

Common Data Set A: General Information (2015-2016)

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Respondent Information (Not for Publication)

A0

Name:	<input type="text" value="Laurie Smith"/>		
Title:	<input type="text" value="Institutional Research Associate"/>		
Office:	<input type="text" value="Frost Research Center"/>		
Mailing Address:	<input type="text" value="Hope College"/>	<input type="text"/>	
City/State/Zip:	<input type="text" value="Holland"/>	<input type="text" value="MI"/>	<input type="text" value="49423"/>
Country:	<input type="text" value="United States"/>		
Phone:	<input type="text" value="616-395-7311"/>		
Fax:	<input type="text" value="616-395-7410"/>		
Email Address	<input type="text" value="smithl@hope.edu"/>		
Are your responses to the CDS posted for references on your institution's Web site?	<input checked="" type="radio"/> Yes <input type="radio"/> No		
If yes, please provide the URL of the corresponding Web page:	<input type="text" value="http://www.hope.edu/admin/ir/"/>		
We invite you to indicate if there are items on the CDS for which you cannot use the requested analytic convention, or cannot provide data for the cohort requested, whose methodology is unclear, or about which you have questions or comments in general. This information will not be published but will help the publishers further refine CDS items.			
<input type="text"/>			

Address Information

A1

Name of College/University:	<input type="text" value="Hope College"/>		
Mailing Address:	<input type="text"/>	<input type="text" value="P.O. Box 9000"/>	
City/State/Zip:	<input type="text" value="Holland"/>	<input type="text" value="MI"/>	<input type="text" value="49422-9000"/>
Country:	<input type="text" value="United States"/>		
Street Address (if different):	<input type="text"/>	<input type="text"/>	
Main Phone Number:	<input type="text" value="616-395-7000"/>		
WWW Home Page Address:	<input type="text" value="www.hope.edu"/>		
Admissions Phone Number	<input type="text" value="616-395-7850"/>		
Admissions Toll-Free Phone Number:	<input type="text" value="800-968-7850"/>		
Admissions Office Mailing Address:	<input type="text" value="69 East 10th"/>	<input type="text"/>	
City/State/Zip:	<input type="text" value="Holland"/>	<input type="text" value="MI"/>	<input type="text" value="49422-9000"/>
Country:	<input type="text" value="United States"/>		
Admissions Fax Number:	<input type="text"/>		

616-395-7130

Admissions Email Address:

admissions@hope.edu

If there is a separate URL for your school's online application, please specify:

If you have a mailing address other than the above to which applications should be sent, please provide:

City/State/Zip:

Country:

United States ▼

Source of institutional control (Check only one):

A2

☐ Public ☒ Private (nonprofit) ☐ Proprietary

Classify your undergraduate institution:

A3

☒ Coeducational college ☐ Men's college ☐ Women's college

Academic year calendar:

A4

☒ Semester
☐ Quarter
☐ Trimester
☐ 4/1/4
☐ Continuous
☐ Differs By Program
☐ Other

If you chose 'Differs', please describe here:

If you chose 'Other', please describe here:

Degrees offered by your institution:

A5

☐ Certificate
☐ Diploma
☐ Associate
☐ Transfer Associate
☐ Terminal Associate
☒ Bachelor's
☐ PostBachelor's certificate
☐ Master's
☐ Post-Master's certificate
☐ Doctoral
☐ Doctoral/Research
☐ Doctoral/Professional

PLEASE NOTE THE FOLLOWING:

- 1) Saving the form does not Lock it. You may return at any time to make changes or update your data.
- 2) Once you have saved all of your forms, you will receive no further email reminders for the active data collection campaign.

I certify that the data contained in this form are accurate, correct, and up-to-date.

Name:

Title:

Phone:

Email:

If you have questions or would like to contact our Technical Support staff, you can e-mail them at surveysupport@review.com

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Common Data Set B: Enrollment And Persistence (2015-2016)

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Institutional Enrollment - Men and Women

B1 Provide numbers of students for each of the following categories as of the institution's official fall reporting date or as of October 15, 2015. Note: Report students formerly designated as "first professional" as "first professional degree-seeking." *Nonstandard questions added by The Princeton Review

			Full-Time		Part-Time	
			Men		Women	
			Men		Women	
Undergraduates						
Degree-seeking, first-time freshmen	312	430	Line 1	0	2	Line 15
Other first-year, degree-seeking	15	29	Line 2	0	0	Line 16
All other degree-seeking	930	1,460	Lines 3-6	37	23	Lines 17-20
Total degree-seeking	1,257	1,919		37	25	
All other undergraduates enrolled in credit courses	15	25	Line 7	35	63	Line 21
Total undergraduates	1,272	1,944	Line 8	72	88	Line 22
	Men	Women		Men	Women	*Gender Not Specified* *Gender Not Specified*
Graduate						
Degree-seeking, first-time			Line 11			Line 25
All other degree-seeking			Line 12			Line 26
All other graduates enrolled in credit courses			Line 13			Line 27
Total graduate						
Total all undergraduates:				3,376		
Total all graduate:				0		
GRAND TOTAL ALL STUDENTS:				3,376		

Enrollment by Racial/Ethnic Category

B2 Enrollment by Racial/Ethnic Category. Provide numbers of undergraduate students for each of the following categories as of the institution's official Fall reporting date or as of October 15, 2015. Include "aliens." Complete the "Total Undergraduates" column only if you cannot provide data for the first two columns. Report as your institution reports to IPEDS: persons who are Hispanic/Latino should be reported only under "Hispanic or Latino" and persons who are non-Hispanic/Latino multi-racial should be reported only under "Two or more races."

						Degree-seeking FIRST-TIME FIRST- U YEAR
Nonresident aliens				3	40	
Hispanic/Latino				62	263	
Black or African American, non-Hispanic/Latino				21	91	
White, non-Hispanic/Latino				657	2,712	
American Indian or Alaska Native, non-Hispanic/Latino				0	1	
Asian, non-Hispanic/Latino				27	72	
Native Hawaiian or other Pacific Islander, non-Hispanic/Latino				0	0	
Two or more races, non-Hispanic/Latino				18	59	
Race and/or ethnicity unknown				0	0	
TOTAL				788	3,238	

Persistence

B3 Number of degrees awarded by your institution from July 1, 2014 to June 30, 2015

Certificate/diploma
Associate degrees

Bachelor's degrees	736
Postbachelor's certificates	
Master's degrees	
Post-Master's certificates	
Doctoral degrees – research/scholarship	
Doctoral degrees – professional practice	
Doctoral degrees – other	

Graduation Rates

The items in this section correspond to data elements collected by the IPEDS Web-based Data Collection System's Graduation Rate Survey (GRS). For complete instructions and definitions of data elements, see the 2015 Web-based survey.

For Bachelor's or Equivalent Programs

Please provide data for the fall 2009 cohort if available. If fall 2009 cohort data are not available, please provide data for the fall 2008 cohort.

Fall 2009 Cohort

Report for the cohort of full-time first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in fall 2009. Include in the cohort those who entered your institution during the

B4

Initial 2009 cohort of first-time, full-time bachelor's (or equivalent) degree-seeking undergraduate students; total all students: **880**

B5

Of the initial 2009 cohort, how many did not persist and did not graduate for the following reasons: deceased, permanently disabled, service in the armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions: **0**

B6

Final 2009 cohort, after adjusting for allowable exclusions: (Subtract question B5 from question B4) **880**

B7

Of the initial 2009 cohort, how many completed the program in four years or less (by August 31, 2013): **570**

B8

Of the initial 2009 cohort, how many completed the program in more than four years but in five years or less (after August 31, 2013 and by August 31, 2014): **90**

B9

Of the initial 2009 cohort, how many completed the program in more than five years but in six years or less (after August 31, 2014 and by August 31, 2015): **10**

B10

Total graduating within six years (sum of questions B7, B8, and B9): **670**

B11

Six-year graduation rate for 2009 cohort (question B10 divided by question B6): **76** %

Fall 2008 Cohort

Report for the cohort of full-time first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in fall 2008. Include in the cohort those who entered your institution during the

B4

Initial 2008 cohort of first-time, full-time bachelor's (or equivalent) degree-seeking undergraduate students; total all students: **810**

B5

Of the initial 2008 cohort, how many did not persist and did not graduate for the following reasons: deceased, permanently disabled, service in the armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions: **5**

B6

Final 2008 cohort, after adjusting for allowable exclusions: (Subtract question B5 from question B4) **805**

B7

Of the initial 2008 cohort, how many completed the program in four years or less (by August 31, 2012): **565**

B8

Of the initial 2008 cohort, how many completed the program in more than four years but in five years or less (after August 31, 2012 and by August 31, 2013): **69**

B9

Of the initial 2008 cohort, how many completed the program in more than five years but in six years or less (after August 31, 2013 and by August 31, 2014): **8**

B10

Total graduating within six years (sum of questions B7, B8, and B9): **642**

B11

Six-year graduation rate for 2008 cohort (question B10 divided by question B6): **80** %

For Two-Year Institutions

Please provide data for the 2012 cohort if available. If 2012 cohort data are not available, provide data for the 2011 cohort.

2012 Cohort

B12

Initial 2012 cohort, total of first-time, full-time degree/certificate-seeking students:

B13

Of the initial 2012 cohort, how many did not persist and did not graduate for the following reasons: deceased, permanently disabled, service in the armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions: **0**

B14

Final 2012 cohort, after adjusting for allowable exclusions (Subtract question B13 from question B12):

B15

Completers of programs of less than two years duration (total):

B16

Completers of programs of less than two years within 150 percent of normal time:

B17

Completers of programs of at least two but less than four years (total):

B18

Completers of programs of at least two but less than four-years within 150 percent of normal time:

B19

Total transfers-out (within three years) to other institutions: **0**

B20

Total transfers to two-year institutions:

B21

Total transfers to four-year institutions:

2011 Cohort

B12

Initial 2011 cohort, total of first-time, full-time degree/certificate-seeking students:

B13

Of the initial 2011 cohort, how many did not persist and did not graduate for the following reasons: deceased, permanently disabled, service in the armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions: **0**

B14

Final 2011 cohort, after adjusting for allowable exclusions (Subtract question B13 from question B12):

B15

Completers of programs of less than two years duration (total):

B16

Completers of programs of less than two years within 150 percent of normal time:

B17

Completers of programs of at least two but less than four years (total):

B18

Completers of programs of at least two but less than four-years within 150 percent of normal time:

B19

Total transfers-out (within three years) to other institutions: **0**

B20

Total transfers to two-year institutions:

B21

Total transfers to four-year institutions:

Retention Rates

Report for the cohort of all full-time, first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in Fall 2014 (or the preceding summer term). The initial cohort may be adjusted for students who are deceased, permanently disabled, service in the armed forces, foreign aid service of the federal government or official church missions. No other adjustments to the initial cohort should be made.

B22

For the cohort of all full-time bachelor's (or equivalent) degree-seeking undergraduate students who entered your institution as freshman in Fall 2014 (or the preceding summer term), what percentage was enrolled at your institution as of the date your institution calculates its official enrollment in Fall 2015? **86.1** %

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- 3) Once saved, your data is published directly to our website, usually within 48 hours. No final "Submit" button or procedure is necessary.

I certify that the data contained in this form are accurate, correct, and up-to-date.

Name:

Title:

Phone:

Email:

If you have questions or would like to contact our Technical Support staff, you can e-mail them at surveysupport@review.com

Print Cancel

Common Data Set C: First-Time, First-Year (Freshman) Admission (2015-2016)

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*Please note that in order to save this form, you must fill in the four respondent information boxes at the bottom of the page (Name, Title, Phone #, Email). This must be done each time you save the form. Failure to do so may result in losing the information you have entered.

Applications

C1 First-time, first-year (freshman) students:

Provide the number of degree-seeking, first-time, first-year students who applied, were admitted, and enrolled (full- or part-time) in Fall 2015. Include early decision, early action, and students who applied through rolling admissions. 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: admission, placement on waiting list, or application withdrawn (by applicant or institution). Admitted applicants should include wait-listed students who were subsequently offered admission.

*Nonstandard field added by The Princeton Review

**Please fill in this field, only if you cannot provide the men/women breakdown.

Total first-time, first-year (freshman) men who applied	1,690
Total first-time, first-year (freshman) women who applied	2,730
*Total first-time, first-year (freshman) gender not specified who applied	
**Total first-time, first-year (freshman) who applied	
Total first-time, first-year (freshman) men who were admitted	1,173
Total first-time, first-year (freshman) women who were admitted	2,011
*Total first-time, first-year (freshman) gender not specified who were admitted	
**Total first-time, first-year (freshman) who were admitted	
Total full-time, first-time, first-year (freshman) men who enrolled	330
Total part-time, first-time, first-year (freshman) men who enrolled	0
Total full-time, first-time, first-year (freshman) women who enrolled	464
Total part-time, first-time, first-year (freshman) women who enrolled	0
*Total full-time, first-time, first-year (freshman) gender not specified who enrolled	
*Total part-time, first-time, first-year (freshman) gender not specified who enrolled	
Total full-time, first-time, first-year (freshman) who enrolled *	794
Total part-time, first-time, first-year (freshman) who enrolled *	0

C2 Freshman wait-listed students

(students who met admission requirements but whose final admission was contingent on space availability)

Do you have a policy of placing students on a waiting list? ☒ Yes ☐ No

If yes, please answer the questions below for Fall 2015 admissions:

Number of qualified applicants offered a place on waiting list 814

Number accepting a place on the waiting list 310

Number of wait-listed students admitted 170

Is your waiting list ranked? ☐ Yes ☒ No

If yes, do you release that information to students? ☐ Yes ☐ No

Do you release that information to school counselors? ☐ Yes ☐ No

Admission Requirements

C3 High school completion requirement

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

- ☒ 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

C4 Does your institution require or recommend a general college preparatory program for degree-seeking students?

- ☐ Require
☒ Recommend
☐ Neither require nor recommend

C5 Distribution of high school units required and/or recommended.

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 equivalent).

	Unit: requir
Total academic units	18-20
English	4
Mathematics	3-4

Science	3-4
Of these, units that must be lab	2-4
Foreign language	2-4
Social Studies	3-4
History	
Academic electives	
Computer Science	
Visual/Performing Arts	
Other (explain)	

Basis for Selection

C6 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

☐ Open admission policy as described above for all students

Open admission policy as described above for most students, but
 ☐ selective admission for out-of-state students
 ☐ selective admission to some programs

Other (explain)

C7 Relative importance of each of the following academic and nonacademic factors in your first-time, first-year, degree-seeking (freshman) admission decisions.

Academic	Very important	Important	Consi
Rigor of secondary school record	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Class rank	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic GPA	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standardized test scores	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Application Essay	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recommendation(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non-Academic	Very important	Important	Consi
Interview	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extracurricular activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talent/ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Character/personal qualities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
First Generation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alumni/ae relation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Geographical residence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
State residency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religious affiliation/commitment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Racial/ethnic status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Volunteer work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Level of applicant's interest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SAT and ACT Policies

C8 Entrance exams

A. Does your institution make use of SAT, ACT, or SAT Subject Test scores in admission decisions for first-time, first-year degree-seeking applicants? ☒ Yes ☐ No

If yes, please select the appropriate boxes below to reflect your institution's policies for use in admission for **Fall 2017**.

	Require	Recommend	ADMISSIONS Require for some	Con
SAT or ACT	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
ACT Only	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
SAT only	<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"/>	
SAT Subject Tests only	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

B. If your institution will make use of the ACT in admission decisions for first-time, first-year, degree-seeking applicants for **Fall 2017** please indicate which ONE of the following applies (regardless of whether the writing score will be used in the admissions process):

☐ ACT with Writing required
☐ ACT with Writing recommended
☒ ACT with or without writing accepted

If your institution will make use of the SAT in admission decisions for first-time, first-year, degree-seeking applicants for **Fall 2017** please indicate which ONE of the following applies (regardless of whether the Essay score will be used in the admissions process):

☐ SAT with Essay component required
☐ SAT with Essay component recommended
☒ SAT with or without Essay component accepted

C. Please indicate how your institution will use the SAT or ACT writing component; check all that apply:

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

D. In addition, does your institution use applicants' test scores for academic advising? ☒ Yes ☐ No

E. Latest date by which SAT or ACT scores must be received for fall-term admission: **March 31**

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

F. 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):

G. Please indicate which tests your institution uses for placement (e.g., state tests):

☐ SAT
☐ ACT
☐ SAT Subject Tests
☒ AP
☒ CLEP
☒ Institutional Exam

State Exam (specify):

Freshman Profile

Provide percentages for ALL enrolled, degree-seeking, full-time and part-time, first-time, first-year (freshman) students enrolled in Fall 2015, including students who began studies during summer.

C9 Percent and number of first-time, first-year (freshman) students enrolled in Fall 2015 who submitted national standardized (SAT/ACT) test scores.

Include information for ALL enrolled, degree-seeking, first-time, first-year (freshman) students who submitted test scores. Do not include partial test scores (e.g. mathematics scores but not critical reading scores) or students who scored 25 percent or below.

Percent submitting SAT scores	11	%
Percent submitting ACT scores	95	%
Number submitting SAT scores	84	
Number submitting ACT scores	754	

SAT Critical Reading	540	650
SAT Math	550	670
SAT Writing		
SAT Essay		
ACT Composite	24	29
ACT Math	23	28
ACT English	23	30
ACT Writing		

Percent of first-time, first-year (freshman) students with scores in each range:

	SAT Critical Reading		
700-800	9.52	% 15.48	%
600-699	41.67	% 44.05	%
500-599	35.71	% 33.31	%
400-499	10.72	% 7.14	%
300-399	2.38	% 0	%
200-299	0	% 0	%
Totals (should = 100%)	100	% 99.98	%

	ACT Composite		
30-36	21.35	% 27.59	% 1
24-29	53.98	% 44.05	% 5
18-23	23.87	% 25.2	% 2
12-17	.80	% 2.79	% 3
6-11	0	% 0	% 0
below 6	0	% 0	% 0
Totals (should = 100%)	100	% 99.630000	%

C10 Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within each of the following ranges (report information for those students from whom you collected information)

Percent in top tenth of high school graduating class	34	%
Percent in top quarter of high school graduating class	65	%
<i>Top half + bottom half = 100%</i>		
Percent in top half of high school graduating class	92	%
Percent in bottom half of high school graduating class	8	%
Totals (should = 100%)	100	%
Percent in bottom quarter of high school graduating class	1	%
Percent of total first-time, first-year (freshman) students who submitted high school class rank:	58	%

C11 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 for those students from whom you collected information

Percent who had GPA of 3.75 or higher	62	%
Percent who had GPA between 3.50 and 3.74	18	%
Percent who had GPA between 3.25 and 3.49	10	%
Percent who had GPA between 3.0 and 3.24	7	%
Percent who had GPA between 2.50 and 2.99	3	%
Percent who had GPA between 2.0 and 2.49	0	%
Percent who had GPA between 1.0 and 1.99	0	%
Percent who had GPA below 1.0	0	%
Totals (should = 100%)	100	%

C12

Average high school GPA of all degree-seeking, first-time, first year (freshman) students who submitted GPA: **3.74**

Percent of total first-time, first-year (freshman) students who submitted high school GPA: **99** %

Admission Policies**C13 Application Fee**

Does your institution have an application fee? ☒ Yes ☐ No

Amount of application fee **\$35.00**

Can it be waived for applicants with financial need? ☒ Yes ☐ No

If you have an application fee and an on-line application option, please indicate policy for students who apply on-line:

Same fee: ☒ Yes ☐ No

Free: ☐ Yes ☒ No

Reduced: ☐ Yes ☒ No

Can on-line application fee be waived for applicants with financial need? ☒ Yes ☐ No

C14 Application Closing Date

Does your institution have an application closing date? ☐ Yes ☒ No

Application closing date (Fall):

Priority date: **3/1**

C15

Are first-time, first-year students accepted for terms other than the fall? ☒ Yes ☐ No

C16 Notification to applicants of admission decision sent (fill in one only)

On a rolling basis beginning (date):

By (date):

Other: **first notification is Dec. 1, after than rolling**

C17 Reply policy for admitted applicants (fill in one only)

Must reply by (date):

☐ No set date

Must reply by May 1 or within **2** weeks if notified thereafter

Other:

Deadline for housing deposit (MMDD): **05 / 01**

Amount of housing deposit: **300**

Refundable if student does not enroll? ☐ Yes, in full ☐ Yes, in part ☒ No

C18 Deferred admission:

Does your institution allow students to postpone enrollment after admission? ☒ Yes ☐ No

If yes, maximum period of postponement: **1 year**

C19 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? ☒ Yes ☐ No

Early Decision and Early Action Plans**C21 Early decision**

Does your institution offer an early decision plan (an admission plan that permits students to apply and be notified of an admission decision well in advance of the regular notification date and that asks students to commit to attending if accepted) for first-time, first-year (freshman) applicants for Fall enrollment? ☐ Yes ☒ No

If "yes," please complete the following:

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:

For the Fall 2015 entering class:

Number of early decision applications received by your institution:

Number of applicants admitted under early decision plan:

Please provide significant details about your early decision plan.

C22 Early action:

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? ☐ Yes ☒ No

If "yes," please complete the following:

Early action closing date:

Early action notification date:

Is your early action plan a "restrictive" plan under which you limit students from applying to other early plans? ☐ Yes ☐ No

Early action II closing date:

Early action II notification date:

PLEASE NOTE THE FOLLOWING:

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- 3) Once saved, your data is published directly to our website, usually within 48 hours. No final "Submit" button or procedure is necessary.

I certify that the data contained in this form are accurate, correct, and up-to-date.

Name:

Title:

Phone:

Email:

If you have questions or would like to contact our Technical Support staff, you can e-mail them at surveysupport@review.com

Print Cancel

Common Data Set D: Transfer Admission (2015-2016)

Instructions and Help Glossary of Terms

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Fall Applicants

D1

Does your institution enroll transfer students? (If no, please skip to Section E) ☒ Yes ☐ No

If yes, may transfer students earn advanced standing credit by transferring credits earned from course work completed at other colleges/universities? ☒ Yes ☐ No

D2 Provide the number of students who applied, were admitted, and enrolled as degree-seeking transfer students in Fall 2015.

		Applicants	Admitted
Men	74	39	23
Women	88	69	33
Total	162	108	56

Application for Admission

D3 Indicate terms for which transfers may enroll:

- ☒ Fall
- ☐ Winter
- ☒ Spring
- ☐ Summer

D4

Must a transfer applicant have a minimum number of credits completed or else must apply as an entering freshman? ☒ Yes ☐ No

If yes, what is the minimum number of credits and the unit of measure? 16

D5 Indicate all items required of transfer students to apply for admission:

	Required of All	Recommended of All	Recommended of Some	Recommended of None
High school transcript	<input checked="" 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"/>
Essay or personal statement	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interview	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standardized test score	<input checked="" type="radio"/>	<input 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"/>

D6

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

D7

If a minimum college grade point average is required of transfer applicants, specify (on a 4.0 scale): 2.5

D8

List any other application requirements specific to transfer applicants:

D9 List application priority, closing, notification, and candidate reply dates for transfer students. If applications are reviewed on a continuous or rolling basis, place a check mark in the "Rolling admission" column.

	Priority Date	Closing Date	Notification Date	Rolling Admission
Fall	4/1		5/1	<input checked="" type="checkbox"/>
Winter				<input type="checkbox"/>
Spring	11/1	12/1	12/20	2 wks

☒ Rolling Admission

Summer

☒ Rolling Admission

D10

Does an open admission policy, if reported, apply to transfer students? ☐ Yes ☐ No

D11

Describe additional requirements for transfer admission, if applicable:

Transfer Credit Policies

D12

Report the lowest letter grade earned for any course that may be transferred for credit: **C**

D13

Maximum number of credits or courses that may be transferred from a two-year institution: **65** **Number semester credits**

D14

Maximum number of credits or courses that may be transferred from a four-year institution: **Number**

D15

Minimum number of credits that transfers must complete at your institution to earn an associate degree:

D16

Minimum number of credits that transfers must complete at your institution to earn a bachelor's degree: **20**

D17

Describe other transfer credit policies:

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Name:

Title:

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Email:

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Common Data Set E: Academic Offerings And Policies (2015-2016)

[Instructions and Help](#) [Glossary of Terms](#)

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Special study options:

E1 Identify those programs available at your institution. Refer to the glossary for definitions.

- ☐ 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 certification program
- ☐ Weekend college
- ☐ Other (please specify)

If you selected Other please specify:

E2 This question has been removed from the CDS.

Areas in which all or most students are required to complete some course work prior to graduation:

E3

- ☒ Arts/fine arts
- ☐ Computer literacy
- ☒ English (including composition)
- ☒ Foreign languages
- ☒ History
- ☒ Humanities
- ☒ Mathematics
- ☐ Philosophy
- ☒ Sciences (biological or physical)
- ☒ Social science
- ☐ Other (please specify)

If you selected Other please specify:

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Common Data Set F: Student Life (2015-2016)

Instructions and Help Glossary of Terms

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Enrollment

F1 Percentages of first-times, first-year (freshman) degree-seeking students and all degree-seeking undergraduates enrolled in Fall 2015 who fit the following categories:

First
(fres

Percent who are from out of state (exclude international/nonresident aliens from the numerator and denominator)	34	%	32	%
Percent of men who join fraternities	0	%	10	%
Percent of women who join sororities	0	%	10	%
Percent who live in college-owned, -operated, or -affiliated housing	100	%	77	%
Percent who live off campus or commute	0	%	20	%
Percent of students age 25 and older	0	%	1	%
Average age of full-time students	18		19	
Average age of all students (full- and part-time)	18		20	

Activities offered

F2 Identify those programs available at your institution

- ☒ 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

ROTC

F3 (program offered in cooperation with Reserve Officer's Training Corps)

Army ROTC is offered:

☐ On campus

☒ At cooperating institutions (name):

Western Michigan University

Navy ROTC is offered:

☐ On campus

☐ At cooperating institutions (name):

Air Force ROTC is offered:

☐ On campus

☐ At cooperating institutions (name):

Housing

F4 Check all types of college-owned, -operated, or -affiliated housing available for undergraduates at your institution

- ☒ Coed dorms
- ☒ Special housing for disabled student
- ☒ Men's dorms
- ☒ Special housing for international students
- ☒ Women's dorms
- ☒ Fraternity/sorority housing
- ☐ Apartments for married students
- ☐ Cooperative housing
- ☒ Apartments for single students
- ☒ Wellness housing
- ☒ Theme housing
- ☐ Other (please specify)

If you selected Other please specify:

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Common Data Set G: Annual Expenses (2015-2016)

[Instructions and Help](#) [Glossary of Terms](#)

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Annual Expenses

Provide 2016-2017 academic year costs for the following categories that are applicable to your institution.

G0

Please provide the URL of your institution's net price calculator.

<http://www.hope.edu/admiss/npc/npcalc.htm>

- ☐ Check here if your institution's 2016-2017 academic year costs are not available at this time
- ☐ Check here if you are providing 2015-2016 tuition until 2016-2017 costs are available

and provide an approximate date (i.e., month/day) when your institution's final 2016-2017 academic year costs will be available:

Undergraduate full-time tuition, required fees, room and board

G1 List the typical tuition, required fees, and room and board for a full-time undergraduate student for the FULL 2016-2017 academic year (30 semester or 45 quarter hours for institutions that derive annual costs from a full academic year refers to the period of time generally extending from September to June; usually equated to two semesters or trimesters, three quarters, or the period covered by a four-one-four plan). Required fees include only charges that all full-time students must pay that are NOT included in tuition (e.g., registration, health, or activity fees.) Do NOT include any other charges.
First-Y

PRIVATE INSTITUTIONS Tuition:	31380	31380
-------------------------------	-------	-------

PUBLIC INSTITUTIONS Tuition: (in-district)		
--	--	--

In-state: (out-of-district)		
-----------------------------	--	--

Out-of-state:		
---------------	--	--

NONRESIDENT ALIENS Tuition:	31380	31380
-----------------------------	-------	-------

REQUIRED FEES:	180	180
----------------	-----	-----

ROOM AND BOARD: (on-campus)	9690	9690
-----------------------------	------	------

ROOM ONLY: (on-campus)	4450	4450
------------------------	------	------

BOARD ONLY: (on-campus meal plan)	5240	5240
-----------------------------------	------	------

Comprehensive tuition/room/board fee (if your college cannot provide separate tuition/room/board/fees):
Other:

G2

Number of credits per term a student can take for the stated full-time tuition	Minimum 12	Maximum 16
--	------------	------------

G3

Do tuition and fees vary by year of study (e.g., sophomore, junior, senior)? ☐ Yes ☒ No

G4

Do tuition and fees vary by undergraduate instructional program? ☐ Yes ☒ No

If yes, what percentage of full-time undergraduates pay more than the tuition and fees reported in G1? % 0

Provide the estimated expenses for a typical full-time undergraduate student.

G5

		Residents	Comm
Books and supplies:	920	920	920
Room only:	4450	1380	1380
Board only:	5240	1380	1380
Room and board total (if your college cannot provide separate room and board figures for commuters not living at home):			
Transportation:	320	770	770

Other expenses:

1320

1320

1320

Undergraduate per-credit-hour charges (tuition only):

G6

PRIVATE INSTITUTIONS:

PUBLIC INSTITUTIONS: (in-district)

In-state: (out-of-district)

MICHIGAN

Out-of-state:

MICHIGAN

NONRESIDENT ALIENS:

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Common Data Set H: Financial Aid (2015-2016)

[Instructions and Help](#) [Glossary of Terms](#)

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Aid Awarded to Enrolled Undergraduates

H1 Enter total dollar amounts **awarded** to enrolled full-time and less than full-time degree-seeking undergraduates (using the same cohort reported in CDS Question B1, "total degree-seeking" undergraduates). Enter final figures for the 2014-2015 academic year (see the next item below), use the 2014-2015 academic year's CDS Question B1 cohort.) Include aid awarded to international students (i.e., those who are not U.S. citizens or permanent residents) **based but that was used to meet need should be reported in the need-based aid column.** (For a suggested order of precedence in assigning categories of aid to cover need, see the entry for "r of the definitions section.)

Indicate the academic year for which data are reported for items H1, H2, H2A, and H6 below: ☒ 2015-2016 estimated or ☐ 2014-2015 final

Which needs-analysis methodology does your institution use in awarding institutional aid? ☒ Federal methodology (FM) ☐ Institutional methodology (IM) ☐ Both FM and IM

	Need-based \$ (Include non-need-based aid used to meet need.)	Non-need-based \$ (Exclude non-need-based aid used to meet need.)
Scholarships/Grants		
Federal	2739966	335553
State (i.e., all states, not only the state in which your institution is located)	1932725	0
Institutional: Endowed scholarships, annual gifts and tuition funded grants, awarded by the college, excluding athletic aid and tuition waivers (which are reported below).	23762827	8953325
Scholarships/grants from external sources (e.g., Kiwanis, National Merit) not awarded by the college	123579	935624
Total Scholarships/Grants	28559097	1022402
Self-Help		
Student Loans from all sources (excluding parent loans)	7285053	8440556
Federal Work Study	306194	0
State and other (e.g., institutional) workstudy/ employment (Note: Excludes Federal Work-Study captured above.)	1400000	950000
Total Self-Help	8991247	9390556
Other		
Parent Loans	0	5058950
Tuition Waivers Note: Reporting is optional. Report tuition waivers in this row if you choose to report them. Do not report tuition waivers elsewhere.	1516445	792884
Athletic Awards	n/a	n/a

Number of Enrolled Students Awarded Aid

H2 List the number of degree-seeking full-time and less-than-full-time undergraduates who applied for and were awarded financial aid from any source. **Aid that is non-need-based but that was used to report need should reflect the cohort awarded the dollars reported in H1.**

Note: In the chart below, students may be counted in more than one row, and full-time freshmen should also be counted as full-time undergraduates.

	First-time	Full-time
	Freshmen	
a) Number of degree-seeking undergraduate students (CDS Item B1 if reporting on Fall 2015 cohort)	777	3,240
b) Number of students in line a who applied for need-based financial aid	645	2,263
c) Number of students in line b who were determined to have financial need	494	1,857
d) Number of students in line c who were awarded any financial aid	493	1,852
e) Number of students in line d who were awarded any need-based scholarship or grant aid	430	1,643
f) Number of students in line d who were awarded any need-based self-help aid	380	1,520
g) Number of students in line d who were awarded any non-need-based scholarship or grant aid	398	1,351
h) Number of students in line d whose need was fully met (exclude PLUS loans, unsubsidized loans and private alternative loans.)	137	449

i) On average, the percentage of need that was met of students who were awarded any need-based aid. Exclude any aid that was awarded in excess of need as well as any resources that were awarded to replace EFC (<u>PLUS loans, unsubsidized loans and private alternative loans</u>)	80	% 80	% 2
j) The average financial aid package of those in line d . Exclude any resources that were awarded to replace EFC (<u>PLUS loans, unsubsidized loans and private alternative loans</u> .)		25150	24744
k) Average need-based scholarship and grant aid of those in line e		19996	18680
l) Average need-based self-help award (<u>excluding PLUS loans, unsubsidized loans and private alternative loans</u>) of those in line f		5154	6064
m) Average need-based loan (<u>excluding PLUS loans, unsubsidized loans and private alternative loans</u>) of those in line f who were awarded a need-based loan		4039	5050

H2A Number of Enrolled Students Awarded Non-need-based Scholarships and Grants: List the number of degree-seeking full-time and less-than-full-time undergraduates who had no financial need an based scholarship or grant aid. Numbers should reflect the cohort awarded the dollars reported in H1. Note: In the chart below, students may be counted in more than one row, and full-time freshmen s

		First-time Full-time Freshmen	
n) Number of students in line a who had no financial need and who were awarded institutional non-need-based scholarship or grant aid (exclude those who were awarded athletic awards and tuition benefits)	216	893	6
o) Average dollar amount of institutional non-need-based scholarship or grant aid awarded to students in line n	8,159	8,160	3,292
p) Number of students in line a who were awarded an institutional non-need-based athletic grant or scholarship	0	0	0
q) Average dollar amount of institutional non-need-based athletic grants and scholarships awarded to students in line p	0	0	0

H3 Incorporated into H1 above.

Note: These are the graduates and loan types to include and exclude in order to fill out CDS H4 and H5 .

Include: * 2015 undergraduate class: all students who started at your institution as first-time students and received a bachelor's degree between July 1, 2014 and June 30, 2015. * only loans made to st signed loans.

Exclude: * students who transferred in. * money borrowed at other institutions. * parent loans * students who did not graduate or who graduated with another degree or certificate (but no bachelor's deg

H4

Provide the number of students in the 2015 undergraduate class who started at your institution as first-time students and received a bachelor's degree between July 1, 2014 and June 30, 2015. Exclude students who transferred into your institution. **# 660**

H5 Number and percent of students in class (defined in H4 above) borrowing from federal, non-federal, and any loan sources, and the average (or mean) amount borrowed.

		Number in the class (defined in H4 above) who borrowed	Perc clas ab bc (ne
a) Any loan program: Federal Perkins, Federal Stafford Subsidized and Unsubsidized, institutional, state, private loans that your institution is aware of, etc. Include both Federal Direct Student Loans and Federal Family Education Loans.	422	64%	32188
b) Federal loan programs: Federal Perkins, Federal Stafford Subsidized and Unsubsidized. Include both Federal Direct Student Loans and Federal Family Education Loans.	419	63%	25194
c) Institutional loan programs.	0	0%	0
d) State loan programs.	0	0%	0
e) Private alternative loans made by a bank or lender.	88	13%	34396

Aid to Undergraduate Degree-seeking Nonresident Aliens

Note: Report numbers and dollar amounts for the same academic year checked in item H1.

H6 Indicate your institution's policy regarding institutional scholarship and grant aid for undergraduate degree-seeking nonresident aliens:

- ☒ Institutional need-based scholarship or grant aid is available
☒ Institutional non-need-based scholarship or grant aid is available
☐ Institutional scholarship or grant aid is not available

If institutional financial aid is available for undergraduate degree-seeking nonresident aliens, provide the number of undergraduate degree-seeking nonresident aliens who were awarded need-based or non-need-based aid: **67**

Average dollar amount of institutional financial aid awarded to undergraduate degree-seeking nonresident aliens: **14115**

Total dollar amount of institutional financial aid awarded to undergraduate degree-seeking nonresident aliens: **945680**

H7 Check off all financial aid forms nonresident alien first-year financial aid applicants must submit:

- ☒ Institution's own financial aid form
☐ CSS/Financial Aid PROFILE
☐ International Student's Financial Aid Application
☐ International Student's Certification of Finances
☐ Other (please specify)

If you selected Other please specify:

Process for First-Year/Freshman Students

H8 Check off all financial aid forms domestic first-year (freshman) financial aid applicants must submit:

- ☒ FAFSA
- ☒ Institution's own financial aid form
- ☐ CSS/Financial Aid PROFILE
- ☐ State aid form
- ☐ Noncustodial PROFILE
- ☐ Business/Farm Supplement
- ☐ Other (please specify)

If you selected Other please specify:

H9 Indicate filing dates for first-year (freshman) students:

Priority date for filing required financial aid forms: 03/01

Deadline for filing required financial aid forms:

- ☒ No deadline for filing required forms (applications processed on a rolling basis):

H10 Indicate notification dates for first-year (freshman) students: (answer a or b)

a.) Students notified on or about (date):

b.) Students notified on a rolling basis: ☒ Yes ☐ No

If yes, starting date: 3/15

H11 Indicate reply dates:

Students must reply by (date):

or within weeks of notification.

Types of Aid Available

Please check off all types of aid available to undergraduates at your institution:

H12 Loans

FEDERAL DIRECT STUDENT LOAN PROGRAM (DIRECT LOAN)

- ☒ Direct Subsidized Stafford Loans
- ☒ Direct Unsubsidized Stafford Loans
- ☒ Direct PLUS loans
- ☒ Federal Perkins Loans
- ☐ Federal Nursing Loans
- ☐ State Loans
- ☐ College/university loans from institutional funds
- ☐ Other (please specify)

If you selected Other please specify:

H13 Scholarships and Grants

Need-based:

- ☒ Federal Pell
- ☒ SEOG
- ☒ State scholarships/grants
- ☒ Private scholarships
- ☒ College/university scholarship or grant aid from institutional funds
- ☐ United Negro College Fund
- ☐ Federal Nursing Scholarships
- ☐ Other (please specify)

If you selected Other please specify:

H14 Check off criteria used in awarding institutional aid. Check all that apply.

	Non-need
Academics	<input checked="" type="checkbox"/>
Alumni affiliation	<input type="checkbox"/>
Art	<input checked="" type="checkbox"/>

Athletics	<input type="checkbox"/>
Job skills	<input type="checkbox"/>
ROTC	
	Non-need
Leadership	<input type="checkbox"/>
Minority status	<input checked="" type="checkbox"/>
Music/drama	<input checked="" type="checkbox"/>
Religious affiliation	<input checked="" type="checkbox"/>
State/district residency	<input type="checkbox"/>

H15 If your institution has recently implemented any major financial aid policy, program, or initiative to make your institution more affordable to incoming students such as replacing loans with grants please provide details below:

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Name:

Title:

Phone:

Email:

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Common Data Set I: Instructional Faculty And Class Size (2015-2016)

[Instructions and Help](#) [Glossary of Terms](#)

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Instructional Faculty

Please report number of instructional faculty members in each category for Fall 2015. Include faculty who are on your institution's payroll on the census date your institution uses for IPEDS/A.

I-1 The following definition of full-time instructional faculty is used by the American Association of University Professors (AAUP) in its annual Faculty Compensation Survey (the part time definitions are not members of the instructional-research staff whose major regular assignment is instruction, including those with released time for research. Use the chart below to determine inclusions and exclusions:

	Full-t
(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 predoctoral fellows	Excl
(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	Excl
(c) other administrators/staff who teach one or more non-clinical credit courses even though they do not have faculty status	Excl
(d) undergraduate or graduate students who assist in the instruction of courses, but have titles such as teaching assistant, teaching fellow, and the like	Excl
(e) faculty on sabbatical or leave with pay	Incl
(f) faculty on leave without pay	Excl
(g) replacement faculty for faculty on sabbatical leave or leave with pay	Excl

Full-time instructional faculty: 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 to four semesters, or one to one year, 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, non-Hispanic; American Indian or Alaskan native; Asian, Native Hawaiian or other Pacific Islander; or Hispanic.

Doctorate: includes such degrees as Doctor of Philosophy, Doctor of Education, Doctor of Juridical Science, and Doctor of Public Health in any field such as arts, sciences, education, engineering, business, law, medicine, nursing, pharmacy, or social work. Excludes 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 or DPOD), and law (JD).

Terminal degree: the highest degree in a field: example, M. Arch (architecture) and MFA (master of fine arts).

Full time

a.) Total number of instructional faculty	244	139	383
b.) Total number who are members of minority groups	39	139	178
c.) Total number who are women	115	78	193
d.) Total number who are men	129	61	190
e.) Total number who are non-resident aliens (international)	5	0	5
f.) Total number with doctorate, or other terminal degree			
g.) Total number whose highest degree is a master's but not a terminal master's			
h.) Total number whose highest degree is a bachelor's			
i.) Total number whose highest degree is unknown or other (Note: Items f, g, h, and i must sum up to item a.)	0		
j.) Total number in stand-alone graduate/ professional programs in which faculty teach virtually only graduate-level students	0		

Student to Faculty Ratio

I-2 Report the Fall 2015 ratio of full-time equivalent students (full-time plus 1/3 part time) to full-time equivalent instructional faculty (full time plus 1/3 part time). In the ratio calculations, exclude both faculty programs such as medicine, law, veterinary, dentistry, social work, business, or public health in which faculty teach virtually only graduate level students. Do not count undergraduate or graduate students in these programs.

Fall 2015 Student to Faculty ratio: 11 to 1 based on 3,268 students and 290 faculty

Undergraduate Class Size

I-3 In the table below, please use the following definitions to report information about the size of classes and class sections offered in the Fall 2015 term.

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. 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, 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. Do not duplicate because of course catalog cross-listings.

Class Subsections: A class subsection includes any subsection of a course, such as laboratory, recitation, and discussion subsections that are supplementary in nature and are scheduled to meet separate sessions are defined as any subsections of courses in which degree-seeking undergraduate students enrolled for credit. As above, exclude noncredit classes and individual instruction such as discussion sections. Each class subsection should be counted only once and should not be duplicated because of course catalog cross-listings.

Using the above definitions, please report for each of the following class-size intervals the number of class sections and class subsections offered in Fall 2015. For example, a lecture class with 800 students should be counted once in the "100+" column in the class section column and 40 times under the "20-29" column of the class subsections table.

Number of Class Sections with Undergraduates Enrolled.
Undergraduate Class Size (provide numbers)

					2-9	10-19	20-29	30-39	40-49	50-59
Class Sections	157	252	239	63	29	15	0	755		
Class Sub-Sections	27	56	46	3	2	4	3	141		

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I certify that the data contained in this form are accurate, correct, and up-to-date.

Name:

Title:

Phone:

Email:

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Common Data Set J: Degrees Conferred (2015-2016)

[Instructions and Help](#) [Glossary of Terms](#)

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Degrees conferred between July 1, 2014 and June 30, 2015

For each of the following discipline areas, provide the percentage of diplomas/certificates, associate, and Bachelor's degrees awarded. To determine the percentage, use majors, not headcount (e.g. student represented twice). Calculate the percentage from your institution's IPEDS Completions by using the sum of 1st and 2nd majors for each CIP code as the numerator and the sum of the Grand Total by 1: denominator. If you prefer, you can compute the percentages using 1st majors only.

Category	Diploma/ Certificates			Associate
Agriculture	%	%	%	1
Natural resources and conservation	%	%	%	3
Architecture	%	%	%	4
Area, ethnic, and gender studies	%	% 1.16	%	5
Communications/journalism	%	% 6.61	%	9
Communication technologies	%	%	%	10
Computer and information sciences	%	% 1.04	%	11
Personal and culinary services	%	%	%	12
Education	%	% 11.95	%	13
Engineering	%	% 5.34	%	14
Engineering technologies	%	%	%	15
Foreign languages, literatures, and linguistics	%	% 4.99	%	16
Family and consumer sciences	%	%	%	19
Law/legal studies	%	%	%	22
English	%	% 3.02	%	23
Liberal arts/general studies	%	%	%	24
Library science	%	%	%	25
Biological/life sciences	%	% 7.54	%	26
Mathematics and statistics	%	% .46	%	27
Military science and military technologies	%	%	%	29
Interdisciplinary studies	%	% 4.18	%	30
Parks and recreation	%	% 3.94	%	31
Philosophy and religious studies	%	% 2.44	%	38
Theology and religious vocations	%	%	%	39
Physical sciences	%	% 5.22	%	40
Science technologies	%	%	%	41
Psychology	%	% 8.93	%	42
Homeland Security, law enforcement, firefighting, and protective services	%	%	%	43
Public administration and social services	%	% 3.83	%	44
Social sciences	%	% 6.96	%	45
Construction trades	%	%	%	46
Mechanic and repair technologies	%	%	%	47

Precision production	%	%	%	48
Transportation and materials moving	%	%	%	49
Visual and performing arts	%	% 3.71	%	50
Health professions and related programs	%	% 5.45	%	51
Business/marketing	%	% 11.83	%	52
History	%	% 1.39	%	54
Other	%	%	%	
Totals (should = 100%)	<input type="text" value="0"/>	% <input type="text" value="0"/>	% <input type="text" value="99.98999999"/>	%

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Title:

Phone:

Email:

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Review Data Set Form A: Additional General Information & School Spirit (2015-2016)

[Instructions and Help](#)

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General Information

Year school was founded:

1862

Environment:

- ☐ Metropolis (In a major city, pop. 300,000 or more, or within its metropolitan area)
- ☐ City (In a small/medium city, pop. 75,000 - 299,999, or within its metropolitan area)
- ☒ Town (In a large town, pop. 25,000-74,999, or near a large town)
- ☐ Village (In a small town, pop. 5,000-24,999, or near a small town)
- ☐ Rural (In or near a rural community, pop. under 5,000)

Campus size: (number of acres)

120

ACT code:

2012

CEEB code:

1301

IPEDS Code:

Religious Affiliation:

Reformed Church

If you selected Other please specify:

Number of foreign countries represented by your student population (Degree Seeking Undergraduates):

35

Indicate which foreign countries are represented by your student population (Degree Seeking Undergraduates)(select all that apply):

- ☐ Abu Dhabi
- ☐ Afghanistan
- ☐ Albania
- ☐ Algeria
- ☐ Angola
- ☐ Anguilla
- ☐ Antigua
- ☐ Argentina
- ☐ Armenia
- ☐ Aruba
- ☒ Australia
- ☐ Austria
- ☐ Azerbaijan
- ☐ Bahamas
- ☐ Bahrain
- ☐ Bangladesh
- ☒ Barbados
- ☐ Belarus
- ☐ Belgium
- ☐ Belize
- ☐ Benin
- ☐ Bermuda
- ☐ Bhutan
- ☐ Bolivia
- ☐ Borneo
- ☐ Bosnia and Herzegovina
- ☐ Botswana
- ☒ Brazil
- ☐ British Virgin Islands
- ☒ Bulgaria
- ☒ Burkina Faso
- ☒ Burundi
- ☐ Cambodia
- ☐ Cameroon
- ☒ Canada
- ☐ Central African Republic
- ☐ Chad
- ☐ Chile
- ☒ China
- ☐ Colombia
- ☐ Congo
- ☐ Cook Islands
- ☐ Costa Rica
- Crete

- ☐
- ☐ Croatia
- ☒ Cuba
- ☐ Cyprus
- ☒ Czech Republic
- ☐ Denmark
- ☐ Djibouti
- ☐ Dominica
- ☒ Dominican Republic
- ☐ East Timor
- ☐ Ecuador
- ☐ Egypt
- ☒ El Salvador
- ☐ England
- ☐ Equatorial Guinea
- ☐ Eritrea
- ☐ Estonia
- ☒ Ethiopia
- ☐ Fiji
- ☐ Finland
- ☒ France
- ☐ French Guiana
- ☐ French Polynesia
- ☐ French West Indies
- ☐ Gabon
- ☐ Gambia
- ☐ Georgia
- ☒ Germany
- ☒ Ghana
- ☐ Greece
- ☐ Greenland
- ☐ Grenada
- ☐ Guadeloupe
- ☐ Guatemala
- ☐ Guernsey
- ☐ Guinea
- ☐ Guyana
- ☐ Haiti
- ☒ Honduras
- ☒ Hong Kong
- ☐ Hungary
- ☐ Iceland
- ☐ India
- ☐ Indonesia
- ☐ Iran
- ☐ Iraq
- ☐ Ireland
- ☐ Israel
- ☐ Italy
- ☐ Ivory Coast
- ☐ Jamaica
- ☒ Japan
- ☒ Jordan
- ☐ Kazakhstan
- ☒ Kenya
- ☐ Kuwait
- ☐ Kyrgyzstan
- ☐ Laos
- ☐ Latvia
- ☐ Lebanon
- ☐ Lesotho
- ☒ Liberia
- ☐ Libya
- ☐ Liechtenstein
- ☐ Lithuania
- ☐ Luxembourg
- ☐ Macau
- ☐ Macedonia
- ☐ Madagascar
- ☐ Malagasy
- ☐ Malawi
- ☐ Malaysia
- ☐ Mali
- ☐ Malta
- ☐ Mauritania
- ☐ Mauritius
- ☐ Mayotte

- ☒ Mexico
- ☐ Micronesia
- ☐ Moldova
- ☐ Monaco
- ☐ Mongolia
- ☐ Montenegro
- ☐ Montserrat
- ☐ Morocco
- ☐ Mozambique
- ☐ Myanmar
- ☐ Namibia
- ☐ Nauru
- ☐ Nepal
- ☐ Netherlands Antilles
- ☐ Netherlands
- ☐ New Caledonia
- ☐ New Guinea
- ☐ New Zealand
- ☐ Nicaragua
- ☐ Niger
- ☒ Nigeria
- ☐ North Korea
- ☐ Northern Ireland
- ☐ Northern Mariana Islands
- ☐ Norway
- ☐ Oman
- ☒ Other Not Listed
- ☐ Pakistan
- ☐ Palau
- ☐ Palestine
- ☐ Panama
- ☐ Paraguay
- ☐ Peru
- ☒ Philippines
- ☐ Poland
- ☐ Portugal
- ☐ Qatar
- ☐ Reunion
- ☐ Romania
- ☐ Russia
- ☒ Rwanda
- ☐ Saint Lucia
- ☐ Samoa
- ☐ Sao Tome and Principe
- ☒ Saudi Arabia
- ☐ Scotland
- ☐ Senegal
- ☐ Serbia
- ☐ Sierra Leone
- ☐ Singapore
- ☐ Slovakia
- ☐ Slovenia
- ☐ Somalia
- ☐ South Africa
- ☒ South Korea
- ☒ Spain
- ☒ Sri Lanka
- ☐ St Croix
- ☐ Sudan
- ☐ Suriname
- ☐ Swaziland
- ☒ Sweden
- ☐ Switzerland
- ☐ Syria
- ☐ Tahiti
- ☐ Taiwan
- ☐ Tajikistan
- ☐ Tanzania
- ☒ Thailand
- ☐ Togo
- ☐ Trinidad and Tobago
- ☐ Tunisia
- ☒ Turkey
- ☐ Turkmenistan
- ☒ Uganda
- ☐ Ukraine
- ☐ United Arab Emirates

- ☒ United Kingdom
- ☒ United States
- ☐ Uruguay
- ☐ Uzbekistan
- ☐ Vatican City
- ☐ Venezuela
- ☒ Vietnam
- ☐ Wales
- ☐ Yemen
- ☐ Yugoslavia
- ☐ Zaire
- ☐ Zambia
- ☐ Zimbabwe

Enrollment by country: Please provide the top 10 foreign countries as represented by your undergraduate student population and the total number of degree-seeking-undergraduates from each country.

	Country
1)	China
2)	Japan
3)	South Korea
4)	Mexico
5)	Hong Kong
6)	Vietnam
7)	Rwanda
8)	Ghana
9)	Honduras
10)	Uganda

School Spirit

Preferred School Nickname (Shortened version of your school's name we will use to refer to you throughout Review.com): **Hope**

Preferred School Abbreviation:
(e.g., Pennsylvania State University is PSU):

Additional Popular Nicknames (when students do a name search for your school, these nicknames will work as well as the two above):

- Flying Dutchmen
- Flying Dutch

Prominent Alumni: Please list up to seven, and identify the person's accomplishments:

Name
Robert H. Schuller
Rob Malda
Sufjan Stevens
Terri Lynn Land
Annette Ziegler
Max DePree
Peter Hoekstra

Please check whether your institution falls into any of the categories below regarding the enrollment of populations with significant percentages of minority students:

- ☐ Alaska Native-Serving Institutions
- ☐ American Indian Tribally Controlled Colleges and Universities
- ☐ Asian American and Native American Pacific Islander-Serving Institutions (AANAPISIs)
- ☐ High Hispanic Enrollment
- ☐ Hispanic-Serving Institutions (HSIs)
- ☐ Historically Black Colleges and Universities (HBCUs)
- ☐ Minority Institutions
- ☐ Native American-Serving, Nontribal Institutions

- ☐ Native Hawaiian-Serving Institutions
☐ Predominantly Black Institutions (PBIs)

Additional comments:

Indicate if your school is accredited by any of the following organizations:

- ☐ Middle States Association of Colleges and Schools - MSA
☐ Northwest Commission on Colleges and Universities - NWCCU
☒ The Higher Learning Commission (formerly NCA)
☐ New England Association of Schools and Colleges/Inc. / Commission of Institutions of Higher Education - NEASC-CIHE
☐ Southern Association of College and Schools / Commission on Colleges - SACS-CC
☐ Western Association of Schools and Colleges / Accrediting Commission for Senior Colleges and Universities - WASC-Sr.

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Email:

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Review Data Set Form B: Freshman Admissions (2015-2016)

[Instructions and Help](#)

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Freshman Admissions

Name of the Dean of Admissions: **William Vanderbilt**

Dean of Admissions phone number: **616-395-7850**

Dean of Admissions email address: **admissions@hope.edu**

Provide a URL to a page on your website for the Admissions Office: **www.hope.edu/admissions**

Provide contact person in your Admissions Office for general inquiries:
Name:

Email: **admissions@hope.edu**

Phone: **800-968-7850**

URL to web form or page: **www.hope.edu**

Provide a URL to a page on your website to a discussion board about your school:

List special programs or policies for applicants who are not normally admissible due to academic deficiencies and/or economic disadvantages:

☐ HEOP
☐ EOP
☒ Conditional admission

Other: (specify)

Percent of freshmen that came from public schools: **88** %

Choose option offered for CEEB Advanced Placement tests: ☒ Credit only ☐ Placement only ☐ Credit and / or placement ☐ Neither

How many applications do you receive each year from military personnel (including Active, Reserves, veterans)?

Of these, how many are admitted?

Do you want to receive mailed applications at your admissions office? ☒ Yes ☐ No

If no, please enter the address where you want to receive mailed applications for applicants:

Building/Office Name

Mailing Address

City/State/Zip

Country

Do you want to receive mailed transcripts at your admissions office? ☒ Yes ☐ No

If no, please enter the address where you want to receive mailed transcripts for applicants:

Building/Office Name

Mailing Address

City/State/Zip

Country

United States

If applicable, please select the SAT II Subject Test(s) you require applicants to submit scores for:

- ☐ Math Level IC
☐ Math Level IIC
☐ Biology E/M
☐ Chemistry
☐ Chinese with Listening
☐ ELPT TM
☐ French Test
☐ French Test with Listening
☐ German Test
☐ German Test with Listening
☐ Italian
☐ Japanese with Listening
☐ Korean with Listening
☐ Latin
☐ Literature
☐ Modern Hebrew
☐ Physics
☐ Spanish Test
☐ Spanish Test with Listening

- ☐ United States (U.S.) History
- ☐ World History

Standardized Testing

Which option below best describes your institutions current standardized testing policy?

- ☐ Requires applicants to submit either the SAT or ACT
- ☐ Test Flexible
- ☐ Test Optional
- ☐ Not collecting test scores (does not accept scores for any purpose)

For which entering class will you no longer accept the current SAT for any admissions purpose (whether required or optional)?

- ☐ Entering Fall 2017
- ☐ Entering Fall 2018
- ☐ Entering Fall 2019
- ☐ Entering Fall 2020
- ☐ Will accept the current SAT indefinitely
- ☐ Have not decided

Superscore is defined as using the highest subscore for each section across all sittings to generate a new composite score.

ACT: Math, Science, Reading, and English

SAT: Math, Critical Reading, and Writing

What is your current policy for ACT scores considered in admissions decisions?

- ☐ Consider composite scores from all exams the applicant sat
- ☐ Consider only the highest composite score from a single sitting
- ☐ Superscore across all sittings

What is your current policy for SAT scores considered in admissions decisions?

- ☐ Consider composite scores from all exams the applicant sat
- ☐ Consider only the highest composite score from a single sitting
- ☐ Superscore across all sittings

Early Action

For the Fall 2015 entering class:

Number of early action applications received by your institution:

Number of applicants admitted under early action plan:

International Students

Beyond your basic application, what do you require of international applicants?

- ☒ English proficiency exam (TOEFL, IELTS)
- ☒ Statement of Financial Support
- ☐ English translation of transcript
- ☐ Proof of VISA status
- ☐ Other (please specify)

If you selected Other please specify:

Which exams meet your English proficiency requirement?

- ☐ TOEFL
- ☐ IELTS
- ☐ TOEIC
- ☐ Cambridge Exam
- ☐ Other (please specify)

If you selected other, please specify:

Do you require the TOEFL of undergraduate international applicants whose native language is not English?

- ☒ Yes ☐ No

If yes, what is the minimum TOEFL score required?

Paper-based TOEFL:

Internet-based TOEFL:

80

Overlap Schools

Please tell us about the other schools your applicants also apply to. First, select the schools with which your applicant pool has the the greatest overlap by highlighting one or more schools in the "All School

Apply" list, select the schools that your applicants, often, sometimes and rarely prefer.

Your Applicants Also Apply To

Abilene Christian University - 1023808
Academy of Art University - 1023690
Acadia University - 1022323
Adams State College - 1023511
Adelphi University - 1024126
Adrian College - 1023282
Agnes Scott College - 1022900
Alabama A&M University - 1023006
Alabama State University - 1023005
Alaska Bible College - 1022353
Alaska Pacific University - 1023758
Albany College of Pharmacy - 1024127
Albany State University - 1023010
Alberta College of Art + Design - 1037423
Albertson College of Idaho - 1023646
Albertus Magnus College - 1024128
Albion College - 1023181
Albright College - 1024129
Alcorn State University - 1023012
Alderson-Broaddus College - 1023013
Alfred University - 1024130
Alice Lloyd College - 1023011
Allegheny College - 1024131
Allen College - 1023979
Allen University - 1022451
Allentown Business School - 1026984
Allentown College of St. Francis de Sales - 1
Alliant International University - 1062161
Alma College - 1022997
Alvernia College - 1024133
Alverno College - 1023279
American Academy for Dramatic Arts - East
American Academy for Dramatic Arts-West -
American Christian College and Seminary - 1
American College of Dublin - 1037492
American College of Prehospital Medicine - 1
American Conservatory of Music - 1037461
American Indian College of the Assemblies o
American InterContinental University - 10225
American InterContinental University - 10359

All Schools

Also Apply

Add
Remove

Electronic Application

Do you accept applications prepared using software from third-party vendors? ☒ Yes ☐ No

If yes, from whom? The Common Application

Total applications received from third party vendors last year:

Do you have your application available on your web site? ☐ Yes ☒ No

If yes, please provide the URL for the online application: NA

If yes, number of students who used the application on your web site: NA

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Name:

Title:

Phone:

Email:

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Review Data Set Form C:Academic Offerings and Policies (2015-2016)

[Instructions and Help](#)

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Academic Offerings and Policies

Percent of all faculty teaching undergraduates (include full-time faculty, adjunct faculty, visiting faculty, etc.): **100** %

Percent of classes taught by teaching assistants: **0** %

Please describe any outstanding honor programs you offer:

Please describe any special requirements for admission to these honors programs:

Indicate combined-degree programs offered:

- ☐ BA/MD
- ☐ BA/JD
- ☐ BA/MA
- ☐ BA/DDS
- ☐ BA/MEng

Specify Engineering Program:

Other combined - degree programs:

Of the class graduating two years ago what percentage of traditional-students:

Pursue further study within one year of graduating: **24.1** %

Pursue graduate study in arts and sciences programs within one year of graduating: **17.4** %

Pursue graduate study in education programs within one year of graduating: **3.3** %

Pursue graduate study in business programs within one year of graduating: **6.3** %

Pursue graduate study in law school within one year of graduating: **2.4** %

Pursue graduate study in medical school within one year of graduating: **4.8** %

NOTE traditional students: A student entering your undergraduate college as a first-time, first-year freshman within one year of graduating from high school.

Non-traditional students:

NOTE Non-traditional students: A student entering your undergraduate college not as a first-time, first-year freshman, or after more than one year of graduating from high school.

Does your school offer special academic programs for non-traditional students seeking to return to school for a degree? ☐ Yes ☒ No

If yes, please describe the program(s) you offer:

If yes, please provide the URL to a page on your website where programs for non-traditional students are described:

Does your school offer academic credit for life- or work-experience? ☐ Yes ☒ No

If yes, please describe:

Online program offerings:

Whom should prospective students contact about your online degree program(s)?

Name: **NA**

Phone:

Email:

URL:

Do you offer undergraduate online degree programs? ☐ Yes ☒ No

If so, please describe

Do you offer online courses? ☒ Yes ☐ No

If so, please describe

Online courses offered during the summer

Do you offer massive open online courses (MOOCs) or similar open online courses?

☐ Yes ☒ No

Please provide a URL that details these offerings

Please provide further detail

If no, is your institution considering offering such courses?

☐ Yes ☒ No ☐ Unknown

Does your institution offer both online and on-campus degree programs?

☐ Yes ☒ No

Is your institution accredited?

☐ Yes ☒ No

If so, by what body?

Do your online programs follow the same semester calendar as your on-campus programs?

☐ Yes ☒ No

If not, what schedule do they follow?

Can your online degree program be completed entirely online?

☐ Yes ☒ No

If not, please specify terms for completion:

Can students transfer from online to on-campus programs?

☐ Yes ☒ No

Can students transfer from on-campus to online programs?

☐ Yes ☒ No

Does the physical diploma indicate whether the degree was awarded by an online or on-campus program?

☐ Yes ☒ No

Check remedial services offered:

- ☐ Math
- ☐ Reading
- ☐ Study skills
- ☐ Writing

Do you offer non-remedial tutoring services?

☒ Yes ☐ No

Do you offer academic counseling services?

☒ Yes ☐ No

Check special programs offered for physically disabled students:

- ☒ Note-taking services
- ☒ Reader services
- ☒ Tape recorders
- ☒ Tutors

Percent of campus that is accessible to physically disabled students:

95 %

K&W Guide to Colleges Data Set

Below is our full survey for our project: The K&W Guide to Colleges for Students with Learning Differences. Please fill in the sur

K&W Form A: General Contact Information

Student Disability Services

Name of Program for Disability Services

Director

Phone

Fax

Email

WWW Home Page Address

Street Address

Street Address, co.

Street Address, co.

City

State

Zip

Country:

Phone

Fax

Email

Program/Services for Special Need Students

Name of Program/Services for Special Needs Students

Academic Support for Students with Disabilities

Type of Program

- ☐ For LD Only
☐ For LD/ADHD Only
☐ For all students with disabilities

Phone

6163957830

Fax

6163957617

Email

WWW Home Page Address:

Street Address

PO Box 90000

Street Address, co.

Street Address, co.

City

Holland

State

MI

Zip

49422-9000

Country:

United States

Phone

Fax

Email

Learning Center for All Enrolled Students

Name of Learning Center

Academic Success Center

Phone

6163957830

Fax

6163957617

Email

Street Address

Street Address, co.

Street Address, co.

City

State

Zip

Country:

K&W Form B: Learning Disability Admissions Information

Admissions Procedures

Please provide a brief statement describing the philosophy and goals of your program or services:

accommodations and support based on documentation of a disability that will assist the student in being academically successful at the college level.

Does the general admissions process differ for students with LD/ADHD who self disclose?

☐ Yes ☒ No ☐ Not Applicable

If yes, please describe the admissions process for students with learning differences:

Please describe any alternative admission options (i.e. special admit, probationary admit, summer admit):

Is this alternative option available for all applicants to the college? ☐ Yes ☒ No ☐ Not Applicable

If no, please explain:

Admissions Requirements for Students with Learning Differences

What is the minimum high school Grade Point Average accepted? (on a 4.0 scale)

What high school courses are required for admission?

With appropriate documentation, may applicants substitute required entrance courses such as foreign language with other college preparatory courses? ☐ Yes ☒ No ☐ Not Applicable

Please comment:

Is a pre-admission interview required for the LD Program/Services? ☐ Yes ☒ No ☐ Not Applicable

Is a pre-admission interview recommended for the LD Program/Services? ☒ Yes ☐ No ☐ Not Applicable

Is an essay recommended or required for the LD Program/Services? ☐ Recommended ☐ Required ☒ Not Applicable

What documentation is **recommended** for students with Autism Syndrome Disorder (ASD)? (Please be specific) **Psycho-educational evaluation used to diagnose the disorder and determine academic accommodations**

What documentation is **required** for Autism Syndrome Disorder (ASD)? **Psycho-educational evaluation used to diagnose the disorder and determine academic accommodations**

What documentation/diagnostic testing is required for LD? (Please be specific) **Psycho-educational evaluation used to diagnose the disorder and determine academic accommodations**

What documentation is required for ADHD? **Psycho-educational evaluation used to diagnose the disorder and determine academic accommodations**

Where should this documentation be sent? ☐ Admissions ☒ Support Program/Services ☐ Both

Does your college accept high school courses taken in the Special Education Department? ☐ Yes ☒ No ☐ Not Applicable

Do you encourage students to self-disclose a disability in a personal statement during the admissions process? ☐ Yes ☒ No ☐ Not Applicable

Please comment:

Is there a separate application for the Program/Services? ☐ Yes ☒ No ☐ Not Applicable

If yes, name of program:

If yes, is it part of the admissions process? ☐ Yes ☒ No ☐ Not Applicable

If no, is there a separate application required after the student is admitted and has enrolled? ☐ Yes ☒ No ☐ Not Applicable

If there is a special LD program

How many applicants typically apply each year? Number:

OR range from:

To:

How many applicants are admitted? Number:

OR range from:

To:

Total number of students at your school with LD receiving services/accommodations? Number:

OR range from:

To:

Total number of students with ADHD receiving services/accommodations? Number:

OR range from:

To:

Additional Admissions Information

Who is responsible for making the admission decision for applicants who self-disclose LD/ADHD?

- ☐ Program Director
☒ Admissions
☐ Both
☐ Not Applicable

Please comment:

Are admitted students with LD required to attend a summer program or special orientation prior to freshman year?

- ☐ Yes ☒ No ☐ Not Applicable

Please comment:

Are admitted students with ADHD required to attend a summer program or special orientation prior to their freshman year?

- ☐ Yes ☒ No ☐ Not Applicable

Please comment:

Is there a separate program for students with Autism Spectrum Disorder (ASDS)?

- ☐ Yes ☒ No ☐ Not Applicable

If yes, what is the name of the program?

Are admitted students with Autism/Aspergers required to attend a summer program or special orientation prior to freshman year?

- ☐ Yes
☒ No

Please comment:

Entering Class Profile

Are standardized tests (ACT/SAT) required for admission?

- ☐ Yes ☐ No ☐ Not Applicable

Please list the standardized test score at mid 50% percentile range:

ACT Mid 50%

Is this different from the mid 50% for the LD/ADHD population?

- ☐ Yes ☐ No ☐ Not Applicable

SAT Reasoning Test Mid 50%

Is this different from the mid 50% for the LD/ADHD population?

- ☐ Yes ☐ No ☐ Not Applicable

SAT Subject Tests Mid 50%

Which subject tests are required?

K&W Form C: Accommodations and Services for LD/ADD/ASD Students

Services Provided

What services are available for all students (i.e. math lab, writing center)

Math Lab, Stats Lab, Writing Center,
individual tutoring

Calculators allowed in exams (if appropriate)

- ☒ Yes ☐ No ☐ Not Applicable

Dictionary allowed in exams (if appropriate)	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Applicable
Computer allowed in exams (if appropriate)	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Applicable
Spell checker allowed in exams (if appropriate)	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Applicable
Extended testing time? (if appropriate)	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Applicable
Scribes? (if appropriate)	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Applicable
Proctors? (if appropriate)	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Applicable
Oral Exams? (if appropriate)	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Applicable
Notetakers? (if appropriate)	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Applicable
Distraction-Reduced testing environments? (if appropriate)	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Applicable
Recording of lecture allowed	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Applicable
Audio books from Learning Ally	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Applicable
Audio books not from Learning Ally	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Applicable
Do you provide services/accommodations for students with ADHD?	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Applicable
Do you provide services/accommodations for students with LD?	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Applicable
Do you provide services/accommodations for students with Autistic Syndrome Disorder (ASD)	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Applicable
Reading technology	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> Not Applicable
Other Assistive Technology?	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> Not Applicable
Please describe:	

Staff Services

Are LD Specialists on staff?	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Applicable
Please enter either the number of LD Specialists:	2
Or enter a range. Minimum:	
Maximum:	
Type:	<input type="radio"/> For LD Only <input type="radio"/> For LD/ADHD Only <input checked="" type="radio"/> For all students with disabilities
Are other specialists available?	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> Not Applicable
Please comment:	
Is tutorial assistance available?	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Applicable
If yes,	<input type="radio"/> For LD Only <input checked="" type="radio"/> For all enrolled students
Is there a fee for Program/Services?	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> Not Applicable
If yes, how much?	
per:	▼
Is fee only for tutoring?	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Applicable
If yes, how much?	
per:	▼
Professional Tutors: Please enter either the number of professional tutors:	
Or enter a range. Minimum:	
Maximum:	
Peer Tutors?	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Applicable
Please enter either the number of peer tutors:	200
Or enter a range. Minimum:	

Maximum:

Maximum hours per week students may receive services:

3 hours

Unlimited?

☐ Yes ☐ No ☐ Not Applicable

Do you assist students in finding tutors?

☒ Yes ☐ No ☐ Not Applicable

Do you offer "coaching" for students with Aspergers or ADHD? i.e. life skills, special skills

☒ Yes ☐ No ☐ Not Applicable

If yes, please describe:

We have a peer coaching program and also staff coaches who assist students with academic coaching

Is there a fee for this service?

☐ Yes
☒ No

If yes, how much?

per:



Special Accommodations

Do you provide priority registration?

☒ Yes ☐ No ☐ Not Applicable

How are professors notified about the disabilities?

☒ Student
☐ Director
☐ Both
☐ Not Applicable

Can students with documented disabilities receive a waiver in courses required for graduation?

☐ Yes ☒ No ☐ Not Applicable

LD?

☐ Yes ☒ No ☐ Not Applicable

ADHD?

☐ Yes ☒ No ☐ Not Applicable

ASD?

☐ Yes ☒ No ☐ Not Applicable

Which courses? (i.e. Math, foreign language)

Can students with documented disabilities receive substitutions in courses required for graduation?

☒ Yes ☐ No ☐ Not Applicable

LD?

☒ Yes ☐ No ☐ Not Applicable

ADHD?

☒ Yes ☐ No ☐ Not Applicable

ASD?

☒ Yes ☐ No ☐ Not Applicable

Which courses? (i.e. Math, foreign language)

Foreign language

Is American Sign Language accepted as a foreign language?

☐ Yes ☒ No ☐ Not Applicable

Do you offer skills classes for LD?

☒ Yes ☐ No ☐ Not Applicable

For all students?

☒ Yes ☐ No ☐ Not Applicable

In what areas? (time management, test strategies, etc.)

time management, study strategies, test taking strategies

For college credit?

☐ Yes ☒ No ☐ Not Applicable

Other services offered for LD/ADHD/ASD?

Will you accommodate requests for single rooms in residence halls for students with appropriate documentation? (such as students with Aspergers)

☒ Yes ☐ No

Where should this request be sent:

☐ Disability Services
☒ Housing
☐ Both

Is there a specific name for the ASD program:

Are there graduate assistants or peer mentors for support?

Yes No

☐ ☒

Are there professionals for support?

☒ Yes ☐ No

Is there an extra fee associated with ASD specific services?

☐ Yes
☒ No

If there is a cost associated, what is the annual cost for these services for the 15-16 academic year? If there is not a standard fee, please provide the median annual cost.

How often do ASD students meet with the support person?

Please describe the different levels of services available for ASD students, if applicable.

Is there a vocational service specific for ASD students?

☐ Yes ☒ No

Are there social skills groups?

☒ Yes ☐ No

How often are they offered?

If there is a fee associated, what is it for programs offered in the 15-16 academic year?

Is there a single-room option for ASD students?

☐ Yes ☐ No

If there is an extra cost for this program above the standard cost of a single room, please provide that cost for the 15-16 academic year.

K&W Form D: Special Study Options

Special Study Options

Do you provide services and accommodations for graduate students with LD/ADHD/ASD? ☐ Yes ☒ No ☐ Not Applicable

Do you have a special summer program for high school students with LD/ADHD/ASD? ☐ Yes ☒ No ☐ Not Applicable

Do you have a special summer program for pre-college freshmen with LD/ADHD/ASD? ☐ Yes ☒ No ☐ Not Applicable

K&W: Blurbs

Please enter Blurbs below:

Introduction

Introduction/Philosophy of College regarding students with documented disabilities, documentation required, and resources available

Admissions

Admissions Criteria

Same as the general student body

Additional Info

Additional info: i.e. process for accessing services, skills classes, support groups, etc.

Disability Services are located in two different places at Hope College. Director of Disability Services through the Student Development Office and Academic Support Services through the Academic Success Center

Environment

Environment/Location of College

Small Liberal Arts College in small midwest community

PLEASE NOTE THE FOLLOWING:

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- 2) Once you have saved all of your forms, you will receive no further email reminders for the active data collection campaign.
- 3) Once saved, your data is published directly to our website, usually within 48 hours. No final "Submit" button or procedure is necessary.

I certify that the data contained in this form are accurate, correct, and up-to-date.

Name:

Title:

Phone:

Email:

If you have questions or would like to contact our Technical Support staff, you can e-mail them at surveysupport@review.com

Print Cancel

Review Data Set Form D: Majors (2015-2016)

[Instructions and Help](#)

*Please note that in order to save this form, you must fill in the four respondent information boxes at the bottom of the page (Name, Title, Phone #, Email). This must be done each time you save the form. Failure to do so may result in losing the information you have entered.

Major Series

We have updated a list of Majors for 2015-2016 to comply with the most recent Classification of Instructional Programs (CIP) from 2010. The CIP is divided into three levels: Series, Programs, and Major specific as possible, we have expanded our data collection to include all three levels. The CIP codes are used only for storage purposes, and only the names of the selected majors will appear on www

Please select all undergraduate majors offered at your institution by following this simple 3 step process:

STEP 1: Select the majors your institution offers from the "All Majors" list and click the "Add Majors" button that appears below the list. To remove a major, select the major from the "Your M

STEP 2: From among the list of majors you offer, select the three most popular majors by clicking on the major name and clicking the "Add Popular Major" button. To remove, click the "Remo

Or, select majors by series, using checkboxes, by clicking here

Please note: Be sure to save your changes periodically using the Save button at the bottom of this form. Please note switching between forms without saving your work might result in changes being los please use this browser.

Majors

All Majors:

Please select from the list below the majors that are offered by your school.

010000 - Agriculture, General.
010100 - Agricultural Business and Management.
010101 - Agricultural Business and Management, General.
010102 - Agribusiness/Agricultural Business Operations.
010103 - Agricultural Economics.
010104 - Farm/Farm and Ranch Management.
010105 - Agricultural/Farm Supplies Retailing and Wholesaling.
010106 - Agricultural Business Technology.
010199 - Agricultural Business and Management, Other.
010200 - Agricultural Mechanization.



Add Majors Remove Majors

Your Majors:

Please select from the list below the three majors with highest enrollment among bachelor degree recipients between July 1, 2014 and June 30, 2015. Only majors you selected above are listed.

030104 - Environmental Science.
050127 - Japanese Studies.
050207 - Women's Studies.
090101 - Speech Communication and Rhetoric.
099999 - Communication, Journalism, and Related Programs, Other.
110101 - Computer and Information Sciences, General.
131005 - Education/Teaching of Individuals with Emotional Disturbances.
131011 - Education/Teaching of Individuals with Specific Learning Disabilities.
131302 - Art Teacher Education.
131305 - English/Language Arts Teacher Education.



Add Popular Majors Remove Popular Majors

Most Popular Majors:

520101 - Business/Commerce, General.
090101 - Speech Communication and Rhetoric.
420101 - Psychology, General.



Provide a URL to a page on your website for your school's online course catalog:

http://hope.edu/admin/registrar/OffCamp-MJJ/Online_2012.html

Please provide enrollment figures of students with majors in the following discipline areas:

	Freshmen		Sophomores	
Biological/Life Sciences	9	20	47	74
Business/Marketing	0	8	30	74
Education	14	65	76	210
Engineering	4	13	32	51
Philosophy	0	1	6	14
Psychology	4	41	60	104

If there is anything non-standard or state-specific about your majors, please describe:

Hope students do not typically declare a major until their sophomore or junior year.

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I certify that the data contained in this form are accurate, correct, and up-to-date.

Name:

Title:

Phone:

Email:

If you have questions or would like to contact our Technical Support staff, you can e-mail them at surveysupport@review.com

Print Cancel

Review Data Set Form E: Financial Aid (2015-2016)

[Instructions and Help](#)

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Financial Aid

Name of Financial Aid Director: **Jill Nutt**

Financial Aid Office phone: **616-395-7765**

Financial Aid Office email: **finaid@hope.edu**

Financial Aid Office url: **http://www.hope.edu/admin/finaid/**

If available please provide a URL to your school's scholarship page: **http://www.hope.edu/admissions/finaid/**

Average amount of each freshman scholarship/grant package: **\$15,263.00**

Average amount of each freshman loan package: **\$5,816.00**

Please provide the percentage of students receiving ANY financial aid (need-based, merit-based, gift aid, etc.):

Freshmen: **95** %

All undergraduates: **95** %

Highest individual amount an undergraduate earned per year from part-time on-campus work (2014-2015) (not including Federal Work-Study Program):

Average amount an undergraduate earned per year from part-time on-campus work (2014-2015) (not including Federal Work-Study Program):

Do you participate in the Federal Work-Study Program (FWS)?: ☒ Yes ☐ No

Is institutional employment, other than FWS, available? ☒ Yes ☐ No

Merit aid for the purposes of the following questions is defined as grants or scholarships awarded based on academic achievements (GPA, academic interests, standardized test scores, field of study).

How much merit aid did your school award last year in total to its degree-seeking undergrads?

\$ 165236

What percentage of the merit aid your school awards is contingent upon standardized test scores (in part or wholly)? **94** %

What is the average award (per student) contingent upon standardized test scores (in part or wholly)? **\$ 6821**

What is the minimum SAT/ACT score required to qualify for merit aid?

SAT: 1130

ACT: 25

Name the scholarships your school offers that have a standardized test component:

- 1) Alumni Honor/RCA
Distinguished Scholar
Presidential
Trustee
Hope Heritage Award
- 2) Covenant
National Merit
- 3)

Part-time off-campus employment opportunities for undergraduates are:

☐ Excellent ☒ Good ☐ Fair ☐ Poor

Do you provide financial aid for international students? ☒ Yes ☐ No

If yes, please describe or provide URL for more information: **http://www.hope.edu/admissions/costs-financial-aid.html**

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I certify that the data contained in this form are accurate, correct, and up-to-date.

Name:

Title:

Phone:

Email:

If you have questions or would like to contact our Technical Support staff, you can e-mail them at surveysupport@review.com

Print Cancel

Review Data Set Form F: Student Life (2015-2016)

[Instructions and Help](#)

*Please note that in order to save this form, you must fill in the four respondent information boxes at the bottom of the page (Name, Title, Phone #, Email). This must be done each time you save the form. Failure to do so may result in losing the information you have entered.

Student Life

Number of registered organizations:

67

Identify which of the following Student Activities are available at your institution:

- ☒ Academic Groups
- ☒ Chamber Orchestra
- ☐ Debating Club
- ☒ Fraternities
- ☐ Gay, Lesbian, and Bisexual Groups
- ☐ Glee Club
- ☐ Humor Magazine
- ☒ Improv comedy
- ☒ International Student Groups
- ☒ Literary Magazine
- ☒ Minority Student Groups
- ☒ Political Discussion Groups
- ☒ Radio Station
- ☒ Religious Groups
- ☒ Singing Groups
- ☒ Social Services Group
- ☒ Sororities
- ☒ Speakers Forum
- ☐ Student Film Society
- ☒ Student Union
- ☒ Team Managers
- ☒ Theater Program

Please provide a URL to a page on your website that describes all student organization on campus:

www.hope.edu/student/organizations

If your student newspaper has a website, please provide the URL:

anchor.hope.edu/

Number of honor societies:

22

List museums and other special academic buildings/equipment on campus:

Art gallery, particle accelerator, computational chemistry lab, electron microscopes, spectrometers, ultracentrifuge, observatory, new \$38M science building.

Number of social sororities on campus:

7

Number of social fraternities on campus:

6

Number of campus-based religious organizations:

6

Please describe or provide a URL to a page on your website that describe them:

<http://grow.hope.edu/ministries/index.html>

Inclusivity of Housing and Services

LGBT Housing

Does your campus offer LGBTQ students a way to be matched with an LGBT-friendly roommate on the application for campus housing? ☐ Yes ☒ No

Does your campus provide an LGBT-focused living space, LGBTQ theme floor and/or LGBT/Ally living-learning community program? ☐ Yes ☒ No

Gender Inclusive Housing

Does your campus offer gender-inclusive housing (defined as housing not segregated into men's and women's spaces-- including double and multiple occupancy bedrooms--and welcoming to students who identify outside of the gender binary) as a standard option available through the on-campus room selection process for **incoming** students? ☐ Yes ☒ No

Does your campus offer gender-inclusive housing (defined as housing not segregated into men's and women's spaces-- including double and multiple occupancy bedrooms--and welcoming to students who identify outside of the gender binary) as a standard option available through the on-campus room selection process for **returning** students? ☐ Yes ☒ No

Gender Inclusive Restrooms

Does your campus have a policy requiring at least one gender-inclusive restroom (defined as restrooms not segregated into men's and women's spaces and welcoming to students who identify outside of the gender binary) in all newly constructed or significantly renovated buildings ☐ Yes ☐ No

(similar to the legal standard under ADA accessibility)?

Does your campus provide gender-inclusive restrooms in at least half of administrative and academic buildings? ☐ Yes ☐ No

Does your campus have a listing/map in print to locate gender-inclusive restrooms and/or provide an easily accessible and/or searchable download online resource? ☐ Yes ☐ No

Green Campus Questions

The Princeton Review is pleased to continue its partnership with the Association for the Advancement of Sustainability in Higher Education (AASHE) to streamline the reporting process for institut sustainability assessments. The intent of this initiative is to reduce and streamline the amount of time campus staff spend tracking sustainability data and comp

The Princeton Review will accept data submitted via the STARS Reporting Tool or data submitted directly through our own Review Data Set Form F: Stu

****Note that data submitted below will not be shared with any other organization and will be used exclusively by The Princeton Review.**

The STARS Reporting Tool is available to users now and located here:

<https://stars.aashe.org/pages/register/register-stars.html>

The form below is a copy of the STARS 1.2 form. You can refer to the [manual here](#) for guidance on timelines and definitions.

2015-16 DATA IS DUE TO THE PRINCETON REVIEW VIA EITHER TOOL BY FEBRUARY 29TH, 2016

How will your institution submit the green campus section of the survey? ☒ Please check here if your institution will submit data to The Princeton Review via the STARS Reporting Tool located on A ☐ Please check here if your institution will submit data to The Princeton Review via the form below.

Name of sustainability office:

Sustainability Contact Name:

Greg Maybury

Title:

Director of Operations

Address 1:

141 E. 12th Street

Address 2:

City/Town:

Holland

State/Province:

MI

Zip/Postal Code:

49423

Telephone:

616-395-7671

Email:

maybury@hope.edu

URL:

http://green.hope.edu

CURRICULUM

ER-9: Sustainability Learning Outcomes

Criteria

Institution's students graduate from programs that include sustainability as a required learning outcome or include multiple sustainability learning outcomes.

For this credit, learning outcomes at the course level count if the course is required to earn the degree. This credit includes graduate as well as undergraduate programs. For this credit, "programs" other academic designations. Programs that include co-curricular aspects may count as long as there is an academic component of the program.

The number of graduates covered by the sustainability learning outcomes

Total number of graduates

A list of degree programs that have sustainability learning outcomes

The website URL where the inventory is posted or a copy of the inventory may be provided instead of this list if the inventory includes the relevant information.

The website URL where the publicly available sustainability course inventory that includes a list of degree programs that have specified sustainability learning outcomes is available

A list or sample of the sustainability learning outcomes associated with the degree programs

ER-10: Undergraduate Program in Sustainability

Criteria

Institution offers at least one sustainability-focused undergraduate major, degree program, or equivalent.

The degree program does not have to include sustainability in its name to count for this credit. Environmental Studies programs, for example, count as long as the program covers the social, economic, and focuses exclusively on environmental or social issues, however, would not be sufficient to earn this credit.

Concentrations within a major (e.g. a concentration on sustainable business within the business major) do not count for this credit.

Does the institution offer an undergraduate degree program that meets the criteria for this credit? ☐ Yes ☐ No

The name of the sustainability-focused, undergraduate degree program (1st program)

The website URL for the program (1st program)

The name of the sustainability-focused, undergraduate degree program (2nd program)

The website URL for the program (2nd program)

The name of the sustainability-focused, undergraduate degree program (3rd program)

The website URL for the program (3rd program)

The name and website URLs of all other sustainability-focused, undergraduate degree program(s)

RESEARCH

ER-16: Faculty Engaged in Sustainability Research

Criteria

Institution's faculty members conduct research on sustainability topics.

Any level of sustainability research by a faculty member is sufficient to be included for this credit. In other words, a faculty member who conducts both sustainability research and other research i

The number of faculty members engaged in sustainability research

The total number of faculty members engaged in research

Names and department affiliations of faculty engaged in sustainability research

The website URL where the inventory is posted or a copy of the inventory may be provided instead of this list if the inventory includes the relevant information.

The website URL where the sustainability research inventory that includes the names and department affiliations of faculty engaged in sustainability research is posted

Brief descriptions of up to 4 recent notable accomplishments by faculty engaged in sustainability research, including names and department affiliations

The website URL where information about sustainability research is available

ER-18: Sustainability Research Incentives

Criteria

Part 1
Institution has an ongoing program to encourage students in multiple disciplines or academic programs to conduct research in sustainability. The program provides students with incentives to reser
not limited to, fellowships, financial support, and mentorships.

Part 2
Institution has an ongoing program to encourage faculty from multiple disciplines or academic programs to conduct research in sustainability topics. The program provides faculty with incentives i
but are not limited to, fellowships, financial support, and faculty development workshops.

Does the institution have a program to encourage student sustainability research that meets the criteria for this credit?

☐ Unknown

☐ Yes

☐ No

A brief description of the institution's program(s) to encourage student research in sustainability

The website URL where information about the student research program is available

Does the institution have a program to encourage faculty sustainability research that meets the criteria for this credit?

☐ Unknown

☐ Yes

☐ No

A brief description of the institution's program(s) to encourage faculty research in sustainability

The website URL where information about the faculty research program is available

CO-CURRICULAR EDUCATION

ER-T2-1: Student Group

Criteria

Institution has an active student organization focused on sustainability.

Does the institution have an active student group focused on sustainability?	<input type="radio"/> Unknown <input type="radio"/> Yes <input type="radio"/> No
The name and a brief description of each student group	
List up to 4 notable recent activities or accomplishments of student group(s)	
List other student groups that address sustainability	
The website URL where information about student group(s) is available	

BUILDINGS

OP-1: Building Operations and Maintenance

Criteria

Institution owns and operates buildings that are:

1) Certified under the LEED® for Existing Buildings: Operations & Maintenance (O&M) Green Building Rating System,

and/or

2) Operated and maintained in accordance with sustainable operations and maintenance guidelines and policies that cover the following:

- Impacts on the surrounding site
- Energy consumption
- Usage of environmentally preferable materials
- Indoor environmental quality
- Water consumption

Total building space that meets "Eligible Buildings Criteria"	Square Feet
---	-------------

Please use Gross Floor Area.

Gross Floor Area

Consistent with the American Society of Heating, Refrigerating and Air- Conditioning Engineers (ASHRAE) and the U.S. Green Building Council (USGBC), we define gross floor area as: "Sum of the basements, mezzanine and intermediate-floored tiers, and penthouses with headroom height of 7.5 ft (2.2 meters) or greater. It is measured from the exterior faces of exterior walls or from the centerline of walls separating spaces. Excludes non-enclosed (or non-enclosable) roofed-over areas such as exterior covered walkways, porches, terraces or steps, rooftop pipe trenches, and chimneys.

Building space that is maintained in accordance with sustainable building operations and maintenance guidelines or policies but is NOT certified under LEED for Existing Buildings: O&M	Square Feet
Building space that is LEED for Existing Buildings: O&M Certified	Square Feet
Building space that is LEED for Existing Buildings: O&M Silver certified	Square Feet
Building space that is LEED for Existing Buildings: O&M Gold certified	Square Feet
Building space that is LEED for Existing Buildings: O&M Platinum certified	Square Feet
The website URL where a copy of the institution's guidelines or policies for sustainable building operations and maintenance is available	
A brief description of how the institution ensures compliance with sustainable building operation and maintenance guidelines and policies	
The names and certification levels of all buildings that are certified under LEED for Existing Buildings: O&M	
The names of all buildings operated and maintained in accordance with similar sustainable operations and maintenance guidelines and policies	

OP-2: Building Design and Construction

Criteria

Institution-owned buildings that were constructed or underwent major renovations in the past three years are:

1) Certified under the LEED® for New Construction and Major Renovations, LEED for Commercial Interiors, and/or LEED for Core and Shell Green Building Rating Systems,

and/or

2) Designed and built in accordance with green building guidelines and policies that cover the following topics:

Impacts on the surrounding site
Energy consumption
Usage of environmentally preferable materials
Indoor environmental quality
Water consumption

New building space that meets "Eligible Buildings Criteria" Square Feet

Please use Gross Floor Area.

New building space that was designed and constructed in accordance with green building policies or guidelines but not LEED certified Square Feet

New building space that is LEED Certified Square Feet

New building space that is LEED Silver certified Square Feet

New building space that is LEED Gold certified Square Feet

New building space that is LEED Platinum certified Square Feet

The website URL where a copy of the institution's guidelines or policies for green building is available

A brief description of how the institution ensures compliance with green building design and construction guidelines and policies

The names of all buildings that are certified under the LEED for New Construction and Major Renovations, LEED for Commercial Interiors, and/or LEED for Core and Shell Green Building Rating Systems

The names of all buildings designed and constructed in accordance with green building guidelines and policies but not LEED certified

OP-3: Indoor Air Quality

Criteria

Institution has adopted an indoor air quality management policy, plan, and/or practices that include regular auditing or monitoring and a mechanism for occupants to register complaints. Policies a (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

Occupied building space covered by an indoor air quality plan, policy, and/or practices that include regular auditing or monitoring and a mechanism for occupants to register complaints Square Feet

Total occupied building space Square Feet

A brief description of the institution's indoor air quality plan, policy, and/or practices

The website URL where information about the institution's indoor air quality initiatives is available

CLIMATE

OP-4: Greenhouse Gas Emissions Inventory

Criteria

Part 1

Institution has conducted a GHG emissions inventory covering its Scope 1 and Scope 2 emissions. The GHG emissions inventory is publicly available, either through the American College & Unive institution's website, or another public website.

Part 2

Institution has conducted a GHG emissions inventory covering Scope 3 emissions. The GHG emissions inventory is publicly available, either through the American College & University Presidents website, or another public website.

The website URL where the GHG emissions inventory is posted

Does the inventory include all Scope 1 and 2 emissions? ☐ Unknown ☐ Yes ☐ No

Scope 1 Emissions

Scope 1 emissions are direct GHG emissions occurring from sources that are owned or controlled by the institution. Scope 1 emission sources include:

- Combustion of fuels to produce electricity, steam, heat, or power using equipment in a fixed location such as boilers, burners, heaters, furnaces, incinerators
- Combustion fuels by institution-owned cars, tractors, buses, and other transportation devices

Scope 2 Emissions

Scope 2 emissions are indirect GHG emissions that are a consequence of activities that take place within the organizational boundaries of the institution, but that occur at sources owned or control

- Purchased electricity
- Purchased heating

- Purchased cooling
- Purchased steam

Does the inventory include emissions from air travel?

☐ Unknown
☐ Yes
☐ No

Does the inventory include emissions from commuting?

☐ Unknown
☐ Yes
☐ No

Does the inventory include embodied emissions from food purchases?

☐ Unknown
☐ Yes
☐ No

Does the inventory include embodied emissions from other purchased products?

☐ Unknown
☐ Yes
☐ No

Does the inventory include emissions from solid waste disposal?

☐ Unknown
☐ Yes
☐ No

Does the inventory include another Scope 3 emissions source not covered above?

☐ Unknown
☐ Yes
☐ No

Additional comments:

Scope 3 emissions are all indirect emissions not covered in Scope 2. Scope 3 emission sources include:

- Air travel
- Commuting
- Extraction, production, and transportation of purchased materials and fuels, including food
- Outsourced activities
- Solid waste disposal

Does the inventory include a second Scope 3 emissions source not covered above?

☐ Unknown
☐ Yes
☐ No

Additional comments:

Does the inventory include a third Scope 3 emissions source not covered above?

☐ Unknown
☐ Yes
☐ No

Additional comments:

Does the inventory include a fourth Scope 3 emissions source not covered above?

☐ Unknown
☐ Yes
☐ No

Additional comments:

ENERGY

OP-8: Clean and Renewable Energy

Criteria

Institution supports the development and use of clean and renewable energy sources using any one or combination of the following options.

Option 1: Generating electricity from clean and renewable energy sources on campus and retaining or retiring the rights to the environmental attributes of such electricity. (In other words, if the institution generates renewable energy, it may not claim such energy here). The on-site renewable energy generating devices may be owned and/or maintained by another party as long as the institution retains the environmental attributes.

Option 2: Using renewable sources for non-electric, on-site energy generation, such as biomass for heating.

Option 3: Catalyzing the development of off-site clean and renewable energy sources (e.g. an off-campus wind farm that was designed and built to supply electricity to the institution) and retaining the environmental attributes of such electricity.

Option 4: Purchasing the environmental attributes of electricity in the form of Renewable Energy Certificates (RECs) or other similar renewable energy products that are either Green-e Energy certified or are verified as such by a third party, or purchasing renewable electricity through the institution's electric utility through a certified green power purchasing option.

Option 5: Using cogeneration technologies to generate electricity more efficiently. Note: generating electricity using cogeneration technology and a renewable fuel, such as biomass, is considered a renewable energy source.

Since this credit is intended to recognize institutions that are generating new sources of clean and renewable energy, neither the electric grid mix for the region in which the institution is located nor institution count for this credit.

Technologies that reduce the amount of energy used but do not generate renewable energy do not count for this credit. For example, daylighting, passive solar design, and ground-source heat pump strategies are captured by OP Credit 5: Greenhouse Gas Emissions Reductions and OP Credit 7: Building Energy Consumption.

Transportation fuels, which are covered by OP Credit 14: Campus Fleet, are not included in this credit.

To aggregate energy consumption data from multiple sources, figures should be converted into MMBtu (one million British thermal units – a standard measure of energy) using the following equivalents:

- 1 kWh = 0.003412 MMBtu
- 1 MWh = 3.412 MMBtu
- 1 therm = 0.1 MMBtu
- 1 kBtu = 0.001 MMBtu
- 1 ton-hour = 0.012 MMBtu
- 1 MJ = 0.000948 MMBTU

Option 1: Total clean and renewable electricity generated on site during the performance year and for which the institution retains or has retired the associated environmental attributes	MMBtu
Option 2: Non-electric renewable energy generated	MMBtu
Option 3: Total clean and renewable electricity generated by off-site projects that the institution catalyzed and for which the institution retains or has retired the associated environmental attributes	MMBtu
Option 4: Total RECs and other similar renewable energy products that the institution purchased during the performance year that are Green-e certified or meet the Green-e standard's technical requirements and are third party verified	MMBtu
Option 5: Total electricity generated with cogeneration technology using non-renewable fuel sources	MMBtu
Total energy consumed during the performance year	MMBtu
A brief description of on-site renewable electricity generating devices	
A brief description of on-site renewable non-electric energy devices	
A brief description of off-site, institution-catalyzed, renewable electricity generating devices	
A brief description of RECs or other similar renewable energy products purchased during the previous year, including contract timeframes	
A brief description of cogeneration technologies deployed	
The website URL where information about the institution's renewable energy sources is available	

OP-T2-18: Energy Metering

Criteria

Institution meters all energy consumption (including electricity, natural gas, purchased steam) for at least one building.

Does the institution meter all energy consumption (electricity, natural gas, purchased steam, etc.) for at least one building?

Unknown

Yes

No

A brief description of the metering system

The percentage of building space with energy metering

%

The website URL where information about the metering system is available

GROUPS

OP-9: Integrated Pest Management

Criteria

Institution's grounds are developed and maintained in accordance with an integrated pest management plan that adheres to the following four-tiered approach:

- 1) Set action thresholds
- 2) Monitor and identify pests
- 3) Prevention
- 4) Control

The size of the campus grounds	Acres
The size of campus grounds that are maintained in accordance with a four-tiered IPM plan	Acres
A brief description of the IPM plan(s)	
The website URL where information about the IPM plan(s) is available	

PURCHASING

OP-10: Computer Purchasing

Criteria

Institution has an institution-wide stated preference to purchase Electronic Product Environmental Assessment Tool (EPEAT) Silver or higher products. This can take the form of purchasing policies specialized computers for which no EPEAT certified products are available. Policies and directives adopted by entities of which the institution is part (e.g. state government or the university system) and are followed by the institution.

Does the institution have an institution-wide stated preference to purchase EPEAT Silver or higher computers and monitors?	<input type="radio"/> Unknown
	<input type="radio"/> Yes
	<input type="radio"/> No
The website URL where the EPEAT policy, directive, or guidelines are posted	
A brief description of steps the institution has taken to ensure that the purchasing policy, directives, or guidelines are followed	

OP-11: Cleaning Products Purchasing

Criteria

Part 1

Institution has an institution-wide stated preference to purchase Green Seal™ or EcoLogo™ certified cleaning products. The stated preference can take the form of purchasing policies, guidelines Policies and directives adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed l

Part 2

Institution's main cleaning or housekeeping department(s) and/or contractor(s) purchase Green Seal or EcoLogo certified cleaning products. This credit does not include cleaning products for whic available.

Does the institution have an institution-wide stated preference to purchase Green Seal (tm) or EcoLogo (tm) certified cleaning products?	<input type="radio"/> Unknown
	<input type="radio"/> Yes
	<input type="radio"/> No
The website URL where the green cleaning product purchasing policy, directive, or guidelines are posted	
A brief description of steps the institution has taken to ensure that the purchasing policy, directives, or guidelines are followed	
Expenditures on Green Seal and/or EcoLogo certified cleaning products \$	

OP-12: Office Paper Purchasing

Criteria

Institution has an institution-wide stated preference to purchase recycled content office paper. This can take the form of purchasing policies, guidelines, or directives to purchase recycled content which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

Does the institution have an institution-wide stated preference to purchase recycled content office paper?	<input type="radio"/> Unknown
	<input type="radio"/> Yes
	<input type="radio"/> No
The URL where the recycled paper policy, directive, or guidelines are posted	
A brief description of steps the institution has taken to ensure that the purchasing policy, directives, or guidelines are followed	

TRANSPORTATION

OP-14: Campus Fleet

Criteria

Institution supports alternative fuel and power technology by including in its motorized vehicle fleet (cars, trucks, tractors, buses) vehicles that are:

- Gasoline-electric hybrid
- Diesel-electric hybrid
- Plug-in hybrid
- 100 percent electric
- Fueled with Compressed Natural Gas (CNG)
- Hydrogen fueled
- Fueled with B20 or higher biofuel for more than 6 months of the year; and/or
- Fueled with E85 or higher ethanol for more than 6 months of the year.

For this credit, the institution's motorized fleet includes all institution-owned and operated vehicles that are used for transporting people and/or goods. Heavy construction equipment (e.g. excavators, bulldozers, graders, etc.) and agricultural equipment (e.g. combine harvesters, tractors, etc.) are not included in this credit.

Gasoline-electric, non-plug-in hybrid vehicles in the institution's fleet	
Diesel-electric, non-plug-in hybrid vehicles in the institution's fleet	
Plug-in hybrid vehicles in the institution's fleet	
100 percent electric vehicles in the institution's fleet	
Vehicles in the institution's fleet that are fueled with Compressed Natural Gas (CNG)	
Hydrogen fueled vehicles in the institution's fleet	
Vehicles in the institution's fleet that are fueled with B20 or higher biofuel for more than 6 months of the year	
Vehicles in the institution's fleet that are fueled with E85 or higher ethanol for more than 6 months of the year	
Total number of vehicles in the institution's fleet, including all of the above	

OP-15: Student Commute Modal Split

Criteria

Institution's students commute to and from campus using more sustainable options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooter options. Students who live on campus should be included in the calculation based on how they get to and from their classes.

The percentage (0-100) of institution's students who use more sustainable commuting options	%
The percentage (0-100) of institution's students who commute with only the driver in the vehicle (excluding motorcycles and scooters) as their primary method of transportation	%
The percentage (0-100) of institution's students who walk, bicycle, or use other non-motorized means as their primary method of transportation. Please note that this may include on-campus residents	%
The percentage (0-100) of institution's students who vanpool or carpool as their primary method of transportation	%
The percentage (0-100) of institution's students who take a campus shuttle or public transportation as their primary method of transportation	%
The percentage (0-100) of institution's students who use a motorcycle, scooter or moped as their primary method of transportation	%
The website URL where information about alternative transportation is available	

OP-16: Employee Commute Modal Split

Criteria

Institution's employees (faculty, staff, and administrators) commute to and from campus using more sustainable options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooter options, or a combination of these options. Employees who live on campus should be included in the calculation based on how they get to and from their workplace.

The percentage (0-100) of institution's employees that use more sustainable commuting options	%
The percentage (0-100) of institution's employees who commute with only the driver in the vehicle (excluding motorcycles and scooters) as their primary method of transportation	%
The percentage (0-100) of institution's employees who walk, bicycle, or use other non-motorized means as their primary method of transportation. Please note that this may include on-campus residents	%
The percentage (0-100) of institution's employees who vanpool or carpool as their primary method of transportation	%
The percentage (0-100) of institution's employees who take a campus shuttle or public transportation as their primary method of transportation	%
The percentage (0-100) of institution's employees who use a motorcycle, scooter, or moped as their primary method of transportation	%
The website URL where information about alternative transportation is available	

OP-T2-26: Bicycle Sharing

Criteria

Institution has a bicycle-sharing program or participates in a local bicycle-sharing program.

Does the institution have a bicycle-sharing program or participate in a local bicycle-sharing program?

☐ Unknown
☐ Yes
☐ No

A brief description of the program, including an indication of its scope (e.g., the number of bicycles the program makes available, participation levels, etc.)

The website URL where information about the program, policy, or practice is available

OP-T2-27: Facilities for Bicyclists

Criteria

Institution has indoor and secure bike storage, shower facilities, and lockers for bicycle commuters in at least one building. Storing bicycles in office space does not count for this credit.

Does the institution have indoor and secure bike storage, shower facilities, and lockers for bicycle commuters in at least one building?

☐ Unknown
☐ Yes
☐ No

A brief description of the facilities

The website URL where information about the program, policy, or practice is available

OP-T2-28: Bicycle and Pedestrian Plan

Criteria

Institution has developed a plan(s) to make the campus more bicycle and pedestrian friendly. The plan(s) may be a part of the institution's master plan.

Has the institution developed a bicycle plan?

☐ Unknown
☐ Yes
☐ No

A brief description of the plan

The website URL where information about the plan is available

OP-T2-29: Mass Transit Programs

Criteria

Institution offers free or reduced price transit passes and/or operates a free campus shuttle. The Transit passes may be offered by the institution itself, through the larger university system of which provided by a government agency. The institution must be the entity making the passes available to its community members.

Does the institution offer free or reduced price transit passes and/or operate a free campus shuttle?

☐ Unknown
☐ Yes
☐ No

A brief description of the program(s), (s), including availability, participation levels, and specifics about discounts or subsidies offered (including pre-tax options)

The website URL where information about the program is available

OP-T2-30: Condensed Work Week

Criteria

Institution offers a condensed work week option for employees. The institution does not have to offer the option to all employees in order to earn this credit.

Does the institution offer a condensed work week option for employees? The institution does not have to offer the option to all employees in order to earn this credit.

☐ Unknown
☐ Yes
☐ No

A brief description of the program

The website URL where information about the program is available

OP-T2-31: Telecommuting

Criteria

Institution offers a telecommute program for employees.

Does the institution offer a telecommute program for employees?

- ☐ Unknown
☐ Yes
☐ No

A brief description of the program

The website URL where information about the program is available

OP-T2-32: Carpool/Vanpool Matching

Criteria

Institution participates in a carpool/vanpool matching program.

Does the institution participate in a carpool/vanpool matching program?

- ☐ Unknown
☐ Yes
☐ No

A brief description of the program

The website URL where information about the program is available

OP-T2-33: Cash-out of Parking

Criteria

Institution allows commuters to cash out of parking spaces (i.e. it provides financial compensation to employees who do not drive to work).

Does the institution allow commuters to cash out of parking spaces (i.e., it pays employees who do not drive to work)?

- ☐ Unknown
☐ Yes
☐ No

A brief description of the program

The website URL where information about the program is available

OP-T2-34: Carpool Discount

Criteria

Institution offers reduced parking fees for car and van poolers.

Does the institution offer reduced parking fees for car and van poolers?

- ☐ Unknown
☐ Yes
☐ No

A brief description of the program

The website URL where information about the program is available

OP-T2-35: Local Housing

Criteria

Institution has incentives or programs to encourage employees to live close to campus.

Does the institution have incentives or programs to encourage employees to live close to campus?

- ☐ Unknown
☐ Yes
☐ No

A brief description of the incentives or programs

The website URL where information about the incentives or programs is available

OP-T2-36: Prohibiting Idling

Criteria

Institution has adopted a policy prohibiting idling.

Has the institution adopted a policy prohibiting idling?

Unknown

Yes

No

A brief description of the policy

The website URL where information about the policy is available

OP-T2-37: Car Sharing

Criteria

Institution participates in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization.

Does the institution participate in a car sharing program, such as ZipCar or HourCar?

Unknown

Yes

No

A brief description of the program

The website URL where information about the program, policy, or practice is available

WASTE

OP-18: Waste Diversion

Criteria

Institution diverts materials from the landfill or incinerator by recycling, composting, reusing, donating, or re-selling.

This credit does not include construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in OP Credit 19: Construction and Waste Recycling Program, and OP Credit 21: Hazardous Materials Management.

Materials recycled, composted, reused, donated, re-sold, or otherwise diverted	Tons
Materials disposed in a solid waste landfill or incinerator	Tons
A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contributed to the diversion rate	

DINING SERVICES

OP-6: Food and Beverage Purchasing

Criteria

This credit includes food and beverage purchases for on-campus dining services operated by the institution or the institution's primary on-site contractor. Institution purchases food and beverages:

Grown and processed within 250 miles of the institution
Third-party certified (USDA Certified Organic, Marine Stewardship Council Blue Ecolabel, Food Alliance, Fair Trade, Certified Humane Raised and Handled)

Food and beverage purchases that meet multiple criteria listed above should not be double-counted.

This credit includes food and beverage purchases for on-campus dining operations and catering services operated by the institution or the institution's primary dining services contractor (e.g. Aramark, Sodexo). On-site franchises, convenience stores, vending machines, or concessions are excluded from this credit unless they are operated by the institution or the institution's primary on-site contractor.

Percentage of food expenditures that meet one or more of the criteria for this credit (0 - 100)	%
A brief description of the sustainable food and beverage purchasing program	
The Website URL where information about the institution's sustainable food and beverage purchasing efforts is available.	

OP-T2-4: Vegan Dining

Criteria

Institution offers diverse, complete-protein vegan dining options during every meal. This credit includes on-campus dining services operated by the institution or the institution's primary dining services contractor. Off-campus dining services, vending machines, and concessions are excluded from this credit.)

Does the institution offer diverse, complete-protein vegan dining options during every meal?

Unknown

Yes

No

A brief description of the vegan dining program

The website URL where information about the program, policy, or practice is available

COORDINATION AND PLANNING

PAE-1: Sustainability Coordination

Criteria

Institution has a sustainability committee, office, and/or coordinator that are tasked by the administration or board of trustees to advise on and implement policies and programs related to sustainability.

The committee, office, and/or coordinator focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution. A committee, office, or coordinator within the institution does not count for this credit.

Does the institution have a sustainability committee?

☐ Unknown
☐ Yes
☐ No

The charter or mission statement of the committee or a brief description of the committee's purview and activities

Members of the committee, including affiliations

The website URL where information about the sustainability committee is available

Does the institution have a sustainability office?

☐ Unknown
☐ Yes
☐ No

A brief description of the sustainability office

The number of people employed in the sustainability office

The website URL where information about the sustainability office is available

Does the institution have a sustainability coordinator?

☐ Unknown
☐ Yes
☐ No

Sustainability coordinator's name

Sustainability coordinator's position title

A brief description of the sustainability coordinator's position

The website URL where information about the sustainability coordinator is available

PAE-5: Climate Action Plan

Criteria

Institution has a formal plan to mitigate its greenhouse gas emissions. The plan includes a measurable, numerical goal or goals and a corresponding date or dates by which the institution aims to achieve the goal or goals.

A formal sustainability plan (i.e. a plan that has been adopted by the administration) counts for this credit if it includes climate change goals, strategies, and corresponding timeframes. Such a plan must also include a measurable, numerical goal or goals and a corresponding date or dates by which the institution aims to achieve the goal or goals.

Does the institution have a plan to mitigate its greenhouse gas emissions that meets the criteria for this credit?

☐ Unknown
☐ Yes
☐ No

A brief summary of the climate plan's long-term goals

A brief summary of the climate plan's short-term goals

Year the climate plan was formally adopted or approved

An indication of whether institution has made a commitment to reduce GHG emissions a specific amount by a target year

☐ Unknown
☐ Yes

☐ No

List which emissions (scope 1, 2, and/or 3) are included in its GHG emissions commitment

The reduction level (percentage) institution has committed to

The baseline year the institution used in its GHG emissions commitment (MM/DD/YYYY)

The baseline emissions level institution used in its GHG emissions commitment

The target year the institution specified in its GHG emissions commitment (MM/DD/YYYY)

The website URL where information about the climate plan is available

INVESTMENT

PAE-16: Committee on Investor Responsibility

Criteria

Institution has a formally established and active CIR or similar body that makes recommendations to the Board of Trustees on socially and environmentally responsible investment opportunities and multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

A general committee that oversees the institution's investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or agenda.

Does the institution have a committee on investor responsibility or similar body that meets the criteria for this credit? ☐ Unknown ☐ Yes ☐ No

The charter or mission statement of the CIR or other body, which reflects social and environmental concerns, or a brief description of how the CIR is tasked to address social and environmental concerns

Members of the CIR, including affiliations

Recent examples (within the past 3 years) of CIR actions

The website URL where information about the committee is available

Princeton Review's Supplemental Data Fields

The below data fields are not contained within the CSDC. These fields are for editorial and not rating purposes.

Is your school an ACUPCC signatory? ☐ Yes ☒ No

Please list your school's top three undertakings that represent your environmental commitment. **electrical use reduction**

1. **water use reduction**

2. **expanded recycling**

3.

Does your school's career center provide active and substantive guidance on 'green jobs'? ☐ Yes ☒ No

Please elaborate here:

What percentage of managed campus grounds are maintained organically? **90** %

Services Offered

Does your school have support groups or related services for gay, lesbian and transgendered undergraduates? ☒ Yes ☐ No

If yes, please describe or provide a URL to a page on your website that describe them?

Hope College Counseling and Psychological Services; Women's Studies

Does your school have support groups or related services for minority undergraduates?

☒ Yes ☐ No

If yes, please describe or provide a URL to a page on your website that describe them?

<http://www.hope.edu/student/multi/>

Do you provide assistance in the location of off-campus housing?

☒ Yes ☐ No

If you require students to live in dorms, for how many years must student reside?

3

Check additional services offered:

- ☐ Daycare for children of undergraduate students
- ☒ Health service
- ☐ Women's Center

NOTE

Health Service: A school-administered office where students can receive diagnosis and treatment of physical and mental health problems from licensed medical professionals.

Women's Center: A school-administered office offering personal health and safety counseling and/or other services specifically for female students.

Check counseling services offered:

- ☒ Birth Control
- ☐ Veterans
- ☒ Religious
- ☐ Military
- ☒ Career
- ☒ Psychological
- ☒ Non-traditional student
- ☒ Minority student
- ☒ Personal

PLEASE NOTE THE FOLLOWING:

- 1) Saving the form does not Lock it. You may return at any time to make changes or update your data.
- 2) Once you have saved all of your forms, you will receive no further email reminders for the active data collection campaign.
- 3) Once saved, your data is published directly to our website, usually within 48 hours. No final "Submit" button or procedure is necessary.

I certify that the data contained in this form are accurate, correct, and up-to-date.

Name:

Title:

Phone:

Email:

If you have questions or would like to contact our Technical Support staff, you can e-mail them at surveysupport@review.com

Print Cancel

Review Data Set Form G: Campus Safety (2015-2016)

[Instructions and Help](#)

*Please note that in order to save this form, you must fill in the four respondent information boxes at the bottom of the page (Name, Title, Phone #, Email). This must be done each time you save the form. Failure to do so may result in losing the information you have entered.

Campus Health & Safety

Provide a URL to a page on your website where your Campus Security Report can be found (in accordance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act).

<http://www.hope.edu/admin/campsafe/reports.html>

	School offers	Students can remain anonymous	Available at a c
HIV testing	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HIV counseling/support groups	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
STD testing	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
STD counseling/support groups	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contraception	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pregnancy testing	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pregnancy counseling/support groups	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Childcare services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nutritionist/nutritional counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Women-only or women-focused exercise courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Eating disorder counseling/support groups	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
After hours transport service	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-defense courses	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rape/sexual assault counseling/support groups	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mental health counseling/support groups	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does your school have a sexual assault/rape crisis center?			
<input checked="" type="radio"/> Yes <input type="radio"/> No			

Education, Awareness, and Prevention of Sexual Assault

Information provided should be for the latest 12 month period for which data is available

Please provide a URL to the page outlining programs and resources designed around education, awareness, and prevention of sexual assault on your campus:

<http://www.hope.edu/resources/sexualharassment/>

Does your institution provide a program or programs addressing one or more of the following issues: 1. education, 2. awareness, and/or 3. prevention of sexual assault

- ☒ Yes
☐ No

The delivery method for the programs included above could best be described as:

- ☐ A single in-person session
☒ Multiple in-person sessions
☐ A mix of in-person and online activities
☐ Only online activities
☐ Other (please specify)

If you selected other, please specify:

If available and applicable, how many hours of participation are required for each mode for the programs included above?

Online Activities

I

Which best describes the population participating in the programs included above?

- ☒ Require all incoming first year students
☐ Require all incoming transfer students
☐ Require all returning students
☒ Voluntary basis
☒ Specific populations
☐ Other (please specify)

If you selected other, please specify:

Please provide for each program you included in the above questions, if available:

1. (Name of program); (Brief description of program); (URL)
- 2....

New Student Discussion - overview of policy, prevention, and resources for new students
Bystander Intervention - offered in several Health Dynamics courses, to special populations, as well as sessions open to entire campus
Overview of Interpersonal Violence, resources, etc. for special populations
In-depth training around policy, prevention, support, understanding trauma, bystander intervention, etc. for peer mentor group.

Does your school directly sponsor a program created around [bystander intervention](#) ?

- ☒ Yes
☐ No
☐ Plan to implement in the next year
☐ Researching programs

If available, please provide a URL where your bystander intervention program is explained.

Does your school have a policy regarding affirmative consent between members of the campus community? (Please include policies created by state law, consortium or system rules, or mandated in the code of conduct for your institution)

- ☒ Yes
☐ No
☐ Plan to implement in the next year

If available, please provide a URL where your affirmative consent policy is explained.

What awareness campaigns take place on your campus?

- ☒ Take Back the Night
☐ V-Day
☐ Greeks Against Sexual Assault
☐ Silent Witness Project
☒ The Clothesline Project
☐ The Red Flag Campaign

Please list and describe any campaigns to raise awareness of issues of sexual assault that have occurred on your campus in the previous 12 months:

April 2014: Several events as part of Sexual Assault Awareness month, including Take Back the Night
October 2015: Clothesline Project as part of Domestic Violence Awareness month
November 2015: It's On Us National Week of Action

Fire Safety

Information provided should be for the latest 12 month period for which data is available

1. What percentage of your student housing sleeping rooms are protected by an automatic fire sprinkler system with a fire sprinkler head located in the individual sleeping rooms? **25** %

NOTE: A student housing sleeping room is defined as the actual room in which the occupants live and sleep.

Student housing can include typical residence halls, graduate student housing, married student housing or any housing that is under the control or affiliated with the school, such as private, third-party residence halls built under contract with the school. This does not include Greek housing.

2. What percentage of your student housing sleeping rooms are equipped with a smoke detector that is connected to a supervised fire alarm system? **100** %

NOTE: When the smoke alarm/detector is activated it must transmit a signal to a supervised location, initiating an immediate response by a staff member to investigate. This alarm does not necessarily activate the building fire alarm system.

3. How many malicious fire alarms occur in student housing per year? **0**

NOTE: A malicious fire alarm would be defined as one where a building's fire alarm system is activated even though it is known that there is no emergency condition. For example, someone blows smoke into a smoke detector or a manual pull station is activated.

4. How many unwanted fire alarms occur in student housing per year? **41**

NOTE: An unwanted fire alarm would be defined as one where a building's fire alarm system is activated by non-emergency conditions, yet the fire alarm system responds appropriately to stimuli that it interprets as a fire condition. For example, a smoke alarm that is located too close to a shower and is activated by steam, or is adjacent to a cooking area.

5. What percentage of student housing building fire alarm systems, if **100** %

activated, result in a signal being transmitted to a monitored location, and security investigates before notifying the fire department?

6. What percentage of student housing building fire alarm systems, if activated, result in a signal being transmitted immediately to the fire department so they can begin responding? 0 %

7. How many students are trained in fire safety in campus provided housing each semester? 180

8. What percentage of RAs and housing directors receive fire safety training? 100

NOTE: For purposes of this question, housing staff will include only personnel such as resident assistants and/or resident directors who live in student housing.

9. How many contact hours of fire safety training is provided to students not living in student housing (i.e., off-campus, including Greek)? 0

NOTE: This will not include fire safety training provided to specialties such as laboratory assistants. This must be actual training with contact time and not include simply handing out brochures, fire safety articles in the student newspaper, etc. An example of contact hours would include fire extinguisher training that is provided to 30 students in one hour which would equal 30 contact hours.

10. How many regularly scheduled, supervised exit drills are held per year in student housing? 2

11. How many fires did your school experience last year in student housing? 0

NOTE: A fire must result in damage to the structure or contents.

12. What is the dollar loss related to fire that has occurred on your campus in residential housing? 0

NOTE: Dollar loss is direct property damage to the structure and contents and does not include costs such as alternative housing, staff response, etc

13. How many students have been injured by fires in student housing? 0

14. How many students have been killed by fires in student housing? 0

15. Does your school ban any of the following items or activities in student housing sleeping rooms?

- ☒ candles
- ☒ halogen lamps
- ☒ smoking
- ☒ cooking
- ☒ live christmas trees
- ☒ ceiling tapestries
- ☐ Other (please specify)

NOTE: The "cooking" option excludes cooking done with school-approved/supplied appliances or in school-approved areas, such as kitchens.

If you selected Other please specify:

16. Does your school require fire-resistance ratings on furniture (including, but not limited to, beds, mattresses, desks, and chairs) in student housing sleeping rooms? ☐ Yes ☒ No

17. Does your school require that furnishings brought in by the students have fire-resistance ratings? ☐ Yes ☒ No

18. How often are fire safety rules-compliance inspections conducted in your school's student housing? once a semester

NOTE: This refers to regularly scheduled, in-room inspections conducted by an inspector or trained individual who is knowledgeable about fire safety issues. It does not refer to a security officer making regular rounds. ALL of the rooms must be inspected during these inspections and checked for hazards.

PLEASE NOTE THE FOLLOWING:

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- 2) Once you have saved all of your forms, you will receive no further email reminders for the active data collection campaign.
- 3) Once saved, your data is published directly to our website, usually within 48 hours. No final "Submit" button or procedure is necessary.

I certify that the data contained in this form are accurate, correct, and up-to-date.

Name:

Title:

Phone:

Email:

If you have questions or would like to contact our Technical Support staff, you can e-mail them at surveysupport@review.com

Print Cancel

Review Data Set Form H: Sports (2015-2016)

[Instructions and Help](#)

*Please note that in order to save this form, you must fill in the four respondent information boxes at the bottom of the page (Name, Title, Phone #, Email). This must be done each time you save the form. Failure to do so may result in losing the information you have entered.

Sports

Intercollegiate Sports Team Name:

Men's:

Flying Dutchmen

Women's:

Flying Dutch

Team Mascot:

Dutch

What is your institution's most predominant intercollegiate athletic division?

Division III

▼

If you selected Other please specify:

Please check all intercollegiate sports offered at your institution.

Sport Name	Men	Varsity	Women	Men's Club
Archery	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Badminton	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Baseball	<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Basketball	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>
Bobsledding/Luge	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Bodyboarding	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Bowling	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Boxing	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Canoeing	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Cheerleading	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>
Crew/Rowing	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Cricket	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Cross-Country	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>
Curling	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Cycling	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Diving	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>
Equestrian Sports	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Fencing	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Field Hockey	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Fishing	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Football	<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Golf	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gymnastics	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Handball	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Harness Racing	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Horseback Riding	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Ice Hockey	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>

Kayaking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lacrosse	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Light Weight Football	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Martial Arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mountain Biking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Outdoor Hiking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pistol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Polo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Racquetball	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Riflery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rodeo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rollerblading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rugby	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sailing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sand Volleyball	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scuba Diving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shooting Sports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Skateboarding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Skiing (Downhill/Alpine)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Skiing (Nordic/Cross-Country)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Snowboarding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Soccer	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Softball	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Speed Skating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Squash	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Surfing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Swimming	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Synchronized Swimming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Table Tennis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tennis	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Track/ Field (Outdoor)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Track/Field (Indoor)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ultimate Frisbee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Volleyball	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Water Polo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Water Skiing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Weight Lifting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wheel-Chair Basketball	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Windsurfing

☐☐☐

Wrestling

☐☐☐

What NCAA conferences is the school a member of?:

- ☐ Allegheny Mountain Collegiate Conference
- ☐ America East Conference
- ☐ America Sky Conference
- ☐ American Athletic Conference
- ☐ American Lacrosse Conference
- ☐ American Southwest Conference
- ☐ Atlantic 10 Conference
- ☐ Atlantic Coast Conference
- ☐ Atlantic Hockey Association
- ☐ Atlantic Soccer Conference
- ☐ Atlantic Sun Conference
- ☐ Atlantic Women's Colleges Conference
- ☐ Big East Conference
- ☐ Big Sky Conference
- ☐ Big South Conference
- ☐ Big Ten Conference
- ☐ Big 12 Conference
- ☐ Big West Conference
- ☐ California Collegiate Athletic Association
- ☐ Capital Athletic Conference
- ☐ Centennial Conference
- ☐ Central Atlantic Collegiate Conference
- ☐ Central Collegiate Hockey Association
- ☐ Central Intercollegiate Athletic Association
- ☐ City University of New York Athletic Conference
- ☐ College Conference of Illinois and Wisconsin
- ☐ College Hockey America
- ☐ Collegiate Water Polo Association
- ☐ Colonial Athletic Association
- ☐ Colonial States Athletic Conference
- ☐ Commonwealth Coast Conference
- ☐ Commonwealth Conference
- ☐ Conference Carolinas
- ☐ Conference USA
- ☐ Deep South Lacrosse Conference
- ☐ East Coast Conference
- ☐ Eastern College Athletic Conference
- ☐ Eastern Intercollegiate Skiing Association
- ☐ Eastern Intercollegiate Volleyball Association
- ☐ Eastern Intercollegiate Wrestling Association
- ☐ Eastern Wrestling League
- ☐ ECAC East Ice Hockey League
- ☐ ECAC East Women's Hockey League
- ☐ ECAC Hockey League
- ☐ ECAC Northeast Ice Hockey League
- ☐ ECAC Women's West Ice Hockey League
- ☐ Empire 8
- ☐ Freedom Conference
- ☐ Freedom Football Conference (No longer affiliated with the NCAA)
- ☐ Gateway Football Conference
- ☐ Golden Coast Conference
- ☐ Great American Conference
- ☐ Great Lakes Intercollegiate Athletic Conference
- ☐ Great Lakes Valley Conference
- ☐ Great Northeast Athletic Conference
- ☐ Great Northwest Athletic Conference
- ☐ Great South Athletic Conference
- ☐ Great Western Lacrosse League
- ☐ Gulf South Conference
- ☐ Heartland Collegiate Athletic Conference
- ☐ Heartland Conference
- ☐ Hockey East Association
- ☐ Horizon League
- ☐ Illini-Badger Intercollegiate Football Conference
- ☐ Iowa Intercollegiate Athletic Conference
- ☐ Ivy League
- ☐ Knickerbocker Lacrosse Conference
- ☐ Landmark Conference
- ☐ Liberty League
- ☐ Little East Conference
- ☐ Lone Star Conference

- ☐ Massachusetts State College Athletic Conference
- ☐ Metro Atlantic Athletic Conference
- ☒ Michigan Intercollegiate Athletic Association
- ☐ Mid-America Intercollegiate Athletics Association
- ☐ Mid-American Conference
- ☐ Mid-Continent Conference
- ☐ Mid-Eastern Athletic Conference
- ☐ Middle Atlantic Conference
- ☐ Midwest Conference
- ☐ Midwestern Intercollegiate Volleyball Association
- ☐ Minnesota Intercollegiate Athletic Association
- ☐ Missouri Valley Conference
- ☐ Mountain East Conference
- ☐ Mountain Pacific Sports Federation
- ☐ Mountain West Conference
- ☐ New England College Wrestling Association
- ☐ New England Collegiate Conference
- ☐ New England Football Conference
- ☐ New England Small College Athletic Conference
- ☐ New England Women's and Men's Athletics Conference
- ☐ New England Women's Lacrosse Alliance
- ☐ New Jersey Athletic Conference
- ☐ New York State Women's Collegiate Athletic Association
- ☐ North Atlantic Conference
- ☐ North Central Intercollegiate Athletic Conference
- ☐ North Coast Athletic Conference
- ☐ North Eastern Athletic Conference
- ☐ North Eastern Collegiate Volleyball Association
- ☐ Northeast Conference
- ☐ Northeast-10 Conference
- ☐ Northern Athletics Collegiate Conference
- ☐ Northern Collegiate Hockey Association
- ☐ Northern Illinois-Iowa Conference
- ☐ Northern Pacific Field Hockey Conference
- ☐ Northern Sun Intercollegiate Conference
- ☐ Northwest Conference
- ☐ Ohio Athletic Conference
- ☐ Ohio Valley Conference
- ☐ Old Dominion Athletic Conference
- ☐ Pacific Coast Softball Conference
- ☐ Pacific Coast Swim Conference
- ☐ Pacific West Conference
- ☐ Pacific-12 Conference
- ☐ Patriot League
- ☐ Peach Belt Conference
- ☐ Pennsylvania State Athletic Conference
- ☐ Pilgrim League
- ☐ Pioneer Football League
- ☐ President's Athletic Conference
- ☐ Rocky Mountain Athletic Conference
- ☐ Skyline Conference
- ☐ South Atlantic Conference
- ☐ Southeastern Conference
- ☐ Southern Athletic Association
- ☐ Southern California Intercollegiate Athletic Conference
- ☐ Southern Collegiate Athletic Conference
- ☐ Southern Conference
- ☐ Southern Intercollegiate Athletic Conference
- ☐ Southland Conference
- ☐ Southwestern Athletic Conference
- ☐ St. Louis Intercollegiate Athletic Conference
- ☐ State University of New York Athletic Conference
- ☐ Sun Belt Conference
- ☐ Sunshine State Conference
- ☐ University Athletic Association
- ☐ Upper Midwest Athletic Conference
- ☐ Upstate Collegiate Athletic Association
- ☐ USA South Athletic Conference
- ☐ West Coast Conference
- ☐ West Virginia Intercollegiate Athletic Conference
- ☐ Western Athletic Conference
- ☐ Western Collegiate Hockey Association
- ☐ Western Water Polo Association
- ☐ Wisconsin Intercollegiate Athletic Conference

During the 2014-15 academic year how many students participated in your schools intercollegiate sports?	578	
During the 2014-15 academic year how many students participated in your schools intramural sports?	2040	
Please provide the most recent graduation rates for your student athletes		
4 year graduation rate for student athletes:	67	%
6 year graduation rate for student athletes:	70	%
NCAA Graduate Success Rate (Division I institutions):		%
Academic Success Rate (Division II institutions):		%
What was the total home attendance of ticketed intercollegiate sporting events featuring your school during the 2014-15 academic year?	72,669	
How many national championships has your school won (include all intercollegiate sports, all years):	3	
How many conference championships has your school won (include all intercollegiate sports, all years):	250	
Total number of student athletes from your school that have gone on to play professional sports:	0	

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I certify that the data contained in this form are accurate, correct, and up-to-date.

Name:

Title:

Phone:

Email:

If you have questions or would like to contact our Technical Support staff, you can e-mail them at surveysupport@review.com

Print Cancel

Review Data Set Form I: Computer Networking and Facilities (2015-2016)

[Instructions and Help](#)

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Computer Networking and Facilities

Do you have a campus-wide network in place?	<input checked="" type="radio"/> Yes <input type="radio"/> No
Do you have a network or lab fee for computer usage on campus for undergraduates?	<input type="radio"/> Yes <input checked="" type="radio"/> No
If so, what is it?	
What is the URL of your school's official Facebook page?	http://www.facebook.com/hopecollege
What is the URL of your school's official Twitter page?	http://twitter.com/HopeCollege
Do you have a computer ethics policy in place for your school?	<input checked="" type="radio"/> Yes <input type="radio"/> No
If yes, please describe or provide URL	Nothing that is illegal is permitted
What is the email domain for undergraduate students at your school? (i.e. @college.edu) (please enter one email domain per line in the text box to the right)	@hope.edu
Do you have any alliances or partnerships with technology companies?	<input checked="" type="radio"/> Yes <input type="radio"/> No
If so, please describe	Apple/Microsoft/Symantec/Google
Does your school's tuition include a personal computer for each student?	<input type="radio"/> Yes <input checked="" type="radio"/> No
Do you have a special pricing, discount, or resale agreement with hardware vendors?	<input checked="" type="radio"/> Yes <input type="radio"/> No
If so, please list them.	percentage discount on Apple

Wireless Network

What percentage of the following areas have wireless network access (please respond only with numbers, and no % sign)?	100	% - Classrooms
	100	% - Dorms
	100	% - Student union
	100	% - Library
	100	% - Dining areas
	100	% - Common outdoor areas

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I certify that the data contained in this form are accurate, correct, and up-to-date.

Name:

Title:

Phone:

Email:

If you have questions or would like to contact our Technical Support staff, you can e-mail them at surveysupport@review.com

Print Cancel

Review Data Set Form J: Visiting Campus (2015-2016)

[Instructions and Help](#)

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Visiting Campus

Name of person responsible for organizing prospective student visits: **Mackenzie Miller**

Title (eg. Visiting Coordinator or Director of Admissions) **Visit Coordinator**

Mailing Address **69 E. 10th Street**

City/State/Zip **Holland MI 494**

Phone / Fax **800-968-7850 616-395-7130**

Email **admissions@hope.edu**

Provide a URL to a page on your website where visiting information can be found: **www.hope.edu/admissions/visit**

Do you have a Campus Visiting Center? ☐ Yes ☒ No

If yes, please list the phone number

Days:

Hours:

Closed:

On Campus Highlights

Please provide up to five of the most popular places on campus. (Examples might be a new building, a museum, a coffee shop, an athletic facility)

- DeWitt Student Center**
 - Martha Miller Center for Global Communic**
 - Library**
 - Paul A Schaap Science Center**
 - DeVos Fieldhouse**
- Additional space is provided for other information. **Kletz - student grill**

Off Campus Highlights

Please provide up to five of the most popular places off campus. (Examples might be tourist attractions, shopping areas, museums.)

- Beaches of Lake Michigan**
 - Downtown Holland (2 blocks from campus)**
 - Edge Ice Arena**
 - Mall**
 -
- Additional space is provided for other information.

Campus Tours

Email address for prospective students to sign up for campus tour: **admissions@hope.edu**

Provide a URL to a page on your website where prospective students can sign up for a campus tour: **www.hope.edu/admissions**

Campus Tours Available ☒ Available ☐ Not Available

Appointment Required ☒ Required ☐ Not required ☐ Preferred

Dates ☒ Year-round ☐ Academic Year ☐ Varies

Times (list available times) **weekdays/saturday until noon**

☐ Varies

Average Length ☐ 30 min. ☒ 1 hour ☐ 2 hour ☐ Varies

Provide a URL to a page on your website to an online campus tour or photo gallery:

www.hope.edu/admissions/visit/

On Campus Interviews

Email address for prospective students to sign up for on-campus interview:

admissions@hope.edu

Provide a URL to a page on your website where prospective students can sign up for a on-campus interview:

www.hope.edu/admissions/visit/

On Campus Interviews

☒ Available ☐ Not Available

Start Date-Juniors (indicate when juniors may start interviewing)

Junior Year

Appointment Required

☐ Required ☐ Not Required ☒ Preferred

Advance Notice

☒ Yes ☐ No

If yes, specify the length of advance notice

☒ 1 week ☐ 2 weeks ☐ 3 weeks ☐ Other

Saturdays

☒ Yes ☐ No ☐ Sometimes

Average Length

☐ 30 min. ☒ 45 min. ☐ 1 hour ☐ 1.5 hours ☐ 2 hours

Information Sessions

☐ Available ☒ Not Available

If available, when

Faculty and Coach Visits

Email address to inquire about visits with faculty members:

same as above

Provide a URL to a page on your website where prospective students can sign up for, or inquire about, a visit with a faculty member:

same as above

Email address for prospective students to inquire about, or arrange for, a visit with a sports coach:

same as above

Dates/Times: Subject to faculty/coach availability

☒ Year-round ☐ Academic Year ☐ N/A

Arrangements:

☒ Contact Admissions Office
☐ Contact Coach Directly
☐ Contact Athletic Department
☐ Other (please specify)

If you selected Other please specify:

Advance Notice

☒ 1 week ☐ 2 weeks ☐ 3 weeks ☐ Other

Class Visits

Provide a URL to a page on your website where prospective students can sign up for, or inquire about, class visits:

same as above

Dates

☐ Year-round ☒ Academic Year ☐ Varies

Arrangements

☒ Contact Admissions Office
☐ Contact Visiting Center
☐ Other (please specify)

If you selected Other please specify:

Overnight Dorm Stays

Overnight Dorm Stays

☒ Available ☐ Not Available

Advance Notice

☐ 1 week ☒ 2 weeks ☐ 3 weeks ☐ Other

Arrangements

☒ Contact Admissions Office
☐ Contact Visiting Center
☐ Other (please specify)

If you selected Other please specify:

Limitations

not during last week of class and finals

Transportation

Transportation

Please provide a description of the types of transportation available to campus e.g., taxis, shuttle buses, buses, and trains. Include the closest

airport.	Taxi Bus Train Airport (45 min.) -- Grand Rapids Private Airport (Tulip City) in Holland
----------	--

Provide a URL to a page on your website for Public Transportation to campus	same as above
---	----------------------

Driving Instructions	See Campus Visit Website
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Please provide driving instructions from major roads or landmarks.

Provide URL to a page on your website for driving instructions to campus:	same as above
---	----------------------

Provide URL to a page on your website that describes on-campus visitor parking:	same as above
---	----------------------

Local Accommodations

Please provide a description of available lodging in all price ranges.

Near by	Haworth Center (on campus)
---------	----------------------------

Far Away	within 15 minutes - Holiday Inn Express - Country Inn Suites - Hampton Inn - Fairfield Inn - Knights Inn - Super 8 - Residence Inn (20 minutes)
----------	--

Provide a URL to a page on your website for local accommodation information:	same as above
--	----------------------

PLEASE NOTE THE FOLLOWING:

- 1) Saving the form does not Lock it. You may return at any time to make changes or update your data.
- 2) Once you have saved all of your forms, you will receive no further email reminders for the active data collection campaign.
- 3) Once saved, your data is published directly to our website, usually within 48 hours. No final "Submit" button or procedure is necessary.

I certify that the data contained in this form are accurate, correct, and up-to-date.

Name:

Title:

Phone:

Email:

If you have questions or would like to contact our Technical Support staff, you can e-mail them at surveysupport@review.com

Print Cancel

Review Data Set Form K: Career Services & Employment (2015-2016)

[Instructions and Help](#)

*Please note that in order to save this form, you must fill in the four respondent information boxes at the bottom of the page (Name, Title, Phone #, Email). This must be done each time you save the form. Failure to do so may result in losing the information you have entered.

Career Services and Placement

Check services in career placement center:

☒ Alumni network
☒ Alumni services
☒ Career/job search classes
☒ Career assessment
☒ Internships
☒ Regional alumni

Are on-campus job interviews available in the career placement center?

☒ Yes ☐ No

Does your school provide opportunities for any of the following:

☒ Cooperative learning
☒ Experiential learning
☒ Internships

Please describe the program above of which you are proudest:

Hope has an extensive undergraduate research program engaging more than 200 students each summer.

Employment and Salary Information

What was the median base salary (do not include any bonuses) of your 2015 graduates who accepted employment after graduation?

\$

Percent of 2015 graduates for whom you have usable employment/salary information:

%

What was the median base salary (do not include any bonuses) of your 2014 graduates who accepted employment after graduation?

\$

Percent of 2014 graduates for whom you have usable employment/salary information:

0%

What was the median base salary (do not include any bonuses) of your 2013 graduates who accepted employment after graduation?

\$

Percent of 2013 graduates for whom you have usable employment/salary information:

0%

Undergraduate Major

Undergraduate Major	Number of 2014 Graduates	Percent of Graduates Seeking Employment	Percent of Graduates Accepting New Jobs	Percent of Graduates With usable Salary Data	Median Base Salary
Biological/Life Sciences		%	%	%	\$
Business		%	%	%	\$
Communications/Journalism		%	%	%	\$
Computer Science		%	%	%	\$
Education		%	%	%	\$
Engineering		%	%	%	\$
Environmental Studies		%			\$
Health Services		%	%	%	\$
History		%	%	%	\$
Mathematics		%	%	%	\$
Philosophy					

% % % \$

Political Science/Government % % % \$

Psychology % % % \$

Entrepreneurship Offerings

This section will open in April 2016.

Who should students contact with questions about entrepreneurship at your school?

Name:

Title:

Address 1:

Address 2:

City:

State:

Zip code:

Phone:

Email:

URL:

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Name:

Title:

Phone:

Email:

If you have questions or would like to contact our Technical Support staff, you can e-mail them at surveysupport@review.com

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