



Graceland  
UNIVERSITY | 1895

## Fall 2021 Fact Book

[www.graceland.edu/factbook](http://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 that features state-of-the-art performing arts facilities. Graceland University's main, residential campus is in Lamoni 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)
- National Intercollegiate Rodeo Association (NIRA)

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 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/">https://educateiowa.gov/</a>.</p> <p>IDOE approval was most recently renewed November 16, 2016, after an April 2016 review. It expires in 2022-23 when Graceland will participate in an on-site renewal evaluation.</p>
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## Graceland's Nursing Programs

	<p>The baccalaureate degree in nursing, <a href="#">master’s degree in nursing</a> and <a href="#">Doctor of Nursing Practice</a> are accredited by the Commission on Collegiate Nursing Education (CCNE), 655 K Street, NW, Suite 750, Washington, DC 20036, 202.463.6930.</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-msn">https://nursing.iowa.gov/program/graceland-university-msn</a> and <a href="https://nursing.iowa.gov/program/graceland-university-doctorate">https://nursing.iowa.gov/program/graceland-university-doctorate</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="https://nursing.iowa.gov/program/graceland-university-bsn">https://nursing.iowa.gov/program/graceland-university-bsn</a> and <a href="https://pr.mo.gov/nursing-schools-of-nursing.asp">https://pr.mo.gov/nursing-schools-of-nursing.asp</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	2019	2025	October 6, 2020	2025

## Enrollment: Head Count

The information below breaks down the Fall 2021 number of undergraduate and graduate students for the university. This includes students who are new to Graceland, had previous Graceland credit returning from a break in enrollment, 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 Transfer	Previous Year	Continuing	Full-Time Total	First-Time, First-Year	New Transfer	Previous Year	Continuing	Part-Time Total	
Lamoni	248	70	9	417	744	0	1	2	3	6	750
Online Nursing	0	0	0	1	1	0	1	4	9	14	15
Online Business	0	0	0	6	6	0	0	5	9	14	20
Independence Education	0	4	2	19	25	0	1	0	2	3	28
Independence Nursing	0	0	20	80	100	0	0	5	0	5	105
Nursing RN-MSN Combined	0	0	0	1	1	0	0	1	4	5	6
<b>Grand Total</b>	<b>248</b>	<b>74</b>	<b>31</b>	<b>524</b>	<b>877</b>	<b>0</b>	<b>3</b>	<b>17</b>	<b>27</b>	<b>47</b>	<b>924</b>

### Graduate

Program	Full-Time				Part-Time				Grand Total
	New	Previous Year	Continuing	Full-Time Total	New	Previous Year	Continuing	Part-Time Total	
Master of Science in Nursing Combined (RN-MSN)	0	1	18	19	0	2	22	24	43
Master of Science in Nursing	8	14	147	169	33	17	145	195	364
Doctor of Nursing Practice	1	0	1	2	0	3	11	14	16
Master of Arts in Religion	7	9	12	28	0	1	8	9	37
Master of Science in Nutrition and Human Performance	1	5	0	6	0	0	0	0	6
Master of Science in Data Science	1	0	2	3	0	0	3	3	6
<b>Grand Total</b>	<b>18</b>	<b>29</b>	<b>180</b>	<b>227</b>	<b>33</b>	<b>23</b>	<b>189</b>	<b>245</b>	<b>472</b>

Full-Time				Part-Time				Grand Total		
<b>Total University Head Count</b>				<b>1,104</b>					<b>292</b>	<b>1,396</b>

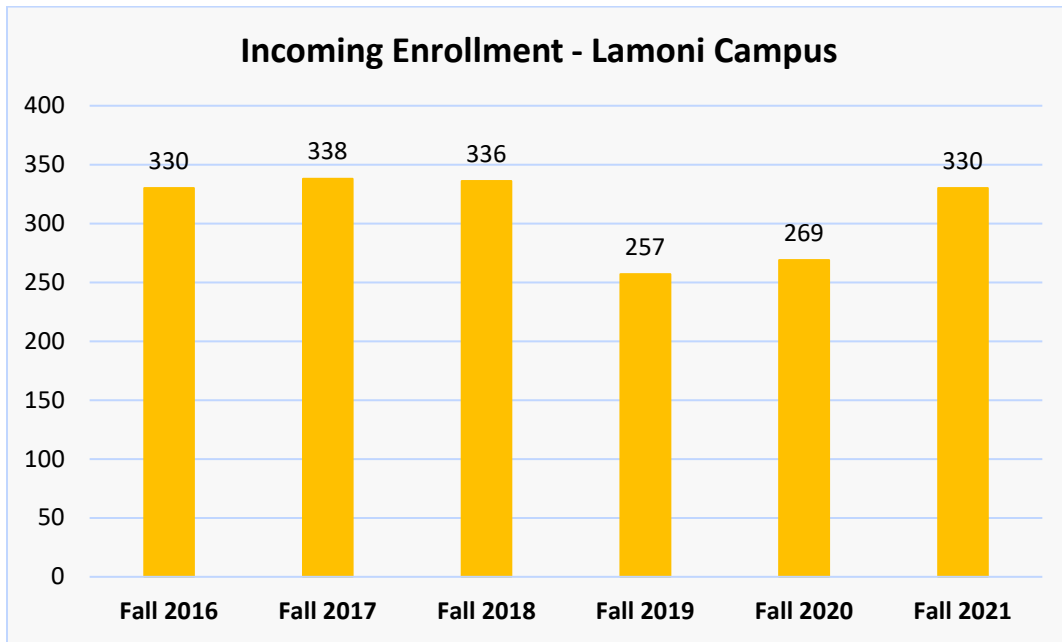
# Enrollment: Full-Time Equivalent

These charts show the university's total enrollment by Full-Time Equivalent (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.

Undergraduate Fall Full-Time Equivalent Enrollment						
	2016	2017	2018	2019	2020	2021
Lamoni	949.58	909.58	873.00	762.75	740.17	746.83
ACE	40.50	51.50	14.00	17.00	11.92	10.58
<b>Total Lamoni &amp; ACE</b>	<b>990.08</b>	<b>961.08</b>	<b>887.00</b>	<b>779.75</b>	<b>752.09</b>	<b>757.41</b>
Center for Graduate and Continuing Studies (CGCS)						
	2016	2017	2018	2019	2020	2021
Online Nursing	79.58	68.50	53.33	30.50	20.58	13.75
Online Business	18.00	16.25	13.25	10.75	13.50	13.25
Non-Degree Seeking Online	0.75	0.00	0.00	0.00	0.00	0.00
Independence Education	100.83	55.92	51.00	42.83	34.08	46.00
Independence Nursing	93.33	94.83	89.00	91.50	88.50	102.50
Liberal Studies/Interdisciplinary Studies	1.75	0.00	0.50	0.50	0.00	0.00
<b>Total Undergraduate CGCS</b>	<b>294.24</b>	<b>235.50</b>	<b>207.08</b>	<b>176.08</b>	<b>156.66</b>	<b>175.5</b>
<b>Total Undergraduate</b>	<b>1284.32</b>	<b>1196.58</b>	<b>1094.08</b>	<b>955.83</b>	<b>908.75</b>	<b>932.91</b>
FTE for all undergraduate program is determined using 12 S.H. as full-time.						
Graduate Fall Full-Time Equivalent Enrollment						
	2016	2017	2018	2019	2020	2021
Doctor of Nursing Practice	20.20	22.80	15.20	12.80	11.40	8.80
Master of Science in Nursing	492.60	554.80	589.60	537.20	422.00	356.80
Master of Education	129.20	130.40	91.60	24.00	12.00	Discontinued
Master of Arts in Religion (Seminary)	20.00	34.00	18.80	22.60	24.60	30.20
Master of Science in Data Science & Analytics	Program Started in Spring 2021					4.80
Master of Science in Nutrition & Human Performance	Program Started in Fall 2021					6.00
Non-Degree Seeking	17.60	20.20	0.00	0.00	0.00	0.00
<b>Total Graduate</b>	<b>679.60</b>	<b>762.20</b>	<b>715.20</b>	<b>596.60</b>	<b>470.00</b>	<b>406.60</b>
FTE for graduate programs is determined using 5 S.H. as full-time.						
<b>Total University FTE</b>	<b>1,963.92</b>	<b>1,958.78</b>	<b>1,809.28</b>	<b>1,552.43</b>	<b>1,378.75</b>	<b>1,339.52</b>

# Incoming Lamoni Undergraduate Class Trends

The information below reflects enrollment and admission criteria trends of the Lamoni campus incoming undergraduate class for the past six fall semesters. The totals include **both** full-time and part-time students for the **Lamoni campus only**, who are new from high school, new transfer students, or who have returned from a previous year. These totals **do not** include ACE students.



Average Admissions Criteria Trends				
Year	ACT	SAT	GPA	Class Rank
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
2020-21	21	1009	3.04	43
2021-22	21	1007	3.27	44

# University Student Diversity

The data below includes **all** full- and part-time students enrolled at the University as of the Fall 2021 lock date. The ethnicity and gender code can be updated by the student at any time during their enrollment. Non-Resident Alien is based on student visa status.

## University Ethnicity

	Lamoni	Undergraduate Independence	Undergraduate Online	Graduate Online*	ACE	Fall 2021 Total
Non-Resident Alien	74	3	1	18	0	96
Hispanic	90	13	2	15	0	120
American Indian or Alaska Native	3	0	1	5	0	9
Asian	7	2	1	13	1	24
Black/African American	120	17	1	21	0	159
Two or more races	44	3	0	12	0	59
Native Hawaiian or Pacific Islander	18	0	0	0	0	18
Unknown	8	13	4	51	21	97
White	386	82	31	337	13	849
<b>Total</b>	<b>750</b>	<b>133</b>	<b>41</b>	<b>472</b>	<b>35</b>	<b>1,431</b>

\*Includes two Graduate Lamoni Campus students in the Master of Data Science and Analytics.

## Diversity Trends – Lamoni Campus

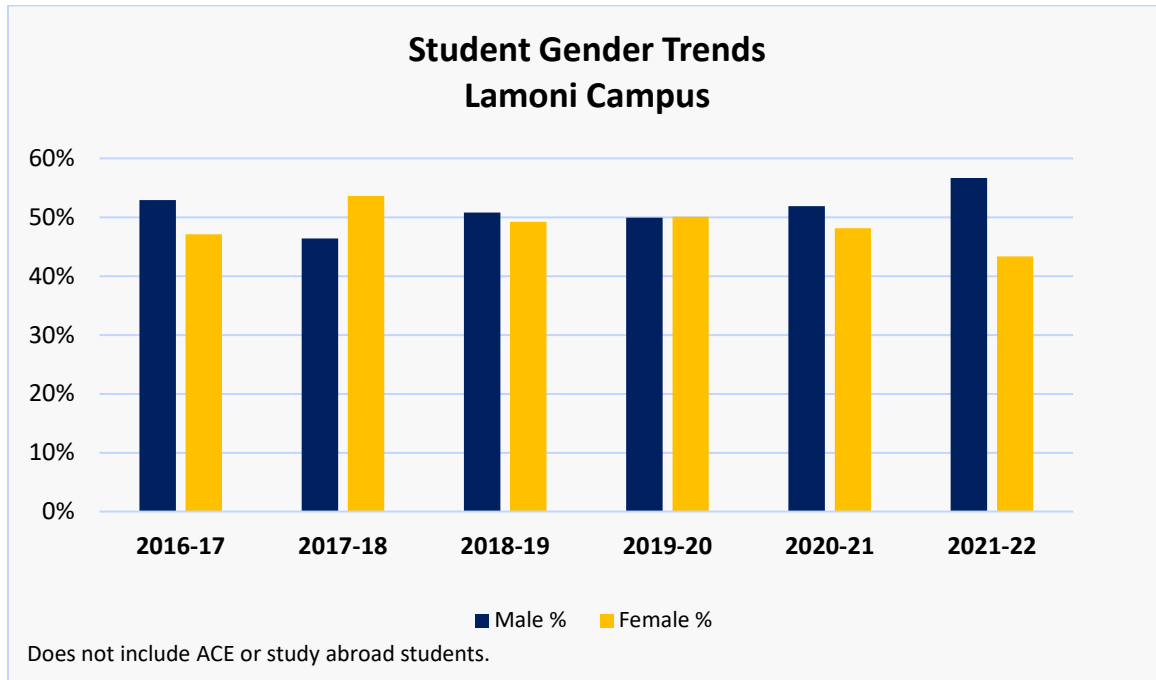
Year	Race/Ethnic Diversity*	White	Non-U.S. Citizens	Unknown	Total Students
2016-17	321 (33%)	557 (58%)	32 (3%)	50 (5%)	960
2017-18	338 (37%)	531 (57%)	27 (3%)	31 (3%)	927
2018-19	357 (37%)	527 (55%)	55 (6%)	18 (2%)	957
2019-20	238 (31%)	464 (60%)	55 (7%)	17 (2%)	774
2020-21	255 (34%)	434 (58%)	42 (6%)	15 (2%)	746
2021-22	282 (38%)	386 (51%)	74 (10%)	8 (1%)	750

\*Students who self-identify as American Indian/Alaska Native, Asian, Black/African American, Hispanic, Native Hawaiian/Pacific Islander, or two or more races. Includes full- and part-time. **Does not include ACE students or study abroad students.**

## University Gender

	Lamoni	Undergraduate Independence	Undergraduate Online	Graduate Online*	ACE	Fall 2021 Total
Female	325	116	38	396	14	889
Male	425	17	3	76	21	542
<b>Total</b>	<b>750</b>	<b>133</b>	<b>41</b>	<b>472</b>	<b>35</b>	<b>1,431</b>

\*Includes two Graduate Lamoni Campus students in the Master of Data Science and Analytics.



## Lamoni Gender

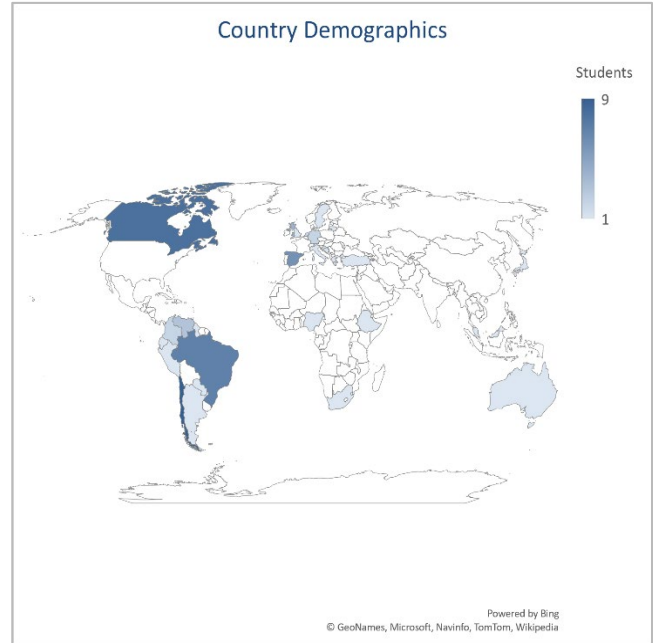
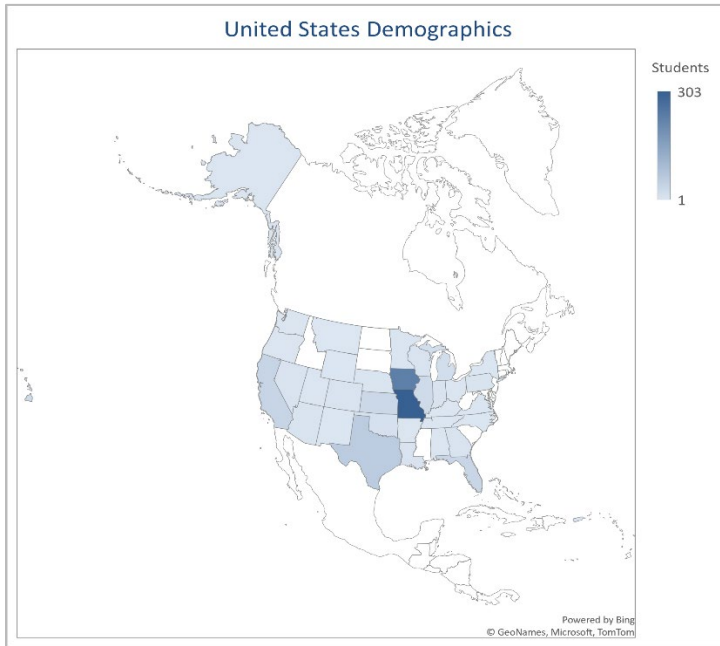
Year	Male	Female	Total	% Male	% Female
2016-17	508	452	960	52.92%	47.08%
2017-18	430	497	927	46.39%	53.61%
2018-19	449	435	884	50.79%	49.21%
2019-20	387	388	775	49.94%	50.06%
2020-21	387	359	746	51.88%	48.12%
2021-22	425	325	750	56.67%	43.33%

Does not include ACE or study abroad students.

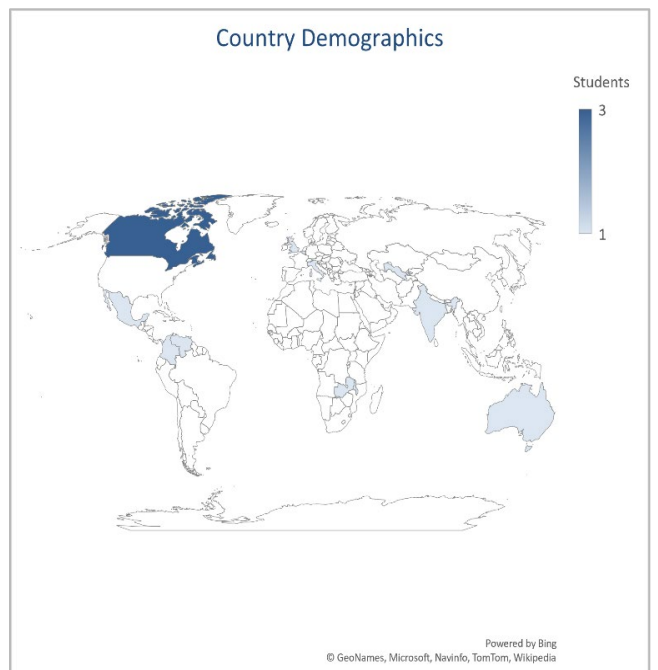
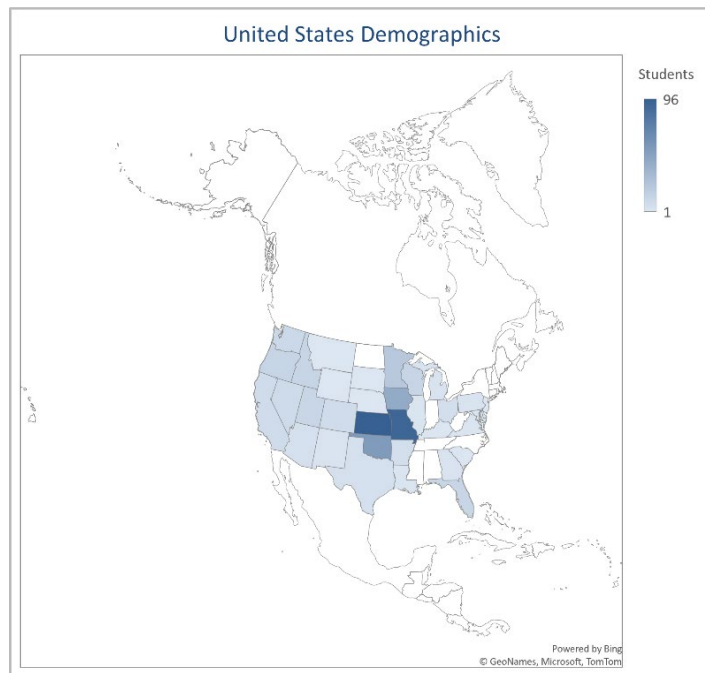
# Geographic Distribution

Graceland's student population gathers from 44 states, the U.S. unincorporated territory of Puerto Rico, and 38 countries.

**Undergraduate Students** - All Undergraduate students are from 37 states, the U.S. unincorporated territory of Puerto Rico and 32 countries.

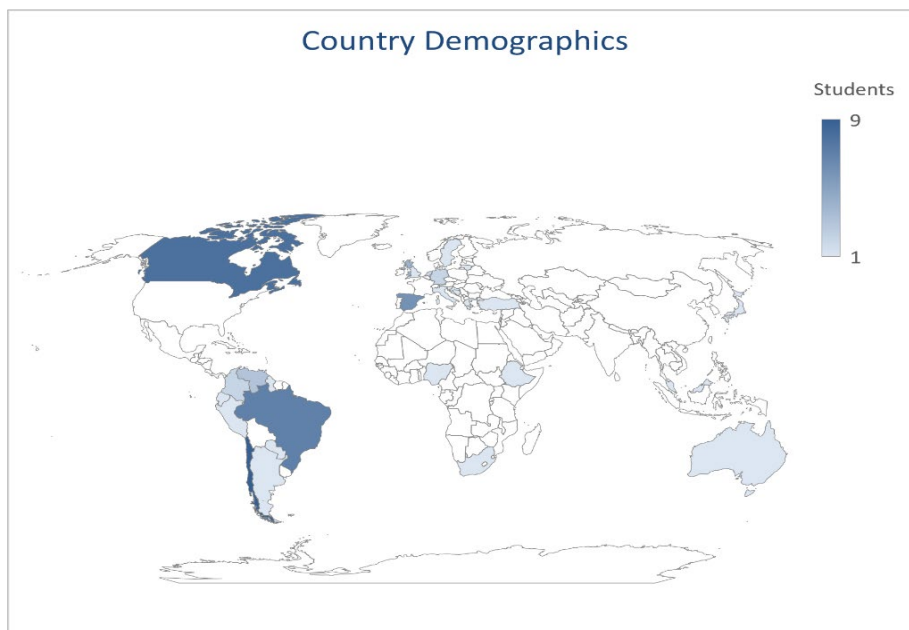
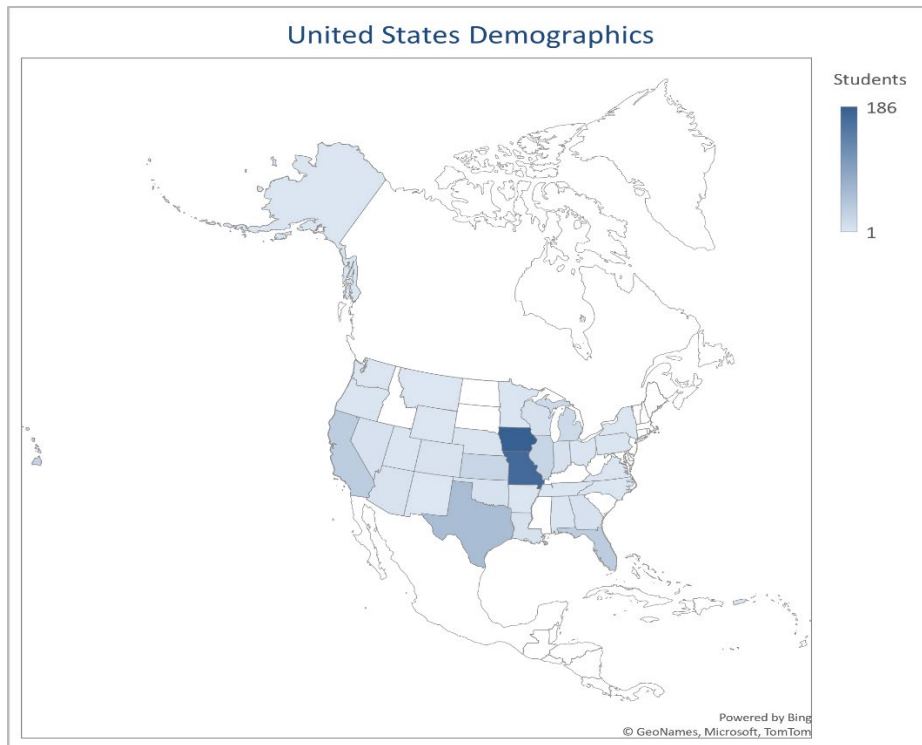


**Graduate Students** – All graduate students are from 35 states and 14 countries.



## Lamoni Campus Students

Lamoni students represent 35 states, the unincorporated territory of Puerto Rico, and 32 countries. The ACE students are not included.



Lamoni undergraduate student countries represented:

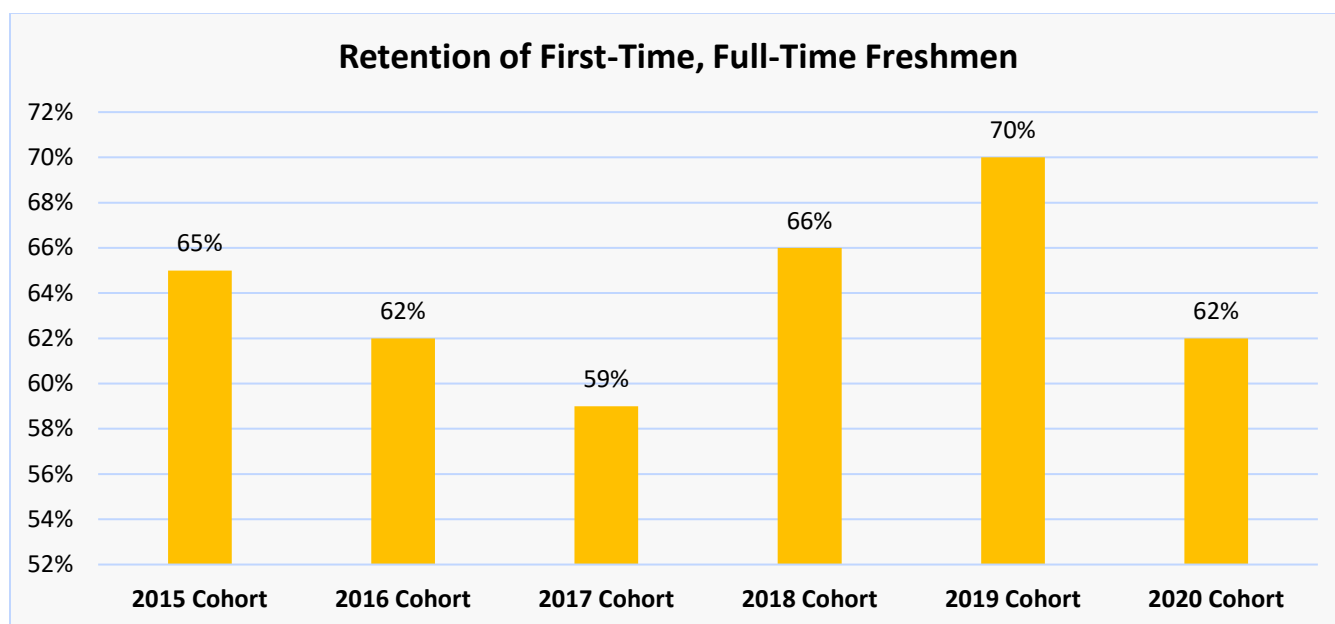
Argentina, Australia, Bahamas, Bosnia and Herzegovina, Brazil, Canada, Chile, Colombia, Croatia, Ecuador, England, Ethiopia, French Polynesia, Germany, Greece, Guyana, Italy, Japan, Lithuania, Malaysia, Netherlands, Nigeria, Paraguay, Peru, Singapore, South Africa, Spain, Saint Lucia, Sweden, Turkey, United Kingdom, and Venezuela.

# Retention

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

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.

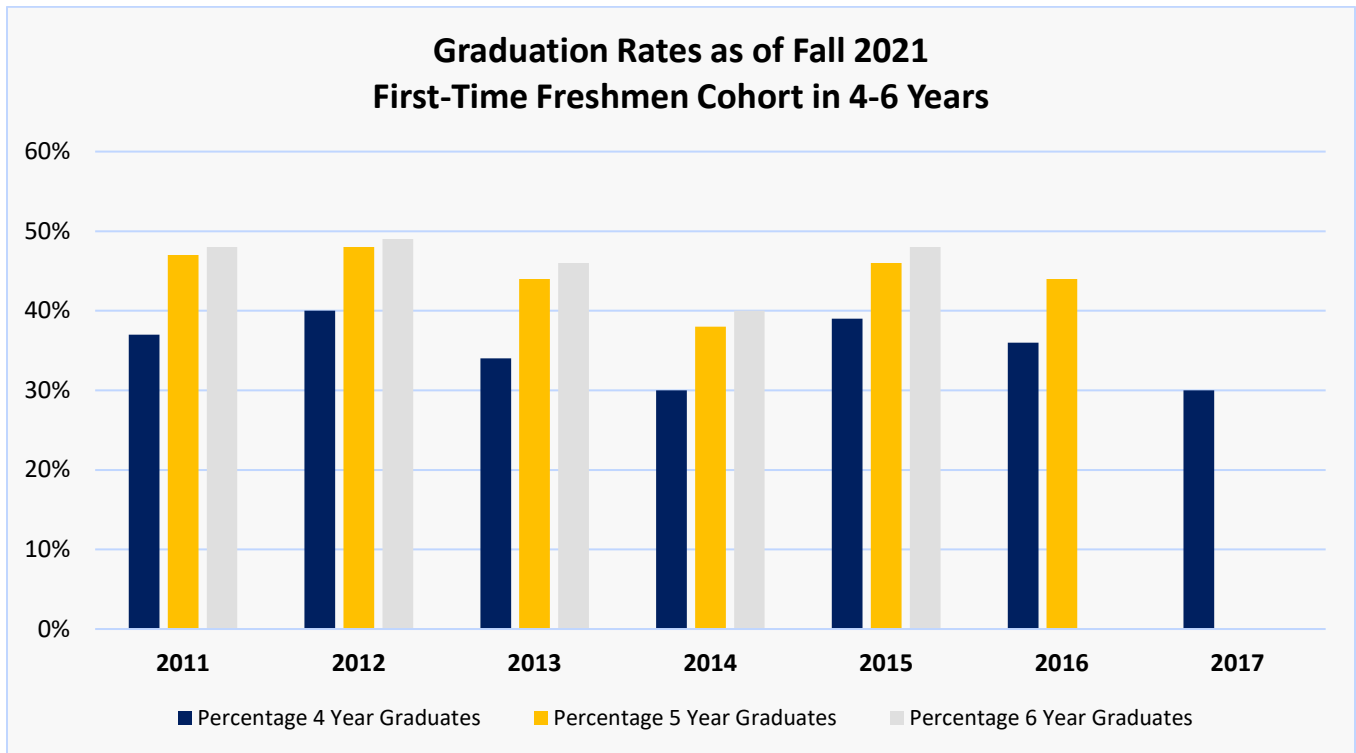
Calculations in Fact Books prior to 2016 reported retention as a percentage of all students classified as first-year students. These numbers are slightly higher than those reported by the Registrar. This report excludes students who are no longer enrolled for reasons identified by IPEDS as excused: death,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



Entering Cohort	Beginning Enrollment	Retention Rate First to Second Year
2015 Cohort	289	65%
2016 Cohort	256	62%
2017 Cohort	254	59%
2018 Cohort	267	66%
2019 Cohort	193	70%
2020 Cohort	211	62%
2021 Cohort	248	TBD

# Graduation

These charts show the percentage of first-time, first-year cohorts and the percentage of those students who graduated within 4, 5, 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 5 Years	Graduated Within 6 Years
<b>2011 Cohort</b>	259	37%	47%	48%
<b>2012 Cohort</b>	231	40%	48%	49%
<b>2013 Cohort</b>	326	34%	44%	46%
<b>2014 Cohort</b>	282	30%	38%	40%
<b>2015 Cohort</b>	289	39%	46%	48%
<b>2016 Cohort</b>	256	36%	44%	
<b>2017 Cohort</b>	255	30%		
<b>2018 Cohort</b>	267			
<b>2019 Cohort</b>	193			
<b>2020 Cohort</b>	211			
<b>2021 Cohort</b>	248			

# Faculty

## 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 2021 semester. This includes ACE faculty and students as well.

The ratios are calculated based on IPEDS formula requirements using the full-time equivalent (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
2016-17	15:1	15:1	NA
2017-18	17:1	16:1	NA
2018-19	14:1	14:1	7:1
2019-20	12:1	13:1	9:1
2020-21	14:1	15:1	9:1
2021-22	13:1	15:1	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 Fall 2021 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.

Full-Time Faculty Tenure Trends										
Year	Full-Time Faculty	Tenured			Tenure Track			Non-Tenure Track		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
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
2019-20	74	20	15	35	13	17	30	2	7	9
2020-21	61	16	13	29	7	14	21	1	10	11
2021-22	64	12	11	23	9	15	24	5	12	17

Degree	Male	Female
Total number with doctorate or other terminal degree	21	20
Total number whose highest degree is a master's but not a terminal master's	5	18
Total number whose highest degree is a bachelor's	0	0
<b>Totals</b>	<b>26</b>	<b>38</b>

# Student Outcomes

## Gleazer School of Education

The Praxis II is a battery of two separate tests, and students must pass both to have a passing score and be eligible for 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.

Academic Year	Number Taking Assessment	Number Passing Assessment	Graceland Pass Rate
2015-16	127	100	79%
2016-17	124	69	56%
2017-18	59	35	59%
2018-19	136	99	73%
2019-20	50	25*	50%*
2020-21	Not available at time of Fact Book publication as has been in previous years.		

**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.

\*For the 2019-20 year, an additional seven students passed one test, but due to the COVID-19 pandemic and the ETS testing sites shutting down, these students have been unable to take their second exam due to the backlog.

## School of Nursing

The National Council Licensure Exam (NCLEX) is an examination for the licensing of BSN graduates to become Registered Nurses (RN) in the United States. The purpose of the standardized NCLEX exam is to determine if it's safe for the student to begin practice as an entry-level nurse.

The American Nurses Credentialing Center (ANCC) Nurse Practitioner certification exam enables nurses to demonstrate their specialty expertise and validate their knowledge to become an entry-level nurse practitioner.

The American Association of Nurse Practitioners (AANP) certification exam is for nurses who wish to become an entry-level Nurse Practitioner in a specialty area. This exam is competency-based and tests clinical knowledge.

Graceland students in the Master of Science in Nursing (MSN), Family Nurse Practitioner (FNP), and Adult & Gerontology Acute Care Nurse (AGACNP) programs can take either the ANCC or the AANP exam. The following chart represents the passage and certification rates for Graceland Nursing program graduates.

	<b>BSN-RN Program</b>	<b>MSN/FNP</b>	<b>MSN/AGACNP</b>
<b>Calendar Year</b>	<b>NCLEX Pass Rate</b>	<b>Certification Rate</b>	<b>Certification Rate</b>
<b>2016</b>	87%	ANCC 81% / AANP 92%	NA
<b>2017</b>	95%	ANCC 71% / AANP 93%	NA
<b>2018</b>	76%	ANCC 92% / AANP 81%	NA
<b>2019</b>	90%	ANCC 82% / AANP 91%	NA
<b>2020</b>	95%	ANCC 86% / AANP 91%	100%
<b>2021</b>	94%	Not yet available	Not yet available
Source: School of Nursing			

## 2019 National Survey of Student Engagement (NSSE)

The tables below provide a snapshot of the 2019 NSSE that is administered on a two-year cycle. *(Due to the Covid-19 Pandemic, the NSSE has not been administered since 2019.)*

Engagement Indicators are summary measures based on sets of NSSE questions examining key dimensions of student engagement. The 10 indicators are organized within four broad themes: Academic Challenge, Learning with Peers, Experiences with Faculty, and Campus Environment. The tables below compare average scores for Graceland students.

- ▲ **Graceland students' average** was significantly higher ( $p < .05$ ) with an effect size at least .3 in magnitude.
- △ **Graceland students' average** was significantly higher ( $p < .05$ ) with an effect size less than .3 in magnitude.
- No significant difference.
- ▽ **Graceland students' average** was significantly lower ( $p < .05$ ) with an effect size less than .3 in magnitude.
- ▼ **Graceland students' average** was significantly lower ( $p < .05$ ) with an effect size at least .3 in magnitude.

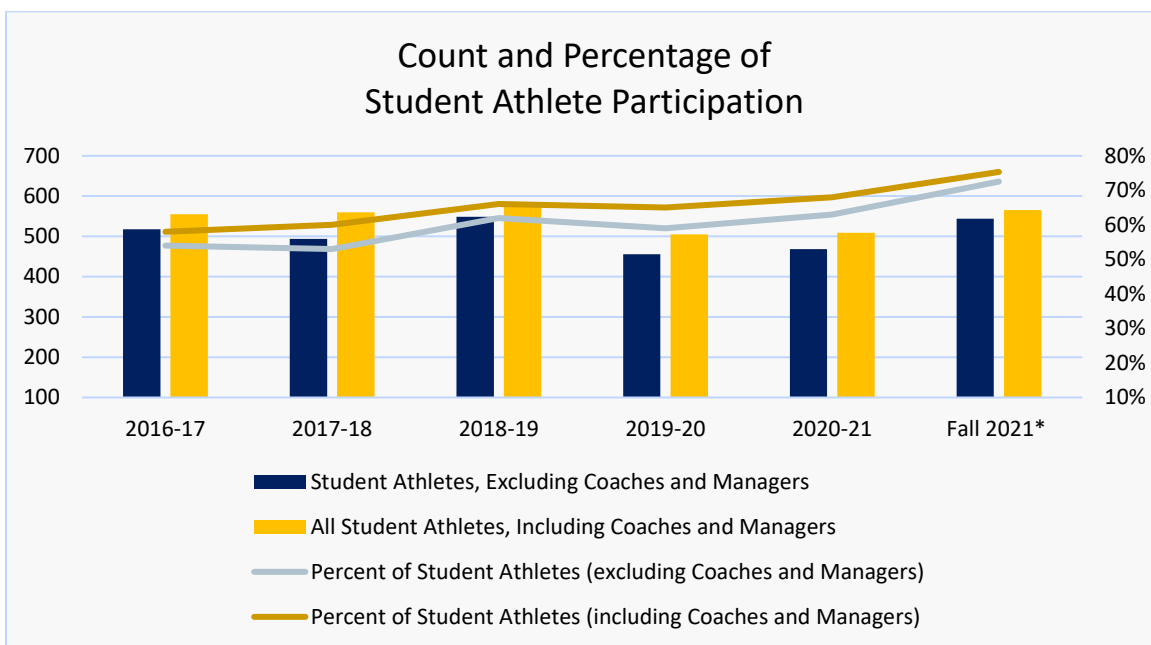
First-Year Students				
Theme	Engagement Indicator	Graceland First-Year Students Compared With Heart & Benchmarks	Graceland First-Year Students Compared With Modified Carnegie	Graceland First-Year Students Compared With All NSSE
Academic Challenge	Higher-Order Learning	--	--	▽
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
Learning With Peers	Collaborative Learning	--	--	--
	Discussions with Diverse Others	▲	▲	▲
Experiences With Faculty	Student-Faculty Interaction	△	▲	▲
	Effective Teaching Practices	▽	▽	--
Campus Environment	Quality of Interactions	--	--	--
	Supportive Environment	--	--	--
Senior Students				
Theme	Engagement Indicator	Graceland Seniors Compared With Heart and Benchmarks	Graceland Seniors Compared With Modified Carnegie	Graceland seniors compared with All NSSE
Academic Challenge	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	▲	▲	▲
	Discussions with Diverse Others	--	--	--
Experiences With Faculty	Student-Faculty Interaction	▲	▲	▲
	Effective Teaching Practices	--	--	△
Campus Environment	Quality of Interactions	--	--	△
	Supportive Environment	△	△	▲

## Student Engagement and Participation

All of Graceland’s Lamoni undergraduate student athletes sign a character pledge and participate in a program that is designed to help participants balance moral and social responsibility by keeping the core values of integrity, respect, responsibility, sportsmanship, and servant leadership at the heart of the athletic experience. Graceland has won distinction as an [NAIA Champions of Character Five-Star Gold Institution](#) from 2016 - 2019. Last year, with community service projects limited by the restrictions that came with the pandemic, Graceland won the [NAIA Champions of Character Five-Star Bronze Star Institution](#).

Athletic Participation	2016-17	2017-18	2018-19	2019-20	2020-21	Fall 2021*
Student Athletes, <u>excluding</u> Coaches and Managers	518	494	549	456	468	544
Percent of Student Athletes (excluding Coaches and Managers)	54%	53%	62%	59%	63%	73%
All Student Athletes, <u>including</u> Coaches and Managers	555	560	581	505	509	565
Percent of Student Athletes (including Coaches and Managers)	58%	60%	66%	65%	68%	75%

\*Note that the number of current-year athletes may change as the year develops. Includes Varsity, Junior Varsity, full- and part-time students. Does not include two Graduate Lamoni Campus baseball student-athletes.



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. \*2020-21 is a partial year.

For the 2021-22 academic year, the university has 21 varsity and 11 junior varsity athletic teams.

Graceland University Athletics: <https://www.gujackets.com/>

## Intramural Sports

For the 2020-21 academic year, approximately 350 undergraduate students on the Lamoni campus participated in intramural activities.

2020-21 Intramural Activities:

- Basketball A, B, and C leagues for men, A and B leagues for women
- Volleyball A and B leagues for men and women (*Sand volleyball to comply with COVID restrictions.*)
- Tapeball - brother/sister-house soccer
- Co-ed dodgeball
- Brother/sister-house kickball
- Brother/sister-house ultimate frisbee
- Welcome week all-star team vs faculty and co-ed Glow in the dark capture the flag
- Brother/sister-house messy games for welcome week
- Golf - all students can golf without charge at the local golf course
- Pool - round robin tournament
- Ping pong - round robin tournament
- Game nights - board games, lawn games, pickle ball, etc. - during winter months in the gym

## Work-Study

Total Employed by Campus						
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
<b>Lamoni</b>	592	627	618	522	327	333
<b>Independence</b>	16	10	10	10	7	4

Employed on Federal Work-Study						
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
<b>Lamoni</b>	270	309	273	193	250	170
<b>Independence</b>	6	7	4	4	3	1
Count of students employed through federal work-study are included in the total employed by campus. Source: Human Resources						

## Clubs and Organizations

### Lamoni Campus

- Clubs and organizations: 37 (link: <https://www.graceland.edu/student-life/get-involved/clubs-organizations-student-involvement/>)
- Houses: 16 (learn more here: <http://www.graceland.edu/campus-life/house-social-system>)
- Enactus participation: 60-80 students engaged in entrepreneurial business activities
- Leadership positions: 217
  - Efforts have been made to help demographic of student leadership mirror more closely the demographic of the student body. For instance, 7 out of 16 House Presidents are students of color.

Title of Position	Number of Positions
House Presidents	16
Residence Life Assistants	5
Graceland Student Government Officers	8
House Council	112
Peer Mentors	16
Graceland Student Government Boards & Councils	23
Clubs & Organizations	37
<b>Total</b>	<b>217</b>
Source: Student Life	

### Independence Campus and Online – Student Involvements

#### School of Education

- Graceland Student Education Association (GSEA) – Provides several leadership opportunities and participates significantly in service projects for the Independence, MO area.

#### School of Nursing

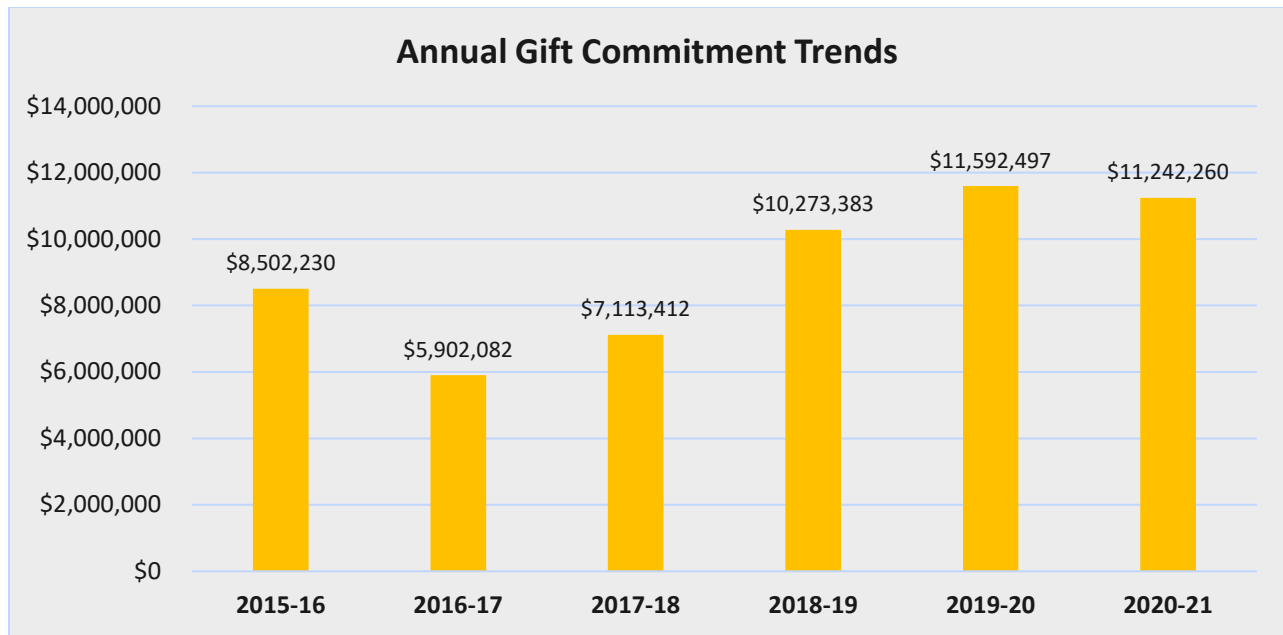
- Graceland Pi Eta chapter - Sigma Theta Tau International Honor Society of Nursing – face-to-face as well as distance nursing graduates may join/attend meetings. Graduate students who meet the qualifications may also join Sigma Theta Tau.
- Houses: McKevitt Manor – social/political student organization of the undergraduate face-to-face Nursing program.
- Leadership positions: 16 house council leadership positions. Of these, five students serve as representatives on university committees.
- Clubs and organizations: National Student Nurses' Association (NSNA) and Missouri Nursing Students' Association (MONSA), 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*
<b>Fall 2016</b>									
Maximum	217	146	239	93	96	14	9	<b>814</b>	-
Actual*	167	111	200	70	97	7	4	<b>656</b>	291
Occupancy	77%	76%	84%	75%	101%	50%	44%	<b>81%</b>	31%
<b>Fall 2017</b>									
Maximum	217	146	239	93	96	9	9	<b>809</b>	-
Actual*	182	115	173	57	96	6	7	<b>636</b>	265
Occupancy	84%	79%	72%	61%	100%	67%	78%	<b>79%</b>	29%
<b>Fall 2018</b>									
Maximum	217	146	239	93	102	13	n/a	<b>810</b>	-
Actual*	168	109	187	71	98	12	n/a	<b>645</b>	222
Occupancy	77%	75%	78%	76%	96%	92%	n/a	<b>80%</b>	26%
<b>Fall 2019</b>									
Maximum	208	135	208	83	96	6	n/a	<b>736</b>	-
Actual*	147	89	178	73	95	6	n/a	<b>588</b>	164
Occupancy	71%	66%	86%	88%	99%	100%	n/a	<b>80%</b>	22%
<b>Fall 2020</b>									
Maximum	209	135	217	84	96	6	n/a	<b>747</b>	-
Actual*	157	109	175	63	94	6	n/a	<b>604</b>	135
Occupancy	75%	81%	81%	75%	98%	100%	n/a	<b>81%</b>	18%
<b>Fall 2021</b>									
Maximum	202	135	219	84	97	n/a	n/a	<b>737</b>	-
Actual*	183	122	144	61	97	n/a	n/a	<b>607</b>	137
Occupancy	91%	90%	66%	73%	100%	n/a	n/a	<b>82%</b>	18%
* 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									

# Alumni Support



Includes cash gifts, deferred and pledge donations from undergraduate alumni and friends.

Source: Development Office

Year	Solicited	Donors	Participation
2015-16	11,103	1,980	17.83%
2016-17	12,369	1,817	14.69%
2017-18	11,082	1,728	15.59%
2018-19	11,810	1,671	14.15%
2019-20	12,538	1,789	14.27%
2020-21	12,356	1,484	12.01%

Includes undergraduate students.  
Source: Development Office

# Tuition and Financial Aid Information

## Tuition History

Lamoni Campus Undergraduate Tuition						
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Tuition	\$ 26,440	\$ 27,500	\$ 28,600	\$ 29,750	\$ 30,650	\$ 31,250
Room	\$ 3,230	\$ 3,300	\$ 3,370	\$ 3,490	\$ 3,630	\$ 3,770
Board	\$ 5,050	\$ 5,180	\$ 5,390	\$ 5,610	\$ 5,810	\$ 6,040
Activity Fee	\$ 570	\$ 370	\$ 370	\$ 370	\$ 370	\$ 370
Technology Fee	NA	\$ 240	\$ 270	\$ 300	\$ 300	\$ 300
<b>Total</b>	<b>\$ 35,290</b>	<b>\$ 36,590</b>	<b>\$ 38,000</b>	<b>\$ 39,520</b>	<b>\$ 40,760</b>	<b>\$ 41,730</b>

Source: Student Financial Services Webpage

## Loan Debt of Undergraduates

	2016-17	2017-18	2018-19	2019-20	2020-21
Graduates Who Entered as First-Time, First-Year	140	127	146	117	110
Graduates Who Took Out Loans	110	107	120	107	86
Total of Loans	\$3,533,190	\$3,634,446	\$3,774,891	\$3,027,749	\$2,714,032
Median Indebtedness	\$29,532	\$31,000	\$27,000	\$26,000	\$27,000
Mean Indebtedness	\$32,120	\$33,967	\$31,457	\$28,297	\$31,559
Number with Federal Loans	109	101	119	89	86
Mean Federal Indebtedness	\$27,695	\$31,024	\$27,955	\$27,854	\$27,229

Source: Student Financial Services

## Loan Default Rate of All Graceland Students (Undergraduate and Graduate)

	2013	2014	2015	2016	2017	2018*
Direct Student Loans	5.30%	7.90%	9.60%	9.80%	8.00%	6.7%

The loan default rate is released three years behind the current year.  
 \*2018 - Not official as of October 2021  
 Source: Student Financial Services

Lamoni campus tuition and costs: <https://www.graceland.edu/fees-rates-charges/lamoni-campus>

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

Independence and online undergraduate tuition and costs: <https://www.graceland.edu/admissions-aid/tuition-financial-aid/tuition-and-fees/>

- 98% of full-time undergraduate students received aid of any type from any source.
- 80% of full-time graduate students receive aid of any type from any source.

# Glossary

## Race/Ethnicity (IPEDS unless noted)

**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 Cuban, Mexican, Puerto Rican, 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:** (CDS) 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:** (CDS) Category used to report 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.

**Exclusions:** Those students who may be removed (deleted) from a cohort (or subcohort). For the Graduation Rates, Outcome Measures, and Fall Enrollment retention rate reporting, students may be removed from a cohort if they left the institution for one of the following reasons: death or total and permanent disability; service in the armed forces (including those called to active duty); service with a foreign aid service of the federal government, such as the Peace Corps; or service on 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:** (IPEDS) A student who has no prior postsecondary experience (except as noted below) attending any institution for the first time at the undergraduate level. This includes students enrolled in academic or occupational programs. It also includes students enrolled in the fall term who attended college for the first time in the prior summer term, and students who entered with advanced standing (college credits or recognized postsecondary credential 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):** (IPEDS) A student enrolled for 12 or more semester credits, 12 or more quarter credits, or 24 or more contact hours a week each term. Graduate: A student enrolled for 9 or more semester credits, or 9 or more quarter credits, or a student involved in thesis or dissertation preparation that is considered full-time by the institution. Doctor's degree - Professional practice - as defined by the institution.

**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.

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)

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The mission of **Institutional Effectiveness and Research** is:

- to serve as the custodian of authoritative University data and by providing reliable information and data to internal constituents for their analysis and to external constituents to demonstrate Graceland's integrity and/or to promote Graceland.
- to engage Graceland's many subunits in collaborative planning and provide them with the data they need to effectively assess and review their effectiveness and continually improve their quality and relevance, hence facilitating Graceland's ability to fully accomplish its mission to create learning communities where students develop their potential for meaningful and productive lives.

[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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