



Graceland
UNIVERSITY | 1895

2017-2018 Fact Book

Revised 1/31/2018

www.graceland.edu/factbook

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About Graceland University

Founded in 1895, a private, four-year Liberal Arts University located in Lamoni, Iowa and features state-of-the-art performing arts and fitness facilities. Graceland University's main, residential campus is located in Lamoni, Iowa, about an hour south of Des Moines, spanning 170 acres in the rolling hills of Southern Iowa.

- Mascot: Yellowjackets "STING"
- Colors: Gold and Blue
- Newspaper: The Tower
- Yearbook: *Acacia*
- Alumni Magazine: *Horizons*
- Heart of America Athletic Conference (Heart)
- National Association of Intercollegiate Athletics (NAIA)

The Independence, Missouri campus was built in 1998 and offers online and residential programs in our School of Nursing, the Gleazer School of Education, the C.H. Sandage School of Business and the Community of Christ Seminary. Graceland began offering distance learning for nursing students starting in 1969. The Center for Graduate and Continuing Studies administers these programs.

VISION

Graceland University will become a recognized educational leader, inspiring and empowering persons for transformational service and leadership.

MISSION

Graceland creates learning communities where students develop their potential for meaningful and productive lives.

VALUES

Graceland values learning, wholeness and community. Graceland encourages the development of these values for the enrichment of lives and the betterment of the world.

- **Learning**
We believe in the lifelong process of the open and free pursuit of truth.
- **Wholeness**
We believe that the development of the intellectual, physical, social and spiritual dimensions of all persons is necessary for healthy and fulfilling lives.
- **Community**
We appreciate and welcome diversity and, as an institution sponsored by Community of Christ, believe in the inherent worth of all persons expressed through relationships built on the foundation of unconditional love and acceptance.

Organization Charts can be found online: https://my.graceland.edu/ICS/Resources/Institutional_Research/

Learn more at our public website www.graceland.edu.

Accreditation

These academic standards ensure that a degree from Graceland University will be recognized by educational, business and professional communities.

The online catalogs with more information can be found:

- Undergraduate: <http://www.graceland.edu/catalog/about-the-university>
- Graduate: <http://www.graceland.edu/grad-catalog/about-university>

Graceland University is accredited by the Higher Learning Commission (HLC) (<https://www.hlcommission.org/>).

Graceland University's HLC Accreditation:

<http://hlcommission.org/component/directory/?Action=ShowBasic&Itemid=&instid=1233&lang=en>.

Accreditation granted: 01/01/1920

Most recent reaffirmation of accreditation: 2016 - 2017

Next reaffirmation of accreditation: 2026 - 2027

Source: HLC



Graceland University has been approved by Iowa to participate in the National Council for State Authorization Reciprocity Agreements. NC-SARA is a voluntary, regional approach to state oversight of postsecondary distance education.

National Council for State Authorization Reciprocity Agreements (<http://nc-sara.org/>)

Initial Approval Date: February 26, 2016

Most Recent Renewal Date: February 25, 2017

Renewal Expires: February 26, 2018



Graceland University's teacher undergraduate education program is approved by the [Iowa Department of Education](#).

Most Recent Approval Date: November 16, 2016
Accreditation Term Expires: 2022-2023 academic year
Last On-Site Evaluation: April 2016
Next On-Site Evaluation: 2022-2023 academic year



The baccalaureate degree in nursing, master's degree in nursing, and Doctor of Nursing Practice at Graceland University is accredited by the Commission on Collegiate Nursing Education (https://directory.ccnecommunity.org/reports/rptAccreditedPrograms_New.asp?state=MO&sFullName=Missouri&sProgramType=2). 655 K Street, NW, Suite 750, Washington, DC 20036, (202) 463-6930.

Initial Accreditation Date: September 25, 1999
Most Recent Accreditation Date: March 10, 2014
Accreditation Term Expires: December 31, 2024
Last On-Site Evaluation: March 2014
Next On-Site Evaluation: Spring 2024

The *master's and doctoral degrees* in nursing have full approval status with the **Iowa State Board of Nursing**.

Initial Accreditation Date: 1990
Most Recent Approval Date: June 6, 2012
Accreditation Term Expires: June 2018
Last On-Site Evaluation: March 2012
Next On-Site Evaluation: April 2018

The *baccalaureate degrees* in nursing have full approval status with the **Iowa and Missouri State Boards of Nursing**.

	<u>Iowa</u>	<u>Missouri</u>
Initial Accreditation Date:	1990	
Most Recent Approval Date:	June, 2012	2016
Accreditation Term Expires:	June 2018	2021
Last On-Site Evaluation:	March, 2012	November 14, 2016
Next On-Site Evaluation:	April, 2018	

Iowa: <https://nursing.iowa.gov/sites/default/files/media/IBON%20BSN%20programs%206.2017.pdf>

Missouri: <http://pr.mo.gov/boards/nursing/passrates.pdf>

About This Fact Book

The **Graceland Fact Book** is prepared annually by the Institutional Research office in order to provide community members with easy access to the most frequently requested information about Graceland. It is our hope that if everyone can easily access factual data, then decision-making will be well informed and Graceland will constantly build stronger student learning and service connections.

Graceland's Six Strategic Pathways:

1. Academics for the Future
2. Holistic Student Experiences
3. Strategic Enrollment and Retention Growth
4. Financial Stability and Learning Environment
5. Distinctive Value
6. Collaborative and Innovative Community

To find a specific type of data, you can use the CTRL F search/find feature, or check out the Table of Contents. Each line is a live link - click on it to go that page. The data reported generally reflects a seven-year timeline to include the current academic year and the 150% graduation time span permitted by federal guidelines.

Reporting Graceland Data

For all surveys, marketing and general information requests we use the *official enrollment list* data from the fall semester. Refer to the Graceland **Data Dictionary** under My Graceland > Resources > Institutional Research page for more details.

Requesting Graceland Data

If a school, college, division, or other University unit needs to request more specific data or to see this data parsed differently, log into My Graceland and submit an internal Data Request form at https://my.graceland.edu/ICS/Resources/Institutional_Research/Data_Request_Form.jnz.

Graceland Rankings and Awards

2012 – 2018 **The Princeton Review** as a "Best in the Midwest": <https://www.princetonreview.com/college-rankings?rankings=best-midwestern>

2017-2018 **Military Friendly**® School: <https://militaryfriendly.com/school/graceland-university/>

Faculty/Teaching Staff

This report uses the American Association of University Professors (AAUP) definition of full-time instructional faculty. Instructional Faculty is defined as those members of the instructional research staff whose major regular assignment is instruction, including those with released time for research.

Part-time instructional faculty: Adjuncts and other instructors being paid solely for part-time classroom instruction. Also includes full-time faculty teaching less than two semesters, three quarters, two trimesters, or two four-month sessions. Employees who are not considered full-time instruction faculty but who teach one or more non-clinical credit courses are counted as part-time faculty.

Terminal degrees include all doctorates, MBA, MFA, MSW, and MLS. Source Common Data Set 2017.

Student to Faculty Ratio Trends

Student to Faculty Ratio Trends			
Year	All Undergraduate Programs	Lamoni Campus Only	Independence and Online Undergraduate
2011-12	15:1	15:1	NA
2012-13	15:1	13:1	NA
2013-14	15:1	14:1	NA
2014-15	13:1	13:1	NA
2015-16	15:1	15:1	NA
2016-17	15:1	15:1	NA
2017-18	17:1	16:1	23:1

Source: CDS as of Fall 2017 lock date and Academic Affairs.

Calculations based on IPEDS requirements, using all instructors teaching a class in Fall 2017, regardless of the payroll or contract status. This includes ACE faculty, as well.

Race/Ethnicity of Full-Time Faculty Fall 2017	
Nonresident Alien	0
Hispanic/Latino	0
American Indian or Alaska Native	0
Asian	4
Black or African American	1
Native Hawaiian or Other Pacific Islander	2
White	59
Two or More Races	1
Unknown	14
Total	80

Source: Academic Affairs

Undergraduate Faculty Fall 2017	Lamoni Campus			Independence and Online		
	Full-Time	Part-Time*	Lamoni Campus Total	Full-Time	Part-Time*	Independence & Online Totals
Instructional faculty	54	12	66	9	8	17
Members of minority groups	8	3	11	3	5	8
Women	20	6	26	9	7	16
Men	34	6	40	0	1	1
Nonresident aliens (international)	0	0	0	0	0	0
Doctorate or other terminal degree	44	3	47	4	NA	NA
Highest degree is a master's but not a terminal master's	11	8	19	5	NA	NA
Highest degree is a bachelor's	0	1	1	0	NA	NA
Highest degree is unknown or other	0	0	0	0	NA	NA
In stand-alone graduate/professional programs in which faculty teach virtually only graduate-level students	0	0	0	9	26	35

Source: CDS as of Fall 2017 lock date and Academic Affairs.

* PT faculty includes only instructors who are reported to IPEDS as PT faculty.

Graceland Full-Time Faculty Tenure Trends										
Year	Full-Time Faculty	Tenured			Tenure Track			Non-Tenure Track		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
2011-12	81	22	20	42	11	21	32	3	4	7
2012-13	85	20	21	41	12	19	31	5	8	13
2013-14	89	23	23	46	16	26	42	0	1	1
2014-15	90	21	24	45	14	14	28	4	13	17
2015-16	89	19	27	46	16	11	27	5	11	16
2016-17	78	18	21	39	13	9	22	7	10	17
2017-18	80	20	22	42	17	13	30	2	6	8

Includes all locations of Graceland.

Source: Academic Affairs

Fulbright Scholars currently at Graceland:

- 2012: Dr. Wilaii Rojjanasrirat, Naresuan University, Thailand
- 2013: Dr. Max Pitt, University of Prishtina, Kosovo
- 2014 and 2016: Dr. Steve Anders, University of Prishtina, Kosovo

Learn more about the Fulbright Scholar Program: <http://www.cies.org/>.

All Incoming Classes

FIRST-TIME, FIRST-YEAR (FRESHMEN) ADMISSION							
Applied, Admitted (Accepted), Enrolled							
Lamoni Campus							
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Total first-time, first-year (freshman) men who applied	833	873	1124	1301	1271	1548	1411
Total first-time, first-year (freshman) women who applied	679	803	857	868	882	892	1389
Total first-time, first-year (freshman) men who were admitted	404	420	567	670	605	699	742
Total first-time, first-year (freshman) women who were admitted	358	382	427	411	426	482	830
Total full-time, first-time, first-year (freshman) men who enrolled	142	122	183	184	168	140	145
Total part-time , first-time, first-year (freshman) men who enrolled	1	1	0	0	0	0	0
Total full-time, first-time, first-year (freshman) women who enrolled	117	109	143	98	121	116	109
Total part-time , first-time, first-year (freshman) women who enrolled	0	0	0	0	1	0	1

Source: CDS Section C for respective year.

Program	Full-Time					Part-Time					Grand Total
	First-Time, First-Year	New Transfers	Returning Stop Outs	Continuing Students	Full-Time Total	First-Time, First-Year	New Transfers	Returning Stop Outs	Continuing Students	Part-Time Total	
Lamoni	254	58	15	574	901	1	4	6	15	26	927
Independence Face to Face	0	66	3	73	142	0	4	4	7	15	157
Online	0	2	0	9	11	0	11	11	35	57	68
Nursing Combined	0	3	0	4	7	0	3	3	42	48	55
Grand Total	254	129	18	660	1061	1	22	24	99	146	1207

	Full-Time				Part-Time				Grand Total
	New Graduates	Post Graduates	Continuing Graduates	Full-Time Total	New Graduates	Post Graduates	Continuing Graduates	Part-Time Total	
Nursing Masters Combined		1	33	34		3	35	38	72
Online Masters	12	23	374	409	76	17	221	314	723
Online Doctoral	2	5	7	14	1	7	6	14	28
Continuing Education	2	0	6	8	8	0	20	28	36
Grand Total	16	29	420	465	85	27	282	394	859

*In February of 2016, students in the Combined program were included in either the Graduate or Undergraduate counts according to the level of the classes they were taking as of the Fall semester census date.

Lamoni Campus –Incoming Class Trends

Graceland University Admissions Criteria:

In order to be considered for acceptance to Graceland, an applicant must be a high school graduate or have a GED high school equivalency certificate/diploma and qualify in two of the following three criteria:

1. Rank in upper 50% of the class.
2. Have a grade point average of 2.50 or above based on a 4.00 system.
3. Have either a minimum composite ACT score of 21 or a minimum combined SAT score of 1060.

Meeting two of the three criteria does not guarantee admission to Graceland University, and applicants may be asked to provide additional information to support their application for admission.

YEAR	INCOMING ENROLLMENTS
Fall 2011	358
Fall 2012	330
Fall 2013	451
Fall 2014	376
Fall 2015	376
Fall 2016	330
Fall 2017	327

Median Admissions Criteria Trends				
	ACT	SAT	GPA	Class rank
2011-12	20	905	3.24	64
2012-13	21	910	3.27	66
2013-14	21	920	3.18	57
2014-15	19	870	3.02	53
2015-16	20	845	3.18	60
2016-17	21	880	3.21	59
2017-18	20	990	3.23	57

Admissions Criteria Trends

First-time, First year Performance on Admissions Criteria		ACT	SAT	GPA	Class Rank
2011-12	Number	170	68	256	213
	Mean	20.66	923.24	3.20	61.25
	Median	20	905	3.24	64
	Mode	18	860	3.41	98
	Range	12-31	540-1350	1.25-4.49	2-100
2012-13	Number	155	62	224	184
	Mean	21.68	932.70	3.28	61.85
	Median	21	910	3.27	66
	Mode	24	990	4	89
	Range	14-33	520-1390	1.73-4.94	8-100
2013-14	Number	236	79	322	283
	Mean	21.05	933.28	3.16	57.49
	Median	21	920	3.18	57
	Mode	18	850	4.00	77
	Range	12-32	640-1420	1.61-4.35	5-100
2014-15	Number	184	76	280	244
	Mean	20.43	883.43	3.08	54.67
	Median	19	870	3.02	53
	Mode	18	880	2.83	87
	Range	13-33	630-1300	1.75-4.77	3-99
2015-16	Number	219	64	286	233
	Mean	20.94	868.10	3.22	59.37
	Median	20	845	3.18	60
	Mode	19	870	4.00	45
	Range	14-32	660-1230	1.79-4.55	5-100
2016-17	Number	188	64	255	206
	Mean	21.34	907.50	3.23	58.70
	Median	21	880	3.21	59
	Mode	22	880	3.64	50
	Range	15-32	570-1250	2.0-4.4	7-98
2017-18	Number	176	71	249	211
	Mean	20.82	1001.83	3.23	55.91
	Median	20	990	3.23	57
	Mode	19	880	3.47	72
	Range	14-33	770-1290	2.02-4.32	4-99

**Most marketing surveys request the Mean scores to be reported.*

New Majority Student Trends

Graceland University uses the Association of American Colleges & Universities definition of New Majority:

1. transfer students,
2. first generation as identified on the FAFSA to Graceland (the parents or guardians did not receive a four-year college),
3. low-income guidelines as described on the FAFSA,
4. members of minority groups (including Hispanic), or
5. any undergraduate student older than 24 years.

Source: AAC&U

Year	Entry Status	Age	Minority	1st Gen.	Low Income	Age, Minority	Age, 1st Gen.	Age, Low Income	Minority, 1st Gen.	Minority, Low Income	1st Gen., Low Income	Age, Minority, 1st Gen.	Age, Minority, Low Income	Age, 1st Gen., Low Income	Minority, 1st Gen., Low Income	Age, Minority, 1st Gen., Low Income
2011-12	First-time, first year	1	112	104	108	1	1	1	49	59	61	1	2	1	33	1
	New transfer	11	44	32	32	2	5	8	13	17	18	2	1	4	10	1
2012-13	First-time, first year	1	85	96	93	0	1	0	26	44	53	0	0	0	36	0
	New transfer	8	36	38	27	6	8	4	12	18	19	0	0	3	15	0
2013-14	First-time, first year	1	123	65	141	0	1	1	42	70	65	0	0	1	31	0
	New transfer	5	52	20	43	2	2	4	14	26	20	1	3	2	12	1
2014-15	First-time, first year	0	129	77	138	0	0	0	38	73	46	0	0	0	23	0
	New transfer	3	32	20	36	1	1	2	13	22	18	1	1	1	13	1
2015-16	First-time, first year	1	151	68	128	0	1	1	38	89	40	0	1	0	30	0
	New transfer	6	41	23	33	2	3	5	11	24	14	2	3	3	10	3
2016-17	First-time, first year	1	112	65	107	0	0	1	42	62	41	0	0	0	0	0
	New transfer	2	31	12	23	1	0	2	7	16	8	0	0	0	0	0
2017-18	First-time, first year	1	123	58	122	0	1	1	29	81	29	0	0	1	0	0
	New transfer	0	27	17	27	0	0	0	6	17	10	0	0	0	0	0

Beginning College Survey of Student Engagement (BCSSE)

BCSSE collects data about entering college students' high school academic and co-curricular experiences, as well as their expectations for participating in educationally purposeful activities during the first college year.

BCSSE data can aid the design of pre-college orientation programs, student service initiatives, and other programmatic efforts aimed at improving student learning during the first year of college. BCSSE results, especially when linked with NSSE data, can be used to shape initiatives that align the first-year experience of students with recognized effective educational practices.

BCSSE Scales ^a	Fall 2015 Mean	Fall 2016 Mean	Fall 2017 Mean
Quantitative Reasoning	29.8	27.88	27.52
High school engagement with analysis and numerical information			
Learning Strategies	36.76	35	36.48
Use of effective learning strategies in high school			
Collaborative Learning	38.95	37.02	39.52
Expectation to interact and collaborate with peers			
Student-Faculty Interaction	34.81	31.09	29.68
Expectation to interaction and engage with faculty			
Expected Discussions with Diverse Others	47.02	45.14	44.29
Expectation to engage in discussions with diverse others			
Expected Academic Perseverance	45.38	41.31	40.29
Student certainty that they will persist in the face of academic adversity			
Expected Academic Difficulty	28.83	29.11	26.73
Expected academic difficulty during the first year of college			
Perceived Academic Preparation	43.18	40.12	41.86
Student perception of their academic preparation			
Importance of Campus Environment	47.99	47.44	44.90

Student-rated importance that the institution provides a challenging and supportive environment

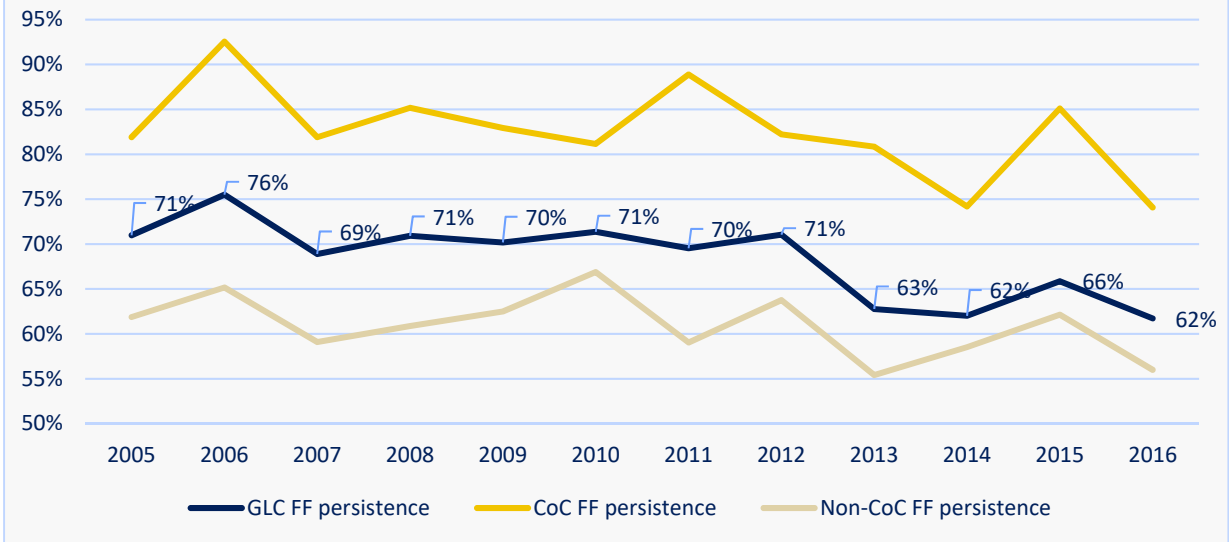
^a Scale scores are expressed in 0 (minimum) to 60 (maximum) point scales.

Retention - First-Time Freshmen

Integrated Postsecondary Education Data System (IPEDS) requires that retention rates be calculated as a percentage of the first-time, full-time students in a given cohort who return for a second consecutive year at the same institution. A cohort is defined as all members of an incoming class in a given academic year. The cohorts are defined as Fall to Fall.

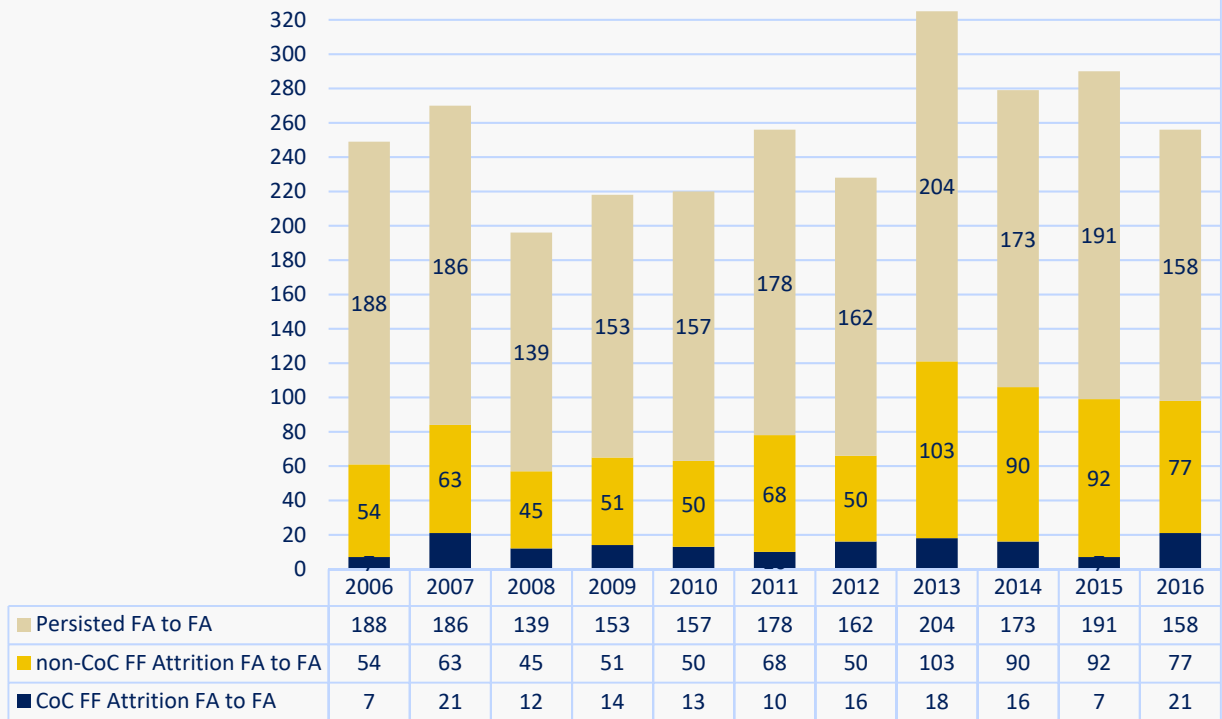
Calculations in Fact Books prior to 2016 had reported retention as a percentage of all students classified as first-year students. These numbers are slightly higher than those reported by the Registrar. This report excludes students who are no longer enrolled for reasons identified by IPEDS as excused: death, military service, and church mission work.

CofC and non-CofC Fall to Fall Persistence Relative to FF Cohorts as a Percentage



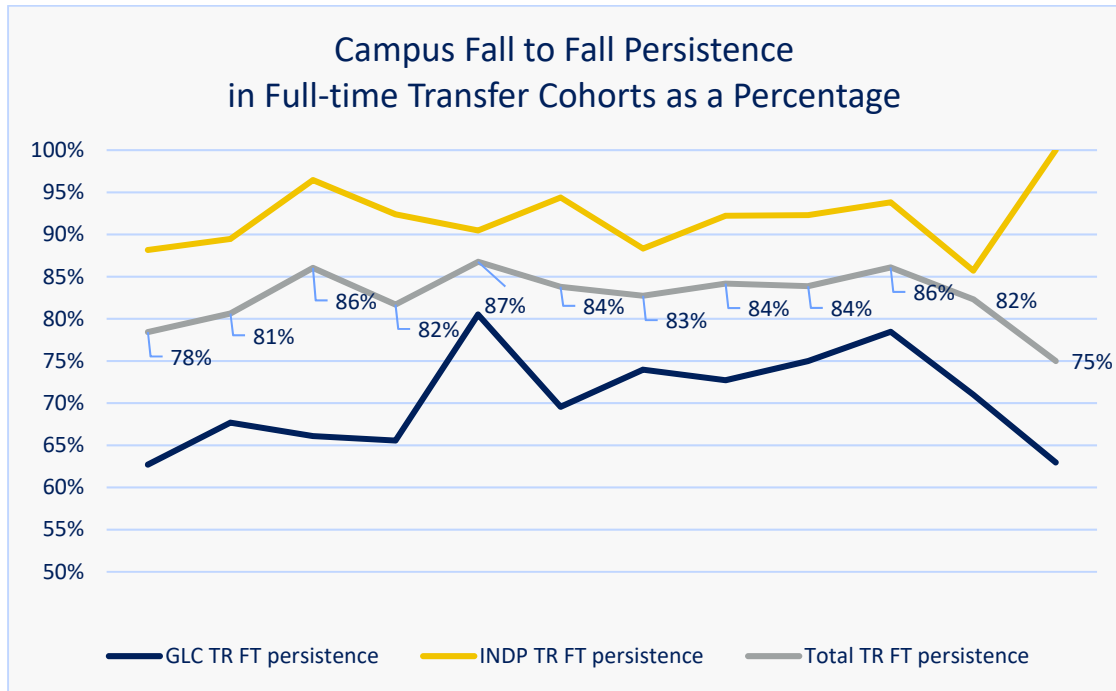
Includes full-time first-year students on the Lamoni campus only.

CofC and non-CofC Fall to Fall Attrition and Persistence as Segments of First-Time First-Year Cohorts

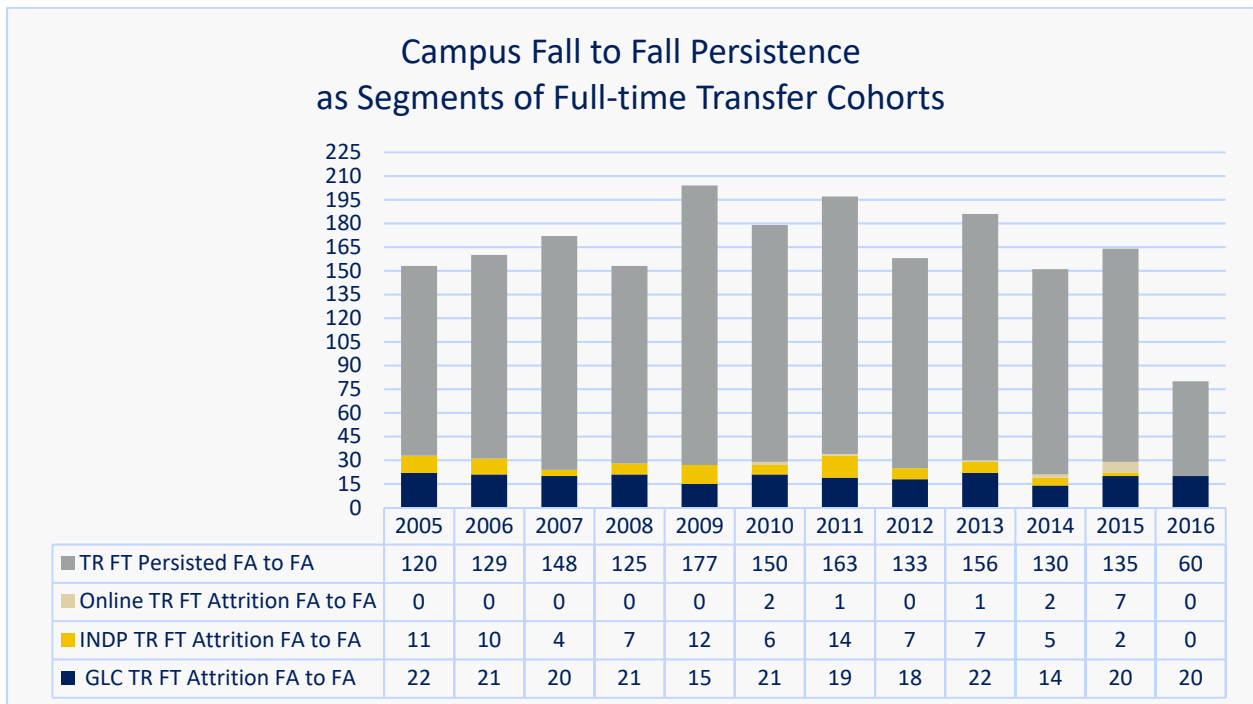


Includes full-time students on the Lamoni campus only.

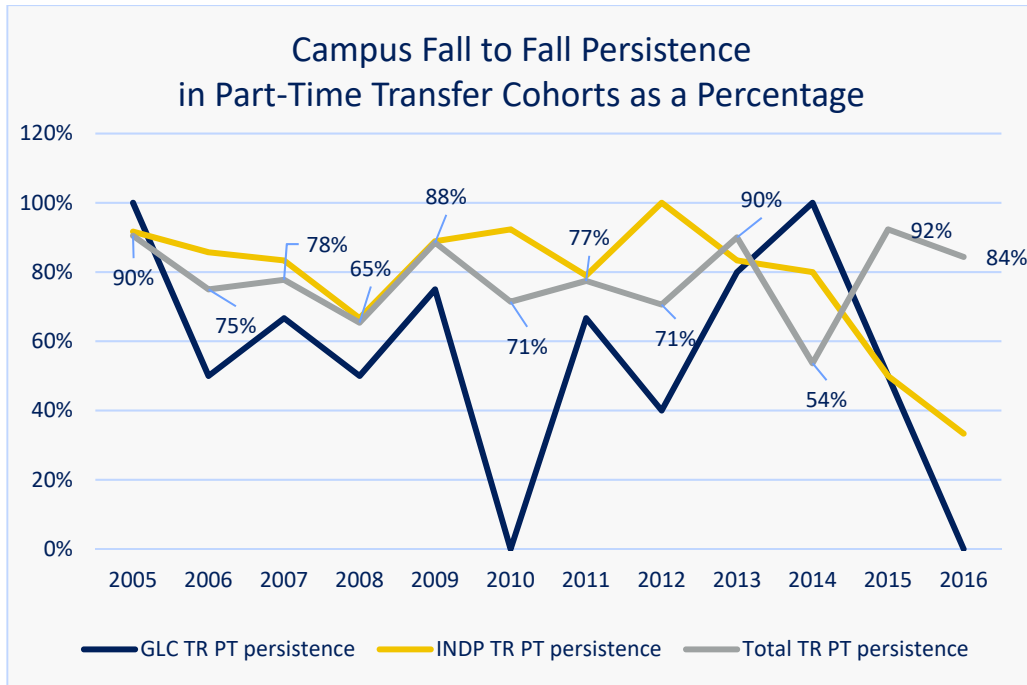
Retention - Transfer Students



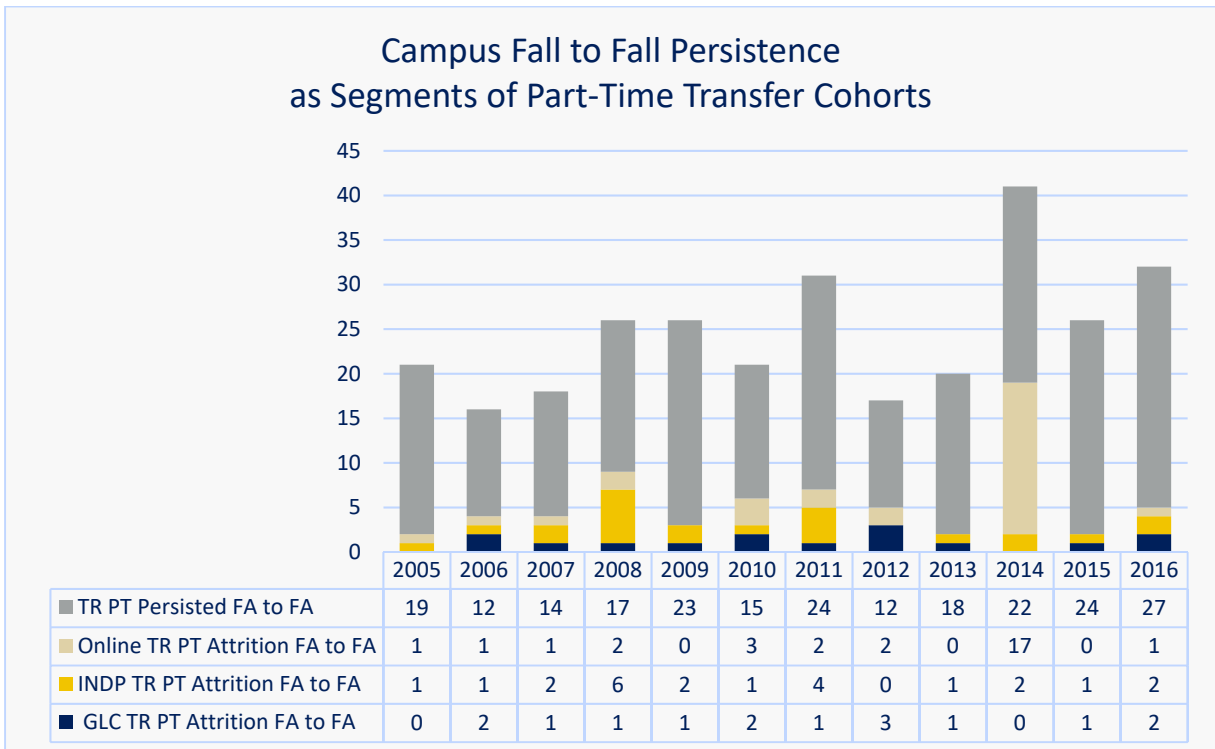
Independence (INDP) included Trenton and Centerville. Online part-time transfer students are not reflected in these charts. The years shown averaged two part-time online transfer students, with some years reporting zero.



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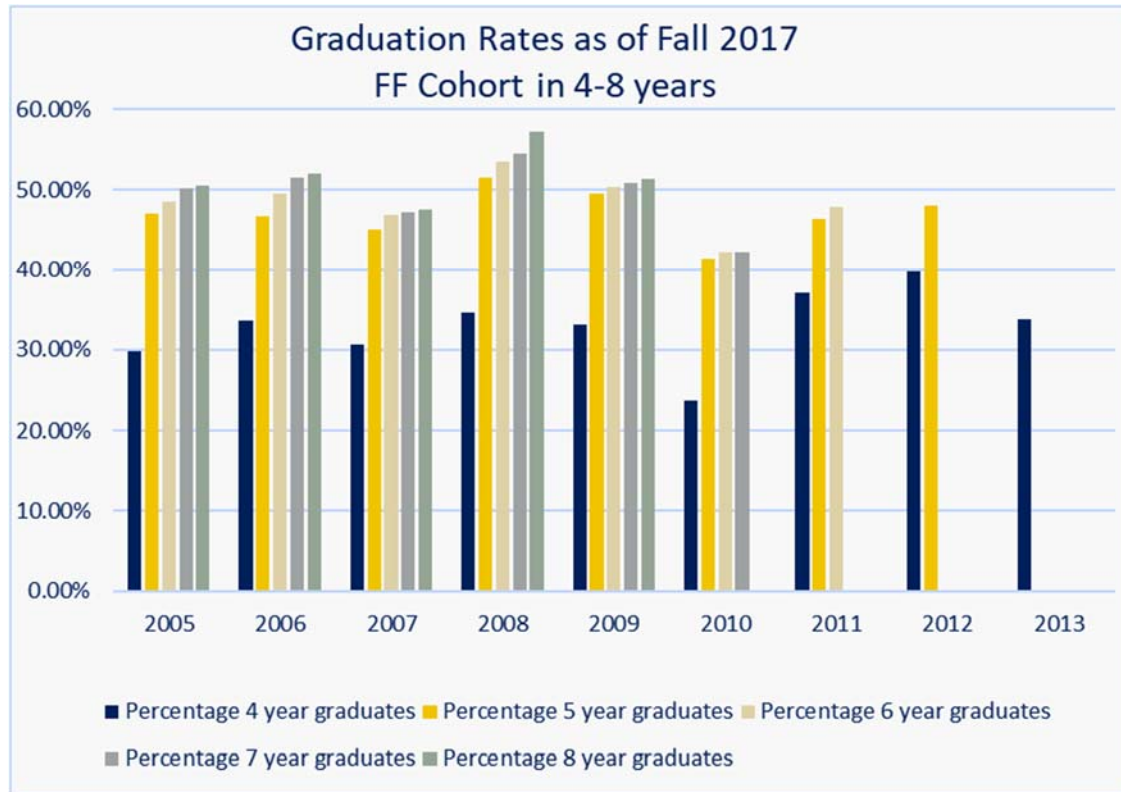


Independence (INDP) included Trenton and Centerville.



Independence (INDP) included Trenton and Centerville.

Graduation Rates – Lamoni Campus



Entering Cohort	Beginning Enrollment	First-to-Second Retention Rate	Graduated Within 4 Years	Graduated Within 5 Years	Graduated Within 6 Years
2005 Cohort	254	70.5%	30.30%	47.20%	50.40%
2006 Cohort	251	75.5%	33.60%	46.80%	49.40%
2007 Cohort	271	68.9%	30.60%	45.00%	47.60%
2008 Cohort	197	70.9%	35.50%	51.80%	53.80%
2009 Cohort	220	70.2%	32.30%	49.50%	51.36%
2010 Cohort	220	71.4%	23.60%	41.36%	42.73%
2011 Cohort	259	69.5%	37.21%	46.51%	47.88%
2012 Cohort	231	71.1%	40.26%	48.05%	
2013 Cohort	326	62.8%	33.74%		
2014 Cohort	282	62.0%			
2015 Cohort	289	65.9%			
2016 Cohort	256	61.7%			
2017 Cohort	255				

Includes: first-time, first-year. Full-time only. The retention rate takes into account the allowable IPEDS exclusions from the beginning cohorts.

High School Dual Enrollment (ACE)

Accelerated College Education (ACE). Graceland conducts the largest dual enrollment program of any four-year university or college in the state of Iowa*.

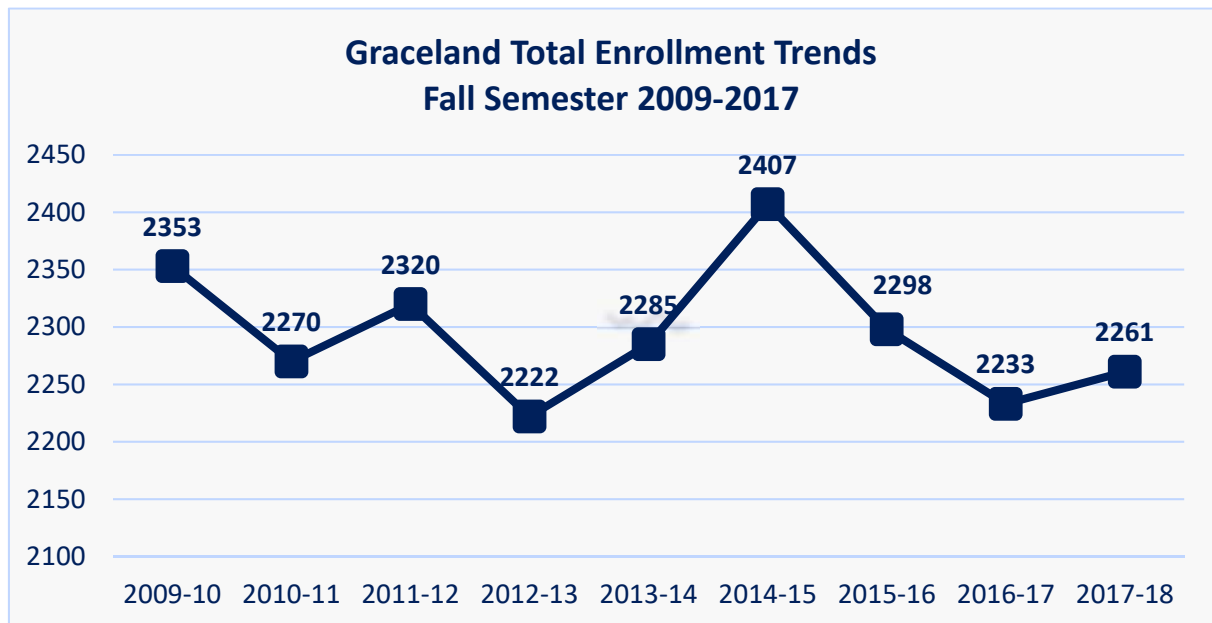
Dual enrollment programs allow high school students to enroll in college courses. Opportunities are available for high school 11th- and 12th-grade students (and 9th- and 10th-grade talented and gifted students). The majority of our students are from Iowa with a few from Arizona as well.

Year	From Iowa	From Arizona	From Other States	Total ACE Students	Percent who Enroll at Graceland
2011-12	129	6	11	146	3%
2012-13	129	0	11	145	7%
2013-14	124	0	11	124	9%
2014-15	178	0	0	178	7%
2015-16	165	16	0	181	3%
2016-17	134	9	1	144	3%
2017-18	183	9	2	194	TBD

*Source: Iowa Coordinating Council for Post High School Education (ICCPHSE)

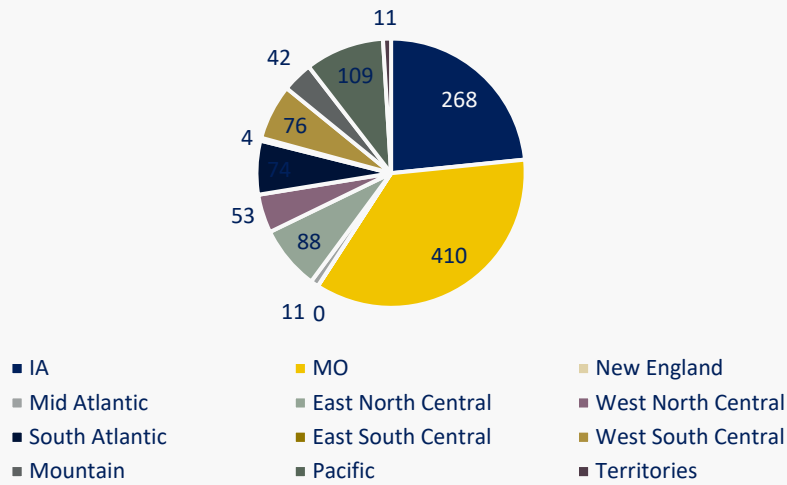
Total Population

Lamoni population: 48 states, and 30 countries.

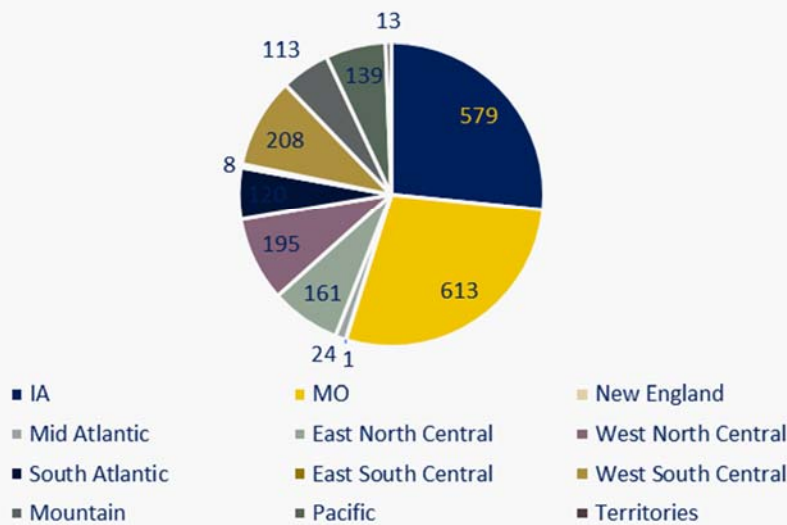


Graceland FTE Enrollment (by campus and distance programming)							
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Accelerated College Education (ACE)	57.36	56.96	48.71	69.93	71.11	56.57	76.61
Lamoni Undergraduate - New	348.89	318.46	443.71	365.68	380.71	327.57	331.32
Lamoni Undergraduate - Returning	565.86	607.64	597.29	662.04	624.04	624.11	579.89
Lamoni Campus Total	914.75	926.11	1041	1027.71	1004.75	951.68	911.21
GSOE Centerville Undergraduate	27.54	23.18	23.18	17	11.39	Closed	Closed
GSOE Trenton Undergraduate	44.14	31.75	25.75	22.36	22.39	16	Closed
BSN→RN	99	94.39	97.96	97.79	87.36	93.39	93.96
Business	12.96	11.36	4.96	2.18	0	0	0
Elementary Education	121.89	109.71	98.14	91.54	107.36	82.57	53.54
Liberal Studies	0	0.79	2	0	2	0.39	0
Other Major	1	1	1	0	0.39	0	0.39
Independence Undergraduate Total	306.54	272.18	253	230.86	230.89	192.36	147.89
RN→BSN	19.32	13.61	10.46	13.04	17.57	21.71	16.57
Business	0	0	11.93	11.54	15.5	13.68	12.46
Health Care Management	3.96	7.36	3.75	2.75	5.96	4.93	4.36
Online Undergraduate Total	23.29	20.96	26.14	27.32	39.04	40.32	33.39
RN→MSN	92.5	88.88	93.9	98.08	89.54	95.93	74.38
Combined Nursing Program	92.5	88.88	93.9	98.08	89.54	95.93	74.38
DNP	13	14.58	21.5	18.5	13.2	17.35	19.35
MSN	201.21	214.54	259.62	271	262.61	290.35	362.02
Nursing Certificates	30.93	25.57	26.72	35.84	18.37	25.46	27.32
MEd	241.05	154.64	123.88	133.55	104.5	114.64	140.69
Seminary	16.53	12.35	15.7	25.58	21.08	22.88	17.64
Online Graduate Total	502.71	421.69	447.42	484.47	419.76	470.67	567.01
GSOE Cedar Rapids Graduate	45.32	14	Closed	Closed	Closed	Closed	Closed
GSOE Camp Dodge Graduate	19.76	Closed	Closed	Closed	Closed	Closed	Closed
GSOE Des Moines Graduate	9	9	Closed	Closed	Closed	Closed	Closed
INDP Graduate	88.76	47.97	22	0	8	8	0
Face to Face GSoE Graduate Total	162.84	70.97	22	0	8	8	0
Graceland University FTE Enrollments	2059.99	1857.75	1932.17	1938.37	1863.09	1815.53	1810.49
The table above shows the FTE enrollment, using the IPEDS formula. Undergraduate part-time enrollment is multiplied by .392857, and graduate student part-time enrollment is multiplied by .382059.							

All Campuses Undergraduate Enrollment Fall 2017 by US Census Region

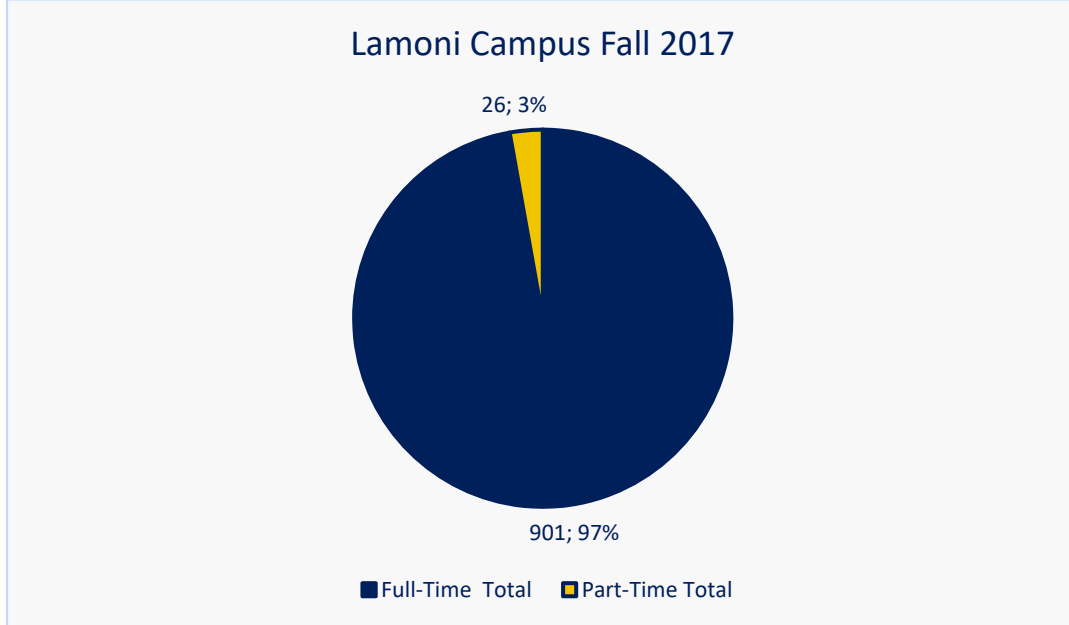


All Campuses Graduate Enrollment Fall 2017 by US Census Region



The regions depicted draw from the US Census regions https://www2.census.gov/geo/docs/maps-data/maps/reg_div.txt

Lamoni Campus – Enrollment



Lamoni Campus – International Student Trends

Year	International	Total	Percentage
2011-12	134	936	15%
2012-13	115	951	13%
2013-14	106	1058	10%
2014-15	86	1052	8%
2015-16	62	1026	6%
2016-17	49	960	5%
2017-18	56	927	6%

International = Non-U.S. citizens. Includes: full- and part-time.

Lamoni Campus – Student Gender Trends

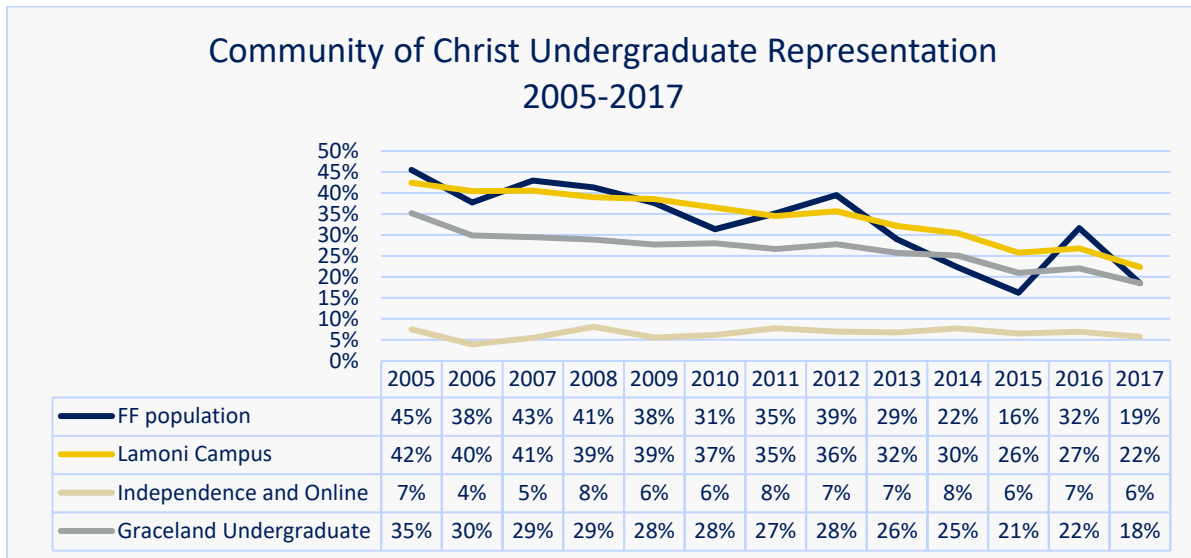
Year	Male	Female	Total	Male to Female Ratio
2011-12	528	408	936	56% male, 44% female
2012-13	514	437	951	54% male, 46% female
2013-14	579	479	1058	55% male, 45% female
2014-15	605	447	1052	58% male, 42% female
2015-16	574	452	1026	56% male, 44% female
2016-17	508	452	960	53% male, 47% female
2017-18	430	497	927	46% male, 54% female

Includes: full- and part-time.

Lamoni Campus – First-Time, First-Year Student Gender Trends

Year	Male	Female	Total	Male to Female Ratio
2011-12	142	117	259	55% male, 45% female
2012-13	122	109	231	53% male, 47% female
2013-14	183	143	326	56% male, 44% female
2014-15	184	98	282	65% male, 35% female
2015-16	208	150	358	58% male, 42% female
2016-17	140	116	256	54% male, 45% female
2017-18	110	145	255	57% male, 43% female

Includes: full- and part-time.



Religious affiliation is self-reported. The FF population in 2017 reported a specific religious denomination at a lower rate than previous years.

Lamoni Campus – Student Diversity Trends

Year	Race/Ethnic Diversity*	White	Non-U.S. Citizens	Unknown	Total Students
2011-12	239 (26%)	525	120	52	936
2012-13	245 (26%)	559	104	43	951
2013-14	286 (27%)	630	101	41	1058
2014-15	289 (27%)	630	88	45	1052
2015-16	318 (31%)	582	71	55	1026
2016-17	321 (33%)	557	32	50	960
2017-18	338 (37%)	531	27	31	927

*Students who self-identify as African American, Hispanic, Asian, Pacific Islander, Native American or multi-racial. Includes: full- and part-time.

Academics

<p>Lamoni Campus</p> <ul style="list-style-type: none"> • Undergraduate Majors: 29 • Undergraduate Minors: 24 • Pre-Professional Recommendations: 9 • Undergraduate Certificates: 1 <p><i>Refer to the Graceland online undergraduate catalog for a complete list.</i></p>	<p>Independence and Online</p> <ul style="list-style-type: none"> • Doctorate Programs: 1 • Masters Programs: 3 (includes 10 majors) • Graduate Certificate Programs: 6 • Undergraduate Majors: 7 <p><i>Refer to the Graceland online graduate catalog for a complete list.</i></p>
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Top Declared Majors

All Graceland		Lamoni campus only		Independence and online only	
Nursing	219	Business Administration	115	Nursing	187
Elementary Education	118	Elementary Education	60	Elementary Education	58
Business Administration	136	Psychology	54	Organizational Leadership	22
Psychology	54	Biology	48	Business Administration	21
Biology	48	Sport Management	46	Health Care Management	8
Sport Management	46	Corrective Exercise & Performance Enhance*	42		
Corrective Exercise & Performance Enhance*	42	Criminal Justice	40		
Criminal Justice	40	Computer Sci & Info Tech	37		
Computer Sci & Info Tech	37	Nursing	32		
History	29	History	29		

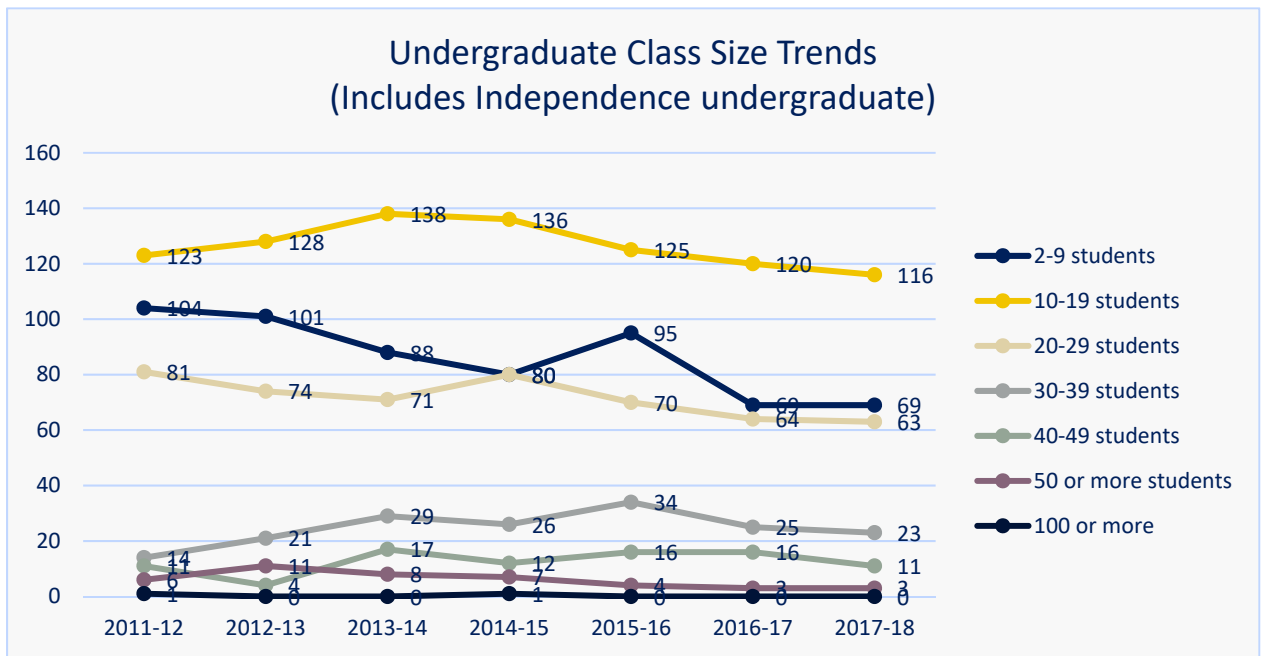
*This program closed Spring 2017 and is being taught out.
This is a duplicated headcount.

Community: Collaborate & Engage

Lamoni Campus – Class Sizes

Academic Year	Sum of Students	Count of sections	Sum of Total Student Hours	Sum of Instructor Hours	Average student vs instructor hours
2010-11	5,194	319	13,018	778	16.74
2011-12	5,158	323	13,286	783	16.97
2012-13	5,181	335	13,397	819	16.36
2013-14	6,022	351	15,331	843	18.19
2014-15	5,880	342	14,804	811	18.25
2015-16	5,767	355	14,644	837	17.50
2016-17	5,466	307	14,151	727	19.46
2017-18	4,969	303	13,050	753	17.33
Grand Total	38,275	2,320	98,195	5583	NA
Eight-Year Average	5,467	331	14,028	797	17.59

Includes full- and part-time. The numbers above indicate enrollment and course offerings for the fall semesters and reflect Lamoni campus full- and part-time students. Instructional Methods excluded: Applied Music, Clinic, Exhibition and Special Schedule.



Includes full- and part-time. The number of class sections above excludes distance learning classes, music instruction, co-operative programs, internships, practicums, and all students in one-on-one classes.

Co- and Extracurricular Participation

Undergraduate Student Engagement in Intercollegiate Athletics

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Student Athletes, <u>excluding</u> coaches and managers	516	537	599	617	605	518	494
Percent of Student Athletes (excluding coaches and managers)	55%	56%	57%	59%	59%	54%	53%
All Student Athletes, <u>including</u> coaches and managers	525	567	631	655	605	555	560
Percent of Student Athletes (including coaches and managers)	56%	60%	60%	62%	59%	58%	60%

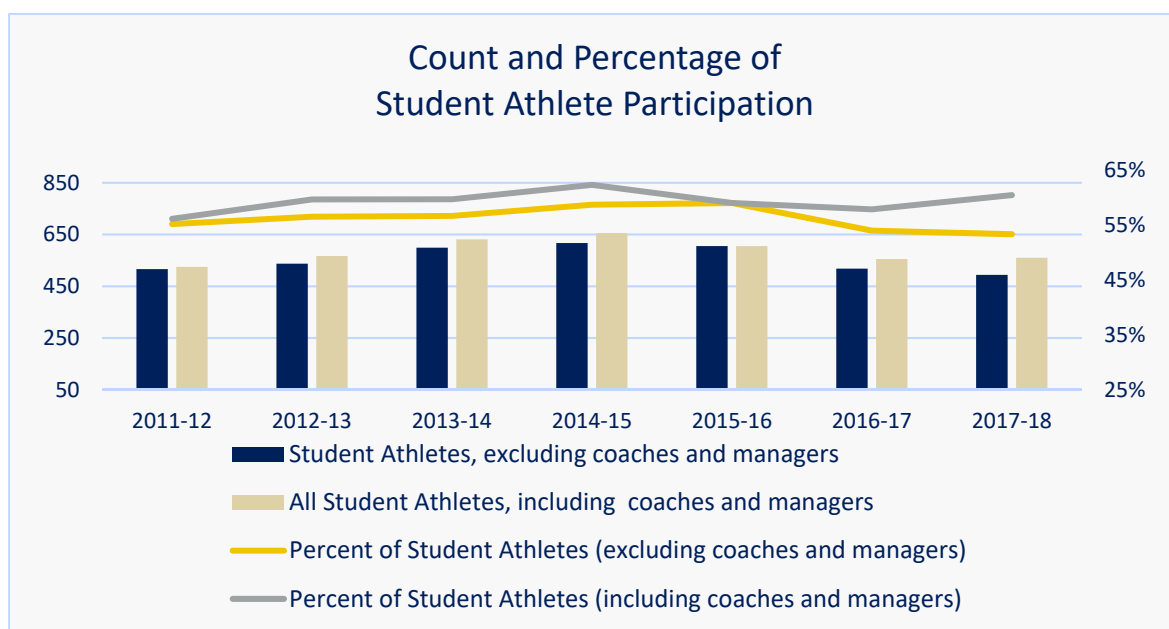
Note that the number of current year athletes may change as the year develops.

Athletic Teams

- 20 Varsity
- 11 Junior Varsity

Source: Graceland University Athletics

For more information about our athletic teams, visit the Graceland Athletics Web site at www.gujackets.com.

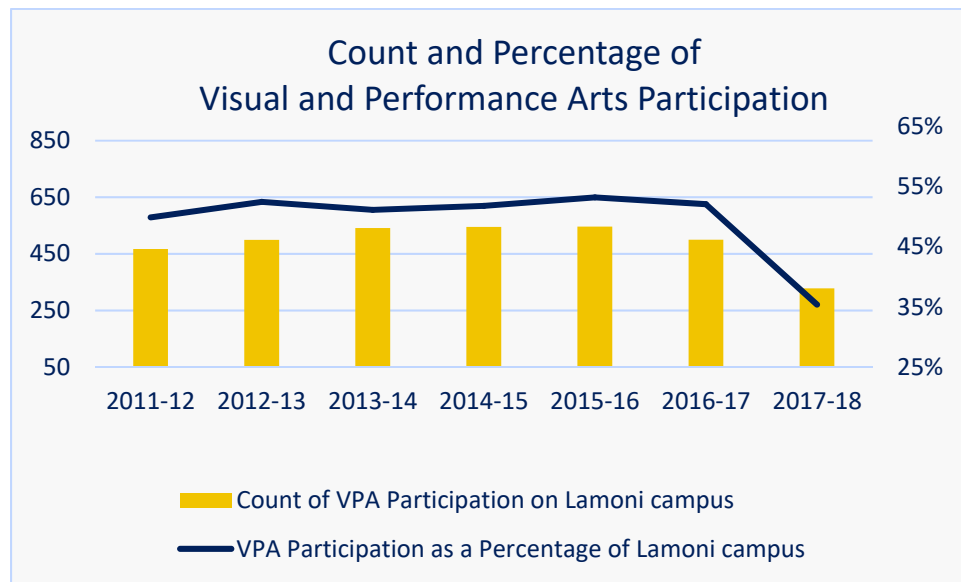


A student-athlete is any student who has had **eligibility checked** for a sport for a given year, excluding student coaches and managers. Students are counted only once regardless of how many sports they participate in.

Visual and Performing Arts

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Drama performances	NA	44	59	54	64	44	NA
Music groups and ensembles	467	455	482	491	482	456	328
Count of VPA Participation on Lamoni campus	467	499	541	545	546	500	328
VPA Participation as a Percentage of Lamoni campus	50%	52%	51%	52%	53%	52%	35%

Includes full- and part-time students who **enrolled** in a Visual and Performing Arts course or took part in a theatre production.



For more information, visit the Graceland Visual and Performing Arts Web site at <http://www.graceland.edu/campus-life/visual-and-performing-arts>.

Student Engagement

Lamoni Campus – Student Involvements

- Clubs and Organizations: 43 (Link: <http://www.graceland.edu/campus-life/get-involved>)
- Leadership Positions: 270
- Enactus Participation: 89 (distinct students)
- Work Study Positions Available: 691
- Houses: 17 (Learn more: <http://www.graceland.edu/campus-life/house-social-system>)

Intramurals

The intramural program implemented a tracking tool for student participation in the Spring of 2016. Data on the frequency of participation was not available. For 2016-17, an unduplicated count of 598 students participated in at least one of these activities.

2016-17 Intramural Teams

Basketball – A, B & C leagues for men – A & B leagues for women*

Volleyball – A & B leagues for men and women as well as Co-Ed Teams for Final Fling*

Tapeball – Brother/Sister House and Final Fling Co-Ed Teams*

Soccer – Jack & Jill (Co-Ed) Teams*

Flag Football – A & B leagues for men and women’s league*

Dodgeball – Brother/Sister House

Kickball – Brother/Sister House

Ultimate Frisbee – Co-Ed as well as Final Fling Co-Ed

Glow in the Dark Dodgeball – Co-Ed

Glow in the Dark Capture the Flag – Brother/Sister House

Water Games for Welcome Week

Softball – A & B leagues for men – women’s league*

**We host tournaments in some activities to determine a “campus” champion.*

<u>2015-16 Intramural Teams</u>	<u>2014-15 Intramural Teams</u>
Basketball	Basketball
Dodge Ball	Flag Football
Flag Football	Jack and Jill Soccer
Jack and Jill Soccer	Ping Pong
Tape Ball	Pool
Volleyball	Sand Volleyball
Kickball	Softball
Ultimate Frisbee	Table Tennis
Volleyball Co Ed	Tape Ball
	Volleyball 6 Person
	Volleyball Co Ed 4 Person

Source: Coordinator of Special Programs

Total Employed By Campus					
	2012-13	2013-14	2014-15	2015-16	2016-17
Lamoni	516	714	729	592	627
Independence	27	33	23	16	10
Trenton	2	0	0	0	0
Employed On Federal Work-Study					
	2012-13	2013-14	2014-15	2015-16	2016-17
Lamoni	172	328	155	270	309
Independence	5	9	5	6	7
Trenton	1	0	0	0	0

Count of students employed through federal work-study are included in the total employed by campus.
Source: Student Financial Services

Independence and Online– Student Involvements

- Graceland Pi Eta Chapter - Sigma Theta Tau International Honor Society of Nursing – face-to-face as well as distance nursing graduates may join/attend meetings.
- Graceland Student Education Association (GSEA)
- Houses: McKevit Manor – Social/Political student organization of the Undergraduate Face-to-Face Nursing program.
- Leadership positions: 17 House Council leadership positions, of those, five students serve as representatives on University committees.
- Work Study Positions: Five students (four from the Independence Campus and one student that Independences utilizes in the summer from the Lamoni Campus).
- Clubs and Organizations: National Student Nurses’ Association (NSNA) and (MONSA), Missouri Nursing Students’ Association, where undergraduate face-to-face students get the opportunity to attend regional and national conferences.

Housing

Occupancy on Lamoni Campus	Graybill	Gunsolley	Tess Morgan	Walker	Small & Thomas Apts.	College Houses	Tower Apts.	TOTAL Housing Capacity	Off Campus
Fall 2017									
Maximum	217	146	239	93	96	9	9	809	-
Actual*	182	115	173	57	96	6	7	636	265
% Occupancy	84%	79%	72%	61%	100%	43%	78%	78%	29%
Fall 2016									
Maximum	217	146	239	93	96	14	9	814	-
Actual*	167	111	200	70	97	7	4	656	291
% Occupancy	77%	76%	84%	75%	101%	50%	44%	81%	31%
Fall 2015									
Maximum	218	147	228	91	96	0	9	789	-
Actual*	207	143	211	89	94	0	9	753	275
% Occupancy	95%	97%	93%	98%	98%	0%	100%	95%	28%
Fall 2014									
Maximum	218	147	228	91	96	14	9	803	-
Actual*	207	138	213	87	96	13	9	763	286
% Occupancy	95%	94%	93%	96%	100%	93%	100%	95%	28%
Fall 2013									
Maximum	218	147	228	91	96	14	9	803	-
Actual*	184	131	210	84	95	13	8	725	295
% Occupancy	84%	89%	92%	92%	99%	93%	89%	90%	29%
Fall 2012									
Maximum	185	144	228	91	96	n/a	9	753	-
Actual*	160	122	186	78	96	n/a	9	651	273
% Occupancy	86%	85%	82%	86%	100%	n/a	100%	86%	30%
Fall 2011									
Maximum	184	140	228	91	n/a	n/a	9	652	-
Actual*	174	131	176	60	n/a	n/a	9	550	270
% Occupancy	95%	94%	77%	66%	n/a	n/a	100%	84%	30%

The actual occupancy was taken on the fall census date by Institutional Research.

Housing information: <http://www.graceland.edu/campus-life/housing-and-dining>.

Independence and Online - Housing Information

The Independence Campus is a non-residential campus and students relocating to this area will need to find their own housing.

Outcomes

National Survey of Student Engagement (NSSE)

Complete NSSE Report available upon request, contact InstitutionalResearch@graceland.edu. A five-year history of the NSSE results is not available. Graceland administers the NSSE on a two-year cycle for the Lamoni Campus. The format for the reports from 2015 administration changed significantly, making direct comparisons among administrations of the survey difficult. The next NSSE will be administered in Spring 2019.

Engagement Indicators		2015	2017
Academic Challenge	Higher-Order Learning First Year	40.0 --	35.4 --
	Higher-Order Learning Senior	42.3 --	39.8 --
	Reflective and Integrative Learning First Year	38.0 --	35.5 --
	Reflective and Integrative Learning Senior	40.9 --	39.7 --
	Learning Strategies First Year	41.5 --	36.7 --
	Learning Strategies Senior	42.8 --	31.6 ↓*
	Quantitative Reasoning First Year	29.5 --	28.6 --
	Quantitative Reasoning Senior	32.9 --	28.7 --
Learning w/Peers	Collaborative Learning First Year	35.5 --	36.0 --
	Collaborative Learning Senior	34.5 --	35.6 --
	Discussions with Diverse Others First Year	45.8 ↑*	46.6 ↑*
	Discussions with Diverse Others Senior	44.0 ↑	39.6 --
Interact w/Faculty	Student-Faculty Interaction First Year	27.6 ↑*	23.1 --
	Student-Faculty Interaction Senior	30.3 ↑	27.8 --
	Effective Teaching Practices First Year	38.9 --	35.3 ↓*
	Effective Teaching Practices Senior	43.5 --	40.3 --
Environment	Quality of Interactions First Year	42.4 --	39.8 --
	Quality of Interactions Senior	43.3 --	42.8 --
	Supportive Environment First Year	38.5 --	35.9 --
	Supportive Environment Senior	35.8 --	34.6 --

Key	↑* Significantly above peers, effect size ↑.3	↑ Significantly above peers, effect size ↓.3	-- No significant difference	↓ Significantly below peers, effect size ↓.3	↓* Significantly below peers, effect size ↑.3
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Benchmark institutions who also participate in NSSE:

Avila University	Central Methodist University
Benedictine College	Luther College
Central College	Wartburg College

Participation in High-Impact Practices (HIPs):

	2015	2017
First Year Participated in 1 HIP	67% ↑ peers (63%)	53% ↓ peers (67%)
First Year Participated in 2 or more HIPs	19% ↑ peers (11%)	10% = peers (10%)
Senior Participated in 1 HIP	96% ↑ peers (86%)	100% ↑ peers (94%)
Senior Participated in 2 or more HIPs	87% ↑ peers (67%)	85% ↑ peers (78%)

Source: NSSE17 Engagement Indicators in 2017

Research indicates that student learning improves when students experience six or more High-Impact Practices (HIPs), so Graceland will develop opportunities to enable undergraduates to experience at least six HIPs through the curriculum and co-curriculum. To learn more about High-Impact Practices (HIPs) click here: <http://leap.aacu.org/toolkit/high-impact-practices>.

Education Outcomes

Undergraduate degrees awarded by school or college July 1, 2016-June 30, 2017	
Sandage School of Business	53
School of Nursing	127
Gleazer School of Education	84
College of Liberal Arts and Sciences	111
Science and Math	35
Health and Movement Sciences	14
Humanities	12
Social Sciences	31
Visual and Performing Arts	19
Liberal Studies	15
	390

Undergraduate degrees awarded by school or college July 1, 2015-June 30, 2016	
Sandage School of Business	55
School of Nursing	104
Gleazer School of Education	69
College of Liberal Arts and Sciences	139
Science and Math	22
Health and Movement Sciences	32
Humanities	15
Social Sciences	40
Visual and Performing Arts	12
Liberal Studies	18
	368

Undergraduate degrees awarded by school or college July 1, 2014-June 30, 2015	
Sandage School of Business	68
School of Nursing	99
Gleazer School of Education	87
College of Liberal Arts and Sciences	137
Science and Math	31
Health and Movement Sciences	25
Humanities	18
Social Sciences	30
Visual and Performing Arts	15
Liberal Studies	18
	391

Undergraduate degrees awarded by school or college July 1, 2013-June 30, 2014	
Sandage School of Business	35
School of Nursing	82
Gleazer School of Education	85
College of Liberal Arts and Sciences	115
Science and Math	16
Health and Movement Sciences	27
Humanities	10
Social Sciences	27
Visual and Performing Arts	15
Liberal Studies	20
	317

Undergraduate degrees awarded by school or college July 1, 2012-June 30, 2013	
Sandage School of Business	50
School of Nursing	93
Gleazer School of Education	95
College of Liberal Arts and Sciences	110
Science and Math	23
Health and Movement Sciences	27
Humanities	10
Social Sciences	22
Visual and Performing Arts	10
Liberal Studies	18
	348

Undergraduate degrees awarded by school or college July 1, 2011-June 30, 2012	
Sandage School of Business	45
School of Nursing	93
Gleazer School of Education	92
College of Liberal Arts and Sciences	103
Science and Math	13
Health and Movement Sciences	30
Humanities	15
Social Sciences	21
Visual and Performing Arts	12
Liberal Studies	12
	333

Undergraduate degrees awarded by school or college July 1, 2010-June 30, 2011	
Sandage School of Business	57
School of Nursing	83
Gleazer School of Education	94
College of Liberal Arts and Sciences	101
Science and Math	19
Health and Movement Sciences	26
Humanities	14
Social Sciences	22
Visual and Performing Arts	20
Liberal Studies	23
	358

Graceland awarded the following **undergraduate** degrees during the timeframe on the tables above:

School of Business: Accounting, Agricultural Business, Business Administration, Economics, Organizational Leadership, and Sport Management.

School of Nursing: Bachelors of Science in Nursing and Health Care Management.

School of Education: Elementary Education. Students may earn endorsements in many content areas. Students may complete endorsements in mild/moderate special education at the elementary or secondary levels, K-12 endorsements or a secondary teacher education program.

Divisions in the College of Liberal Arts and Sciences:

Science and Math Division: Biology, Chemistry, Mathematics and Computer Science/Information Technology

Health and Movement Science Division: Athletic Training, Corrective Exercise and Performance Enhancement, Health, Physical Education, Recreation, and Wellness Program Management

Humanities Division: Communication, English, Publication Writing and Design, Religion, Religion and Philosophy, Web Design, and Liberal Studies

Social Sciences Division: Criminal Justice, History, Human Services, International Studies, and Psychology

Visual and Performing Arts Division: Studio Art, Visual Communications Art; Film, Theatre and Performance Studies, Music, and Theatre

First Destination Graduation and Beyond

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2016-17	2017-18
Job Placement Rate (full-time)	20.30%	46%	58%	66%	60%	76%	67.50%	84.45%	71.50%
Enrolled in program of Continuing Education	47.20%	61.90%	68%	8%	21%	1%	12.50%	11.50%	6.48%
Service (World Service Corps/other full-time volunteerism)	NA	NA	NA	NA	NA	2%	2.50%	0.51%	0.76%
% CAP Center users who are in jobs, internships, or continuing education 4 months after Graceland graduation.						97%	100%	NA	NA
Number of Responses	108	213	265	120	145	170	40	328	262

Source: Career, Academic and Personal Counseling (CAP) Center.

Internships - Students who obtained internships		
School/College	Number of Internships	Percent of Enrollment
School of Business	34	29%
School of Education	11	9%
College of Liberal Arts & Science	73	62%
Total	118	100%

2015-2016 academic year number of Graduates 345.

Total Overall graduates who had for credit internship experience, including student teaching, is 48% (166 of 345).

Total Overall graduates who had for credit internship experience, not including student teaching, is 25% (86 of 345).

Declared Major	Number of Internships	Requirement for the major
Accounting	1	No
Agricultural Business	2	Yes
Athletic Training	0	Yes
Biology	4	No
Business	15	No
Communication	6	Yes
Computer Science	3	No
Corrective Exercise & Performance En.	0	Yes
Criminal Justice	2	No
Elementary Education	11	Yes
Health	10	No
History	18	No
Human Services	4	No
International Business	0	No
Physical Education	14	No
Recreation	6	No
Sociology	0	No
Sport Management	16	Yes
Wellness Program Management	0	Yes

Source: CAP Center. Education students cannot be paid according to Iowa law.

College Basic Academic Subjects Examination (CBASE)

Total Pass Rate – Percentage is figured by the number of passing candidates divided by total number of candidates (in parenthesis).

Year	Centerville (IHCC) Elementary Education	Independence Elementary Education	Lamoni Campus Elementary Education	Lamoni Campus K12	Lamoni Campus Secondary Education	Trenton (NCCMC) Elementary Education	Overall "n"
2010-2011	93% (15)	92% (82)	96% (25)	90% (19)	100% (16)	92% (26)	183
2011-2012	88% (18)	96% (83)	91% (22)	75% (17)	84% (25)	88% (16)	181
2012-2013	92% (13)	97% (60)	83% (41)	100% (13)	90% (19)	90% (10)	156
2013-2014	100% (7)	96% (51)	63% (24)	73% (15)	100% (14)	91% (11)	122
2014-2015	100% (6)	85% (46)	66% (29)	60% (15)	88% (17)	92% (13)	126
2015-2016	Closed	86% (42)	63% (24)	55% (9)	100% (10)	100% (15)	100
2016-2017	Closed	75% (24)*	80% (26)	100% (2)	100% (6)	Closed	58

Source: Gleazer School of Education. Centerville and Trenton locations have been discontinued.

PRAXIS II (required for teacher licensure in Iowa)

The Praxis is a battery of two separate tests, and students must pass both to have a passing score and be eligible for Iowa teacher licensure. The pass rate displayed for 2016-17 records the unduplicated number of attempts to pass the Praxis battery vs the number of passes. In this calculation, passing the subject matter but not the pedagogy (or vice versa) would be recorded as an unsuccessful attempt.

Total Pass Rate – Higher Education Opportunity Act (HEOA) Title II Report

Academic Year	Number Taking Assessment	Number Passing Assessment	Graceland Pass Rate
2010-2011			86%
2011-2012			89%
2012-2013	78	69	88%
2013-2014	88	74	84%
2014-2015	125	98	78%
2015-2016	127	100	78%
2016-2017	124	69	56%

Source: Educational Testing Service (ETS). Total tests passed divided by total tests taken within the year. The 2017-2018 information is released by ETS in February 2018.

Nursing National Council Licensure Exam (NCLEX)

	BSN-RN Program	MSN/FNP
	NCLEX Pass Rate	Certification Rate
2011	92%	
2012	91%	
2013	92.50%	
2014	95.45%	96%
2015	88.70%	92%
2016	97%	86%
2017	TBD	TBD

The 2017 information is released in May of 2018.

Source: School of Nursing

Finances

Tuition

Tuition History Lamoni Campus							
	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13	2011-12
Tuition	\$ 27,500	\$ 26,440	\$ 25,420	\$ 24,570	\$ 23,180	\$ 22,330	\$ 21,490
Room	\$ 3,300	\$ 3,230	\$ 3,230	\$ 3,230	\$ 3,230	\$ 3,020	\$ 4,390
Board	\$ 5,180	\$ 5,050	\$ 4,870	\$ 4,830	\$ 4,660	\$ 4,560	\$ 2,920
Activity Fee	\$ 370	\$ 570	\$ 470	\$ 350	\$ 350	\$ 350	\$ 300
Technology Fee	\$ 240	NA	NA	NA	NA	NA	NA
Total	\$ 36,590	\$ 35,290	\$ 33,990	\$ 32,980	\$ 31,420	\$ 30,260	\$ 29,100

College Scorecard

In September of 2015, the Obama White House launched the [College Affordability and Transparency Center's College Scorecard](https://collegescorecard.ed.gov/), which provides information for use by students and parents in selecting a college. Information includes affordability, graduation rates, and income after graduation.

<https://collegescorecard.ed.gov/>

Fact Book Financial Information						10/6/2017
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
1 and 4 Tuition and Net Tuition by Program						
Undergraduate Programs						
Lamoni Tuition	18,784,082	19,431,531	22,573,699	23,944,489	23,884,736	23,694,301
Lamoni Summer School	64,114	34,235	69,186	111,326	111,104	69,701
Discount - Financial Aid	(11,513,557)	(11,715,372)	(13,550,626)	(14,278,801)	(14,804,144)	(14,529,443)
Net Lamoni Tuition	7,334,639	7,750,394	9,092,259	9,777,014	9,191,696	9,234,559
ACE Education Program	91,120	77,700	89,580	93,280	74,740	70,953
Education - Independence Tuition	1,224,569	1,163,932	962,979	994,751	1,036,988	860,606
Education - Centerville Tuition	207,390	204,338	182,725	139,830	83,485	-
Education - Trenton Tuition	397,365	259,632	243,797	192,319	218,890	192,794
BSN - RN - Independence Tuition	2,207,097	2,222,710	2,457,272	2,431,053	2,208,932	2,535,600
Discount - Financial Aid	(884,000)	(1,081,000)	(1,237,000)	(1,153,537)	(911,947)	(1,018,834)
Net BSN-RN Tuition	1,323,097	1,141,710	1,220,272	1,277,516	1,296,985	1,516,766
RN - BSN - Online Tuition	684,984	741,666	613,995	574,979	646,936	709,350
HCM - Online Tuition	65,545	98,175	66,016	46,671	50,258	80,325
CGCS General Education	348,205	407,351	476,621	454,205	449,335	624,034
CGCS Business Program	112,545	133,022	105,659	102,595	163,440	172,765
Total Undergraduate Tuition	24,187,016	24,774,292	27,841,529	29,085,498	28,928,844	29,010,429
Total Undergraduate Discount	(12,397,557)	(12,796,372)	(14,787,626)	(15,432,338)	(15,716,091)	(15,548,277)
Total Undergraduate Net Tuition	11,789,459	11,977,920	13,053,903	13,653,160	13,212,753	13,462,152
Graduate Programs						
M.Ed. - Cedar Rapids Tuition	150,105	108,300	77,025	-	-	-
M.Ed. - Independence Tuition	93,599	111,066	47,400	-	42,660	42,660
M.Ed. - Des Moines Tuition	107,220	55,080	-	-	-	-
M.Ed. - Collaborative Learning Tuition	271,603	181,794	212,267	316,535	275,940	547,983
M.Ed. - Quality Schools Tuition	1,060,061	858,004	598,319	614,165	485,809	354,063
M.Ed. - Special Education Tuition	203,424	176,274	155,835	62,291	37,532	112,250
Graduate Continuing Education	147,285	183,765	170,850	184,200	236,716	153,105
Total for GSOE	2,033,297	1,674,283	1,261,696	1,177,191	1,078,657	1,210,061
MSN Tuition	3,532,760	4,158,177	5,228,230	5,967,139	5,986,373	6,516,730
DNP Tuition	106,070	199,962	266,807	221,429	199,917	217,529
Total for SON	3,638,830	4,358,139	5,495,037	6,188,568	6,186,290	6,734,259
Seminary Tuition	71,782	64,791	72,133	87,137	74,433	99,064
Total Graduate Tuition	5,743,909	6,097,213	6,828,866	7,452,896	7,339,380	8,043,384
Total Net Tuition (SU, FA, SP)	17,533,368	18,075,133	19,882,769	21,106,056	20,552,133	21,505,536
2 Endowment Size Without SkillPath - May 31						
Total Endowment Assets	38,444,069	45,992,223	44,413,564	45,933,335	47,383,025	50,948,526
SkillPath Equity Assets	10,595,856	10,763,718	12,007,251	13,057,034	13,714,869	14,004,544
Endowment Size Without SkillPath	27,848,213	35,228,505	32,406,313	32,876,301	33,668,156	36,943,982
3 Net Assets - May 31 (in thousands)						
Change in Net Assets	(4,908)	9,857	(2,407)	(858)	(5,464)	8,298
Total net assets (beginning of year)	58,869	53,961	63,818	61,411	60,553	55,089
Return on Net Assets	(0.0834)	0.1827	(0.0377)	(0.0140)	(0.0902)	0.1506

Average Loan Debt

Loan Debt of Undergraduates	2016-17
Graduates who entered as first time first year	140
Graduates who took out loans	110
Total of loans	\$ 3,533,190
Median Indebtedness	\$ 29,532
Mean Indebtedness	\$ 32,120
Number with Federal Loans	109
Mean Federal Indebtedness	\$ 27,695

Lamoni Campus – Costs and Financial Aid

Tuition: Refer to www.graceland.edu/financial-aid/lamoni-campus-tuition

Financial Aid:

- 99% of residential students received aid of any type from any source.

Source: Student Financial Services

Additional consumer information may be found at: <http://www.graceland.edu/financial-aid/consumer-information>.

Independence and Online - Costs and Financial Aid

Tuition: Click here for either [Undergraduate](#) or [Graduate](#)

Financial Aid:

- Undergraduate: 89% of students received aid of any type from any source.
- Graduate: 74% of students received aid of any type from any source.

Source: Student Financial Services

Loan Default Rate

	2009	2010	2011	2012	2013	2014
Direct Student Loans	5.7%	10.9%	9.2%	8.7%	5.3%	7.9%

The Loan Default Rate is released three years behind the current year.



Includes Cash Gifts, Deferred, and Pledge donations. Source: Development Office.

Alumni Support

Year	Solicited	Donors	Participation
2010-11	9,538	1,524	15.98%
2011-12	9,171	1,472	16.05%
2012-13	9,973	1,946	19.51%
2013-14	10,204	2,096	20.54%
2014-15	9,481	1,859	19.61%
2015-16	11,103	1,980	17.84%
2016-17	12,369	1,817	14.68%

Includes Undergraduate and graduate students. Source: Development Office.

Glossary

Race/Ethnicity (definitions from the Common Data Set)

Nonresident alien: A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely. (Note: A person identifying as a non-resident alien may not be counted in the other categories below. These categories are reserved for U.S. citizens or legal residents alone.)

Hispanic or Latino: A person of Mexican, Puerto Rican, Cuban, South or Central American, or other Spanish culture or origin, regardless of race. (Note: Under IPEDS and CDS guidelines, if a person identifies as Hispanic, then that person *must* be identified as Hispanic, regardless of other racial or ethnic identification.)

American Indian or Alaska Native: A person having origins in any of the original peoples of North and South America (including Central America) and maintaining tribal affiliation or community attachment.

Asian: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

Black or African American: A person having origins in any of the black racial groups of Africa.

Native Hawaiian or Other Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

White: A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Race/ethnicity unknown: Category used to classify students or employees whose race/ethnicity is not known and whom institutions are unable to place in one of the specified racial/ethnic categories.

Student Categories (definitions from IPEDS)

Adjusted cohort (IPEDS) The result of removing any allowable exclusions from a cohort (or subcohort). For the Fall Enrollment component, it is the cohort for calculating retention rate; for the Graduation Rates component, this is the cohort from which graduation and transfer-out rates are calculated; and for the Outcome Measures component, these are the four cohorts (first-time, full-time; first-time, part-time; non-first-time, full-time; or non-first-time, part-time) for which outcomes rates are calculated at 4, 6, and 8 years' time.

Exclusions: deceased, permanently disabled, armed forces, foreign aid service of the federal government, or official church missions.

Applicant (IPEDS) An individual who has fulfilled the institution's requirements to be considered for admission (including payment or waiving of the application fee, if any) and who has been notified of one of the following actions: admission, nonadmission, placement on waiting list, or application withdrawn by applicant or institution.

Calculation of FTE students (using fall student headcounts): The number of FTE students is calculated based on fall student headcounts as reported by the institution on the **IPEDS** Enrollment (EF) component (Part A). The Full-Time Equivalent (headcount) of the institution's part-time enrollment is estimated by multiplying the factors noted below times the part-time headcount. These are then added to the full-time enrollment headcounts to obtain an FTE for all students enrolled in the fall. This formula is used to produce an FTE that is used annually in the Digest of Education Statistics.

Part-time undergraduate enrollment
Private (not-for-profit and for-profit) 4-year (.392857)
Part-time graduate enrollment
Private (not-for-profit and for-profit) 4-year (.382059)

Degree/certificate seeking students: (IPEDS) Students enrolled in courses for credit who are seeking a degree, certificate, or other formal award. This includes students who:

- received any type of federal financial aid, regardless of what courses they took at any time;
- received any state or locally based financial aid with an eligibility requirement that the student be enrolled in a degree, certificate, or transfer-seeking program; or
- obtained a student visa to study at a U.S. postsecondary institution.

High school students also enrolled in postsecondary courses for credit are **not considered** degree/certificate seeking.

First-time student: (CDS) A student attending any institution for the first time at the level enrolled. Includes students enrolled in the fall term who attended a postsecondary institution for the first time at the same level in the prior summer term. Also includes students who entered with advanced standing (college credit earned before graduation from high school).

First-time, first-year (freshmen) student: (CDS) A student attending any institution for the first time at the undergraduate level. Includes students enrolled in the fall term who attended college for the first time in the prior summer term. Also includes students who entered with advanced standing (college credits earned before graduation from high school).

Graceland's Code is "FF" for these students.

First-year student: (CDS) A student who has completed less than the equivalent of 1 full year of undergraduate work; that is, less than 30 semester hours (in a 120-hour degree program) or less than 900 contact hours.

Freshman: A first-year undergraduate student.

Full-time student (undergraduate): (CDS) A student enrolled for 12 or more semester credits, 12 or more quarter credits, or 24 or more contact hours a week each term. (Note: Graduate students are full-time when registered for five or more semester hours.)

Initial cohort (IPEDS) A specific group of individuals established for tracking purposes... For [some] component[s] of IPEDS, the initial cohort is only for full-time, first-time students. For [others], all undergraduates are placed in one of four initial cohorts: full-time, first-time; part-time, first-time; full-time, non-first-time; and part-time, non-first time.

Off-campus housing: (IPEDS) Any housing facility that is occupied by students but is not owned or controlled by the educational institution.

Part-time student (IPEDS) Undergraduate: A student enrolled for either less than 12 semester or quarter credits, or less than 24 contact hours a week each term. Graduate: A student enrolled for less than 9 semester or quarter credits.

Stop Out: (IPEDS) A student who left the institution and returned at a later date (one semester or more).

Faculty categories (from the IPEDS Glossary)

Adjunct instructional staff: Non-tenure track instructional staff serving in a temporary or auxiliary capacity to teach specific courses on a course-by-course basis. Includes both instructional staff who are hired to teach an academic degree-credit course and those hired to teach a remedial, developmental, or ESL course; whether the latter three categories earn college credit is immaterial. Excludes regular part-time instructional staff (who, unlike adjuncts are not paid on a course-by-course basis), graduate assistants, full-time professional staff of the institution who may teach individual courses (such as a dean or academic advisor), and appointees who teach non-credit courses exclusively.

Student-to-faculty ratio (IPEDS) The ratio of FTE students to FTE instructional staff, i.e., students divided by staff.

Students enrolled in "stand-alone" graduate or professional programs and instructional staff teaching in these programs are excluded from both full-time and part-time counts.

"Stand-alone" graduate or professional programs are those programs such as medicine, law, veterinary, dentistry, social work, or public health, in which faculty teach virtually only graduate-level students (also referred to as "independent" programs).

Each FTE value is equal to the number of full-time students/staff plus 1/3 the number of part-time students/staff.

Contact Information

Graceland University

Lamoni Campus | 1 University Place, Lamoni, IA 50140 | 866-Graceland

Independence Campus | 1401 W. Truman Road | Independence, MO 64050-3434 | 816-833-0524

Online Programs | distancelearning@graceland.edu | 800-833-0524

www.graceland.edu

Published by:

The mission of **Institutional Effectiveness** is to facilitate Graceland's ability to improve, to fully accomplish the Graceland mission (to create learning communities where students develop their potential for meaningful and productive lives) by engaging Graceland's many subunits in collaborative planning and by providing them with the data they need to effectively assess and review their effectiveness and to continually improve their quality and relevance.

The mission of **Institutional Research** is to enhance these efforts by providing reliable information and data to internal constituents for their analysis and to external constituents in order to demonstrate Graceland's integrity and/or to promote Graceland.

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https://my.graceland.edu/ICS/Resources/Institutional_Research/



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