

2018: Best Colleges - Main Survey

Introduction

BEST COLLEGES

Data Collection

U.S. News has begun collecting data for the 2019 edition of Best Colleges. The U.S. News surveys ask about many aspects of your institution that are important to potential college applicants across the country, other educational intuitions, and the public at large.

Survey Deadline: May 10th, 2018

There are 3 steps in the U.S. News data collection process:

Step 1: Data - Fill in as much of the survey as possible.

Step 2: Assessment - After filling in your data, navigate to the 'Main Survey Assessment' section. The assessment runs a comparison between your current data and the data submitted last year. The assessment will identify potential errors between the two years of data. For more information please go to the main assessment section.

Step 3: Verification - After reviewing the assessment and fixing any remaining errors, navigate to the section titled 'Verification'. This is where the survey submission takes place. Please take some time to review your survey data one last time. When you are ready, please select the check box, fill out the identification information and hit the red 'Submit Survey' button.

Important Icons

* The red asterisk located next to a few question numbers indicated that the question is mandatory. If the question is not answered you will be unable to submit the survey. All assessment flags are mandatory and must be addressed.

✘ The red x indicates that you have not filled out the question correctly. There will be a line of text that accompanies the icon letting you know what the exact problem is. Once the issue is corrected, the x will disappear. All failed validations must be fixed before the survey can be submitted.

🛡️ The gold shield indicates that the question has been used in past U.S. News Best Colleges rankings calculations or is under consideration for future use.

❓ The question mark indicates a tip on how to answer that particular question.

☑️ The checkbox indicates the assessment section of the survey.

⬆️ The upward arrow indicates the verification section of the survey. This is where the submission button is located.

Entering Data

To move between fields, you may either click on the field you wish to move to or press the Tab key until you reach that field. To move between individual pages of the survey, click on the "Next" or "Previous" links at the bottom of the page. You may also click on the section links listed in the index on the right-hand side of the screen and go to any page in the survey.

Saving Data

Saving data happens when a few actions are taken. One, you select the 'Next' button at the bottom of the page. Two, you select and navigate to another section in the question index. Three, you hit the 'Save' button at the bottom of a page. If you plan on leaving the survey before completion, please hit the save button before exiting the survey.

Getting Help

If you have questions or encounter problems while you are completing the survey, click the "Help" button on the top right-hand side of the screen. This will direct you to the data collector assigned to your institution.

The Common Data Set

U.S. News is again using questions from the Common Data Set (CDS). The CDS initiative is a collaborative effort among data providers in the higher education community and publishers as represented by the College Board, Thomson Peterson's, and U.S. News & World Report. We hope that this effort to standardize data definitions makes it easier to complete our questionnaire.

For easy reference, all CDS items are noted throughout the Main and Financial Aid surveys. The CDS does not cover any of the questions on the Finance survey. Please note that some of the questions used in the Best Colleges rankings are unique to the U.S. News survey and are not included on the CDS. After you have submitted your CDS, you will have an opportunity to submit information for these questions.

All CDS submissions must be received by May 2nd 2018 in order to allow enough time for data entry and processing in-house. Please contact your data collector for more information.

New Questions

Main Statistical Survey

- 46 - admissions by residency
- 86 - CLEP and DSST
- 106 - gap year
- 162 - part-time instructional faculty salaries
- 174 - 2016-2017 graduate salaries among those employed part-time
- 240 - formal internship program
- 241 - internship compensation

Financial Aid Survey

- 16, 17 - no loan financial aid policy

Questions Used in the Best Colleges Ranking

The questions or question areas listed below are the data points that are used in the U.S. News Best Colleges ranking calculations. More details on the U.S. News Best Colleges rankings can be found here:

<https://www.usnews.com/education/best-colleges/articles/how-us-news-calculated-the-rankings>

(<https://www.usnews.com/education/best-colleges/articles/how-us-news-calculated-the-rankings>).

Please note: The primary factor used to determine whether a school will be eligible to be ranked in the 2019 edition of the U.S. News Best Colleges rankings is question 57: Does your institution make use of SAT, ACT, or SAT Subject Test scores in admission decisions for first-time, first-year, degree-seeking applicants?

The answer to this question must be "Yes" in order for a school to be ranked in the 2019 edition of the U.S. News Best Colleges rankings. A school that answers "No" will not be included in the rankings and will be listed as an "Unranked School." Test optional schools should answer question 57 as Yes. Only schools that don't use SAT or ACT test at all in admission should answer as No.

If you have questions on the Best Colleges ranking methodology, which schools qualify to be ranked or unranked, U.S. News publications or how these statistical surveys are used in the rankings, contact Bob Morse, Chief Data Strategist, at rmorse@usnews.com (<mailto:rmorse@usnews.com>).

Main Statistical Survey

- 2017 Fall enrollment: 26-29
- 2016 Fall enrollment: 30-33
- Six-Year Graduation rates: 36, 37, 41
- Income-based Six-Year Graduation Rates: 36,37
- First-year (freshman) retention rates: 42, 43
- First-year (freshman) applications and acceptances: 45
- SAT and ACT scores and testing policies: 57, 58, 67-71, 73, 77
- SAT/ACT score reporting inclusion for all scores: 78
- SAT/ACT score reporting inclusion for all students: 79
- High school class standing: 81
- Undergraduate alumni giving: 153,155
- Total number of instructional faculty (current year): 156 all three columns
- Total number with doctorate or other terminal degree (current year): 156 full-time column
- Total number of instructional faculty (last year): 157 all three columns.
- Total number with doctorate or other terminal degree (last year): 157 full-time column
- Student to faculty ratio: 158-159
- Full-time faculty salaries: 160, 161
- Part-time faculty salaries: 162 (in consideration for future use)
- Class sections: 163

Note: Not all last year's ranking indicators listed above are used in the calculation. Some are used only when current year data is not provided.

Financial Aid Survey

Number of pell grants recieved in 2016-2017: 19

Finance Survey

All expenditure questions from both years. This information is used to compute the financial resources per student variable in the Best Colleges rankings.

Diversity Rankings

Uses column labeled "Degree-Seeking Undergraduates" in question 37, Enrollment by Racial & Ethnic Category) from the Main statistical survey.

Best Values Rankings

- Estimated expenses for a typical full-time undergraduate students: question 10 (both residents columns)
- Need-Based Aid for full-time undergraduate students: question 14 only current year actual or estimated is accepted In state/Out-of-state student aid awarded: question 43-45 (public institutions only)
- Percentage of students with need whose need is fully met: question 14h and 14i

Best Colleges for Veterans

- Military enrollment: 123
- G.I. Bill certified: 124
- Yellow Ribbon participant: 125
- In-state tuition for active servicemen: 9 (financial aid survey)

Important Notice: U.S. News in its discretion will attempt to do cross-checking of data from what information schools have submitted on their Fall 2017 IPEDS Institutional Characteristics survey that appears on the U.S. Department of Education's College Navigator web site <http://nces.ed.gov/collegenavigator/> (<http://nces.ed.gov/collegenavigator/>), or can be downloaded from the IPEDS website, provided that the schools are ultimately responsible for the accuracy of the data that they submit. If you need more details on how the cross-checking or missing data fill-ins will work, contact Bob Morse at rmorse@usnews.com (<mailto:rmorse@usnews.com>).

On behalf of the data collectors, reporters, and editors here at U.S. News and our many appreciative readers, thank you for your time and effort.

Matthew Mason, Data Collection Manager

Robert J. Morse, Chief Data Strategist

Eric Brooks, Senior Data Analyst

U.S. News & World Report

Contact Information

Survey Contact #1:

- Survey contacts can only be updated by your Data Collector. For their contact information, please click on the 'help' icon above.

Name:

Laurie Smith

Job Title:

Institutional Research Associate

Email:

smithl@hope.edu

Phone:

6163957311

Survey Contact #2:

Name:

Job Title:

Email:

Phone:

Survey Contact #3:

Name:

Job Title:

Email:

Phone:

Public Relations Contacts:

- These contacts will receive the embargoed ranking information prior to the official rankings release. Please do not list the survey contacts here. The survey contacts will also receive the embargoed information prior to the official release.

This data is rolled over from last year.

Contact 1 - Name:

Jennifer Fellingner

Contact 1 - Email:

fellinger@hope.edu

Contact 1 - Phone:

(616) 395-7860

Contact 2 - Name:

Contact 2 - Email:

Contact 2 - Phone:

General Information

If any of the general information is incorrect, please enter the correct information. Note that cross-references to Common Data Set items appear in parentheses as (CDS xx), next to our questions.

For any assistance, please contact your data collector by clicking the 'Help' icon at the top of the survey.

1.) Name of college or university:

CDS A1

Hope College

2.) Mailing address:

CDS A1 This data is rolled over from last year.

PO Box 9000

3.) City:

CDS A1 This data is rolled over from last year.

Holland

4.) State:

CDS A1 This data is rolled over from last year.

Michigan

5.) Zip:

CDS A1 This data is rolled over from last year.

49422-9000

6.) International Postal Code (If applicable):

This data is rolled over from last year.

7.) Main phone:

CDS A1 This data is rolled over from last year.

(616) 395-7000

8.) Source of institutional control: *

CDS A2 This data is rolled over from last year.

- Public
- Private (nonprofit)
- Proprietary
- No Answer

9.) In what year was your institution founded?

This data is rolled over from last year.

1866

10.) Religious Affiliation:

This data is rolled over from last year.

- Christian Reformed Church

11.) Which of the following best describes the campus setting of your institution?

This data is rolled over from last year.

- Urban (located within a major city)
- City
- Suburban
- Rural

No Answer

12.) Classify your undergraduate institution:

CDS A3 This data is rolled over from last year.

Coeducational college

Men's college

Women's college

No Answer

13.) Academic Year Calendar:

CDS A4 This data is rolled over from last year.

Semester

Quarter

Trimester

4-1-4

Continuous

Differs by program (Describe in Comments)

Other (Describe in Comments)

No Answer

Make a comment on your choice here:

14.) Degrees Offered by your Institution:

CDS A5 This data is rolled over from last year.

- Certificate
- Diploma
- Associate
- Transfer
- Terminal
- Bachelor's
- Post-bachelor's certificate
- Master's
- Post-master's certificate
- Doctoral degree - research/scholarship
- Doctoral degree - professional practice
- Doctoral degree - other

15.) Admissions office mailing address:

CDS A1 This data is rolled over from last year.

Box 9000

16.) City:

CDS A1 This data is rolled over from last year.

Holland

17.) State:

CDS A1 This data is rolled over from last year.

- Michigan

18.) Zip:

CDS A1 This data is rolled over from last year.

49422-9000

19.) Admissions phone number:

CDS A1 This data is rolled over from last year.

(616) 395-7850

20.) Admissions Email address:

CDS A1 This data is rolled over from last year.

admissions@hope.edu

21.) WWW home page address:

CDS A1 This data is rolled over from last year.

http://www.hope.edu

22.) Is there a separate URL application site on the Internet? If so, please specify:

CDS A1 This data is rolled over from last year.

http://www.hope.edu/admissions/apply.html

23.) Do you accept the Common Application?

This data is rolled over from last year.

- Yes
- No
- No Answer

24.) What year did you begin accepting the Common Application?

This data is rolled over from last year.

2007

25.) Respondent information. Who is completing this survey?

Name:

Laurie Smith

Title:

Institutional Research Associate

Email:

smithl@hope.edu

Phone:

(616) 395-7311

2017 Enrollment

Institutional Enrollment: Provide numbers of students for each of the following categories as of the institution's official fall reporting date or as of October 15, 2017. Please report students formerly designated as "first professional" in the graduate cells. Last year's enrollment grid is included for your reference.

26.) 2017 Enrollment: *

CDS B1 This question is used in the Rankings calculation.

	Full-Time: Men	Full-Time: Women	Part-Time: Men	Part-Time: Women
Degree-seeking, first-time freshmen	286	493	0	0
Other first-year, degree-seeking	0	0	0	0
All other degree-seeking	876	1357	7	9
Total degree-seeking	1162	1850	7	9
All other undergraduates enrolled in credit course	4	2	51	65
Total undergraduates	1166	1852	58	74
Graduate degree seeking, first-time	0	0	0	0
All other graduate degree seeking	0	0	0	0
All other graduates enrolled in credit courses	0	0	0	0
Total graduates	0	0	0	0

27.) Total 2017 enrollment, all undergraduates:

CDS B1 This question is used in the Rankings calculation.

3150

28.) Total 2017 enrollment, all graduates:

CDS B1 This question is used in the Rankings calculation.

0

29.) GRAND TOTAL - 2017 Enrollment: *

CDS B1 This question is used in the Rankings calculation.

3150

2016 Enrollment

30.) 2016 Enrollment:

This question is used in the Rankings calculation. This data is rolled over from last year.

	Full-Time: Men	Full-Time: Women	Part-Tme: Men	Part-Time: Women
Degree-seeking, first-time freshmen	279	443	1	2
Other first-year, degree-seeking	26	28	2	2
All other degree- seeking	872	1372	23	33
Total degree-seeking	1177	1843	26	37
All other undergraduates enrolled in credit courses	6	13	55	77
Total undergraduates	1183	1856	81	114
Graduate degree-seeking, first-time	0	0	0	0
All other graduate degree-seeking	0	0	0	0
All other graduates enrolled in credit courses	0	0	0	0
Total graduates	0	0	0	0

31.) Total 2016 enrollment, all undergraduates:

This question is used in the Rankings calculation. This data is rolled over from last year.

3234

32.) Total 2016 enrollment, all graduates:

This question is used in the Rankings calculation. This data is rolled over from last year.

0

33.) GRAND TOTAL - 2016 Enrollment:

This question is used in the Rankings calculation. This data is rolled over from last year.

3234

Ethnicity Enrollment and Degrees Awarded

Enrollment by Racial & Ethnic Category: Provide numbers of undergraduates for each of the following categories as of the institution's official fall reporting date or as of October 15, 2017. Include international students only in the category "Nonresident aliens." Report as your institution reports to IPEDS: persons who are Hispanic should be reported only on the Hispanic line, not under any race, and persons who are non-Hispanic multi-racial should be reported only under "Two or more races."

Notes:

- Degree seeking undergraduates (2nd column) should include the degree seeking, first-time, first year students in column one.
- If there are no students in a category, enter zero.

34.) Ethnicity Grid:

CDS B2

	Degree-seeking first-time, first year students	Degree-seeking Undergraduates
Non-resident aliens	17	71
Hispanic	62	234
Black or African American, non-Hispanic	26	85
White, non-Hispanic	632	2499
American Indian or Alaskan Native, non-Hispanic	0	0
Asian, non-Hispanic	12	57
Native Hawaiian or other Pacific Islander, non-Hispanic	0	0
Two or more races, non-Hispanic	28	75
Race/ethnicity unknown	2	7
Total	779	3028

35.) Number of degrees awarded by your institution from July 1, 2016 to June 30, 2017:

CDS B3

Certificate/diploma

0

Associate degrees

0

Bachelor's degrees

735

Post-bachelor's certificates

0

Master's degrees

0

Post-master's certificates

0

Doctoral degrees - research/scholarship

0

Doctoral degrees - professional practice

0

Doctoral degrees - other

0

Grad and Retention Rates

36.) Graduation rates - 2010 Cohort:

- The following questions ask for information needed to calculate the six-year graduation rate for the cohort of full-time, first-time, bachelor's (or equivalent) degree-seeking undergraduate students who entered your institution in the Fall of 2010.
- Include students who entered your institution during the Summer term preceding Fall of 2010.

B4-B11 This question is used in the Rankings calculation. This data is rolled over from last year.

	Recipients of a Federal Pell Grant	Recipients of a subsidized Stafford Loan who did not receive a Pell Grant	Students who did not receive either a Pell Grant or a subsidized Stafford Loan	Total
A - Initial 2010 cohort of first-time, full-time, bachelor's (or equivalent) degree-seeking undergraduate students	172	219	372	76
B - Of the initial 2010 cohort, how many did not persist and did not graduate for the following reasons: deceased, permanently disabled, armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions	0	0	0	0
C - Final 2010 cohort, after adjusting for allowable exclusions	172	219	372	76
D - Of the initial 2010 cohort, how many completed the program in four years or less (by Aug. 31, 2014)	95	149	280	52
E - Of the initial 2010 cohort, how many completed the program in more than four years but in five years or less (after Aug. 31, 2014 and by Aug. 31, 2015)	19	19	39	77
F - Of the initial 2010 cohort, how many completed the program in more than five years but in six years or less (after Aug. 31, 2015 and by Aug. 31, 2016)	4	1	2	7
G - Total graduating within six years (sum of lines D, E, and F)	118	169	321	60
H - Six-year graduation rate for 2010 cohort (percent)	69	77	86	80

37.) Graduation rates - 2011 Cohort:

- The following questions ask for information needed to calculate the six-year graduation rate for the cohort of full-time, first-time, bachelor's (or equivalent) degree-seeking undergraduate students who entered your institution in the Fall of 2011.
- Include students who entered your institution during the Summer term preceding Fall of 2011.

B4-B11 This question is used in the Rankings calculation.

	Recipients of a Federal Pell Grant	Recipients of a subsidized Stafford Loan who did not receive a Pell Grant	Students who did not receive either a Pell Grant or a subsidized Stafford Loan	Total
A - Initial 2011 cohort of first-time, full-time, bachelor's (or equivalent) degree-seeking undergraduate students	207	243	392	84
B - Of the initial 2011 cohort, how many did not persist and did not graduate for the following reasons: deceased, permanently disabled, armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions	0	0	0	0
C - Final 2011 cohort, after adjusting for allowable exclusions	207	243	392	84
D - Of the initial 2011 cohort, how many completed the program in four years or less (by Aug. 31, 2015)	120	153	294	56
E - Of the initial 2011 cohort, how many completed the program in more than four years but in five years or less (after Aug. 31, 2015 and by Aug. 31, 2016)	25	33	40	98
F - Of the initial 2011 cohort, how many completed the program in more than five years but in six years or less (after Aug. 31, 2016 and by Aug. 31, 2017)	3	4	4	11
G - Total graduating within six years (sum of lines D, E, and F)	148	190	338	67
H - Six-year graduation rate for 2011 cohort (percent)	71	78	86	80

38.) Of the students reported in question 37, line C, total column, the number of nonresident alien (international) students:

17

39.) Of the students reported in question 37, line G, total column, the number of nonresident alien (international) students:

16

40.) Six-year graduation rate for 2011 cohort of first-time, full-time, bachelor's (or equivalent) degree-seeking undergraduate nonresident alien (international) students:

41.) Historical six-year graduation rates:

Please verify the percent of first-time, full-time, degree-seeking freshmen who entered in:

This question is used in the Rankings calculation. This data is rolled over from last year.

Fall 2009 and completed a bachelor's degree from your school before fall 2015 (percent)

76 %

Fall 2008 and completed a bachelor's degree from your school before fall 2014 (percent)

80 %

42.) First-year (freshman) retention rate:

For the cohort of all first-time, full-time, bachelor's degree-seeking undergraduate students who entered your institution in fall 2016 (or the preceding summer term), what percentage was enrolled at your institution in fall 2017 (i.e. enrolled on the date your institution calculates its official enrollment for fall 2017)?

CDS B22 This question is used in the Rankings calculation.

88 %

43.) Historical first-year (freshman) retention rates:

Please confirm the following historical freshman retention rates (calculated as above). The percentage of first-time, full-time, degree-seeking freshman who entered in:

This question is used in the Rankings calculation. This data is rolled over from last year.

Fall of 2015 and returned to your institution in fall 2016 (percent)

91 %

Fall of 2014 and returned to your institution in fall 2015 (percent)

86 %

Fall of 2013 and returned to your institution in fall 2014 (percent)

91 %

44.) International student retention rate:

For the cohort of first-time, full-time, bachelor's degree-seeking nonresident alien (international) students who entered your institution in fall 2016 (or the preceding summer term), what percentage was enrolled at your institution in fall 2017 (i.e., enrolled on the date your institute calculates its official enrollment for fall 2017)?

100 %

Admission

45.) Provide the number of degree-seeking, first-time, first-year students who applied, were admitted, and enrolled (full- or part-time) in fall 2017:

- Include early decision, early action, and students who began studies during summer in this cohort.
- Applicants should include only those students who fulfilled the requirements for consideration for admission (i.e., who completed actionable applications) and who have been notified of one of the following actions: admission, non-admission, placement on waiting list, or application withdrawn (by applicant or institution).
- Admitted applicants should include wait-listed students who were subsequently offered admission.
- Fall 2016 data is included for your reference.

CDS C1 This question is used in the Rankings calculation. This data is rolled over from last year.

	Fall 2017	Fall 2016
Total men applied	1690	1502
Total women applied	2687	2397
Total applications	4377	3899
Total men admitted	1155	1242
Total women admitted	2068	2049
Total admitted	3223	3291
Total full-time, first-time, first-year (freshman) men enrolled	260	289
Total part-time, first-time, first-year (freshman) men enrolled	0	1
Total full-time, first-time, first-year (freshman) women enrolled	478	446
Total part-time, first-time, first-year (freshman) women enrolled	0	2
Total first-time, first-year enrolled, men and women, full- and part-time	738	738

46.) Please break down the previous question by residency of the applicants: Fall 2017

- Do not include international applicants in this grid. That information is captured in the 'International Applicant Info' section.

	In-state	Out-of-state
Total men applied	854	746
Total women applied	1324	1259
Total applications	2178	2005
Total men admitted	719	436
Total women admitted	1203	865
Total admitted	1922	1301
Total full-time, first-time, first-year (freshman) men enrolled	170	90
Total part-time, first-time, first-year (freshman) men enrolled	0	0
Total full-time, first-time, first-year (freshman) women enrolled	307	171
Total part-time, first-time, first-year (freshman) women enrolled	0	0
Total first-time, first-year enrolled, men and women, full-and part-time	477	261

47.) Do you have a policy of placing students on a waiting list?

- Freshman wait-listed students: students who met admission requirements but whose final admission was contingent on space availability

CDS C2 This data is rolled over from last year.

Yes

No

No Answer

48.) Please answer the questions below for fall 2017 admissions:

CDS C2

Number of qualified applicants offered a place on waiting list:

409

Number accepting a place on the waiting list:

Number of wait-listed students admitted:

19

Admission Requirements

49.) Check the appropriate box to identify your high school completion requirement for degree-seeking entering students.

CDS C3 This data is rolled over from last year.

- High school diploma is required and GED is accepted
- High school diploma is required and GED is not accepted
- High school diploma or equivalent is not required
- No Answer

50.) Does your institution require or recommend a general college-preparatory program for degree-seeking students?

CDS C4 This data is rolled over from last year.

- Require
- Recommend
- Neither require nor recommend
- No Answer

51.) Specify the distribution of academic high school course units required and/or recommended of all or most degree-seeking students using Carnegie units (one unit equals one year of study or its equivalent). If you use a different system for calculating units, please convert.

CDS C5 This data is rolled over from last year.

	Units Required	Units Recommended
English		4
Mathematics		4
Science		4
Of the science units, units that must be lab		2
Foreign language		4
Social studies		4
History		4
Academic electives		
Computer Science		
Visual / Performing Arts		
Other		
Total		24

52.) Please specify 'Other' high school course in the grid above:

This data is rolled over from last year.

53.) Do you have an open admission policy, under which virtually all secondary school graduates or students with GED equivalency diplomas are admitted without regard to academic record, test scores, or other qualifications?

CDS C6 This data is rolled over from last year.

- Yes
- No
- No Answer

54.) Open admission policy as described above for most students, but:

This data is rolled over from last year.

- Selective admission for out-of-state students
- Selective admission to some programs

55.) Relative importance of each of the following academic and nonacademic factors in your first-time, first-year, degree-seeking (freshman) admission decisions. Please mark one column from each row.

Academic:

CDS C7 This data is rolled over from last year.

	Very Important	Important	Considered	Not Considered	No Answer
Rigor of secondary school record	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Class rank	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic GPA	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recommendation(s)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standardized test scores	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Application essay	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

56.) Nonacademic:

CDS C7 This data is rolled over from last year.

	Very Important	Important	Considered	Not Considered	No Answer
Interview	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Extracurricular activities	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talent/ability	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Character/personal qualities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
First generation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Alumni/ae relation	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Geographical residence	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
State residency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Religious affiliation/commitment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Racial/ethnic status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Volunteer Work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Work experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Level of applicant's interest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

SAT and ACT Policies

57.) Does your institution make use of SAT, ACT, or SAT Subject Test scores in admission decisions for first-time, first-year, degree-seeking applicants?

- Important Note: Schools that answer “no” to this question will not be ranked in the next edition of Best Colleges. Test-optional schools should answer “yes.”)

*

Yes

No

58.) Select the appropriate boxes to reflect your institution's policies for use in admission for Fall 2017.

CDS C8A This question is used in the Rankings calculation. This data is rolled over from last year.

	Required	Recommended	Required for some	Considered if submitted	Not used	Row not applicable	No Answer
SAT or ACT	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ACT Only	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SAT Only	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SAT and SAT Subject Tests or ACT	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
SAT Subject Tests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

59.) If SAT and/or ACT exams are not required for all applicants, which of the following best describes your institutions admissions policy:

- Test flexible – Applicants are required to submit standardized test scores, but may submit alternative exam scores (e.g. SAT Subject Tests, AP exams, IB exams) instead of ACT or SAT scores.
- Test optional – Applicants are not always required to submit standardized test scores, but standardized test scores are considered in admissions decisions.
- Test blind – Applicants are not required to submit standardized test scores and standardized test scores are not considered in admissions decisions.
- Test optional only for international applicants – Only international applicants may apply without submitting SAT or ACT exams

This data is rolled over from last year.

Test flexible

Test optional

Test blind

Test optional only for international applicants

No Answer

60.) If your institution will make use of the ACT in admission decisions for first-time, first-year, degree-seeking applicants for Fall 2019, please indicate which ONE of the following applies (regardless of whether the writing score will be used in the admissions process):

CDS C8B This data is rolled over from last year.

- ACT with Writing required
- ACT with Writing recommended
- ACT with or without Writing accepted
- No Answer

61.) If your institution will make use of the SAT in admission decisions for first-time, first-year, degree-seeking applicants for Fall 2019, please indicate which ONE of the following applies (regardless of whether the writing score will be used in the admissions process):

CDS C8B This data is rolled over from last year.

- SAT with Essay component required
- SAT with Essay component recommended
- SAT with or without Essay component accepted
- No Answer

62.) Please indicate how your institution will use the SAT or ACT essay component:

CDS C8C This data is rolled over from last year.

	SAT essay	ACT essay
For admission	<input type="checkbox"/>	<input type="checkbox"/>
For placement	<input type="checkbox"/>	<input type="checkbox"/>
For advising	<input type="checkbox"/>	<input type="checkbox"/>
In place of an application essay	<input type="checkbox"/>	<input type="checkbox"/>
As a validity check on the application essay	<input type="checkbox"/>	<input type="checkbox"/>
No college policy as of now	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Not using essay component	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

63.) Does your institution use applicants' test scores for academic advising?

CDS C8D This data is rolled over from last year.

- Yes
- No
- No Answer

64.) Latest date by which SAT or ACT scores must be received for fall-term admission:

CDS C8E This data is rolled over from last year.

03/30

65.) Latest date by which SAT Subject Tests scores must be received for fall-term admission:

CDS C8E This data is rolled over from last year.

03/30

66.) If necessary, use this space to clarify your test policies (e.g., if tests are recommended for some students, or if tests are not required of some students). Do not include bullets, paragraph breaks, special characters, or other special formatting:

CDS C8F This data is rolled over from last year.

Hope requires either ACT or SAT, and while there is a deadline for these documents for scholarship consideration (Feb. 15), there is no absolute deadline for admission, provided there is space.

66.) Test Score Submission: In the following questions, please provide the percent and number of first-time, first-year students enrolled in fall 2017 who submitted national standardized (SAT/ACT) test scores:

- Include information for ALL *enrolled*, first-time, first-year (freshman) degree-seeking students -- full, or part-time-- who submitted test scores, including students who began studies during summer, international students / nonresident aliens, and students admitted under special arrangements.
- Do not include partial test scores (e.g., mathematics scores but not critical reading for a category of students) or combine other standardized test results (such as TOEFL) in these items.
- Do not convert SAT scores to ACT scores and vice versa.
- Important Note: Do convert Old SAT scores (2017) to New SAT scores using the College Board's concordance tools and tables (<https://collegereadiness.collegeboard.org/educators/higher-ed/scoring->

CDS C9

67.) How many first-time, first-year (freshman) degree-seeking students who enrolled submitted SAT scores?

CDS C9 This question is used in the Rankings calculation. This data is rolled over from last year.

Fall 2017:

433

Fall 2016:

101

68.) What percent of first-time, first-year (freshman) degree-seeking students who enrolled submitted SAT scores?

CDS C9 This question is used in the Rankings calculation. This data is rolled over from last year.

Fall 2017:

56 %

Fall 2016:

14 %

69.) How many first-time, first-year (freshman) degree-seeking students who enrolled submitted ACT scores?

CDS C9 This question is used in the Rankings calculation. This data is rolled over from last year.

Fall 2017:

521

Fall 2016:

681

70.) What percent of first-time, first-year (freshman) degree-seeking students who enrolled submitted ACT scores?

CDS C9 This question is used in the Rankings calculation. This data is rolled over from last year.

Fall 2017:

67 %

Fall 2016:

93 %

71.) SAT Percentiles: Evidence-Based Reading and Writing & Math

- Include all enrolled first-time, first-year (freshman) degree-seeking students who submitted SAT scores:

CDS C9 This question is used in the Rankings calculation. This data is rolled over from last year.

	2017 - 25th Percentile	2017 - 75th Percentile	2016 - 25th Percentile	2016 - 75th Percentile
SAT Evidence-Based Reading and Writing	550	660	490	640
SAT Math	540	660	510	630

72.) SAT Percentiles: Essay

- Include all enrolled first-time, first-year (freshman) degree-seeking students who submitted SAT scores

CDS C9 This data is rolled over from last year.

	2017 - 25th Percentile	2017 - 75th Percentile	2016 - 25th Percentile	2016 - 75th Percentile
SAT Essay				

73.) ACT Percentiles: Composite Score

- Include all enrolled first-time, first-year (freshman) degree-seeking students who submitted ACT scores

CDS C9 This question is used in the Rankings calculation. This data is rolled over from last year.

	2017 - 25th Percentile	2017 - 75th Percentile	2016 - 25th Percentile	2016 - 75th Percentile
ACT Composite Score	24	29	23	29

74.) ACT Percentiles:

- Include all enrolled first-time, first-year (freshman) degree-seeking students who submitted ACT scores

CDS C9 This data is rolled over from last year.

	2017 - 25th Percentile	2017 - 75th Percentile	2016 - 25th Percentile	2016 - 75th Percentile
ACT English	23	30	23	30
ACT Math	23	28	23	28
ACT Writing				

75.) Percent of first-time, first-year (freshman) students enrolled in fall 2017 with SAT scores in each range:

CDS C9

	SAT Evidence-Based Reading and Writing	SAT Math
700-800	10.6	9.9
600-699	44.8	41.3
500-599	38.3	40.3
400-499	6.3	7.4
300-399	0	1.1
200-299	0	0

76.) Percent of first-time, first-year (freshman) students enrolled in fall 2017 with ACT scores in each range:

CDS C9

	ACT Composite	ACT English	ACT Math
30-36	22.1	31.7	14.4
24-29	53.4	41.1	58.9
18-23	24.4	25.3	24.0
12-17	0.1	1.9	2.5
6-11	0	0	0.2
Below 6	0	0	0

77.) Average Test Scores: Please enter average test scores for all full- and part-time, first-time, first-year (freshman) students enrolling in the fall of 2017, including students who began studies during the summer, international students / nonresident aliens, and students admitted under special arrangements. Last year's data is provided for your reference.

Please ignore the SAT Writing column

This question is used in the Rankings calculation. This data is rolled over from last year.

	SAT Evidence-Based Reading and Writing	SAT Math	SAT Writing	ACT Composite
Fall 2017	608	602		26
Fall 2016	568	583		26

78.) Does the data reported in questions 67-77 include all first-time, first-year (freshman) degree-seeking students enrolled in Fall 2017 who reported SAT and/or ACT test scores, regardless if those scores were considered for admissions?

This question is used in the Rankings calculation.

Yes

No

79.) Were test scores of the following groups of students who provided test score information included in the calculation of SAT and ACT scores for first-time, first-year (freshman) degree-seeking students who enrolled in fall of 2017?

This question is used in the Rankings calculation.

	Yes	No	Not Applicable	No Answer
All international students	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All minority students	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All student athletes	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All legacy/children of alumni admits	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All special admission arrangements	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All students who began studies in summer 2017	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

80.) Were test scores of the following groups of students who provided test score information included in the calculation of SAT and ACT scores for first-time, first-year (freshman) degree-seeking students who enrolled in fall of 2016?

This data is rolled over from last year.

	Yes	No	Not Applicable	No Answer
All international students	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All minority students	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All student athletes	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All legacy/children of alumni admits	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All special admission arrangements	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All students who began studies in summer 2016	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

HS Standing and GPA

81.) High School Class Standing: Please enter the percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within each of the following ranges. "Freshman" includes all full- and part-time, first-time, first-year students who enrolled in fall of 2017, including students who began studies during the summer, international students / nonresident aliens, and students admitted under special arrangements. We have provided the data that was submitted last year for your reference.

CDS C10 This question is used in the Rankings calculation. This data is rolled over from last year.

	Fall 2017	Fall 2016
% in top tenth of high school graduating class	32	26
% in top quarter of high school graduating class	66	55
% in top half of high school graduating class	93	84
% in bottom half of high school graduating class	7	16
% in bottom quarter of high school graduating class	0	2
% of total first-time, first-year (freshman) students who submitted high school class rank	53	54

82.) Percentage of all enrolled, degree-seeking, first-time, first-year (freshman) students who had high school grade-point averages within each of the following ranges (using 4.0 scale). Report information only for those students from whom you collected high school GPA.

CDS C11

Percent who had GPA of 3.75 and higher

63 %

Percent who had GPA between 3.50 and 3.74

19 %

Percent who had GPA between 3.25 and 3.49

8 %

Percent who had GPA between 3.00 and 3.24

7 %

Percent who had GPA between 2.50 and 2.99

3 %

Percent who had GPA between 2.00 and 2.49

0 %

Percent who had GPA between 1.00 and 1.99

0 %

Percent who had GPA below 1.00

0 %

83.) What *percent* of total, first-time, first-year (freshman) students who enrolled in the fall of 2017 submitted high school GPA?

CDS C12

95 %

84.) What was the *average* high school GPA of all first-time, first-year (freshman) students who enrolled in the fall of 2017 and submitted GPA?

CDS C12

3.9

85.) What was the GPA of first-time, first-year fall 2017 students at the 25th and 75th percentile?

25th

75th

GPA

College-level Exams

86.) College Credit and placement options offered during the 2017-2018 academic year:

This data is rolled over from last year.

	Credit only	Placement only	Credit and/or placement	Not used	No Answer
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College Entrance Examination Board (CEEB) Advanced Placement

<input checked="" type="radio"/>	<input type="radio"/>				
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International Baccalaureate

<input checked="" type="radio"/>	<input type="radio"/>				
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College-Level Examination Program (CLEP)

<input type="radio"/>	<input checked="" type="radio"/>				
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DSST

<input type="radio"/>	<input checked="" type="radio"/>				
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87.) How many first-time, first-year, degree-seeking enrolled students who enrolled in Fall 2017 received college credit for at least one of the following exams?

Advanced Placement (AP)

320

International Baccalaureate (IB)

17

88.) Credit/placement offered for Advanced Placement (AP) scores:

This data is rolled over from last year.

2

3

4

5

89.) Is there a maximum number of AP exams your institution will accept for credit toward an undergraduate degree?

This data is rolled over from last year.

Yes

No

No Answer

90.) If yes, what is the maximum number?

This data is rolled over from last year.

32

91.) Credit/placement offered for International Baccalaureate (IB) scores:

This data is rolled over from last year.

	Standard Level (SL)	Higher Level (HL)
2	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/>	<input type="checkbox"/>
5	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Applications

92.) Does your institution have an application fee?

CDS C13 This data is rolled over from last year.

- Yes
- No
- No Answer

93.) Amount of application fee:

CDS C13 This data is rolled over from last year.

\$ 35

94.) If you have an application fee and online application option, please indicate policy for students who apply online.

CDS C13 This data is rolled over from last year.

- Same fee

- Free
- Reduced
- No Answer

95.) What is the fee for students who apply online?

This data is rolled over from last year.

\$ 35

96.) Can the fee be waived for applicants with financial need?

CDS C13 This data is rolled over from last year.

- Yes
- No
- No Answer

97.) Is the application fee refundable:

This data is rolled over from last year.

- Yes
- No
- No Answer

98.) Does your institution have an application closing date?

CDS C14 This data is rolled over from last year.

- Yes
- No
- No Answer

99.) Application closing date (Fall):

CDS C14 This data is rolled over from last year.

100.) Application priority date:

CDS C14 This data is rolled over from last year.

11/01

101.) Are first-time, first-year students accepted for terms other than the fall?

CDS C15 This data is rolled over from last year.

- Yes
- No
- No Answer

102.) Notification to Applicants of Admission Decision Sent:

CDS C16 This data is rolled over from last year.

On a rolling basis beginning:

12/01

By:

Other:

103.) Reply policy for admitted applicants

CDS C17 This data is rolled over from last year.

Must reply by:

05/01

No set date (do not leave comment)

Must reply by May 1 or within (X) weeks if notified thereafter

2

Other:

104.) Deferred admission: Does your institution allow students to postpone enrollment after admission?

CDS C18 This data is rolled over from last year.

- Yes
- No
- No Answer

105.) Maximum period of postponement:

This data is rolled over from last year.

1 year

106.) Has your college designed an in-house gap year program for incoming first-year students?

- Yes
- No
- No Answer

107.) Early admission of high school students: Does your institution allow high school students to enroll as full-time, first-time, first-year (freshman) students one year or more before high school graduation?

CDS C19 This data is rolled over from last year.

- Yes
- No
- No Answer

108.) Early Decision Admissions: Does your institution offer an early decision plan for first-time, first-year (freshman) applicants for fall enrollment?

CDS C21 This data is rolled over from last year.

- Yes
- No
- No Answer

109.) Early Decision Admissions: Fall 2017

- Please count degree-seeking, first-time, first-year students who applied, were admitted, and enrolled (full- or part-time)

Applications:

Accepted Applications:

Enrolled:

110.) Early Decision Dates:

CDS C21 This data is rolled over from last year.

First or only early decision plan closing date:

First or only early decision plan notification date:

Other early decision plan closing date:

Other early decision plan notification date:

111.) Early Action Admissions. Do you have a nonbinding early action plan whereby students are notified of an admission decision well in advance of the regular notification date but do not have to commit to attending your college?

CDS C22 This data is rolled over from last year.

- Yes
- No
- No Answer

112.) Early Action Admissions: Fall 2017

- Please count degree-seeking, first-time, first-year students who applied, were admitted, and enrolled (full- or part-time)

Applications:

Accepted Applications:

Enrolled:

113.) Early Action Dates:

CDS C22 This data is rolled over from last year.

Early action plan closing date:

Early action plan notification date:

114.) Is your early action plan a "restrictive" plan under which you limit students from applying to other early plans?

This data is rolled over from last year.

- Yes
- No
- No Answer

Applications, Part 2

115.) Check special requirements for admission to specific programs:

This data is rolled over from last year.

- Portfolio required of art program applicants
- Audition required of music program applicants
- Audition required of dance program applicants
- Audition required of theatre program applicants
- R.N. required of nursing program applicants

116.) Does your institution offer conditional admission for applicants who are not normally admissible due to academic deficiencies and/or economic disadvantages? This includes both domestic and international students.

This data is rolled over from last year.

- Yes

- No
- No Answer

117.) Campus visit is:

This data is rolled over from last year.

- Required
- Recommended
- Neither required/recommended
- No Answer

118.) Admission interview is:

This data is rolled over from last year.

- Required
- Recommended
- Neither required/recommended
- No Answer

119.) Off-Campus admissions interviews:

This data is rolled over from last year.

- May be arranged with an admission representative
- May not be arranged with an admission representative
- Are not available
- No Answer

120.) Tuition deposit amount:

This data is rolled over from last year.

121.) Tuition deposit is:

This data is rolled over from last year.

- Nonrefundable
- Partially refundable
- Refundable

No Answer

122.) Tuition deposit is refundable if withdrawn by:

This data is rolled over from last year.

05/01

123.) Amount for housing deposit:

CDS C17 This data is rolled over from last year.

\$ 300

124.) Deadline for housing deposit:

CDS C17 This data is rolled over from last year.

05/01

125.) Is housing deposit refundable if student does not enroll?

CDS C17 This data is rolled over from last year.

- Yes, in full
- Yes, in part
- No
- No Answer

Veterans and Military

126.) Military Enrollment:

- Provide numbers of undergraduate students, full-time and part-time, for each of the following categories as of the institution's official fall reporting date or as of October 15, 2017
- Military Active Service Members includes Active duty and Active guard reserve only
- ROTC should not be counted

This data is rolled over from last year.

Fall 2017

Fall 2016

Military Veterans

Military Active Service Members

Total: Military Veterans and Active Service Members

127.) Is your institution certified for the G.I. Bill?

This data is rolled over from last year.

- Yes
- No
- No Answer

128.) Does your institution participate in the Yellow Ribbon Program through undergraduate programs?

This data is rolled over from last year.

- Yes
- No
- No Answer

129.) ROTC programs offered in cooperation with the Reserve Officers' Training Corps during the 2017- 2018 academic year.
Army ROTC:

CDS F3 This data is rolled over from last year.

- Offered on campus
- Offered at cooperating institution
- Not offered
- No Answer

130.) Name of cooperating institution:

This data is rolled over from last year.

- Western Michigan University(MI)

131.) Navy ROTC:

CDS F3 This data is rolled over from last year.

- Offered on campus
- Offered at cooperating institution
- Not offered
- No Answer

132.) Name of cooperating institution:

This data is rolled over from last year.

133.) Air Force ROTC:

CDS F3 This data is rolled over from last year.

- Offered on campus
- Offered at cooperating institution
- Not offered
- No Answer

134.) Name of cooperating institution:

This data is rolled over from last year.

Transfers

135.) Does your institution enroll transfer students?

CDS D1 This data is rolled over from last year.

- Yes
- No
- No Answer

136.) May transfer students earn advanced standing credit by transferring credits earned from course work completed at other colleges/universities?

This data is rolled over from last year.

- Yes
- No
- No Answer

137.) Provide the number of students who applied, were admitted, and enrolled as degree-seeking transfer students in fall 2017

CDS D2

	Applicants	Admitted	Enrolled
Men	<input type="text" value="67"/>	<input type="text" value="44"/>	<input type="text" value="27"/>
Women	<input type="text" value="86"/>	<input type="text" value="52"/>	<input type="text" value="21"/>
Total	<input type="text" value="153"/>	<input type="text" value="96"/>	<input type="text" value="48"/>

138.) Of the newly enrolled degree-seeking transfer students reported in the grid above, how many:

Entered with credits granted by a community college?

Had an associate degree granted by another institution?

139.) Indicate terms for which transfers may enroll:

CDS D3 This data is rolled over from last year.

- Fall
- Winter
- Spring
- Summer

140.) Must a transfer applicant have a minimum number of credits completed or else must apply as an entering freshman?

CDS D4 This data is rolled over from last year.

- Yes
- No
- No Answer

141.) What is the minimum number of credits?

This data is rolled over from last year.

142.) Indicate all items required of transfer students to apply for admission:

CDS D5 This data is rolled over from last year.

	Required of All	Recommended of All	Recommended of Some	Required of Some	Not required	No Answer
High school transcript	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College transcript(s)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Essay or personal statement	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interview	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Standardized test scores	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Statement of good standing from prior institution(s)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

143.) If a minimum high school grade point average is required of transfer applicants, specify (on a 4.0 scale):

CDS D6 This data is rolled over from last year.

144.) If a minimum college grade point average is required of transfer applicants, specify (on a 4.0 scale):

CDS D7 This data is rolled over from last year.

2.5

145.) List application priority, closing, notification, and candidate reply dates for transfer students. If applications are reviewed on a continuous or rolling basis, place a capital case "X" in the "Rolling Admission" column.

CDS D9 This data is rolled over from last year.

	Priority Date	Closing Date	Notification Date	Reply Date	Rolling Admission
Fall	04/01/2016			05/01/2016	X
Winter					
Spring	11/01/2016	12/01/2016	12/20/2016		X
Summer					

146.) Does an open admission policy, if reported, apply to transfer students?

CDS D10 This data is rolled over from last year.

- Yes
 No
 No Answer

147.) Report the lowest grade earned for any course that may be transferred for credit:

CDS D12 This data is rolled over from last year.

C

148.) Maximum number of credits or courses that may be transferred from the following institutions:

CDS D13 This data is rolled over from last year.

Two-year institution:

65
Credits

Four-year institution:

65
Credits

149.) Minimum number of credits that transfers must complete at your institution to earn the following degrees:

CDS D15 & D16 This data is rolled over from last year.

Associate degree:

Bachelor's degree:

150.) Does your institution have a guaranteed admission agreement with at least one other college/university?

This data is rolled over from last year.

- Yes
- No
- No Answer

151.) URL for additional information on guaranteed admission agreements at your institution:

This data is rolled over from last year.

152.) Please select the institutions from the following list with which your college/university has a guaranteed admission agreement:

This data is rolled over from last year.

Alumni Giving

Undergraduate Alumni Giving: Please enter information on undergraduate alumni giving, as defined below. As noted, *exclude* former students who earned only graduate degrees and undergraduates who didn't graduate from your institution. Additionally, exclude all student giving (e.g., senior class gift) unless you count the entire senior student body in the alumni of record total.

Please follow the standards set by the Council for Aid to Education (CAE) and the Council for Advancement and Support of Education (CASE), and used for reporting to CAE for the Voluntary Support of Education Survey when answering these questions.

What was the number of undergraduate alumni of record at your institution? (*Alumni of record are former full- or part-time students with an undergraduate degree from your institution and for whom you believe you have a valid address or other way to make contact (telephone, email, etc.)*)

Note: The alumni giving data reported to U.S. News should be the same as what was reported to the Council for Aid to Education for undergraduate alumni in its annual Voluntary Support of Education Survey. If you do not break down undergraduate-only giving for the CAE survey, you must still do so for this report.

153.) What was the number of undergraduate alumni of record at your institution?

This question is used in the Rankings calculation. This data is rolled over from last year.

2016-2017

28696

2015-2016

28144

154.) What was the number of undergraduate alumni solicited at least once during the year?

This question is used in the Rankings calculation. This data is rolled over from last year.

2016-2017

27574

2015-2016

27046

155.) What was the number of undergraduate alumni donors for your institution in the following years?

This question is used in the Rankings calculation. This data is rolled over from last year.

2016-2017

5095

2015-2016

5579

Faculty: Counts

Please report number of instructional faculty members in each category for Fall 2017. Include faculty who are on your institution's payroll on the census date your institution uses for IPEDS/AAUP. Fall 2016 data is provided for your reference.

	Full-time	Part-time
(a) instructional faculty in preclinical and clinical medicine, faculty who are not paid (e.g., those who donate their services or are in the military), or research-only faculty, post-doctoral fellows, or pre-doctoral fellows	Exclude	Include only if they teach one or more non-clinical credit courses
(b) administrative officers with titles such as dean of students, librarian, registrar, coach, and the like, even though they may devote part of their time to classroom instruction and may have faculty status	Exclude	Include if they teach one or more non-clinical credit courses
(c) other administrators/staff who teach one or more non-clinical credit courses even though they do not have faculty status	Exclude	Include
(d) undergraduate or graduate students who assist in the instruction of courses, but have titles such as teaching assistant, teaching fellow, and the like	Exclude	Exclude
(e) faculty on sabbatical or leave with pay	Include	Exclude
(f) faculty on leave without pay	Exclude	Exclude
(g) replacement faculty for faculty on sabbatical leave or leave with pay	Exclude	Include

Full-time instructional faculty: employed on a full-time basis for 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 instructional faculty but who teach one or more non-clinical credit courses may be counted as part-time faculty.

Minority faculty: includes faculty who designate themselves as Black or African American; American Indian or Alaska Native; Asian; Native Hawaiian or other Pacific Islander; Two or more races; or Hispanic.

Doctorate: includes such degrees as Doctor of Education, Doctor of Juridical Science, Doctor of Public Health, and Doctor of Philosophy in any field such as arts, services, education, engineering, business, or public administration. Also includes terminal degrees formerly designated as "first-professional," including dentistry (DDS or DMD), medicine (MD), optometry (OD), osteopathic medicine (DO), pharmacy (DPharm or BPharm), podiatric medicine (DPM), veterinary medicine (DVM), chiropractic (DC or DCM), law (JD).

Terminal Master's degree: a master's degree that is considered the highest degree in a field: example, M. Arch (architecture) and MFA (master of fine arts in art or theatre).

156.) 2017 Instructional Faculty Members:

	Full time	Part time	Total
Total number of instructional faculty	238	110	348
Total number who are members of minority groups	34	8	42
Total number who are women	114	64	178
Total number who are men	124	46	170
Total number who are non-resident aliens (international)	6	1	7
Total number with doctorate or other terminal degree			
Total number whose highest degree is a master's but not a terminal master's			
Total number whose highest degree is a bachelor's			
Total number whose highest degree is unknown or other			
Total number in stand-alone graduate professional programs in which faculty teach virtually only graduate-level students			
Total number whose highest degree is a Doctorate			

157.) 2016 Instructional Faculty Members

This data is rolled over from last year.

	Full time	Part time	Total
Total number of instructional faculty	237	120	357
Total number who are members of minority groups	39	7	46
Total number who are women	110	73	183
Total number who are men	127	47	174
Total number who are non-resident aliens (international)	5	0	5
Total number with doctorate or other terminal degree	196		196
Total number whose highest degree is a master's but not a terminal master's			
Total number whose highest degree is a bachelor's			
Total number whose highest degree is unknown or other			
Total number in stand-alone graduate professional programs in which faculty teach virtually only graduate-level students			
Total number whose highest degree is a Doctorate	185		185

158.) 2017 Student Faculty Ratio

CDS I2 This question is used in the Rankings calculation.

X number of students to 1 faculty

11

Based on X number of students

3062

Based on Y number of faculty

284

159.) Fall 2016 student to faculty ratio (provided for your reference, based on X students to 1 faculty)

This data is rolled over from last year.

11

Faculty: Salaries

Please report the salaries of full-time & part-time instructional faculty members in for the 2017-2018 academic year. Data from the 2016-2017 academic year is provided for your reference.

The following definitions of instructional faculty are used by the American Association of University Professors (AAUP) and should be reported to U.S. News the same way.

	Full-time	Part-time
(a) instructional faculty in preclinical and clinical medicine, faculty who are not paid (e.g., those who donate their services or are in the military), or research-only faculty, post-doctoral fellows, or pre-doctoral fellows	Exclude	Exclude
(b) administrative officers with titles such as dean of students, librarian, registrar, coach, and the like, even though they may devote part of their time to classroom instruction and may have faculty status	Exclude	Exclude
(c) other administrators/staff who teach one or more non-clinical credit courses even though they do not have faculty status	Exclude	Exclude
(d) undergraduate or graduate students who assist in the instruction of courses, but have titles such as teaching assistant, teaching fellow, and the like	Exclude	Exclude
(e) faculty on sabbatical or leave with pay	Include	Exclude
(f) faculty on leave without pay	Exclude	Exclude
(g) replacement faculty for faculty on sabbatical leave or leave with pay	Exclude	Include

Full-time Instructional Faculty: include full-time faculty members for the entire institution, excluding clinical or basic science faculty located in schools of medicine and/or military faculty. For the purpose of this survey, include all members of the "Primarily Instructional: and "Instructional/Research Public Service" staff who are

employed full-time and whose regular assignments has an instruction component (including released time for research), regardless of whether they are formally designated "faculty".

Primarily Instructional: an occupational category used to classify persons whose specific assignments customarily are made for the purpose of providing instruction or teaching. Regardless of title, academic rank, or tenure status, these employees formally spend the majority of their time providing instruction or teaching.

Instructional/Research/Public Service: refers to an occupational category used to classify persons for whom it is not possible to differentiate between instruction or teaching, research, and public service because each of these functions is an integral component of his/her regular assignment. Regardless of title, academic rank, or tenure status, these employees spend the majority of their time providing instruction, research, and/or public service.

Part-time Instructional Faculty: include only those specific individual 2017-2018 faculty members who were designated as less than full-time whose regular assignment has an instruction component (including released time for research), regardless of whether they are formally designated "part-time faculty." As with full-time the unduplicated combined total of "Primarily Instructional" and "Instructional/Research/Public Service" excluding clinical or basic science faculty, medical faculty in schools of medicine, and military faculty. Casual employees, hired on an ad-hoc basis or occasional basis to meet short-term needs) and students in the College Work-Study program are not considered part-time faculty, even if they have an instructional component.

Graduate Teaching Assistant: include all individuals that assist faculty or other instructional staff in postsecondary institutions by performing teaching or teaching-related duties, such as teaching lower level courses, developing teaching materials, preparing and giving examination, and grading examinations or papers. Graduate Teaching Assistants must be enrolled in a graduate school program. Include the unduplicated combined total of "Primarily Instructional" and "Instructional/Research/Public Service" excluding clinical or basic science, medical and military graduate teaching assistants. Include graduate teaching assistants who are (a) instructor of record for an organized class section, (b) the instructor of record for a laboratory section or individualized instruction session, (c) assisting faculty and are not the instructor of record, and (d) "floating" graduate teaching assistants who have a roll that primarily supports instruction but is not directly associated with one section or faculty member.

160.) Full-time Instructional Faculty Salaries - 2017-2018 Academic Year:

- **Note:** If you cannot split out the fringe benefits, please include them in the salaries column.

This question is used in the Rankings calculation.

	Number of Faculty (Form 2, Sec. 1&2, Cols 1 & 6)	Salary Expenditures (Form 2, Sec. 1&2, Cols 2 & 7)	Fringe Benefit Expenditures (Form 3, Sec 1&2 Line 12, Cols 1, 3, & 5)	Total Expenditures (Salary and Fringe Benefits)
Professor, 9-month (contract length)	84	7614744	3049342	10664086
Associate professor, 9-month (contract length)	64	4635290	1718783	6354073
Assistant professor, 9-month (contract length)	64	3892083	1423452	5315535
Professor, 12-month (contract length)				
Associate professor, 12-month (contract length)				
Assistant professor, 12-month (contract length)				

161.) Full-time Instructional Faculty Salaries - 2016-2017 Academic Year:

This question is used in the Rankings calculation. This data is rolled over from last year.

	Number of Faculty (Form 2, Sec. 1&2, Cols 1 & 6)	Salary Expenditures (Form 2, Sec. 1&2, Cols 2 & 7)	Fringe Benefit Expenditures (Form 3, Sec 1&2 Line 12, Cols 1, 3, & 5)	Total Expenditures (Salary and Fringe Benefits)
Professor, 9-month (contract length)	82	7406888	2766461	10173349
Associate professor, 9-month (contract length)	69	4945757	1791417	6737174
Assistant professor, 9-month (contract length)	68	4135762	1538210	5673972
Professor, 12-month (contract length)				
Associate professor, 12-month (contract length)				
Assistant professor, 12-month (contract length)				

162.) Part-time Instructional Faculty Salaries - 2017-2018 Academic Year:

- Report the total contracted salaries for these faculty and do not include any benefits

This question is used in the Rankings calculation.

	Number of Faculty (Form 6, Sec. 1, Col 5)	Total Contracted Salaries (Form 6, Sec. 1, Col 6)
Part-time Faculty		
Graduate Teaching Assistant	0	0
Total		

Class Sections

163.) Undergraduate Class Size: In the table below, please use the following definitions to report information about the size of class sections offered in the Fall 2017 term. Fall 2016 data provided for your reference.

Class Sections: A class section is an organized course offered for credit, identified by discipline and number, meeting at a stated time or times in a classroom or similar setting, and not a subsection such as a laboratory or discussion session. Undergraduate class sections are defined as any sections in which at least one degree-seeking undergraduate student is enrolled for credit. Exclude distance learning classes and noncredit classes and individual instruction such as dissertation or thesis research, music instruction, or one-to-one readings. Exclude students in independent study, co-operative programs, internships, foreign language taped tutor sessions, practicums, and all students in one-on-one classes. Each class section should be counted only once and should not be duplicated because of course catalog cross-listings.

CDS 13 This question is used in the Rankings calculation. This data is rolled over from last year.

	2017 Undergraduate Class Sections	2016 Undergraduate Class Sections
--	------------------------------------------	------------------------------------------

2-9	<input type="text" value="160"/>	<input type="text" value="168"/>
10-19	<input type="text" value="277"/>	<input type="text" value="282"/>
20-29	<input type="text" value="213"/>	<input type="text" value="210"/>
30-39	<input type="text" value="61"/>	<input type="text" value="65"/>
40-49	<input type="text" value="15"/>	<input type="text" value="12"/>
50-99	<input type="text" value="14"/>	<input type="text" value="16"/>
100+	<input type="text" value="0"/>	<input type="text" value="0"/>
Total	<input type="text" value="740"/>	<input type="text" value="753"/>

164.) Of the "undergraduate class sections" entered in the previous question for fall 2017, how many officially list a graduate teaching assistant as the primary instructor?

Degrees/Majors

165.) **Unique Qualities during the 2017-2018 academic year.**

As part of each entry in a directory of colleges and universities, U.S. News would like to feature a brief description of the school's mission and unique qualities. Please provide a summary of what makes your school special. What are its strengths and attributes? *Maximum number of allowable characters is 4000.* Please do not include bullets, paragraph breaks, special characters, or other special formatting.

This data is rolled over from last year.

The mission of Hope College is to educate students for lives of leadership and service in a global society through academic and co-curricular programs of recognized excellence in the liberal arts and in the context of the historic Christian faith. Hope is recognized nationally for its emphasis on active learning through collaborative research and creative performance, its strength in the stem fields, production of future PhDs and MDs, scholarly production of its faculty, its solid liberal arts core curriculum, its senior seminar program, ts outstanding athletic programs and for its ten accredited programs including music, dance, theatre and art.

166.) Popular Majors - 2017 Graduates:

Using CIP 2010 codes, please identify the five majors with the largest percent of bachelor's degrees awarded by your institution between July 1, 2016 and June 30, 2017. Only five majors can be entered. For more information on CIP 2010 click [here](https://nces.ed.gov/ipeds/cipcode/browse.aspx?y=55) (<https://nces.ed.gov/ipeds/cipcode/browse.aspx?y=55>). Last year's information (2016 graduates) is included for your reference.

CDS J1

	CIP Code Number	Percent of Graduates
Popular Major #1	52.0201	17.4
Popular Major #2	13.1011	10.5
Popular Major #3	44.0701	9.1
Popular Major #4	09.0101	7.2
Popular Major #5	51.3801	6.2

167.) Popular Majors - 2016 Graduates:

This data is rolled over from last year.

CIP Code Number**Percent of Graduates**

Popular Major #1

42.0101

11.73

Popular Major #2

52.0201

11.37

Popular Major #3

26.0101

7.01

Popular Major #4

51.3801

5.93

Popular Major #5

9.0101

5.44

168.) Majors Offered

Note: Please use CIP 2010 codes in answering the questions below. When reporting majors, please do not list majors in conjunction with a concentration, emphasis, minor, or subject area. Concentrations, etc., may be reported in the minors question.

Select majors leading to a bachelor's degree:

This data is rolled over from last year.

11.0101--Computer and Information Sciences, General

13.1005--Education/Teaching of Individuals with Emotional Disturbances

13.1011--Education/Teaching of Individuals with Specific Learning Disabilities

13.1302--Art Teacher Education

13.1305--English/Language Arts Teacher Education

13.1311--Mathematics Teacher Education

13.1312--Music Teacher Education

13.1314--Physical Education Teaching and Coaching

13.1316--Science Teacher Education/General Science Teacher Education

13.1318--Social Studies Teacher Education

13.1322--Biology Teacher Education

13.1323--Chemistry Teacher Education

13.1324--Drama and Dance Teacher Education

13.1325--French Language Teacher Education

13.1326--German Language Teacher Education

13.1328--History Teacher Education

13.1329--Physics Teacher Education

13.1330--Spanish Language Teacher Education

13.1399--Teacher Education and Professional Development, Specific Subject Areas, Other

14.0101--Engineering, General

16.0501--German Language and Literature

16.0901--French Language and Literature

16.0905--Spanish Language and Literature

16.1200--

23.0101--English Language and Literature, General

26.0101--Biology/Biological Sciences, General

26.0210--Biochemistry and Molecular Biology

27.0101--Mathematics, General

30.2001--International/Global Studies

30.9999--Multi-/Interdisciplinary Studies, Other

31.0505--Kinesiology and Exercise Science

38.0101--Philosophy

38.0201--Religion/Religious Studies

40.0501--Chemistry, General

40.0601--Geology/Earth Science, General

40.0801--Physics, General

42.0101--Psychology, General

44.0701--Social Work

45.0601--Economics, General

45.1001--Political Science and Government, General

45.1101--Sociology

05.0127--Japanese Studies

05.0207--Women's Studies

50.0301--Dance, General

50.0501--Drama and Dramatics/Theatre Arts, General

50.0702--Fine/Studio Arts, General

50.0703--Art History, Criticism and Conservation

50.0901--Music, General

50.0903--Music Performance, General

50.0904--Music Theory and Composition

50.0907--Keyboard Instruments

50.0908--Voice and Opera

50.0910--Jazz/Jazz Studies

50.0911--Stringed Instruments

51.0913--Athletic Training/Trainer

51.3801--Registered Nursing/Registered Nurse

52.0201--Business Administration and Management, General

52.0301--Accounting

52.0601--Business/Managerial Economics

54.0101--History, General

09.0101--Speech Communication and Rhetoric

09.9999--Communication, Journalism, and Related Programs, Other

169.) Minors Offered

Select minors and other miscellaneous programs offered for undergraduates:

This data is rolled over from last year.

11.0101--Computer and Information Sciences, General

13.1305--English/Language Arts Teacher Education

13.1307--Health Teacher Education

13.1311--Mathematics Teacher Education

13.1314--Physical Education Teaching and Coaching

13.1316--Science Teacher Education/General Science Teacher Education

13.1317--Social Science Teacher Education

13.1318--Social Studies Teacher Education

13.1322--Biology Teacher Education

13.1323--Chemistry Teacher Education

13.1324--Drama and Dance Teacher Education

13.1325--French Language Teacher Education

13.1326--German Language Teacher Education

13.1328--History Teacher Education

13.1330--Spanish Language Teacher Education

13.1335--Psychology Teacher Education

14.0101--Engineering, General

16.0402--Russian Language and Literature

16.0501--German Language and Literature

16.0901--French Language and Literature

16.0905--Spanish Language and Literature

16.1200--

16.1202--Ancient/Classical Greek Language and Literature

16.1203--Latin Language and Literature

23.0101--English Language and Literature, General

23.0401--

26.0101--Biology/Biological Sciences, General

26.0202--Biochemistry

27.0101--Mathematics, General

03.0103--Environmental Studies

03.0104--Environmental Science

30.2201--Ancient Studies/Civilization

30.2401--

31.0505--Kinesiology and Exercise Science

38.0101--Philosophy

38.0201--Religion/Religious Studies

39.0401--Religious Education

39.0501--Religious/Sacred Music

39.0702--Youth Ministry

39.9999--Theology and Religious Vocations, Other

40.0501--Chemistry, General

40.0599--Chemistry, Other

40.0601--Geology/Earth Science, General

40.0801--Physics, General

42.0101--Psychology, General

45.0601--Economics, General

45.1001--Political Science and Government, General

45.1101--Sociology

05.0103--Asian Studies/Civilization

05.0127--Japanese Studies

05.0207--Women's Studies

05.0299--Ethnic, Cultural Minority, Gender, and Group Studies, Other

50.0301--Dance, General

50.0501--Drama and Dramatics/Theatre Arts, General

50.0702--Fine/Studio Arts, General

50.0703--Art History, Criticism and Conservation

50.0901--Music, General

50.0910--Jazz/Jazz Studies

52.0201--Business Administration and Management, General

52.0301--Accounting

54.0101--History, General

09.0101--Speech Communication and Rhetoric

Graduate Career Data

Note: The following six questions refer to graduates who received a Bachelor's degree between July 1st, 2016 through June 30th, 2017. Please report data as of six months from the date of graduation.

170.) Total number of graduates:

735

171.) Total number of employed graduates:

- Full-time: graduate works 30 or more hours per week
- Part-time: graduate works less than 30 hours a week

Employed Full-time:

Employed Part-time:

172.) Among those reported in the previous question, how many employed graduates fall in to the following categories:

Employed Full-time:

Employed Part-time:

Entrepreneur:

Temporary/Contract work:

Freelance:

Postgraduate Internship or Fellowship:

173.) Other Graduates:

Please provide the number of graduates on record who participated in following categories. For the graduates with no record, please count them under 'No Information'.

Service Programs (e.g. Peace Corps, AmeriCorps, etc):

Military Service:

Enrolled in Continuing Education:

Seeking Employment:

Seeking Continuing Education:

Not Seeking Employment:

No Information:

735

174.) Salary Data:

Employed Full-time:

Employed Part-time:

of Graduates Reporting Salaries:

Mean Salary:

Median Salary:

of Graduates Reporting Bonuses:

Mean Bonus:

Median Bonus:

175.) Of those enrolled in continuing education, how many graduates went on to attend...

Medical School:

Law School:

Graduate Education Program:

Graduate Engineering Program:

Graduate Nursing Program:

176.) List up to three of your institution's most prominent alumni/ae along with their titles or fields of endeavor:

This data is rolled over from last year.

Alumni 1

Peter Hoekstra - former United States Congressman

Alumni 2

Terry Lynn Land - former Michigan Secretary of State

Alumni 3

Sufjan Stephens - Musician

177.) Please select the graduate schools most commonly attended by your recent graduates:

This data is rolled over from last year.

Central Michigan University (MI), DePaul University (IL), Eastern Michigan University (MI), Grand Valley State University (MI), Indiana University--South Bend (IN), Loyola University Chicago (IL), Michigan State University (MI), Northwest University (WA), Ohio State University--Columbus (OH), Princeton University (NJ), University of Illinois--Chicago (IL), University of Michigan--Ann Arbor (MI), University of Minnesota--Duluth (MN), University of Wisconsin--Green Bay (WI), Wayne State University (MI), Western Michigan University (MI)

178.) Please list any other commonly attended graduate schools not included in the previous question:

Programs Offered

179.) **Academic Offerings and Policies**

Special Study Options: For the following questions, please check each program offered. Then report the percent of 2017 graduating seniors who have participated in these programs during their undergraduate years.

Note: Definitions of these programs can be found here at www.commondataset.org

CDS E1 This data is rolled over from last year.

Accelerated program

Cooperative education program

Cross-registration

Distance learning

Double major

Dual enrollment

English as a second language (ESL)

Exchange student program (domestic)

External degree program

Honors program

Independent study

Internships

Liberal arts/career combination

Student-designed major

Study abroad

Teacher certificate program

Weekend college

180.) Undergraduate Academic Programs of Study

Please check each academic program offered and report the percent of 2017 graduating seniors who have participated in these programs during their undergraduate years.

First-year Experiences: Curricular and/or co-curricular programs beyond orientation that bring together faculty and/or staff and groups of first-year students to: address the development of knowledge, skills, and/or perspectives for academic and college success; promote meaningful student-faculty interaction (one-on-one or in small groups).

Learning Communities: Groups of students that take part as a cohort in intentional, institutionally-designed curricula, most often consisting of at least two linked courses, that are designed to address academic and social development inside and outside the classroom through planned interactions among the cohort and with the faculty.

Senior Capstone of Culminating Academic Experiences: Integrative, credit-bearing experiences, offered in the last stages of a student's program of studies, which aim to have the student synthesize the academic experience, often in the creation of a product that demonstrates the ability to frame and resolve an open-ended question, or of a performance or an exhibit.

Undergraduate Research: Self-directed academic work by an individual student or by small groups of students that deals with an open-ended issue with the expectation of a substantial scholarly or creative product that can be formally presented on or off campus. Such work is undertaken with a faculty mentor for at least one academic term or intensive summer, and students understand their roles as researchers/creators and act in those roles.

Service Learning: An academically-based instructional strategy, credit-bearing or required for a degree, that provides students with both meaningful service opportunities in interactive partnership with the community and academic structures for analysis and reflection on their contributions and learning.

Study Abroad: Substantial academic, credit-bearing study, the equivalent of at least one full course, under faculty supervision, conducted outside the United States but approved by the home institution, which includes substantive interaction between the student and the host culture and/or environment.

Internships, Cooperative Education, or Practica: The practical application of learning from a specific academic program in a pre-planned out-of-class situation equivalent in time to at least 1 academic credit, paid or unpaid, requiring structured reflection and/or an end product, supervised and evaluated by faculty, field person, or cooperating professional directing the learning activity.

Writing in the Disciplines: Institutional commitment, manifest through an organized approach, to significant student participation in writing embedded in courses at all levels and in all divisions of the curriculum. To accomplish significant writing over time and at increasing levels of sophistication, it often includes writing experiences in many different disciplines, varied forms of writing for varied audiences, and iterative writing processes.

This data is rolled over from last year.

First-year Experiences

Service Learning

Senior Capstone or Culminating Academic Experiences

Writing in the Disciplines

Undergraduate Research/Creative Projects

Learning Communities

181.) Areas in which all or most students are required to complete some course work prior to graduation: (check as many as apply)

CDS E3 This data is rolled over from last year.

Arts/fine arts

Computer literacy

English (including composition)

Foreign languages

History

Humanities

Mathematics

Philosophy

Sciences (biological or physical)

Social science

182.) Minor requirements:

This data is rolled over from last year.

Minor is required of all for graduation

Minor is required of some for graduation

Minor is not required for graduation

No Answer

183.) General education/core curriculum is required:

This data is rolled over from last year.

Yes

No

No Answer

184.) Cooperative education programs offered (check as many as apply)

This data is rolled over from last year.

Agriculture

Art

Business

Computer Science

Education

Engineering

Health Professions

Home Economics

Humanities

Natural Science

Social/Behavioral Science

Technologies

Vocational Arts

Other:

185.) Teacher certifications offered (check as many as apply)

This data is rolled over from last year.

Early childhood

Elementary

Middle/Junior High

Secondary

Special Education

Vo-tech

Adult Education

Bilingual/bicultural

186.) Specify number of specific subject areas in which you offer teacher certification:

This data is rolled over from last year.

45

187.) Qualified undergraduate students may take graduate-level classes at your school:

This data is rolled over from last year.

Yes

No

No Answer

188.) Check pre-professional programs that are designed specifically as preparation for graduate study (check as many as offered):

This data is rolled over from last year.

Pre-law

Pre-dentistry

Pre-medicine

- Pre-theology
- Pre-veterinary science
- Pre-optometry
- Pre-pharmacy
- Other

189.) Describe Other:

- Please do not include bullets, paragraph breaks, special characters, or other special formatting
- Maximum number of allowable characters is 500

This data is rolled over from last year.

Pre-physical therapy, pre-chiropractic, pre-journalism, pre-occupational therapy, pre-optometry, pre-physician assistant, pre-podiatry, pre-public health

190.) Check domestic off-campus semester-away (or term-away) study programs (check as many as offered):

This data is rolled over from last year.

- Washington Semester (American University)
- UN Semester
- SEA Semester
- American Studies Program (Washington, D.C.)
- Los Angeles Film Studies Center
- Oak Ridge Science Semester (TN)
- Washington Center Program
- AuSable Institute of Environmental Studies Program (MI)
- Newberry Library Program (IL)
- New York Arts Program

New York Studio Program (AICAD)

Other:

Washington, D.C. Honors semester; Philadelphia Center; Chicago Semester

191.) Select schools with which domestic exchange programs are offered

This data is rolled over from last year.

192.) Select countries in which study abroad is offered.

This data is rolled over from last year.

Argentina, Australia, Austria, Cameroon, Chile, Dominican Republic, Ecuador, Ethiopia, France, Germany, Hungary, India, Ireland, Italy, Japan, Kenya, Mexico, Morocco, New Zealand, Nicaragua, Senegal, South Africa, South Korea, Spain, Switzerland, Tanzania, Turkey, United Kingdom

Combined Degree Programs

193.) List names of combined-degree programs:

This data is rolled over from last year.

Consortiums

194.) List names of consortia:

This data is rolled over from last year.

Great Lakes Colleges Association (GLCA)

Student Activities

195.) Fraternities / Sororities

This data is rolled over from last year.

Number of social fraternities on campus:

8

Number of fraternities with chapter houses:

5

Number of social sororities on campus:

8

Number of sororities with chapter houses:

6

196.) Other Student Characteristics: Please provide the percentages of first-time, first-year (freshman) degree-seeking students and all degree-seeking undergraduates enrolled in Fall 2017 who fit the following categories.

CDS F1

	First-time, First-year Students (Freshman), Fall 2017	Undergraduates Fall 2017
% who are from out of state (exclude international/nonresident aliens)	35	28
% of men who join fraternities	14	14
% of women who join sororities	17	18
% who live in college-owned, operated or affiliated housing	99	79
% who live off campus or commute	1	81
% of students age 25 and older		
Average age of full-time students		
Average age of students (full- and part-time)		

197.) Activities Offered: Identify the programs available at your institution by checking the box next to each program name.

CDS F2 This data is rolled over from last year.

- Campus Ministries
- Choral groups
- Concert band
- Dance
- Drama/theater
- International Student Organization
- Jazz band
- Literary magazine
- Marching band

- Model UN
- Music ensembles
- Musical theater
- Opera
- Pep band
- Radio station
- Student government
- Student newspaper
- Student-run film society
- Symphony orchestra
- Television station
- Yearbook

198.) Total number of registered organizations:

This data is rolled over from last year.

70

Student Publications

199.) List the names of student-produced newspapers, magazines, and web-only journalism publications that are at least partially funded by your institution:

This data is rolled over from last year.

The Anchor

Athletics

200.) Sports Information Director and Department website:

This data is rolled over from last year.

Athletic Department Web address:

<http://www.hope.edu/pr/athletics>

Athletic Director name:

Steve Schoonveld

Athletic Director phone:

(616) 395-7698

Athletic Director email:

schoonveld@hope.edu

201.) Collegiate athletic association that your school belongs to during the 2017–2018 academic year.

This data is rolled over from last year.

- NCAA I
- NCAA II
- NCAA III
- NAIA
- None of the above
- No Answer

202.) FOR THIS GRID:

- Intercollegiate sports are those recognized by either the NCAA or NAIA. Athletic scholarships are only available to NCAA Division I and II and NAIA sports.
- Intramural sports are competitive sports played at your institution among other students at your institution.
- Club sports are not governed by the NCAA or NAIA, may have separate championships, and/or may have intercollegiate contests. For this survey, athletic scholarships may not be reported for club sports.

Men's Sports and Scholarships

This data is rolled over from last year.

Intercollegiate NCAA or NAIA

Scholarships Available?

Intramural

Club (intercollegiate)

Archery

Badminton

Baseball

Basketball

Bowling

Cheerleading

Crew (Rowing)
Heavyweight

Crew (Rowing)
Lightweight

Cross-country

Curling

Equestrian

Fencing

Field Hockey

Figure Skating

Football

Golf

Gymnastics

Ice Hockey

Lacrosse	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lightweight Football	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Martial Arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Racquetball	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Rifle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rodeo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rugby	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Sailing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Skiing: Alpine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Skiing: Nordic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Soccer	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Softball	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Squash	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Swimming and Diving	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Synchronized Swimming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Team Handball	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tennis	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Track and Field (indoor)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Track and Field (outdoor)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Ultimate Frisbee	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Volleyball	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Water Polo	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Water Skiing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wrestling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

203.) Women's Sports and Scholarships

This data is rolled over from last year.

**Intercollegiate NCAA or
NAIA**

**Scholarships
Available?**

Intramural

**Club
(intercollegiate)**

Archery

Badminton

Baseball

Basketball

Bowling

Cheerleading

Crew (Rowing)
Heavyweight

Crew (Rowing)
Lightweight

Cross-country

Curling

Equestrian

Fencing

Field Hockey

Figure Skating

Football

Golf

Gymnastics

Ice Hockey

Lacrosse	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lightweight Football	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Martial Arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Racquetball	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Rifle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rodeo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rugby	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sailing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Skiing: Alpine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Skiing: Nordic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Soccer	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Softball	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Squash	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Swimming and Diving	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Synchronized Swimming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Team Handball	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tennis	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Track and Field (indoor)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Track and Field (outdoor)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Ultimate Frisbee	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Volleyball	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Water Polo	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Water Skiing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wrestling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Honor Societies

204.) List names of honor societies:

This data is rolled over from last year.

Phi Beta Kappa

Mortar Board

Alpha Epsilon Delta

Beta Beta Beta

Chi Omega Omicron

Delta Omicron

Delta Phi Alpha

Eta Sigma Phi

Lambda Pi Eta

Omicron Delta Epsilon

Phi Alpha Theta

Phi Epsilon Kappa

Pi Delta Phi

Pi Kappa Lambda

Pi Mu Epsilon

Pi Sigma Alpha

Psi Chi

Sigma Beta Delta

Sigma Delta Pi

Sigma Gamma Epsilon

Sigma Omicron

Sigma Pi Sigma

Sigma Theta Tau

Sigma Xi

Religious Student Organizations

205.) List names of religious organizations:

This data is rolled over from last year.

Union of Catholic Students

InterVarsity Christian Fellowship

Sacred Dance

Hope for the Nations

Campus Crusade for Christ (CRU)

Silent Praise

Ethnic Student Organizations

206.) List names of ethnic organizations.

This data is rolled over from last year.

Black Student Union

Hopes Asian Perspective Association

Latino Student Organization

Theta Gamma Pi

International Relations Club

Other Student Organizations

207.) List names of other organizations:

This data is rolled over from last year.

Alpha Phi Omega

Amnesty International

The Anchor

Business Club - Synergy

Cheerleading

Dance Marathon

Engineers Without Borders

Environmental Issues

Geek Life

Habitat for Humanity

Hip Hop Club

Hope Democrats

Hope for the Nations

Hope Republicans

Hope Student Nursing Association

Ice Hockey Club

I.V.E League

Independent Music Club

International Relations Club

Intramural Sports

Knitting Club

Lacrosse Mens Club

Lacrosse Womens Club

The Milestone

Model United Nations

OPUS

Outdoor Adventures Club

Pom Pon Team

Pre-Law Club

Social Activities Club - SAC

Student Congress

Swing Club

VanderProv

Volunteer Services

Womens Issues Organization

WTHS

Formula SAE

Pre-Dental

Pre-Vet

Waterskiing Club

Sailing Club

Triathlon Club

Martial Arts

Justice League

Ballet Club

Yoga Club

Silent Praise

Womens Ultimate

Quidditch

Hope College Concert Series

Geek Life

Running

Club Animalia

Council For Exceptional Children (CEC)

Robotics Club

Hockey Club

Outdoor Adventure Club

Rugby

Popular Cultural and Campus Events

208.) List names of popular campus events:

This data is rolled over from last year.

The Pull

Nykerk Competition

Homecoming

Vespers Program

Spring Break Mission Trips

Dance Marathon

Relay for Life

Student Background

209.) Religious preference: Estimated religious preference percentage of fall 2017 enrolled undergraduate students.

Catholic

19 %

Protestant

40 %

Jewish

0 %

Muslim

0 %

Hindu

0 %

Buddhist

0 %

Mormon

0 %

Claim no religious preference

17 %

Don't know

%

Institution Religious affiliation: (Question 10)

8 %

Other (Define Below)

1 %

All other

15 %

210.) 'Other' Religious Preference:

211.) Overlap schools: List up to five institutions that generally have the biggest overlaps (in terms of number of applicants) with your institution's applicant pool. Please use the alphabetical listing of colleges and universities on the left hand side of the grid. Select up to five institutions, then use the right arrow to move those schools to Overlap column. To remove a school from the right side of the grid, click on its name and hit the left arrow to move them back.

This data is rolled over from last year.

Calvin College (MI), Grand Valley State University (MI), Michigan State University (MI), University of Michigan--Ann Arbor (MI), Western Michigan University (MI)

Housing

212.) Institution offers housing:

This data is rolled over from last year.

- Yes
- No
- No Answer

213.) Please check all types of college-owned, -operated, or -affiliated housing available for the 2017-2018 undergraduates at your institution and specify the percentages of students living in each type.

- Exclude students not living in these housing types from percentages.
- When calculating percentages, institutional housing should only be counted in one category.

CDS F4 This data is rolled over from last year.

Coed dorms

Women's dorms

Men's dorms

Sorority housing

Fraternity housing

Apartments for married students

Apartment for single students

Special housing for disabled students

Special housing for international students

Cooperative housing

Theme housing

Wellness housing

Other housing options

214.) Percentage of college-owned, operated or affiliated housing units that are:

This data is rolled over from last year.

Singles

Doubles

Triples/Suites

Apartments

16 %

Other

%

215.) How many college-owned, -operated or -affiliated housing buildings does your institution have?

This data is rolled over from last year.

109

216.) Average percentage of students on campus during weekends:

This data is rolled over from last year.

75 %

217.) Are students required to live in school-owned, -operated, or -affiliated housing?

This data is rolled over from last year.

	Yes	No	No Answer
Freshman year	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sophomore year	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Junior year	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Senior year	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

218.) Campus housing is available for all unmarried students regardless of year:

This data is rolled over from last year.

- Yes
- No
- No Answer

219.) School provides assistance in locating off-campus housing if on-campus housing is not available:

This data is rolled over from last year.

- Yes
- No
- No Answer

Facilities

Computers/Facilities/Services offered during the **2017-2018** academic year.

220.) Computer equipment/network access for student use is provided in: (check all that apply)

This data is rolled over from last year.

- Computer Center/Labs
- Residence Halls
- Library
- Student Center

221.) What percent of college-owned, -operated, or -affiliated housing units (rooms, apartments, houses) are currently set up for high speed internet access?

This data is rolled over from last year.

100 %

222.) If your institution currently utilizes a learning management system(s) for undergraduate students, which of the following functions can all undergraduate students currently perform using this/these system(s)? (Please check all that apply.)

This data is rolled over from last year.

- Access all courses in which they are currently enrolled from a single interface
- Utilize a mobile app for portable display and use
- Grant family members access to account
- Access official or unofficial transcripts
- Determine extent of progress toward achieving degree requirements
- Register for courses
- Submit assignments
- Submit tuition payments
- Apply for financial aid

223.) Which of the following functions can undergraduate students currently perform online? (Please check all that apply.)

This data is rolled over from last year.

- Complete and submit course evaluation forms
- Reserve library materials
- Receive instant alerts from campus-wide emergency alert system

- Report emergencies to authorities
- Secure on-campus housing
- Pre-order food or take-out using meal plan credits

224.) Does your institution currently offer any online bachelor's degree programs, including but not limited to degree completion programs?

- An online bachelor's degree program is a program for which all required coursework for program completion is able to be completed via distance education courses that incorporate Internet-based learning technologies. Distance education courses are courses that deliver instruction to students who are separated from the instructor, and support regular and substantive interaction between the students and the instructor synchronously or asynchronously. Note that the requirements for coming to campus for orientation, testing, or academic support services do not exclude a program from being classified as an online bachelor's degree program.

This data is rolled over from last year.

- Yes
- No
- No Answer

225.) What percentage of your institution's bachelor degree programs are online bachelor's degree programs?

This data is rolled over from last year.

0 %

226.) Does your institution offer any individual distance education courses that grant credit toward a bachelor's degree?

- Distance education courses are courses that deliver instruction to students who are separated from the instructor, and support regular and substantive interaction between the students and the instructor synchronously or asynchronously. Note that requirements for coming to campus for orientation, testing, or academic support services do not exclude a course from being classified as a distance education course.

This data is rolled over from last year.

- Yes
- No
- No Answer

227.) School has a library on campus:

This data is rolled over from last year.

- Yes

No

No Answer

228.) School is a member of library consortium(s):

This data is rolled over from last year.

Yes

No

No Answer

229.) List additional library facilities/collections separated by commas and semi-colons as appropriate. Do not include bullets, paragraph breaks, special characters, or other special formatting.

This data is rolled over from last year.

Music library

230.) List museums and other special academic buildings/equipment on campus, specifying type separated by commas and semi-colons as appropriate. Do not include bullets, paragraph breaks, special characters, or other special formatting.

This data is rolled over from last year.

Joint Archives of Holland

Regulations

Regulations/rules in effect during the 2017-2018 academic year.

231.) All undergraduate students may have cars on campus:

This data is rolled over from last year.

- Yes
- No
- No Answer

232.) Percentage of all undergraduate students who have cars on campus:

 %

233.) Alcohol is permitted on campus to students of legal age:

This data is rolled over from last year.

- Yes
- No
- No Answer

234.) Which among the below options best describes your institution's campus carry policy? If your institution has no policy, select the option that best reflects the default regulations in accordance with state and local laws:

- **Banned:** Students may not possess handguns anywhere on campus
- **Highly Restricted:** Eligible students may only possess handguns on campus in one or a few designated areas (e.g. cars, residence halls)
- **Concealed Carry:** Eligible students may be in control of handguns across most or all of campus on condition these handguns are hidden from view
- **Open Carry:** Eligible students may be in control of handguns across most or all of campus, without a condition these handguns are hidden from view

This data is rolled over from last year.

- Banned
- Highly Restricted
- Concealed Carry
- Open Carry
- No Answer

Student Employment/Internships

NOTE: Do not include Work-Study in this section.

235.) Institutional employment is available:

This data is rolled over from last year.

- Yes
- No
- No Answer

236.) Percentage of full-time undergraduates who work on campus during the 2017-2018 academic year:

 %

237.) Average amount undergraduates may expect to earn per year from part-time on-campus work:

238.) Part-time off-campus employment opportunities for undergraduates are:

This data is rolled over from last year.

- Excellent
- Fair
- Good
- Poor
- No Answer

239.) Freshmen are discouraged from working during first term:

This data is rolled over from last year.

- Yes
- No
- No Answer

240.) Does your college have a formal internship program that helps students find internship opportunities?

- Yes
- No
- No Answer

241.) What was the compensation breakdown among students who graduated with a bachelor's degree during the 2017 academic year and had an internship?

Paid:

 %

Unpaid:

 %

Unknown:

 %

Programs/Services for Students with Learning Disabilities

Programs/Services for Students with Learning Disabilities offered during the 2017-2018 academic year

242.) Check one type that describes your school's LD Program:

Structured/Proactive/Comprehensive program:

Program has separate admissions process and charges fees. Services go well beyond those that are legally mandated and the student is provided with a more structured environment. Low staff/student ratios. Compulsory student attendance. An advisor/advocate is made available to students.

Self-directed/decentralized services:

There is no separate admissions process and eligibility for services must be established by the provision of disability documentation that meets institutional standards. Services may be coordinated through the Disability Services office and are based on need as specified by the documentation. Other offices throughout the campus may also provide services and some services offered are not mandated by laws. Students' progress is not monitored.

Compliance:

Most of the services and accommodations that are provided to students with learning disabilities are those required by law. This type of program can meet the needs of independent students, aware of their needs and able to develop and coordinate their own support systems.

This data is rolled over from last year.

- Structured/Proactive/Comprehensive program
- Self-directed/decentralized services
- Compliance
- No Answer

243.) Are LD program services available to students that have not self-identified during the application process?

This data is rolled over from last year.

- Yes
- No
- No Answer

244.) LD services are available to the following students:

This data is rolled over from last year.

- Freshmen
- Sophomores
- Juniors
- Seniors

245.) Please select counseling services that are offered to LD students:

This data is rolled over from last year.

- Academic
- Psychological
- Student support groups
- Vocational

246.) Is there a limit as to how many times per academic year a student may use each service?

	Yes	No	No Answer
Academic	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Psychological	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student support groups	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vocational	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

247.) If so, how many times per academic year may a student use these services?

This data is rolled over from last year.

Academic

10

Psychological

10

Student Support Groups

32

Vocational

10

248.) Please select services that are offered to LD students:

This data is rolled over from last year.

- Diagnostic Testing Service
- Early Syllabus
- Exam on tape or computer
- Extended Time for Tests
- Learning Center
- Note-taking Services
- Oral Tests
- Other Special Classes
- Other testing accommodations
- Priority registration
- Priority seating
- Proofreading services
- Readers
- Reading Machines
- Remedial English
- Remedial Math
- Remedial Reading
- Special bookstore section
- Substitution of courses

- Take home exam
- Tape Recorders
- Texts on tape
- Tutors
- Typist/Scribe
- Untimed Tests
- Videotaped Classes
- Waiver of foreign language degree requirement
- Waiver of math degree requirement

Other:

use of computer for essays

249.) Is there an advisor/advocate from the LD program available to students?

This data is rolled over from last year.

- Yes
- No
- No Answer

250.) Is individual tutoring available?

This data is rolled over from last year.

- Yes
- No
- No Answer

251.) How often is individual tutoring available?

This data is rolled over from last year.

- As needed
- Daily
- Weekly
- Twice per month

- Monthly
- No Answer

252.) Other tutorial options that are available to LD students. Check all that are available by setting:

This data is rolled over from last year.

	Individual	Group
Time management	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Organizational skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Learning Strategies	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Content area	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Writing labs	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Math labs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Study skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>

253.) Are single rooms available to students with specific disabilities?

This data is rolled over from last year.

- Yes
- No
- No Answer

254.) URL for LD Program/Unit:

This data is rolled over from last year.

www.hope.edu/admin/acadsupport

255.) Person to contact for additional information on LD program:

This data is rolled over from last year.

Name:

Jeanne Lindell

Title:

Assistant Director of Academic Success Center

Phone:

(616) 395-7830

Email:

lindell@hope.edu

International Applicant Info

International Applicant Information for the 2017- 2018 academic year.

256.) Indicate test requirements for undergraduate international applicants whose native language is not English.

This data is rolled over from last year.

	Require	Require for some	Recommend	Consider if submitted	No Answer
TOEFL (Paper)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
TOEFL (Internet-based)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Michigan Test	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
IELTS	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SAT	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
SAT Subject	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
ACT	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

257.) TOEFL and/or IELTS may be submitted in place of SAT or ACT

This data is rolled over from last year.

- Yes
- No
- No Answer

258.) Minimum Required Test Scores

This data is rolled over from last year.

TOEFL (Paper)

550

TOEFL (Internet-based)

80

Michigan test

IELTS

6.5

259.) Average score of admitted students:

This data is rolled over from last year.

TOEFL Paper:

TOEFL Internet-based:

Michigan Test:

IELTS:

7

260.) If SAT/ACT/SAT Subject Tests are required, check correct statement:

This data is rolled over from last year.

- SAT/ACT/SAT Subject Tests may replace TOEFL/IELTS/Michigan Test
- TOEFL/IELTS/Michigan Test also must be taken
- No Answer

261.) Advanced deposit (in addition to tuition/room deposits required of all students) is required of international applicants:

This data is rolled over from last year.

- Yes

- No
- No Answer

262.) Preapplication form is required of international applicants:

This data is rolled over from last year.

- Yes
- No
- No Answer

263.) Separate application form is required of international applicants:

This data is rolled over from last year.

- Yes
- No
- No Answer

264.) Application closing date for international applicants:

This data is rolled over from last year.

	Date	or Rolling Basis Beginning Date
Fall	03/15	
Winter		
Spring	11/01	
Summer		

265.) Provide the number of degree-seeking, first-time, first-year (freshman) nonresident alien students who applied, were admitted, and enrolled in fall 2017.

Applicants

224

Admitted applicants

58

Enrolled

17

266.) Do you offer conditional admission to international applicants?

This data is rolled over from last year.

- Yes
- No
- No Answer

267.) Are international students eligible to apply for early decision or early action?

This data is rolled over from last year.

- Yes, both early decision or early action
- Early decision only
- Early action only
- No
- No Answer

268.) If your institution actively recruits international students, please check all that apply:

This data is rolled over from last year.

- Overseas visits to local or international secondary schools
- Overseas public college fairs
- Agents
- Social media / other Web-based approaches

Other:

269.) If your institution conducts off-campus admissions interviews with international students, please check all that apply

This data is rolled over from last year.

- Skype or other Web-based video interview
- Phone

In-country visits

In-country alumni interviews

270.) Number of foreign countries represented by degree-seeking undergraduate nonresident aliens (Fall 2017):

27

271.) List the six countries most represented by degree-seeking undergraduate nonresident aliens during the 2017-2018 academic year, and the percentage of degree-seeking undergraduate nonresident aliens who come from each country:

	Countries	Percent
1.	China	.6
2.	South Korea	.4
3.	Rwanda	.2
4.	Kenya	.2
5.	Japan	.2
6.	Vietnam	.2

272.) Special services offered for international students: (check all that apply)

This data is rolled over from last year.

English lab

International student center

Special counselors/advisors

ESL program/classes

Host family program

Housing offered during all school holidays

- Dining hall services offered to international students during all school holidays
- Special orientation (1-6 days)
- Special orientation (1-2 weeks)
- Special orientation (2+ weeks)
- Support in local set-up (e.g., bank account, cell phone, etc.)

273.) Is any portion of the undergraduate admissions website aimed at prospective international students translated into languages other than English?

This data is rolled over from last year.

- Yes
- No
- No Answer

274.) How many languages?

This data is rolled over from last year.

275.) Please list the languages:

This data is rolled over from last year.

276.) International student contact:

This data is rolled over from last year.

Name:

Title:

Associate Director of International Admissions

Phone:

(800) 968-7850

Email:

camp@hope.edu

URL for additional international applicant information:

www.hope.edu/admissions/

Honors College

277.) Does your institution house an honors college?

This data is rolled over from last year.

- Yes
- No
- No Answer

278.) Does your institution offer an honors program?

This data is rolled over from last year.

- Yes
- No
- No Answer

279.) Provide the number of students enrolled in the following as of October 15th, 2017:

Honors college:

Honors program:

Guidance Facilities

280.) Check remedial learning services offered: (check all that apply)

This data is rolled over from last year.

- Math
- Reading
- Study skills
- Writing

281.) Check additional services offered: (check all that apply)

This data is rolled over from last year.

- Day care
- Health insurance
- Health service
- Nonremedial tutoring
- Placement service
- Women's Center

282.) Check counseling services offered: (check all that apply)

This data is rolled over from last year.

- Academic
- Birth control
- Career
- International students
- Military
- Minority student
- Older student
- Personal
- Psychological
- Religious
- Veteran student

283.) Check services available in career placement center: (check all that apply)

This data is rolled over from last year.

- Alumni network
- Career/job search classes
- Co-op education
- Interest inventory
- International student internship / job placement assistance
- Internships
- Interview training
- On-campus job interviews
- Resume assistance

284.) Check special programs offered for physically disabled students: (check all that apply)

This data is rolled over from last year.

- Adaptive equipment
- Braille services
- Interpreters for hearing-impaired
- Note-taking services
- Reader services
- Special housing
- Special transportation
- Talking books
- Tape recorders
- Tutors

285.) Check term that best describes accessibility of campus to physically disabled students:

This data is rolled over from last year.

- Fully
- Partially
- Mostly
- Not at all

No Answer

286.) Check campus safety and security services offered:

This data is rolled over from last year.

- 24-hour emergency telephones
- 24-hour foot and vehicle patrols
- Controlled dormitory access (key, security card, etc)
- Late night transport/escort service
- Lighted pathways/sidewalks
- Student patrols

Firms That Hire Graduates

287.) List names of firms that have hired graduates within the past 5 years.

This data is rolled over from last year.

Holland Hospital

Crown Motors

Crowe Horwath

Gordon Food Service

Spectrum Health

Herman Miller

University of Michigan Health Systems

Ford Motor Credit Company

Hayworth

Bethany Christian Services

Western Michigan University

JR Automation

Bronson Healthcare

Pine Rest Christian Mental Health

Plante & Moran PC

Steelcase

Teksystems

Western MI University

Helen DeVos Childrens Hospital

The Dow Chemical Company

Timberland Charter Academy

Hope College

Northwestern Memorial Hospital

Environment/Transportation

Please report on the 2017-2018 academic year.

288.) Select the region from which the majority of U.S. students come:

This data is rolled over from last year.

- New England (CT, ME, MA, NH, RI, VT)
- Middle Atlantic (NJ, NY, PA)
- East North Central (IL, IN, MI, OH, WI)
- West North Central (IA, KS, MN, MO, NE, ND, SD)
- South Atlantic (DE, DC, FL, GA, MD, NC, SC, VA, WV)
- East South Central (AL, KY, MS, TN)
- West South Central (AR, LA, OK, TX)

Mountain (AZ, CO, ID, MT, NV, NM, UT, WY)

Pacific (AK, CA, HI, OR, WA)

No Answer

289.) Percentage of U.S. students who come from most popular region:

92 %

290.) Campus size (acres):

This data is rolled over from last year.

120

291.) Check one:

This data is rolled over from last year.

Campus is within one mile of city/town

Campus is more than one mile from city/town

No Answer

292.)

This data is rolled over from last year.

City/town where school is located:

Holland, Michigan

Population:

33051

Major city closest to school:

Grand Rapids, Michigan

Population:

188040

Distance from campus (miles):

29

City where nearest international or other major airport used by your students is located:

Grand Rapids, Michigan

Distance of airport from campus (miles):

34

City/town where nearest other airport used by your students is located:

Muskegon, Michigan

Distance of airport from campus (miles):

30

City/town where passenger train service (e.g., Amtrak) used by your students is located:

Holland, Michigan

Distance of station from campus (miles):

1

City/town where passenger bus service (e.g., Greyhound, Trailways) used by your students is located:

Holland, Michigan

Distance of station from campus (miles):

1

293.) Public transportation (municipal bus/trolley, subway, commuter rail) serves campus:

This data is rolled over from last year.

- Yes
- No
- No Answer

Social Media

Please provide the main link, if any, for the presence on each of the following sites that your institution identifies as its primary handle:

294.)

This data is rolled over from last year.

Facebook:

www.facebook.com/hopecollege

Twitter:

<https://twitter.com/HopeCollege>

LinkedIn:

<https://www.linkedin.com/school/24425/>

Assessment

The following section contains a brief analysis of ranking data your school submitted on this year's Main statistical survey. All flagged data (identified by the red asterisk *) must be addressed in order to submit your survey. To acknowledge that the flagged data is in fact correct, please select the confirmation checkbox associated with item in question. Once every flagged assessment item has been either confirmed or corrected, please proceed to the verification section.

Making Data Changes – If you notice an incorrect current year value please go back into the survey and correct the data point. The question numbers are listed for your reference. Changing last year's data must be done through your data collector. Please contact them with the updated information and a brief description as to why it needs changing. We will analyze the requested changes on a case by case basis and get back to you.

Below is a list of some terminology you may encounter:

Large Change - For the questions(s) indicated, the data submitted for the current year are significantly larger or smaller than the data supplied for the previous year. If the data supplied are correct as entered, please check the box. If the data is incorrect, please go back into the survey and supply new data.

Missing - No information has been submitted for this indicator. If the question does not apply to your institution, or if you cannot supply the data requested, please check the box. If you can supply the missing data, please go back into the survey and enter the new data. If you wish to add in missing previous year data, please contact your data collector with that information.

High Value - The data submitted are significantly higher than the norm. Please either correct the figure or verify that the data are correct as submitted.

295.) Enrollment (Questions 26 - 33):

	Current Year:	Last Year:
Undergraduate:	3150	3234
Graduate:	0	0
Total:	3150	3234

296.) Six-Year Graduation Rates: Total (Questions 36 , 37 , 41):

Fall 2011: 80

Fall 2010: 80

Fall 2009: 76

Fall 2008: 80

297.) Income-based Six-Year Graduation Rates (Questions 36, 37):

	2011 Cohort:	2010 Cohort:
Federal Pell Grant:	71	69
Stafford Loan:	78	77
No Loan:	86	86

298.) First-year (Freshman) Retention Rates (Question 42 , 43):

Fall 2016: 88

Fall 2015: 91

Fall 2014: 86

Fall 2013: 91

299.) First-year (Freshman) Acceptance Rate (Question 45):

	Current Year:	Last Year:
Applicants:	4377	3899
Accepted Applicants:	3223	3291
Rate:	73.6	84.4

300.) Percent submitting SAT/ACT scores (Question 68, 70):

	Current Year:	Last Year:
SAT:	56	14
ACT:	67	93

The Percent of first-time, first-year (freshman) degree-seeking students who enrolled in fall 2015 and submitted SAT scores you entered for the Current Year represents a large change compared to the value entered for Last Year. Either update the Current Year value, contact your Data Collector to update Last Year's value, or confirm that this is correct. *

I confirm that the Current and Last Year's Percent of first-time, first-year (freshman) degree-seeking students who enrolled in fall 2015 and submitted SAT scores are correct

301.) SAT Evidence-Based Reading and Writing - 25th/75th Percentile (Question 71):

Current Year: Last Year:

25th Percentile: 550 490

75th Percentile: 660 640

The 25th percentile score for the SAT Critical Reading test you entered for the Current Year represents a large change compared to the value entered for Last Year. Either update the Current Year value, contact your Data Collector to update Last Year's value, or confirm that this is correct. *

I confirm that the Current and Last Year's 25th percentile score for the SAT Critical Reading test are correct

302.) SAT Math - 25th/75th Percentile (Question 71):

Current Year: Last Year:

25th Percentile: 540 510

75th Percentile: 660 630

303.) ACT Composite - 25th/75th Percentile (Question 73):

Current Year: Last Year:

25th Percentile: 24 23

75th Percentile: 29 29

304.) Average SAT/ACT Scores (Question 77):

Current Year: Last Year:

SAT Evidence-Based Reading and Writing: 608 568

SAT Math: 602 583

ACT Composite: 26 26

305.) All students who provided SAT/ACT scores were included, regardless if considered for admissions (Question 78):

Current Year:

Yes

306.) SAT/ACT scores included the following groups of students (Question 79, 80):

	Current Year:	Last Year:
All International Students:	Yes	Yes
All Minority Students:	Yes	Yes
All Student Athletes:	Yes	Yes
All Legacy & Children of Alumni:	Yes	Yes
All Special Admission Arrangements:	Yes	Yes
All Students Who Began Studies in the Summer:	Yes	Yes

307.) High school class standing (Question 81):

	Current Year:	Last Year:
% in Top 10	32	26
% in Top 25	66	55
% in Top 50	93	84
% in Bottom 50	7	16
% Submitting	53	54

The High school class standing: Percent of entering students in the top 25% you entered for the Current Year represents a large change compared to the value entered for Last Year. Either update the Current Year value, contact your Data Collector to update Last Year's value, or confirm that this is correct. *

I confirm that the Current and Last Year's High school class standing: Percent of entering students in the top 25% are correct

The High school class standing: Percent of entering students in the bottom 50% you entered for the Current Year represents a large change compared to the value entered for Last Year. Either update the Current Year value, contact your Data Collector to update Last Year's value, or confirm that this is correct. *

I confirm that the Current and Last Year's High school class standing: Percent of entering students in the bottom 50% are correct

308.) Best Colleges for Veterans (Questions 126 - 128):

Current Year:

Total Military Enrollment: No Value Entered

G.I. Bill Certified: Yes

Yellow Ribbon Participant: No

You are missing the Total Military Enrollment numbers for the current year. Either confirm that there is no entry or enter a value. *

I confirm that there is no entry for the Current Year's Total Military Enrollment.

309.) Alumni Giving (Question 153 , 155):

Current Year: Last Year:

Alumni of Record: 28696 28144

Alumni Donors: 5095 5579

Alumni Giving Rate: 17.8 19.8

310.) Instructional Faculty (Questions 156 , 157):

Current Year: Last Year:

Full Time: 238 237

Part Time: 110 120

Total: 348 357

311.) Percentage of full-time equivalent faculty that is full-time (Questions 156 , 157):

Current Year: Last Year:

86.7 85.6

312.) Instructional Full-Time Faculty with Doctorate or Terminal Degree (Questions 156 , 157):

Current Year: Last Year:

Number: No Value Entered 196

Percent: 0 82.7

You are missing the Total Instructional Full-Time Faculty with a Doctorate or Terminal Degree numbers for the current year. Either confirm that there is no entry or enter a value. *

I confirm that there is no entry for the Current Year's Total Instructional Full-Time Faculty with a Doctorate or Terminal Degree

313.) Student to faculty ratio (Questions 158 , 159):

Current Year: Last Year:

11 11

314.) Full-time Instructional Faculty Compensation (Questions 160 , 161):

Current Year: Last Year:

# of Faculty:	212	219
Salary + Fringe Benefits:	22333694	22584495
Average Faculty Compensation:	105348	103126

315.) Part-time Instructional Faculty Compensation (Questions 162):

Current Year:

# of Part-time Faculty:	No Value Entered
# of Graduate Teaching Assistants:	0
Average Part-time Faculty Compensation:	No Value Entered
Average Graduate Teaching Assistant Compensation	0

You are missing part-time faculty salaries for the current year. Either confirm that there is no entry or enter a value. *

I confirm that there is no entry for part-time faculty salaries

316.) Total number of undergraduate class sections (Question 163):

Current Year: Last Year:

740 753

317.) Percent of undergraduate class sections (Question 163):

	Current Year:	Last Year:
2-9	21.6	22.3
10-19	37.4	37.5
20-29	28.8	27.9
30-39	8.2	8.6
40-49	2	1.6
50-99	1.9	2.1
100+	0	0

Verification

317.)

The data verification is the final opportunity you have to make changes to your statistical data before it is published in U.S. News products and/or distributed by U.S. News, or used in the Best Colleges ranking calculations. Please review this survey carefully, paying particular attention to any blank fields on your survey. A blank field may indicate that data were not submitted or that the response submitted did not pass our system error checks.

If all data are accurate and no changes are needed, please select the verification check box, fill out the identification information and hit the 'Submit Survey' button.

If you have any questions about your verification or this procedure, please contact your data collector.

On behalf of U.S. News and its many readers, thank you for the time and effort you have given to supply and verify this Information.

I verify that, to the best of my knowledge, the information on this survey is accurate, and accurately describes my institution.

317.) Identification:

Name:

Laurie Smith

Title:

Institutional Research Associate

Date:

04/25/2018