



Graceland  
UNIVERSITY | 1895

Fall 2019 Quick Facts

## 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 opportunities starting in 1988. 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](http://www.graceland.edu).

# Accreditation and Approval


## GRACELAND UNIVERSITY

	<p>Graceland has been accredited by the <b>Higher Learning Commission (HLC)</b>, <a href="https://www.hlcommission.org/">https://www.hlcommission.org/</a>, since 1920. Graceland’s accreditation was most recently reaffirmed in 2017 and the next reaffirmation is scheduled for 2027.</p> <p>To obtain an official copy of Graceland University's HLC Accreditation details, go to: <a href="http://hlcommission.org/component/directory/?Action=ShowBasic&amp;Itemid=&amp;instid=1233&amp;lang=en">http://hlcommission.org/component/directory/?Action=ShowBasic&amp;Itemid=&amp;instid=1233&amp;lang=en</a>.</p>
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## GRACELAND’S ONLINE PROGRAMS

	<p>Graceland’s online programs have been approved by the <b>State of Iowa</b> to participate in the <b>National Council for State Authorization Reciprocity Agreements (NC-SARA)</b>, <a href="http://nc-sara.org/">http://nc-sara.org/</a></p> <p>NC-SARA is a voluntary, regional approach to state oversight of postsecondary distance education and Graceland has been a member since February 2016. Membership requires annual renewal which takes place each February.</p>
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## GRACELAND’S EDUCATION PROGRAMS

	<p>Graceland’s teacher undergraduate education program is approved by the <b>Iowa Department of Education (IDOE)</b>, <a href="https://educateiowa.gov/sites/files/ed/documents/Directory%20Ed%20Prep%20Jan%202017.pdf">https://educateiowa.gov/sites/files/ed/documents/Directory%20Ed%20Prep%20Jan%202017.pdf</a>.</p> <p>IDOE approval was most recently renewed on November 16, 2016 after an April 2016 review. It expires in 2022-2023 when Graceland will participate in an onsite renewal evaluation.</p>
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## GRACELAND’S NURSING PROGRAMS

	<p>The baccalaureate degree in nursing, master’s degree in nursing, and Doctor of Nursing Practice are accredited by the Commission on Collegiate Nursing Education (CCNE), 655 K Street, NW, Suite 750, Washington, DC 20036, (202) 463-6930.</p> <p><a href="https://directory.ccnecommunity.org/reports/rptAccreditedPrograms_New.asp?state=MO&amp;sFullName=Missouri&amp;sProgramType=2">https://directory.ccnecommunity.org/reports/rptAccreditedPrograms_New.asp?state=MO&amp;sFullName=Missouri&amp;sProgramType=2</a>.</p>
<p>Iowa Board of Nursing</p>	<p>The <i>master’s and doctoral degrees</i> in nursing have full approval status with the <b>Iowa State Board of Nursing</b>. <a href="https://nursing.iowa.gov/program/graceland-university-bsn">https://nursing.iowa.gov/program/graceland-university-bsn</a>.</p>
<p>Missouri Board of Nursing</p>	<p>The <i>baccalaureate degree</i> in nursing has full approval status with the <b>Iowa Board of Nursing</b> and the <b>Missouri State Board of Nursing</b>, <a href="http://pr.mo.gov/boards/nursing/passrates.pdf">http://pr.mo.gov/boards/nursing/passrates.pdf</a></p>

School of Nursing Accreditation and State Approval Dates						
Approval Body	Degree	Since	Renewed	Expiration Date	Last on-site evaluation	Next on-site evaluation
Commission on Collegiate Nursing Education (CCNE)	Baccalaureate	September 25, 1999	March 18, 2019	December 31, 2029	March 18, 2019	Spring 2029
	Masters	September 25, 1999	March 10, 2014	December 31, 2024	March 2014	Spring 2024
	Doctorate	May 22, 2013	October 2, 2017	June 30, 2028	October 2, 2017	Fall 2027
Iowa Board of Nursing	Baccalaureate	1990	January 9, 2019	January 9, 2025	April 2019	April 2024
	Masters	1990	January 9, 2019	January 9, 2025	April 2018	April 2024
	Doctorate	1990	January 9, 2019	January 9, 2025	April 2018	April 2024
Missouri Board of Nursing	Baccalaureate	1971	2017	2021	November 14, 2016	2021

# Enrollment

The information below breaks down the number of undergraduate and graduate students for the University. This breakdown includes students who are new to Graceland, have stopped out but returned, and those who are continuing from the previous year. Enrollment for the Lamoni campus **does not** include Accelerated College Education (ACE).

## Undergraduate

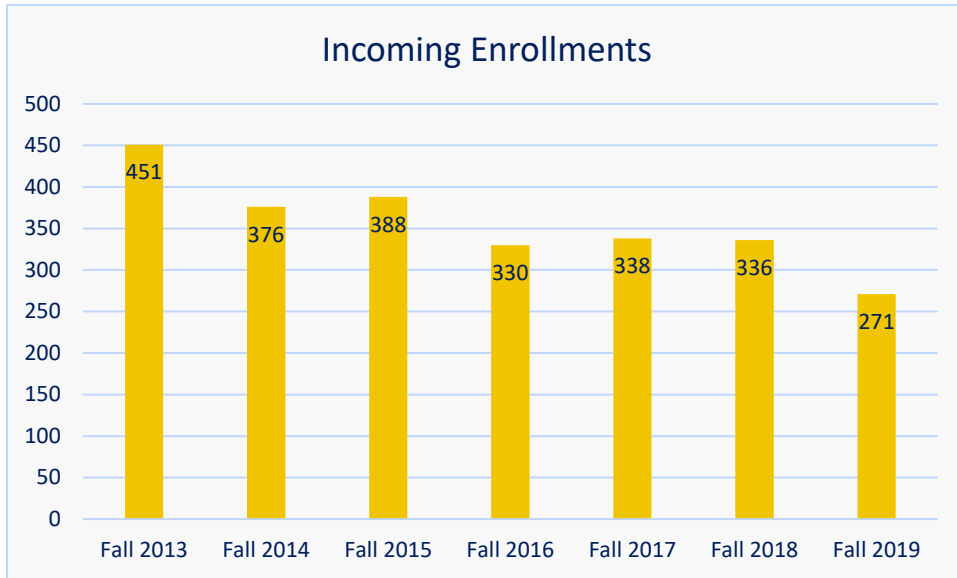
Program	Full-Time					Part-Time					Grand Total
	First-Time, First-Year	New Transfers	Returning Stop Outs	Continuing	Full-Time Total	First-Time, First-Year	New Transfers	Returning Stop Outs	Continuing	Part-Time Total	
Lamoni	193	53	5	506	757	0	2	4	11	17	774
School of Nursing Online	0	1	0	2	3	0	1	1	12	14	17
Sandage School of Business Online	0	0	0	6	6	0	1	1	7	9	15
Independence Education	0	11	8	19	38	0	3	0	4	7	45
Independence Nursing	0	0	0	90	90	0	0	4	0	4	94
Nursing RN-MSN Combined	0	2	0	2	4	0	4	2	17	23	27
Interdisciplinary Studies	0	0	0	0	0	0	0	0	1	1	1
<b>Grand Total</b>	<b>193</b>	<b>69</b>	<b>17</b>	<b>636</b>	<b>898</b>	<b>0</b>	<b>11</b>	<b>8</b>	<b>56</b>	<b>75</b>	<b>973</b>

## Graduate

	Full-Time				Part-Time				Grand Total
	New	Returning Stop-Outs	Continuing	Full-Time Total	New	Returning Stop-Outs	Continuing	Part-Time Total	
Master of Nursing (MSN) Combined (RN-MSN)	0	1	39	40	0	1	27	28	68
Master of Nursing (MSN)	8	9	226	243	66	20	218	304	547
Doctor of Nursing Practice (DNP)	1	1	3	5	1	2	10	13	18
Master of Education (MED)	0	1	14	15	0	0	15	15	30
Master of Arts in Religion (MAR)	7	4	0	11	4	2	22	28	39
<b>Grand Total</b>	<b>16</b>	<b>16</b>	<b>282</b>	<b>314</b>	<b>71</b>	<b>25</b>	<b>292</b>	<b>388</b>	<b>702</b>

# Incoming Undergraduate Class Trends

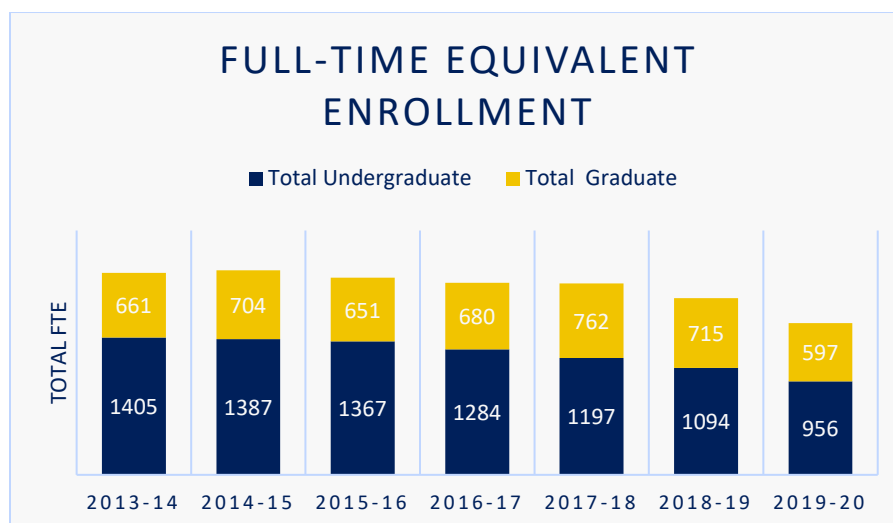
The information below reflects enrollment and admission criteria trends of the incoming undergraduate class for the past seven fall semesters on the Lamoni campus. The totals include both full-time and part-time students who are new from high school and new transfer students. These totals **do not** include students in the ACE.



Year	ACT	SAT	GPA	Class Rank
2013-14	21	933	3.16	57
2014-15	20	883	3.08	55
2015-16	21	868	3.22	59
2016-17	21	908	3.23	59
2017-18	21	1002	3.23	56
2018-19	21	1029	3.28	58
2019-20	21	1017	3.36	51

# Enrollment

These charts show the University's total enrollment by Full Time Equivalency (FTE). Calculating FTE includes the full-time equivalent of the part-time students. This calculation is required for many state and federal reporting purposes. The totals **include** ACE. It is worth noting that the number of ACE students at the University decreased significantly starting with the 2017-18 academic year.



Undergraduate Full-Time Equivalent Enrollment							
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Lamoni	1039	1026	1003	950	910	873	763
ACE	36	51	49	41	52	14	17
<b>Total Lamoni &amp; ACE</b>	<b>1075</b>	<b>1077</b>	<b>1053</b>	<b>990</b>	<b>961</b>	<b>887</b>	<b>780</b>
Center for Graduate and Continuing Studies (CGCS)							
School of Nursing Online	60	56	63	80	69	53	31
Sandage School of Business Online	14	14	19	18	16	13	11
Non-degree Seeking Online	0	6	0	1	0	0	0
Independence Education	101	94	111	101	56	51	43
Independence Nursing	98	98	87	93	95	89	92
Liberal Studies/Interdisciplinary Studies	0	0	0	2	0	1	1
Independence Business Admn	7	3	Program Discontinued				
Centerville (IHCC)	24	17	12	Program Discontinued			
Trenton (NMC)	27	24	23	Program Discontinued			
<b>Total Undergraduate CGCS</b>	<b>330</b>	<b>311</b>	<b>314</b>	<b>294</b>	<b>236</b>	<b>207</b>	<b>176</b>
<b>Total Undergraduate</b>	<b>1405</b>	<b>1387</b>	<b>1367</b>	<b>1284</b>	<b>1197</b>	<b>1094</b>	<b>956</b>
NOTE: FTE for Undergraduate Programs is determined using 12 semester hours as full-time.							
Graduate Full-Time Equivalent Enrollment							
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Doctor of Nurse Practice (DNP)	25	23	16	20	23	15	13
Master of Science in Nursing	475	494	466	493	555	590	537
Master of Education (MED)	150	145	120	129	130	92	24
Master of Arts in Religion (Seminary)	4	19	18	20	34	19	23
Non-Degree Seeking	7	22	31	18	20	0	0
<b>Total Graduate</b>	<b>661</b>	<b>704</b>	<b>651</b>	<b>680</b>	<b>762</b>	<b>715</b>	<b>597</b>
Note: FTE for Graduate Programs is determined using 5 semester hours as full-time.							

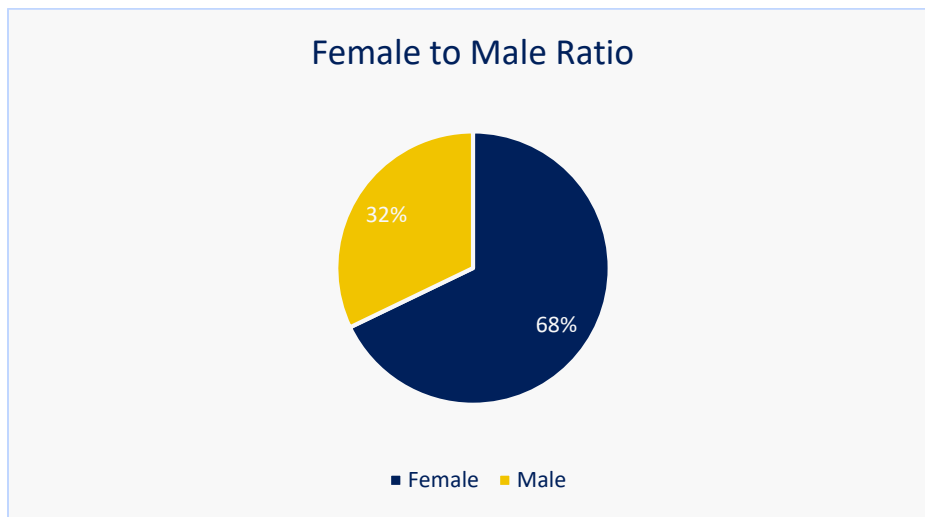
# University Student Diversity

The data below includes all students enrolled at the University as of the Fall 2019 lock date. The ethnicity code can be changed by the student at any time. Non-Resident Alien is based on student visa status.

## University Ethnicity

	Lamoni	Undergraduate Independence	Undergraduate Online	Graduate Online	ACE	Fall 2019 Total
Non-Resident Alien	55	1	0	1	0	<b>57</b>
Hispanic	94	8	3	26	0	<b>131</b>
American Indian	2	1	2	7	0	<b>12</b>
Asian	7	4	0	16	1	<b>28</b>
Black	80	10	0	34	0	<b>124</b>
Multi-racial	38	1	2	19	0	<b>60</b>
Pacific Islander	17	0	0	0	0	<b>17</b>
Unknown	17	7	3	84	58	<b>169</b>
White	465	108	49	514	5	<b>1140</b>
<b>Total</b>	<b>775</b>	<b>140</b>	<b>59</b>	<b>701</b>	<b>64</b>	<b>1739</b>

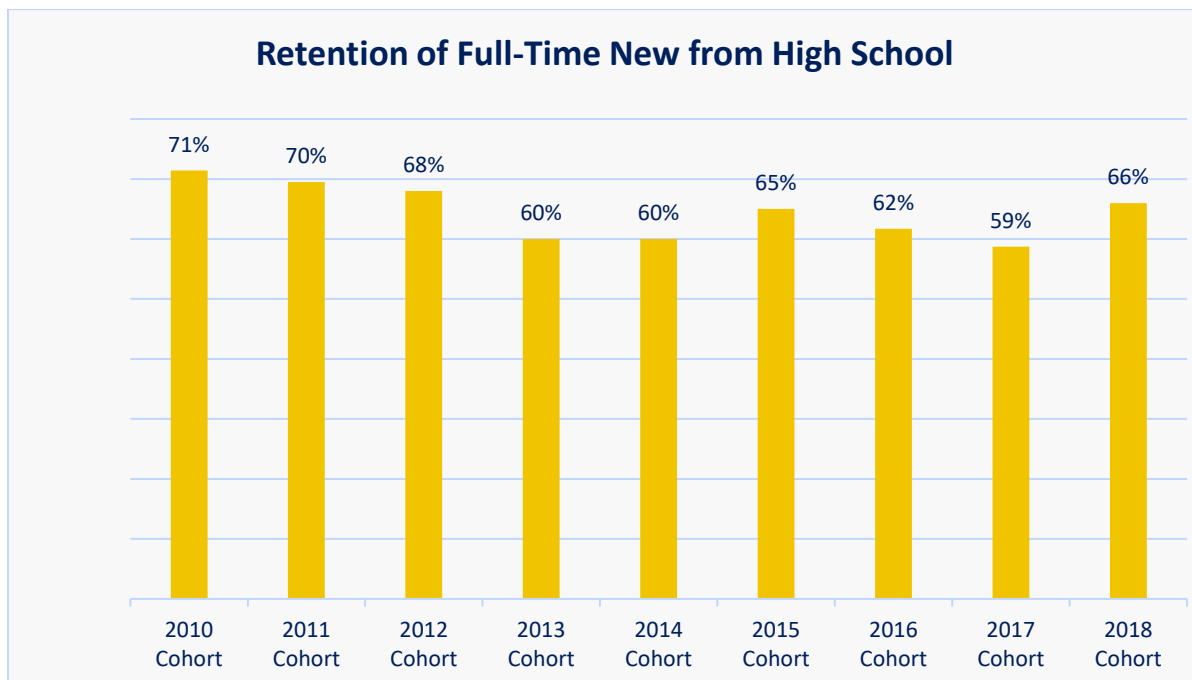
## University Gender



	Lamoni	Undergraduate Independence	Undergraduate Online	Graduate Online	ACE	Fall 2019 Total
Female	388	125	47	594	26	1179
Male	387	15	12	107	38	559
<b>Totals</b>	<b>775</b>	<b>140</b>	<b>59</b>	<b>701</b>	<b>64</b>	<b>1739</b>

# Retention

The following charts show the retention rate of full-time, new from high school student from their first year at Graceland University to their second year. These numbers are for the Lamoni Campus **only**.

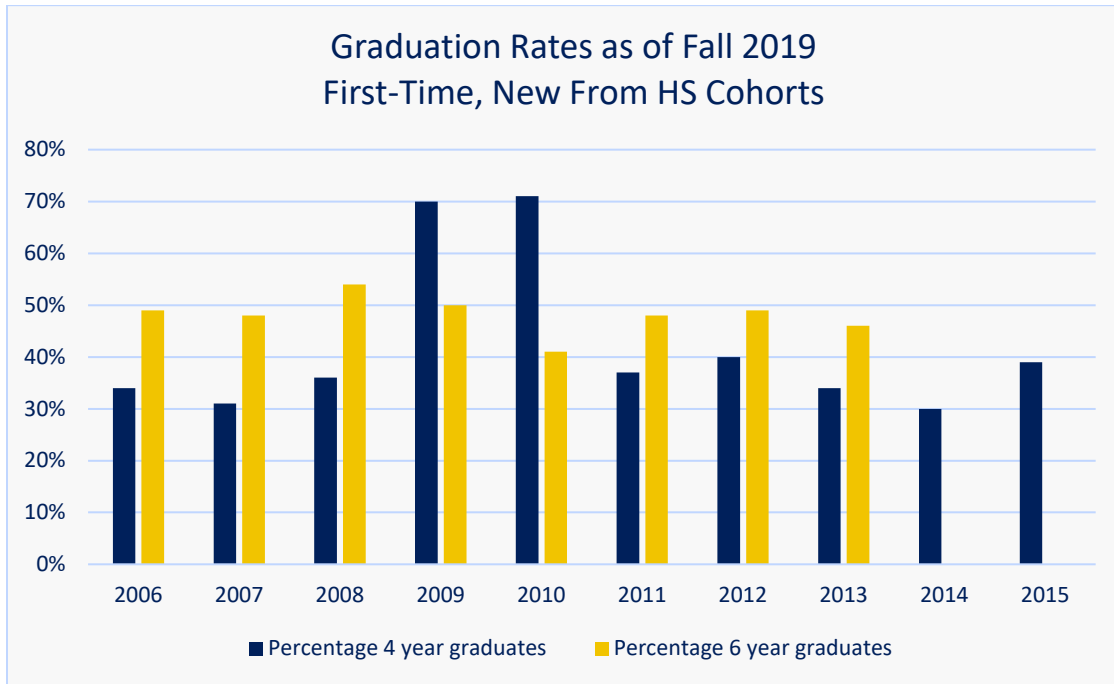


Entering Cohort	Beginning Enrollment	First-to-Second Year Retention Rate
2006 Cohort	251	76%
2007 Cohort	271	69%
2008 Cohort	197	71%
2009 Cohort	220	70%
2010 Cohort	220	71%
2011 Cohort	259	70%
2012 Cohort	231	68%
2013 Cohort	326	60%
2014 Cohort	282	60%
2015 Cohort	289	65%
2016 Cohort	256	62%
2017 Cohort	254	59%
2018 Cohort	267	66%
2019 Cohort	193	



# Graduation

These charts show the percentage of first-time, first-year cohorts and the percentage of those students who graduated with 4 and 6 years of starting with Graceland. These cohorts are full-time students on the Lamoni Campus **only**.



Entering Cohort	Beginning Enrollment	Graduated Within 4 Years	Graduated Within 6 Years
2006 Cohort	251	34%	49%
2007 Cohort	271	31%	48%
2008 Cohort	197	36%	54%
2009 Cohort	220	32%	51%
2010 Cohort	220	24%	43%
2011 Cohort	259	37%	48%
2012 Cohort	231	40%	49%
2013 Cohort	326	34%	46%
2014 Cohort	282	30%	
2015 Cohort	289	39%	
2016 Cohort	256		
2017 Cohort	255		
2018 Cohort	267		
2019 Cohort	194		

# Student to Faculty Ratios

The Student to Faculty Ratios account for all full-time and part-time instructors who taught an undergraduate class in the Fall 2019 semester. This includes ACE faculty and students as well.

The ratios are calculated based on IPEDS formula requirements using the full-time equivalency (FTE) of students to the FTE of instructional staff, i.e., students divided by staff. Each FTE value is equal to the number of full-time students/faculty plus 1/3 the number of part-time students/faculty.

Student to Faculty Ratio Trends			
Year	All Undergraduate Programs	Lamoni Campus Only	Independence and Online Undergraduate
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	7:1
2019-20	12:1	13:1	9:1

## Faculty/Teaching Staff

*Full-time instructional faculty:* This report uses the American Association of University Professors (AAUP) definition of full-time instructional faculty and is defined as those members of the university staff whose major regular assignment is instruction, including those with released time for research. The information in the tables below represent all undergraduate and graduate full-time faculty who fall under the University's Faculty Personnel Policy (FPP).

Terminal degrees include all doctorates, MBA, MFA, MSW, and MLS. Source Common Data Set 2019.

Full-Time Faculty Tenure Trends										
Year	Full-Time	Tenured			Tenure Track			Non-Tenure Track		
	Faculty	Male	Female	Total	Male	Female	Total	Male	Female	Total
<b>2013-14</b>	89	23	23	46	16	26	42	0	1	1
<b>2014-15</b>	90	21	24	45	14	14	28	4	13	17
<b>2015-16</b>	88	18	27	45	16	11	27	5	11	16
<b>2016-17</b>	78	18	21	39	13	9	22	7	10	17
<b>2017-18</b>	80	20	22	42	17	13	30	2	6	8
<b>2018-19</b>	79	17	16	33	16	20	36	3	7	10
<b>2019-20</b>	74	20	15	35	13	17	30	2	7	9

### Fall 2019 Full-Time Faculty

Degree	Male	Female
Total number with doctorate, or other terminal degree	29	26
Total number whose highest degree is a master's but not a terminal master's	6	12
Total number whose highest degree is a bachelor's	0	1
<b>Totals</b>	<b>35</b>	<b>39</b>

# 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 sub-cohort). 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.

**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, non-admission, 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.

**Accelerated College Education (ACE)/ High School Dual Enrollment:** 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).

**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.

**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](mailto:distancelearning@graceland.edu) | 800-833-0524

[www.graceland.edu](http://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.

[InstitutionalResearch@graceland.edu](mailto:InstitutionalResearch@graceland.edu)

[https://my.graceland.edu/ICS/Resources/Institutional\\_Research/](https://my.graceland.edu/ICS/Resources/Institutional_Research/)



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