



GRACELAND UNIVERSITY

FACT BOOK FALL 2015-2016

www.graceland.edu/factbook

2015-2016 GU FACT BOOK

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About Graceland University

The University

Founded in 1895, a private, four-year liberal arts university located in **Lamoni**, Iowa and features state-of-the-art performing arts and fitness facilities. Graceland University's main, residential campus is located in Lamoni, Iowa, about an hour south of Des Moines, spanning 170 acres in the rolling hills of southern Iowa.

- Mascot: Yellowjackets "STING"
- Colors: Gold and Blue
- Newspaper: The Tower
- Yearbook: *Acacia*
- Alumni Magazine: *Horizons*
- Heart of America Athletic Conference (HAAC)
- National Association of Intercollegiate Athletics (NAIA)

The Independence, Missouri campus was built in 1969 and offers online and residential programs in our School of Nursing, the Gleazer School of Education, the C.H. Sandage School of Business and the Community of Christ Seminary. Our Center for Graduate and Continuing Studies administers these programs as well as programs in Trenton, Missouri and Centerville, Iowa.

GU is a U.S. News & World Report Tier One school and, for the third year in a row, U.S. News also ranked Graceland in the Top 10 Best Online Education Programs in the Country (GU Masters in Education ranked #5 and GU Masters in Nursing ranked #9).

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.

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- **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.

About This Fact Book

The **GU Fact Book** is prepared annually by the Institutional Research Office in order to provide community members with easy access to the most frequently requested information about Graceland. It is our hope that if everyone can easily access factual data, then decision-making will be well-informed and Graceland will constantly build stronger student learning and service connections.

In this spirit of informed decision-making, the book is formatted to coincide with Graceland's Strategic Plan. Data in each of the five sections relates to one of Graceland's five priorities:

1. Student Success
2. Community: Collaborate & Engage
3. Steward Resources
4. Integrate Branding
5. Focus Learning Environments

To find a specific type of data, you can use the CTRL F search/find feature, or check out the detailed Table of Contents. Each line is a live link - click on it to go that page. The data reported generally reflects a five year time span. In future versions, a time span of seven years will be displayed. This change will match the 150% graduation time span permitted by federal guidelines and the current academic year.

Reporting Graceland Data

For all surveys, marketing and general information requests it is procedure to use the *official enrollment list* data from the fall semester. If your reporting purpose requires an alternate date, the Institutional Research office will work with you to determine the best reporting date and method. *Refer to the GU Data Dictionary under My Graceland > Resources > Institutional Research page for more details.*

Requesting Graceland Data

If a school, college, division, or other University unit needs to request more specific data or to see this data parsed differently, log into My Graceland and submit the internal Data Request form at https://my.graceland.edu/ICS/Resources/Institutional_Research/Data_Request_Form.jnz will assist the Institutional Research office in providing that information.

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Student Success

NATIONAL SURVEY OF STUDENT ENGAGEMENT (NSSE)

Complete NSSE Report available upon request, contact InstitutionalResearch@graceland.edu. A five-year history of the NSSE results is not available. Graceland administers the NSSE on a two-year cycle. The format for the reports from 2015 administration changed significantly, making direct comparisons among administrations of the survey difficult.

<i>Engagement Indicators</i>		2015
<i>Academic Challenge</i>	Higher-Order Learning First Year	40.0 --
	Higher-Order Learning Senior	42.3 --
	Reflective and Integrative Learning First Year	38.0 --
	Reflective and Integrative Learning Senior	40.9 --
	Learning Strategies First Year	41.5 --
	Learning Strategies Senior	42.8 --
	Quantitative Reasoning First Year	29.5 --
	Quantitative Reasoning Senior	32.9 --
<i>Learning w/Peers</i>	Collaborative Learning First Year	35.5 --
	Collaborative Learning Senior	34.5 --
	Discussions with Diverse Others First Year	45.8 ↑*
	Discussions with Diverse Others Senior	44.0 ↑
<i>Interact w/Faculty</i>	Student-Faculty Interaction First Year	27.6 ↑*
	Student-Faculty Interaction Senior	30.3 ↑
	Effective Teaching Practices First Year	38.9 --
	Effective Teaching Practices Senior	43.5 --
<i>Environment</i>	Quality of Interactions First Year	42.4 --
	Quality of Interactions Senior	43.3 --
	Supportive Environment First Year	38.5 --
	Supportive Environment Senior	35.8 --

<i>Key</i>	↑* Significantly above peers, effect size ↑.3	↑ Significantly above peers, effect size ↓.3	-- No significant difference	↓ Significantly below peers, effect size ↓.3	↓* Significantly below peers, effect size ↑.3
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Participation in High-Impact Practices (HIPs) 2015

First Year Participated in 1 HIP	19% ↑ peers (11%)
First Year Participated in 2 or more HIPs	67% ↑ peers (63%)
Senior Participated in 1 HIP	9% ↓ peers (19%)
Senior Participated in 2 or more HIPs	96% ↑ peers (86%)

Research indicates that student learning improves when students experience six or more High-Impact Practices (HIPs), so Graceland will develop opportunities to enable undergraduates to experience at least six HIPs through the curriculum and co-curriculum. To learn more about High-Impact Practices (HIPs) click here: <http://leap.aacu.org/toolkit/high-impact-practices>.

Lamoni Campus - Faculty

Faculty: 58 full-time and 31 part-time

Doctorate or other terminal degree: 46 of the 58 full-time faculty (79%)

Independence, Online and Additional Campuses - Faculty

Faculty: 30 full-time and 46 part-time

Doctorate or other terminal degree: 19 of the 30 full-time faculty (63%)

This report uses the American Association of University Professors (AAUP) definition of full-time instructional faculty by in its annual Faculty Compensation Survey (the part-time definitions are not used by AAUP). Instructional Faculty is defined as those members of the instructional-research staff whose major regular assignment is instruction, including those with released time for research.

Part-time instructional faculty: Adjuncts and other instructors being paid solely for part-time classroom instruction. Also includes full-time faculty teaching less than two semesters, three quarters, two trimesters, or two four-month sessions. Employees who are not considered full-time instruction faculty but who teach one or more non-clinical credit courses are counted as part-time faculty.

Source: Common Data Set 2015

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GU STUDENT TO FACULTY RATIO

Student to Faculty Ratio Trends		
Year	All GU Programs	Lamoni Campus Only
2011-12	15:1	15:1
2012-13	15:1	13:1
2013-14	15:1	14:1
2014-15	13:1	13:1
2015-16	15:1	15:1
5 Year Average	15:1	14:1

Calculations based on IPEDS requirements.

GU Tenure / Tenure Track Faculty

Graceland Faculty Trends										
Year	Full-Time Faculty	Tenured			Tenure Track			Non-Tenure Track		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
2011-12	81	22	20	42	11	21	32	3	4	7
2012-13	85	20	21	41	12	19	31	5	8	13
2013-14	89	23	23	46	16	26	42	0	1	1
2014-15	90	21	24	45	14	14	28	4	13	17
2015-16	89	19	27	46	16	11	27	5	11	16

Includes all locations of Graceland. Source: Academic Affairs.

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Lamoni Campus Faculty Only Fall 2015			
	Full-Time	Part-Time	Total
Total number of instructional faculty	58	31	89
Total number who are members of minority groups	2	2	4
Total number who are women	22	15	37
Total number who are men	36	16	52
Total number who are nonresident aliens (international)	1	0	1
Total number with doctorate, or other terminal degree	46	7	53
Total number whose highest degree is a master's but not a terminal master's	12	17	29
Total number whose highest degree is a bachelor's	0	7	7
Total number whose highest degree is unknown or other	0	0	0
Total number in stand-alone graduate/ professional programs in which faculty teach virtually only graduate-level students	0	0	0

Source: Academic Affairs.

Graceland Employee Diversity

Race/Ethnicity of Full-Time Faculty Fall 2015	
Nonresident Alien	1
Hispanic/Latino	1
American Indian or Alaska Native	1
Asian	2
Black or African American	0
Native Hawaiian or Other Pacific Islander	3
White	78
Two or More Races	3
Total	89

Source: Human Resources

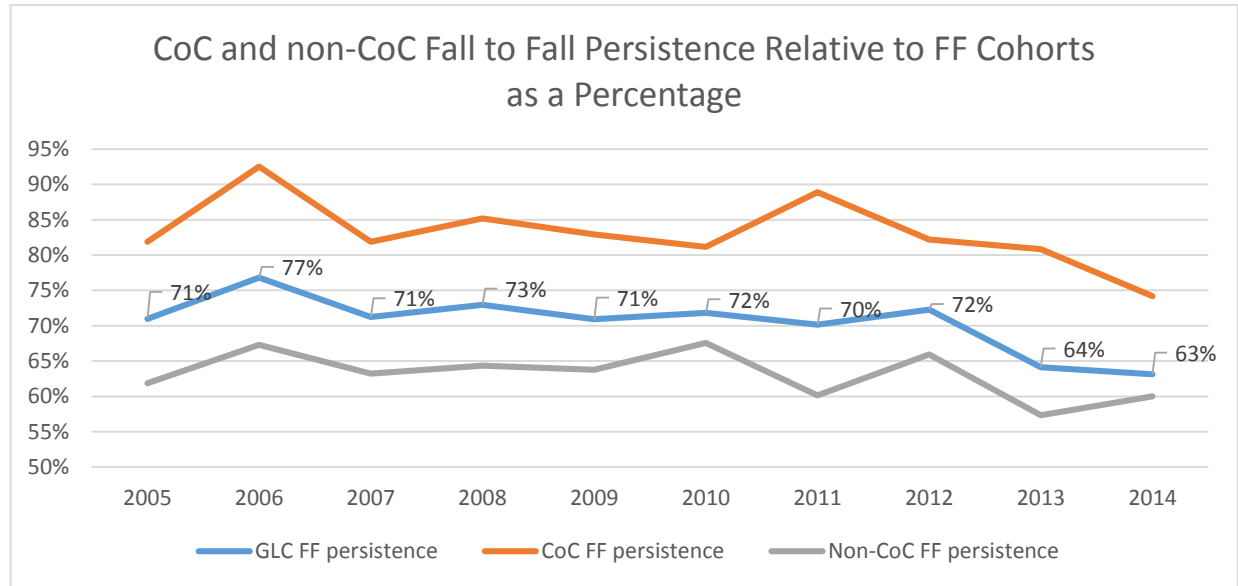
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LAMONI CAMPUS RETENTION FALL TO FALL

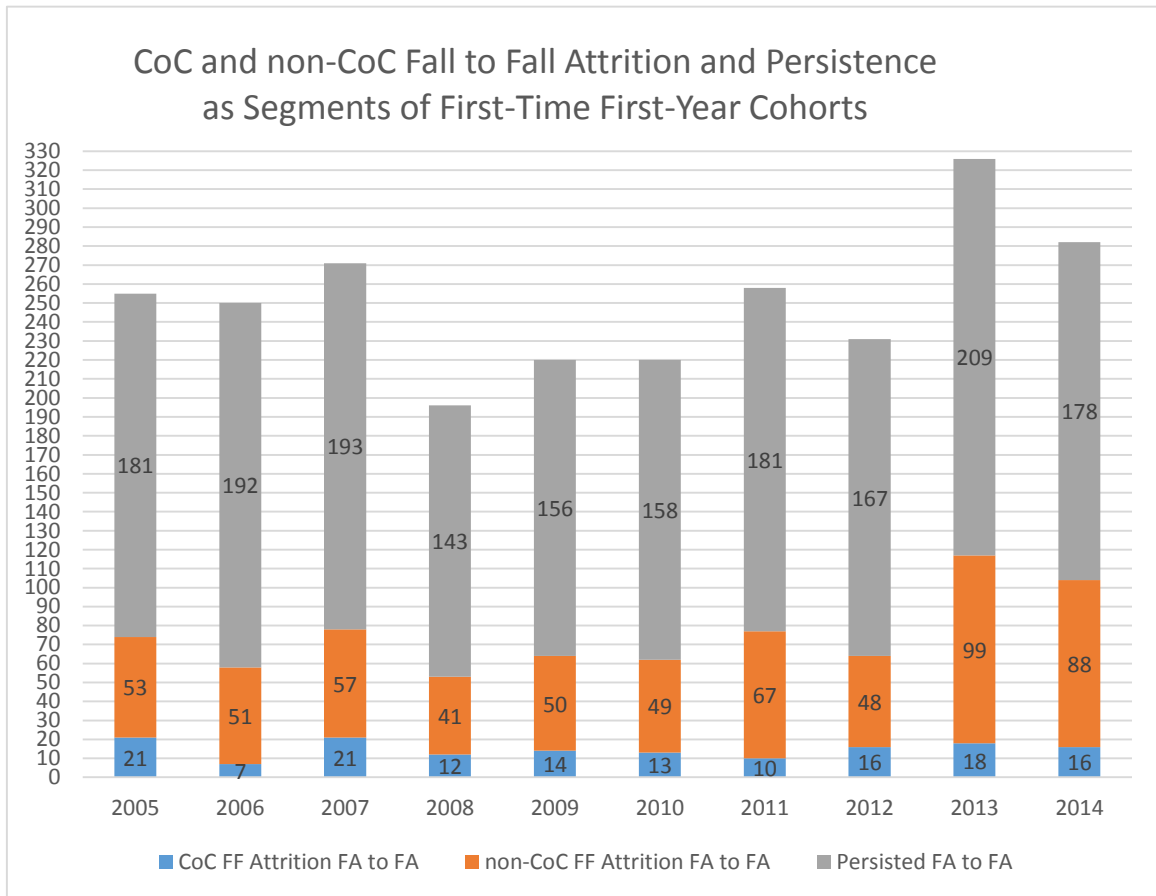
Integrated Postsecondary Education Data System ([IPEDS](#)) requires that retention rates be calculated as a percentage of the first-time, full-time students in a given cohort who return for a second consecutive year at the same institution. A cohort is defined as all members of an incoming class in a given academic year. The cohorts are defined as Fall to Fall.

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

First year to second year: 59.57% for Fall 2014 to Fall 2015

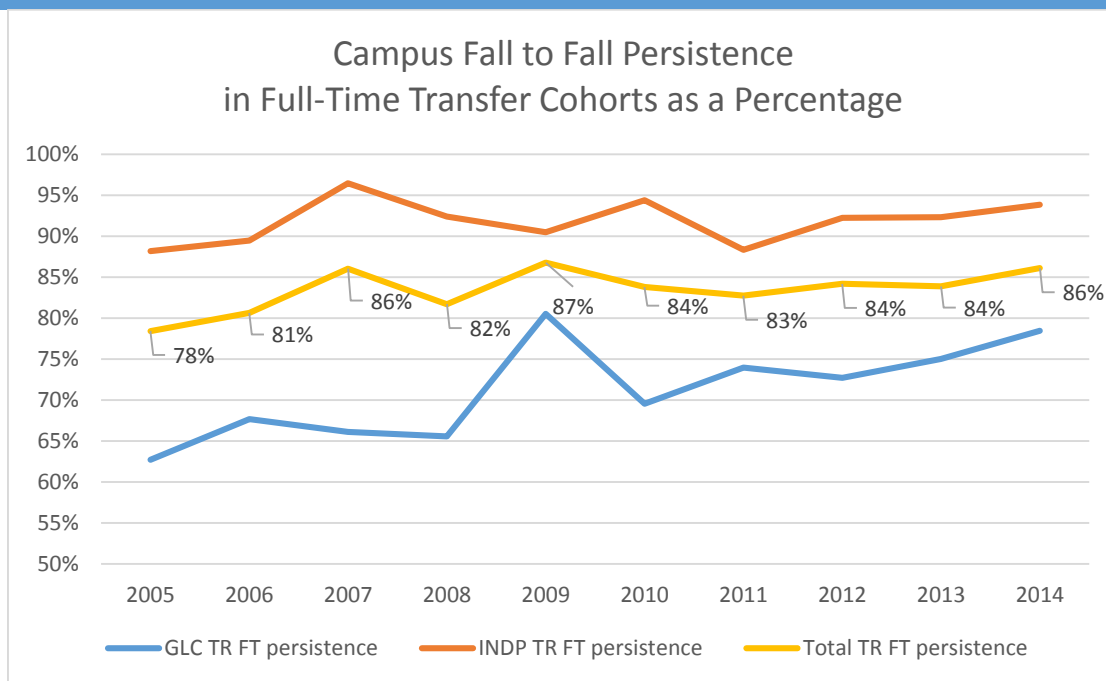


Includes full-time first-year students on the Lamoni campus only.



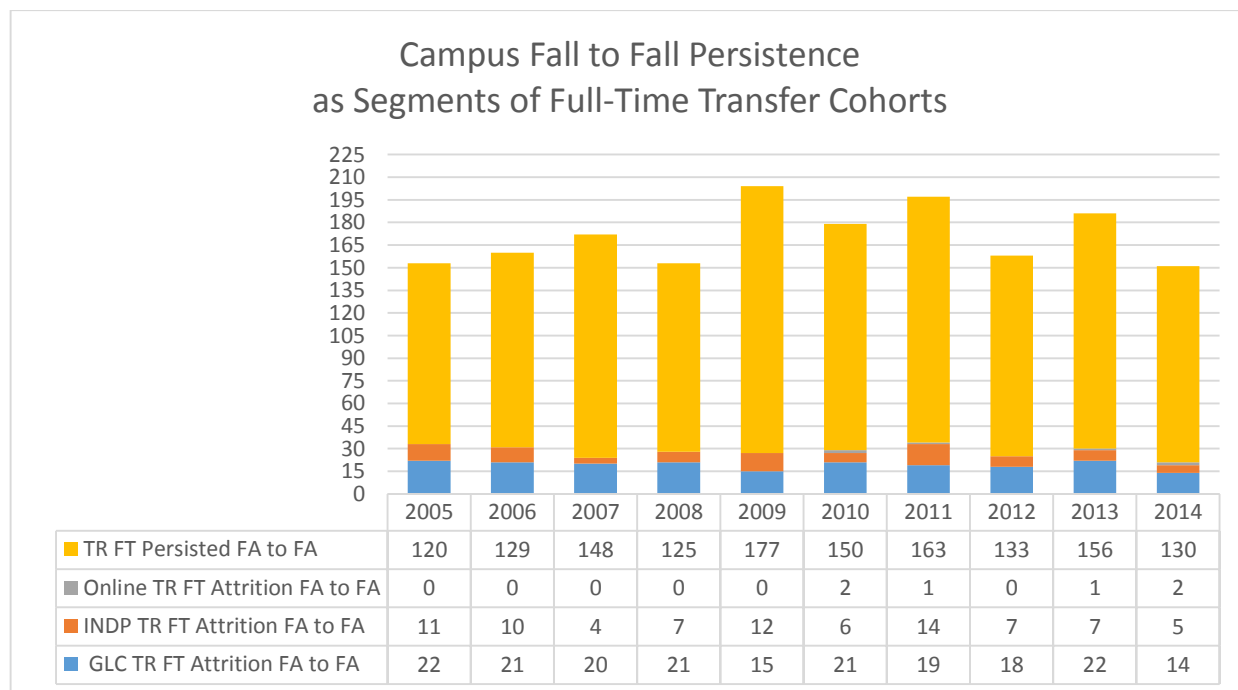
Includes full-time students on the Lamoni campus only.

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Independence (INDP) includes Trenton and Centerville

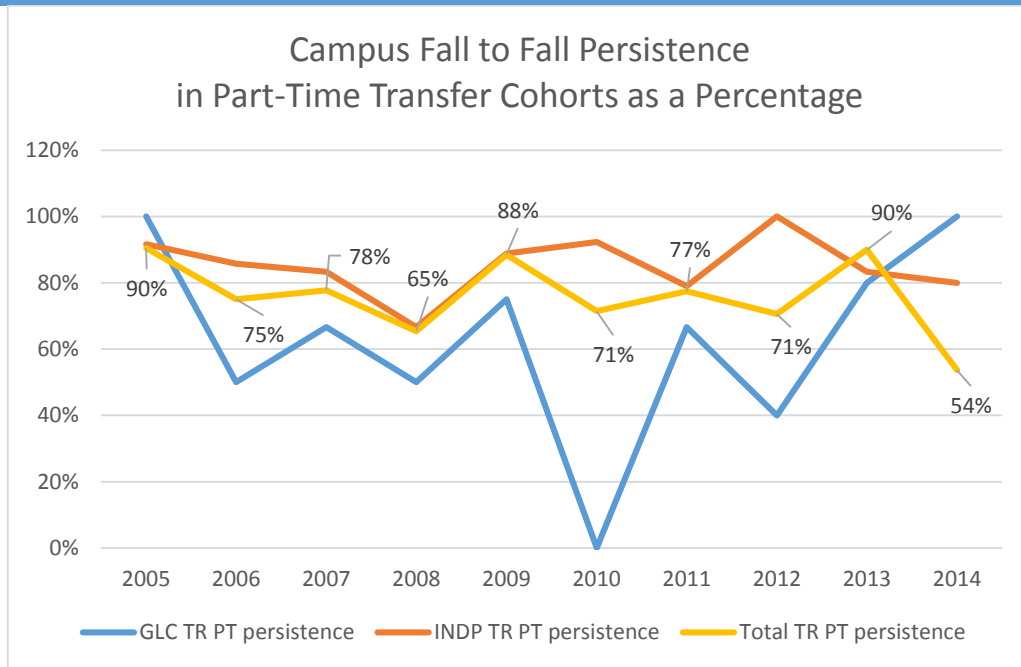
Online full-time transfer students are not reflected in these charts. The years shown averaged 2 full-time online transfer students, with some years averaging zero.



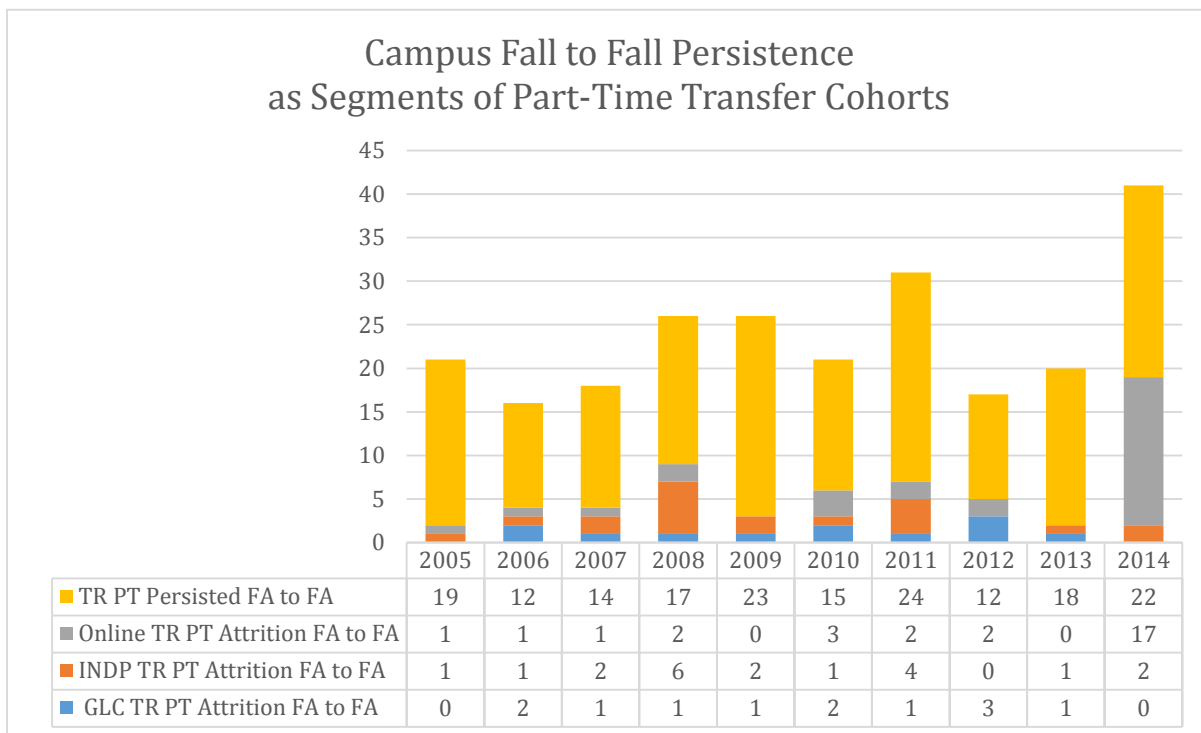
Independence (INDP) includes Trenton and Centerville.

Online full-time transfer students are not reflected in these charts. The years shown averaged 2 full-time online transfer students, with some years averaging zero.

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Independence (INDP) includes Trenton and Centerville



Independence (INDP) includes Trenton and Centerville

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GU LAMONI CAMPUS GRADUATION RATES

Entering Cohort	Beginning Enrollment	First-to-Second Retention Rate	Graduated Within 4 Years	Graduated Within 5 Years	Graduated Within 6 Years
2002 Cohort	267	72.70%	31.10%	42.70%	47.60%
2003 Cohort	253	72.30%	33.60%	46.60%	49.80%
2004 Cohort	305	73.40%	28.20%	43.60%	47.20%
2005 Cohort	254	70.50%	30.30%	47.20%	50.40%
2006 Cohort	251	76.80%	33.60%	46.80%	49.40%
2007 Cohort	271	70.80%	30.60%	45.00%	47.60%
2008 Cohort	197	72.10%	35.50%	51.80%	53.80%
2009 Cohort	220	70.50%	32.30%	49.50%	51.36%
2010 Cohort	220	69.10%	23.60%	41.36%	
2011 Cohort	259	68.00%	37.21%		
2012 Cohort	231	69.70%			
2013 Cohort	326	60.10%			
2014 Cohort	282	59.60%			
2015 Cohort	289				

Includes: first-time, first-year. Full-time only

LAMONI CAMPUS RETENTION FALL TO SPRING

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
First-time Freshmen	88%	87%	85%	82%	84%	87%
Freshmen	93%	71%	70%	63%	69%	73%
Sophomore	89%	86%	91%	87%	88%	91%
Junior	95%	95%	93%	94%	97%	95%
Senior	79%	82%	78%	81%	85%	76%
Grand Total	87%	87%	86%	85%	88%	87%

Returned the following Spring, full-time or part-time. Includes graduating seniors in fall enrollment counts.

Source: Registrar's Office.

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GU Undergraduate Degrees Awarded (by Area/School)

- 137 College of Liberal Arts and Sciences
- 87 Edmund J. Gleazer School of Education
- 99 School of Nursing
- 68 C.H. Sandage School of Business

Undergraduate degrees awarded by school or college July 1, 2014-June 30, 2015	
Sandage School of Business	68
School of Nursing	99
Gleazer School of Education	87
College of Liberal Arts and Sciences	137
Science and Math	31
Health and Movement Sciences	25
Humanities	18
Social Sciences	30
Visual and Performing Arts	15
Liberal Studies	18
	391

Undergraduate degrees awarded by school or college July 1, 2013-June 30, 2014	
Sandage School of Business	35
School of Nursing	82
Gleazer School of Education	85
College of Liberal Arts and Sciences	115
Science and Math	16
Health and Movement Sciences	27
Humanities	10
Social Sciences	27
Visual and Performing Arts	15
Liberal Studies	20
	317

Undergraduate degrees awarded by school or college July 1, 2012-June 30, 2013	
Sandage School of Business	50
School of Nursing	93
Gleazer School of Education	95
College of Liberal Arts and Sciences	110
Science and Math	23
Health and Movement Sciences	27
Humanities	10
Social Sciences	22
Visual and Performing Arts	10
Liberal Studies	18
	348

Undergraduate degrees awarded by school or college July 1, 2011-June 30, 2012	
Sandage School of Business	45
School of Nursing	93
Gleazer School of Education	92
College of Liberal Arts and Sciences	103
Science and Math	13
Health and Movement Sciences	30
Humanities	15
Social Sciences	21
Visual and Performing Arts	12
Liberal Studies	12
	333

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Undergraduate degrees awarded by school or college July 1, 2010-June 30, 2011	
Sandage School of Business	57
School of Nursing	83
Gleazer School of Education	94
College of Liberal Arts and Sciences	101
Science and Math	19
Health and Movement Sciences	26
Humanities	14
Social Sciences	22
Visual and Performing Arts	20
Liberal Studies	23
	358

The Lamoni campus offers the following undergraduate majors:

School of Business: Accounting, Agricultural Business, Business Administration, Economics, Organizational Leadership, and Sports Management.

School of Nursing: Bachelors of Science in Nursing and Health Care Management.

School of Education: Elementary Education, and Mild/Moderate Special Education. Students interested in secondary or K-12 endorsements may earn endorsements in many content areas and complete a secondary teacher education program.

Divisions in the College of Liberal Arts and Sciences:

Science and Math Division: Biology, Chemistry, Math and Computer Science/Information Technology

Health and Movement Science Division: Corrective Exercise and Performance Enhancement, Health, Physical Education, and Recreation

Humanities Division: Communications, English, Publication Writing and Design, Religion and Philosophy, and Web Design

Social Sciences Division: Criminal Justice, History, Human Services, International Studies, and Psychology

Visual and Performing Arts Division: Studio Art, Visual Communications Art, Film, Theatre and Performance Studies, Music, and Theatre

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GU Graduation and Beyond

- Graduated within 4 years: 37.2% (2011 Cohort)
- Graduated within 5 years: 41.4% (2010 Cohort)
- Graduated within 6 years: 51.4% (2009 Cohort)

Over 82% of graduates responding to a 2014 survey were employed or attending graduate school within six months of graduation.

In the spring of 2016 Institutional Research will be teaming with other departments on campus to facilitate the Alumni Survey by Higher Education Data Sharing Consortium (HEDS).

	2010-11	2011-12	2012-13	2013-14	2014-15
Job Placement Rate	58%	66%	60%	76%	67.5%
Continuing Education/Service Placement Rate	68%	8%	21%	3%	15%
% CAP Center users who are in jobs, internships, or continuing education 4 months after GU graduation.				97%	100%

Source: Career, Academic and Personal Counseling (CAP) Center.

Internships - Students who obtained internships.

School/College	Number of Internships	Percent of Enrollment
School of Business	27	7%
School of Education	111	31%
College of Liberal Arts and Science	59	16%
Total	197	54%

Number of Graduates 361 for 2014-2015 academic year

197 of 361 graduates had for credit internship experience including student teaching - Overall total of 54%

86 of 361 graduates had for credit internship experience not including student teaching - Total of 24%

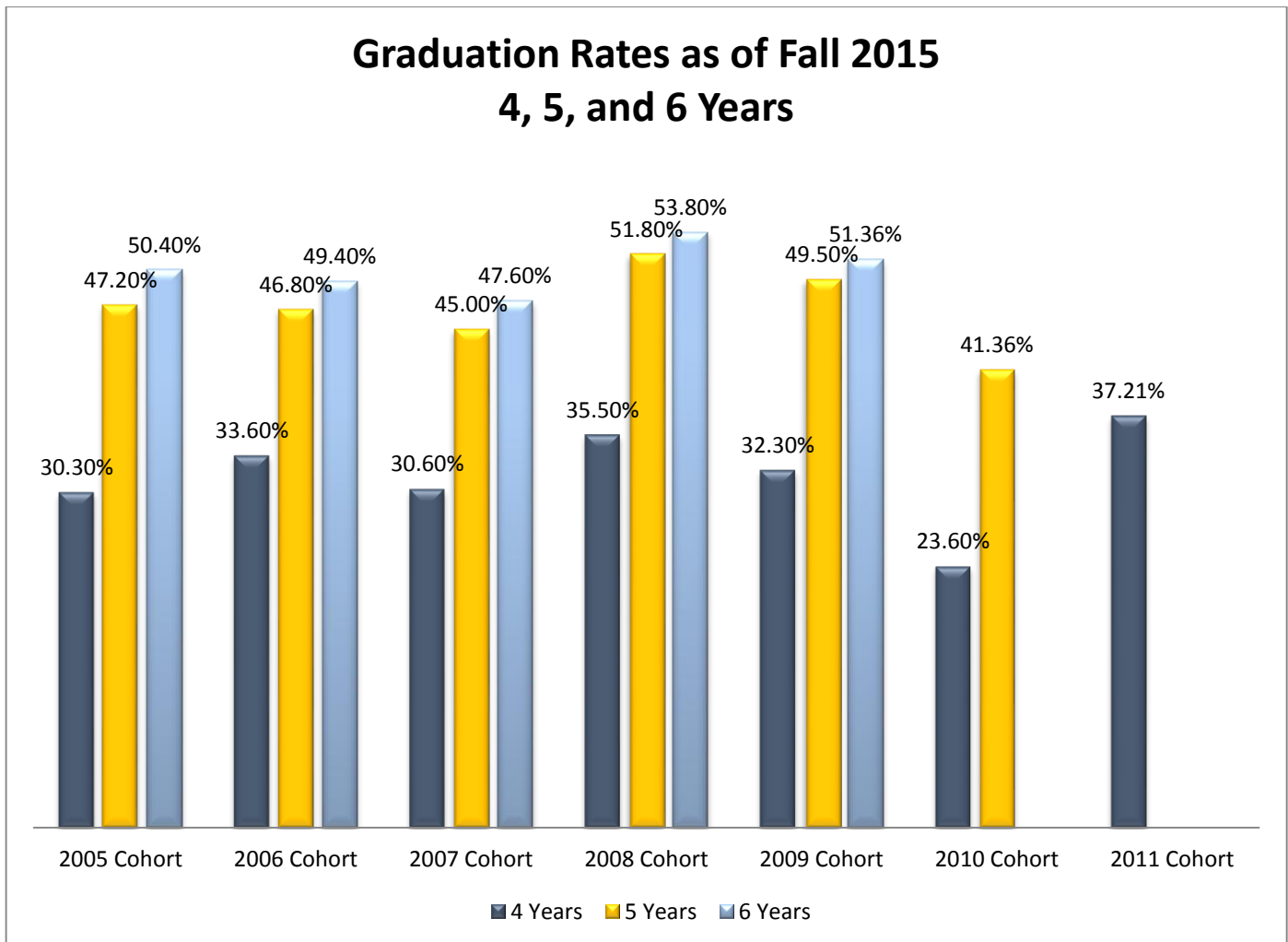
Declared Major	Number of Internships	Requirement for the major
Accounting	1	No
Agricultural Business	2	Yes
Athletic Training	0	Yes
Biology	7	No
Business	9	No
Communication	12	Yes

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Computer Science	8	No
Criminal Justice	0	No
Elementary Education	111	Yes
Health	2	No
History	2	No
International Business	0	No
Physical Education	9	No
Recreation	3	No
Sociology	0	No
Sport Management	12	Yes
Wellness Program Management	0	Yes

Source: CAP Center. Education students cannot be paid according to Iowa law.

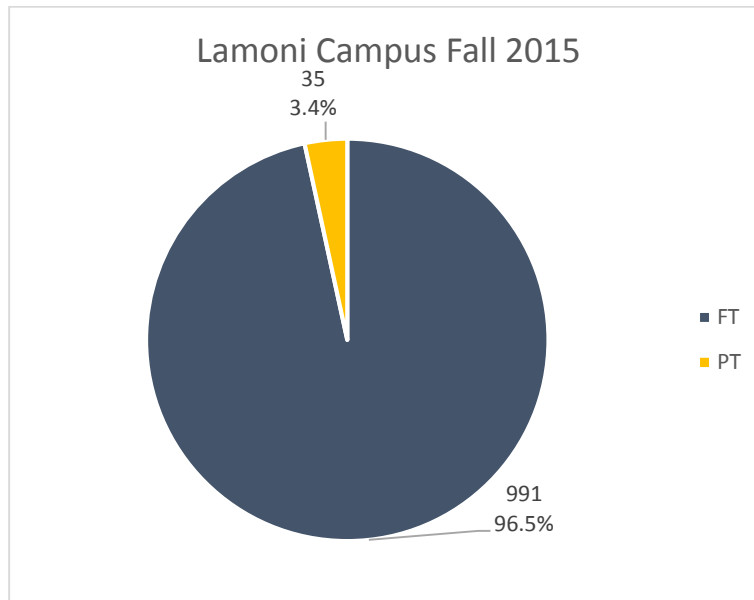
Graduation Rates as of Fall 2015 4, 5, and 6 Years



Graduation rates include only students who started as first-year students in the year indicated. Percentages are cumulative.

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LAMONI CAMPUS - ENROLLMENT



Total Enrollment: 1,026 (full- and part-time)

Total Enrollment: 991 (full-time)

Lamoni Campus – Enrollment Incoming Class (full-time only)

Total Fall 2015 class **358**

First-Time Freshmen 289

Transfers 69

Lamoni Campus – Enrollment Incoming Class Trends

YEAR	INCOMING ENROLLMENTS
Fall 2015	358
Fall 2014	347
Fall 2013	414
Fall 2012	297
Fall 2011	332

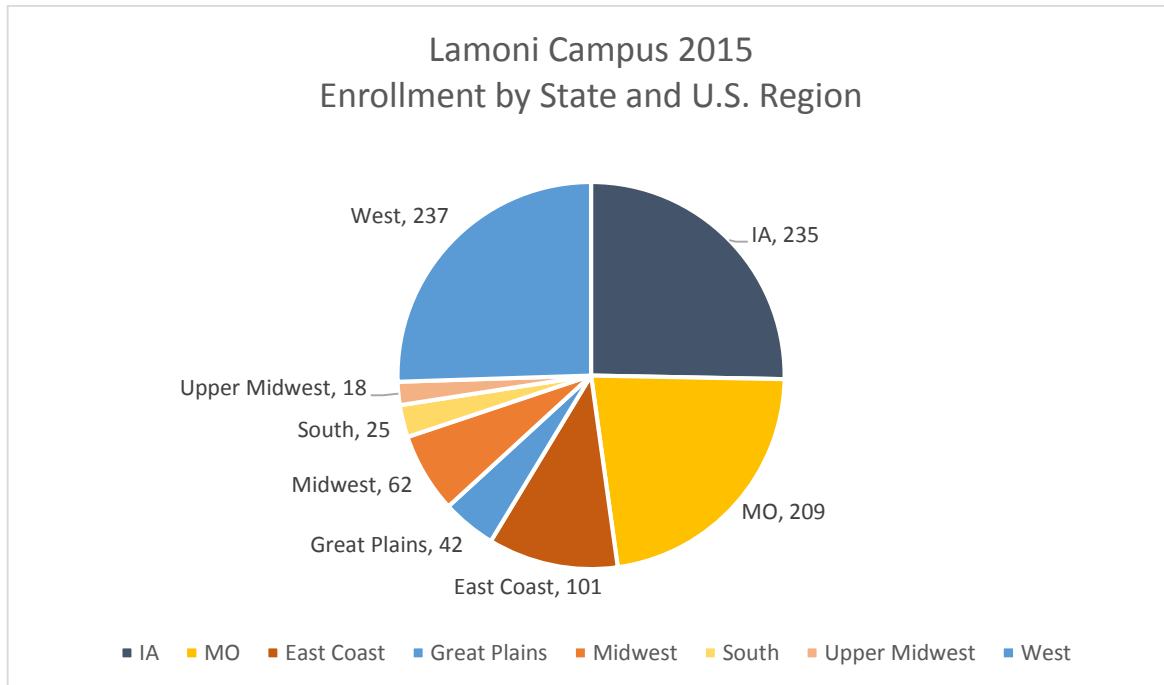
Includes: full-time only.

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Lamoni Campus - Location of Students

States: 43

Countries: 23



Lamoni Campus - Diversity of Students

International Students: 6%

Top five nations by enrollment: Canada, Columbia, Venezuela, Mexico, Nepal

Gender: 56% Male, 44% Female

Hispanic: 14%

Race/Ethnic Diversity: 31%

Community of Christ Students: 26%

First-time first-year degree seeking undergraduate students only:

From Iowa	72
From all other states and U.S. territories combined	203
From foreign countries	14
Unknown or unreported	11
Total	289

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Lamoni Campus – Student Diversity Trends

Year	Race/Ethnic Diversity*	White	Non-U.S. Citizens	Unknown	Total Students
2011-12	239 (26%)	525	120	52	936
2012-13	245 (26%)	559	104	43	951
2013-14	286 (27%)	630	101	41	1058
2014-15	289 (27%)	630	88	45	1052
2015-16	318 (31%)	582	71	55	1026

*Students who self-identify as African American, Hispanic, Asian, Pacific Islander or Native American. Includes: full- and part-time.

Lamoni Campus – International Student Trends

Year	International	Total	Percentage
2011-12	134	936	15%
2012-13	115	951	13%
2013-14	106	1058	10%
2014-15	86	1052	8%
2015-16	62	1026	6%

International = Non-U.S. citizens. Includes: full- and part-time.

Lamoni Campus – Student Gender Trends

Year	Male	Female	Total	Male to Female Ratio
2011-12	528	408	936	56% male, 44% female
2012-13	514	437	951	54% male, 46% female
2013-14	579	479	1058	55% male, 45% female
2014-15	605	447	1052	58% male, 42% female
2015-16	574	452	1026	56% male, 44% female

Includes: full- and part-time.

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

Year	Male	Female	Total	Male to Female Ratio
2011-12	142	117	259	55% male, 45% female
2012-13	122	109	231	53% male, 47% female
2013-14	183	143	326	56% male, 44% female
2014-15	184	98	282	65% male, 35% female
2015-16	208	150	358	58% male, 42% female

Includes: full- and part-time.

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Lamoni Campus – Community Of Christ Student Trends

Year	Community of Christ	Total Students	Percent Community of Christ
2011-12	323	936	35%
2012-13	339	951	36%
2013-14	340	1058	32%
2014-15	321	1052	31%
2015-16	262	1026	26%

Student indicates they are Community of Christ or appear in headquarters database.

Lamoni Campus – New Majority Student Trends

Year	First Generation	Total	First Generation Percentage
2011-12	225	936	24%
2012-13	228	951	24%
2013-14	273	1058	26%
2014-15	237	1052	23%
2015-16	236	1026	23%
Year	Low Income	Total	Low Income Percentage
2011-12	334	936	37%
2012-13	349	951	38%
2013-14	412	1058	40%
2014-15	392	1052	39%
2015-16	394	1026	39%

New Majority Student Definition:

New Majority students are defined as those students who are first generation or who are identified as low income from their FAFSA filings. First generation for this report includes students who report that neither of their parents received a four-year college degree.

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High School Dual Enrollment (ACE)

Year	From Iowa	From Arizona	From Other States	Total ACE Students	Percent who Enroll at GU
2011-12	129	6	11	146	TBD
2012-13	129	0	11	145	TBD
2013-14	124	0	11	124	TBD
2014-15	178	0	0	178	TBD
2015-16	165	16	0	181	TBD

Accelerated College Education (ACE). Graceland conducts the largest dual enrollment program of any four-year university or college in the state of Iowa*.

Dual enrollment programs allow high school students to enroll in college courses (dual enrollment). Opportunities are available for high school 11th- and 12th-grade students (and 9th- and 10th-grade talented and gifted students). The majority of our students are from Iowa with a few from Arizona as well.

*Source: Iowa Coordinating Council for Post High School Education (ICCPHSE)

INDEPENDENCE, ONLINE AND ADDITIONAL CAMPUSES - ENROLLMENT

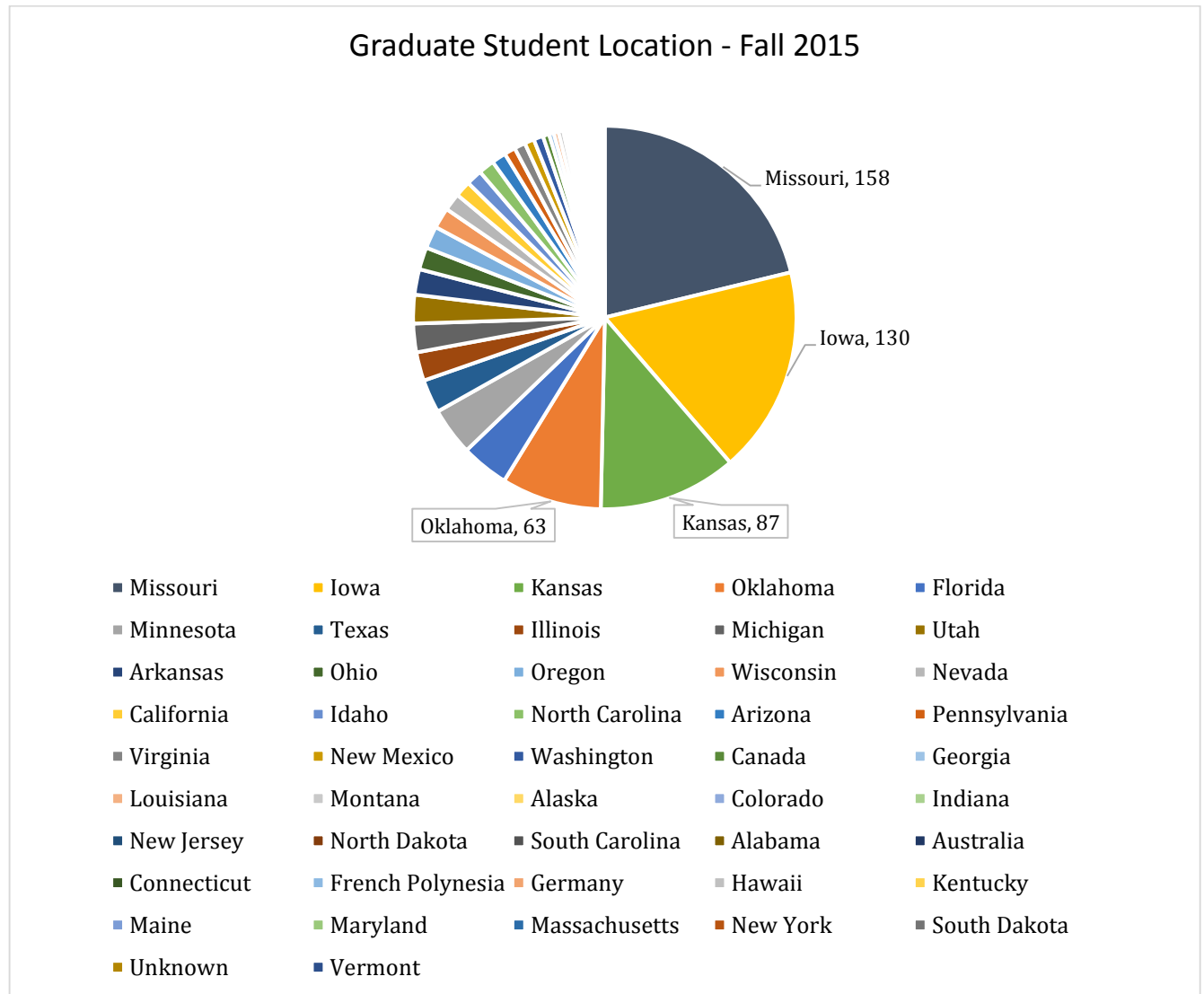
	2011-12	2012-13	2013-14	2014-15	2015-16
Centerville Undergraduate	33	25	25	17	12*
Cedar Rapids Undergraduate	35	27	14	NA	NA
Camp Dodge Undergraduate	21	NA	NA	NA	NA
Des Moines Undergraduate	9	9	NA	NA	NA
Southern Iowa Undergraduate	NA	3	NA	NA	NA
Independence Undergraduate	272	250	223	200	213
Trenton Undergraduate	49	36	30	26	23
Online Undergraduate	106	105	107	122	106
Online Graduate	713	671	704	812	737

**These students were to attend at Trenton instead.*

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Independence, Online and Additional Campuses - Location of students

States: 42 Countries: 4



Source: Registrar's 2015 Fall Enrollment Report

Independence, Online and Additional Campuses - Student Diversity Trends

This information will be added in the future.

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LAMONI CAMPUS - ACADEMICS

- Majors: 36 undergraduate
- Minors: 33
- Pre-Professional Recommendations: 9
- Certificates: 1 (*included in count below*)

Refer to the [Graceland online undergraduate catalog](#) for a complete list.

Ten largest majors for 2015-16:

Business Administration	128
Biology	88
Elementary Education	72
Undecided	71
Criminal Justice	66
Psychology	52
Accounting	47
Sport Management	47
Athletic Training *	38
Computer Science and Information Technology	38

**No longer available for new students*

INDEPENDENCE, ONLINE AND ADDITIONAL CAMPUSES - ACADEMICS

- Doctorate: 1
- Masters: 3
- Certificates: 6

Refer to the [Graceland online graduate catalog](#) for a complete list.

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Community: Collaborate & Engage

LAMONI CAMPUS – CLASS SIZES

Year	Number of Sections	Registered Students	Average Class Size
2010-11	307	5,163	16.82
2011-12	308	5,125	16.64
2012-13	321	5,189	16.17
2013-14	344	6,029	17.53
2014-15	341	5,997	17.59
2015-16	341	5,813	17.05
Grand Total	1,962	33,316	NA
5 Year Average	327	5,553	16.96

The numbers above indicate enrollment and course offerings for the fall semesters and reflect all Lamoní campus students. Instructional Methods excluded: Applied Music, Clinic, Exhibition and Special Schedule.

Class Size Ranges (includes Independence undergraduate):

- 107 classes 9 or fewer students
- 137 classes 10-19 students
- 62 classes 20-29 students
- 34 classes 30-39 students
- 20 classes 40-49 students
- 11 classes 50 or more students

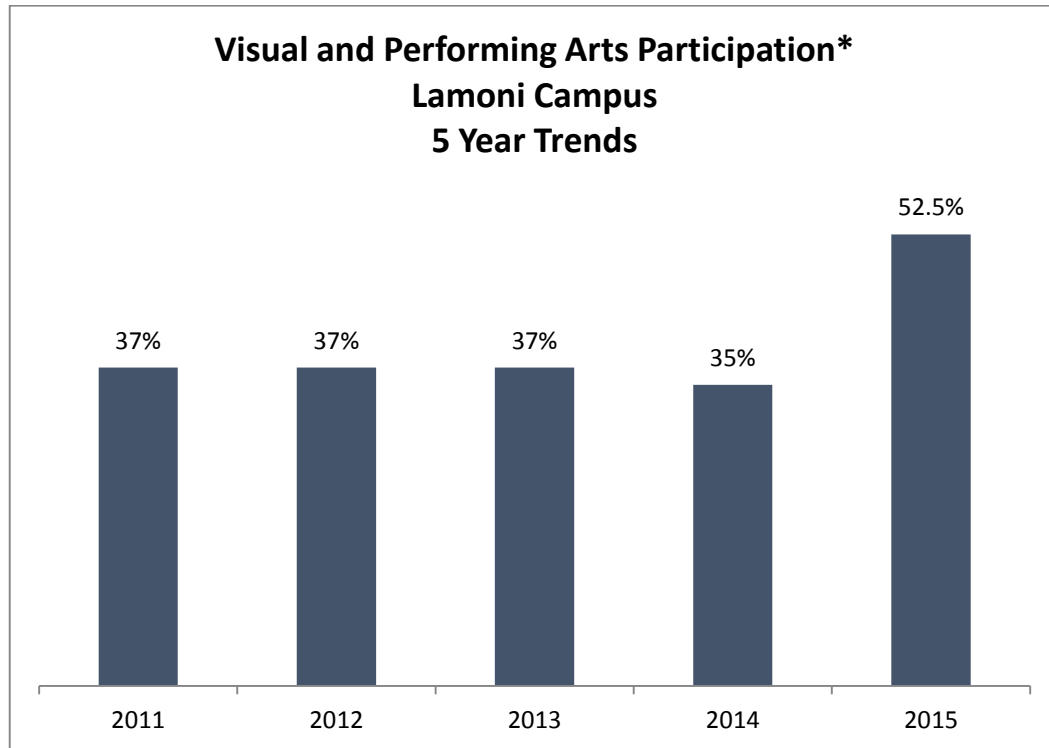
LAMONI CAMPUS – STUDENT INVOLVEMENTS

- Clubs and Organizations: 51 (Link: <http://www.graceland.edu/campus-life/get-involved.cfm>)
- Leadership Positions: 184
- Work Study Positions: 670
- Houses: 15 (Learn more here: <http://www.graceland.edu/campus-life/house-social-system.cfm>)

2015-2016 GU FACT BOOK

Undergraduate Student Engagement in Visual and Performing Arts

Visual and Performing Arts annual participation*: 52.5%



Includes: full- and part-time

Students who **enrolled in a Visual and Performing Arts course, this semester or the previous semester, excluding Intro to Theatre and Art History courses. Students are able to participate in art, music or theatre performances without enrolling in a course and therefore are not represented.*

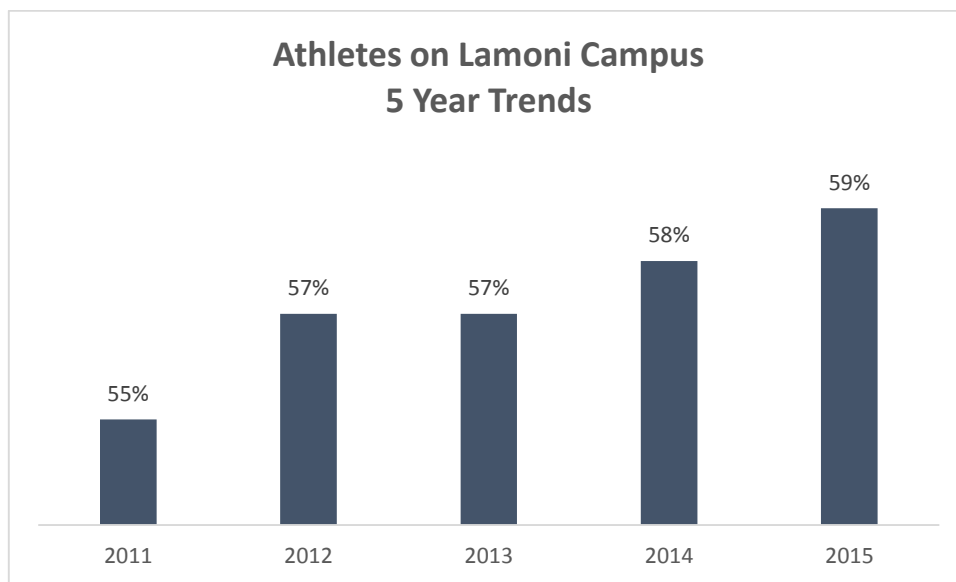
GU Visual and Performing Arts Web site: www.graceland.edu/campus-life/visual-performing-arts.cfm

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Undergraduate Student Engagement in Intercollegiate Athletics

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Student Athletes, <u>excluding</u> coaches and managers	500 57%	497 55%	506 57%	584 57%	590 58%	585 59%
All Student Athletes, <u>including</u> coaches and managers	519 59%	505 55%	527 57%	631 58%	655 65%	603 61%

- Athletic Teams
 - 22 Varsity
 - 11 Junior Varsity
- Athletics annual participation: 59%



Includes: full-time only; excludes coaches and managers

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.

GU Athletics Web site: www.gujackets.com

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Intramurals

2015-16 INTRAMURAL TEAMS

(AS OF FEBRUARY 2016)

Basketball
Dodge Ball
Flag Football
Jack and Jill soccer
Tape Ball
Volleyball

2014-15 INTRAMURAL TEAMS

Basketball
Flag Football
Jack and Jill Soccer
Ping Pong
Pool
Sand Volleyball
Softball
Table Tennis
Tape Ball
Volleyball 6 Person
Volleyball Co Ed 4 Person

Student participation information will be added in the future. The intramural program is in the process of implementing a tracking tool for student participation in IM activities (Fall 2015).

INDEPENDENCE CAMPUS, ONLINE AND ADDITIONAL LOCATIONS – STUDENT INVOLVEMENTS

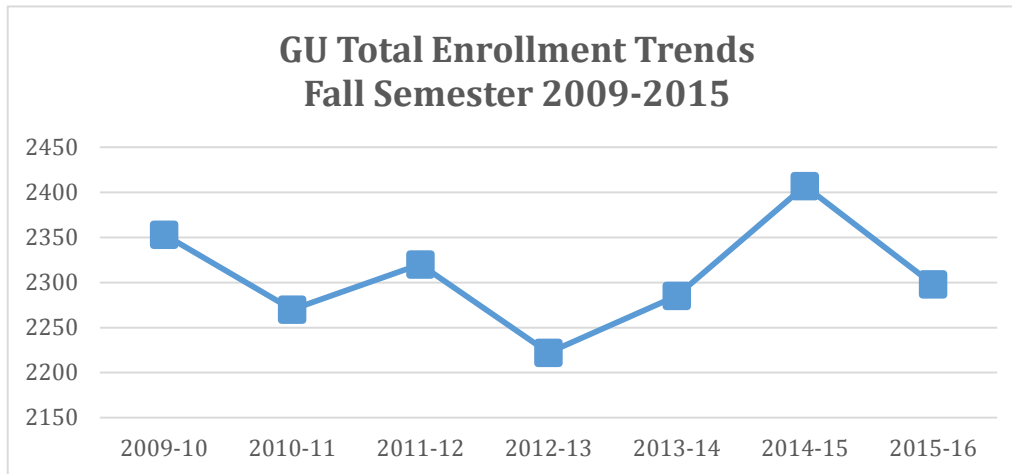
- Graceland Pi Eta Chapter - Sigma Theta Tau International Honor Society of Nursing
- Graceland Student Education Association (GSEA)
- Leadership positions: 13 McKevit Manor Officers (Nursing House Council)
- Work Study Positions: 5 students (4 on Independence Campus and 1 on Lamoni Campus)
- Houses: McKevit Manor
- Clubs and Organizations: National Student Nurses' Association (NSNA) and the opportunity to attend regional and national conventions.

2015-2016 GU FACT BOOK

Steward Resources

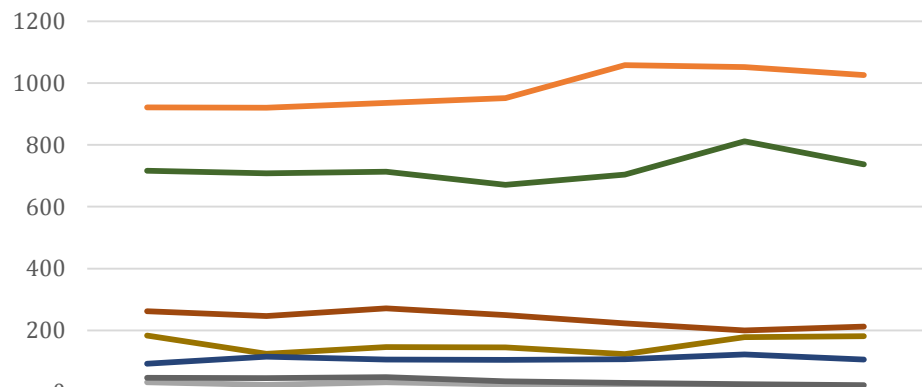
GU ENROLLMENT

All Graceland Locations: 2,301 Headcount (Fall 2015)



Includes: full- and part-time.

Campus Enrollment Trends Fall Semester 2009-2015



	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Lamoni Undergraduate	921	920	936	951	1058	1052	1026
Centerville Undergraduate	32	24	33	25	25	17	12
Independence Undergraduate	262	247	272	250	223	200	213
Trenton Undergraduate	47	46	49	36	30	26	23
High School Dual Enrollment	184	125	146	145	124	178	181
Online Undergraduate	92	115	106	105	107	122	106
Online Graduate	716	708	713	671	704	812	737

Includes: full- and part-time.

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GU ANNUAL GIFT COMMITMENT TRENDS



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

Alumni Support

Year	Solicited	Donors	Participation
2014-15	9,481	1,859	19.61%
2013-14	10,204	2,096	20.54%
2012-13	9,973	1,946	19.51%
2011-12	9,171	1,472	16.05%
2010-11	9,538	1,524	15.98%

Source: Development Office. Includes Undergraduate and graduate students.

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LAMONI CAMPUS - COSTS AND FINANCIAL AID

Tuition: Refer to www.graceland.edu/financial-aid/lamoni-campus-tuition.cfm

Financial Aid:

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

Source: Financial Aid Services

INDEPENDENCE, ONLINE AND ADDITIONAL CAMPUSES - COSTS AND FINANCIAL AID

Tuition: Click here for either [Undergraduate](#) or [Graduate](#)

Financial Aid:

- This information will be added in the future.

2015-2016 GU FACT BOOK

Integrate Branding

GU RANKINGS AND AWARDS

Recognized by *The Princeton Review* as a "Best in the Midwest" (2012 - 2015).

Recognized by *The Princeton Review* in the "Guide to 353 Green Colleges 2015".

U.S. News & World Report first tier in the Regional University - Midwest category in the U.S. News & World Report Best Colleges rankings. (2013-2016*)

**U.S. News & World Report releases 2016 rankings in 2015.*

U.S. News & World Report ranked Graceland's Online Programs:

#5 in the country for "Best Graduate Online Education Program"

#9 in the country for "Best Graduate Online Nursing Program"

#65 in the country for "Best Online Bachelor Program"

Military Friendly – More information will be added in the future.

Earned the 2016 Military Friendly® School designation. (Received Fall 2015)

Check out our profile and learn more here: <https://militaryfriendly.com/school/graceland-university/>.

College Basic Academic Subjects Examination (CBASE)

Total Pass Rate – Percentage is figured by the number of passing candidates divided by total number of candidates (in parenthesis).

Year	Centerville (IHCC) Elementary Education	Independence Elementary Education	Lamoni Campus Elementary Education	Lamoni Campus K12	Lamoni Campus Secondary Education	Trenton (NCCMC) Elementary Education	Overall "n"
2010-2011	93% (15)	92% (82)	96% (25)	90% (19)	100% (16)	92% (26)	183
2011-2012	88% (18)	96% (83)	91% (22)	75% (17)	84% (25)	88% (16)	181
2012-2013	92% (13)	97% (60)	83% (41)	100% (13)	90% (19)	90% (10)	156
2013-2014	100% (7)	96% (51)	63% (24)	73% (15)	100% (14)	91% (11)	122
2014-2015	100% (6)	85% (46)	66% (29)	60% (15)	88% (17)	92% (13)	126

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PRAXIS II (required for teacher licensure in Iowa)

Total Pass Rate – Higher Education Opportunity Act (HEOA) Title II Report

Total tests passed divided by total tests taken within the year.

Academic Year	Number Taking Assessment	Number Passing Assessment	Graceland Pass Rate
2010-2011			86%
2011-2012			89%
2012-2013	78	69	88%
2013-2014	88	74	84%
2014-2015	NA	NA	NA

Baccalaureate Degree RN Licensure (NCLEX) Pass Rates

Nursing National Council Licensure Exam (NCLEX)

Program	2012	2013	2014	2015
Bachelor of Science in Nursing	93%	97.5%	95.7%	87.5%
Family Nurse Practitioner	84%	90%	93%	Available Feb. 2016

This is for calendar year, not academic year.

GU ACCEPTED AND PARTICIPATED IN

Association of American Colleges and Universities High-Impact Educational Practices (AAC&U HIP)

American Council on Education's Change and Innovation Lab (ACE-CIL)

Fulbright Scholars:

- Steve Anders - University of Prishtina in Kosovo (Summer 2014 and Summer 2016)
- Priscilla Eppinger – Poland and Russia (Summer 2014)
- Diane Bartholomew – Assignment to be determined (2014-19)
- Max Pitt - University of Prishtina in Kosovo (Summer 2013 and Winter 2014)
- Wilaiporn Rojjanasrirat - Naresuan University in Thailand (2014)

2015-2016 GU FACT BOOK

Lamoni Campus First-Time Freshmen Class Profile Fall 2015

First-Time Freshmen: 289

ACT composite average: 21.01 (219 reporting)

SAT composite average: 871.41 (64 reporting)

HS GPA average: 3.21 (288 reporting)

HS class rank: 58.74% (235 reporting)

Source: Official Enrollment List

Lamoni Class Profiles – First-Time First-Year By Gender

		2011-12	2012-13	2013-14	2014-15	2015-16	AVERAGE
Female	FF number	117	109	143	98	121	117.60
	ACT	22	22	22	21	21	21.77
	SAT	910	953	956	823	880	904.40
	HS GPA	3.46	3.44	3.35	3.37	3.40	3.40
	HS rank	60.74	57	51	59	66	58.67
Male	FF number	143	122	183	184	168	160.00
	ACT	19	21	20	20	21	20.17
	SAT	939	919	948	901	867	914.80
	HS GPA	2.67	3.15	3.07	2.92	3.09	2.98
	HS rank	42.49	46	48	42	53	46.16

HS – High School; FF – First-time first-year (freshmen)

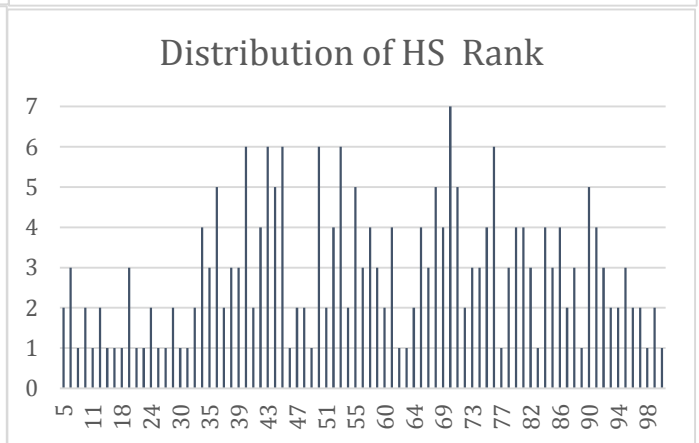
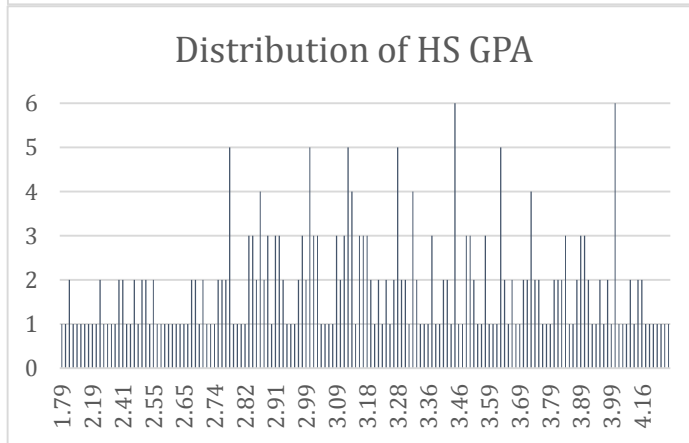
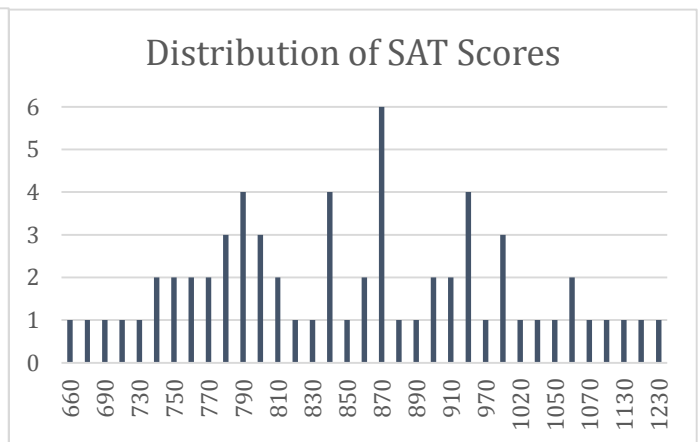
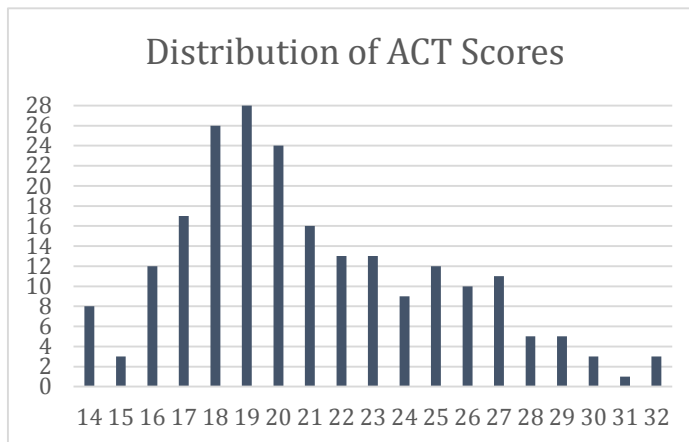
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LAMONI CAMPUS – CLASS PROFILES

2015-16 Class Profile

(First-Time Freshmen only)

	Average	Ranges	
ACT Score	21.07	14	32
Average SAT	871.41	660	1230
Average HS GPA	3.22	1.79	4.55
Average HS Rank	58.74	5	100

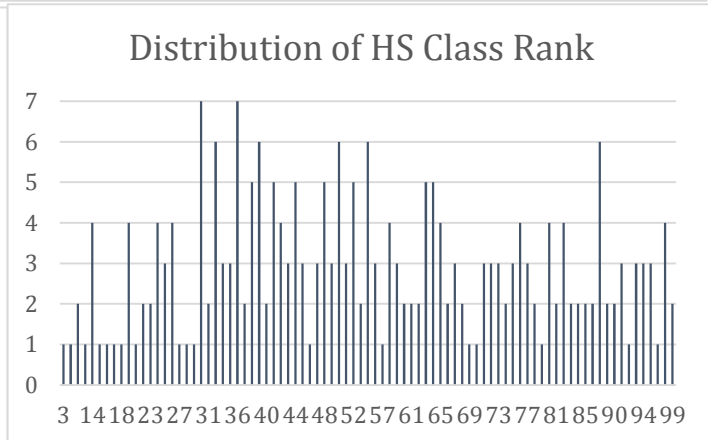
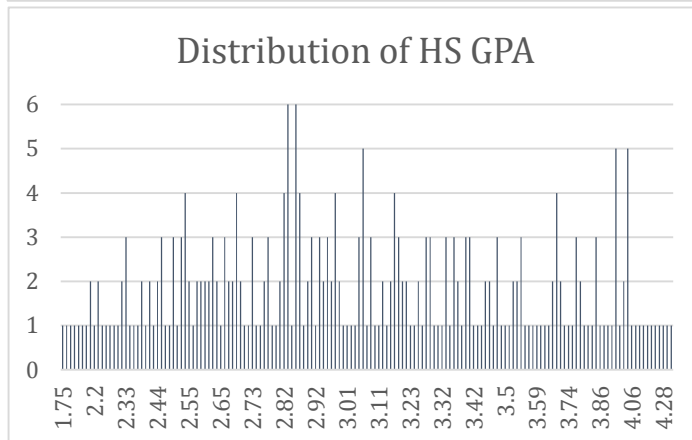
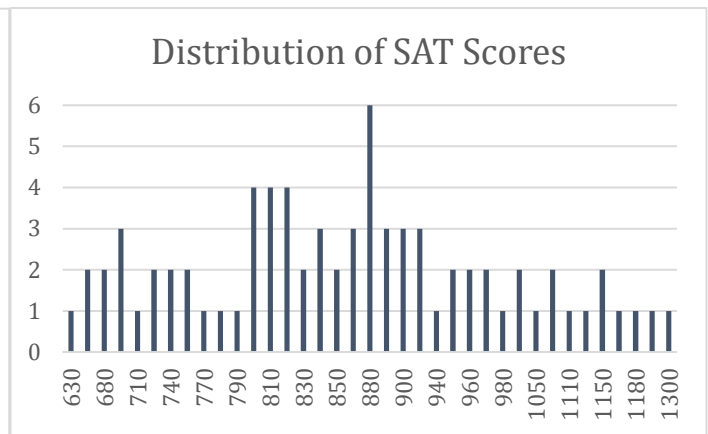
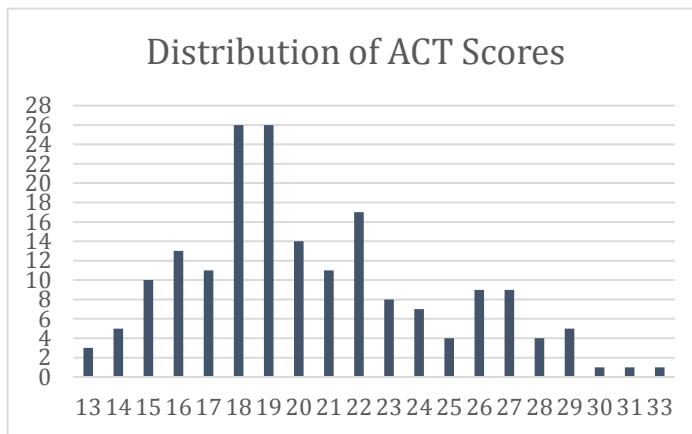


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2014-15 Class Profile

(First-Time Freshmen only)

	Average	Ranges	
Average ACT	20.44	13	33
Average SAT	879.21	630	1300
Average HS GPA	3.08	1.75	4.77
Average HS Rank	54.50	3	100

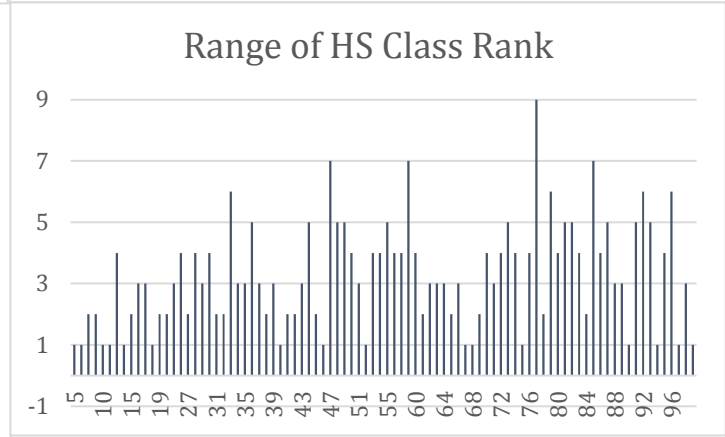
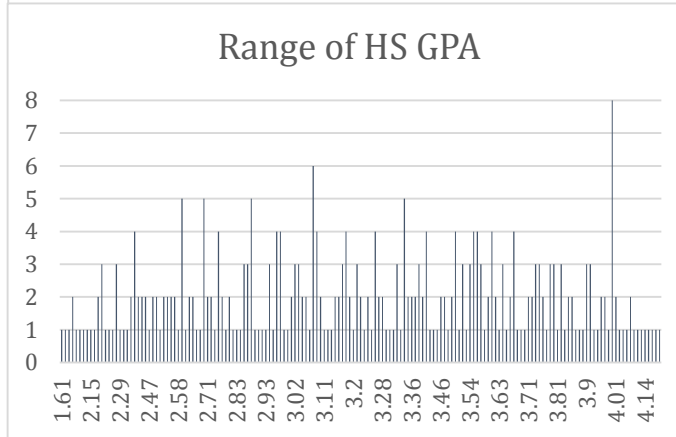
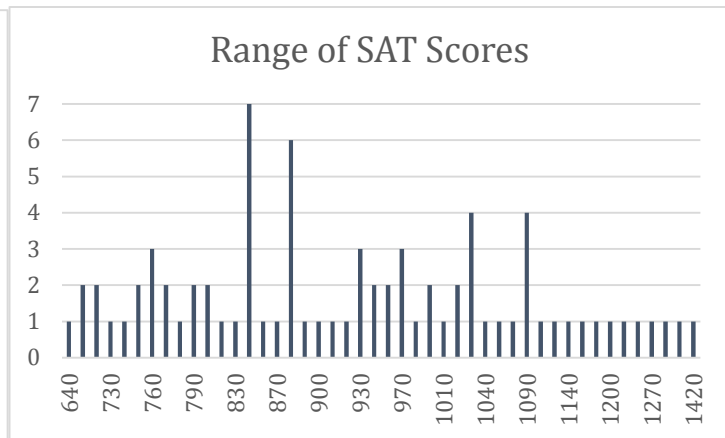
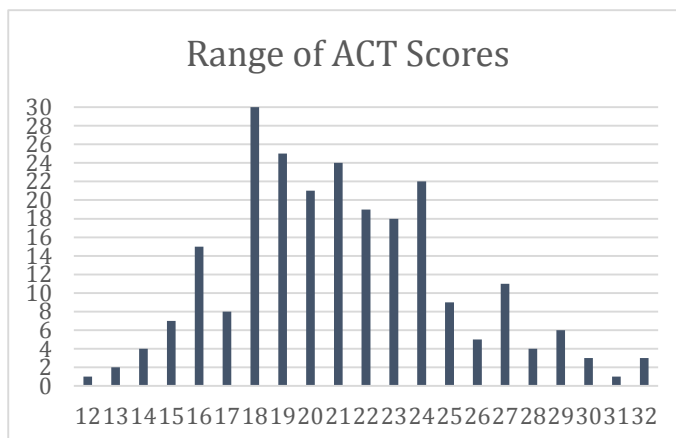


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2013-14 Class Profile

(First-Time Freshmen only)

	Average	Ranges	
Average ACT	21.13	12	32
Average SAT	940.25	640	1420
Average HS GPA	3.19	1.61	4.35
Average HS Rank	58.69	5	100

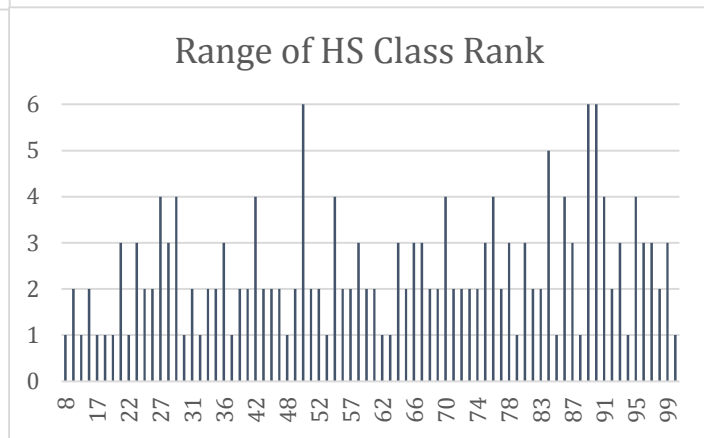
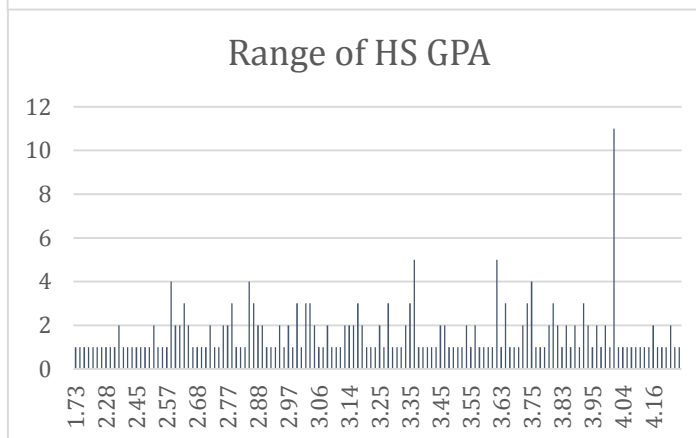
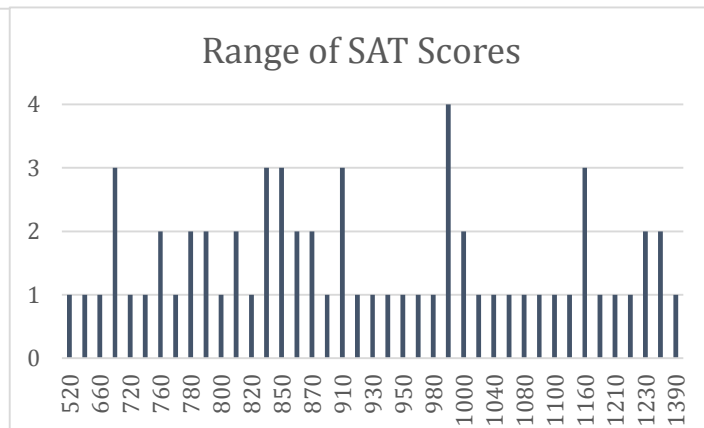
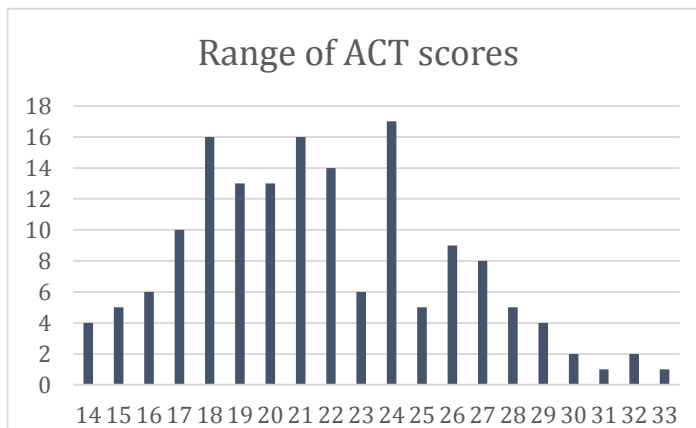


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2012-13 Class Profile

(First-Time Freshmen only)

	Average	Ranges	
Average ACT	21.66	14	33
Average SAT	932.70	520	1390
Average HS GPA	3.28	1.73	4.94
Average HS Rank	61.85	8	100

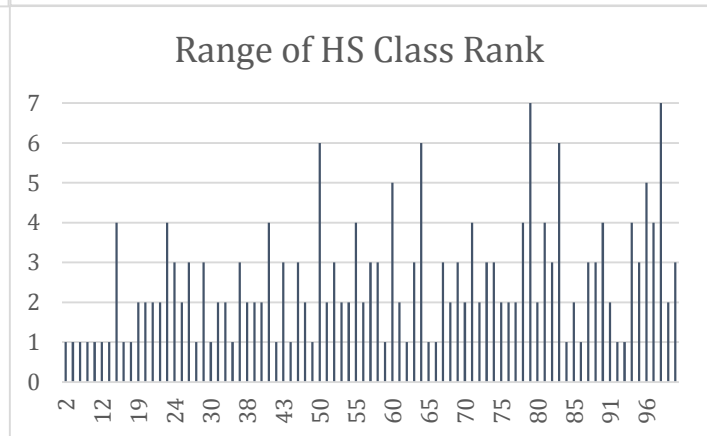
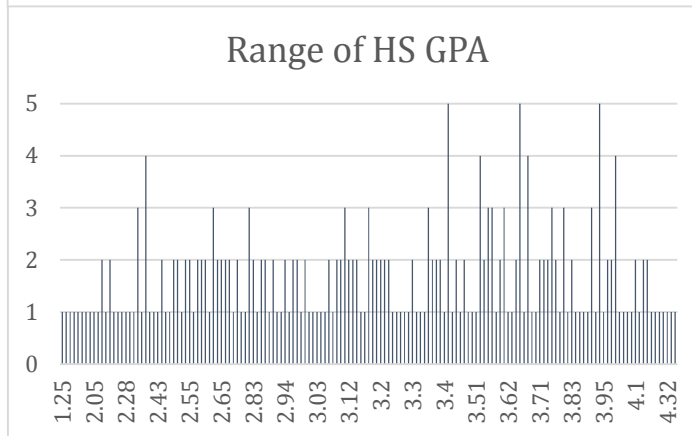
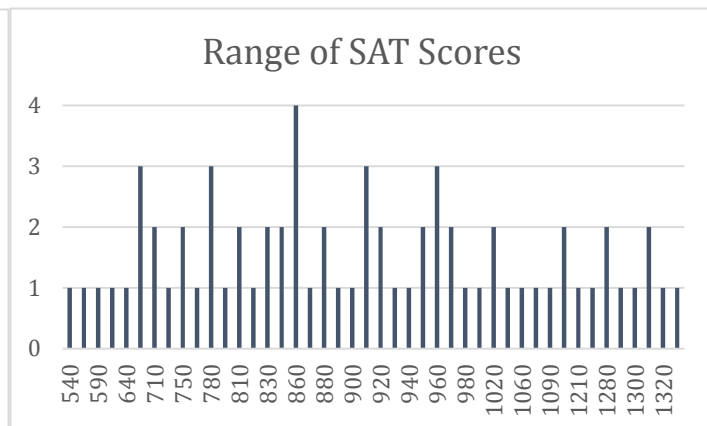
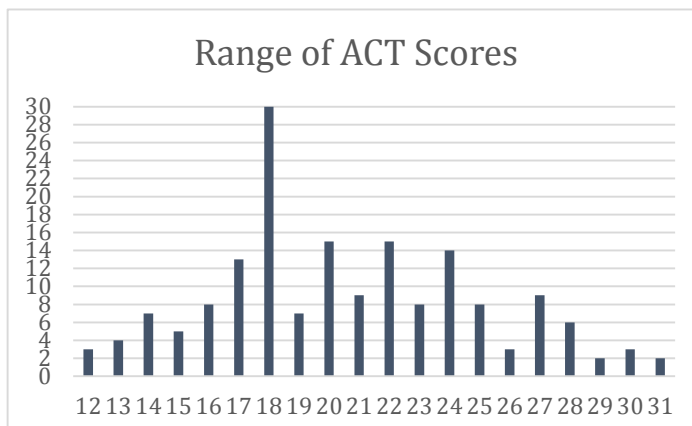


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2011-12 Class Profile

(First-Time Freshmen only)

	Average	Ranges	
Average ACT	20.59	12	31
Average SAT	923.24	540	1350
Average HS GPA	3.20	1.25	4.49
Average HS Rank	60.86	2	100



2015-2016 GU FACT BOOK

Focus Environments

LAMONI CAMPUS – CAMPUS CLIMATE SURVEYS

Lamoni Campus - Housing Capacity

OCCUPANCY	GRAYBILL	GUNSOLLEY	TESS MORGAN	WALKER	SMALL & THOMAS APTS.	COLLEGE HOUSES	TOWER APTS.	TOTAL HOUSING CAPACITY
Fall 2015								
Maximum	218	147	228	91	96	0	9	789
Actual*	207	141	211	89	94	0	9	
% Occupancy	95%	96%	93%	98%	98%	0%	100%	
Fall 2014								
Maximum	218	147	228	91	96	14	9	803
Actual*	207	138	213	87	96	13	9	
% Occupancy	95%	94%	93%	96%	100%	93%	100%	
Fall 2013								
Maximum	218	147	228	91	96	14	9	803
Actual*	184	131	210	84	95	13	8	
% Occupancy	84%	89%	92%	92%	99%	93%	89%	
Fall 2012								
Maximum	185	144	228	91	96	n/a	9	753
Actual*	160	122	186	78	96	n/a	9	
% Occupancy	86%	85%	82%	86%	100%	n/a	100%	
Fall 2011								
Maximum	184	140	228	91	n/a	n/a	9	652
Actual*	174	131	176	60	n/a	n/a	9	
% Occupancy	95%	94%	77%	66%	n/a	n/a	100%	

*As of fall lock date. Source: Residence Life

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

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Independence, Online and Additional Campuses - Housing Capacity

The Independence Campus is a non-residential campus and students relocating to this area will need to find their own housing.

Beginning College Survey of Student Engagement (BCSSE)

BCSSE collects data about entering college students' high school academic and co-curricular experiences, as well as their expectations for participating in educationally purposeful activities during the first college year.

BCSSE data can aid the design of pre-college orientation programs, student service initiatives, and other programmatic efforts aimed at improving student learning during the first year of college. BCSSE results, especially when linked with NSSE data, can be used to shape initiatives that align the first-year experience of students with recognized effective educational practices.

BCSSE Scales ^a	Fall 2015 Mean
Quantitative Reasoning	29.80
High school engagement with analysis and numerical information	
Learning Strategies	36.76
Use of effective learning strategies in high school	
Collaborative Learning	38.95
Expectation to interact and collaborate with peers	
Student-Faculty Interaction	34.81
Expectation to interaction and engage with faculty	
Expected Discussions with Diverse Others	47.02
Expectation to engage in discussions with diverse others	
Expected Academic Perseverance	45.38
Student certainty that they will persist in the face of academic adversity	
Expected Academic Difficulty	28.83
Expected academic difficulty during the first year of college	
Perceived Academic Preparation	43.18
Student perception of their academic preparation	
Importance of Campus Environment	47.99
Student-rated importance that the institution provides a challenging and supportive environment	
^a Scale scores are expressed in 0 (minimum) to 60 (maximum) point scales.	

INDEPENDENCE, ONLINE AND ADDITIONAL CAMPUSES - CAMPUS CLIMATE SURVEYS

At this time there have not been any campus climate surveys targeting these programs administered through the Independence campus.

2015-2016 GU FACT BOOK

Contact Information

Graceland University

Lamoni Campus | 1 University Place, Lamoni, IA 50140 | 866-Graceland

Independence Campus | 1401 W. Truman Road | Independence, MO 64050-3434 | 816-833-0524

Online Programs | distancelearning@graceland.edu | 800-833-0524

www.graceland.edu

Published by:

The mission of **Institutional Effectiveness** is to facilitate Graceland's ability to improve, to fully accomplish the Graceland mission (to create learning communities where students develop their potential for meaningful and productive lives) by engaging Graceland's many subunits in collaborative planning and by providing them with the data they need to effectively assess and review their effectiveness and to continually improve their quality and relevance.

The mission of **Institutional Research** is to enhance these efforts by providing reliable information and data to internal constituents for their analysis and to external constituents in order to demonstrate Graceland's integrity and/or to promote Graceland.

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

InstitutionalResearch@graceland.edu

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

