



Graceland
UNIVERSITY | 1895

2018-2019 Fact Book

Revised 12-21-2018

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. 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. ([Interactive Campus Map](#))

- Mascot: Yellowjackets "STING"
- Colors: Gold and Blue
- Newspaper: [The Tower](#)
- Yearbook: [Acacia](#)
- Alumni Magazine: [Horizons](#)
- Radio Station: KBUZ ([Listen Here](#))
- 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.

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



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 26, 2018
Renewal Expires:	February 26, 2019



Graceland University's teacher undergraduate education program is approved by the Iowa Department of Education (<https://educateiowa.gov/sites/files/ed/documents/Directory%20Ed%20Prep%20Jan%202017.pdf>).

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: 2018 Pending
 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	1971
Most Recent Approval Date:	2018 Pending	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/program/graceland-university-bsn>

Missouri: See page 6 of <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 data will inform decision-making so that Graceland can continually build stronger student learning and support connections that are consistent with Graceland strategic priorities.

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 to 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 – 2019 **The Princeton Review** as a "Best Regional Colleges - Midwest":
<https://www.princetonreview.com/college-rankings?rankings=best-midwestern>

2017 - 2019 **Military Friendly**® School: <https://militaryfriendly.com/school/graceland-university/>

2016 – 2018 National Association of Intercollegiate Athletics (NAIA) **Champions of Character Five-Star Gold Institution**.
http://www.naia.org/fls/27900/1NAIA/championsofcharacter/NAIAChampionsofCharacter_NAIAFiveStarInstitutionsGold_2017-2018.pdf

Faculty/Teaching Staff

Fulbright Scholars currently at Graceland:

- 2012: Dr. Wilai 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/>.

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 2018.

Student to Faculty Ratio Trends			
Year	All Undergraduate Programs	Lamoni Campus Only	Independence and Online Undergraduate
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
2018-19	14:1	14:1	12:1

Source: CDS as of Fall 2018 lock date.
Calculations based on IPEDS requirements, using all instructors teaching a class in Fall 2018, regardless of the payroll or contract status. This includes ACE faculty, as well.

Race/Ethnicity of Full-Time Faculty Fall 2018	
Nonresident Alien	5
Hispanic/Latino	4
American Indian or Alaska Native	4
Asian	2
Black or African American	0
Native Hawaiian or Other Pacific Islander	2
White	64
Two or More Races	0
Unknown	1
Total	79

Undergraduate Faculty Fall 2018	Lamoni Campus			Independence and Online		
	Full-Time	Part-Time*	Lamoni Campus Total	Full-Time	Part-Time*	Independence & Online Totals
Instructional faculty	54	43	97	13	46	59
Members of minority groups	2	7	9	4	17	21
Women	21	22	43	11	31	42
Men	33	21	54	2	10	12
Nonresident aliens (international)	5	0	5	0	0	0
Doctorate or other terminal degree	45	12	57	6	21	27
Highest degree is a master's but not a terminal master's	9	24	33	6	24	30
Highest degree is a bachelor's	0	6	6	0	1	1
Highest degree is unknown or other	0	0	0	0	0	0
In stand-alone graduate/professional programs in which faculty teach virtually only graduate-level students	0	0	0	12	37	49

Source: CDS as of Fall 2018 lock date.

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
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
2018-19	79	17	16	33	16	20	36	3	7	10

Includes all locations of Graceland.

Admissions and All Incoming Classes

Undergraduate Enrollment	Full-Time					Part-Time					
Program	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	Grand Total
Lamoni	267	49	13	538	867	1	3	3	10	17	884
Independence Face to Face	0	9	3	125	137	0	1		4	5	142
Online	0	2	2	11	15	0	3	7	36	46	61
Nursing Combined	0	0	1	3	4	0	4	3	26	33	37
Grand Total	267	49	13	538	1023	1	11	13	76	101	1124

Not included: ACE Students.

Graduate Enrollment	Full-Time				Part-Time				
	New Graduates	Post Graduates	Continuing Graduates	Full-Time Total	New Graduates	Post Graduates	Continuing Graduates	Part-Time Total	Grand Total
Nursing Masters Combined	0	0	40	40	0	2	21	23	63
Online Masters	25	10	365	400	72	14	243	329	729
Online Doctoral	0	3	6	9	3	1	7	11	20
Grand Total	25	13	411	449	75	17	271	363	812

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.

FIRST-TIME, FIRST-YEAR (FRESHMAN) ADMISSION							
Applied, Admitted (Accepted), Enrolled							
	2012-13	2013-14	2014-15	2015-16	2016-2017	2017-18	2018-19
Total first-time, first-year (freshman) men who applied	873	1124	1301	1271	1548	1411	1445
Total first-time, first-year (freshman) women who applied	803	857	868	882	892	1389	1559
Total first-time, first-year (freshman) men who were admitted	420	567	670	605	699	742	775
Total first-time, first-year (freshman) women who were admitted	382	427	411	426	482	830	969
Total full-time, first-time, first-year (freshman) men who enrolled	122	183	184	168	140	145	126
Total part-time , first-time, first-year (freshman) men who enrolled	1	0	0	0	0	0	0
Total full-time, first-time, first-year (freshman) women who enrolled	109	143	98	121	116	109	141
Total part-time , first-time, first-year (freshman) women who enrolled	0	0	0	1	0	1	0

Source: CDS Section C for respective year.

Year	Incoming Enrollments
Fall 2012	330
Fall 2013	451
Fall 2014	376
Fall 2015	388
Fall 2016	330
Fall 2017	338
Fall 2018	336

Includes full- and part-time.

Median Admissions Criteria Trends				
Year	ACT	SAT	GPA	Class Rank
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
2018-19	21	1030	3.275	62
Trends				

Admissions Criteria Trends

First-time, First year Performance on Admissions Criteria		ACT	SAT	GPA	Class Rank
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
2018-19	Number	195	69	266	223
	Mean	20.92	1029	3.28	57.72
	Median	21	1030	3.275	62
	Mode	21	1070	3.52	75
	Range	14-35	780-1310	2.07-4.41	1-99

**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:

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

Source: AAC&U (Scobey, David (2016) Marginalized Majority: Nontraditional Students and the Equity Imperative, Diversity and Democracy, Association of American Colleges & Universities

<https://www.aacu.org/diversitydemocracy/2016/winter/scobey>

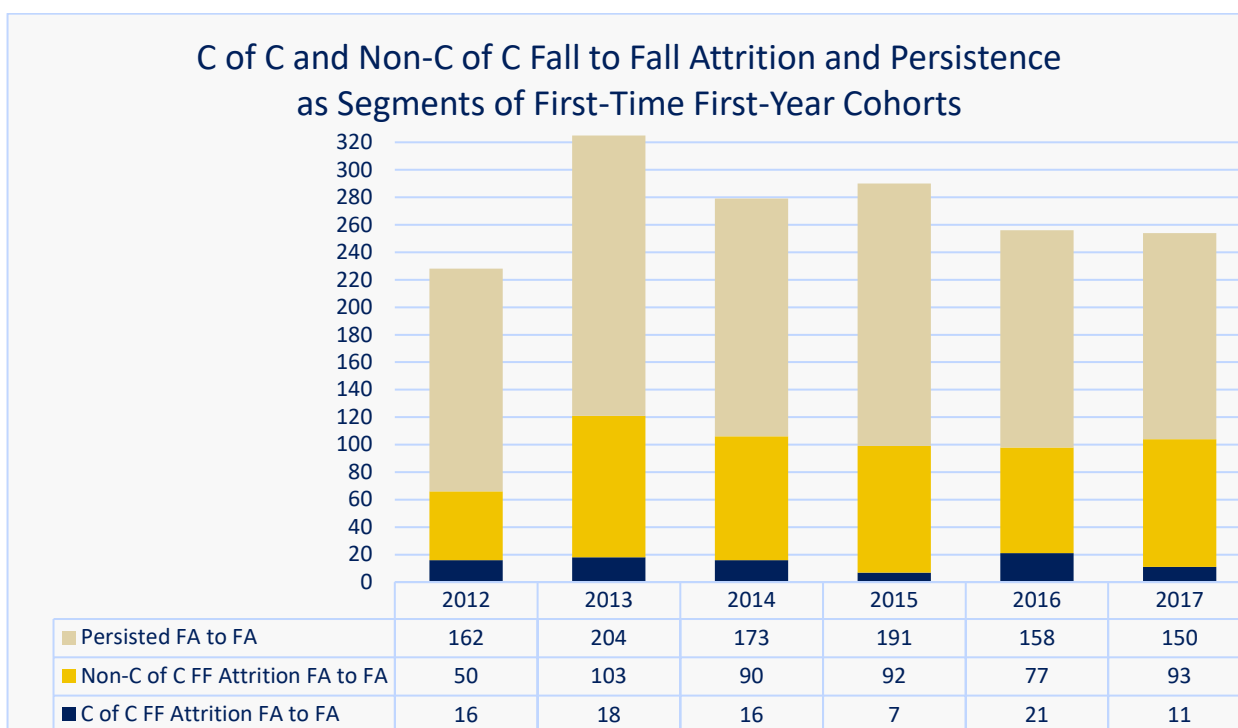
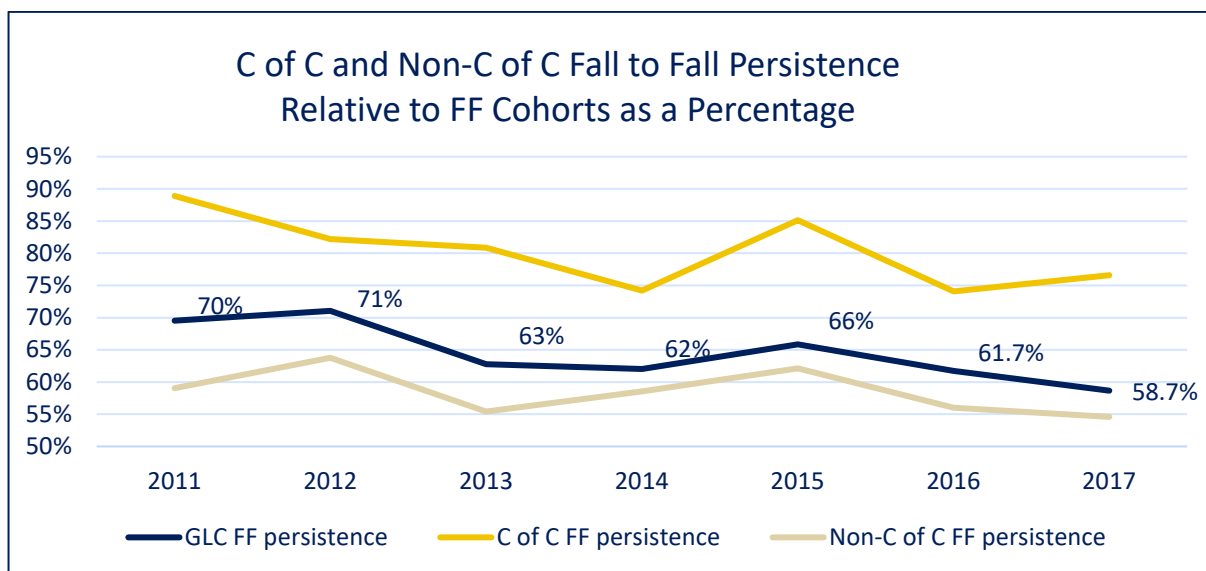
Year	Entry Status	Age	Minority	1st Gen.	Low Income	Age, Minority	Age, 1st Gen.	Age, Low Income	Minority, 1st Gen.	Minority, Low Income	1st Gen., Low Income	Age, Minority, 1st Gen.	Age, Minority, Low Income	Age, 1st Gen., Low Income	Minority, 1st Gen., Low Income	Age, Minority, 1st Gen., Low Income
2012-13	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
2018-19	First-time, first year	1	90	61	125	1	1	1	25	58	41	1	1	1	20	1
	New transfer	5	28	14	31	3	0	3	8	22	12	0	3	0	8	0

Retention

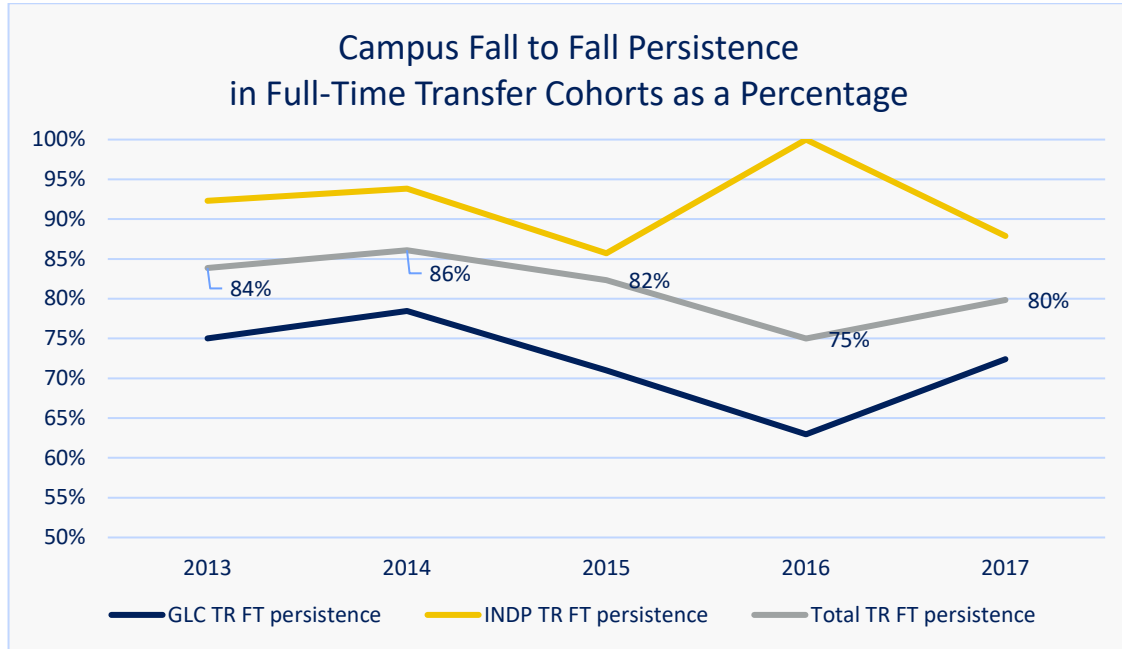
The Integrated Postsecondary Education Data System (IPEDS) requires that retention rates be calculated as a percentage of the first-time, full-time students in a given cohort who return for a second consecutive year at the same institution. A cohort is defined as all members of an incoming class in a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

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.

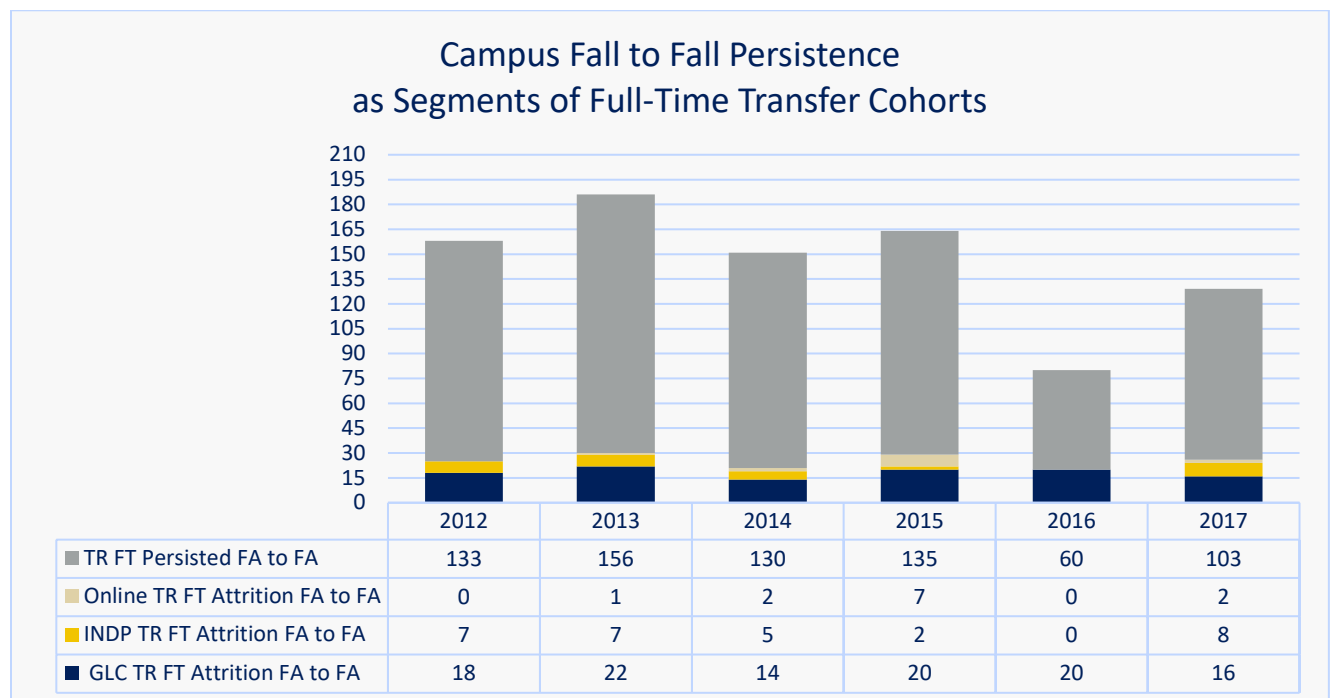
First-Time Freshmen



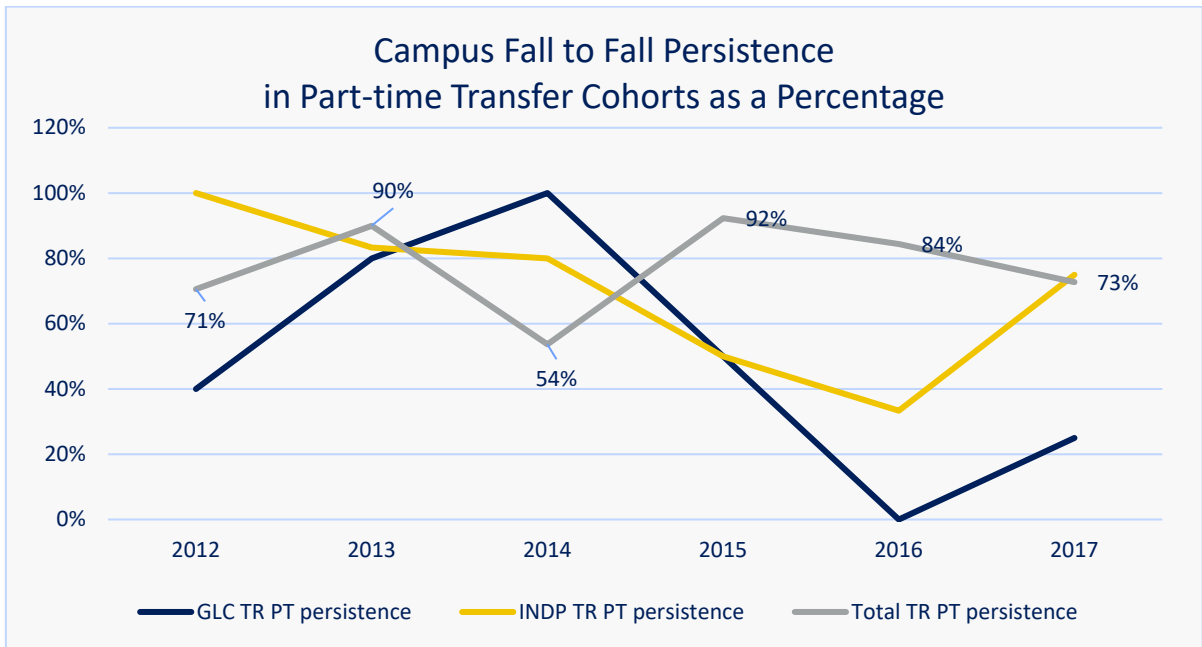
Retention - Transfer Students



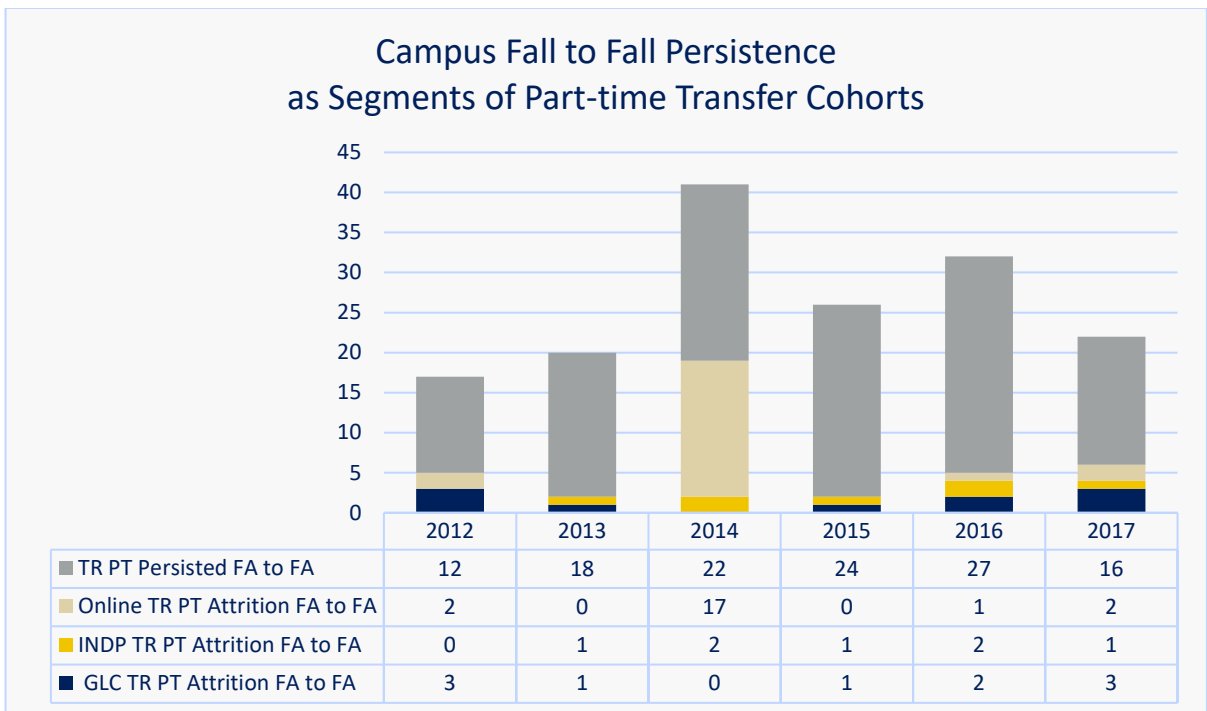
Independence (INDP) included Centerville and Trenton. Centerville closed after 2015-16 academic year and Trenton closed after 2016-17 academic year. Online part-time transfer students are not reflected in these charts. The years shown averaged two part-time online transfer students, with some years reporting zero.



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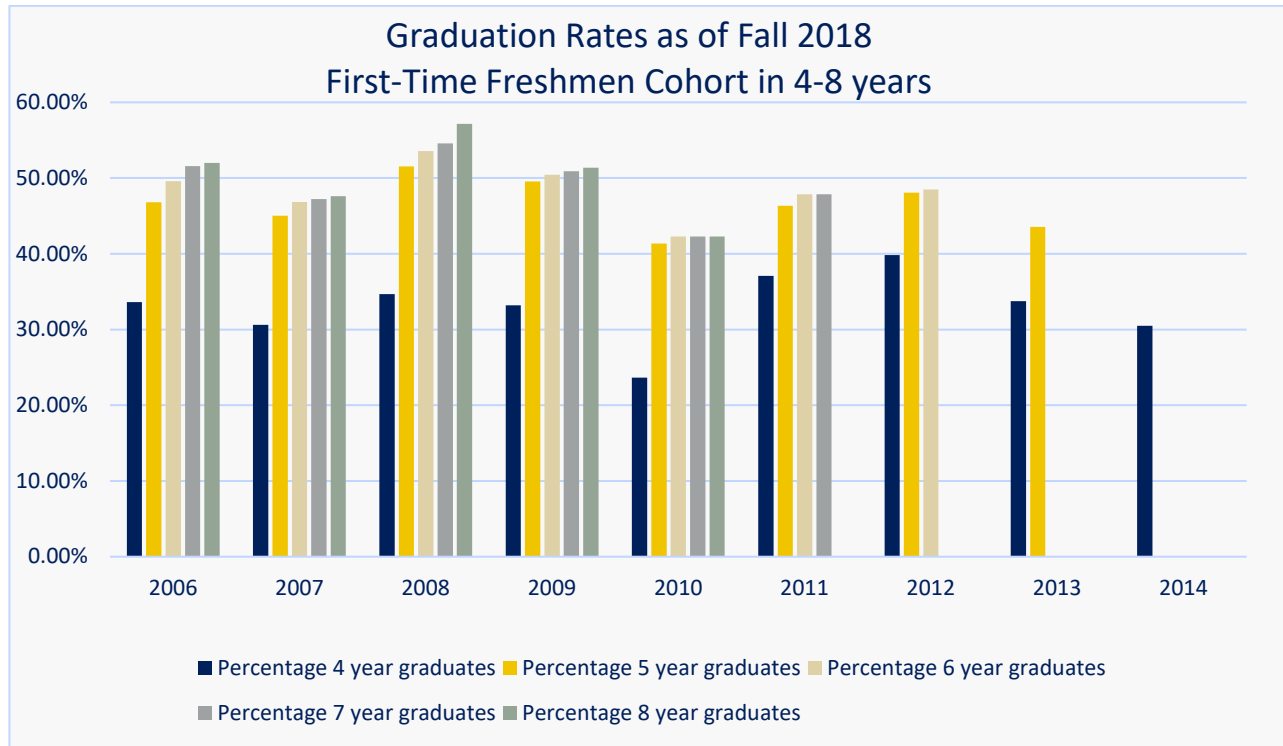


Independence (INDP) included Trenton and Centerville.

GLC = Graceland Lamoni Campus
 FT=Full-time; PT=Part-time
 TR=Transfer
 FA=Fall

Graduation Rates

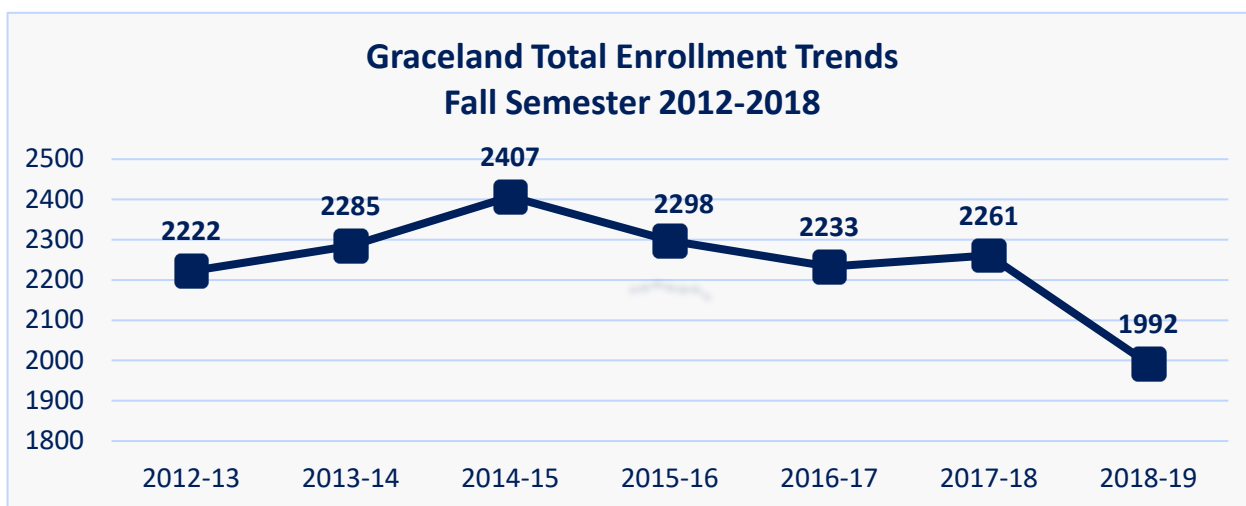
Lamoni Campus



Entering Cohort	Beginning Enrollment	First-to-Second Retention Rate	Graduated Within 4 Years	Graduated Within 5 Years	Graduated Within 6 Years
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%	48.48%
2013 Cohort	326	62.8%	33.74%	43.56%	
2014 Cohort	282	62.0%	30.50%		
2015 Cohort	289	65.9%			
2016 Cohort	256	61.7%			
2017 Cohort	255	58.7%			
2018 Cohort	267				

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

Enrollment



Entire Student Diversity

	Lamoni	Undergraduate Independence	Undergraduate Online	Graduate Online	ACE	Fall 2018 Total
Non-Resident Alien	55	1	0	2	0	58
Hispanic	101	7	5	31	0	144
American Indian	4	1	1	7	0	13
Asian	11	3	0	18	0	32
Black	100	8	2	39	0	149
Multi-racial	49	2	0	20	0	71
Pacific Islander	19	0	0	0	0	19
Unknown	18	5	12	120	54	209
White	527	115	78	575	2	1297
Total	884	142	98	812	56	1992

Includes full- and part-time.

High School Dual Enrollment, Accelerated College Education (ACE).

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).

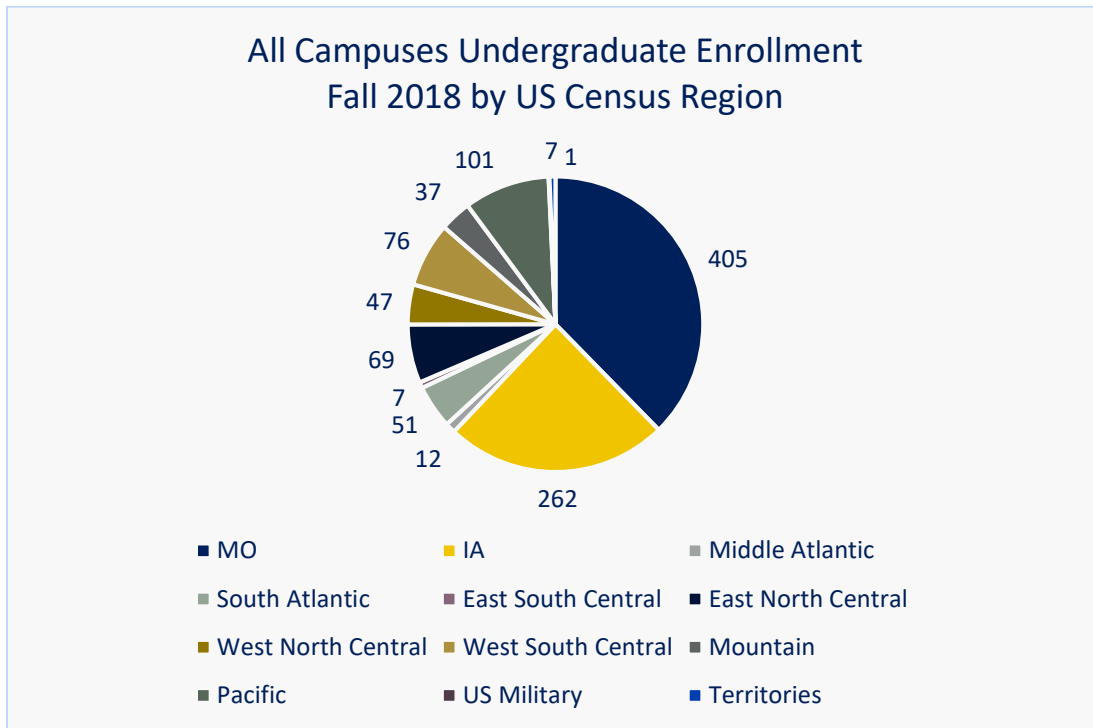
Year	From Iowa	From Arizona	From Other States	Total ACE Students	Percent who Enroll at Graceland
2012-13	129	0	11	145	7%
2013-14	124	0	11	124	9%
2014-15	178	0	0	178	7%
2015-16	165	16	0	181	3%
2016-17	134	9	1	144	3%
2017-18	183	9	2	194	3%
2018-19	53	0	3	56	TBD

Intentionally reduced ACE resources in 2017-18.

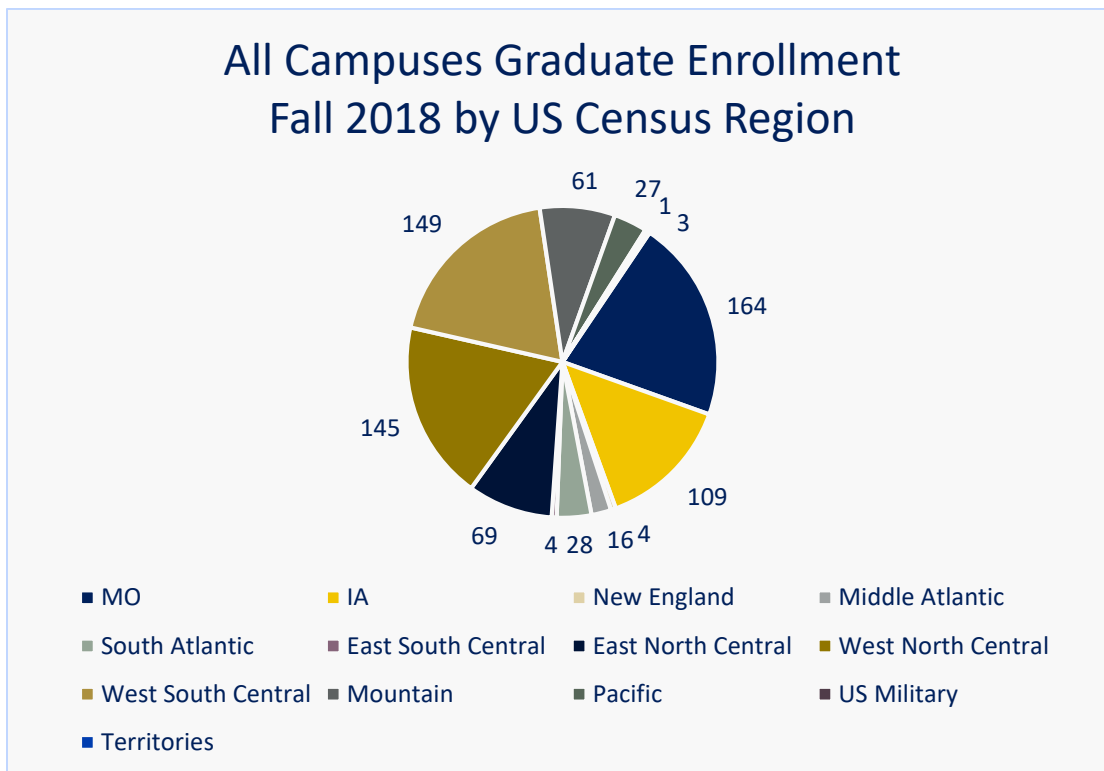
Graceland FTE Enrollment (by campus and distance programming)							
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Accelerated College Education (ACE)	56.96	48.71	69.93	71.11	56.57	76.61	22.00
Lamoni Undergraduate - New	318.46	443.71	365.68	380.71	327.57	331.32	331.75
Lamoni Undergraduate - Returning	607.64	597.29	662.04	624.04	624.11	579.89	541.93
Lamoni Campus Total	926.11	1041.00	1027.71	1004.75	951.68	911.21	873.68
GSOE Centerville Undergraduate	23.18	23.18	17.00	11.39	Closed	Closed	
GSOE Trenton Undergraduate	31.75	25.75	22.36	22.39	16	Closed	
BSN→RN	37.93	97.96	97.79	87.36	93.39	93.96	89.00
Business	9.54	4.96	2.18	0.00	0.00	0.00	0.00
Elementary Education	53.25	98.14	91.54	107.36	82.57	53.54	49.96
Liberal Studies	2.00	2.00	0.00	2.00	0.39	0.00	0.39
Other Major	0.39	1.00	0.00	0.39	0.00	0.39	0.00
Independence Undergraduate Total	158.04	253.00	230.86	230.89	192.36	147.89	139.36
RN→BSN	13.61	10.46	13.04	17.57	21.71	16.57	18.82
Business	0.00	11.93	11.54	15.50	13.68	12.46	10.11
Health Care Management	7.36	3.75	2.75	5.96	4.93	4.36	3.75
Online Undergraduate Total	20.96	26.14	27.32	39.04	40.32	33.39	32.68
RN→MSN	88.90	94.01	98.16	89.19	95.93	74.38	65.75
Combined Nursing Program	88.90	94.01	98.16	89.19	95.93	74.38	65.75
DNP	14.58	21.50	18.50	13.20	17.35	19.35	13.20
MSN	214.54	259.62	271.00	262.61	290.35	362.02	388.84
Nursing Certificates	25.57	26.72	35.84	18.37	25.46	27.32	36.37
MEd	154.64	123.88	133.55	104.50	114.64	140.69	83.75
Seminary	12.35	15.70	25.58	21.08	22.88	17.64	16.73
Online Graduate Total	421.69416	447.415051	484.471523	419.763877	470.674172	567.013004	538.90006
GSOE Cedar Rapids Graduate	14	Closed	Closed	Closed	Closed	Closed	Closed
GSOE Camp Dodge Graduate	Closed	Closed	Closed	Closed	Closed	Closed	Closed
GSOE Des Moines Graduate	9	Closed	Closed	Closed	Closed	Closed	Closed
INDP Graduate	47.97	22	0	8	8	0	0
Face to Face GSoE Graduate Total	70.97	22	0	8	8	0	0
Graceland University FTE Enrollments	1743.64	1932.29	1938.46	1862.74	1815.53	1810.50	1672.37

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.

Lamoni Campus Population: 40 states and 20 countries.

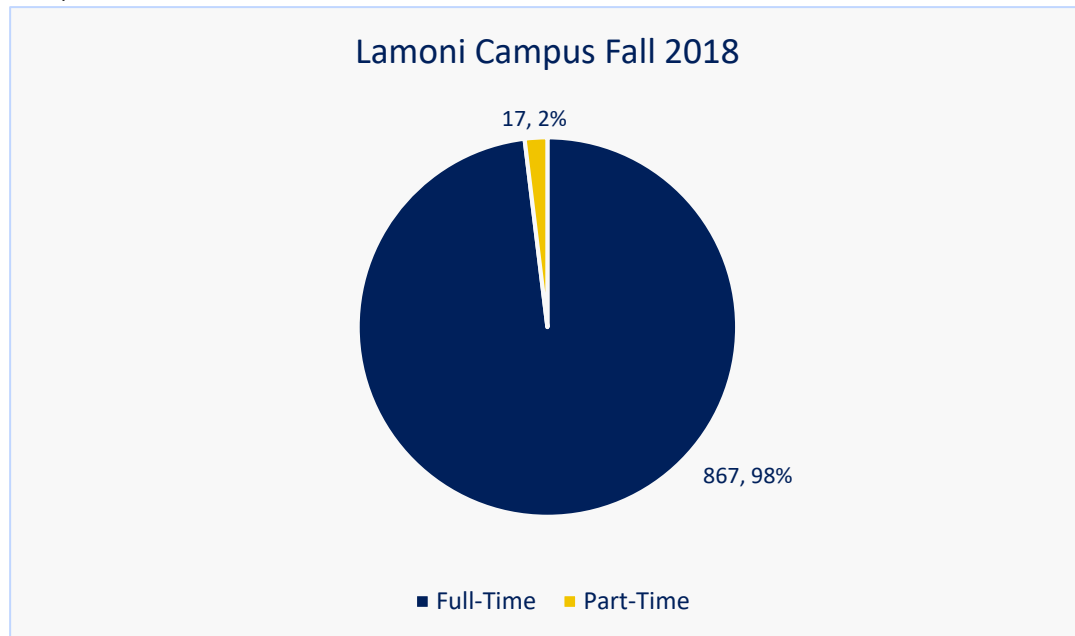


Not included: ACE Students.



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

Lamoni Campus – Enrollment



Lamoni Campus – Non-Resident Alien Student Trends

Year	Non-Resident Alien	Total	Percentage
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%

Non-Resident Alien is based on student visa status. Includes: full- and part-time.

Lamoni Campus – Student Gender Trends

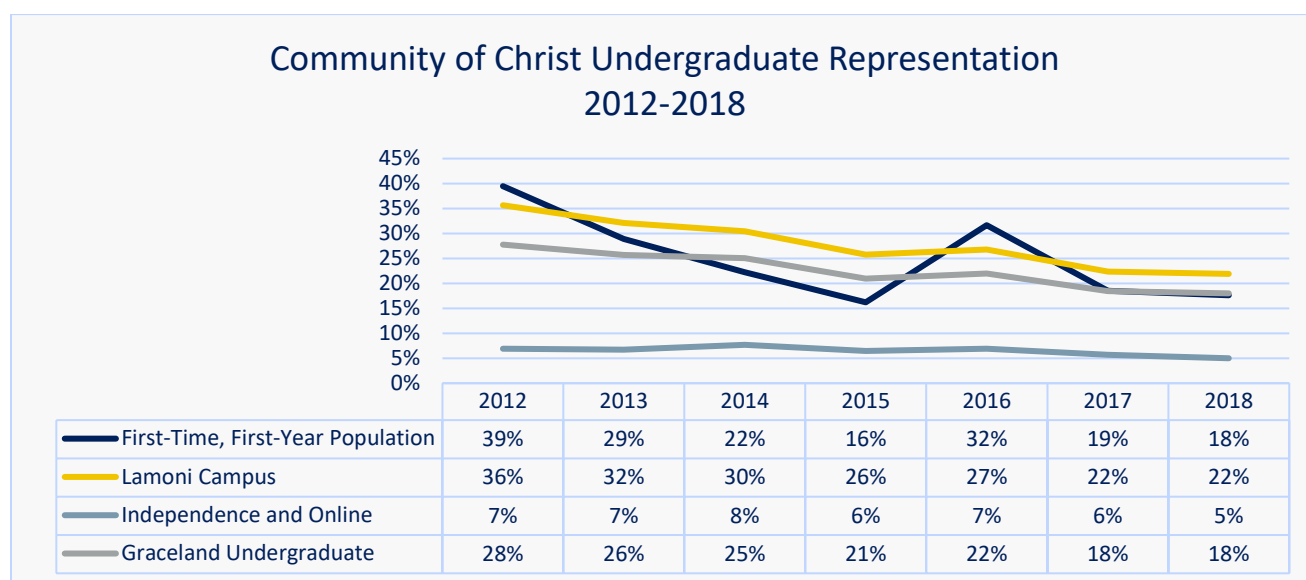
Year	Male	Female	Total	Male to Female Ratio
2012-13	514	437	951	54% male, 46% female
2013-14	579	479	1058	55% male, 45% female
2014-15	605	447	1052	58% male, 42% female
2015-16	574	452	1026	56% male, 44% female
2016-17	508	452	960	53% male, 47% female
2017-18	430	497	927	46% male, 54% female
2018-19	449	435	884	51% male, 49% female

Includes: full- and part-time.

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

Year	Male	Female	Total	Male to Female Ratio
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
2018-19	126	142	268	47% male, 53% female

Includes: full- and part-time.



Religious affiliation is self-reported. The FF population in 2017 and 2018 reported a specific religious denomination at a lower rate than previous years.

Lamoni Campus – Student Diversity Trends

Year	Race/Ethnic Diversity*	White	Non-Resident Aliens	Unknown	Total Students
2012-13	245 (26%)	559 (59%)	104 (11%)	43 (5%)	951
2013-14	286 (27%)	630 (60%)	101 (10%)	41 (4%)	1058
2014-15	289 (27%)	630 (60%)	88 (8%)	45 (4%)	1052
2015-16	318 (31%)	582 (57%)	71 (7%)	55 (5%)	1026
2016-17	321 (33%)	557 (58%)	32 (3%)	50 (5%)	960
2017-18	338 (37%)	531 (57%)	27 (3%)	31 (3%)	927
2018-19	357 (40%)	527 (60%)	55 (6%)	18 (2%)	884

*Students who self-identify as African American, Hispanic, Asian, Pacific Islander, Native American or multi-racial. Includes: full- and part-time. The ethnicity code can be changed by the student anytime.

Academics

<p>Lamoni Campus</p> <ul style="list-style-type: none"> • Undergraduate Majors: 28 • Undergraduate Minors: 25 • Pre-Professional Recommendations: 9 • Undergraduate Certificates: 1 <p>Refer to the Graceland online undergraduate catalog for a complete list.</p>	<p>Independence and Online</p> <ul style="list-style-type: none"> • Doctorate Programs: 1 • Masters Programs: 3 (includes 8 majors) • Graduate Certificate Programs: 5 • Undergraduate Majors: 6 <p>Refer to the Graceland online graduate catalog for a complete list.</p>
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Programs with Highest Number of Declared Majors

All Graceland	
Nursing	240
Business Administration	166
Elementary Education	128
Biology	79
Sport Management	65
Psychology	65
Computer Science & Info Technology	46
Corrective Exercise & Performance Enhance*	42
Criminal Justice	42

Lamoni Campus Only	
Business Administration	145
Biology	79
Elementary Education	69
Sport Management	65
Psychology	65
Nursing	50
Computer Science & Info Technology	46
Corrective Exercise & Performance Enhance*	42
Criminal Justice	42

Independence and Online Only	
Nursing	190
Elementary Education	59
Organizational Leadership	22
Business Scholars' Certificate	21
Health Care Management*	8

*These programs closed and are being taught out.

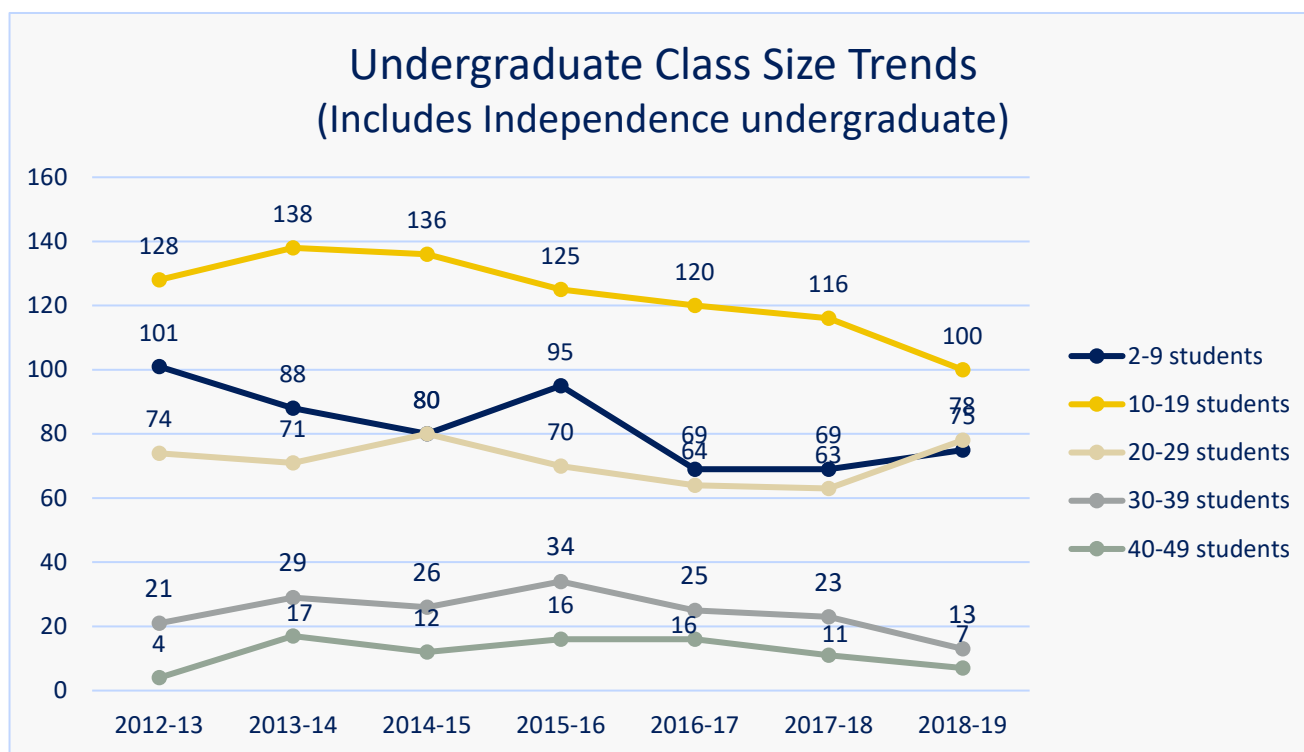
This is a duplicated headcount. (i.e., One student may be counted in two majors, such as Psychology and Sport Management.)

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
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
2018-19	4,975	308	13,233	753	17.57
Grand Total	38,260	2,301	98,610	5,543	NA
<i>Eight-Year Average</i>	5,466	329	14,087	792	17.81

Includes full- and part-time. The numbers above indicate enrollment and course offerings for the fall semesters. Classes designated as Applied Music, Clinic, Exhibition, and Special Schedule are excluded.



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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Student Athletes, <u>excluding</u> coaches and managers	537	599	617	605	518	494	549
Percent of Student Athletes - <u>excluding</u> coaches and managers	56%	57%	59%	59%	54%	53%	62%
All Student Athletes, <u>including</u> coaches and managers	567	631	655	605	555	560	581
Percent of Student Athletes - <u>including</u> coaches and managers	60%	60%	62%	59%	58%	60%	66%

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

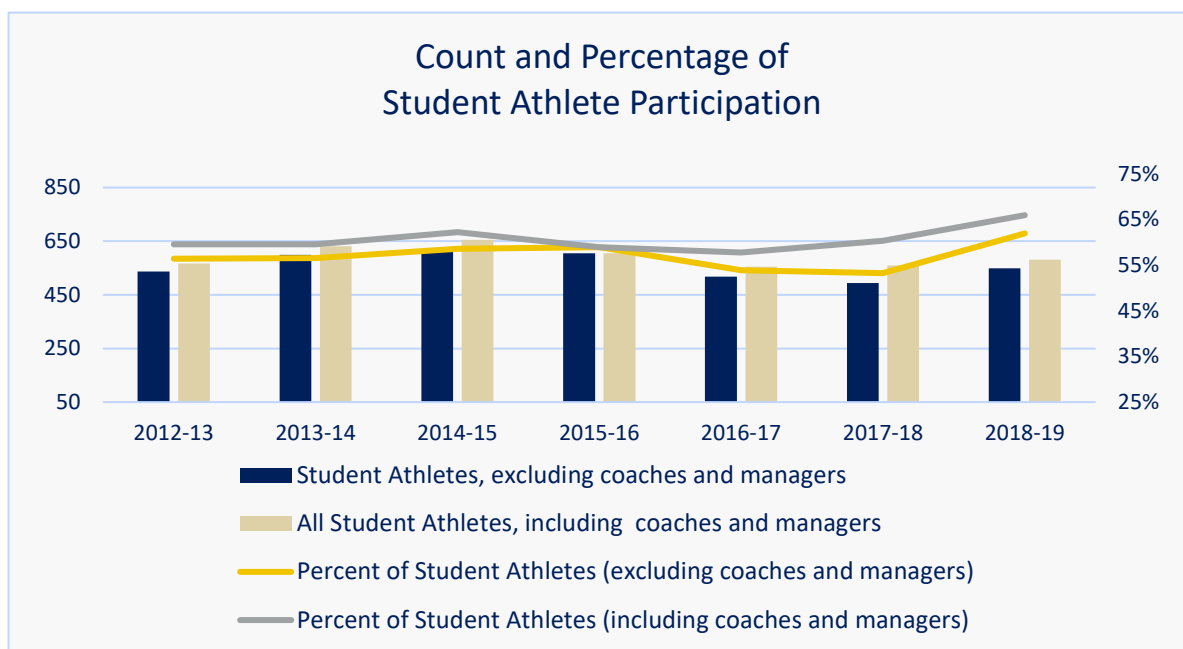
Athletic Teams for more information, visit the Graceland Athletics Web site at www.gujackets.com.

- 20 Varsity
- 11 Junior Varsity

Source: Graceland University Athletics



All of Graceland's student athletes sign a character pledge and participate in program that is designed to help participants balance moral and social reasoning by keeping the core values of integrity, respect, responsibility, sportsmanship, and servant leadership at the heart of the athletics experience. Since 2016, Graceland University has won distinction as a NAIA [**Champions of Character Five-Star Gold Institution**](#).

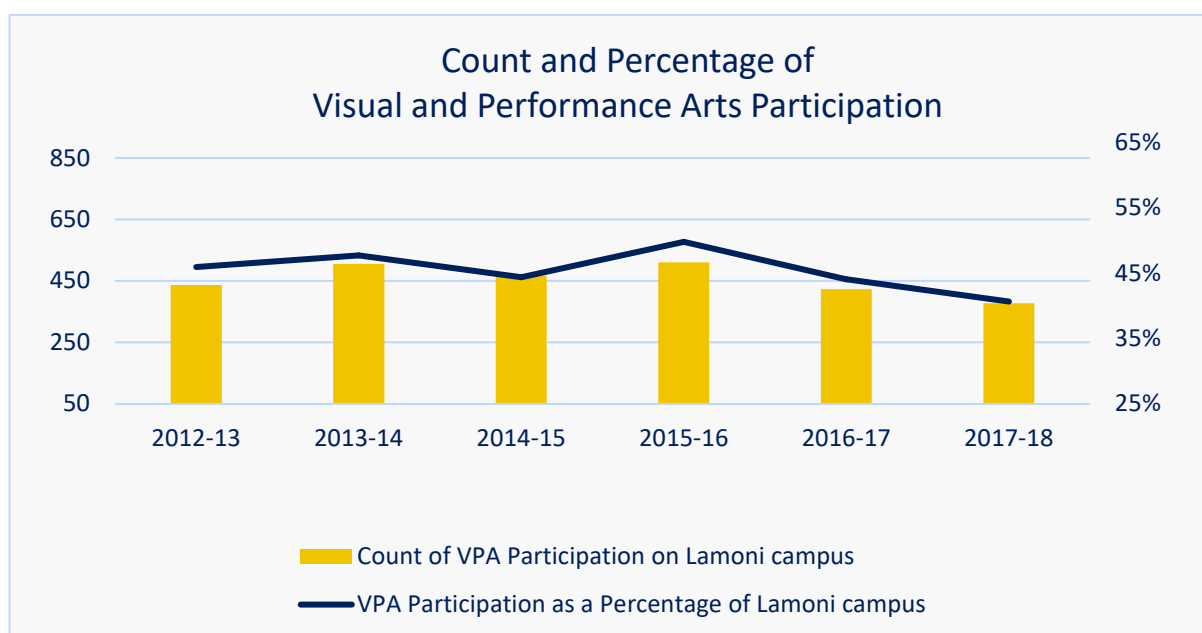


A student-athlete is any student who has had **eligibility checked** for a sport for a given year, excluding student coaches and managers. Students are counted only once regardless of how many sports they participate in.

Undergraduate Student Engagement in Visual and Performing Arts

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Non-VPA Majors in Drama Performances	35	59	48	79	32	39
VPA Performance Classes	402	446	419	432	391	338
Count of VPA Participation on Lamoni campus	437	505	467	511	423	377
VPA Participation as a Percentage of Lamoni campus	46%	48%	44%	50%	44%	41%

Includes full- and part-time. The table and chart were revised from 2017-18 Fact Book to report the unduplicated count of VPA performance course enrollment and unduplicated drama performance and stage work.



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: 44 (Link: <http://www.graceland.edu/campus-life/get-involved>)
- Leadership Positions: 284
- Enactus Participation: 78 (distinct students enrolled in the course). Wider participant on projects includes another 39 students.
- Work Study Positions Available: 711
- Houses: 16 (Learn more: <http://www.graceland.edu/campus-life/house-social-system>)

Intramurals

In the spring of 2016, the intramural program implemented a tool to track the number of students participating in intramurals.

	2017-18	2016-17
Number of Participating Students	566	598

Unduplicated count of students.

- 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: Co-Ed
- Sand Volleyball: Co-Ed Teams
- 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
- House Water Games for Welcome Week
- Softball: A & B leagues for men – women’s league
- Four Square: Co-Ed
- Pool: Provided opportunity for students to be involved in a tournament
- Ping-Pong: Provided opportunity for students to be involved in a tournament
- Golf: All students can elect to golf, at no charge, at the local golf course
- Quidditch: Co-Ed

2016-17 Intramural Teams	2015-16 Intramural Teams	2014-15 Intramural Teams
Basketball: A, B & C leagues men; A & B leagues women	Basketball	Basketball
Volleyball: A & B leagues for men and women; Co-Ed Teams for Final Fling	Dodge Ball	Flag Football
Tapeball: Brother/Sister House; Final Fling Co-Ed Teams	Flag Football	Soccer: Co-Ed
Soccer: Co-Ed	Soccer: Co-Ed	Ping Pong
Flag Football: A & B leagues men & women leagues	Tape Ball	Pool
Dodgeball – Brother/Sister House	Volleyball	Sand Volleyball
Kickball: Brother/Sister House	Kickball	Softball
Ultimate Frisbee: Co-Ed as well as Final Fling Co-Ed	Ultimate Frisbee	Table Tennis
Glow in the Dark Dodgeball: Co-Ed	Volleyball Co Ed	Tape Ball
Glow in the Dark Capture the Flag: Brother/Sister House		Volleyball 6 Person
Water Games for Welcome Week		Volleyball Co Ed 4 Person
Softball: A & B leagues for men; women’s league		

Source: Coordinator of Special Programs

Student Work Study

Total Employed By Campus					
	2013-14	2014-15	2015-16	2016-17	2017-18
Lamoni	714	729	592	627	618
Independence	33	23	16	10	10

Employed On Federal Work-Study					
	2013-14	2014-15	2015-16	2016-17	2017-18
Lamoni	328	155	270	309	273
Independence	9	5	6	7	4

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 Available: 8
- 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 Information

Occupancy on Lamoni Campus	Graybill	Gunsolley	Tess Morgan	Walker	Small & Thomas Apts.	College Houses	Tower Apts.	TOTAL Housing Capacity	Off Campus*
Fall 2018									
Maximum	217	146	239	93	102	13	n/a	810	-
Actual*	168	109	187	71	98	12	n/a	645	222
Occupancy	77%	75%	78%	76%	96%	92%	n/a	80%	26%
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%

* The percentage of Off Campus students shows the percentage of the full-time Lamoni campus students who had permission to live off campus. Source: Residence Life.

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

The Independence Campus is a non-residential campus.

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) visit: <http://leap.aacu.org/toolkit/high-impact-practices>.

Degrees Awarded by Year, 2011-12 to 2017-18

Undergraduate degrees awarded by school or college July 1, 2017-June 30, 2018		Undergraduate degrees awarded by school or college July 1, 2016-June 30, 2017	
Sandage School of Business	71	Sandage School of Business	53
School of Nursing	102	School of Nursing	127
Gleazer School of Education	37	Gleazer School of Education	84
College of Liberal Arts and Sciences	121	College of Liberal Arts and Sciences	111
Science and Math	18	Science and Math	35
Health and Movement Sciences	29	Health and Movement Sciences	14
Humanities	20	Humanities	12
Social Sciences	36	Social Sciences	31
Visual and Performing Arts	8	Visual and Performing Arts	19
Liberal Studies	10	Liberal Studies	15
	331		390

Undergraduate degrees awarded by school or college July 1, 2015-June 30, 2016		Undergraduate degrees awarded by school or college July 1, 2014-June 30, 2015	
Sandage School of Business	55	Sandage School of Business	68
School of Nursing	104	School of Nursing	99
Gleazer School of Education	69	Gleazer School of Education	87
College of Liberal Arts and Sciences	139	College of Liberal Arts and Sciences	137
Science and Math	22	Science and Math	31
Health and Movement Sciences	32	Health and Movement Sciences	25
Humanities	15	Humanities	18
Social Sciences	40	Social Sciences	30
Visual and Performing Arts	12	Visual and Performing Arts	15
Liberal Studies	18	Liberal Studies	18
	368		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, Social Media Marketing, and Sport Management.

School of Nursing: Bachelor 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, Liberal Studies, and Psychology.

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

Beyond Graduation

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Job Placement Rate (full-time)	66%	60%	76%	66%	84%	72%	85%
Enrolled in program of Continuing Education	8%	21%	1%	7%	12%	6%	4%
Service (World Service Corps/other full-time volunteerism)	NA	NA	2%	2.90%	0.51%	0.76%	1.32%
% CAP Center users who are in jobs, internships, or continuing education 4 months after Graceland graduation.	NA	NA	97%	100%	NA	NA	NA
Number of Responses	120	145	170	171	328	262	227

Source: Career Services.

Internships - Students who obtained internships		
School/College	Number of Internships	Percent of Enrollment
School of Business	57	10%
School of Education	8	1%
College of Liberal Arts & Science	73	13%
Total Internships for 2017-18	138	24%

Source: Career Services. 2017-18 academic year number of students enrolled on Lamoni campus 568.

Total Overall students enrolled on Lamoni campus who had for credit internship experience, including student teaching, is 24% (138 of 568).

Total Overall students enrolled on Lamoni campus who had for credit internship experience, not including student teaching, is 23% (130 of 568).

Declared Major	Number of Internships	Requirement for the major
Accounting	2	No
Agricultural Business	8	Yes
Athletic Training	0	Yes
Biology	1	No
Business	31	No
Communication	4	Yes
Computer Science	7	No
Corrective Exercise & Performance En.	0	Yes
Criminal Justice	2	No
Elementary Education	8	Yes
Health	7	No
History	16	No
Human Services	0	No
International Business	0	No
Physical Education	20	No
Recreation	4	No
Sociology	0	No
Sport Management	16	Yes
Wellness Program Management	0	Yes

Source: Career Services. Internships for 2017-18. 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).

Academic 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"
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
2017-2018	Closed	90% (26)	59% (13)	75% (3)	86% (6)	Closed	48

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

*This number is greatly reduced by the number of students waived by passing the MOGEA.

PRAXIS II (required for teacher licensure in Iowa)

Students must pass two separate Praxis tests to earn Iowa teacher licensure. Beginning with 2016-17, the pass rate displayed records the unduplicated number of attempts. 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
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%
2017-2018*	59	35	59%

Source: Educational Testing Service (ETS). Total tests passed divided by total tests taken within the year.

*Prior to 2016-17 the count reflects each attempt to pass; after 2016-17, the count reflects students, not attempts to pass.

The 2018-2019 information will be by ETS in February 2019.

Nursing National Council Licensure Exam (NCLEX)

	BSN-RN Program	MSN/FNP
	NCLEX Pass Rate	Certification Rate
2012	91%	
2013	92.50%	
2014	95.45%	96%
2015	88.70%	92%
2016	97%	86%
2017	75%	88%
2018	TBD	TBD

The 2018 information is released in May of 2019.

Source: School of Nursing

Financial

Tuition History for Lamoni Campus							
	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13
Tuition	\$ 28,600	\$ 27,500	\$ 26,440	\$ 25,420	\$ 24,570	\$ 23,180	\$ 22,330
Room	\$ 3,370	\$ 3,300	\$ 3,230	\$ 3,230	\$ 3,230	\$ 3,230	\$ 3,020
Board	\$ 5,390	\$ 5,180	\$ 5,050	\$ 4,870	\$ 4,830	\$ 4,660	\$ 4,560
Activity Fee	\$ 370	\$ 370	\$ 570	\$ 470	\$ 350	\$ 350	\$ 350
Technology Fee	\$ 270	\$ 240	NA	NA	NA	NA	NA
Total	\$ 38,000	\$ 36,590	\$ 35,290	\$ 33,990	\$ 32,980	\$ 31,420	\$ 30,260

College Scorecard

The U.S. Department of Education maintains the College Affordability and Transparency Center's College Scorecard, 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	10/12/2018					
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
1 and 4 Tuition and Net Tuition by Program						
Undergraduate Programs						
Lamoni Tuition	19,431,531	22,573,699	23,944,489	23,884,736	23,694,301	23,214,778
Lamoni Summer School	34,235	69,186	111,326	111,104	69,701	64,293
Discount - Financial Aid	(11,715,372)	(13,550,626)	(14,278,801)	(14,804,144)	(14,529,443)	(15,112,265)
Net Lamoni Tuition	7,750,394	9,092,259	9,777,014	9,191,696	9,234,559	8,166,806
ACE Education Program	77,700	89,580	93,280	74,740	70,953	84,420
Education - Independence Tuition	1,163,932	962,979	994,751	1,036,988	860,606	575,032
Education - Centerville Tuition	204,338	182,725	139,830	83,485	-	-
Education - Trenton Tuition	259,632	243,797	192,319	218,890	192,794	-
BSN - RN - Independence Tuition	2,222,710	2,457,272	2,431,053	2,208,932	2,535,600	2,660,980
Discount - Financial Aid	(1,081,000)	(1,237,000)	(1,153,537)	(911,947)	(1,018,834)	(1,026,037)
Net BSN-RN Tuition	1,141,710	1,220,272	1,277,516	1,296,985	1,516,766	1,634,943
RN - BSN - Online Tuition	741,666	613,995	574,979	646,936	709,350	763,065
HCM - Online Tuition	98,175	66,016	46,671	50,258	80,325	71,460
CGCS General Education	407,351	476,621	454,205	449,335	624,034	547,845
CGCS Business Program	133,022	105,659	102,595	163,440	172,765	125,051
Total Undergraduate Tuition	24,774,292	27,841,529	29,085,498	28,928,844	29,010,429	28,106,924
Total Undergraduate Discount	(12,796,372)	(14,787,626)	(15,432,338)	(15,716,091)	(15,548,277)	(16,138,302)
Total Undergraduate Net Tuition	11,977,920	13,053,903	13,653,160	13,212,753	13,462,152	11,968,622
Graduate Programs						
M.Ed. - Cedar Rapids Tuition	108,300	77,025	-	-	-	-
M.Ed. - Independence Tuition	111,066	47,400	-	42,660	42,660	-
M.Ed. - Des Moines Tuition	55,080	-	-	-	-	-
M.Ed. - Collaborative Learning Tuition	181,794	212,267	316,535	275,940	547,983	496,107
M.Ed. - Quality Schools Tuition	858,004	598,319	614,165	485,809	354,063	341,438
M.Ed. - Special Education Tuition	176,274	155,835	62,291	37,532	112,250	135,915
Graduate Continuing Education	183,765	170,850	184,200	236,716	153,105	166,343
Total for GSOE	1,674,283	1,261,696	1,177,191	1,078,657	1,210,061	1,139,803
MSN Tuition	4,158,177	5,228,230	5,967,139	5,986,373	6,516,730	7,680,981
DNP Tuition	199,962	266,807	221,429	199,917	217,529	234,134
Total for SON	4,358,139	5,495,037	6,188,568	6,186,290	6,734,259	7,915,115
Seminary Tuition	64,791	72,133	87,137	74,433	99,064	99,752
Total Graduate Tuition	6,097,213	6,828,866	7,452,896	7,339,380	8,043,384	9,154,670
Total Net Tuition (SU, FA, SP)	18,075,133	19,882,769	21,106,056	20,552,133	21,505,536	21,123,292
2 Endowment Size Without SkillPath - May 31						
Total Endowment Assets	45,992,223	44,413,564	45,933,335	47,383,025	50,948,526	53,339,822
SkillPath Equity Assets	10,763,718	12,007,251	13,057,034	13,714,869	14,004,544	12,002,880
Endowment Size Without SkillPath	35,228,505	32,406,313	32,876,301	33,668,156	36,943,982	41,336,942
3 Net Assets - May 31 (in thousands)						
Change in Net Assets	9,857	(2,407)	(858)	(5,464)	8,599	6,124
Total net assets (beginning of year)	53,961	63,818	61,411	60,553	55,089	63,388
Return on Net Assets	0.1827	(0.0377)	(0.0140)	(0.0902)	0.1561	0.0966

Average Loan Debt

Loan Debt of Undergraduates	2017-18
Graduates who entered as first time first year	124
Graduates who took out loans	104
Total of loans	\$ 3,529,144
Median Indebtedness	\$ 31,000
Mean Indebtedness	\$ 33,934
Number with Federal Loans	98
Mean Federal Indebtedness	\$ 31,068

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: 95% of full-time students received aid of any type from any source.
- Graduate: 83% of full-time students received aid of any type from any source.

Source: Student Financial Services

Loan Default Rate

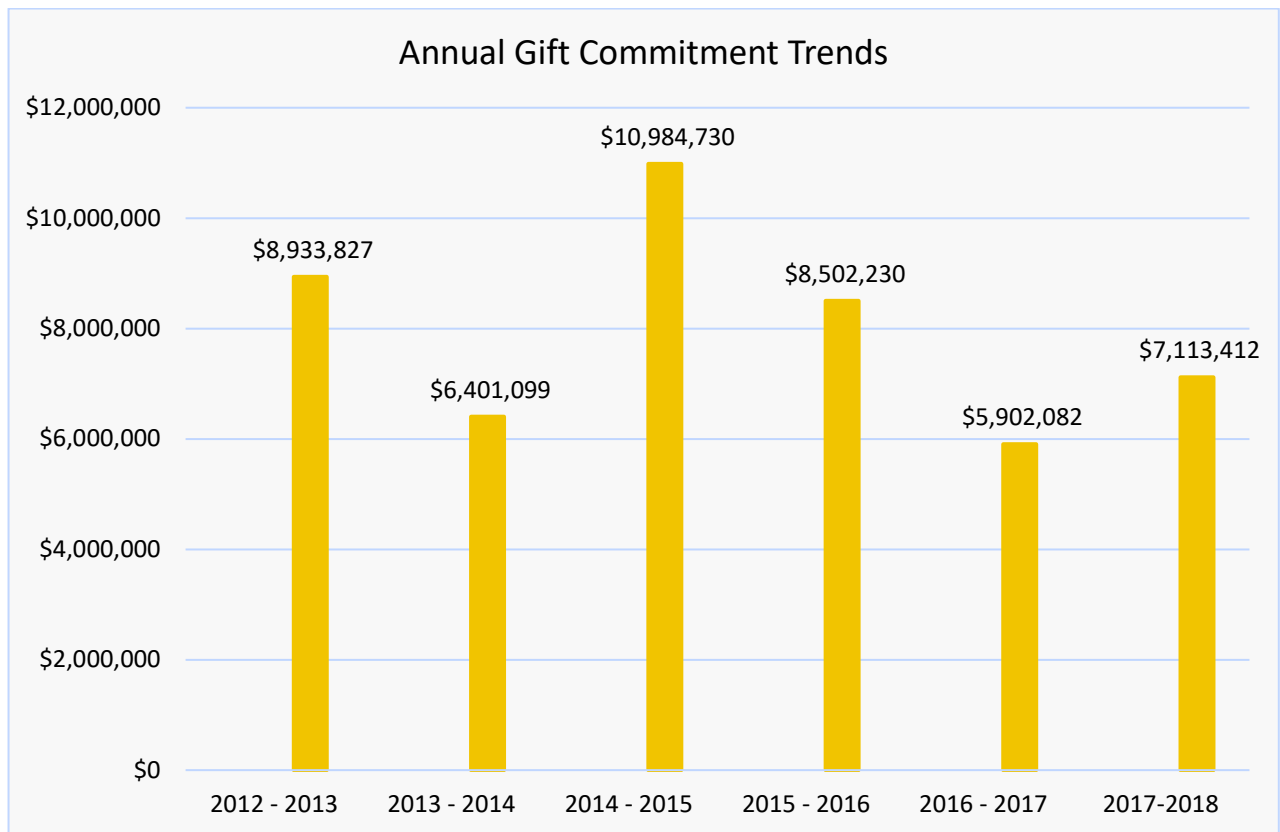
	2009	2010	2011	2012	2013	2014	2015
Direct Student Loans	5.7%	10.9%	9.2%	8.7%	5.3%	7.9%	9.6%

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

Alumni Support

Year	Solicited	Donors	Participation
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%
2017-18	11,082	1,728	15.59%

Includes undergraduate and graduate students. Source: Development Office.



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

Connect with Graceland Alumni Programs here: <https://www.graceland.edu/alumni>.

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 nonfirst-time, part-time) for which outcomes rates are calculated at 4, 6, and 8 years.

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
 - Public 4-year (.403543)
 - Private (not-for-profit and for-profit) 4-year (.392857)
 - Public 2-year and <2-year (.335737)
 - All other institutions (.397058)
- Part-time graduate enrollment
 - Public 4-year (.361702)
 - 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 the Graduation Rates (GR) and Outcome Measures (OM) components of IPEDS, the initial cohort is defined as the enrollment count before removing revisions and exclusions of all degree/certificate-seeking students who enter in either (1) the fall term of a given academic year, or (2) between September 1st and August 31st of the following year. For the GR component of IPEDS, the initial cohort is only for full-time, first-time students. For OM, 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

Official Graceland University Social Media Pages: <https://www.graceland.edu/about-gu/social-media>.

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.

Higdon Administration Building | Lamoni Campus | 641-784-5221

InstitutionalResearch@graceland.edu

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

Thank you to the following departments for contributing information: Academic Affairs, Athletics, Business Services, Career Services, Center for Graduate and Continuing Studies, Development, Enactus, Enrollment Management, Human Resources, Information Technology Services, Registrar, Residence Life, School of Education, School of Nursing, Seminary, Special Programs, Student Activities, Student Financial Services, Student Life, and Visual & Performing Arts.



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