



Graceland
UNIVERSITY | 1895



Fall 2025 Fact Book

www.graceland.edu/factbook

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About Graceland University

Graceland was founded in 1895 with a commitment to creating non-sectarian learning communities that prepare students for meaningful and productive lives. Graceland's main residential campus is located on 170 acres of rolling hills in Lamoni, Iowa. For over 50 years, Graceland has also been educating health care professionals in Independence, Missouri, which is home to the School of Nursing and the Doctor of Physical Therapy programs. The Independence campus also includes the Gleazer School of Education teacher education program as well as both undergraduate degree completion programs and graduate studies in many fields. [SkillPath](#), Graceland's subsidiary located in Mission, Kansas, provides both face-to-face and online seminars to life-long learners in business and industry that allow them to improve or refresh their skills in a wide range of areas.

Central to the University's mission is creating an environment of radical belonging, where all are welcome, valued, and empowered to learn and grow. Radical belonging enables Graceland students to gain the self-confidence and strength to be the bold leaders and changemakers the world needs. For over 60 years, the university's unique approach to residence life – the Graceland House System – is built upon the belief that students will become their best selves when they find belonging and inclusion in a strong support system.

In the Fall of 2022, Graceland launched one of its most ambitious and innovative programs yet – a second major in Transformational Leadership for all 4-year undergraduates. Transformational Leadership reimagines the liberal arts and combines general education, strategic skills, and leadership training to provide students with highly in-demand, durable skills employers are seeking like collaboration, critical thinking, and communication.


Quick Facts:

- Mascot: Yellowjackets "Sting"
- Colors: Blue and Gold
- Academic Programs: 27 undergraduate, 8 pre-professional, 8 graduate, and 10 certificates.
- Alumni Magazine: [Horizons](#)
- Newspaper: [The Tower](#)
- Yearbook: [Acacia](#)
- Radio Station: KBUZ ([listen here](#))
- Student and Employee Portal: [myGraceland](#)
- Athletics Governing Body: National Association of Intercollegiate Athletics (NAIA)
- Athletic Conferences:
 - Heart of America Athletic Conference (Heart)
 - KCAC Sports (Kansas Collegiate Athletic Conference) - Women's Flag Football

Learn more at www.graceland.edu

Accreditations and Approvals


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 https://www.hlcommission.org/institution/1233/.</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 undergraduate teacher education program is approved by the Iowa Department of Education (IDOE), https://educateiowa.gov/.</p> <p>IDOE approval was most recently renewed on January 11, 2024. Graceland participated in an on-site renewal evaluation visit in September 2023.</p>
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Graceland's Nursing Programs

	<p>The baccalaureate degree in nursing, master 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 and doctoral degrees</i> in nursing have full approval status with the Iowa Board of Nursing, https://dial.iowa.gov/licenses/medical/nursing-professional-midwifery/nursing-education/iowa-nursing-education-programs.</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 Board of Nursing, https://dial.iowa.gov/licenses/medical/nursing-professional-midwifery/nursing-education/iowa-nursing-education-programs, 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
	Master	September 25, 1999	March 13, 2024	December 31, 2034	March 13, 2024	Spring 2034
	Doctorate	May 22, 2013	October 2, 2017	June 30, 2028	October 2, 2017	Fall 2027
Iowa Board of Nursing	Baccalaureate	1990	April 24, 2024	April 30, 2030	April 24, 2024	April 2030
	Master	1990	April 24, 2024	April 30, 2030	April 24, 2024	April 2030
	Doctorate	1990	April 24, 2024	April 30, 2030	April 24, 2024	April 2030
Missouri Board of Nursing	Baccalaureate	1971	2019	2025	July 23, 2025	2030

Source: Institutional Effectiveness & Academic Affairs

Graceland's Doctor of Physical Therapy Program



Commission on Accreditation in Physical Therapy Education (CAPTE)

Effective December 1, 2023, Graceland University has been granted Candidate for Accreditation status by the Commission on Accreditation in Physical Therapy Education (3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; phone: 703-706-3245; email: accreditation@apta.org). If needing to contact the program/institution directly, please call 816-423-4700 or email dpt-program@graceland.edu.

Candidate for Accreditation is an accreditation status of affiliation with the Commission on Accreditation in Physical Therapy Education that indicates the program may matriculate students in technical/professional courses. Achievement of Candidate for Accreditation status does not assure that the program will be granted Initial Accreditation.

Candidacy is considered to be an accredited status, as such the credits and degree earned from a program with Candidacy status are considered, by CAPTE, to be from an accredited program. Therefore, students in the charter (first) class should be eligible to take the licensure exam even if CAPTE withholds accreditation at the end of the candidacy period. That said, it is up to each state licensing agency, not CAPTE, to determine who is eligible for licensure. Information on licensing requirements should be directed to the Federation of State Boards of Physical Therapy (FSBPT; www.fsbpt.org) or specific state boards (a list of state boards and contact information is available on FSBPT's website).

Source: DPT



Enrollment: Head Count

The information below breaks down the Fall 2025 number of undergraduate and graduate students for the university. This includes students who are new to Graceland, students who had previous Graceland credit returning from a break in enrollment, and those who are continuing from the previous year. Enrollment for the Lamoni campus excludes Accelerated College Education (ACE). The non-academic credit bearing Continuing Education Units (CEUs) offered through the Community of Christ Seminary are also excluded.

Undergraduate	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	68	8	394	674	0	3	6	16	25	699
Online Nursing	0	0	0	0	0	0	0	0	2	2	2
Online Business	0	0	0	0	0	0	1	1	4	6	6
Independence Education	0	5	0	3	8	0	3	0	0	3	11
Trenton Education	0	0	1	0	1	0	0	0	0	0	1
Independence Nursing	0	4	24	53	81	0	0	1	0	1	82
Nursing RN-MSN Combined	0	0	0	1	1	0	3	0	3	6	7
Grand Total	204	77	33	451	765	0	10	8	25	43	808

Graduate	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 <small>(RN-MSN)</small>	0	0	5	5	0	1	1	2	7
Master of Science in Nursing	24	6	97	127	7	5	66	78	205
Doctor of Nursing Practice	1	1	8	10	1	1	4	6	16
Master of Arts in Religion	6	8	7	21	0	1	16	17	38
Master of Science in Nutrition & Human Performance	3	8	8	19	0	2	0	2	21
Master of Science Data Science and Analytics	1	1	0	2	0	0	0	0	2
Doctor of Physical Therapy	0	0	69	69	0	0	2	2	71
Master of Business Administration	1	9	0	10	1	0	0	1	11
Grand Total	36	33	194	263	9	10	89	108	371

Total University Head Count	Full-Time	1,028	Part-Time	151	1,179 Grand Total
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Source: Registrar Fall Enrollment Reports

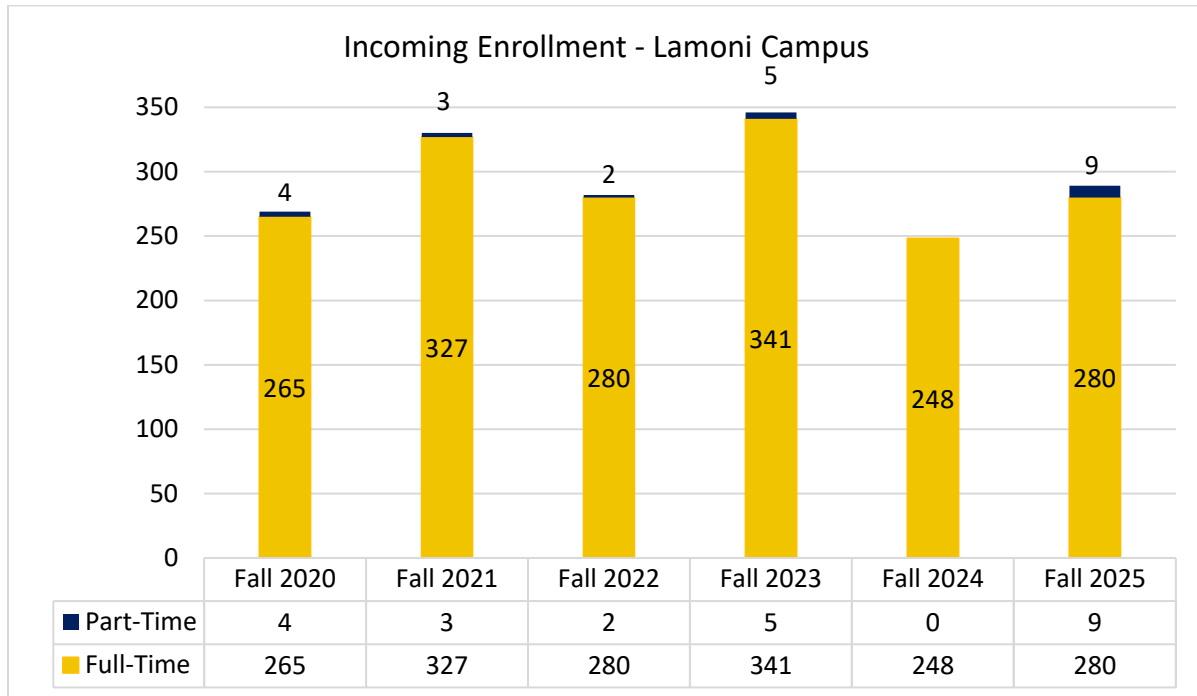
Enrollment: Full-Time Equivalent

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 excluded.

Undergraduate Fall Full-Time Equivalent Enrollment						
	2020	2021	2022	2023	2024	2025
Lamoni	740.17	746.83	713.75	756.92	688.33	681.58
ACE	11.92	10.58	7.33	0.58	1.08	1.83
Total Lamoni and ACE	752.09	757.41	721.08	757.50	689.41	683.42
Center for Graduate and Continuing Studies (CGCS) and Additional Locations						
	2020	2021	2022	2023	2024	2025
Online Nursing	20.58	13.75	8.42	5.17	8.67	5.08
Online Business	13.50	13.25	7.75	6.00	7.75	3.75
Independence Education	34.08	46.00	29.00	12.50	11.08	10.25
Trenton Education	Restarted Fall 2022		6.50	9.58	4.00	1.00
Independence Nursing	88.50	102.50	97.00	97.83	68.75	81.50
Liberal Studies/Interdisciplinary Studies	0.00	0.00	0.75	0.00	0.00	0.00
Total Undergraduate CGCS and Additional Locations	156.66	175.5	149.42	131.08	100.25	101.58
Total Undergraduate	908.75	932.91	870.50	888.58	789.66	785.00
FTE for all undergraduate programs is determined using 12 S.H. as full-time.						
Graduate Fall Full-Time Equivalent Enrollment						
	2020	2021	2022	2023	2024	2025
Doctor of Nursing Practice	11.40	8.80	14.60	9.40	13.00	13.80
Doctor of Physical Therapy	Program started 2024				25.00	70.60
Master of Science in Nursing	422.00	356.80	234.80	194.20	172.40	192.20
Master of Education	12.00	Program discontinued				
Master of Arts in Religion (Seminary)	24.60	30.20	24.80	32.60	31.80	32.60
Master of Business Administration	Program started 2025					10.60
Master of Science in Data Science and Analytics	Started in 2021	4.80	9.20	2.60	3.60	2.00
Master of Science in Nutrition & Human Performance	Started in 2021	6.00	12.00	11.00	18.60	20.20
Total Graduate	470.00	406.60	295.40	249.80	264.40	342.00
FTE for graduate programs is determined using 5 S.H. as full-time.						
Total University FTE	1,378.75	1,339.52	1,165.90	1,138.38	1,054.06	1,127.00
Source: Registrar Fall Enrollment Reports						

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. The ACE students are excluded.



Source: Institutional Research

Average Admissions Criteria Trends – Lamoni Campus				
Year	ACT*	SAT*	GPA	Class Rank
2020-21	20	982	3.23	55
2021-22	20	1008	3.24	55
2022-23	19	958	3.29	56
2023-24	20	996	3.14	49
2024-25	20	1072	3.07	53
2025-26	21	956	3.12	54

As of November 2020, ACT & SAT test scores are permanently optional for undergraduate Admissions.
 Source: Institutional Research and Admissions

University Student Demographics

This chart reflects all full- and part-time students enrolled at the university as of the Fall 2025 census date. The categories and definitions are those required by IPEDS (Integrated Postsecondary Education Data System). The race/ethnicity and gender codes are self-reported by the student during the application process and can be updated during their enrollment. Non-Resident is based on student visa status.

University Student Diversity					
	Undergraduate Lamoni	Undergraduate Independence & Trenton	Undergraduate Online*	Graduate Online*	Fall 2025 Total
Non-Resident	74	6	1*	8*	89
Hispanic	91	13	2	19	125
American Indian or Alaska Native	1	0	0	5	6
Asian	5	1	0	12	18
Black/African American	128	15	0	36	179
Two or more races	56	3	1	14	74
Native Hawaiian or Pacific Islander	2	1	1	0	4
Race/Ethnicity Unknown	66	14	1	62	143
White	276	41	9	215	541
Total	699	94	15	371	1179

ACE/Dual Enrollment removed due to fewer than five enrollments. Study Abroad students excluded.

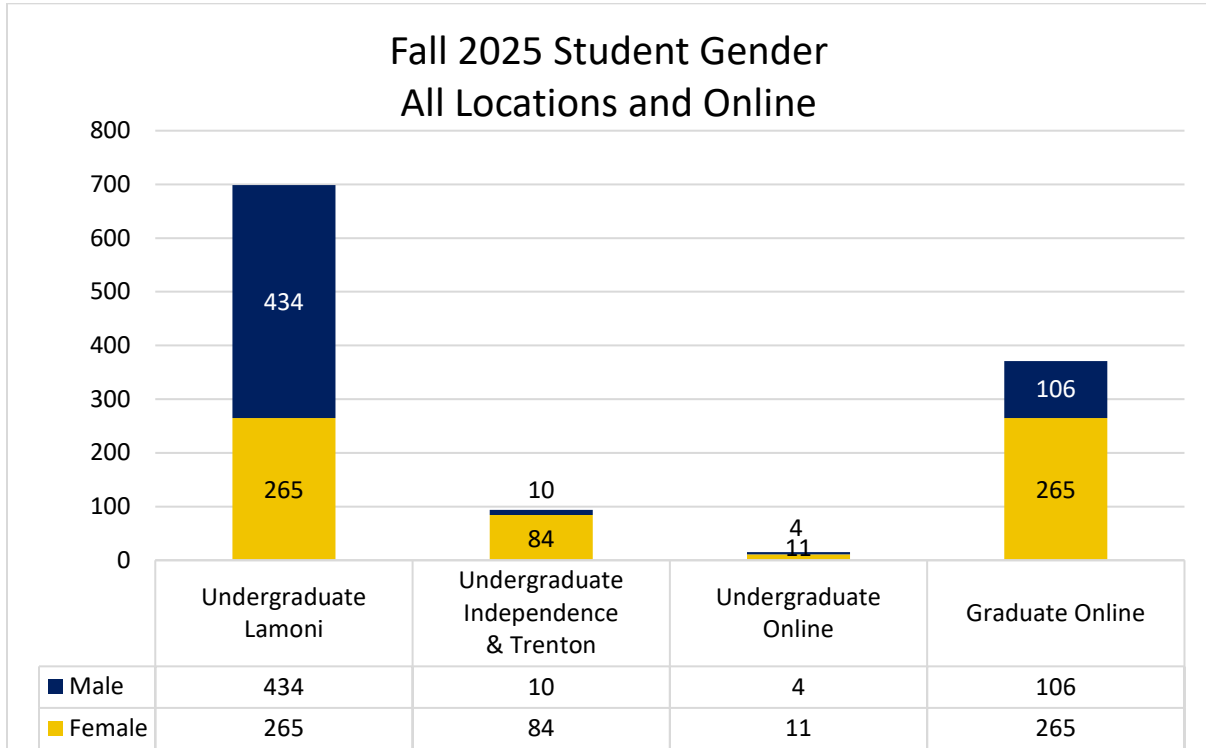
*Visa information is not required for online programs. Includes TRIO Application data.

Source: Institutional Research

Diversity Trends – Lamoni Campus					
Year	Race/Ethnic Diversity*	White	Non-Resident	Race/Ethnicity Unknown	Total Students
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 (4%)	719
2023-24	318 (41%)	315 (41%)	112 (15%)	21 (3%)	766
2024-25	298 (43%)	295 (42%)	81 (12%)	18 (3%)	692
2025-26	283 (40%)	276 (39%)	74 (11%)	66 (9%)	699

*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. ACE and Study Abroad students are excluded. Includes TRIO Application data. Source: Institutional Research

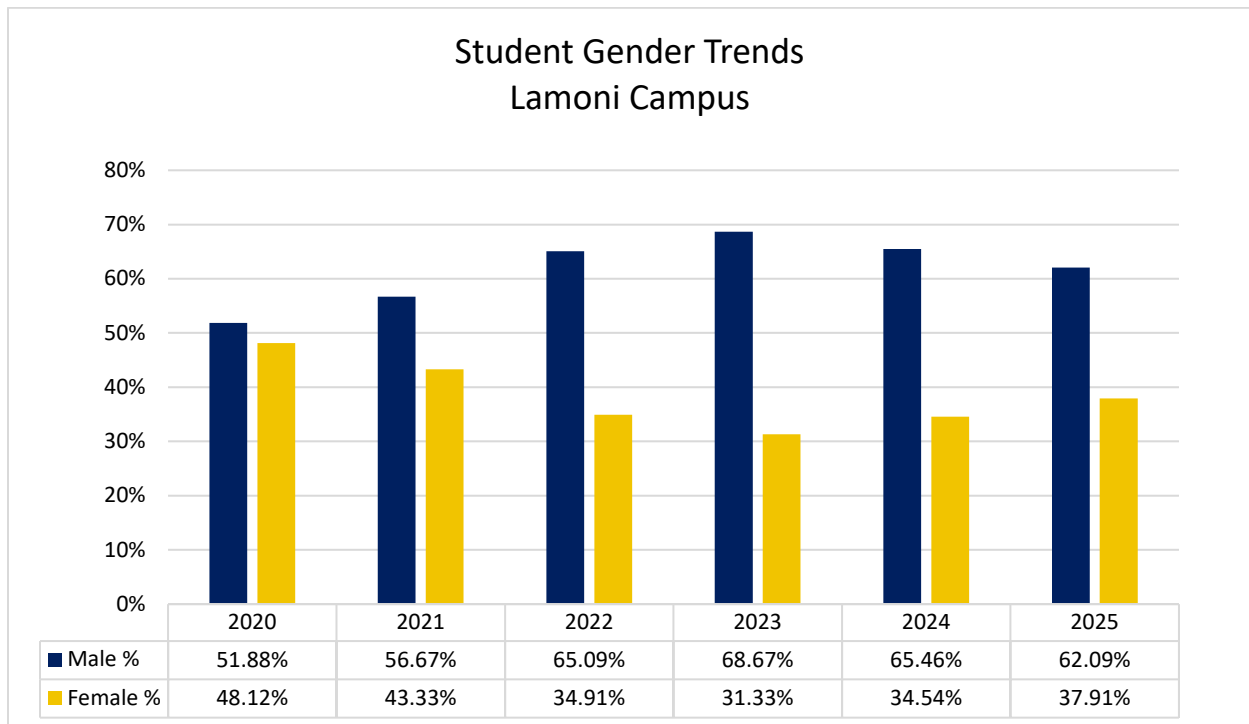
University Gender



ACE/Dual Enrollment removed due to fewer than five enrollments.

Study Abroad students are excluded.

Source: Institutional Research



ACE/Dual Enrollment removed due to fewer than five enrollments.

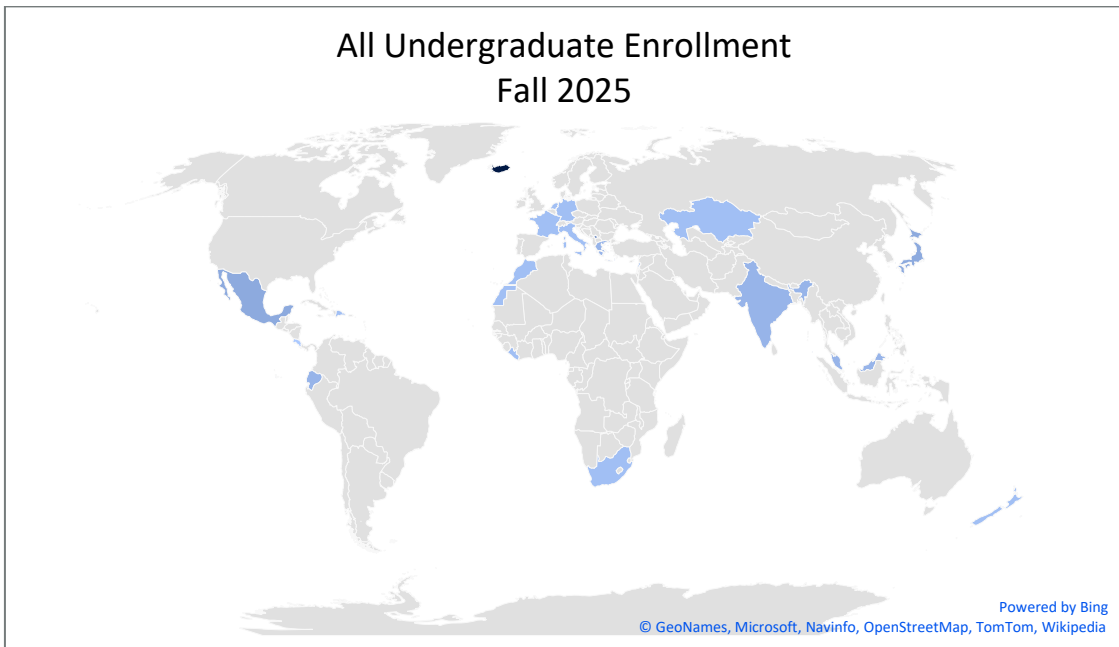
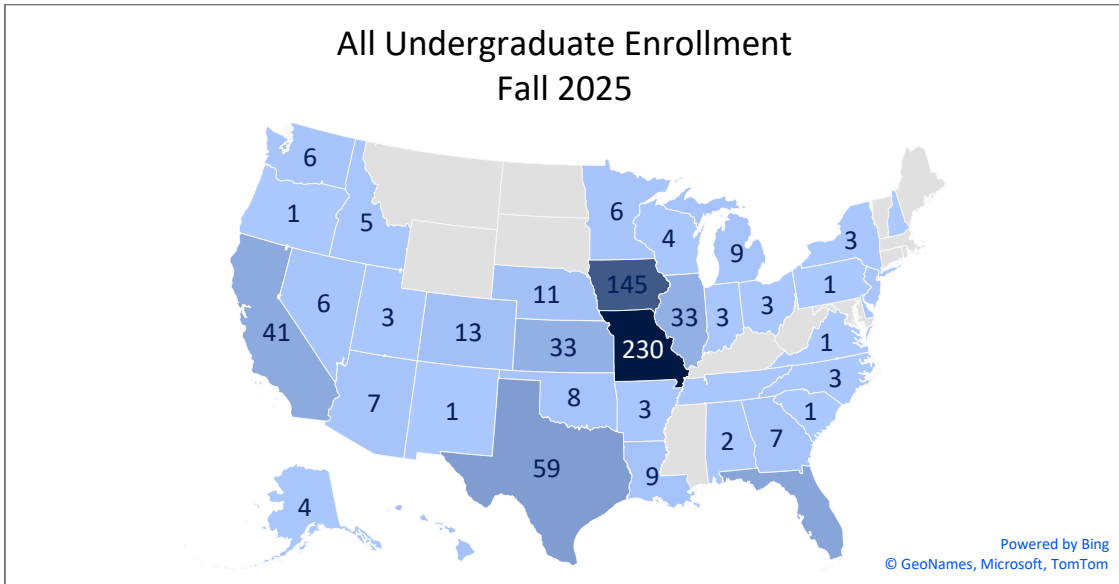
Study Abroad students are excluded.

Source: Institutional Research

Geographic Distribution

Graceland's student residential data reflects the population originates from 44 states, the U.S. unincorporated territories of Puerto Rico & Guam, and 35 countries (includes online students).

Undergraduate Students - All full- and part-time undergraduate students are from 38 states, the U.S. unincorporated territory of Puerto Rico, and 34 countries (includes online students).

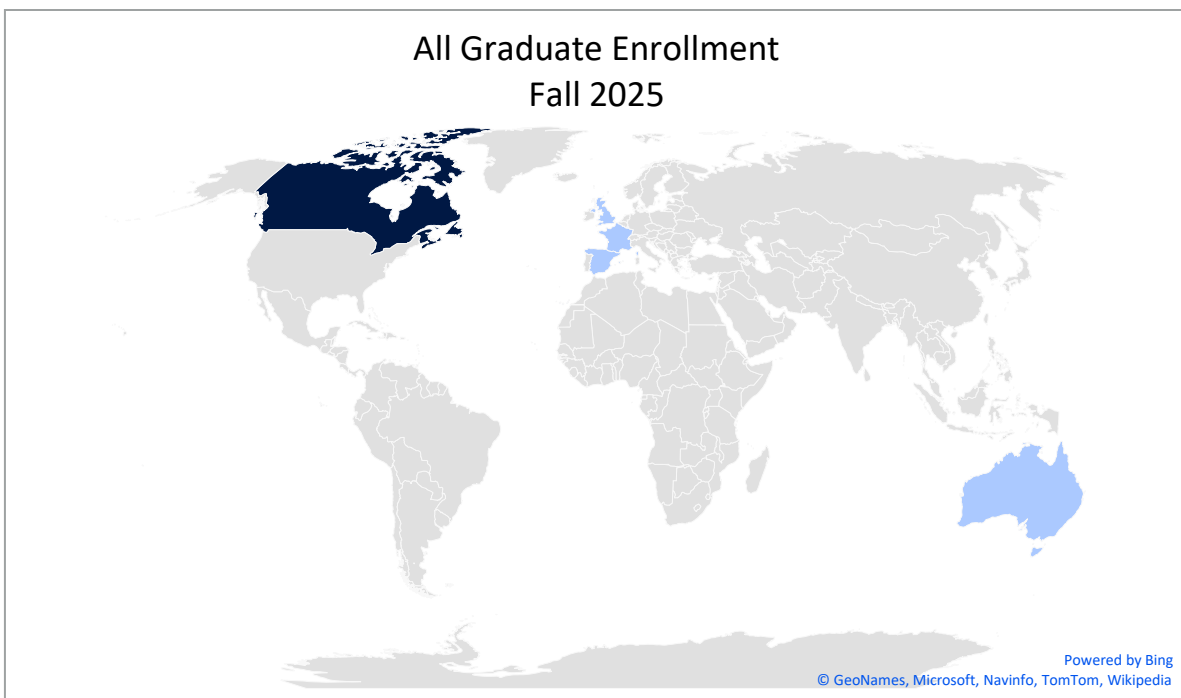
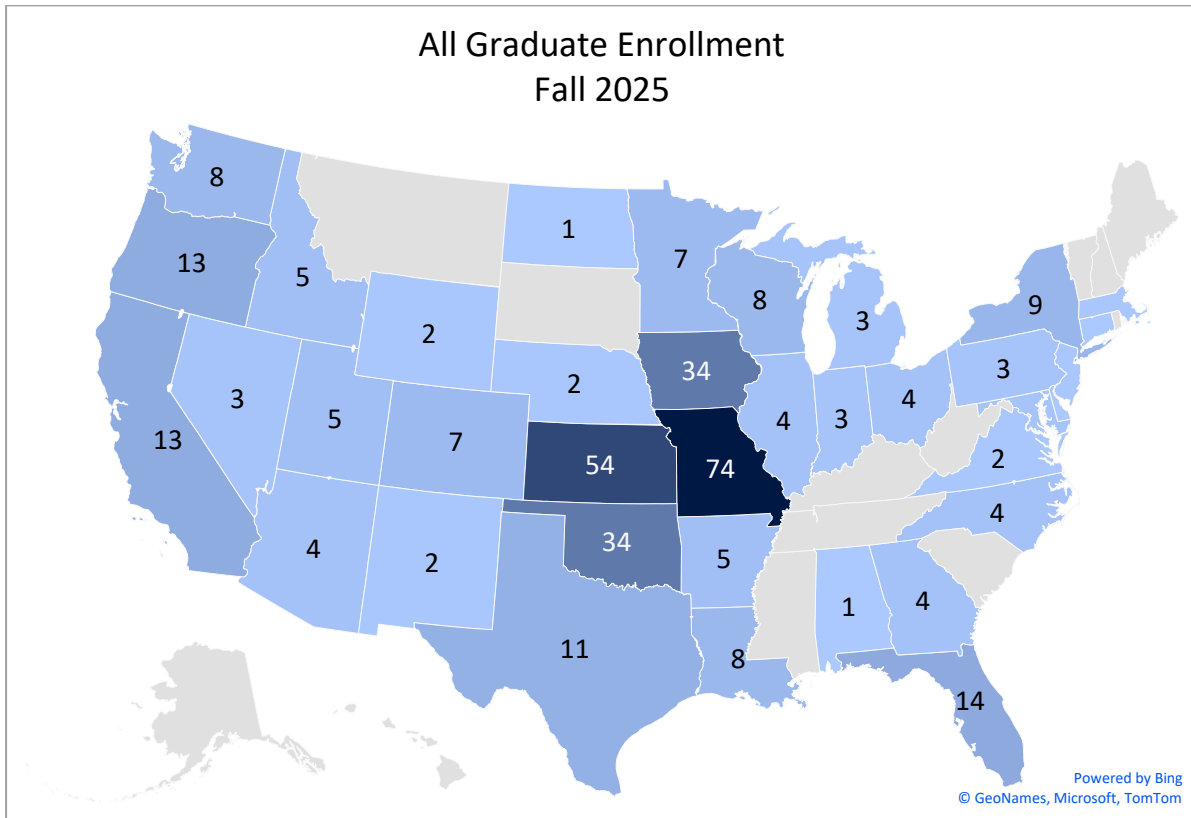


All undergraduate student countries represented:

Argentina, Australia, Austria, Bahamas, Bosnia & Herzegovina, Brazil, Canada, Chile, China, Colombia, Costa Rica, Dominican Republic, Ecuador, England, France, Germany, Greece, Iceland, India, Kazakhstan, Kosovo, Lebanon, Liberia, Malaysia, Mexico, Morocco, Netherlands, New Zealand, Poland, Slovakia, South Africa, Spain, United Kingdom, and Venezuela.

Source: Registrar Fall Enrollment Reports

Graduate Students – All full- and part-time graduate students are from 39 states, the U.S. unincorporated territory of Guam, and 6 countries (includes online students).



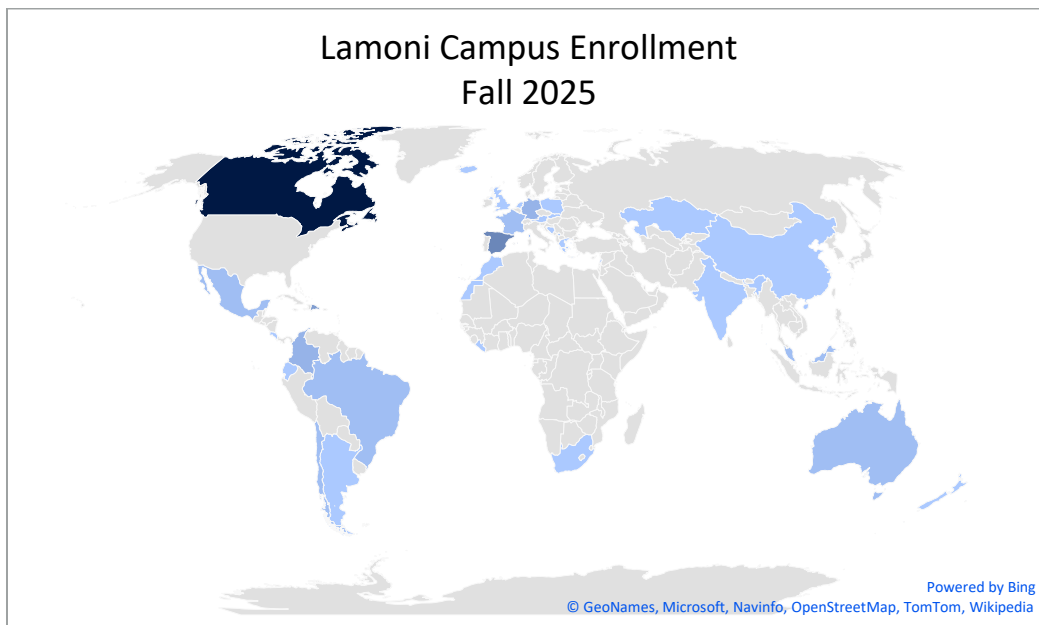
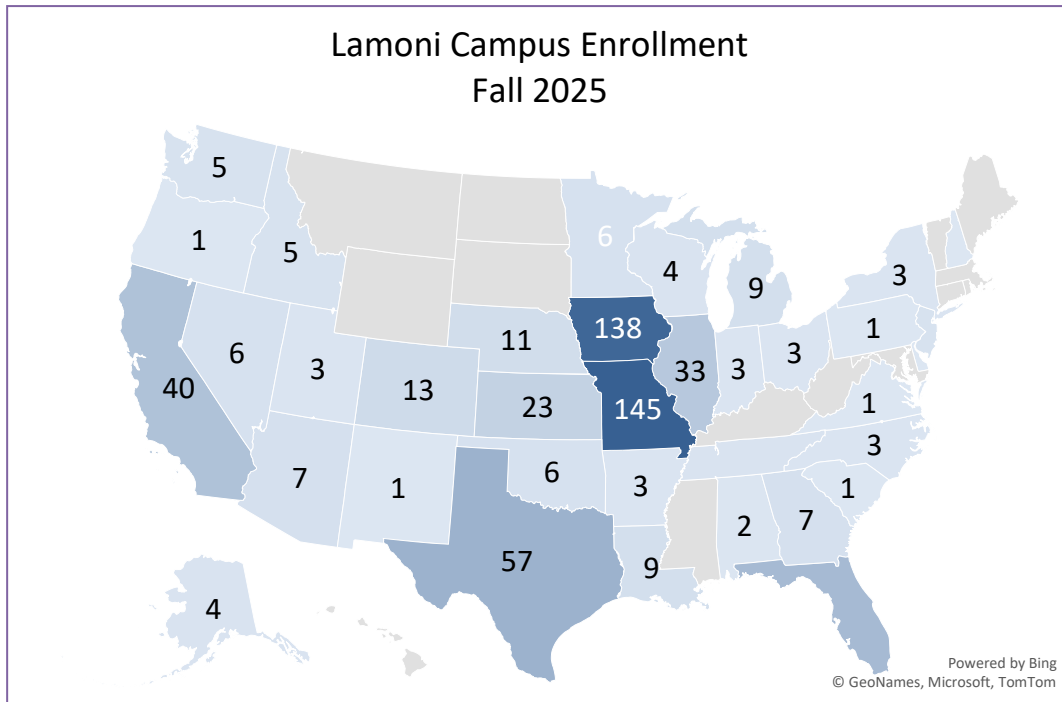
Graduate student countries represented:

Australia, Canada, France, French Polynesia, Spain, and United Kingdom.

Source: Registrar Fall Enrollment Reports

Lamoni Campus Students

Lamoni full- and part-time students represent 38 states, the U.S. unincorporated territory of Puerto Rico, and 34 countries. The ACE and Study Abroad students are excluded.



Lamoni campus undergraduate student countries represented:

Argentina, Australia, Austria, Bahamas, Bosnia & Herzegovina, Brazil, Canada, Chile, China, Colombia, Costa Rica, Dominican Republic, Ecuador, England, France, Germany, Greece, Iceland, India, Kazakhstan, Kosovo, Lebanon, Liberia, Malaysia, Mexico, Morocco, Netherlands, New Zealand, Poland, Slovakia, South Africa, Spain, United Kingdom, and Venezuela.

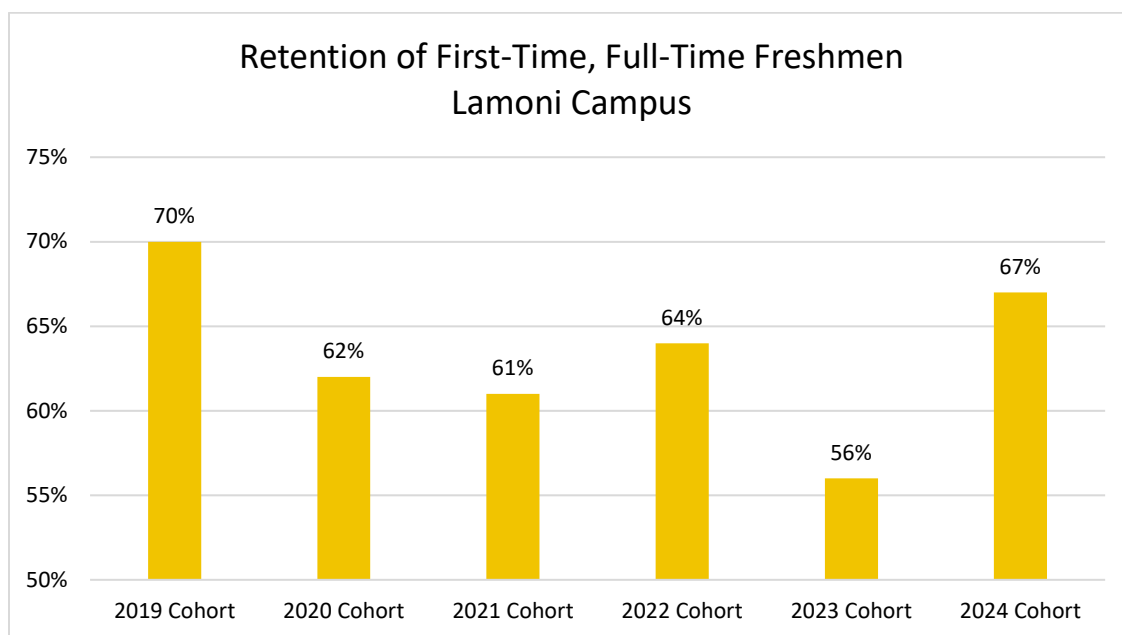
Source: Registrar Fall Enrollment Reports

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.



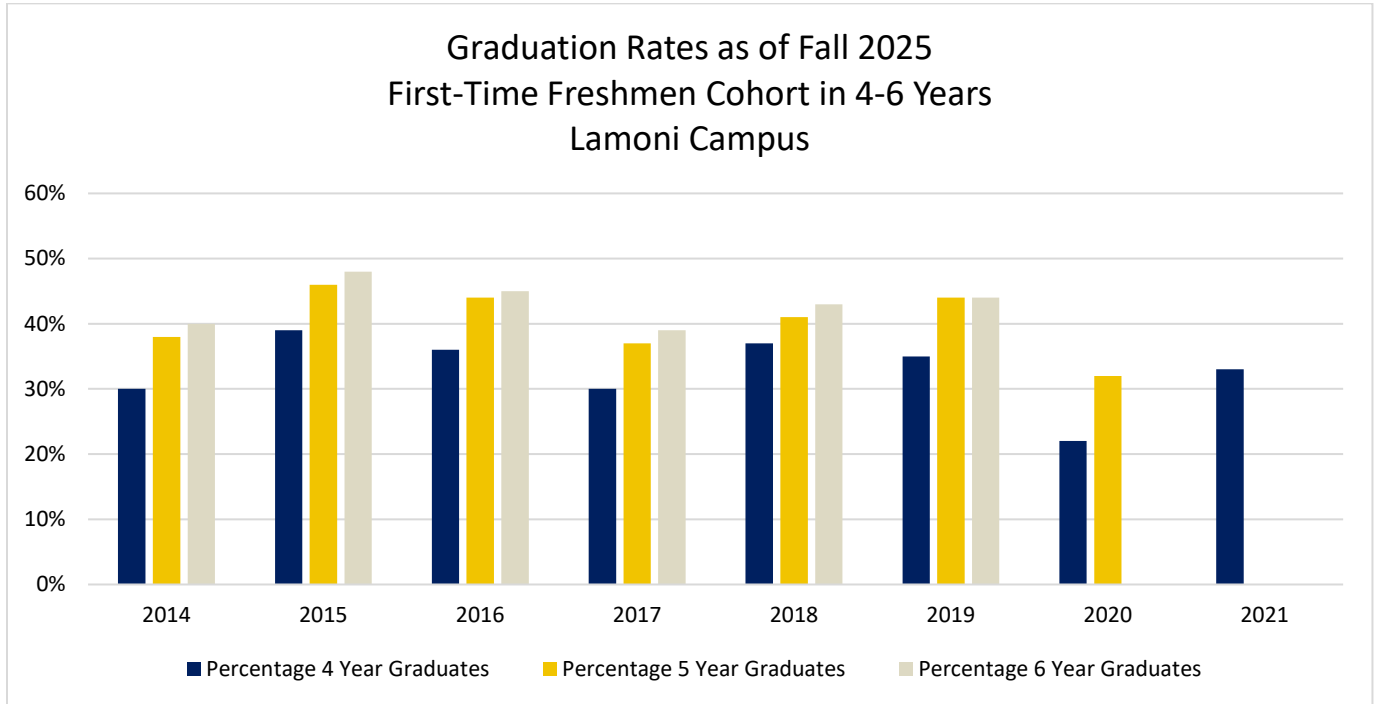
Source: Registrar Fall Enrollment Reports

Retention Rate – Lamoni Campus First-Time, Full-Time Freshmen		
Entering Cohort	Beginning Enrollment	First to Second Year
2019	193	70%
2020	211	62%
2021	248	61%
2022	204	64%
2023	240	56%
2024	169	67%
2025	204	TBD

Source: Registrar Fall Enrollment Reports

Graduation Rates

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. IPEDS collects status points of 4, 6, and 8 years after entry. These cohorts are full-time students on the **Lamoni campus** only.



Source: Registrar Fall Enrollment Reports

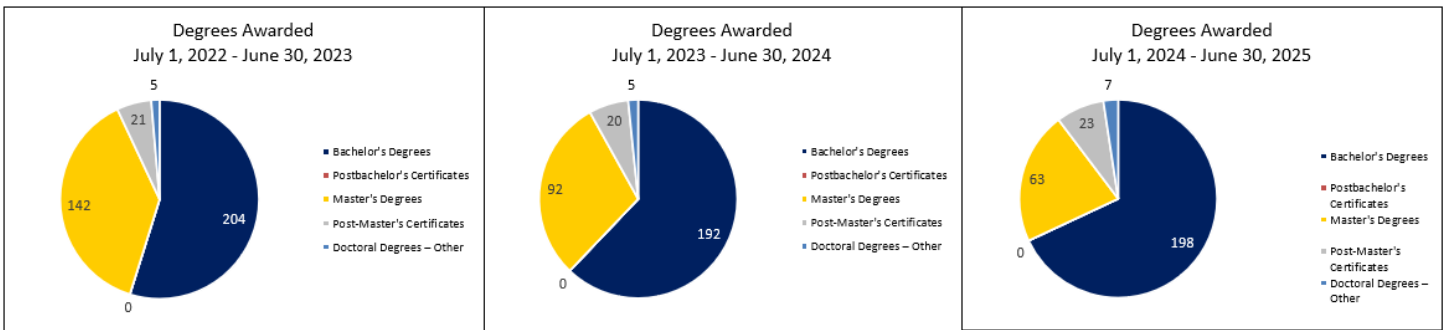
Graduation Rates – Lamoni Campus First-Time Freshmen Cohorts				
Entering Cohort	Beginning Enrollment	Graduated Within 4 Years	Graduated Within 5 Years	Graduated Within 6 Years
2014	282	30%	38%	40%
2015	289	39%	46%	48%
2016	256	36%	44%	45%
2017	255	30%	37%	39%
2018	267	37%	41%	43%
2019	193	35%	44%	44%
2020	211	22%	32%	
2021	248	33%		
2022	204			
2023	240			
2024	169			
2025	204			

Source: Registrar Fall Enrollment Reports

Degrees Awarded

Graceland has been a diverse learning community committed to preparing our students for meaningful and productive lives. We have and will continue to produce leaders who change the world. We believe the world needs more Graceland graduates – compassionate, critical-thinking, curious leaders who want to make a difference in their community. Reporting the number of degrees conferred in the year reflects how that goal comes to life.

The number of degrees and certificates awarded is prepared for the annual IPEDS Completions Survey. The reporting period for the survey is the 12-month time period beginning July 1 of the previous calendar year and ending June 30 of the current calendar year.



Source: Institutional Research, IPEDS Completions

Degrees Awarded July 1 – June 30						
Degree Types	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Bachelor's Degrees	294	252	232	204	192	198
Postbachelor's Certificates	0	1	0	0	0	0
Master's Degrees	228	198	152	142	92	63
Post-Master's Certificates	25	28	20	21	20	23
Doctoral Degrees – Other	6	2	6	5	5	7
Total Degrees	553	481	410	372	309	291

ACE and Seminary CEU students are excluded.
Source: Institutional Research, IPEDS Completions

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 2025 semester. This includes the ACE faculty and students. The faculty and students in the Continuing Education Units (CEUs) offered through the Community of Christ Seminary are excluded.

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
2020-21	14:1	15:1	9:1
2021-22	13:1	15:1	9:1
2022-23	13:1	15:1	7:1*^
2023-24	14:1	16:1	8:1*^
2024-25	12:1	14:1	5:1*
2025-26	12:1	13:1	7:1*°

*Includes Trenton, ^Excludes DPT, °Excludes OTD.
Source: Institutional Research

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 2025 undergraduate and graduate full-time faculty who fall under the university's Faculty Handbook. 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
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
2023-24	59^	10	9	19	13	11	24	3	11	14
2024-25	72^	9	8	17	14	10	24	8	23	31
2025-26	76*	6	8	14	15	14	29	8	25	33

*The Faculty hired for the Occupational Therapy Doctorate program are excluded until the program begins.
^The Faculty hired for the Doctor of Physical Therapy program were excluded until the program began in January 2024.
Source: Institutional Research and Academic Affairs

Full-Time Faculty Degrees	Male	Female
Total number with doctorate or other terminal degree	23	35
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	NA	NA
Total	29	47

Source: Institutional Research and Academic Affairs

Student Outcomes

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 is to determine if it is 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.

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

	BSN RN	MSN- Family Nurse Practitioner		MSN- Adult & Gerontology Acute Care Nurse Practitioner		MSN- Psychiatric Mental Health Nurse Practitioner	
	Program	Program	Certificate	Program	Certificate	Program	Certificate
Calendar Year	NCLEX	Pass Rate	Pass Rate	ANCC	ANCC	ANCC	ANCC
	Pass Rate			Pass Rate	Pass Rate	Pass Rate	
2019	90%	ANCC 82%	ANCC NA	NA	NA	NA	NA
		AANP 91%	AANP 85%				
2020	95%	ANCC 86%	ANCC 50%	100%	100%	NA	NA
		AANP 91%	AANP 73%				
2021	94%	ANCC 87%	ANCC 100%	91%	NA	NA	NA
		AANP 80%	AANP 71%				
2022	83%	ANCC 92%	ANCC 57%	100%	NA	100%	100%
		AANP 83%	AANP 100%				
2023	78%	ANCC 86%	ANCC 100%	80%	NA	100%	NA
		AANP 88%	AANP 100%				
2024	96%	ANCC 92%	ANCC 85%	83%	NA	100%	NA
		AANP 80%	AANP 80%				
2025	96%	Available in March 2026					

Certification Pass Rates are not mandatory for the Nurse Educator Certificate.

Source: School of Nursing

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 received the following **NAIA Champions of Character Five-Star** distinctions:

- 2016 – 2019 [Gold Institution](#)
- 2020 – 2021 [Bronze Institution](#)
- 2021 – 2022 [Gold Institution](#)
- 2022 – 2025 [Silver Institution](#)

Athletic Participation Trends						
	2020-21 [^]	2021-22	2022-23	2023-24	2024-25	Fall 2025*
Student Athletes, <u>excluding</u> Coaches and Managers	468	541	529	594	548	536
Percent of Student Athletes (excluding Coaches and Managers)	63%	72%	74%	77%	79%	77%
All Student Athletes, <u>including</u> Coaches and Managers	509	569	541	611	566	547
Percent of Student Athletes (including Coaches and Managers)	68%	76%	75%	80%	82%	78%
<p>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. Includes Varsity, Junior Varsity, full- and part-time students.</p> <p>Esports and graduate Lamoni campus student athletes are excluded.</p> <p>[^]A partial year is shown for 2020-21 due to the pandemic.</p> <p>*The number of current-year athletes may change as the year develops.</p>						

Graceland competes in the NAIA’s Heart of America Athletic Conference and the Kansas Collegiate Athletic Conference for Women's Flag Football. For the 2025-26 academic year, the university fields 23 Varsity Sports with eight of those sports boasting 9 Junior Varsity Programs within.

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

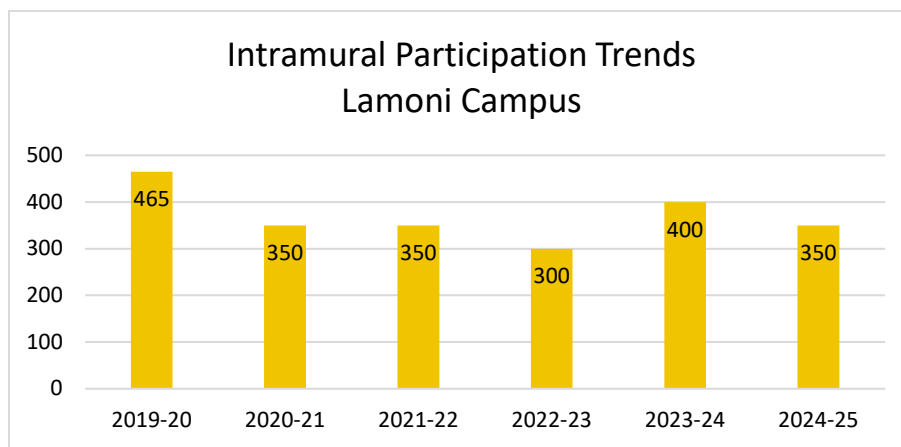


Intramural Sports

For the 2024-2025 academic year, over 350 undergraduate students on the Lamoni campus regularly participated in Intramural (IM) activities.

Students enjoyed the annual Welcome Week Messy Games and the annual Homecoming Dodgeball Tournament. The more popular events were soccer and tape ball with sibling house pairings and basketball with houses (three leagues and championships for each).

Intramurals main initiative for the 2024-2025 academic year was to increase student participation at athletic events, so we created “Swarm the Sport”. We picked one game to “honor” each of the spring varsity sports, where we threw out customized t-shirts, and offered house money to the top 3 houses who had the most attendance over the course of the semester. Intramurals continues to try to grow, gain a diverse student body, and create “new” activities that students will enjoy.



Student Employment

Student employment offers learning experiences outside the classroom. It is designed to develop skills and exposure to a work environment before students enter the workforce full-time.

Graceland values this experience for both students and employees providing most of the funding for the program. Additional resources come from the Federal Work-Study Program, which is a need-based program for those who qualify through FAFSA (Free Application for Federal Student Aid). All student employment earnings are considered self-help financial aid. Learn more: <https://www.graceland.edu/student-employment>

Total Students Employed by Campus						
Academic Year	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Lamoni	327	333	423	388	413	354
Independence	7	4	1	2	2	3

Includes students employed through Federal Work-Study and Graceland Aid.

Students Employed on Federal Work-Study						
Academic Year	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Lamoni	250	170	177	173	200	157
Independence	3	1	0	0	2	2

The count of students employed through federal work-study are included in the total employed by campus.
Source: Human Resources

Student Involvements

Lamoni Campus

- Clubs and Organizations: 41 (listed here: <https://www.graceland.edu/clubs-organizations>)
- Houses: 16 (learn more here: <http://www.graceland.edu/house-social-system>)



- Leadership positions: 185
 - Efforts have been made to ensure that the demographics of student leadership more closely reflect those of the overall student body. Currently, 25% of Graceland Student Government Officers and House Presidents are students of color.

Student Leadership Positions	
Title	Number
House Presidents	16
Residence Life Student Staff includes:	
Assistant Hall Directors	3
Apartment Managers	2
Office Assistants	2
Resident Assistant	1
Graceland Student Government Officers	8
House Council	96
Graceland Student Government Boards and Councils	16
Clubs and Organizations	41
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, Missouri, area.
- Opportunity to join state and/or national education organizations - Student Missouri State Teacher's Association (MSTA) and Aspiring Educators Program through National Education Association (NEA).
- Opportunity to travel to Puerto Rico to complete a practicum field experience in the schools.

School of Nursing

- Sigma Theta Tau International Honor Society of Nursing Pi Eta Chapter - top students in all programs are invited to join.
- McKeivit Manor - a 16 member undergraduate student government.
- 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 conferences.
- Students complete community service during the Community Health Care course every spring.
- Students complete a Poverty Simulation in Community Health that prepares them to care for patients of all socioeconomic backgrounds
- Food drive to benefit Harvesters International every fall that involves students and faculty, hosted by Sigma Theta Tau.
- Select students participate in a partnership with Summit Tech, teaching skills to high school vocational students preparing for healthcare careers.
- Opportunity to travel to Guatemala to provide healthcare and resources to underserved populations.
- Students run a mentor-mentee program.
- The BSN program is now hosting a food pantry, open to all Independence campus students and access is anonymous.



Doctor of Physical Therapy

- All DPT students complete a professional formation plan which identifies areas of service, advocacy, and professional development focus for the student both achieved during the program and their plan for after graduation.
- Students are encouraged to become involved in their local, state, and national professional association through membership and involvement in the profession.
- Each cohort implements a mentor-mentee program with the cohort that starts the year after they begin.



Housing Information

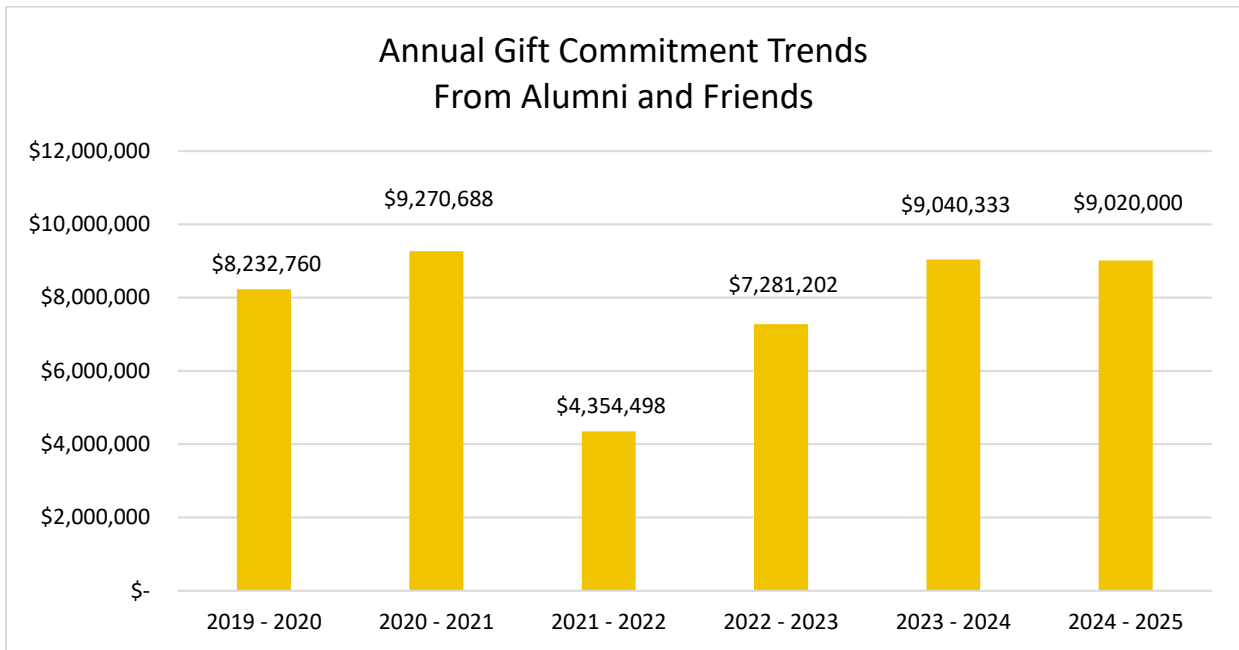
Occupancy on Lamoni Campus								
	Graybill Hall	Gunsolley Hall	Tess Morgan Hall	Walker Hall	Small & Thomas Apts.	College Houses	TOTAL Housing Capacity	Off Campus*
Fall 2020								
Maximum[^]	209	135	217	84	96	6	747	-
Actual*	157	109	175	63	94	6	604	135
Occupancy	75%	81%	81%	75%	98%	100%	81%	18%*
Fall 2021								
Maximum[^]	202	135	219	84	97	NA	737	-
Actual*	183	122	144	61	97	NA	607	137
Occupancy	91%	90%	66%	73%	100%	NA	82%	18%*
Fall 2022								
Maximum[^]	207	135	219	88	96	NA	745	-
Actual*	199	132	123	45	92	NA	591	121
Occupancy	96%	98%	56%	51%	96%	NA	79%	19%*
Fall 2023								
Maximum[^]	207	135	242 [^]	88	96	NA	768	-
Actual*	200	121	146	67	94	NA	628	123
Occupancy	97%	90%	60%	76%	98%	NA	82%	16%*
Fall 2024								
Maximum[^]	209	137	235	85	96	NA	762	-
Actual*	154	106	130	59	95	NA	545	142
Occupancy	74%	77%	55%	69%	99%	NA	72%	21%*
Fall 2025								
Maximum[^]	209	134	226	85	96	NA	750	-
Actual*	173	109	141	46	94	NA	563	111
Occupancy	83%	81%	62%	54%	98%	NA	75%	16%*

* The percentage of off-campus students shows the percentage of the full-time Lamoni campus students who had permission to live off campus.
[^] Housing maximum capacity is reviewed and adjusted periodically to accommodate the number of single versus double occupancy needs or demographic changes in the student body.
 ACE and Study Abroad students are excluded.
 Source: Institutional Research and Residence Life

Institutional Advancement

Our donors allow us to continue our mission to help students lead meaningful and productive lives. From attendance at our giving events to donations to our Alumni Endowed Scholarship Fund, we're able to turn the generosity of our alumni into opportunities for our students today so they can do more with their tomorrow.

The leading source for best practices in educational advancement is the Council for Advancement and Support of Education (CASE). CASE standards were designed to help schools, colleges, and universities benchmark the goals and progress of their programs against other institutions as well as provide a common set of definitions and procedures for reporting results of fundraising and engagement activities. In 2021, CASE produced a new 1st edition manual, the *CASE Global Reporting Standards*. The 2021 edition represents a two-year body of work to update the last published version of a 2009 reporting tool. Graceland adheres to CASE guidelines on gift acceptance policies, campaign counting, and reporting standards as we record cash and pledges for fundraising progress to goals in the campaign and for normal fundraising operations.



Total committed revenue (cash and new pledges) from alumni and friends.

Source: Institutional Advancement

2024-25 Graceland University Alumni	
Undergraduate Alumni	Total Alumni
18,315	22,530
An alumnus is anyone who received a degree; excludes deceased alumni. Source: Institutional Advancement	

Tuition and Financial Aid Information

Lamoni Campus Undergraduate Tuition History						
	2020-21	2021-22	2022-23	2023-24	2024-25*	2025-26*
Tuition	\$30,650	\$31,250	\$31,250	\$32,500	\$19,950	\$20,950
Housing (Room)	\$3,630	\$3,770	\$3,900	\$4,090	\$4,300	\$4,560
Food (Board)	\$5,810	\$6,040	\$6,200	\$6,450	\$6,700	\$6,900
Activity Fee	\$370	\$370	\$370	\$370	\$1,000	\$1,090
Technology Fee	\$300	\$300	\$ 350	\$350		
Total	\$40,760	\$41,730	\$42,070	\$43,760	\$31,950	\$33,500

*Transforming Tuition – learn more: <https://www.graceland.edu/tuition-transformation/>
Source: Student Financial Services Webpage

Loan Debt of Undergraduates					
	2020-21	2021-2022	2022-23	2023-24	2024-25
Graduates Who Entered as First-Time, First-Year	110	116	83	85	93
Graduates Who Took Out Loans	86	95	68	62	65
Total of Loans	\$2,714,032	\$2,816,272	\$2,210,246	\$2,134,979	\$1,945,898
Median Indebtedness	\$27,000	\$27,000	\$27,000	\$27,000	\$27,000
Mean Indebtedness	\$31,559	\$29,645	\$32,504	\$34,435	\$29,937
Number with Federal Loans	86	93	67	60	64
Mean Federal Indebtedness	\$27,229	\$26,506	\$26,233	\$26,983	\$25,944

Source: Student Financial Services

Loan Default Rate of All Students Undergraduate and Graduate						
	2017	2018	2019	2020*	2021*	2022*
Direct Student Loans	8.0%	6.7%	1.5%	NA	NA	NA

The loan default rate is released three years behind the current year.
*Student loan payments were paused from March 2020 to October 2023.
Source: Student Financial Services, National Student Loan Data System

Lamoni campus tuition and costs: <https://www.graceland.edu/tuition>

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

Independence and online undergraduate tuition and costs: <https://www.graceland.edu/tuition>

- 92% of full-time undergraduate students received aid of any type from any source.
- 77% of full-time graduate students receive aid of any type from any source.

Community of Christ Seminary

The Center for Innovation in Ministry and Mission (CIMM) is focused on creating **non-academic credit** opportunities for adult theological education, ministerial training, and leadership development. Since Fall 2022, the CIMM offers **non-academic 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, located in Independence, Missouri.

Seminary Continuing Education Units Completed <i>(Non-academic credit)</i>			
	2022-23	2023-24	2024-25
Seminary Continuing Education Units (CEUs)	246	418	426
Duplicated count; data not locked at census date. Source: Institutional Research and Registrar			

Seminary Continuing Education Units Certificates <i>(Non-academic credit)</i>			
Certificate Options	Completed 2022 <i>Calendar Year</i>	Completed 2023 <i>Calendar Year</i>	Completed 2024 <i>Calendar Year</i>
Christian Ministries	Started in Fall 2024		NA
Discernment Facilitator Training	Started in Fall 2024		17
Ministry and Priesthood Ordination	11	16	13
Spiritual Formation and Companionship Program	Started in Fall 2024		NA
Duplicated count, data not locked at census date. Source: Institutional Research and Registrar			

View the list of Seminary Continuing Education Units and Certificates or learn more at www.graceland.edu/cimm.



Glossary

This Glossary contains key definitions established by IPEDS and/or CDS for this data.

The **Integrated Postsecondary Education Data System (IPEDS)** is a system of interrelated surveys conducted annually by the National Center for Education Statistics (NCES), a part of the Institute for Education Sciences within the United States Department of Education. <https://surveys.nces.ed.gov/ipeds/public/glossary>

The **Common Data Set (CDS)** initiative is a collaborative effort among data providers in the higher education community and publishers as represented by the College Board, Peterson's, and U.S. News & World Report. The combined goal of this collaboration is to improve the quality and accuracy of information provided to all involved in a student's transition into higher education, as well as to reduce the reporting burden on data providers. <https://commondataset.org/>

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) to earn college credit. The ACE Program operates under Iowa's Postsecondary Enrollment Options (PSEO) Act.

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 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 1/3 the number of part-time students/staff.

Contact Information

Graceland University

www.graceland.edu

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Independence Campus | 1401 W. Truman Road | Independence, MO 64050-3434 | 816.833.0524

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