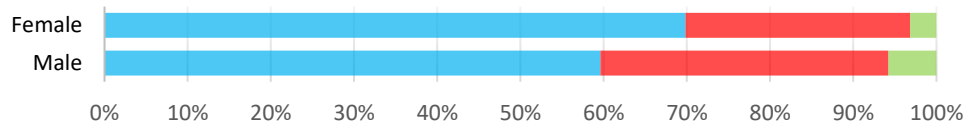
Warner Pacific University Fall 2022

Traditional Students Midterm Grade Recovery Report

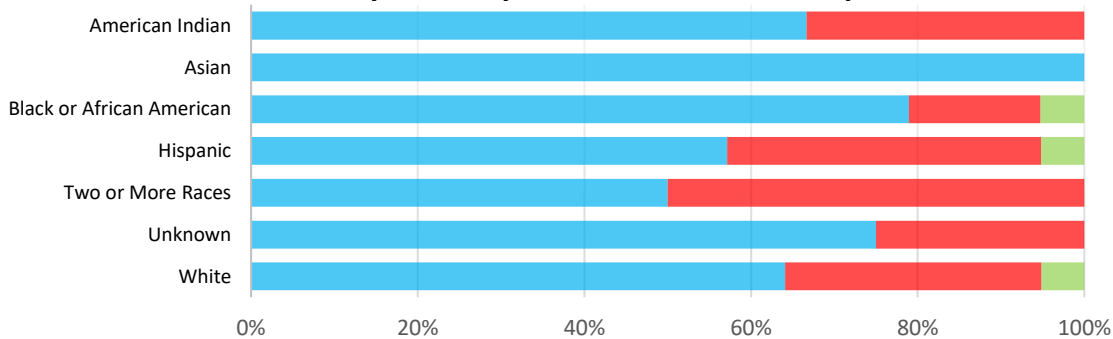
Table 2: Recovery Rates by Student Demographics

| | D, F, NP at Midterm | Recovered (Passed) | | Failed (D,F, NP)* | | W/D or Incomplete | |
|---|---------------------|--------------------|------------|-------------------|------------|-------------------|-----------|
| | | # | % | # | % | # | % |
| Gender | 167 | 106 | 63% | 53 | 32% | 8 | 5% |
| Female | 63 | 44 | 70% | 17 | 27% | 2 | 3% |
| Male | 104 | 62 | 60% | 36 | 35% | 6 | 6% |
| Race/Ethnicity (IPEDS Definitions) | 167 | 106 | 63% | 53 | 32% | 8 | 5% |
| American Indian | 9 | 6 | 67% | 3 | 33% | 0 | 0% |
| Asian | 10 | 10 | 100% | 0 | 0% | 0 | 0% |
| Black or African American | 19 | 15 | 79% | 3 | 16% | 1 | 5% |
| Hawaiian/Pacific Islander | 5 | 1 | 20% | 3 | 60% | 1 | 20% |
| Hispanic | 77 | 44 | 57% | 29 | 38% | 4 | 5% |
| Two or More Races | 4 | 2 | 50% | 2 | 50% | 0 | 0% |
| Unknown | 4 | 3 | 75% | 1 | 25% | 0 | 0% |
| White | 39 | 25 | 64% | 12 | 31% | 2 | 5% |
| Pell Eligibility | 167 | 106 | 63% | 53 | 32% | 8 | 5% |
| Pell Eligible | 101 | 62 | 61% | 34 | 34% | 5 | 5% |
| Not Pell Eligible | 66 | 44 | 67% | 19 | 29% | 3 | 5% |
| Generation Status | 167 | 106 | 63% | 53 | 32% | 8 | 5% |
| First Generation | 71 | 45 | 63% | 22 | 31% | 4 | 6% |
| Continuing Generation | 96 | 61 | 64% | 31 | 32% | 4 | 4% |

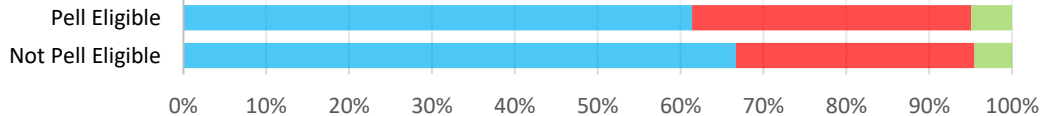
Recovery Rates by Student Gender



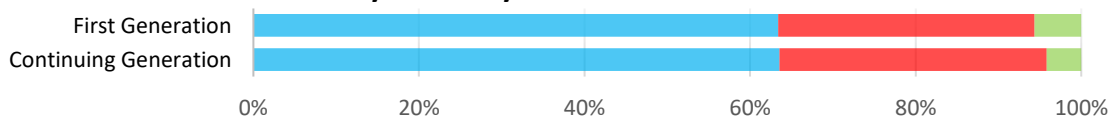
Recovery Rates by Student Race/Ethnicity



Recovery Rates by Student Pell Eligibility



Recovery Rates by Student Generation Status



■ Recovered
 ■ D,F,or NP
 ■ W or I

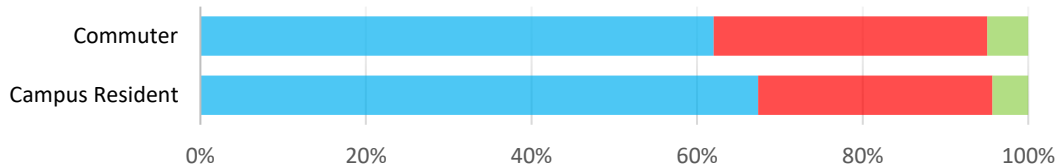
Warner Pacific University Fall 2022

Traditional Students Midterm Grade Recovery Report

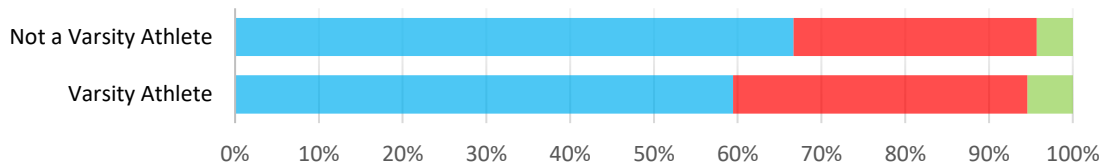
Table 3: Recovery Rates by Student Campus Demographics

| | D, F, NP at Midterm | Recovered (Passed) | | Failed (D,F, NP)* | | W/D or Incomplete | |
|-------------------------------------|---------------------|--------------------|------------|-------------------|------------|-------------------|-----------|
| | | # | % | # | % | # | % |
| Campus Residency Status | 167 | 106 | 63% | 53 | 32% | 8 | 5% |
| Commuter | 121 | 75 | 62% | 40 | 33% | 6 | 5% |
| Campus Resident | 46 | 31 | 67% | 13 | 28% | 2 | 4% |
| Athletics Team Participation | 167 | 106 | 63% | 53 | 32% | 8 | 5% |
| Not a Varsity Athlete | 93 | 62 | 67% | 27 | 29% | 4 | 4% |
| Varsity Athlete | 74 | 44 | 59% | 26 | 35% | 4 | 5% |
| Men's Basketball | 3 | 3 | 100% | 0 | 0% | 0 | 0% |
| Men's Soccer | 50 | 30 | 60% | 18 | 36% | 2 | 4% |
| Men's Wrestling | 4 | 1 | 25% | 2 | 50% | 1 | 25% |
| Women's Basketball | 0 | 0 | 0% | 0 | 0% | 0 | 0% |
| Women's Soccer | 10 | 6 | 60% | 3 | 30% | 1 | 10% |
| Women's Softball | 5 | 2 | 40% | 3 | 60% | 0 | 0% |
| Women's Volleyball | 2 | 2 | 100% | 0 | 0% | 0 | 0% |

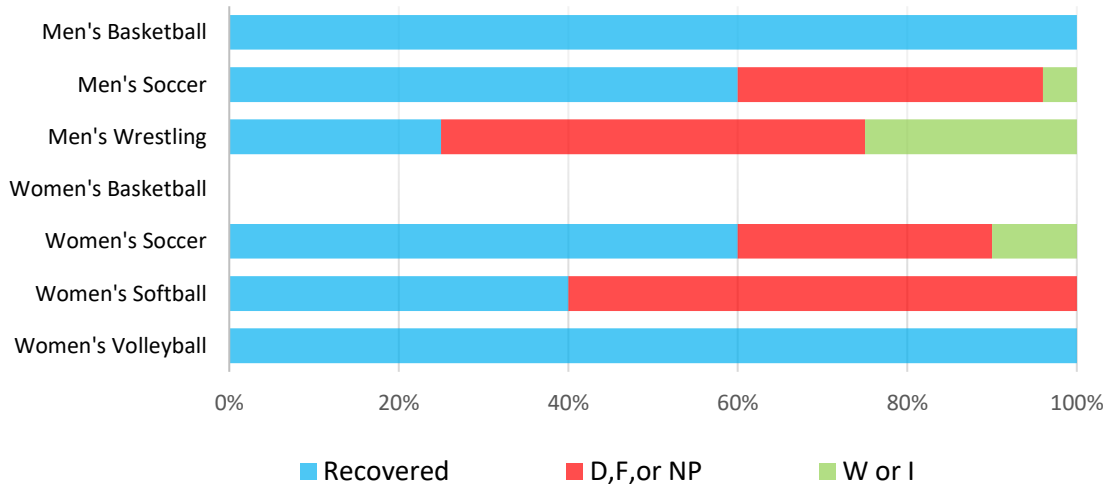
Recovery Rates by Campus Residency Status



Recovery Rates by Varsity Athletics Status



Recovery Rates by Varsity Athletics Team



Number of Midterm Grades Fall 2019 - Present

This chart provides information regarding the number of total midterm grades submitted each term and the incidence rate of low midterm grades (D, F, and NP grades).

| | All Final Grades | Distribution <i>Note: Ranges include +/- grades</i> | | | DFWI Grades | |
|-------------|------------------|--|----|-------|-------------|-----------------|
| | | A, B, C, P | D | F, NP | Total | Incidence Rate* |
| Fall 2019 | 1694 | 1463 | 89 | 119 | 208 | 12.3% |
| Spring 2020 | 1329 | 1139 | 88 | 102 | 190 | 14.3% |
| Fall 2020 | 1752 | 1505 | 97 | 150 | 247 | 14.1% |
| Spring 2021 | 1651 | 1412 | 79 | 160 | 239 | 14.5% |
| Fall 2021 | 1595 | 1419 | 74 | 102 | 176 | 11.0% |
| Spring 2022 | 1525 | 1344 | 73 | 108 | 181 | 11.9% |
| Fall 2022 | 1643 | 1476 | 81 | 86 | 167 | 10.2% |
| Spring 2023 | 1305 | 1158 | 47 | 100 | 147 | 11.3% |

*The "DFWI Incidence Rate" is the total number of **low** midterm grades (D, F, and NP) divided by the total number of midterm grades for the semester.

Prepared by M. Waters, 03/15/2023

Midterm Grade Recovery Rates

Spring 2022 - Present

Each semester, midterm grades are reported and midterm grades of D, F, and NP are identified.

An intervention campaign is launched each semester to support these students.

Once final grades are submitted, the results are evaluated and categorized as follows :

- Recovery: Student earned a final grade of C- or higher
- Failure: Student earned a final grade of D, F, or NP
- WD/I: Student withdrew or received an incomplete grade

The following charts and tables provide term by term tracking of the recovery rates.

| | Course | D, F, NP at | Recovered (Passed) | | Failed (D,F, NP) | | W/D or Incomplete | |
|-------------|-------------|-------------|--------------------|-----|------------------|-----|-------------------|-----|
| | Enrollments | Midterm | # | % | # | % | # | % |
| Spring 2022 | 1863 | 181 | 107 | 59% | 52 | 29% | 22 | 12% |
| Fall 2022 | 1926 | 167 | 106 | 63% | 53 | 32% | 8 | 5% |

Updated 2/27/2023, M. Waters

Traditional Student Fall-to-Fall Retention Rates, Year by Year

New Traditional Students Entering WPU for Fall 2018, Fall 2019, Fall 2020, and Fall 2021

These reports are not limited to the IPEDS first-time, full-time freshman cohort; they utilize an expanded dataset to provide a more comprehensive analysis.

| | <u>Fall 2018 New Students</u> | | | <u>Fall 2019 New Students</u> | | | <u>Fall 2020 New Students</u> | | | <u>Fall 2021 New Students</u> | | |
|----------------------------------|-------------------------------|-----------|------------|-------------------------------|------------|------------|-------------------------------|------------|------------|-------------------------------|------------|------------|
| | New F18 | Ret F19 | Ret Rate | New F19 | Ret F20 | Ret Rate | New F20 | Ret F21 | Ret Rate | New F21 | Ret F22 | Ret Rate |
| Total | 123 | 84 | 68% | 149 | 118 | 79% | 192 | 145 | 76% | 121 | 102 | 84% |
| First Year | 67 | 44 | 66% | 62 | 44 | 71% | 67 | 46 | 69% | 36 | 29 | 81% |
| Transfer* | 56 | 40 | 71% | 87 | 74 | 85% | 125 | 99 | 79% | 85 | 73 | 86% |
| Race/Ethnicity | 123 | 84 | 68% | 149 | 118 | 79% | 192 | 145 | 76% | 121 | 102 | 84% |
| American Indian or Alaska Native | 1 | 1 | 100% | 1 | 1 | 100% | 5 | 4 | 80% | 3 | 3 | 100% |
| Asian | 6 | 5 | 83% | 10 | 10 | 100% | 16 | 14 | 88% | 22 | 19 | 86% |
| Black or African American | 25 | 17 | 68% | 19 | 11 | 58% | 25 | 19 | 76% | 11 | 8 | 73% |
| Hispanic | 46 | 34 | 74% | 45 | 34 | 76% | 52 | 35 | 67% | 37 | 32 | 86% |
| Native Hawaiian or Other Pacific | 8 | 3 | 38% | 1 | 1 | 100% | 9 | 8 | 89% | 4 | 2 | 50% |
| Two or More Races | 0 | 0 | n/a | 8 | 5 | 63% | 0 | 0 | n/a | 0 | 0 | n/a |
| Unknown | 2 | 2 | 100% | 3 | 3 | 100% | 5 | 4 | 80% | 4 | 3 | 75% |
| White | 35 | 22 | 63% | 62 | 53 | 85% | 80 | 61 | 76% | 40 | 35 | 88% |
| Gender | 123 | 84 | 68% | 149 | 118 | 79% | 192 | 145 | 76% | 121 | 102 | 84% |
| Female | 56 | 38 | 68% | 91 | 79 | 87% | 134 | 101 | 75% | 76 | 61 | 80% |
| Male | 67 | 46 | 69% | 58 | 39 | 67% | 58 | 44 | 76% | 45 | 41 | 91% |
| First Generation Status | 123 | 84 | 68% | 149 | 118 | 79% | 192 | 145 | 76% | 121 | 102 | 84% |
| First Generation | 38 | 29 | 76% | 47 | 41 | 87% | 75 | 55 | 73% | 41 | 35 | 85% |
| Continuing Generation | 85 | 55 | 65% | 102 | 77 | 75% | 117 | 90 | 77% | 80 | 66 | 83% |
| Pell Eligibility | 123 | 84 | 68% | 149 | 118 | 79% | 192 | 145 | 76% | 121 | 102 | 84% |
| Pell Eligible | 75 | 55 | 73% | 82 | 63 | 77% | 108 | 84 | 78% | 49 | 42 | 86% |
| Not Pell Eligible | 48 | 29 | 60% | 67 | 55 | 82% | 84 | 61 | 73% | 72 | 60 | 83% |
| Housing | 123 | 84 | 68% | 149 | 118 | 79% | 192 | 145 | 76% | 121 | 102 | 84% |
| Resident | 53 | 39 | 74% | 49 | 33 | 67% | 39 | 27 | 69% | 30 | 23 | 77% |
| Commuter | 70 | 45 | 64% | 100 | 85 | 85% | 153 | 118 | 77% | 91 | 79 | 87% |

* Note: There are a handful of transfer students who graduate within one year at WPU; they are included in the return rate because they were retained through their degree.

Traditional Student Fall-to-Fall Retention Rates, Year by Year

New Traditional Students Entering WPU for Fall 2018, Fall 2019, Fall 2020, and Fall 2021

These reports are not limited to the IPEDS first-time, full-time freshman cohort; they utilize an expanded dataset to provide a more comprehensive analysis.

| | <u>Fall 2018 New Students</u> | | | <u>Fall 2019 New Students</u> | | | <u>Fall 2020 New Students</u> | | | <u>Fall 2021 New Students</u> | | |
|---|-------------------------------|-----------|------------|-------------------------------|------------|------------|-------------------------------|------------|------------|-------------------------------|------------|------------|
| | New F18 | Ret F19 | Ret Rate | New F19 | Ret F20 | Ret Rate | New F20 | Ret F21 | Ret Rate | New F21 | Ret F22 | Ret Rate |
| Athletics Participation | 123 | 84 | 68% | 149 | 118 | 79% | 192 | 145 | 76% | 121 | 102 | 84% |
| Athlete (Active Teams) | 44 | 33 | 75% | 73 | 57 | 78% | 74 | 51 | 69% | 58 | 45 | 78% |
| Athlete (Discontinued Teams) ⁺ | 10 | 2 | 20% | 8 | 5 | 63% | 11 | 6 | 55% | n/a | n/a | n/a |
| Not an Athlete | 69 | 49 | 71% | 68 | 56 | 82% | 107 | 88 | 82% | 63 | 54 | 86% |
| ⁺ Discontinued Teams include Cross Country, Track, Women's Wrestling, and Men's Golf | | | | | | | | | | | | |
| Athletes by Team | 44 | 33 | 75% | 73 | 57 | 78% | 74 | 51 | 69% | 58 | 45 | 78% |
| Men's Basketball | 9 | 6 | 67% | 7 | 3 | 43% | 7 | 3 | 43% | 6 | 5 | 83% |
| Men's Soccer | 21 | 17 | 81% | 17 | 11 | 65% | 21 | 15 | 71% | 16 | 15 | 94% |
| Men's Wrestling | 6 | 4 | 67% | 10 | 6 | 60% | 6 | 4 | 67% | 5 | 4 | 80% |
| Women's Basketball | 4 | 3 | 75% | 8 | 7 | 88% | 8 | 7 | 88% | 7 | 6 | 86% |
| Women's Softball | 0 | 0 | n/a | 18 | 18 | 100% | 7 | 4 | 57% | 10 | 7 | 70% |
| Women's Soccer | 1 | 1 | 100% | 8 | 7 | 88% | 20 | 16 | 80% | 8 | 8 | 100% |
| Women's Volleyball | 3 | 2 | 67% | 5 | 5 | 100% | 5 | 2 | 40% | 6 | 3 | 50% |
| First Year Students- HS GPA | 67 | 44 | 66% | 62 | 44 | 71% | 67 | 46 | 69% | 36 | 29 | 81% |
| HS GPA Below 2.5 | 8 | 3 | 38% | 10 | 4 | 40% | 2 | 1 | 50% | 4 | 3 | 75% |
| HS GPA 2.50 - 2.99 | 20 | 11 | 55% | 16 | 11 | 69% | 18 | 10 | 56% | 6 | 3 | 50% |
| HS GPA 3.00-3.49 | 31 | 23 | 74% | 13 | 10 | 77% | 24 | 16 | 67% | 11 | 8 | 73% |
| HS GPA 3.50-4.00 | 8 | 7 | 88% | 23 | 19 | 83% | 23 | 19 | 83% | 15 | 15 | 100% |
| Transfer Students- Transfer GPA* | 56 | 40 | 71% | 87 | 74 | 85% | 125 | 99 | 79% | 85 | 73 | 86% |
| Transfer GPA Below 2.0 | 4 | 2 | 50% | 0 | 0 | n/a | 1 | 1 | 100% | 2 | 2 | 100% |
| Transfer GPA 2.0-2.49 | 10 | 7 | 70% | 15 | 13 | 87% | 14 | 10 | 71% | 10 | 7 | 70% |
| Transfer GPA 2.50-2.99 | 21 | 18 | 86% | 21 | 15 | 71% | 30 | 23 | 77% | 16 | 14 | 88% |
| Transfer GPA 3.0-3.49 | 15 | 10 | 67% | 34 | 30 | 88% | 49 | 40 | 82% | 32 | 30 | 94% |
| Transfer GPA 3.50-4.0 | 6 | 3 | 50% | 17 | 16 | 94% | 31 | 25 | 81% | 25 | 20 | 80% |

** Note: There are a handful of transfer students who graduate within one year at WPU; they are included in the return rate because they were retained through their degree.*

Warner Pacific University
Graduating Student Demographics by Semester: Fall 2019 - Present

| Race/Ethnicity | Fall 2019 | | Spring 2020 | | Fall 2020 | | Spring 2021 | | Fall 2021 | | Spring 2022 | | Fall 2022 | |
|------------------------------|------------------|-------------|--------------------|-------------|------------------|-------------|--------------------|-------------|------------------|-------------|--------------------|-------------|------------------|-------------|
| | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| American Indian | 1 | 1% | 2 | 2% | 2 | 2% | 2 | 1% | 0 | 0% | 7 | 4% | 4 | 2% |
| Asian | 4 | 4% | 7 | 6% | 6 | 5% | 11 | 6% | 9 | 7% | 13 | 7% | 12 | 13% |
| Black or African American | 13 | 12% | 14 | 12% | 21 | 16% | 26 | 14% | 23 | 18% | 20 | 11% | 14 | 8% |
| Hawaiian/Pacific Islander | 2 | 2% | 0 | 0% | 1 | 1% | 2 | 1% | 3 | 2% | 0 | 0% | 2 | 1% |
| Hispanic | 15 | 13% | 28 | 24% | 22 | 17% | 33 | 18% | 25 | 19% | 38 | 21% | 26 | 22% |
| Two or More Races | 11 | 10% | 7 | 6% | 6 | 5% | 14 | 7% | 4 | 3% | 8 | 4% | 6 | 4% |
| Unknown | 3 | 3% | 7 | 6% | 4 | 3% | 8 | 4% | 2 | 2% | 0 | 0% | 1 | 2% |
| White | 64 | 57% | 52 | 44% | 69 | 53% | 92 | 49% | 63 | 49% | 95 | 52% | 58 | 48% |
| Totals- Undergraduate | 113 | 100% | 117 | 100% | 131 | 100% | 188 | 100% | 129 | 100% | 181 | 100% | 123 | 100% |

| Gender | Fall 2019 | | Spring 2020 | | Fall 2020 | | Spring 2021 | | Fall 2021 | | Spring 2022 | | Fall 2022 | |
|------------------------------|------------------|-------------|--------------------|-------------|------------------|-------------|--------------------|-------------|------------------|-------------|--------------------|-------------|------------------|-------------|
| | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Female | 83 | 73% | 68 | 58% | 91 | 69% | 121 | 64% | 86 | 67% | 126 | 70% | 80 | 65% |
| Male | 30 | 27% | 49 | 42% | 40 | 31% | 67 | 36% | 43 | 33% | 55 | 30% | 43 | 35% |
| Totals- Undergraduate | 113 | 100% | 117 | 100% | 131 | 100% | 188 | 100% | 129 | 100% | 181 | 100% | 123 | 100% |

| First Generation Status | Fall 2019 | | Spring 2020 | | Fall 2020 | | Spring 2021 | | Fall 2021 | | Spring 2022 | | Fall 2022 | |
|--------------------------------|------------------|-------------|--------------------|-------------|------------------|-------------|--------------------|-------------|------------------|-------------|--------------------|-------------|------------------|-------------|
| | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Continuing Generation | 76 | 67% | 86 | 74% | 87 | 66% | 124 | 66% | 83 | 64% | 123 | 68% | 83 | 67% |
| First Generation | 37 | 33% | 31 | 26% | 44 | 34% | 64 | 34% | 46 | 36% | 58 | 32% | 40 | 33% |
| Totals- Undergraduate | 113 | 100% | 117 | 100% | 131 | 100% | 188 | 100% | 129 | 100% | 181 | 100% | 123 | 100% |

| Pell Eligibility | Fall 2019 | | Spring 2020 | | Fall 2020 | | Spring 2021 | | Fall 2021 | | Spring 2022 | | Fall 2022 | |
|------------------------------|------------------|-------------|--------------------|-------------|------------------|-------------|--------------------|-------------|------------------|-------------|--------------------|-------------|------------------|-------------|
| | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Not Pell Eligible | 33 | 29% | 45 | 38% | 47 | 36% | 92 | 49% | 43 | 33% | 69 | 38% | 54 | 44% |
| Pell Eligible | 80 | 71% | 72 | 62% | 84 | 64% | 96 | 51% | 86 | 67% | 112 | 62% | 69 | 56% |
| Totals- Undergraduate | 113 | 100% | 117 | 100% | 131 | 100% | 188 | 100% | 129 | 100% | 181 | 100% | 123 | 100% |

Updated 03/02/2023, M. Waters

Average Age for WPU Graduating Classes Fall 2019 - Fall 2022

| | Associate | | | | Baccalaureate | | | | Masters | | | |
|--------------------|-----------|---------|----------|--------|---------------|---------|----------|--------|---------|---------|----------|--------|
| | # Grad | Avg Age | Youngest | Oldest | # Grad | Avg Age | Youngest | Oldest | # Grad | Avg Age | Youngest | Oldest |
| Fall 2019 | 4 | 36 | 26 | 44 | 90 | 34 | 20 | 59 | 19 | 36 | 21 | 58 |
| Spring 2020 | 3 | 39 | 33 | 48 | 97 | 32 | 20 | 58 | 17 | 38 | 25 | 61 |
| Fall 2020 | 6 | 36 | 28 | 42 | 103 | 34 | 20 | 58 | 22 | 39 | 24 | 55 |
| Spring 2021 | 12 | 30 | 19 | 45 | 147 | 30 | 21 | 60 | 29 | 37 | 23 | 59 |
| Fall 2021 | 10 | 31 | 20 | 44 | 79 | 32 | 21 | 59 | 40 | 38 | 22 | 63 |
| Spring 2022 | 5 | 46 | 34 | 61 | 145 | 31 | 20 | 63 | 31 | 39 | 24 | 58 |
| Fall 2022 | 2 | 49 | 47 | 50 | 88 | 32 | 21 | 59 | 33 | 37 | 22 | 67 |

Fall Graduates: Students with a degree date from July 16 to January 15.

Spring Graduates: Students with a degree date from January 16 to July 15.

Updated 3/14/2023, M. Waters

Average GPA for WPU Graduating Classes

Fall 2019 - Fall 2022

| | Associate | | Baccalaureate,PGS | | Baccalaureate, Trad | | Masters | |
|--------------------|-----------|---------|-------------------|---------|---------------------|---------|---------|---------|
| | # Grad | Avg GPA | # Grad | Avg GPA | # Grad | Avg GPA | # Grad | Avg GPA |
| Fall 2019 | 4 | 3.17 | 64 | 3.50 | 26 | 3.32 | 19 | 3.80 |
| Spring 2020 | 3 | 3.72 | 46 | 3.37 | 51 | 3.30 | 17 | 3.89 |
| Fall 2020 | 6 | 3.51 | 54 | 3.48 | 49 | 3.33 | 22 | 3.88 |
| Spring 2021 | 12 | 3.49 | 57 | 3.40 | 90 | 3.39 | 29 | 3.95 |
| Fall 2021 | 10 | 3.20 | 42 | 3.42 | 37 | 3.38 | 40 | 3.90 |
| Spring 2022 | 5 | 3.40 | 56 | 3.54 | 89 | 3.47 | 31 | 3.91 |
| Fall 2022 | 2 | 3.53 | 35 | 3.49 | 53 | 3.37 | 33 | 3.82 |

Fall Graduates: Students with a degree date from July 16 to January 15.

Spring Graduates: Students with a degree date from January 16 to July 15.

Updated 2/28/2023, M. Waters

Appendix H

Campus Wide Efforts to Enhance Student Achievement and Retention

Contents

| | |
|--|----------|
| List of student resources available through Student Success and Engagement Division..... | Page H2 |
| Fall 2022 Report: Academic Success Center and Accessibility Services | Page H3 |
| Fall 2022 Report: Residence Life and Student Engagement | Page H8 |
| Professional and Graduate Studies (PGS) Advising Processes..... | Page H17 |
| Traditional Student Advising Process..... | Page H21 |

Knights~

The Division of Student and Success Engagement (SSE) would like to remind you of the services available to all students at Warner Pacific University. We care about your success and are happy to support you along the way!

Knights Korner – Created to support students with food assistance, the Knights Korner stocks more than 40 different kinds of non-perishable foods, various hygiene supplies, and gently used professional clothing. To submit an order, please fill out this [link](#).

Menstruation Locker – A designated locker with menstruation products for students, no matter their needs. To access these products, students will scan the QR Code on the locker. They will then be taken to the document that discusses the locker and gives the lock combination. These lockers are available on the first floor of Egtvedt Hall, in the McGuire Hallway - just look for the pink flyer.

Knights Care – Provides access to 24 hours per day, 7 days per week medical and mental telehealth care for all students, at **no cost per visit**. To get started, visit <http://knights.care> and register with your university email address.

Transportation – SSE assists eligible students with applying for [reduced-fare rides](#) through TriMet. Students who complete an application and are eligible receive a month of free rides. For additional information please contact sse@warnerpacific.edu.

Study Rooms – SSE offers three private study rooms that are available for up to two-hour bookings. Bookings are handled through the Student Life Center (SLC) or Study Room Calendars available in Outlook.

Technology Loan Program – SSE offers this program to assist students who do not have predictable access to a reliable tablet or laptop for the purpose of schoolwork. A limited number of devices are available on a first-come, first-served basis and can be requested by contacting WPUtutor@warnerpacific.edu.

Counseling Services – The Center offers **free and confidential** counseling services to currently enrolled Warner Pacific students including individual and group therapy, mediation, crisis management, evaluation, referral, and community outreach. Please email counseling@warnerpacific.edu and request a counseling appointment.

Academic Success Center – This office provides tutoring, writing support, and academic coaching for both Traditional and PGS students. If you're struggling with learning a concept, need feedback on an assignment, or just want to talk through your schedule, we're here for you! Academic Success resources are free to WPU students and can be found by emailing WPUtutor@warnerpacific.edu or visiting our appointment [booking website](#).

Accessibility Services – This office oversees the provision of reasonable accommodations to allow equal access for students with disabilities. We serve as an on-campus advocate for students with disabilities and are here to support you through your academic journey. Students with physical limitations, learning disabilities, and other disabilities are encouraged to schedule a confidential consultation by emailing accessibility@warnerpacific.edu.

Fall 2022 Report for the Academic Success Center and Accessibility Services

Respectfully submitted by Ben Leavitt, Assistant Director of Academic Success and Accessibility

Overview:

The Academic Success Center and Accessibility Services function within SSE's Retention Team to support students in their studies. Academic Success provides tutoring, writing support, and a variety of programming, while Accessibility assigns and implements disability accommodations in compliance with federal law. This study of the two offices' work in Fall 2022 is based on several Academic Success data sources (including Picktime reports, a new tutoring check-in via Microsoft Forms, and an academic consultation log), as well as the Accessibility intake spreadsheet. In sum, the report finds that while Accessibility Services has increased its campus presence this semester, Academic Success has so far struggled to reach some of the students who need the most support: those on probation. Accessibility's primary opportunities for growth in Spring 2023 involve formalizing of policies and tightening up of accommodation implementation; Academic Success needs both to increase its capacity and, in parallel, increase its campus presence.

Introduction:

The Student Learning Objective (SLO) for these areas is that *"Students will learn to assess when they can benefit from academic support and practice self-advocacy by seeking out such assistance."* There are clear benefits to be had from engaging with tutoring and making use of accommodations, but this year our focus is on helping students to *see* these benefits and then to *engage* with the relevant offices. Transformative services are only as good as their usage. As a result, Academic Success has used a variety of means—including signage, drop-in hours, a new academic success blog, and thematic workshops—to improve its visibility. Meanwhile, Accessibility has used informational sessions and informal interactions to educate faculty and staff—and, through them, students—about disability accommodations.

The Administrative Unit Outcome (AUO) for these areas is that *"50% of students on academic probation will use 2 or more academic support services including tutoring."* We want to ensure that the students at the greatest risk of leaving the University for academic reasons receive the help they need in order to stay and succeed. Two initiatives in pursuit of this have been outreach to students on probation but not in CLS classes, and outreach to all students on probation following midterm grades.¹ Another has been an ongoing project with Lewis & Clark graduate assistant Christian Martinez Guzman to revise how we think about probation—both the term itself and our overall institutional response to low grades.

Data Analysis:

Student Learning Objective

This fall, engagement with Academic Success was fairly low. In total, 26 unique students made use of tutoring, writing support, or academic success consultations [see Appendix A for demographic breakdown]. Broken down by mode of study, only 4.5% of Professional and Graduate Studies (PGS) students and 3.5% of Traditional (Trad) students used these services. Data on how these students heard

¹ CLS (or College Studies) classes are offered by the Division of Education and teach critical thinking, study skills, and other strategies for academic success. The two-course sequence of CLS 110 and 111 is required for all Traditional students during their first and second semesters on probation, respectively; students on probation for third or subsequent semesters must instead meet with the Academic Success Center for individualized assistance.

about Academic Success is difficult to interpret due to the low number of survey responses, but it is clear that no one source dominated. Some heard about Academic Success from peers, and others from professors, staff, advisors, our website, or some combination of these. Academic Success did, however, have a somewhat broader reach through APA Style workshops invited and hosted by Nursing, which connected with an additional 79 students. In total, 4.5% of PGS students, 22.5% of Trad students, and 16% of the overall student population had some kind of direct interaction with Academic Success.

Accessibility, meanwhile, seems to have increased its visibility. In Fall 2021, the office received inquiries from 24 students. In Fall 2022, the number was 30—a 25% increase—despite the University’s drop in enrollment. Accounting for enrollment, this shift amounts to a roughly 40% increase in the rate of accommodation inquiries across the student population. In keeping with the previous year, interest was much higher among Trad students, likely because their courses can require more accommodations than those of PGS students. The overall usage rate, however, is still relatively low across the student population; engagement among Trad students was at 6.5% and among PGS students at only around 1%.

Administrative Unit Outcome

Progress toward this goal—usage of academic success services by students on probation—has not been particularly good [see Appendix B]. Of the 21 Trad students on probation in Fall 2022, only two (9.5%) made use of two or more academic success services. Both were students who had already taken both CLS classes and received outreach from Asst. Dir. Leavitt for this reason. Both came for academic success meetings; one supplemented this with tutoring, and the other with the student success action plan. Moreover, of students on probation, only six (28.5%) made use of one academic support service. Three additional students used the student success action plan and one attended writing support.

Conclusion:

Conclusions for the Academic Success Center

Much work remains to be done in Academic Success. Several critical reasons for this semester’s low engagement have been tutor funding (specifically the lack of ISE funding) and tutor staffing. In the area of staffing, there are simply very few qualified tutor candidates in several of our programs of study, and many of the qualified candidates have other commitments (including athletics, other work, and family). Much of this fall has been spent pushing for ISE funding and seeking potential tutors; this work will need to continue.

In parallel, even as we work to hire more tutors, Academic Success needs to improve its visibility by building on what worked in Fall 2022, and moving away from what didn’t. Drop-in writing support hours have been very poorly attended, for instance, but the APA Format workshops at Nursing produced several subsequent engagements with Academic Success (including writing support and study skills consultations). To improve student engagement as guided by the SLO, more programs like this are needed, both at Centre 205 and on the Mt. Tabor campus. To improve engagement with students on probation as guided by the AUO, contact from Academic Support should come earlier and with a greater degree of frequency in order to give students a support network as early as possible. Finally, Academic Success must also establish relationships with key players across campus, including in Academic Affairs (especially via First-Year and Transfer Learning Communities) and Athletics. Critically, no freshman used tutoring or academic support during Fall 2022, and only one varsity athlete used either service. Reaching these student populations will require partnerships and intentional in-person interactions, as at Nursing.

Conclusions for Accessibility Services

Accessibility has expanded its reach this semester, connecting with not only students but also staff and professors who were previously unaware of the office’s work. While the office is still working

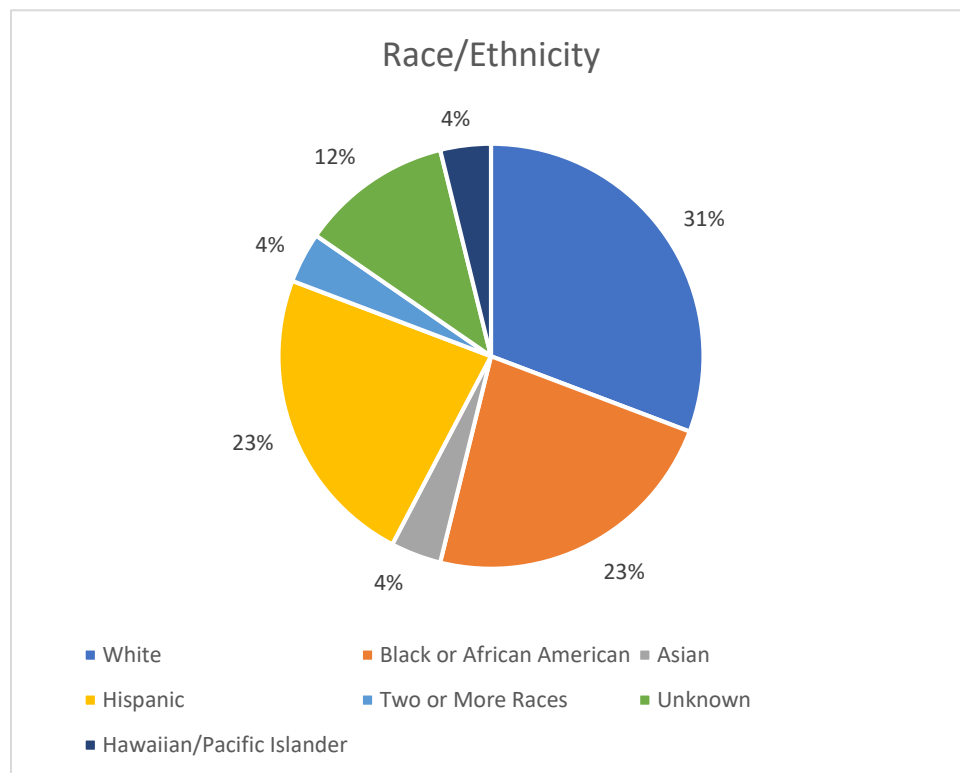
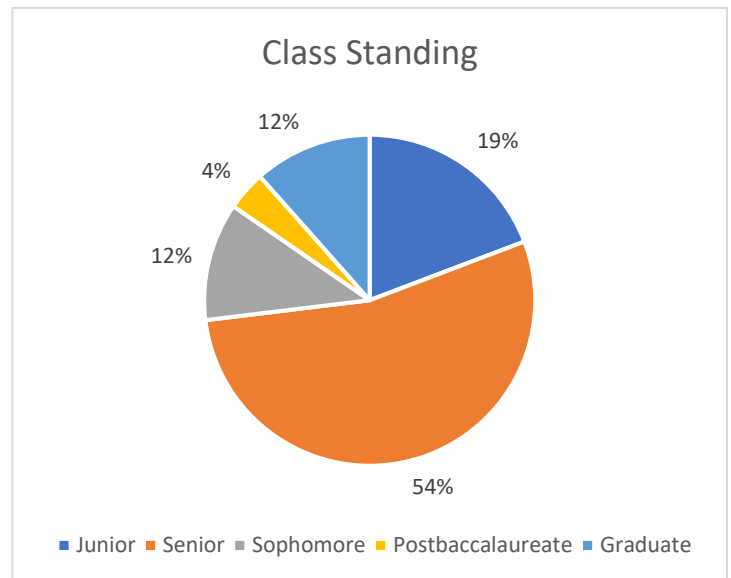
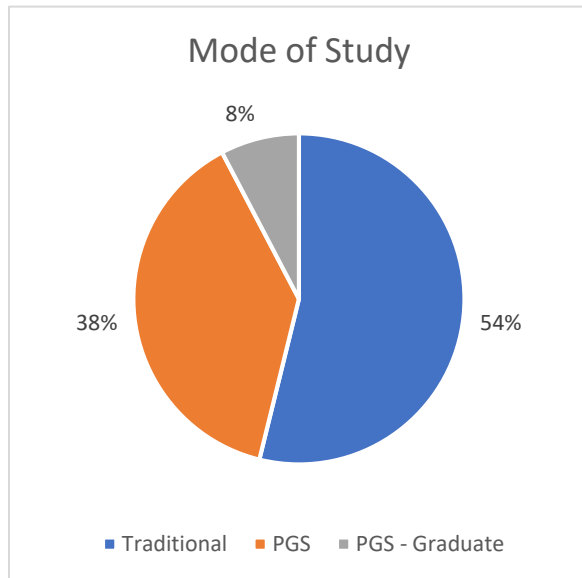
to gather data about how students are hearing about us, an end-of-semester survey suggests that most inquiries have come through referrals from professors, deans, and staff members in Admissions and elsewhere (see Appendix C). Anecdotally, most of the WPU employees known to have made these referrals were present and engaged in programs like the Accessibility 101 seminar in August and the various enrollment-related events at which Accessibility has presented.² It seems that Asst. Dir. Leavitt's intentional engagement with offices around campus has helped drive this increase. Multiple professors have said that they have never before been so engaged with Accessibility Services, and this is a good thing. Places for continued growth in the remainder of 2022-2023 include improved data collection, formalization of currently unwritten Accessibility policies, and improved communication about accommodations with faculty members across campus.

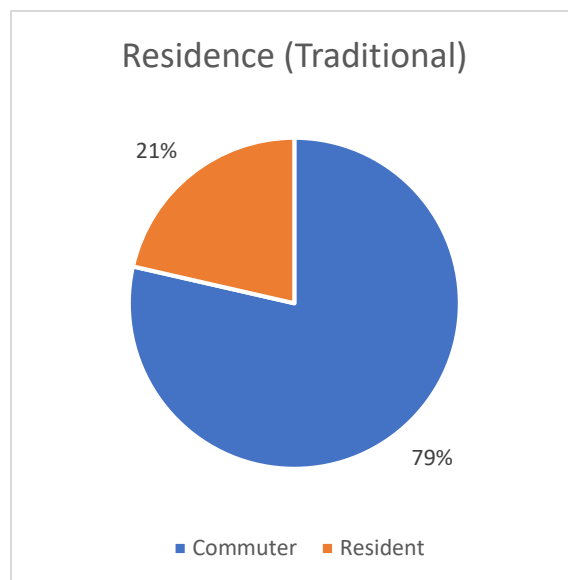
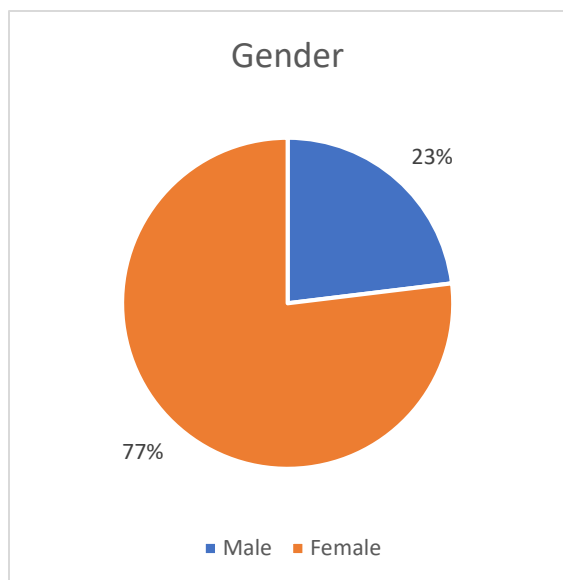
² Due to lack of time, it has not been possible to track all faculty and staff contact with Accessibility or Academic Success during Fall 2022, but finding a way to track these engagements will be an area for exploration in future semesters.

Appendix A:

Academic Success Center Usage Demographics, Fall 2022

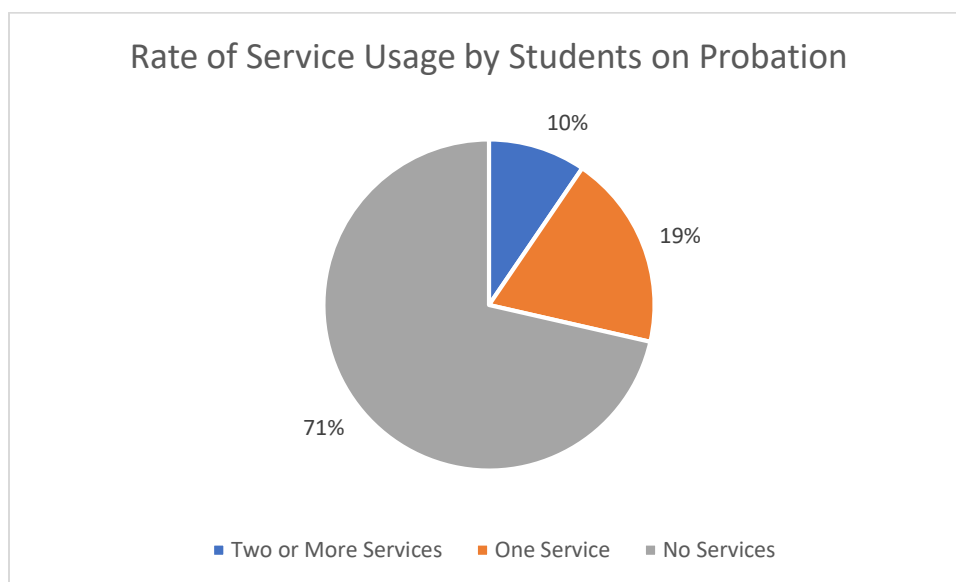
(n=26, except for "Residence [Traditional]" chart, for which n=14)





Appendix B

Academic Success Center Usage by Students on Probation, Fall 2022 (*n*=21)



Appendix C

Sources of First Referral to Accessibility Services, by Percent of Survey Respondents (*n*=11)

| Source | % | Source, cont. | %, cont. |
|----------------------|-----|--------------------------|----------|
| Professor | 45% | Peer | 9% |
| Academic Dean | 18% | Other Staff Member | 9% |
| Admissions Staff | 18% | Course Syllabus | 9% |
| Medical Professional | 18% | Parent or Family Member | 9% |
| Don't Remember | 18% | Staff at Another College | 9% |

Fall 2022 Report for Residence Life and Student Engagement

Submitted by Vanessa Guerrero, Director of Residence Life and Student Engagement

Overview:

The Office of Residence Life and Student Engagement operates as an extension of Student Success and Engagement to support students with their connections to community, on and off campus. The Office of Residence Life and Student Engagement provides a variety of program, service, and leadership/student organization opportunities for both the Traditional student population and the PGS student population. This study of the office's work in the Fall 2022 is based on several data sources such as: WP MobileUp App check in, Smartsheet forms, SSE Tracking log, as well as Slate and Colleague. This report finds that while Residence Life and Student Engagement developed initiatives and strategic opportunities for engagement, there was no overall increase in the number of participants and/or on-campus residents. The Office of Residence Life and Student Engagement's primary opportunities for growth in Spring 2023 involve implementing the communication and marketing requirements through all extensions (SGA, SLT, and Student Services), revising the Spring 2023 calendar of events, and promoting the importance and benefits of a holistic experience to the student populations.

Introduction:

The Student Learning Outcomes for Knights Orientation are *"80% of Fall 2022 new students registered will attend Knights Orientation"* and *"Students who attend Knights Orientation will be able to identify locations and resources available on campus."* The focus for Knights Orientation was to provide new students with the information to access and identify locations and available resources to support their journey for success. In doing so, Knights Orientation was rebranded and mandated for all new students. The rebranding included creating new marketing and promotional materials, developing an internal communication plan, along with updating the Warner Pacific webpage for orientation.

The Student Learning Outcomes for Residence Life are *"Residential students will appreciate the value of on-campus living environments at WPU"* and *"Residential students will be able to identify Residence Life staff and their roles."* The focus for Residence Life was to improve the quality of living for students to aid in retaining the current residential population for the Spring semester. The Office of Residence Life developed regular bi-weekly check-ins with the Aramark General Manager to address the physical and cleaning needs for residential spaces.

The Student Learning Outcomes for Student Leadership Training are *"Student leaders will be able to execute effective programming, appreciate the value of the Warner Pacific mission, and demonstrate an understanding of professionalism and written/oral communication."* Student leadership training was restructured to support effective communication, develop institutional knowledge, and uphold a set of professional expectations. As a result, student leaders and scholars were provided a manual of information

pertinent to their time as a leader/scholar and were given set dates for whole student leadership training in professional development, outlined by the NACE Career Competencies.

Data Analysis:

Student Learning Outcomes – Knights Orientation

During the Fall 2022 Knights Orientation sessions, 82% [see Appendix 1.A] of new students attended the first in-person orientation since Fall 2019. While there was a positive impact on attendance, the feedback survey was not as successful, only 29% [see Appendix 1.B] of new students completed the Knights Orientation survey.

Student Learning Outcomes – Residence Life

This Fall, the response to the Residential Satisfaction Survey was low. In total 26, out of 65, residents completed the survey [see Appendix C for breakdown]. In addressing the Student Learning Outcomes, based on the survey responses, 81% of residential students are satisfied with their overall on-campus living experience. The Residence Life staff has done well in being present and addressing residential student concerns, 96% of residents feel that the Residence Life staff care about their academic and personal development.

Student Learning Outcomes – Student Leadership

The Student Leadership programs experienced the biggest transition within the last seven years, not only due to new staff advisors but all trainings, meetings, and programs were held in person, a different modality from the last two years due to the pandemic. There is no statistical data for the last seven years, as MobileUp tracking was implemented in Fall 2022.

During Fall 2022, student leaders and scholars attend three days of FLEX training and three monthly leadership meetings. As a direct result of FLEX training, student leaders had an average score increase of 6.2 points and student scholars has an average score decrease of 0.25 [see Appendix 3.A] when comparing pre- and post- FLEX assessments results. While the modality was changed to in-person for all training and meetings, there was an average of 27 attendees, 49% attendance rate [see Appendix 3.E].

Conclusion:

Conclusion for Knights Orientation

The Knights Orientation team did well in reaching the participation goal by increasing external communication and follow up with the listed attendees. The Knights Orientation team needs to find a new approach for gathering survey responses, as previous attempts have yielded a low completion percentage. Due to the lack of responses from the survey, the Knights Orientation team has added a specific time block in the orientation schedule and a check point to increase the completion rate for the orientation survey.

Conclusion for Residence Life

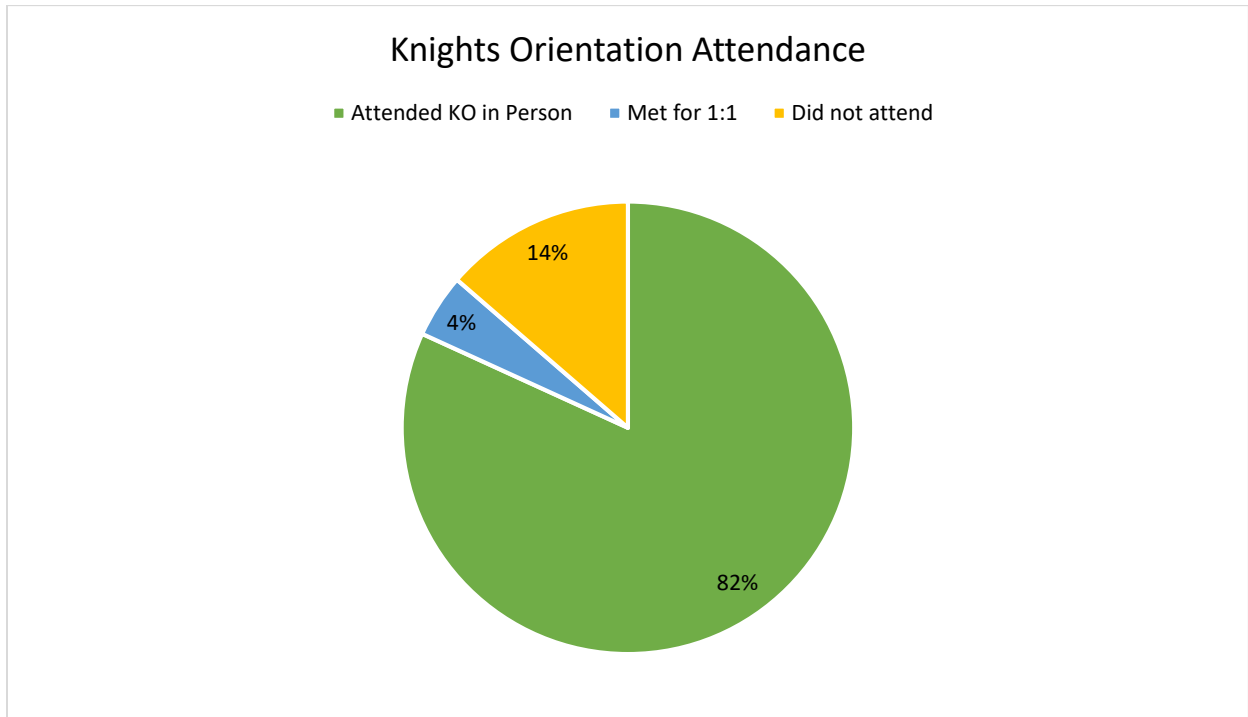
The Office of Residence Life is still working to provide a holistic approach to support and service. The Residence Life professional staff did receive positive results in responding to student concerns and questions [see Appendix 2.B; see Appendix 2.C]. In addition, residential students are satisfied with their experience living on campus for the Fall 2022 semester. The Office of Residence Life does need to develop and implement new tactics or incentives to increase the survey completion percentages. In coordination with the paraprofessional staff, the Office of Residence Life should utilize door-to-door solicitation, dining hour staging, and 1:1 meetings to gather additional responses.

Conclusion for Student Engagement (Student Leadership)

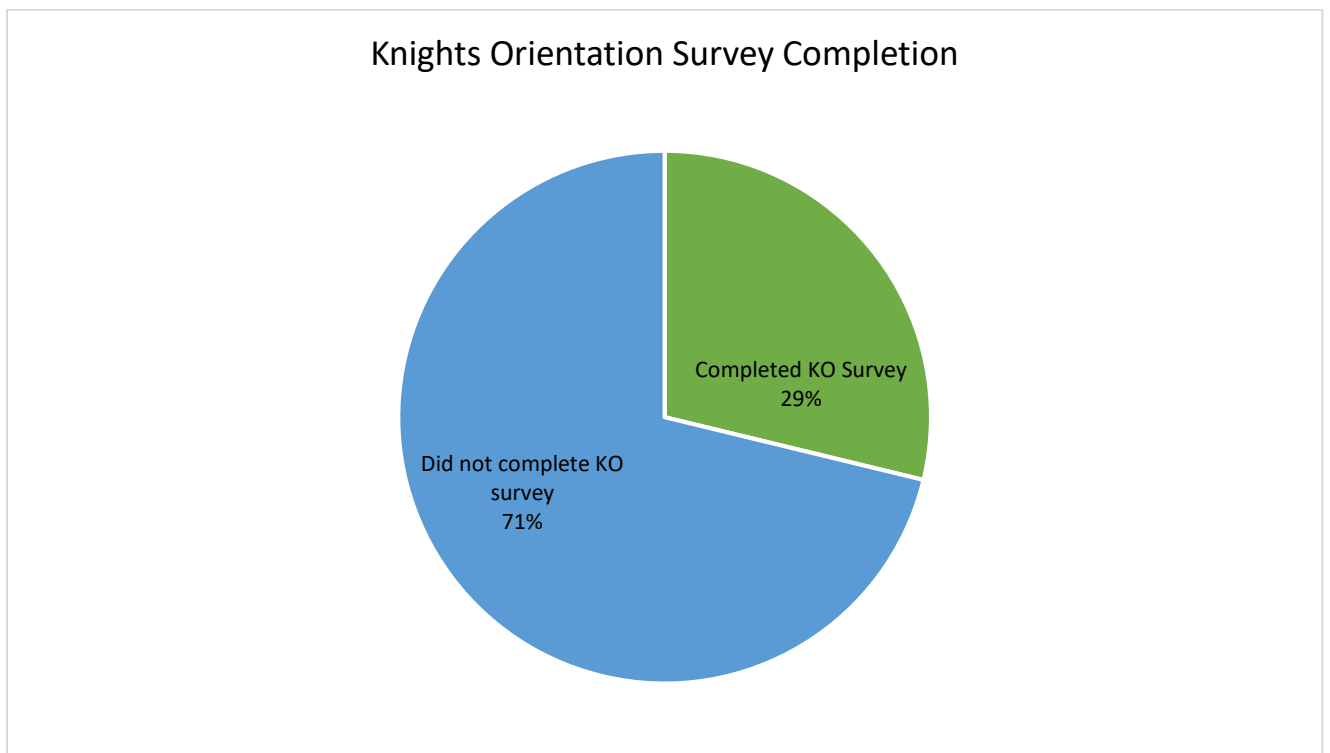
Student Leadership has reimagined the expectations and improved the resources for all six student leadership teams. In August 2022, the student leadership teams were required to complete a three day in preparation for Knights Orientation, known as Fall Leadership Experience (FLEX). FLEX provided students with an in-depth manual, professional headshots, and an opportunity to engage with new student leadership staff. In an attempt to increase student knowledge, staff advisors need to work on increasing the number of completed pre- and post- assessment by designating time within the training schedules for completion. For future, staff advisors should meet with student leaders and scholars to ensure completion of both the pre- and post- assessments.

The student scholar teams need to be included and provide with ample time to attend all student leadership trainings and meetings. The student leadership is on the verge of developing a new approach on student leaders expectations and community engagement requirements. With the new approach, in addition to supportive measures, ASWPU is preparing student leaders and scholars for their future careers.

Appendices

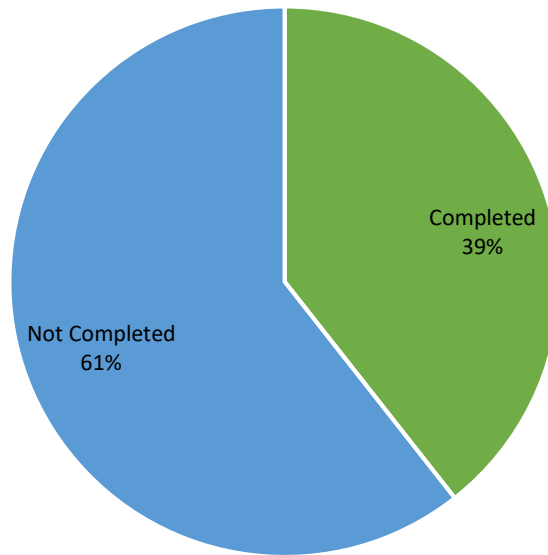


Appendix 1.A: Knights Orientation Attendance, Fall 2022. (*n*=132)



Appendix 1.B: Knights Orientation Survey Completion, Fall 2022. (*n*=132)

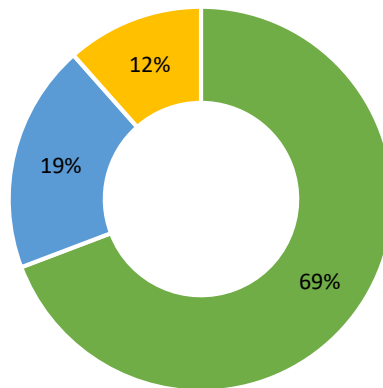
Residence Life Satisfaction Survey



Appendix 2.A: Residence Life Satisfaction Survey Demographics, Fall 2022. (n=26)

I am able to get my questions answered by Residence Life staff

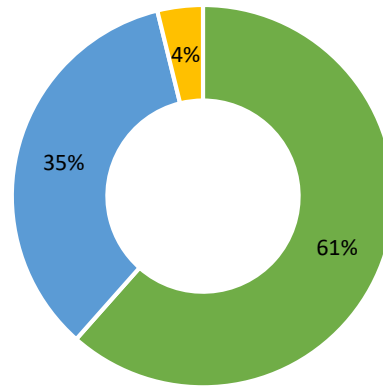
■ Strongly Agree ■ Agree ■ Neither Agree nor Disagree



Appendix 2.B: Residential Satisfaction Survey Response Regarding Staff Support, Fall 2022. (n=26)

The Residence Life staff are genuinely interested in my educational and personal development.

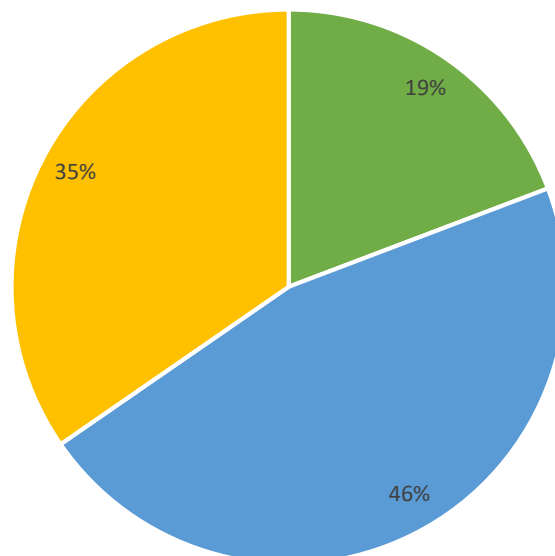
■ Strongly Agree ■ Agree ■ Neither Agree nor Disagree



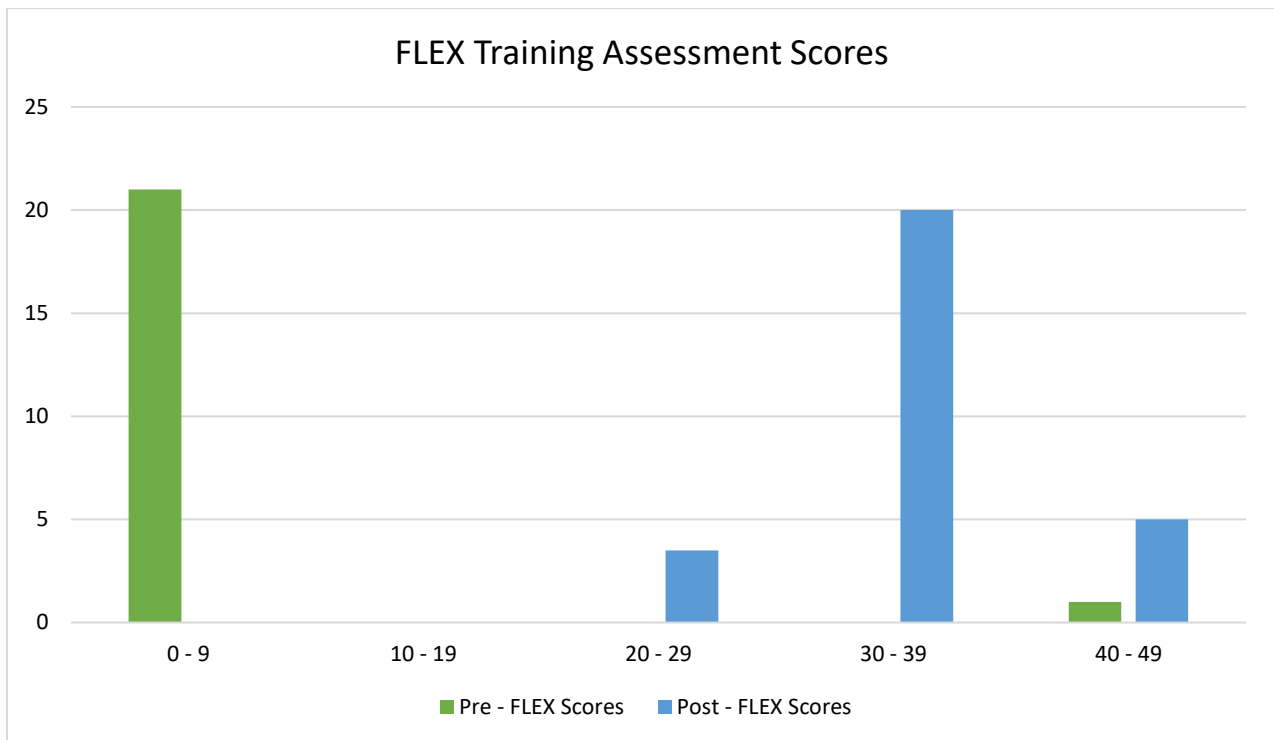
Appendix 2.C: Residential Satisfaction Survey Response Regarding Staff Interest, Fall 2022. (n=26)

Overall I am satisfied with my experience living on campus

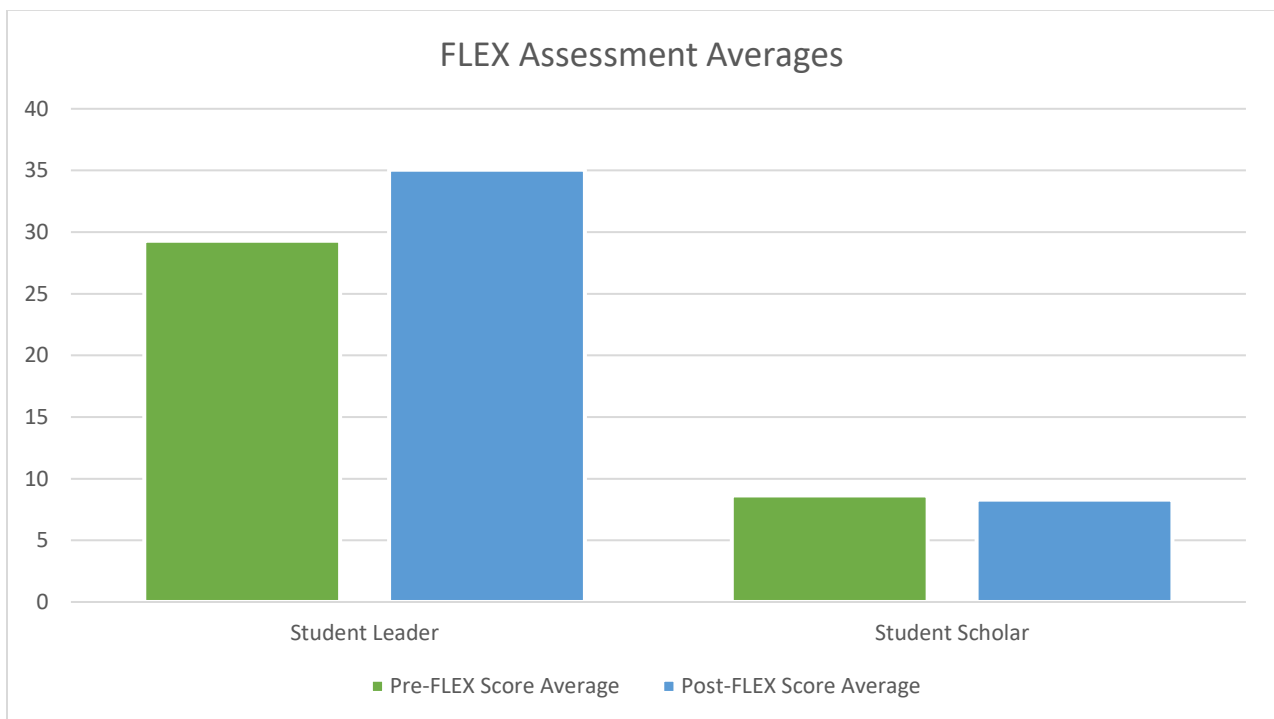
■ Neither Agree nor Disagree ■ Agree ■ Strongly Agree



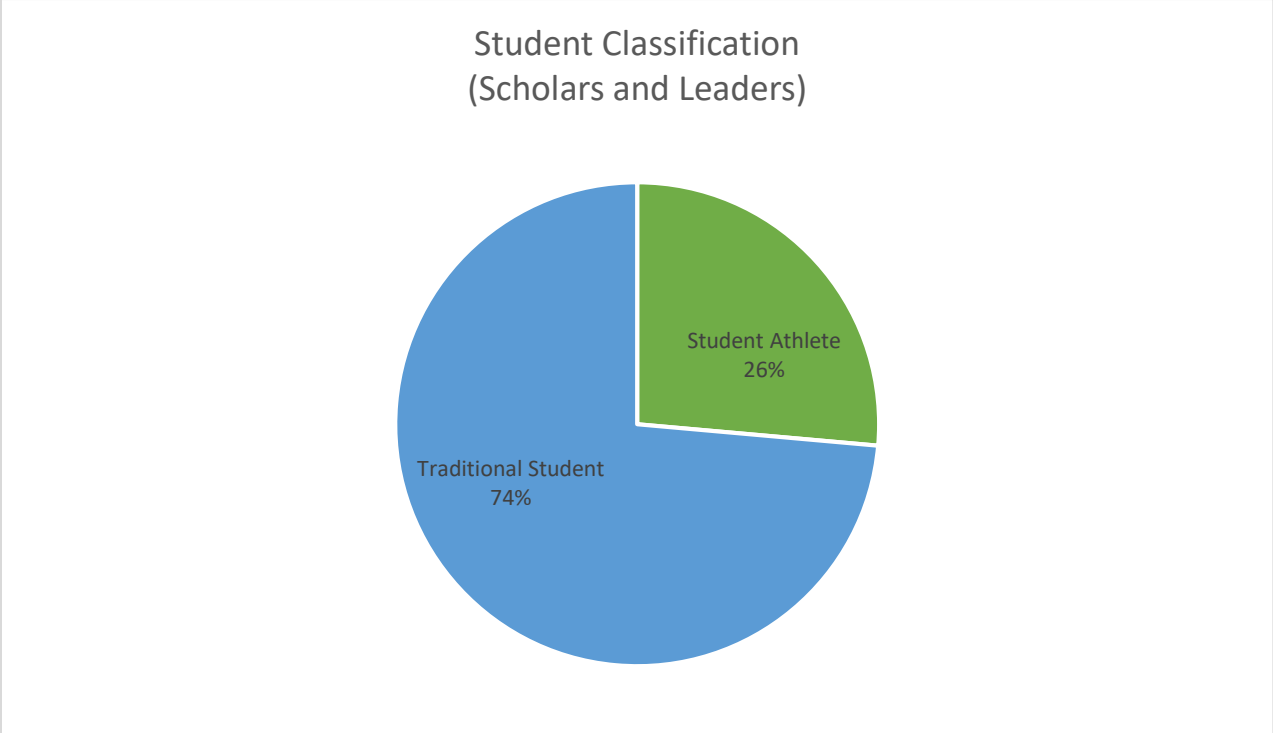
Appendix 2.D: Residential Satisfaction Survey Response Regarding Overall Experience, Fall 2022. (n=26)



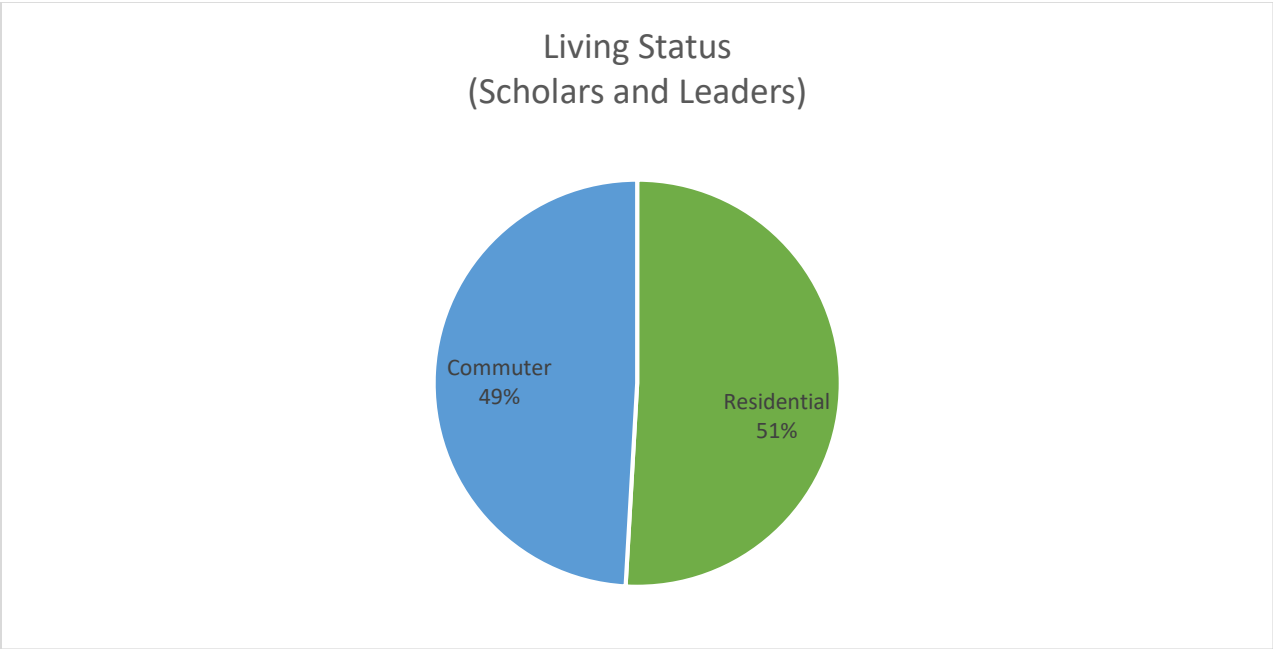
Appendix 3.A: Student Leadership FLEX Assessment Scores, Fall 2022. (*n=55, except for late hires or new City Builders, n=49*)



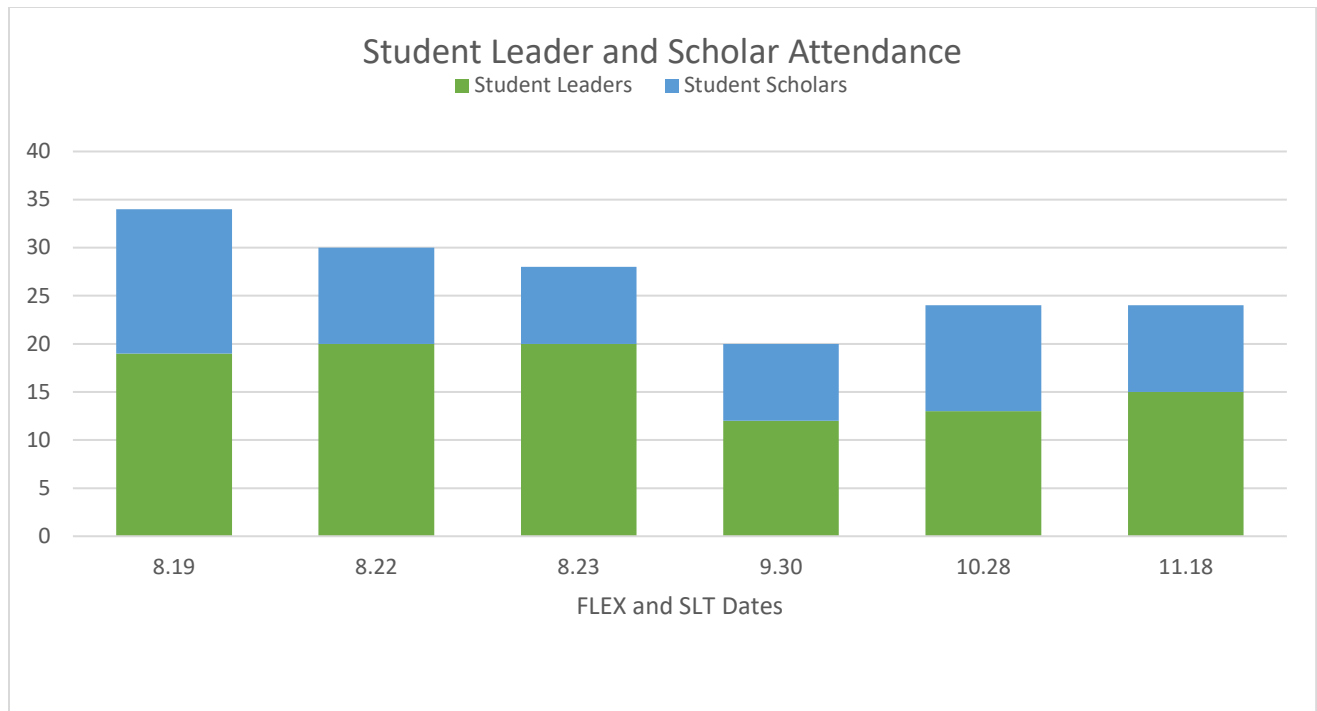
Appendix 3.B: Student Leadership FLEX Assessment Score Averages. (*n=55, except for Scholars, n=22*)



Appendix 3.C: Student Leadership Demographics, Fall 2022. (*n*=55, except for late hires or new City Builders, *n*=49)



Appendix 3.D: Student Leaders and Scholar Living Status, Fall 2022. (*n*=55, except for late hires or new City Builders, *n*=49)



Appendix 3.E: Student Leader and Scholar Attendance for FLEX Training and SLT Dates. (*n*=55, except for Scholars, *n*=22)

2023/2024 Goals *Determined by WPU Strategic Enrollment Plan 23-25

Knights Orientation

- 80% of Fall 2023 new registered students will attend Knights Orientation
- 75% of Fall 2023 new registered students will complete the Knights Orientation survey

Student Engagement

- 85% of Student Leaders will participate in Student Leadership training
- 80% of Student Leaders will complete the FLEX Pre- and Post- Assessments with an average score of 70% (28/40).

Residence Life

- For the Fall 2023 semester, the stretch goal is for 85 students to live on campus. This would be 75% of the maximum bed capacity based on 2022/2023 online unit predictions.

Professional Graduate Studies (PGS) Advising Processes

Overview

The PGS (Professional Graduate Studies) Advising team is responsible for various tasks to ensure that PGS student scheduling and course outlines are on track for optimal and efficient degree completion. From the point of admittance to the university, through the remainder of their degree (see Figure 1), the PGS advisor works closely with the PGS student as they approach milestones in their degree, as well as provide assistance in addressing schedule adjustments along the way. Additionally, PGS advising is responsible for supporting PGS orientation events, and facilitating petition, appeal and withdraw processes.

It is important to understand that the PGS academic schedule functions very differently from the Traditional academic schedule. For PGS students, there are two semesters (Fall and Spring), that consist of five module starts each semester, (four module starts per semester for graduate level students). There is no summer term in PGS. The Fall semester starts late June, and runs until mid-December, and the Spring semester starts early January, and runs until late June. With this accelerated format, it is critical that PGS advising stay diligent with all student scheduling and advising processes in order to retain and support students successfully in their journey at Warner Pacific University.

Incoming PGS Student Scheduling

Once a prospective PGS student initiates the enrollment process, they move through completion of the application process, as well as receiving admittance to the university (all under the guise of the Admissions team). After the student is admitted, the Admission Counselor (AC) sends the student's information (credit evaluation and transcripts) to the PGS Professional Advisor in order for a schedule to be developed. The PGS Advisor then considers all credits that the student has received, as well as all degree requirements still needed, and creates a Special Plan to register the student for as many courses as possible within the given course options available at that time. The AC then works with the student to get all forms signed off, and then the Records Department registers the student for the agreed upon classes.

Continuing PGS Student Scheduling

Unlike Traditional students, there is no set time in the semester for a PGS student to meet with their advisor to discuss their schedules. Rather, the advisor is prompted by the Registrar or PGS SFS team to review lists of students that are needing their schedules to be further built out. The PGS advisor then contacts the students listed to collaborate to add onto their course schedules accordingly. Additionally, students will contact their PGS advisor, should an opportunity arise where they need to add or drop courses, and the PGS advisor assists accordingly.

Orientations

Shortly after an incoming student is registered for courses at WPU, they will receive information regarding the next available Orientation session to attend. These sessions are mandatory, and are

held either online or in person, depending on what is decided on by the Orientation Committee. The goal is to host these sessions roughly three times per semester, and have a recording of the event available to students in the interim starts (there are five module/course start times per semester for PGS students). The Orientation Committee is currently discussing these goals and setting a plan into motion.

At Orientation events, students receive information about how to get started at WPU (i.e. how to use their student portals, how to access a parking permit, how to acquire a student ID, etc.), and are provided an opportunity to hear from representatives in various student services and resource centers. This includes receiving information about Advising, Accessibility Services, Counseling, Career Services, Academic Success, Campus Safety, and additional Student Success and Engagement resources. **Note:** All Graduate students receive orientation information from the dean of their programs, and this process runs separately from the PGS Advising team.

Add/Drop Process

Should a student need to adjust their schedule, they contact their PGS advisor to collaboratively determine the best options for a schedule adjustment. If a student needs to drop a course(s), they complete the PGS Drop Form and send it to their PGS advisor. The PGS advisor then processes the drop and forwards the form to the PGS 3 (PGS Student Financial Services, PGS Records, and PGS Student Accounts) for them to determine if further actions need to take place for the student.

No-Show Drop

If a student does not show up to **the first course session**, and then requests to drop the course prior to the second session, they must complete the PGS drop form and send it to the PGS advisor who will process the drop, and notify the PGS 3. Since the student did not attend any class sessions, when the advisor processes the drop, they will back-date the drop to before the course start date, so the student receives a refund for the course. This case would be considered a Week One No-Show Drop, meaning the student will be administered a \$50 charge to their account, and the PGS advisor will notify PGS student accounts to add the charge accordingly.

If the student does not show up to **the first AND second course session**, then the PGS advisor will process their case as a Two-Week No-Show Drop, following the same steps previously mentioned for Week One No-Show Drops. The PGS advisor will drop the course, back-date the drop, and notify the PGS 3. Two Week No-Show Drop cases result in a \$100 fee charged to the student's account.

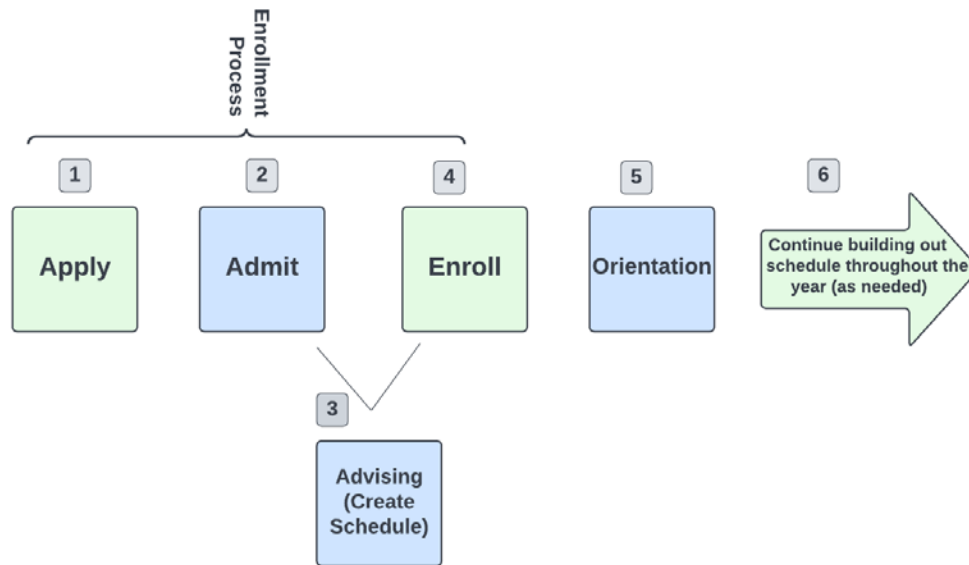
Withdraw Process

When a PGS student decides to withdraw from the university, they will communicate this directly with their PGS advisor. The advisor will collaborate with the student to determine if there are any alternative options to consider rather than withdrawing. If, however, the student has decided to continue to move forward in withdrawing, then the PGS advisor will forward communications to the Registrar, who will process the withdraw.

Petitions & Appeals

Should a student need to go through the petition process, or initiate a grade appeal, the PGS advisor will facilitate the process, directing the student to the instructions on the Warner Pacific website, and checking in accordingly to ensure that petitions and appeals move through the proper channels.

Figure 1: Incoming PGS Student Process



Advising Process
Warner Pacific University – Spring 2023

Initial student registration

1. Receive notice of student contact from admissions.
2. Check Slate for Transcript Evaluation, Transcripts, and interest in athletics. Also, check MyWP to see if student information is already entered there. Cross-check information on both sites.
3. Develop draft of a course plan for the student
 - Map out a draft of the student's course plan until graduation or for pre-nursing students, application to the nursing program (see 2- and 4-year course plans).
 - If the student is registering for the full academic year, prepare a draft schedule for the entire upcoming academic year.
 - If the student is only registering for one semester, prepare a draft schedule only for that semester.
4. Meet with the student
 - Discuss: career directions, requirements for major, courses needed, any options for general education or elective courses, answer any questions.
 - Additional questions
 - Ask if student has sent in all official transcripts.
 - Ask if student has taken any additional coursework not included in the transcript evaluation.
 - Be sure also to check if the student is an athlete or has other constraints on his/her schedule – work, family obligations, etc.
 - Ask student whether status will be full-time or part-time (based on conversations with Student Financial Services, all students are assumed be full-time unless this has been discussed with the student's financial aid representative).
 - Enter student's schedule in MyWP. Check acceptability of schedule with the student.
 - Answer any additional questions student may have.
 - Check to if the student has his/her ID, knows about textbooks, can access email and MyWP.
5. Email Records Office to request student be registered. CC student on that email.

Before the beginning of each semester

1. Check student schedules
 - If this is not the student's first semester, check grades from the previous semester to see if the student passed all scheduled classes. If not, then contact to student to discuss adjusting the student's schedule. *Note: This should ideally be done when grades are posted at the end of each semester.*

Advising Process

Warner Pacific University – Spring 2023

- Look to see if any of the courses on the student's schedule were canceled. If so, then contact to student to discuss adjusting the student's schedule.
 - Double-check to make sure student is on track to fulfill degree requirements.
2. Respond to student requests for schedule changes.
 - Make changes as needed.

During the semester

1. Answer any questions from students.
2. Discuss any potential course drops/withdrawals with students who request this.
 - If a student wishes to drop or withdraw from a course, explain the impact of this to the student (need to retake course or similar requirement; possible additional time).
 - If this would cause the student to fall below full-time status, have the student contact Student Financial Services, and if the student is an athlete, Athletics, to determine the impact of this decision.
 - Revise student course plan.
 - Contact the Records Office to drop or withdraw from the course (cc student on email).
3. Respond to any contacts from professors or from Student Success and Engagement regarding students.
4. At mid-term, check students' mid-term grades.
 - If any students have D's, F's, or NP's at mid-term, contact the students to discuss remediation strategies.

Spring Advisement/Registration Period

1. Contact students to request meetings.
2. Discuss the previous year with students – success in courses, career direction, similar questions to those at initial registration, etc.
3. Develop course schedule for upcoming year (or semester, if the student is graduating or applying for the nursing program in the fall semester).
 - Plan courses on MyWP.
 - Email Records Office for registration (students can also register themselves if they bring a laptop to the meeting). As usual, cc students on email to the Records Office.