



Graceland
UNIVERSITY | 1895

Fall 2022 Fact Book

www.graceland.edu/factbook

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About Graceland University

Graceland, founded in 1895, a private four-year liberal arts university whose main residential campus is located in Lamoni, Iowa, about an hour south of Des Moines, spanning 170 acres in the rolling hills. The main campus features state-of-the-art science and performing arts facilities. ([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)
- KCAC Sports (Kansas Collegiate Athletic Conference) Women's Flag Football beginning Spring of 2024

The Independence, Missouri, campus was built in 1998 and houses the School of Nursing, the Gleazer School of Education including the program at the Trenton, MO location, the C.H. Sandage School of Business, and the Community of Christ Seminary all of which offer online and face-to-face programs. In addition, graduate degrees are offered by the Community of Christ Seminary and the School of Nursing, which also offered advance practice degrees, and has been offering distance learning opportunities in 1988.

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 and Approval


Graceland University

	<p>Graceland has been accredited by the Higher Learning Commission (HLC), https://www.hlcommission.org/, 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 http://hlcommission.org/component/directory/?Action=ShowBasic&Itemid=&instid=1233&lang=en.</p>
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Graceland's Online Programs

	<p>Graceland’s online programs have been approved by the State of Iowa to participate in the National Council for State Authorization Reciprocity Agreements (NC-SARA), http://nc-sara.org/.</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 Iowa Department of Education (IDOE), https://educateiowa.gov/.</p> <p>IDOE approval was most recently renewed November 16, 2016, after an April 2016 review. It expires in 2022-23 and Graceland is scheduled to participate in an on-site renewal evaluation September 2023.</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>Iowa Board of Nursing</p>	<p>The <i>master’s and doctoral degrees</i> in nursing have full approval status with the Iowa State Board of Nursing, https://nursing.iowa.gov/program/graceland-university-msn and https://nursing.iowa.gov/program/graceland-university-doctorate.</p>
<p>Missouri Board of Nursing</p>	<p>The <i>baccalaureate degree</i> in nursing has full approval status with the Iowa Board of Nursing and the Missouri State Board of Nursing, https://nursing.iowa.gov/program/graceland-university-bsn and https://pr.mo.gov/nursing-schools-of-nursing.asp.</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 2022 number of undergraduate and graduate students for the university. This includes students who are new to Graceland, students with 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). The non-credit bearing Continuing Education Units (CEUs) offered through the Community of Christ Seminary are also **not included**.

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	204	69	7	432	712	0	0	2	5	7	719
Online Nursing	0	1	0	0	1	0	0	0	7	7	8
Online Business	0	0	0	0	0	0	2	2	9	13	13
Interdisciplinary Studies Online	0	0	0	0	0	0	0	0	1	1	1
Independence Education	0	4	0	4	8	0	2	0	1	3	11
Trenton Education		4	0	1	5	0	2	0	0	2	7
Independence Nursing	0	0	22	72	94	0	0	7	0	7	101
Nursing RN-MSN Combined	0	0	0	0	0	0	2	0	3	5	5
Grand Total	204	78	29	509	820	0	8	11	26	45	865

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	0	11	11	0	0	12	12	23
Master of Science in Nursing	1	8	92	101	30	22	99	151	252
Doctor of Nursing Practice	2	3	2	7	0	2	12	14	21
Master of Arts in Religion	10	4	6	20	0	0	16	16	36
Master of Science in Nutrition and Human Performance	7	1	4	12	0	0	0	0	12
Master of Science in Data Science	1	4	3	8	0	2	0	2	10
Grand Total	21	20	118	159	30	26	139	195	354

Full-Time				Part-Time				Grand Total		
Total University Head Count				979					240	1,219

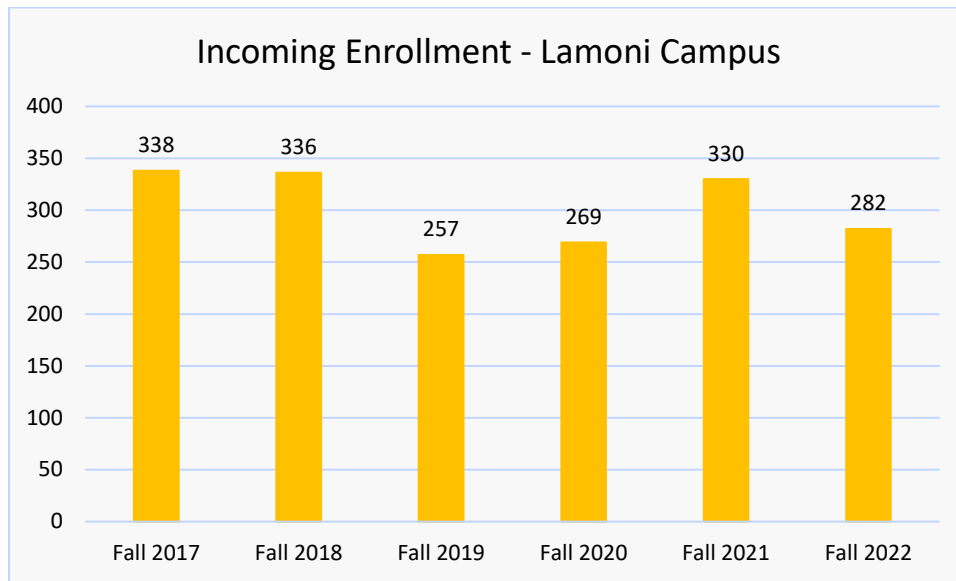
Enrollment: Full-Time Equivalent

These charts show the university's total enrollment by Full-Time Equivalent (FTE), including ACE. Calculating FTE includes the full-time equivalent of the part-time students. This calculation is required for many state and federal reporting purposes. The Continuing Education Units (CEUs) offered through the Community of Christ Seminary are **not** included.

Undergraduate Fall Full-Time Equivalent Enrollment						
	2017	2018	2019	2020	2021	2022
Lamoni	909.58	873.00	762.75	740.17	746.83	713.75
ACE	51.50	14.00	17.00	11.92	10.58	7.33
Total Lamoni & ACE	961.08	887.00	779.75	752.09	757.41	721.08
Center for Graduate and Continuing Studies (CGCS)						
	2017	2018	2019	2020	2021	2022
Online Nursing	68.50	53.33	30.50	20.58	13.75	8.42
Online Business	16.25	13.25	10.75	13.50	13.25	7.75
Non-Degree Seeking Online	0.00	0.00	0.00	0.00	0.00	0.00
Independence Education	55.92	51.00	42.83	34.08	46.00	29.00
Trenton Education	Program Restarted in Fall 2022					6.50
Independence Nursing	94.83	89.00	91.50	88.50	102.50	97.00
Liberal Studies/Interdisciplinary Studies	0.00	0.50	0.50	0.00	0.00	0.75
Total Undergraduate CGCS	235.50	207.08	176.08	156.66	175.5	149.42
Total Undergraduate	1196.58	1094.08	955.83	908.75	932.91	870.50
FTE for all undergraduate program is determined using 12 S.H. as full-time.						
Graduate Fall Full-Time Equivalent Enrollment						
	2017	2018	2019	2020	2021	2022
Doctor of Nursing Practice	22.80	15.20	12.80	11.40	8.80	14.60
Master of Science in Nursing	554.80	589.60	537.20	422.00	356.80	234.80
Master of Education	130.40	91.60	24.00	12.00	Discontinued	
Master of Arts in Religion (Seminary)	34.00	18.80	22.60	24.60	30.20	24.80
Master of Science in Data Science & Analytics	Program Started in Spring 2021				4.80	9.20
Master of Science in Nutrition & Human Performance	Program Started in Fall 2021				6.00	12.00
Non-Degree Seeking	20.20	0.00	0.00	0.00	0.00	0.00
Total Graduate	762.20	715.20	596.60	470.00	406.60	295.40
FTE for graduate programs is determined using 5 S.H. as full-time.						
Total University FTE	1,958.78	1,809.28	1,552.43	1,378.75	1,339.52	1,165.90
Source: Registrar						

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
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
2022-23	19*	963*	3.26	39

*As of November 2020, ACT & SAT test scores are optional for undergraduate Admissions.

University Student Diversity

The data below includes **all** full- and part-time students enrolled at the University as of the Fall 2022 lock date. The ethnicity and gender code can be updated by the student at any time during their enrollment. Non-Resident is based on student visa status.

University Ethnicity

	Lamoni	Undergraduate Independence	Undergraduate Trenton	Undergraduate Online	Graduate Online	ACE	Fall 2022 Total
Non-Resident	89	4	0	1	10	0	104
Hispanic	87	8	0	2	18	0	115
American Indian or Alaska Native	3	0	0	0	4	0	7
Asian	6	1	0	1	13	0	21
Black/African American	118	17	0	0	18	0	153
Two or more races	35	5	0	0	10	0	50
Native Hawaiian or Pacific Islander	18	0	0	0	0	0	18
Unknown	25	10	1	3	41	21	101
White	338	67	6	20	240	4	675
Total	719	112	7	27	354	25	1,244

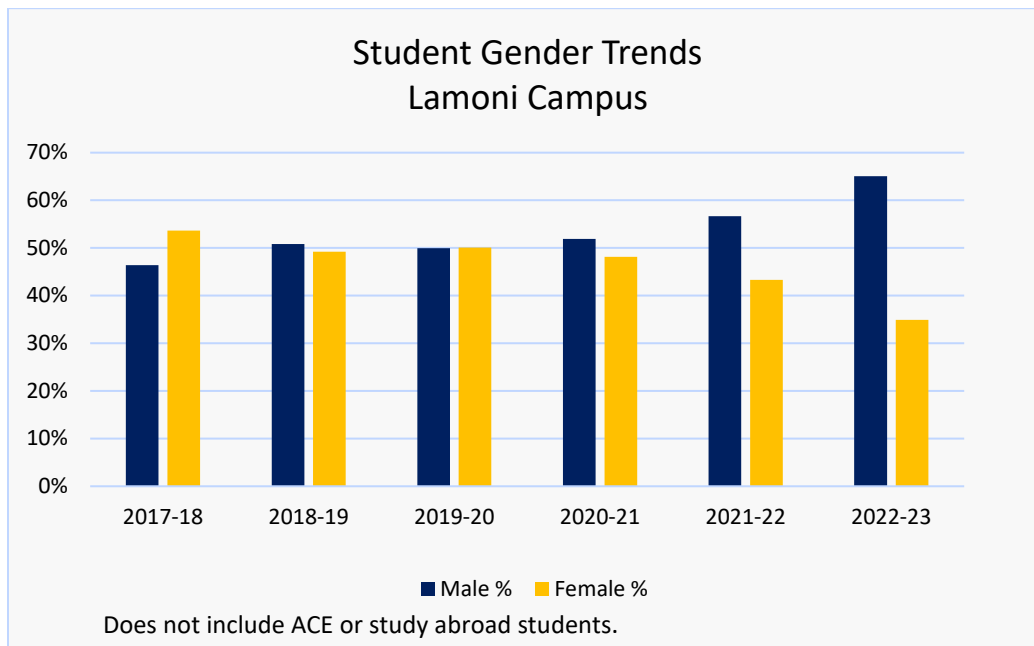
Diversity Trends – Lamoni Campus

Year	Race/Ethnic Diversity*	White	Non-U.S. Citizens	Unknown	Total Students
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
2022-23	267 (37%)	338 (47%)	89 (12%)	25 (3%)	719

*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 Trenton	Undergraduate Online	Graduate Online	ACE	Fall 2022 Total
Female	251	98	6	22	290	9	676
Male	468	14	1	5	64	16	568
Total	719	112	7	27	354	25	1,244



Lamoni Gender

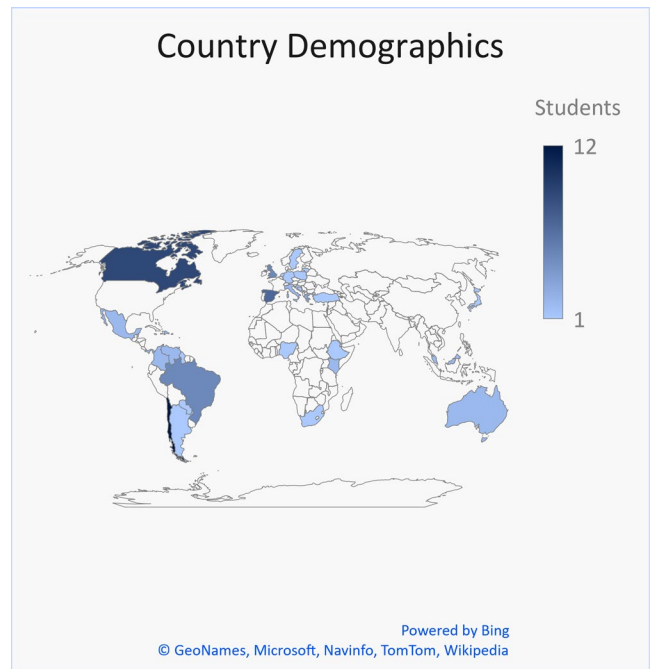
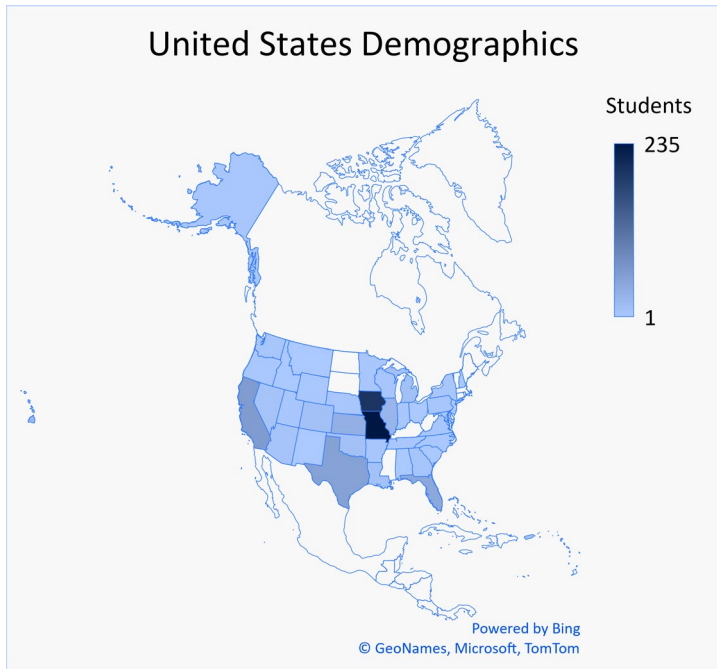
Year	Male	Female	Total	% Male	% Female
2017-18	430	497	927	46.39%	53.61%
2018-19	449	435	884	50.79%	49.21%
2019-20	387	388	775	49.94%	50.06%
2020-21	387	359	746	51.88%	48.12%
2021-22	425	325	750	56.67%	43.33%
2022-23	468	251	719	65.09%	34.91%

Does not include ACE or study abroad students.

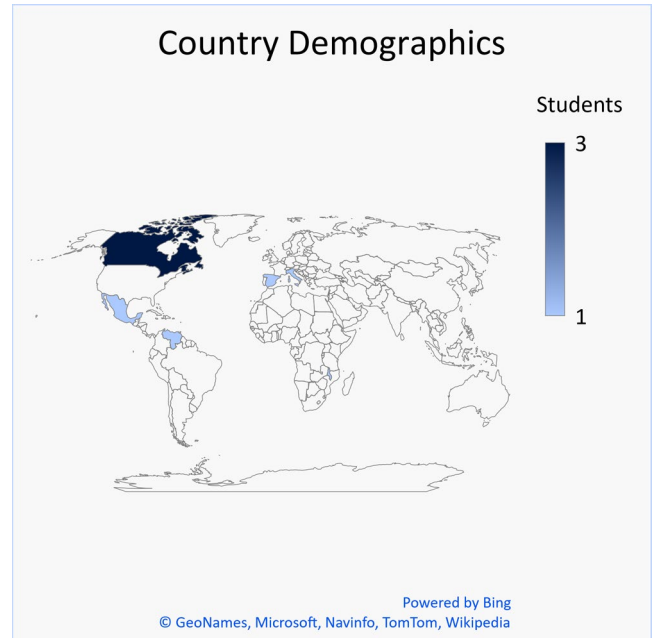
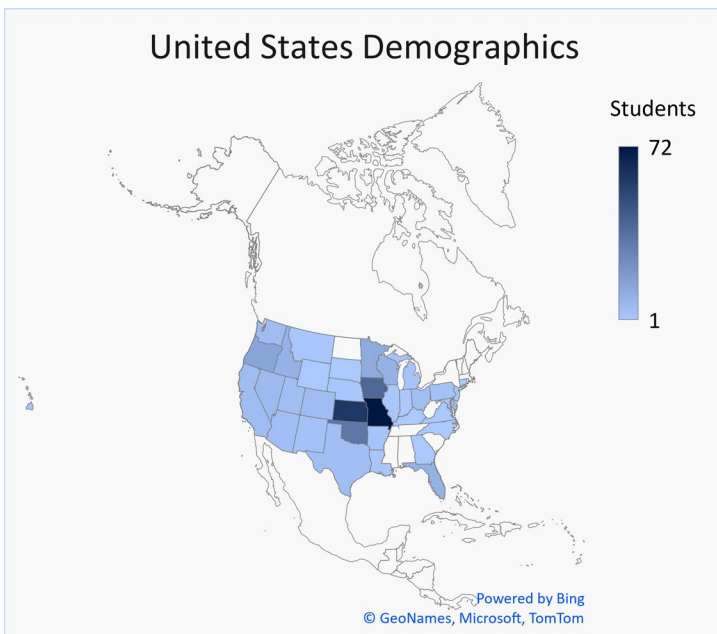
Geographic Distribution

Graceland's student population gathers from 44 states, the U.S. unincorporated territory of Puerto Rico, and 39 countries.

Undergraduate Students - All undergraduate students are from 40 states, the U.S. unincorporated territory of Puerto Rico and 38 countries.

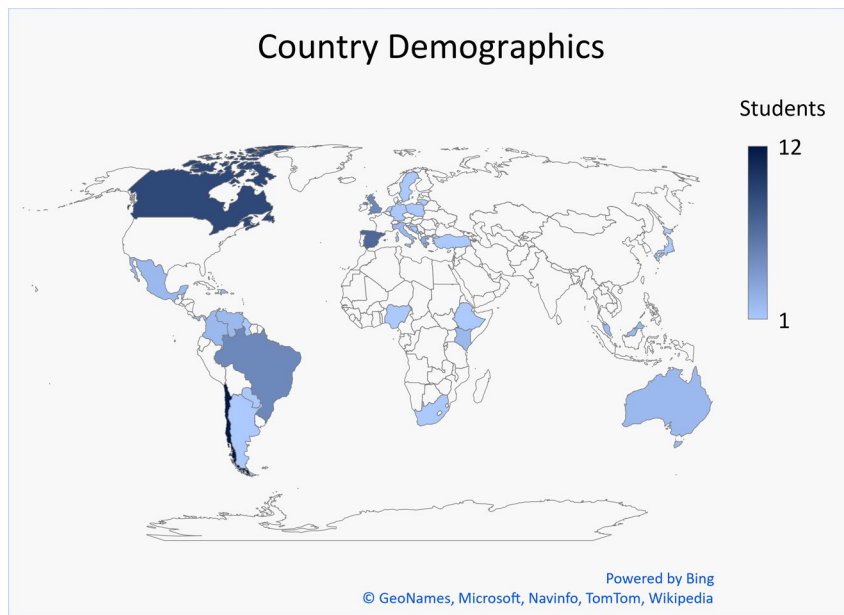
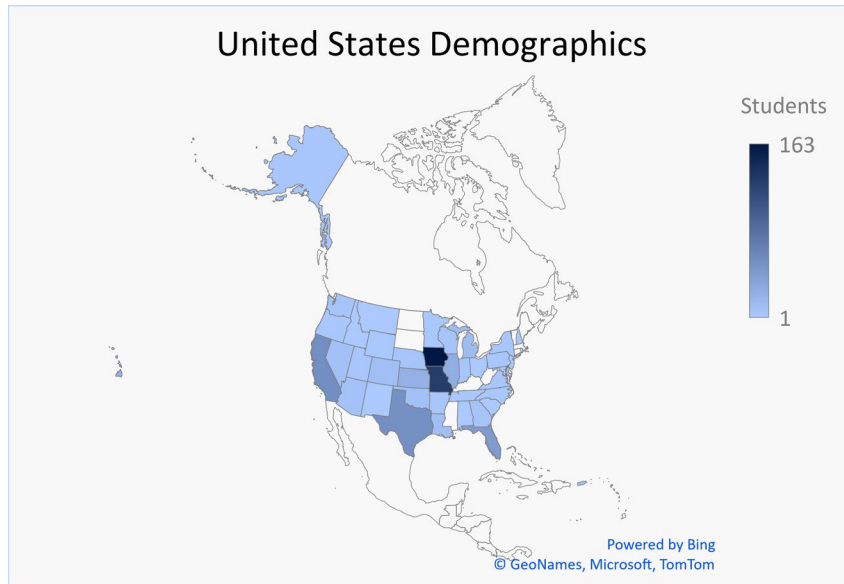


Graduate Students – All graduate students are from 37 states and 7 countries.



Lamoni Campus Students

Lamoni students represent 40 states, the U.S. unincorporated territory of Puerto Rico, and 37 countries. The ACE students are **not** included.



Lamoni campus undergraduate student countries represented:

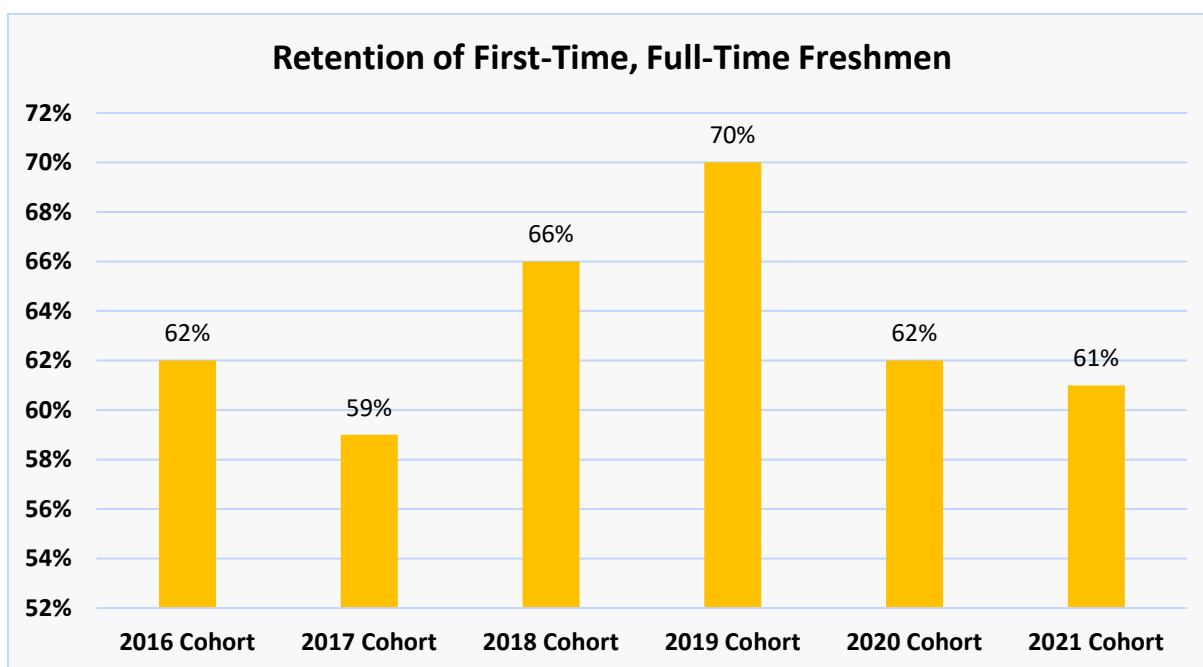
Argentina, Australia, Bahamas, Belize, Bosnia and Herzegovina, Brazil, Canada, Chile, Colombia, Croatia, Dominican Republic, Ethiopia, French Polynesia, Germany, Greece, Guyana, Italy, Japan, Kenya, Kosovo, Lithuania, Malaysia, Mexico, Montenegro, Netherlands, Nigeria, Panama, Paraguay, Poland, Singapore, South Africa, Spain, Sweden, Trinidad and Tobago, 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.

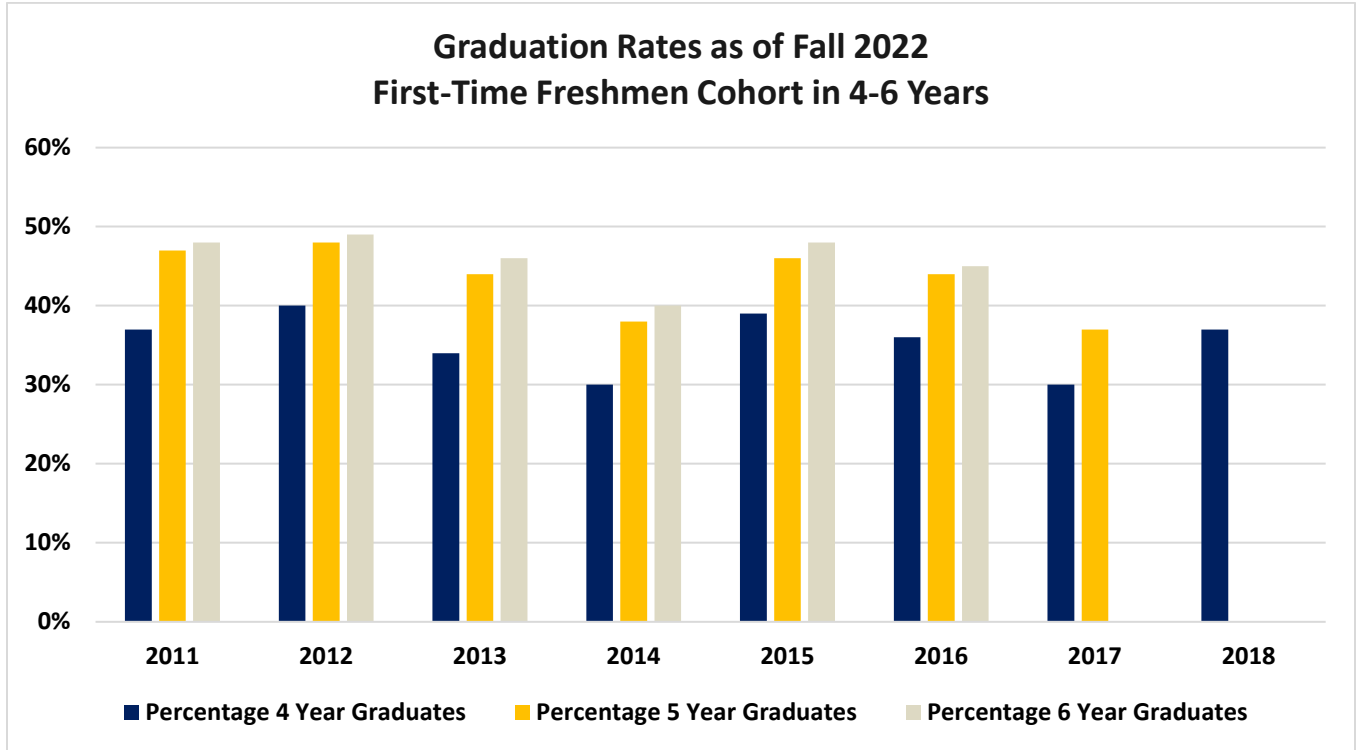
This report excludes students who are no longer enrolled for reasons identified by IPEDS as excused: death, military service, and church mission work.



Entering Cohort	Beginning Enrollment	Retention Rate First to Second Year
2016 Cohort	256	62%
2017 Cohort	254	59%
2018 Cohort	267	66%
2019 Cohort	193	70%
2020 Cohort	211	62%
2021 Cohort	248	61%
2022 Cohort	204	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
2011 Cohort	259	37%	47%	48%
2012 Cohort	231	40%	48%	49%
2013 Cohort	326	34%	44%	46%
2014 Cohort	282	30%	38%	40%
2015 Cohort	289	39%	46%	48%
2016 Cohort	256	36%	44%	45%
2017 Cohort	255	30%	37%	
2018 Cohort	267	37%		
2019 Cohort	193			
2020 Cohort	211			
2021 Cohort	248			
2022 Cohort	204			

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 2022 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
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
2022-23	13:1	15:1	7:1*

*Includes Trenton

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 2022 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
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
2022-23	63*	11	10	21	11	11	22	6	14	20

*Faculty hired for the Doctorate of Physical Therapy program will be included in this total once the program begins, which is scheduled for January 1, 2024.

Degree	Male	Female
Total number with doctorate or other terminal degree	23	18
Total number whose highest degree is a master's but not a terminal master's	5	17
Total number whose highest degree is a bachelor's	0	0
Total	28	35

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
2016-17	124	69	56%
2017-18	59	35	59%
2018-19	136	99	73%
2019-20	50	25*	50%*
2020-21	41	38	93%
2021-22	Not available at time of Fact Book publication. As of May of 2022, the Praxis II requirement was removed for the state of Iowa.		

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), Adult Gerontology Acute Care Nurse Practitioner (AGACNP) students, and the Psychiatric Mental Health Nurse Practitioner (PNHNP) December graduates can take either the ANCC or the AANP exam. The following chart represents the passage and certification rates for Graceland Nursing program graduates.

	BSN-RN Program	MSN/FNP Program	MSN/AGACNP Program
Calendar Year	NCLEX Pass Rate	Certification Rate	Certification Rate
2017	95%	ANCC 71% / AANP 93%	NA
2018	76%	ANCC 92% / AANP 81%	NA
2019	90%	ANCC 82% / AANP 91%	NA
2020	95%	ANCC 86% / AANP 91%	100%
2021	94%	ANCC 87% / AANP 80 %	91%
2022	83%	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.

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

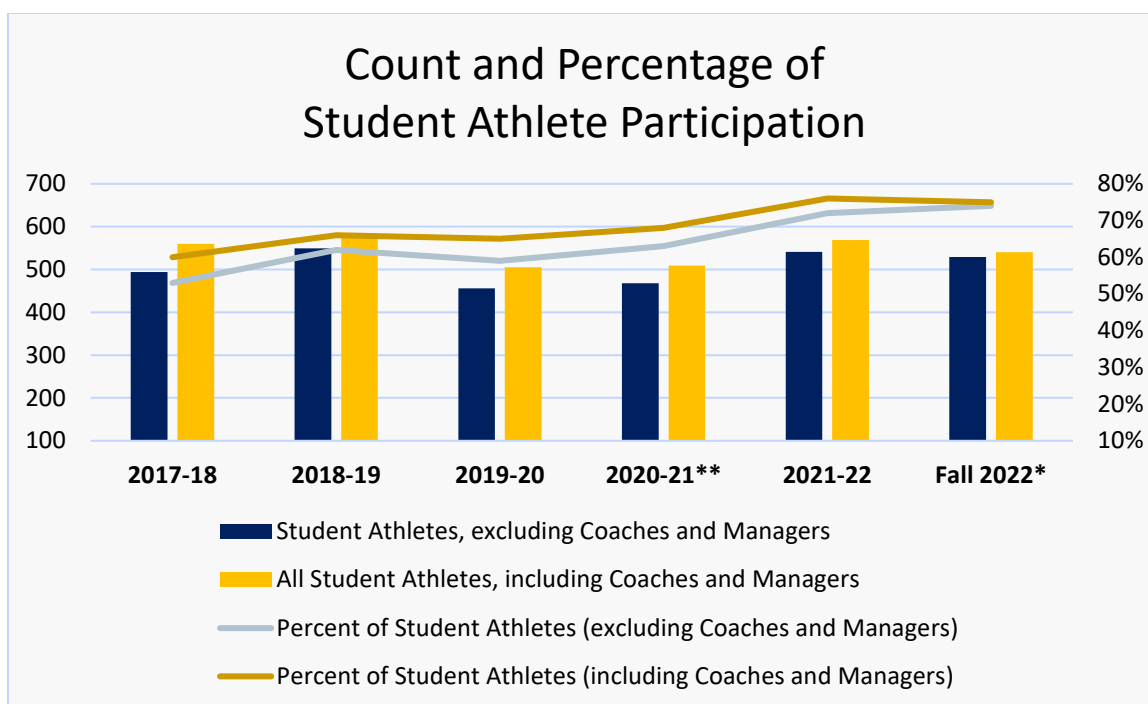
<i>Theme</i>	<i>Engagement Indicator</i>	Graceland Seniors Compared With Heart and Benchmarks	Graceland Seniors Compared With Modified Carnegie	Graceland seniors compared with All NSSE
<i>Academic Challenge</i>	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
<i>Learning with Peers</i>	Collaborative Learning	▲	▲	▲
	Discussions with Diverse Others	--	--	--
<i>Experiences With Faculty</i>	Student-Faculty Interaction	▲	▲	▲
	Effective Teaching Practices	--	--	△
<i>Campus Environment</i>	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, and in 2021-22. 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 in 2020-21](#).

Athletic Participation	2017-18	2018-19	2019-20	2020-21	2021-22	Fall 2022*
Student Athletes, <u>excluding</u> Coaches and Managers	494	549	456	468	541	529
Percent of Student Athletes (excluding Coaches and Managers)	53%	62%	59%	63%	72%	74%
All Student Athletes, <u>including</u> Coaches and Managers	560	581	505	509	569	540
Percent of Student Athletes (including Coaches and Managers)	60%	66%	65%	68%	76%	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 Graduate Lamoni Campus 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. **A partial year is shown for 2020-21 due to the pandemic.

For the 2022-23 academic year, the university has 22 Varsity Sports with eight of those sports boasting 10 Junior Varsity Programs within. Graceland University Athletics: <https://www.gujackets.com/>

Intramural Sports

For the 2021-22 academic year, approximately 350 undergraduate students on the Lamoni Campus participated in Intramural (IM) activities.

IM activities were strong in spite of pandemic protocols continuing, campus renovations, and our current student's interests. A transition to evening activities for students is allowing more students to be involved and will further increase student involvement. The Student Senate, on behalf of GSG, provided funding to purchase portable lights which are allowing evening activities when a larger number of students are free to participate.

Students enjoyed the annual Welcome Week glow-in-the-dark capture-the-flag event, as well as the Messy Games activity, while IM cooperated with the entire student government to provide other events during Homecoming week.

The more popular events were co-ed sand volleyball (three leagues and championships for each), kick ball, and game nights. Board games, lawn games, etc., were still popular activities. Miniature golf in the Morden Center with holes constructed by various student groups was very popular as well.

Students continued to enjoy the golf opportunity at the local course that is funded by IMs and Campus Organization for Social Activities (COSA).

Work-Study

Total Employed by Campus						
	2016-17	2017-18	2018-19	2019-20	2020-21	2022-23
Lamoni	627	618	522	327	333	423
Independence	10	10	10	7	4	1

Employed on Federal Work-Study						
	2016-17	2017-18	2018-19	2019-20	2020-21	2022-23
Lamoni	309	273	193	250	170	177
Independence	7	4	4	3	1	0
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: 42 (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: 63 unique participants engaged in any entrepreneurial business activities January - December 2021
- Leadership positions: 217
 - Efforts have been made to help demographic of student leadership mirror more closely the demographic of the student body. For instance, 4 out of 16 House Presidents are students of color.

Title of Position	Number of Positions
House Presidents	16
Residence Life Assistants	6
Graceland Student Government Officers	8
House Council	96
Peer Mentors	9
Graceland Student Government Boards & Councils	23
Clubs & Organizations	42
Total	200
Source: Student Life	

Independence Campus, Trenton, 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. The Independence Campus guides Trenton, Missouri, GSEA as this completion program begins a new chapter.

School of Nursing

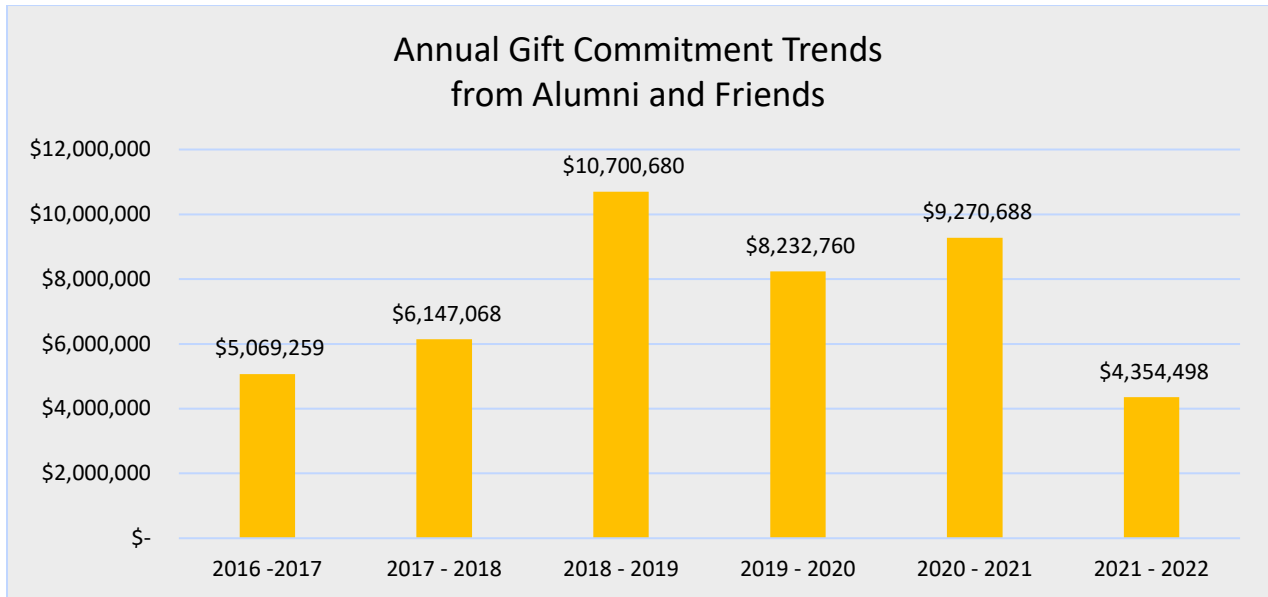
- Graceland Pi Eta chapter - Sigma Theta Tau International Honor Society of Nursing – face-to-face as well as distance nursing graduates may join/attend meetings. Graduate students who meet the qualifications may also join Sigma Theta Tau.
- Houses: McKevit Manor – social/political student organization 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.
- Students complete community service during the Community Health Care course every spring.
- Opportunity to work in immunization clinics (flu, covid, etc.) throughout the program.
- Food drive every fall that involves students and faculty, hosted by Sigma Theta Tau.

Housing Information

Occupancy on Lamoni Campus

	Graybill	Gunsolley	Tess Morgan	Walker	Small & Thomas Apts.	College Houses	Tower Apts.	TOTAL Housing Capacity	Off Campus*
Fall 2017									
Maximum	217	146	239	93	96	9	9	809	-
Actual*	182	115	173	57	96	6	7	636	265
Occupancy	84%	79%	72%	61%	100%	67%	78%	79%	29%*
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 2019									
Maximum	208	135	208	83	96	6	n/a	736	-
Actual*	147	89	178	73	95	6	n/a	588	164
Occupancy	71%	66%	86%	88%	99%	100%	n/a	80%	22%*
Fall 2020									
Maximum	209	135	217	84	96	6	n/a	747	-
Actual*	157	109	175	63	94	6	n/a	604	135
Occupancy	75%	81%	81%	75%	98%	100%	n/a	81%	18%*
Fall 2021									
Maximum	202	135	219	84	97	n/a	n/a	737	-
Actual*	183	122	144	61	97	n/a	n/a	607	137
Occupancy	91%	90%	66%	73%	100%	n/a	n/a	82%	18%*
Fall 2022									
Maximum	207	135	219	88	96	n/a	n/a	745	-
Actual*	199	132	123	45	92	n/a	n/a	591	121
Occupancy	96%	98%	56%	51%	96%	n/a	n/a	79%	19%*
* 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 commitments from alumni and friends.
 Source: Development Office

Undergraduate Alumni Support			
Year	Solicited	Donors	Participation
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%
2021-22*	17,598*	1,183	6.72%

*These numbers look significantly different than prior years because we did a onetime test mailing to people who had a mail hold which added a significant number of people to the number solicited.

Note: In previous years, anyone who successfully completed 24 credit hours (regardless of degree status) on the Lamoni campus was considered an alumnus. Beginning this year, an alumnus is anyone who received an undergraduate degree from either campus.

Source: Development Office

Tuition and Financial Aid Information

Tuition History

Lamoni Campus Undergraduate Tuition						
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Tuition	\$ 27,500	\$ 28,600	\$ 29,750	\$ 30,650	\$ 31,250	\$ 31,250
Room	\$ 3,300	\$ 3,370	\$ 3,490	\$ 3,630	\$ 3,770	\$ 3,900
Board	\$ 5,180	\$ 5,390	\$ 5,610	\$ 5,810	\$ 6,040	\$ 6,200
Activity Fee	\$ 370	\$ 370	\$ 370	\$ 370	\$ 370	\$ 370
Technology Fee	\$ 240	\$ 270	\$ 300	\$ 300	\$ 300	\$ 350
Total	\$ 36,590	\$ 38,000	\$ 39,520	\$ 40,760	\$ 41,730	\$ 42,070

Source: Student Financial Services Webpage

Loan Debt of Undergraduates

	2017-18	2018-19	2019-20	2020-21	2021-2022
Graduates Who Entered as First-Time, First-Year	127	146	117	110	116
Graduates Who Took Out Loans	107	120	107	86	95
Total of Loans	\$3,634,446	\$3,774,891	\$3,027,749	\$2,714,032	\$2,816,272
Median Indebtedness	\$31,000	\$27,000	\$26,000	\$27,000	\$27,000
Mean Indebtedness	\$33,967	\$31,457	\$28,297	\$31,559	\$29,645
Number with Federal Loans	101	119	89	86	93
Mean Federal Indebtedness	\$31,024	\$27,955	\$27,854	\$27,229	\$26,506

Source: Student Financial Services

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

	2014	2015	2016	2017	2018	2019*
Direct Student Loans	7.90%	9.60%	9.80%	8.00%	6.7%	1.50%

The loan default rate is released three years behind the current year.
 *2019 - Not official as of October 2022
 Source: Student Financial Services, National Student Loan Data System

Lamoni campus tuition and costs: <https://www.graceland.edu/admissions-aid/tuition-financial-aid/tuition-and-fees/>

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

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

- 90% 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.

Community of Christ Seminary

The Center for Innovation in Ministry & Mission (CIMM) is focused on creating **non-credit** opportunities for adult theological education, ministerial training, and leadership development. As of Fall 2022, the CIMM offers **non-credit** bearing Continuing Education Units (CEUs) that focus on priesthood development, leadership development, and theological education. The CEUs **do not** lead to a degree.

The Seminary is a collaborative partnership between Graceland University and Community of Christ.

Continuing Education Units (CEUs) Enrollment

The information below reflects enrollment of the Seminary CEUs as of Fall A in 2022.

Non-credit CEUs	Enrolled	Completed
Introduction to Priesthood	33	30
Ministry of the Elder	14	14
Ministry of the Priest	16	15
Duplicated count; data not locked at census date. Source: Seminary		

Learn more: <https://www.graceland.edu/academics/colleges-schools/community-of-christ-seminary/center-for-innovation-in-ministry-and-mission/>

Glossary

Race/Ethnicity Categories (definitions from IPEDS)

U.S. Nonresident: 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 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: A person having origins in any of the original peoples of North and South America (including Central America) who maintains cultural identification through 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: The category used to report students or employees whose race and ethnicity are not known.

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, 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 recognized postsecondary credential. 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: (GU) 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).

Dual Enrollment: (IPEDS) Refers to students who enroll in college courses offered by an institution of higher education while enrolled in high school or seeking a recognized equivalent. Student performance is recorded on a college transcript and postsecondary credit is awarded for a passing grade in the course.

- Includes: All postsecondary courses, independent of course delivery mode, course location, course instructor, whether secondary credit is also offered, and whether the student enrolls through a formal state/local program or enrolls outside a formal state/local program.
- Excludes: Credit-by-exam models such as Advanced Placement and International Baccalaureate in which the student is not enrolled in a postsecondary institution.

First-time student (undergraduate): (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 session, 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: (IPEDS) A first-year undergraduate student.

Full-time student (undergraduate): (IPEDS) Undergraduate: A student enrolled for 12 or more semester credits, or 12 or more quarter credits, or 24 or more clock 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 - full-time 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 clock hours a week each term. **Graduate:** A student enrolled for less than 9 semester or quarter credits.

Faculty Categories (IPEDS)

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 noncredit courses exclusively.

Student-to-faculty ratio (IPEDS) The ratio of Full-Time Equivalent (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 $\frac{1}{3}$ the number of part-time students/staff.

Contact Information

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www.graceland.edu

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- 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.

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