

Common Data Set A: General Information

Respondent Information (Not for Publication)

A0

Name:

Laurie Smith

Title:

Director of Institutional Research

Office:

Frost Research Center

Mailing Address:

Hope College

City/State/Zip:

Holland

MI

49422

Country:

United States

Phone:

616-395-7311

Fax:

616-395-7410

Email Address

smithl@hope.edu

Are your responses to the CDS posted for references on your institution's Web site?

Yes

If yes, please provide the URL of the corresponding Web page:

<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 This information will not be published but will help the publishers further refine CDS items.

Address Information

A1

Name of College/University:

Hope College

Mailing Address:

P.O. Box 9000

City/State/Zip:

Holland

MI

49422-9000

Country:

United States

Street Address (if different):

Main Phone Number:

616-395-7000

WWW Home Page Address:

www.hope.edu

Admissions Phone Number

616-395-7850

Admissions Toll-Free Phone Number:

800-968-7850

Admissions Office Mailing Address:

69 East 10th

City/State/Zip:

Holland

MI

49422-9000

Country:

United States

Admissions Fax Number:

616-395-7130

Admissions Email Address:

admissions@hope.edu

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

<https://hope.edu/admissions/apply.html>

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

City/State/Zip:

Country:

United States



Common Data Set A: General Information

Source of institutional control (Check only one):

A2

Private (nonprofit)



Common Data Set A: General Information

Classify your undergraduate institution:

A3

Coeducational college



Common Data Set A: General Information

Academic year calendar:

A4: Academic year calendar

Semester



If you chose 'Differs', please describe here:

If you chose 'Other', please describe here:

Common Data Set A: General Information

Degrees offered by your institution:

A5: Degrees offered by your institution

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

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 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:

Laurie Smith

Title:

Director of Institutional Research

Phone:

(616) 395-7311

Email:

smithl@hope.edu

Common Data Set B: Enrollment And Persistence

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, 2018. Note: Report students formerly designated as "first professional" in the graduate cells.

***Nonstandard questions added by The Princeton Review**

	Full-Time		Part-Time		Full-Time	Part-Time
	Men	Women	Men	Women	*Gender Not Specified*	*Gender Not Specified*
Undergraduates						
Degree-seeking, first-time freshmen						
	279	519	0		0	
Other first-year, degree-seeking						
	0	0	0		0	
All other degree-seeking						
	862	1,371	5		7	
<i>Total degree-seeking</i>						
	1,142	1,891	5		7	
All other undergraduates enrolled in credit courses						
	1	1	57		55	
<i>Total undergraduates</i>						
	1,142	1,891	62		55	

	Men	Women	Men	Women	*Gender Not Specified*	*Gender Not Specified*
Graduate						
Degree-seeking, first-time						
All other degree-seeking						
All other graduates enrolled in credit courses						
<i>Total graduate</i>						
Total all undergraduates:				3,150		
Total all graduate:				0		
GRAND TOTAL ALL STUDENTS:				3,150		

Common Data Set B: Enrollment And Persistence

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, 2018. Include international students only in the category "Nonresident 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 on the Hispanic/Latino line, not under any race, and persons who are non-Hispanic/Latino multi-racial should be reported only under "Two or more races."

Degree-	Degree-	Total UNDER-
seeking	seeking	GRADUATES

seeking FIRST-
TIME FIRST-
YEAR

UNDER-
GRADUATES
(including first-
time first-year)

(both degree-
and non-
degree-
seeking)

Nonresident aliens

19	71	78
----	----	----

Hispanic/Latino

54	225	227
----	-----	-----

Black or African American, non-Hispanic/Latino

17	79	79
----	----	----

White, non-Hispanic/Latino

649	2,507	2,585
-----	-------	-------

American Indian or Alaska Native, non-Hispanic/Latino

0	0	0
---	---	---

Asian, non-Hispanic/Latino

21	63	74
----	----	----

Native Hawaiian or other Pacific Islander, non-Hispanic/Latino

0	0	0
---	---	---

Two or more races, non-Hispanic/Latino

36	91	91
----	----	----

Race and/or ethnicity unknown

2	8	16
---	---	----

TOTAL

798	3,044	3,150
-----	-------	-------

Persistence

B3 Number of degrees awarded by your institution from July 1, 2017 to June 30, 2018

Certificate/diploma	
Associate degrees	
Bachelor's degrees	691
Postbachelor's certificates	
Master's degrees	
Post-Master's certificates	
Doctoral degrees - research/scholarship	
Doctoral degrees - professional practice	
Doctoral degrees - other	

Common Data Set B: Enrollment And Persistence

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 IPEDS GRS Forms and Instructions for the 2018-19 Survey.

In the following section for bachelor's or equivalent programs, please disaggregate the Fall 2011 and Fall 2012 cohorts (formerly CDS B4-B11) into four groups:

- **Students who received a Federal Pell Grant***
- **Recipients of a subsidized Stafford Loan who did not receive a Pell Grant**
- **Students who did not receive either a Pell Grant or a subsidized Stafford Loan**
- **Total (all students, regardless of Pell Grant or subsidized loan status)**

*Students who received both a Federal Pell Grant and a subsidized Stafford Loan should be reported in the "Recipients of a Federal Pell Grant" column.

For each graduation rate grid below, the numbers in the first three columns for Questions A-G should sum to the cohort total in the fourth column (formerly CDS B4-B11).

For Bachelor's or Equivalent Programs

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

Fall 2011 Cohort

Recipients of a Federal Pell Grant	Recipients of a Subsidized Stafford Loan who did not receive a Pell Grant	Students who did not receive either a Pell Grant or a subsidized Stafford Loan	Total (sum of 3 columns to the left)
------------------------------------	---	--	--------------------------------------

A - Initial 2011 cohort of first-time, full-time, bachelor's (or equivalent) degree-seeking undergraduate students

207	243	392	842
-----	-----	-----	-----

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

0	0	0	0
---	---	---	---

C - Final 2011 cohort, after adjusting for allowable exclusions

207	243	392	842
-----	-----	-----	-----

D - Of the initial 2011 cohort, how many completed the program in four years or less (by Aug. 31, 2015)

120	153	294	567
-----	-----	-----	-----

E - Of the initial 2011 cohort, how many completed the program in more than four years but in five years or less (after Aug. 31, 2015 and by Aug. 31, 2016)

25	33	40	98
----	----	----	----

F - Of the initial 2011 cohort, how many completed the program in more than five years but in six years or less (after Aug. 31, 2016 and by Aug. 31, 2017)

3	4	4	11
---	---	---	----

G - Total graduating within six years (sum of lines D, E, and F)

148	190	338	676
-----	-----	-----	-----

H - Six-year graduation rate for 2011 cohort (G divided by C)

71	%
78	%
86	%
80	%

Common Data Set B: Enrollment And Persistence

Fall 2012 Cohort

Recipients of a Federal Pell Grant	Recipients of a Subsidized Stafford Loan who did not receive a Pell Grant	Students who did not receive either a Pell Grant or a subsidized Stafford Loan	Total (sum of 3 columns to the left)
------------------------------------	---	--	--------------------------------------

A - Initial 2012 cohort of first-time, full-time, bachelor's (or equivalent) degree-seeking undergraduate students

219	356	402	977
-----	-----	-----	-----

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

0	1	0	1
---	---	---	---

C - Final 2012 cohort, after adjusting for allowable exclusions

219	355	402	976
-----	-----	-----	-----

D - Of the initial 2012 cohort, how many completed the program in four years or less (by Aug. 31, 2016)

132	247	306	685
-----	-----	-----	-----

E - Of the initial 2012 cohort, how many completed the program in more than four years but in five years or less (after Aug. 31, 2016 and by Aug. 31, 2017)

15	28	23	66
----	----	----	----

F - Of the initial 2012 cohort, how many completed the program in more than five years but in six years or less (after Aug. 31, 2017 and by Aug. 31, 2018)

9	3	2	14
---	---	---	----

G - Total graduating within six years (sum of lines D, E, and F)

156	278	331	765
-----	-----	-----	-----

H - Six-year graduation rate for 2012 cohort (G divided by C)

71	%
----	---

78	%
----	---

82	%
----	---

78	%
----	---

Common Data Set B: Enrollment And Persistence

For Two-Year Institutions

Please provide data for the 2015 cohort if available. If 2015 cohort data are not available, provide data for the 2014 cohort.

2014 Cohort

B12. Initial 2014 cohort, total of first-time, full-time degree/certificate-seeking students:

B13. Of the initial 2014 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:

B14. Final 2014 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:

B20. Total transfers to two-year institutions:

B21. Total transfers to four-year institutions:

2015 Cohort

B12

Initial 2015 cohort, total of first-time, full-time degree/certificate-seeking students:	
B13. Of the initial 2015 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 2015 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:	

Common Data Set B: Enrollment And Persistence

Retention Rates

Report for the cohort of all full-time, first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in Fall 2017 (or the preceding summer term). The initial cohort may be adjusted for students who departed for the following reasons: 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 2017 (or the preceding summer term), what percentage was enrolled at your institution as of the date your institution calculates its official enrollment in Fall 2018?	90.5	%
--	------	---

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

Name:	Laurie Smith
Title:	Director of Institutional Research
Phone:	616-395-7311
Email:	smithl@hope.edu

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

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 2018. Include early decision, early action, and students who began studies during summer in this cohort. Applicants should include only those students who fulfilled the requirements for consideration for admission (i.e., who completed actionable applications) and who have been notified of one of the following actions: admission, nonadmission, 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

1,638

Total first-time, first-year (freshman) women who applied

2,724

***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) gender not specified who were admitted**

****Total first-time, first-year (freshman) who were admitted**

Total part-time, first-time, first-year (freshman) men who enrolled

0

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 *

774

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

If yes, please answer the questions below for Fall 2018 admissions:

Number of qualified applicants offered a place on waiting list

198

Number accepting a place on the waiting list

Number of wait-listed students admitted

8

Is your waiting list ranked?

No

If yes, do you release that information to students?

Select...

Do you release that information to school counselors?

Select...

Total first-time, first-year (freshman) men who were admitted

1,169

Total first-time, first-year (freshman) women who were admitted

2,129

Total full-time, first-time, first-year (freshman) men who enrolled

268

Total full-time, first-time, first-year (freshman) women who enrolled

506

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

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?

**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). If you use a different system for calculating units, please convert.

Units required**Units recommended**

Total academic units

English

4

Mathematics

4

Science

4

Of these, units that must be lab

2

Foreign language

4

Social Studies

4

History

4

Academic electives

Computer Science

Visual/Performing Arts

Other (explain)

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

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 scores, or other qualifications? If so, check which applies:

☐ 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

Rigor of secondary school record

Important

Class rank

Considered

Academic GPA

Important

Standardized test scores

Important

Application Essay

Considered

Recommendation(s)

Considered

Non-Academic

Interview

Not considered

Extracurricular activities	Considered
Talent/ability	Considered
Character/personal qualities	Not considered
First Generation	Not considered
Alumni/ae relation	Considered
Geographical residence	Considered
State residency	Not considered
Religious affiliation/commitment	Not considered
Racial/ethnic status	Not considered
Volunteer work	Not considered
Work experience	Not considered
Level of applicant's interest	Not considered

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

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?

If yes, please select the appropriate boxes below to reflect your institution's policies for use in admission for Fall 2020.

ADMISSIONS

SAT or ACT	Require
ACT Only	Consider if submitted
SAT only	Consider if submitted
SAT and SAT Subject Tests or ACT	Not Used

B. If your institution will make use of the ACT in admission decisions for first-time, first-year, degree-seeking applicants for **Fall 2020** please indicate which ONE of the following applies (regardless of whether the writing score will be used in the admissions process):

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 2020** please indicate which ONE of the following applies (regardless of whether the Essay score will be used in the admissions process):

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:

For admission

☐ SAT Essay

☐ ACT Essay

For placement

☐ SAT Essay

☐ ACT Essay

For advising

☐ SAT Essay

☐ ACT Essay

In place of an application essay

☐ SAT Essay

☐ ACT Essay

As a validity check on the application essay

☐ SAT Essay

☐ ACT Essay

No college policy as of now

☒ SAT Essay

☒ ACT Essay

Not using essay component

☒ SAT Essay

☒ ACT Essay

D. In addition, does your institution use applicants' test scores for academic advising?

Yes

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):

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

Freshman Profile

Provide information for **ALL enrolled, degree-seeking, full-time and part-time, first-time, first-year (freshman) students** enrolled in Fall 2018, including students who began studies during summer, international students/nonresident aliens, and students admitted under special arrangements.

C9 Percent and number of first-time, first-year (freshman) students enrolled in Fall 2018 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 for a category of students) or combine other standardized test results (such as TOEFL) in this item. Do not convert SAT scores to ACT scores and vice versa. *Do convert Old SAT scores to New SAT scores using the College Board's concordance tools and tables.*

The 25th percentile is the score that 25 percent scored at or below; the 75th percentile score is the one that 25 percent scored at or above.

Percent submitting SAT scores

75

Percent submitting ACT scores

61

Number submitting SAT scores

582

Number submitting ACT scores

473

25th percentile

75th percentile

SAT Evidence-Based Reading and Writing

570

670

SAT Math

540

660

ACT Composite

23

29

ACT Math

22

28

ACT English

23

31

ACT Writing

SAT Evidence-Based Reading and Writing

SAT Math

700-800

13.60

%

15.30

%

600-699

45.90

%

35.10

%

500-599

34.30	%
-------	---

42.40	%
-------	---

400-499

6.20	%
------	---

6.90	%
------	---

300-399

0.00	%
------	---

0.30	%
------	---

200-299

0	%
---	---

0	%
---	---

Totals (should = 100%)

100	%
-----	---

100	%
-----	---

30-36

22.60	%
-------	---

30.6	%
------	---

16.2	%
------	---

24-29

49.70	%
-------	---

	%
--	---

ACT Composite	ACT English	ACT Math
---------------	-------------	----------

39.6	%
------	---

50.8	%
------	---

18-23

26.40	%
-------	---

25.3	%
------	---

26.8	%
------	---

12-17

1.30	%
------	---

4.5	%
-----	---

6.2	%
-----	---

6-11

0.00	%
------	---

0.00	%
------	---

0	%
---	---

below 6

0	%
---	---

0	%
---	---

0	%
---	---

Totals (should = 100%)

100	%
-----	---

100	%
-----	---

100	%
-----	---

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 high school rank information).

Percent in top tenth of high school graduating class	39	%
Percent in top quarter of high school graduating class	67	%
Top half + bottom half = 100%		
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	0	%
Percent of total first-time, first-year (freshman) students who submitted high school class rank:	48	%

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 only for those students from whom you collected high school GPA.

Percent who had GPA of 3.75 or higher	69.40	%
Percent who had GPA between 3.50 and 3.74	15.70	%
Percent who had GPA between 3.25 and 3.49	7.50	%
Percent who had GPA between 3.0 and 3.24	4.40	%
Percent who had GPA between 2.50 and 2.99	2.90	%
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:	3.79	
Percent of total first-time, first-year (freshman) students who submitted high school GPA:	99.00	%

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

Admission Policies

C13 Application Fee

Does your institution have an application fee?

Yes

Amount of application fee

\$ 35.00

Can it be waived for applicants with financial need?

Yes

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

Same fee:

Yes

Free:

No

Reduced:

No

Can on-line application fee be waived for applicants with financial need?

Yes

C14 Application Closing Date

Does your institution have an application closing date?

No

Application closing date (Fall):

Priority date:

11/1

C15 Are first-time, first-year students accepted for terms other than the fall?

Yes

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

On a rolling basis beginning (date):

By (date):

12/1

Other:

first notification is Dec. 1, after than rolling

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

Must reply by (date):

5/1

☐ No set date

Must reply by May 1 or within

2 weeks

Other:

Deadline for housing deposit (MMDD):

05

01

Amount of housing deposit:

\$ 300

Refundable if student does not enroll?

No

C18 Deferred admission:

Does your institution allow students to postpone enrollment after admission?

Yes

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

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

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?

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 2018 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?

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?

Early action II closing date:

Early action II notification date:

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Laurie Smith

Title:

Director of Institutional Research

Phone:

(616) 395-7311

Email:

smithl@hope.edu

Common Data Set D: Transfer Admission

Fall Applicants

D1

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

Yes

If yes, may transfer students earn advanced standing credit by transferring credits earned from course work completed at other colleges/universities?

Yes

D2 Provide the number of students who applied, were admitted, and enrolled as degree-seeking transfer students in Fall 2018.

Applicants

Admitted
Applicants

Enrolled
Applicants

Men

76

48

28

Women

103

62

25

Total

179

110

53

Common Data Set D: Transfer Admission

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?

No

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

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

High school transcript

Required of All

College transcript(s)

Required of All

Essay or personal statement

Required of All

Interview

Not Required

Standardized test score

Required of Some

Statement of good standing from prior institution(s)

Required of All

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):

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	Reply Date
Fall				
	4/1			
	5/1			

☒ Rolling Admission

Winter

☐

Rolling Admission

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?

No

D11 Describe additional requirements for transfer admission, if applicable:

Common Data Set D: Transfer Admission

Transfer Credit Policies

D12

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

C

D13

Number

Unit Type

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

D14

Number

Unit Type

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

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:

D17 Describe other transfer credit policies:

Common Data Set D: Transfer Admission

Military Service Transfer Credit Policies

D18 Does your institution accept the following military/veteran transfer credits:

American Council on Education (ACE)

No

College Level Examination Program (CLEP)

Yes

DANTES Subject Standardized Tests (DSST)

No

Number

Unit type

D19 Maximum number of credits or courses that may be transferred based on military education evaluated by the American Council on Education (ACE):

Number

Unit type

D20 Maximum number of credits or courses that may be transferred based on Department of Defense supported prior learning assessments (College Level Examination Program (CLEP) or DANTES Subject Standardized Tests (DSST)):

D21 Are the military/veteran credit transfer policies published on your website?

Yes

If yes, please provide the URL where the policy can be located:

<https://hope.edu/offices/registrar/credits-testing/transfer-c>

Describe other military/veteran transfer credit policies unique to your institution:

Military transfer credit is treated the same as all transfer credit.

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Name:

Laurie Smith

Title:

Director of Institutional Research

Phone:

616.395.7311

Email:

smithl@hope.edu

Common Data Set E: Academic Offerings And Policies

Special study options:

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

- ☐ Accelerated program
- ☐ Cooperative education program
- ☐ Distance learning
- ☒ Double major
- ☒ Dual enrollment
- ☐ English as a Second Language (ESL)
- ☒ Exchange student program (domestic)
- ☐ External degree program
- ☐ Honors program
- ☒ Independent study
- ☐ Cross-registration
- ☒ Internships
- ☐ Liberal arts/career combination
- ☒ Student-designed major
- ☒ Study abroad
- ☒ Teacher certification program
- ☐ Weekend college
- ☐ Other (please specify)

If you selected Other please specify:

Common Data Set E: Academic Offerings And Policies

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:

Common Data Set E: Academic Offerings And Policies

Confirmation:

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Name:

Laurie Smith

Title:

Director of Institutional Research

Phone:

(616) 395-7311

Email:

smithl@hope.edu

Common Data Set F: Student Life

Enrollment

F1 Percentages of first-times, first-year (freshman) degree-seeking students and all degree-seeking undergraduates enrolled in Fall 2018 who fit the following categories:

First-time, first-year
(freshman) students

Undergraduates

Percent who are from out of state (exclude international/nonresident aliens from the numerator and denominator)

33

%

67

%

Percent of men who join fraternities

14

%

14

%

Percent of women who join sororities

17

%

18

%

Percent who live in college-owned, -operated, or -affiliated housing

99

%

79

%

Percent who live off campus or commute

1

%

81

%

Percent of students age 25 and older

0

%

0

%

Average age of full-time students

Average age of all students (full- and part-time)

Common Data Set F: Student Life

Activities offered

F2 Identify those programs available at your institution

- ☒ Choral groups
- ☐ Marching band
- ☒ Student government
- ☒ Concert band
- ☒ Music ensembles
- ☒ Student newspaper
- ☒ Dance
- ☐ Musical theater
- ☐ Student-run film society
- ☒ Drama/theater
- ☐ Opera
- ☐ Symphony orchestra
- ☒ Jazz band
- ☐ Pep band
- ☐ Television station
- ☒ Literary magazine
- ☒ Radio station
- ☒ Yearbook
- ☒ Campus Ministries
- ☒ International Student Organization
- ☐ Model UN

Common Data Set F: Student Life

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):

Common Data Set F: Student Life

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
- ☐ Other (please specify)
- ☐ Wellness housing
- ☒ Theme housing

If you selected Other please specify:

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Name:

Laurie Smith

Title:

Institutional Research Associate

Phone:

(616) 395-7311

Email:

smithl@hope.edu

Common Data Set G: Annual Expenses

Annual Expenses

Provide 2019-2020 academic year costs for the following categories that are applicable to your institution.

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

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

☐ Check here if you are providing 2018-2019 tuition until 2019-2020 costs are available

☒ Check here if you are providing 2017-2018 tuition until 2018-2019 costs are available

and provide an approximate date (i.e., month/day) when your institution's final 2019-2020 academic year costs will be available:

2/2019

Common Data Set G: Annual Expenses

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 2019-2020 academic year (30 semester or 45 quarter hours for institutions that derive annual tuition by multiplying credit hour cost by number of credits). 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. Room and board is defined as double occupancy and 19 meals per week or the maximum meal 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 optional fees (e.g., parking, laboratory use).

First-Year

Undergraduates

PRIVATE INSTITUTIONS Tuition:

\$ 33,700

\$ 33,700

PUBLIC INSTITUTIONS Tuition: (in-district)

\$

\$

In-state: (out-of-district)

\$

\$

Out-of-state:

\$

\$

NONRESIDENT ALIENS Tuition:

\$ 33,700

\$ 33,700

REQUIRED FEES:

\$ 310

\$ 310

ROOM AND BOARD: (on-campus)

\$ 10,310

\$ 10,310

ROOM ONLY: (on-campus)

\$ 4,730

\$ 4,730

BOARD ONLY: (on-campus meal plan)

\$ 5,580

\$ 5,580

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

Min 12

Max 16

G3 Do tuition and fees vary by year of study (e.g., sophomore, junior, senior)?

No

G4 Do tuition and fees vary by undergraduate instructional program?

No

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

0

Common Data Set G: Annual Expenses

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

G5

Residents	Commuters (living at home)	Commuters (not living at home)
-----------	-------------------------------	-----------------------------------

Books and supplies:

\$ 950

\$ 950

\$ 950

Room only:

\$ 4,730

\$ 1,425

\$ 1,425

Board only:

\$ 5,580

\$ 1,425

\$ 1,425

Room and board total (if your college cannot provide separate room and board figures for commuters not living at home):

\$

\$

\$

Transportation:

\$

340

\$

820

\$

820

Other expenses:

\$

1,350

\$

1,350

\$

1,350

Common Data Set G: Annual Expenses

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

G6

PRIVATE INSTITUTIONS:	<div><div>\$</div><div></div></div>
PUBLIC INSTITUTIONS: (in-district)	<div><div>\$</div><div></div></div>
In-state: (out-of-district)	<div><div>\$</div><div></div></div>
Out-of-state:	<div><div>\$</div><div></div></div>
NONRESIDENT ALIENS:	<div><div>\$</div><div></div></div>

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Email:

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Common Data Set H: Financial Aid

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) in the following categories. (Note: If the data being reported are final figures for the 2017-2018 academic year (see the next item below), use the 2017-2018 academic year's CDS Question B1 cohort.) Include aid awarded to international students (i.e., those not qualifying for federal aid). Aid that is non-need-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 "non-need-based scholarship or grant aid" on the last page of the definitions section.)

Indicate the academic year for which data are reported for items H1, H2, H2A, and H6 below:

2018-2019 estimated or

Which needs-analysis methodology does your institution use in awarding institutional aid?

Federal methodology (FM)

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

\$ 2,602,342

\$ 634,245

State (i.e., all states, not only the state in which your institution is located)

\$ 2,036,549

\$ 0

Institutional: Endowed scholarships, annual gifts and tuition funded grants, awarded by the college, excluding athletic aid and tuition waivers (which are reported below).

\$ 245,238,673

\$ 10,568,465

Scholarships/grants from external sources (e.g., Kiwanis, National Merit) not awarded by the college

\$ 158,614

\$ 1,038,962

Total Scholarships/Grants

\$	30,036,178
----	------------

\$	12,241,672
----	------------

Self-Help

Student Loans from all sources (excluding parent loans)

\$	5,268,850
----	-----------

\$	8,127,405
----	-----------

Federal Work Study

\$	373,158
----	---------

\$	0
----	---

State and other (e.g., institutional) workstudy/ employment (Note: Excludes Federal Work-Study captured above.)

\$	
----	--

\$	
----	--

Total Self-Help

\$	5,642,008
----	-----------

\$	8,127,405
----	-----------

Other

Parent Loans

\$	0
----	---

\$	5,084,077
----	-----------

Tuition Waivers

Note: Reporting is optional. Report tuition waivers in this row if you choose to report them. Do not report tuition waivers elsewhere.

\$	1,805,363
----	-----------

\$	1,069,580
----	-----------

\$ 0

\$ 0

Common Data Set H: Financial Aid

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 meet need should be counted as need-based 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 should also be counted as full-time undergraduates.

	First-time Full-time Freshmen	Full-time Undergrad (inc. fresh)	Less than Full-time Undergrad
--	-------------------------------------	--	-------------------------------------

a) Number of degree-seeking undergraduate students (CDS Item B1 if reporting on Fall 2017 cohort)

798

3,031

12

b) Number of students in line **a** who applied for need-based financial aid

664

2,102

26

c) Number of students in line **b** who were determined to have financial need

494

1,698

26

d) Number of students in line **c** who were awarded any financial aid

494

1,690

12

e) Number of students in line **d** who were awarded any need-based scholarship or grant aid

441

1,469

12

f) Number of students in line **d** who were awarded any need-based self-help aid

364

1,330

10

g) Number of students in line **d** who were awarded any non-need-based scholarship or grant aid

457

1,356

3

h) Number of students in line **d** whose need was fully met (exclude PLUS loans, unsubsidized loans and private alternative loans.)

131

497

2

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 (PLUS loans, unsubsidized loans and private alternative loans)

80

80

42

j) The average financial aid package of those in line **d**. Exclude any resources that were awarded to replace EFC (PLUS loans, unsubsidized loans and private alternative loans.)

\$ 28,043

\$ 27,356

\$ 14,858

k) Average need-based scholarship and grant aid of those in line **e**

\$ 23,446

\$ 21,627

\$ 9,620

l) Average need-based self-help award (excluding PLUS loans, unsubsidized loans and private alternative loans) of those in line **f**

\$ 4,597

\$ 5,730

\$ 5,239

m) Average need-based loan (excluding PLUS loans, unsubsidized loans and private alternative loans) of those in line **f** who were awarded a need-based loan

\$ 3,380

\$ 4,376

\$ 3,127

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 and who were awarded institutional--not external--non-need-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 should also be counted as full-time undergraduates.

First-time Full-time Freshmen

Full-time Undergrad (inc. fresh)

Less than Full-time Undergrad

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)

240	888	18
-----	-----	----

o) Average dollar amount of institutional non-need-based scholarship or grant aid awarded to students in line **n**

\$	10,490
----	--------

\$	9,415
----	-------

\$	3,456
----	-------

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: * 2018 undergraduate class: all students who started at your institution as first-time students and received a bachelor's degree between July 1, 2017 and June 30, 2018. * only loans made to students who borrowed while enrolled at your institution. * co-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 degree)

H4

Provide the number of students in the 2018 undergraduate class who started at your institution as first-time students and received a bachelor's degree between July 1, 2017 and June 30, 2018. Exclude students who transferred into your institution.

#	641
---	-----

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. NOTE: The "Average per-undergraduate-borrower cumulative principal borrowed," is designed to provide better information about student borrowing from federal and nonfederal (institutional, state, commercial) sources. The numbers, percentages, and averages for each row should be based only on the loan source specified for the particular row. For example, the federal loans average (row b) should only be the cumulative average of federal loans and the private loans average (row e) should only be the cumulative average of private loans.

Number in the class (defined in H4 above) who borrowed from the types of loans specified in the first column

Percent of the class (defined above) who borrowed from the types of loans specified in the first column (nearest 1%)

Average per-undergraduate-borrower cumulative principal borrowed from the types of loans in the first column (nearest \$1)

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.

404

63

%

\$ 35,635

b) Federal loan programs: Federal Perkins, Federal Stafford Subsidized and Unsubsidized. Include both Federal Direct Student Loans and Federal Family Education Loans.

400

62

%

\$ 25,976

c) Institutional loan programs.

0

0

%

\$ 0

d) State loan programs.

0

0

%

\$ 0

e) Private student loans made by a bank or lender.

95

15

%

\$ 42,171

Common Data Set H: Financial Aid

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:

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:

66

- ☒ 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

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

\$ 19,201

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

\$ 1,267,234

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:

Common Data Set H: Financial Aid

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:

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:

If yes, starting date:

H11 Indicate reply dates:

Students must reply by (date):

Common Data Set H: Financial Aid

Types of Aid Available

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

H12 **Loans**

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

FEDERAL DIRECT STUDENT LOAN PROGRAM (DIRECT LOAN)

- ☒ Direct Subsidized Stafford Loans
- ☒ Direct Unsubsidized Stafford Loans
- ☒ Direct PLUS loans

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.

Academics

- ☒ Non-need
- ☒ Need-based

Alumni affiliation

- ☒ Non-need
- ☐ Need-based

Art

- ☒ Non-need
- ☐ Need-based

Athletics

- ☐ Non-need
- ☐ Need-based

Job skills

- ☐ Non-need
- ☐ Need-based

ROTC

- ☐ Non-need

Leadership

- ☐ Non-need
- ☐ Need-based

Minority status

- ☒ Non-need
- ☒ Need-based

Music/drama

☒ Non-need

☐ Need-based

Religious affiliation

☒ Non-need

☐ Need-based

State/district residency

☐ Non-need

☐ Need-based

If your institution has recently implemented any major financial aid policies, such as H15, to make your institution more affordable to incoming students, or waiving costs for families below a certain income level, please describe the policy below:

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Name:

Laurie Smith

Title:

Director of Institutional Research

Phone:

(616) 395-7311

Email:

smithl@hope.edu

Common Data Set I: Instructional Faculty And Class Size

Instructional Faculty

Please report number of instructional faculty members in each category for Fall 2018. Include faculty who are on your institution's payroll on the census date your institution uses for IPEDS/AAUP.

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 used by AAUP). Instructional Faculty is defined as those members of the instructional-research staff whose major regular assignment is instruction, including those with released time for research. Use the chart below to determine inclusions and exclusions:

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

Full-time instructional faculty: faculty employed on a full-time basis for instruction (including those with released time for research)

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

Minority faculty: includes faculty who designate themselves as black, 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, and public administration. Also includes terminal degrees formerly designated as "first professional," including dentistry (DDS or DMD), medicine (MD), optometry (OD), osteopathic medicine (DO), pharmacy (DPharm or BPharm), podiatric medicine (DPM), veterinary medicine (DVM), chiropractic (DC or DCM), or law (JD).

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

Full time	Part time	Total
-----------	-----------	-------

a.) Total number of instructional faculty

231	124	355
-----	-----	-----

b.) Total number who are members of minority groups

38	10	48
----	----	----

c.) Total number who are women

113	68	181
-----	----	-----

d.) Total number who are men

118

56

174

e.) Total number who are non-resident aliens (international)

f.) Total number with doctorate, or other terminal degree

173

13

186

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

Common Data Set I: Instructional Faculty And Class Size

Student to Faculty Ratio

I-2 Report the Fall 2018 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 and students in stand-alone graduate or professional 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 student teaching assistants as faculty.

students

faculty

Fall 2017 Student to Faculty ratio:

11

to 1

3,072

272

Common Data Set I: Instructional Faculty And Class Size

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 2018 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 such as a laboratory or discussion session. Undergraduate class sections are defined as any sections in which at least one degree-seeking undergraduate student is enrolled for credit. Exclude distance learning classes and noncredit classes and individual instruction such as dissertation or thesis research, music instruction, or one-to-one readings. Exclude students in independent study, co-operative programs, internships, foreign language taped tutor sessions, practicums, and all students in one-on-one classes. Each class section should be counted only once and should not be duplicated because of course catalog cross-listings.

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 separately from the lecture portion of the course. Undergraduate subsections 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 dissertation or thesis research, music instruction, or one-to-one readings. 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 2018. For example, a lecture class with 800 students who met at another time in 40 separate labs with 20 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	50-99	100+	Total
-----	-------	-------	-------	-------	-------	------	-------

Class Sections

155	291	196	61
11	21	0	735

Class Sub-Sections

30	60	40	1
0	7	0	138

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

Name:

Laurie Smith

Title:

Director of Institutional Research

Phone:

(616) 395-7311

Email:

smithl@hope.edu

Common Data Set J: Degrees Conferred

Degrees conferred between July 1, 2017 and June 30, 2018

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. students with one degree but a double major will be 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 1st Majors and the Grand Total by 2nd major as the denominator. If you prefer, you can compute the percentages using 1st majors only.

Category	Diploma/ Certificates	Associate	Bachelor's	CIP 2010 Categories to Include
----------	-----------------------	-----------	------------	--------------------------------

Agriculture

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
----------------------	----------------------	----------------------	----------------------

Natural resources and conservation

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
----------------------	----------------------	----------------------	----------------------

Architecture

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
----------------------	----------------------	----------------------	----------------------

Area, ethnic, and gender studies

<input type="text"/>	<input type="text"/>	0.15	<input type="text"/>
----------------------	----------------------	------	----------------------

Communications/journalism

<input type="text"/>	<input type="text"/>	3.69	<input type="text"/>
----------------------	----------------------	------	----------------------

Communication technologies

<input type="text"/>	<input type="text"/>	<input type="text"/>	1
----------------------	----------------------	----------------------	---

Computer and information sciences

<input type="text"/>	<input type="text"/>	1.33	1
----------------------	----------------------	------	---

Personal and culinary services

<input type="text"/>	<input type="text"/>	<input type="text"/>	1
----------------------	----------------------	----------------------	---

Education

		11.21	1
Engineering		7.52	1
Engineering technologies			1
Foreign languages, literatures, and linguistics		3.39	1
Family and consumer sciences			1
Law/legal studies			2
English		3.69	2
Liberal arts/general studies			2
Library science			2
Biological/life sciences		7.23	2
Mathematics and statistics		.44	2
Military science and military technologies			28 and 29

Interdisciplinary studies			
		3.98	3
Parks and recreation			
		7.08	3
Philosophy and religious studies			
		1.03	3
Theology and religious vocations			
			3
Physical sciences			
		4.00	4
Science technologies			
			4
Psychology			
		4.42	4
Homeland Security, law enforcement, firefighting, and protective services			
			4
Public administration and social services			
		6.93	4
Social sciences			
		5.75	4
Construction trades			
			4
Mechanic and repair technologies			
			4

Precision production

			4
--	--	--	---

Transportation and materials moving

			4
--	--	--	---

Visual and performing arts

		2.36	5
--	--	------	---

Health professions and related programs

		5.46	5
--	--	------	---

Business/marketing

		18.89	5
--	--	-------	---

History

		1.03	5
--	--	------	---

Other

--	--	--	--

Totals (should = 100%)

0	0	100.00
---	---	--------

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Name:

Laurie Smith

Title:

Director of Institutional Research

Phone:

(616) 395-7311

Email:

smithl@hope.edu

Review Data Set Form A: Additional General Information & School Spirit

General Information

Year school was founded:

1862

Environment:

Town (In a large town, pop. 25,000-74,999, or near a large town)

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):

- ☐ Afghanistan
- ☐ Albania
- ☐ Algeria
- ☐ Angola
- ☐ Antigua
- ☒ Argentina
- ☐ Armenia
- ☒ Australia
- ☐ Austria
- ☐ Bahamas
- ☐ Bahrain
- ☐ Bangladesh
- ☐ Barbados
- ☐ Belarus

<input type="checkbox"/>	Belgium
<input type="checkbox"/>	Belize
<input type="checkbox"/>	Benin
<input checked="" type="checkbox"/>	Bolivia
<input type="checkbox"/>	Bosnia and Herzegovina
<input type="checkbox"/>	Botswana
<input checked="" type="checkbox"/>	Brazil
<input type="checkbox"/>	Bulgaria
<input type="checkbox"/>	Burkina Faso
<input type="checkbox"/>	Burundi
<input type="checkbox"/>	Cambodia
<input type="checkbox"/>	Cameroon
<input checked="" type="checkbox"/>	Canada
<input type="checkbox"/>	Central African Republic
<input type="checkbox"/>	Chad
<input checked="" type="checkbox"/>	Chile
<input checked="" type="checkbox"/>	China
<input type="checkbox"/>	Colombia
<input checked="" type="checkbox"/>	Congo
<input type="checkbox"/>	Costa Rica
<input type="checkbox"/>	Croatia
<input type="checkbox"/>	Cyprus
<input checked="" type="checkbox"/>	Czech Republic
<input type="checkbox"/>	Denmark
<input type="checkbox"/>	Djibouti
<input type="checkbox"/>	Dominica
<input type="checkbox"/>	Dominican Republic
<input type="checkbox"/>	Ecuador
<input type="checkbox"/>	Egypt
<input type="checkbox"/>	El Salvador
<input type="checkbox"/>	Eritrea
<input type="checkbox"/>	Estonia
<input checked="" type="checkbox"/>	Ethiopia
<input type="checkbox"/>	Fiji
<input type="checkbox"/>	Finland
<input checked="" type="checkbox"/>	France
<input type="checkbox"/>	Gabon
<input type="checkbox"/>	Gambia
<input type="checkbox"/>	Georgia

- ☒ Germany
- ☒ Ghana
- ☐ Greece
- ☐ Grenada
- ☒ Guatemala
- ☐ Guinea
- ☐ Guyana
- ☐ Haiti
- ☒ Honduras
- ☐ Hungary
- ☐ Iceland
- ☒ India
- ☐ Indonesia
- ☐ Iran
- ☐ Iraq
- ☐ Ireland
- ☐ Israel
- ☐ Italy
- ☐ Jamaica
- ☒ Japan
- ☐ Jordan
- ☐ Kazakhstan
- ☒ Kenya
- ☐ Kuwait
- ☐ Laos
- ☐ Latvia
- ☐ Lebanon
- ☐ Lesotho
- ☐ Liberia
- ☐ Libya
- ☐ Liechtenstein
- ☐ Lithuania
- ☐ Luxembourg
- ☐ Macau
- ☐ Malawi
- ☒ Malaysia
- ☐ Moldova
- ☐ Malta

<input type="checkbox"/>	Mayotte
<input type="checkbox"/>	Mauritania
<input type="checkbox"/>	Mauritius
<input checked="" type="checkbox"/>	Mexico
<input type="checkbox"/>	Montserrat
<input type="checkbox"/>	Monaco
<input type="checkbox"/>	Mongolia
<input type="checkbox"/>	Morocco
<input type="checkbox"/>	Mozambique
<input checked="" type="checkbox"/>	Myanmar
<input type="checkbox"/>	Namibia
<input type="checkbox"/>	Nepal
<input type="checkbox"/>	Netherlands
<input type="checkbox"/>	New Zealand
<input type="checkbox"/>	Nicaragua
<input type="checkbox"/>	Niger
<input checked="" type="checkbox"/>	Nigeria
<input type="checkbox"/>	Norway
<input type="checkbox"/>	Oman
<input type="checkbox"/>	Pakistan
<input type="checkbox"/>	Palau
<input type="checkbox"/>	Panama
<input type="checkbox"/>	Reunion
<input type="checkbox"/>	Paraguay
<input type="checkbox"/>	Peru
<input type="checkbox"/>	Philippines
<input type="checkbox"/>	Poland
<input type="checkbox"/>	Portugal
<input type="checkbox"/>	Qatar
<input type="checkbox"/>	Romania
<input checked="" type="checkbox"/>	Russia
<input checked="" type="checkbox"/>	Rwanda
<input type="checkbox"/>	Samoa
<input type="checkbox"/>	Sao Tome and Principe
<input type="checkbox"/>	Saudi Arabia
<input type="checkbox"/>	Senegal
<input type="checkbox"/>	Serbia
<input type="checkbox"/>	Sierra Leone
<input checked="" type="checkbox"/>	Singapore

- ☐ Slovakia
- ☐ Slovenia
- ☐ Somalia
- ☐ South Africa
- ☒ Spain
- ☐ Sri Lanka
- ☐ Sudan
- ☐ Suriname
- ☐ Swaziland
- ☒ Sweden
- ☐ Syria
- ☐ Taiwan
- ☐ Thailand
- ☐ Togo
- ☐ Trinidad and Tobago
- ☐ Tunisia
- ☐ Turkey
- ☐ Turkmenistan
- ☐ Uganda
- ☐ Ukraine
- ☐ United Arab Emirates
- ☒ Tanzania
- ☒ United States
- ☐ Uruguay
- ☐ Uzbekistan
- ☐ Vatican City
- ☒ Venezuela
- ☒ Vietnam
- ☐ Yemen
- ☐ Yugoslavia
- ☒ Zambia
- ☐ Zimbabwe
- ☐ Switzerland
- ☐ Abu Dhabi
- ☐ Anguilla
- ☐ Bermuda
- ☐ Borneo
- ☐ British Virgin Islands

- ☐ Cook Islands
- ☐ Crete
- ☐ East Timor
- ☐ England
- ☐ French Guiana
- ☐ French Polynesia
- ☐ French West Indies
- ☐ Greenland
- ☐ Guadeloupe
- ☐ Guernsey
- ☐ Ivory Coast
- ☐ Macedonia
- ☐ Malagasy
- ☐ Nauru
- ☐ Netherland Antilles
- ☐ New Caledonia
- ☐ New Guinea
- ☐ North Korea
- ☐ Northern Ireland
- ☐ Northern Mariana Islands
- ☒ Other Not Listed
- ☐ Scotland
- ☒ South Korea
- ☐ St Croix
- ☐ Tahiti
- ☐ Wales
- ☐ Zaire
- ☐ Aruba
- ☐ Kyrgyzstan
- ☐ Bhutan
- ☐ Azerbaijan
- ☐ Montenegro
- ☐ Madagascar
- ☐ Cuba
- ☐ Mali
- ☐ Saint Lucia
- ☒ Hong Kong
- ☐ United Kingdom
- ☐ Tajikistan

- ☐ Equatorial Guinea
- ☐ Micronesia
- ☒ Palestine

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 **# of students**

1)

China	18
-------	----

2)

South Korea	10
-------------	----

3)

Rwanda	8
--------	---

4)

Kenya	7
-------	---

5)

Mexico	6
--------	---

6)

Germany	5
---------	---

7)

Honduras	3
----------	---

8)

Japan	3
-------	---

9)

Sweden	2
--------	---

10)

Malatsia	2
----------	---

Review Data Set Form A: Additional General Information & School Spirit

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

Identification

Robert H. Schuller

televangelist

Rob Malda

founder of Slashdot

Sufjan Stevens

musician

Terri Lynn Land

Michigan Secreatry of S

Annette Ziegler

Wisconsin Supreme Co

Max DePree

industrialist, author

Peter Hoekstra

Former U.S. Congress

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
- ☐ 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)
- ☐ Asian American and Native American Pacific Islander-Serving Institutions (AANAPISIs)

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

- ☐ Middle States Association of Colleges and Schools - MSA
- ☐ Northwest Commision 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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I certify that the data contained in this form are accurate, correct, and up-to-date.

Name:

Laurie Smith

Title:

Director of Institutional Research

Phone:

616.395.7311

Email:

smithl@hotmail.com

Review Data Set Form B: Freshman Admissions

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 first-time, first-year (freshmen) students that came from public schools:

88

%

Choose option offered for CEEB Advanced Placement tests:

Credit only

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

Of these, how many are admitted?

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

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

- ☐ Mathematics Level 1
- ☐ Mathematics Level 2
- ☐ Biology E/M
- ☐ Chemistry
- ☐ Chinese with Listening
- ☐ 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

Review Data Set Form B: Freshman Admissions

Standardized Testing

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

Requires applicants to submit either the SAT or AC

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

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, Evidence-Based Reading and Writing (EBRW) scores

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

Consider only the highest composite score from a s

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

Consider only the highest composite score from a s

Self-reporting standardized test scores policy

In the last year, colleges and universities have been announcing policies of allowing students to self-report standardized test scores. These scores will be used to determine the admission decision, and students will be notified of their acceptance/denial without submitting an official score report. Students still need to send in their official score report if they enroll.

Do you allow the self-reporting of standardized scores?

No

Who can submit the self-reported scores?

Select...

What are the options for the parties above to report scores? (Select all that apply)

- ☐ Coalition App
- ☐ Common App
- ☐ Email- Just text
- ☐ Email- PDF or Screenshot
- ☐ Mail
- ☐ Paper App
- ☐ School's own portal or app
- ☐ Transcript
- ☐ Universal App
- ☐ Other

If Other selected, please specify:

Review Data Set Form B: Freshman Admissions

Early Action

Number of early action applications received by your institution:

Number of applicants admitted under early action plan:

Please provide significant details about your early action plan:

Review Data Set Form B: Freshman Admissions

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

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

Yes

If yes, what is the minimum TOEFL score required?

Paper-based TOEFL:

Internet-based TOEFL:

80

Review Data Set Form B: Freshman Admissions

Electronic Application

Do you accept applications prepared using software from third-party vendors?

Yes

If yes, from whom?

The Common Application

Total applications received from third party vendors last year:

4420

Do you have your application available on your web site?

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

Overlap Schools

Please tell us about the other schools your applicants also apply to. Using the search box type in the name of the school/institution and click to select the schools with which your applicant pool has the greatest overlap.

Search by school name...

Your Applicants Also Apply To:

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

Name:

Laurie Smith

Title:

Director of Institutional Research

Phone:

(616) 395-7311

Email:

smithl@hope.edu

Review Data Set Form C:Academic Offerings and Policies

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
- ☐ BAMA
- ☐ BA/DDS
- ☐ BA/MEng

Specify Engineering Program:

Other combined - degree programs:

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

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

Pursue further study within one year of graduating:

17

%

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

%

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

%

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

 %

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

 %

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

 %

Review Data Set Form C:Academic Offerings and Policies

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?

 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?

 No

If yes, please describe:

Review Data Set Form C:Academic Offerings and Policies

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?

No

If so, please describe

Do you offer online courses?

Yes

If so, please describe

Online courses offered during the summer

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

No

Please provide a URL that details these offerings

Please provide further detail

If no, is your institution considering offering such courses?

No

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

No

Is your institution accredited?

No

If so, by what body?

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

No

If not, what schedule do they follow?

Can your online degree program be completed entirely online?

No

If not, please specify terms for completion:

Can students transfer from online to on-campus programs?

No

Can students transfer from on-campus to online programs?

No

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

No

Review Data Set Form C:Academic Offerings and Policies

Check remedial services offered:

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

Do you offer non-remedial tutoring services?

Yes

Do you offer academic counseling services?

Yes

Review Data Set Form C:Academic Offerings and Policies

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

%

Review Data Set Form C:Academic Offerings and Policies


Student Disability Services

Phone	616-395-7830
Name of Program for Disability Services	
Director	Jeanne Lindell
Fax	
Email	lindell@hope.edu
WWW Home Page Address	https://hope.edu/offices/disability-services/
Street Address	Van Zoeren Hall
Street Address, co.	41 Graves Place Room 261
Street Address, co.	
City	Holland
State	MI
Zip	49423
Country:	United States
Phone	616-395-7830
Fax	
Email	ds@hope.edu

Review Data Set Form C:Academic Offerings and Policies

Program/Services for Special Need Students

Type of Program	For all students with disabilities
-----------------	------------------------------------

Fax	616-395-7617
Name of Program/Services for Special Needs Students	Academic Support for Students with Disabilities
Phone	616-395-7830
Email	ds@hope.edu
WWW Home Page Address:	https://hope.edu/offices/disability-services/academic-servi
Street Address	PO Box 9000
Street Address, co.	
Street Address, co.	
City	Holland
State	MI
Zip	49422-9000
Country:	United States 

Review Data Set Form C:Academic Offerings and Policies

Learning Center for All Enrolled Students

e.g. Writing Center, Math Center, Technology Center

Fax	616-395-7617
Street Address, co.	41 Graves Place Room 261
Name of Learning Center	Academic Success Center
Phone	6163957830
Email	asc@hope.edu

Street Address	Van Zoeren Hall
Street Address, co.	
City	Holland
State	MI
Country:	United States
Zip	49423

Review Data Set Form C:Academic Offerings and Policies

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/ASD who self disclose?

No

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?

Select...

If no, please explain:

Review Data Set Form C:Academic Offerings and Policies

Admissions Requirements for Students with Learning Differences

With appropriate documentation, may applicants substitute required entrance courses such as foreign language with other college preparatory courses?

No

Please comment:

What are your policies for pre-admission interviews for students with the following learning differences?

LD General

Select...

ADHD

Select...

ASD

Select...

What are your policies, if any, surrounding an essay or personal statement specific to LD experience in the admissions process?

LD General

Select...

ADHD

Select...

ASD

Select...

What documentation is recommended for students with Autism Spectrum Disorder (ASD)? (Please be specific)

Psycho-educational evaluation used to diagnose the disorder and determine academic accommodations

What documentation is required for Autism Spectrum 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?

Support Program/Services

Does your college accept high school courses taken in the Special Education Department?

No

Do you encourage students to self-disclose a disability in a personal statement during the admissions process?

No

Please comment:

Is there a separate application for the Program/Services?

LD General

Select...

ADHD

Select...

ASD

Select...

If yes, name of program:

If yes, is it part of the admissions process?

No

If no, is there a separate application required after the student is admitted and has enrolled?

No

Review Data Set Form C:Academic Offerings and Policies

If there is a special LD program

If there are special LD Programs, what are the statistics for the last academic year you have data for:

**How many
students apply
each year?**

**How many
applicants are
admitted?**

LD General



Not
Applicable

ADHD



Not
Applicable

ASD



Not
Applicable

For the most recent academic year available, how many students received services and/or accommodations for LD in general as well as subsets for those receiving services for ADHD and ASD.

Students

LD General



Not
Applicable

ADHD



Not
Applicable

ASD



Not
Applicable

Additional Admissions Information

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

Admissions

Please comment:

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

No

Please comment:

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

No

Please comment:

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

No

If yes, what is the name of the program?

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

No

Please comment:

Review Data Set Form C:Academic Offerings and Policies

Services Provided for LD/ADHD/ASD Students

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

Dictionary allowed in exams (if appropriate)

Yes

Computer allowed in exams (if appropriate)

Yes

Spell checker allowed in exams (if appropriate)

Yes

Extended testing time? (if appropriate)

Yes

Scribes? (if appropriate)

Yes

Proctors? (if appropriate)

Yes

Oral Exams? (if appropriate)

Yes

Notetakers? (if appropriate)

Yes

Distraction-Reduced testing environments? (if appropriate)

Yes

Recording of lecture allowed

Yes

Audio Books

Yes

Do you provide services/accommodations beyond what the Federal Government requires by law for students with ADHD?

Yes

Do you provide services/accommodations beyond what the Federal Government requires by law for students with LD?

Yes

Do you provide services/accommodations beyond what the Federal Government requires by law for students with ASD?

Yes

Reading technology

No

Other Assistive Technology?

No

Please describe:

Review Data Set Form C:Academic Offerings and Policies

Staff Services

Are LD Specialists on staff?

Yes

Are Reading Specialists on staff?

Select...

Are ADHD Coaches on staff?

Select...

Are there staff specialists for ASD students who need social pragmatics?

Select...

Please enter the total number of specialists on staff for the below categories.

Specialists

LD General



Not
Applicable

ADHD



Not
Applicable

ASD



Not
Applicable

Are other specialists available?

No

Please comment:

Are tutoring programs available?

Yes

If yes,

For all enrolled students

Is there a fee for these tutoring programs?

No

If yes, how much?	<input type="text"/>
per:	<input type="text" value="Select..."/>
Is fee only for tutoring?	<input type="text" value="Select..."/>
If yes, how much?	<input type="text"/>
per:	<input type="text" value="Select..."/>
Professional Tutors: Please enter either the number of professional tutors:	<input type="text"/>
Peer Tutors?	<input type="text" value="Yes"/>
Please enter either the number of peer tutors:	<input type="text" value="200"/>
Maximum hours per week students may receive tutoring services:	<input type="text" value="3"/>
Unlimited?	<input type="text" value="Select..."/>
Do you assist students in finding tutors?	<input type="text" value="Yes"/>
Do you offer "coaching" for students with ASD or ADHD? i.e. life skills, special skills	<input type="text" value="Yes"/>
If yes, please describe:	<input type="text" value="We have a peer coaching program and also staff coaches who assist students with academic coaching"/>
Is there a fee for this service?	<input type="text" value="No"/>
If yes, how much?	<input type="text"/>
per:	<input type="text" value="Select..."/>

Review Data Set Form C:Academic Offerings and Policies

Special Accommodations

Do you provide priority registration?	<input type="text" value="Yes"/>
---------------------------------------	----------------------------------

How are professors notified about the need for accommodations?

Student

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

No

LD?

No

ADHD?

No

ASD?

No

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

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

Yes

LD?

Yes

ADHD?

Yes

ASD?

Yes

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

Foreign language

Is American Sign Language accepted as a foreign language?

No

Do you offer skills classes for LD?

Yes

For all students?

Yes

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

time management, study strategies, test taking strategies

For college credit?

No

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

Where should this request be sent:

Housing

Is there a specific name for the ASD program:

Are there graduate assistants or peer mentors for support for the ASD program?

No

Are there professionals for support for the ASD program?

Yes

Is there an extra fee associated with ASD specific services?

No

If there is a cost associated, what is the annual cost for these services for the current 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?

No

Are there social skills groups?

Yes

How often are they offered?

If there is a fee associated with social skills groups, what is it for programs offered in the current academic year?

Is there a single-room option for ASD students?

Select...

Review Data Set Form C:Academic Offerings and Policies

Special Study Options

Is there a fee for the LD programs beyond what is federally mandated?

Select...

If so, what is the fee?

Is there a fee for the ADHD programs beyond what is federally mandated?

If so, what is the fee?

Is there a fee for the ASD programs beyond what is federally mandated?

If so, what is the fee?

Review Data Set Form C:Academic Offerings and Policies

Please tell us about your school/program:

Introduction

What is your college philosophy regarding students with documented disabilities? Please explain what documentation is required and what resources are available.

Our services are individualized to ensure reasonable accommodations for students with documented disabilities, to promote and support students in self-advocacy, and to educate faculty, staff and students about disabilities.

Admissions

What are the admissions criteria for students with learning differences? What would you like to tell prospective students about the process?

Same as the general student body

Additional Info

Is there any additional information you would like students and families to know about services on your campus (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

Please describe your school's campus environment and location

Small Liberal Arts College in small midwest community

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 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:

Laurie Smith

Title:

Director of Institutional Research

Phone:

616-395-7311

Email:

smithl@hope.edu

Review Data Set Form D: Majors

Majors

We have updated a list of Majors for 2018-2019 to comply with the most recent Classification of Instructional Programs (CIP) from 2010. The CIP codes are used only for storage purposes, and only the names of the selected majors will appear on www.princetonreview.com or in our publications.

Please select all undergraduate majors offered at your institution by using the majors search engine below.

Your Majors:

- ☐ 05.0127 - Japanese Studies.
- ☐ 05.0207 - Women's Studies.
- ☐ 09.0101 - Speech Communication and Rhetoric.
- ☐ 11.0101 - Computer and Information Sciences, General.
- ☐ 13.1005 - Education/Teaching of Individuals with Emotional Disturbances.
- ☐ 13.1011 - Education/Teaching of Individuals with Specific Learning Disabilities.
- ☐ 13.1202 - Elementary Education and Teaching.
- ☐ 13.1302 - Art Teacher Education.
- ☐ 13.1305 - English/Language Arts Teacher Education.
- ☐ 13.1311 - Mathematics Teacher Education.
- ☐ 13.1312 - Music Teacher Education.
- ☐ 13.1314 - Physical Education Teaching and Coaching.
- ☐ 13.1316 - Science Teacher Education/General Science Teacher Education.
- ☐ 13.1318 - Social Studies Teacher Education.
- ☐ 13.1322 - Biology Teacher Education.
- ☐ 13.1323 - Chemistry Teacher Education.
- ☐ 13.1324 - Drama and Dance Teacher Education.
- ☐ 13.1325 - French Language Teacher Education.
- ☐ 13.1326 - German Language Teacher Education.

- ☐ 13.1328 - History Teacher Education.
- ☐ 13.1329 - Physics Teacher Education.
- ☐ 13.1330 - Spanish Language Teacher Education.
- ☐ 14.0101 - Engineering, General.
- ☐ 16.0501 - German Language and Literature.
- ☐ 16.0901 - French Language and Literature.
- ☐ 16.0905 - Spanish Language and Literature.
- ☐ 16.1200 - Classics and Classical Languages, Literatures, and Linguistics, General.
- ☐ 16.1203 - Latin Language and Literature.
- ☐ 23.0101 - English Language and Literature, General.
- ☐ 26.0101 - Biology/Biological Sciences, General.
- ☐ 26.0210 - Biochemistry and Molecular Biology.
- ☐ 27.0101 - Mathematics, General.
- ☐ 30.2001 - International/Global Studies.
- ☐ 30.9999 - Multi-/Interdisciplinary Studies, Other.
- ☐ 31.0505 - Kinesiology and Exercise Science.
- ☐ 38.0101 - Philosophy.
- ☐ 38.0201 - Religion/Religious Studies.
- ☐ 40.0501 - Chemistry, General.
- ☐ 40.0601 - Geology/Earth Science, General.
- ☐ 40.0801 - Physics, General.
- ☐ 42.0101 - Psychology, General.
- ☐ 44.0701 - Social Work.
- ☐ 45.0601 - Economics, General.
- ☐ 45.1001 - Political Science and Government, General.
- ☐ 45.1101 - Sociology.
- ☐ 50.0301 - Dance, General.
- ☐ 50.0501 - Drama and Dramatics/Theatre Arts, General.
- ☐ 50.0702 - Fine/Studio Arts, General.

<input type="checkbox"/>	50.0703 - Art History, Criticism and Conservation.
<input type="checkbox"/>	50.0901 - Music, General.
<input type="checkbox"/>	50.0903 - Music Performance, General.
<input type="checkbox"/>	50.0904 - Music Theory and Composition.
<input type="checkbox"/>	50.0907 - Keyboard Instruments.
<input type="checkbox"/>	50.0908 - Voice and Opera.
<input type="checkbox"/>	50.0910 - Jazz/Jazz Studies.
<input type="checkbox"/>	50.0911 - Stringed Instruments.
<input type="checkbox"/>	51.0913 - Athletic Training/Trainer.
<input type="checkbox"/>	51.3801 - Registered Nursing/Registered Nurse.
<input type="checkbox"/>	52.0201 - Business Administration and Management, General.
<input type="checkbox"/>	52.0301 - Accounting.
<input type="checkbox"/>	52.0305 - Accounting and Business/Management.
<input type="checkbox"/>	52.0601 - Business/Managerial Economics.
<input type="checkbox"/>	54.0101 - History, General.

Remove Majors

Add to Popular Majors

Your Popular Majors:

Remove Popular Majors

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

<https://hope.edu/catalog/current/full-pdf.pdf>

Review Data Set Form D: Majors

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

Freshmen	Sophomores	Juniors	Seniors
----------	------------	---------	---------

Biological/Life Sciences

0	16	44	74
---	----	----	----

Business/Marketing

0	28	80	103
---	----	----	-----

Education

0	32	41	72
---	----	----	----

Engineering

0	30	44	65
---	----	----	----

Philosophy

0	0	4	5
---	---	---	---

Psychology

0	28	55	74
---	----	----	----

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2) 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:	Laurie Smith
Title:	Director of Institutional Research
Phone:	616-395-7311
Email:	smithl@hope.edu

Review Data Set Form E: Financial Aid

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://hope.edu/admin/finaid/>

If available please provide a URL to your school's scholarship page:

<http://hope.edu/admissions/scholarships.html>

Average amount of each freshman scholarship/grant package:

17,444

Average amount of each freshman loan package:

5,678

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

Freshmen:

98

%

All undergraduates:

95

%

Highest individual amount an undergraduate earned per year from part-time on-campus work (2017-2018) (not including Federal Work-Study Program):

Average amount an undergraduate earned per year from part-time on-campus work (2017-2018) (not including Federal Work-Study Program):

Do you participate in the Federal Work-Study Program (FWS)?:

Yes

Is institutional employment, other than FWS, available?

Yes

Review Data Set Form E: Financial Aid

Merit Aid

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). Aid granted for athletic or artistic reasons should not be counted. The full sum of merit aid should be counted, even if it some or all of the award was used to meet demonstrated need.

Do not include partial test scores (e.g. mathematics scores but not critical reading for a category of students) or combine other standardized test results (such as TOEFL) in this item. Do not convert SAT scores to ACT scores and vice versa. Do convert Old SAT scores (2016) to New SAT scores using the [College Board's concordance tools and tables](#).

How much merit aid did your school award last year in total to its degree-seeking ugrads?	\$ 17,230,920
What percentage of the merit aid your school awards is contingent upon standardized test scores (in part or wholly)?	92 %
What is the average award (per student) contingent upon standardized test scores (in part or wholly)?	\$ 7,645
What is the minimum SAT/ACT score required to qualify for merit aid?	
SAT:	1,160
ACT:	24

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:

Good

Do you provide financial aid for international students?

Yes

If yes, please describe or provide URL for more information:

<http://www.hope.edu/admissions/costs-financial-aid.html>

PLEASE NOTE THE FOLLOWING:

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2) 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:

Laurie Smith

Title:

Director of Institutional Research

Phone:

6163957311

Email:

smithl@hope.edu

Review Data Set Form F: Student Life

Student Life

Number of registered organizations:

67

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:

<https://hope.edu/offices/student-life/student-organizations/index.html>

Review Data Set Form F: Student Life

Inclusivity of Housing and Services

Does your campus offer LGBTQ students a way to be matched with an LGBT-friendly roommate on the application for campus housing?

No

Does your campus provide an LGBT-focused living space, LGBTQ theme floor and/or LGBT/Ally living-learning community program?

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 **incoming** students?

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?

No

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 (similar to the legal standard under ADA accessibility)?

Select...

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?

No

Does your campus provide gender-inclusive restrooms in at least half of administrative and academic buildings?

No

Review Data Set Form F: Student Life

Services Offered

Does your school have support groups or related services for gay, lesbian and transgendered undergraduates?

Yes

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

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

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

Review Data Set Form F: Student Life

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 institutions that choose to participate in various higher education sustainability assessments. The intent of this initiative is to reduce and streamline the amount of time campus staff spend tracking sustainability data and completing related surveys. The Princeton Review will accept data submitted via the STARS Reporting Tool or data submitted

directly through our own Review Data Set Form F: Student Life below.

****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.

2018-19 DATA IS DUE TO THE PRINCETON REVIEW VIA EITHER TOOL BY MARCH 1ST, 2019

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 AASHE's website.
- ☐ Please check here if your institution will submit data to The Princeton Review via the form below.

Name of sustainability office:

Sustainability Contact Name:

Title:

Address 1:

Address 2:

City/Town:

State/Province:

Zip/Postal Code:

Telephone:

Email:

URL:

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" include majors, minors, concentrations, certificates, and 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	https://hope.edu/offices/sustainability/academics.html
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 environmental dimensions of sustainability. A program that 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?	Select... ▼
---	-------------

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)

Minors for both environmental science and environmental studies can be paired with any major at Hope.
<https://hope.edu/offices/sustainability/academics.html>

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 may be included.

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

<https://hope.edu/offices/sustainability/holland-hope-colleg>

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

<https://hope.edu/offices/sustainability/academics.html>

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 research sustainability. Such incentives may include, but are 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 to research sustainability. Such incentives may include, 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?

Select...

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?

Select...

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

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?

Select...

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"

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 floor areas of the spaces within the building, including 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 buildings, or (for LEED CI certifying spaces) 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, roof overhangs, and similar features. Excludes air shafts, 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
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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 and plans 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 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 & University Presidents' Climate Commitment reporting site, the 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' Climate Commitment reporting site, the institution's 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?

Select...

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 controlled by another entity. Scope 2 emission sources include:

- **Purchased electricity**
- **Purchased heating**
- **Purchased cooling**
- **Purchased steam**

Does the inventory include emissions from air travel?

Select...

Does the inventory include emissions from commuting?

Select...

Does the inventory include embodied emissions from food purchases?

Select...

Does the inventory include embodied emissions from other purchased products?

Select...

Does the inventory include emissions from solid waste disposal?

Select...

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

Select...

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?

Select...

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

Select...

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

Select...

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 has sold Renewable Energy Credits for the clean and renewable energy it generated, 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 has contractual rights to the associated 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 that energy.

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 meet Green-e Energy's technical requirements and 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 Option 1 and should not be counted twice.

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 the grid mix reported by the electric utility that serves the 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 pumps are not counted in this credit. The benefits of such 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?

Select...

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

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, guidelines, or directives. This credit does not include 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) 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 EPEAT Silver or higher computers and monitors?	<input type="text" value="Select..."/>
The website URL where the EPEAT policy, directive, or guidelines are posted	<input type="text"/>
A brief description of steps the institution has taken to ensure that the purchasing policy, directives, or guidelines are followed	<input type="text"/>

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, or directives to purchase green cleaning products. 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 by the institution.

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 which no Green Seal or EcoLogo certified products are available.

Does the institution have an institution-wide stated preference to purchase Green Seal (tm) or EcoLogo (tm) certified cleaning products?

Select...

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 office paper. 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 by the institution.

Does the institution have an institution-wide stated preference to purchase recycled content office paper?

Select...

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 and pavers) and maintenance equipment (e.g. lawn-mowers and leaf blowers) 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 scooters, riding a campus shuttle, or a combination of these 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 scooters, riding a campus shuttle, 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?

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?

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?

Select...



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 the institution is a part, or through a regional program 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?

Select...



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.

Select...

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?

Select...

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?

Select...

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)?

Select...

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?

Select...

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?

Select...

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?

Select...

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?

Select...

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 Demolition Waste Diversion, OP Credit 20: Electronic 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 that meet at least one of the following criteria:

- 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, Bon Appétit Management Company, Chartwells, 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. (On-site franchises, convenience stores, vending machines, and concessions are excluded from this credit.)

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

Select...



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 on campus.

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 that focuses on just one department or school within the institution does not count for this credit.

Does the institution have a sustainability committee?

Select...



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?

Select...

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?

Select...

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 its goal(s). The plan has been adopted by the institution's administration.

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 may also count toward PAE Credit 4: Sustainability Plan.

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

Select...

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

Select...

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 across asset classes, including proxy voting. The body has 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?	<div>Select...<div></div></div>
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	<div></div>
Members of the CIR, including affiliations	<div></div>
Recent examples (within the past 3 years) of CIR actions	<div></div>
The website URL where information about the committee is available	<div></div>

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.

Please list your school's top three undertakings that represent your environmental commitment.	<div>electrical use reduction</div>
	<div>water use reduction</div>
	<div>expanded recycling</div>

Does your school's career center provide active and substantive guidance on green jobs?

No



Please elaborate here:

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 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:

Laurie Smith

Title:

Institutional Research Associate

Phone:

6163957311

Email:

smithl@hope.edu

Review Data Set Form G: Campus Safety

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>

HIV testing

- ☒ School offers
- ☐ Students can maintain confidentiality
- ☒ Available at a discounted rate
- ☐ Available for free

HIV counseling/support groups

- ☒ School offers
- ☐ Students can maintain confidentiality
- ☐ Available at a discounted rate
- ☒ Available for free

STD testing

- ☒ School offers
- ☐ Students can maintain confidentiality
- ☒ Available at a discounted rate
- ☐ Available for free

STD counseling/support groups

- ☒ School offers
- ☐ Students can maintain confidentiality
- ☐ Available at a discounted rate
- ☒ Available for free

Contraception

- ☒ School offers
- ☐ Students can maintain confidentiality
- ☒ Available at a discounted rate
- ☐ Available for free

Pregnancy testing

- ☒ School offers
- ☐ Students can maintain confidentiality
- ☒ Available at a discounted rate
- ☐ Available for free

Pregnancy counseling/support groups

- ☒ School offers
- ☐ Students can maintain confidentiality
- ☐ Available at a discounted rate
- ☒ Available for free

Childcare services

- ☐ School offers
- ☐ Students can maintain confidentiality
- ☐ Available at a discounted rate
- ☐ Available for free

Nutritionist/nutritional counseling

- ☒ School offers
- ☐ Students can maintain confidentiality
- ☐ Available at a discounted rate
- ☒ Available for free

Women-only or women-focused exercise courses

- ☐ School offers
- ☐ Students can maintain confidentiality
- ☐ Available at a discounted rate
- ☐ Available for free

Eating disorder counseling/support groups

- ☒ School offers
- ☐ Students can maintain confidentiality
- ☐ Available at a discounted rate
- ☒ Available for free

After hours transport service

- ☒ School offers
- ☐ Students can maintain confidentiality
- ☐ Available at a discounted rate
- ☒ Available for free

Self-defense courses

- ☒ School offers
- ☐ Students can maintain confidentiality
- ☐ Available at a discounted rate
- ☒ Available for free

Rape/sexual assault counseling/support groups

- ☒ School offers
- ☐ Students can maintain confidentiality
- ☐ Available at a discounted rate
- ☒ Available for free

Mental health counseling/support groups

- ☒ School offers
- ☐ Students can maintain confidentiality
- ☐ Available at a discounted rate
- ☒ Available for free

Does your school have a sexual assault/rape crisis center?

Yes

Review Data Set Form G: Campus Safety

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:

<https://hope.edu/offices/title-ix/>

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

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

Multiple in-person sessions

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

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

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

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

Yes

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

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

<https://hope.edu/offices/title-ix/policy-procedure.html>

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:

Ongoing: STEP: Educate and inform other students about forms of interpersonal violence (i.e. sexual assault, violence in relationships, harassment and stalking)
Clothesline Project
Bystander Intervention Training

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

<https://hope.edu/offices/title-ix/prevention-education/>

Review Data Set Form G: Campus Safety

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

25

%

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

100

%

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)?

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.

0

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?

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

0

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

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

0

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?

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

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

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?

No

17. Does your school require that furnishings brought in by the students have fire-resistance ratings?

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.

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2) 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:

Laurie Smith

Title:

Director of Institutional Research

Phone:

6163957311

Email:

smithl@hope.edu

Review Data Set Form H: Sports

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	Varsity		Club	
	Men	Women	Men	Women
Archery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Badminton	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Baseball	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Basketball	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bobsledding/Luge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bodyboarding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bowling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Boxing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Canoeing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cheerleading	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Crew/Rowing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cricket	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cross-Country	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cycling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Diving	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Equestrian Sports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fencing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Field Hockey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fishing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Football	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Golf	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gymnastics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Handball	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Harness Racing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Horseback Riding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ice Hockey	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kayaking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lacrosse	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Light Weight Football	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Martial Arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mountain Biking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Outdoor Hiking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pistol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Polo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Racquetball	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Riflery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rodeo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rollerblading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rugby	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sailing	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Sand Volleyball	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scuba Diving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shooting Sports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Skateboarding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Skiing (Downhill/Alpine)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Skiing (Nordic/Cross-Country)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Snowboarding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Soccer	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Softball	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speed Skating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Squash	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Surfing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Swimming	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Synchronized Swimming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Table Tennis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tennis	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Track/ Field (Outdoor)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Track/Field (Indoor)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ultimate Frisbee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Volleyball	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Water Polo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Water Skiing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Weight Lifting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wheel-Chair Basketball	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Windsurfing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wrestling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What NCAA conferences is the school a member of?:

- ☐ Allegheny Mountain Collegiate Conference
- ☐ America East Conference
- ☐ American Lacrosse Conference
- ☐ American Southwest Conference
- ☐ Atlantic Coast Conference
- ☐ Atlantic Hockey Association

- ☐ Atlantic Soccer Conference
- ☐ Atlantic Sun Conference
- ☐ Atlantic 10 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
- ☐ Conference Carolinas
- ☐ 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
- ☐ Commonwealth Conference
- ☐ Commonwealth Coast Conference
- ☐ Conference USA
- ☐ Deep South Lacrosse Conference
- ☐ Eastern College Athletic Conference
- ☐ ECAC East Ice Hockey League
- ☐ ECAC East Women's Hockey League
- ☐ ECAC Northeast Ice Hockey League
- ☐ ECAC Women's West Ice Hockey League
- ☐ Eastern Intercollegiate Volleyball Association
- ☐ Eastern Intercollegiate Wrestling Association
- ☐ Eastern Wrestling League
- ☐ Empire 8

- ☐ Freedom Conference
- ☐ Freedom Football Conference (No longer affiliated with the NCAA)
- ☐ Gateway Football Conference
- ☐ Great Lakes Intercollegiate Athletic Conference
- ☐ Great Lakes Valley Conference
- ☐ Great Northeast Athletic Conference
- ☐ Great Northwest Athletic Conference
- ☐ Great Western Lacrosse League
- ☐ Gulf South Conference
- ☐ Heartland Conference
- ☐ Heartland Collegiate Athletic Conference
- ☐ Hockey East Association
- ☐ Horizon League
- ☐ Illini-Badger Intercollegiate Football Conference
- ☐ Iowa Intercollegiate Athletic Conference
- ☐ Ivy League
- ☐ Knickerbocker Lacrosse Conference
- ☐ 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 Pacific Sports Federation
- ☐ Mountain West Conference
- ☐ New England College Wrestling Association
- ☐ 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
- ☐ East Coast Conference
- ☐ New York State Women's Collegiate Athletic Association
- ☐ North Atlantic Conference
- ☐ North Central Intercollegiate Athletic Conference
- ☐ North Coast Athletic Conference
- ☐ North Eastern Collegiate Volleyball Association
- ☐ Northeast Conference
- ☐ Northeast-10 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-12 Conference
- ☐ Pacific West Conference
- ☐ Patriot League
- ☐ Peach Belt Conference
- ☐ Colonial States Athletic Conference
- ☐ Pennsylvania State Athletic Conference
- ☐ Pilgrim League
- ☐ Pioneer Football League
- ☐ President's Athletic Conference
- ☐ Rocky Mountain Athletic Conference
- ☐ St. Louis Intercollegiate Athletic Conference
- ☐ Skyline Conference
- ☐ South Atlantic Conference
- ☐ Southeastern Conference

- ☐ Southern California Intercollegiate Athletic Conference
- ☐ Southern Collegiate Athletic Conference
- ☐ Southern Conference
- ☐ Southern Intercollegiate Athletic Conference
- ☐ Southland Conference
- ☐ Southwestern Athletic Conference
- ☐ State University of New York Athletic Conference
- ☐ Sun Belt Conference
- ☐ Sunshine State Conference
- ☐ University Athletic Association
- ☐ 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
- ☐ Liberty League
- ☐ Landmark Conference
- ☐ America Sky Conference
- ☐ Great South Athletic Conference
- ☐ New England Collegiate Conference
- ☐ Upper Midwest Athletic Conference
- ☐ North Eastern Athletic Conference
- ☐ Northern Athletics Collegiate Conference
- ☐ ECAC Hockey League
- ☐ Great American Conference
- ☐ Southern Athletic Association
- ☐ American Athletic Conference
- ☐ Eastern Intercollegiate Skiing Association
- ☐ Mountain East Conference
- ☐ Pacific Coast Swim Conference
- ☐ Golden Coast Conference

During the 2017-18 academic year what percentage of your intercollegiate student athletes were:

Male	58.5	%
------	------	---

Female	41.5	%
--------	------	---

During the 2017-18 academic year how many students participated in your schools intercollegiate sports?

542

During the 2017-18 academic year how many students participated in your schools intramural sports?

1,794

Please provide the most recent graduation rates for your student athletes

4 year graduation rate for student athletes:

75

%

6 year graduation rate for student athletes:

%

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 2017-18 academic year?

61,391

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):

264

Total number of student athletes from your school that have gone on to play professional sports:

8

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

Name:

Laurie Smith

Title:

Director of Institutional Research

Phone:

6163957311

Email:

smithl@hope.edu

Review Data Set Form I: Computer Networking and Facilities

Computer Networking and Facilities

Do you have a campus-wide network in place?

Yes

Do you have a network or lab fee for computer usage on campus for undergraduates?

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?

Yes

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?

Yes

If so, please describe

Apple/Microsoft/Symantec/Google

Does your school's tuition include a personal computer for each student?

No

Do you have a special pricing, discount, or resale agreement with hardware vendors?

Yes

If so, please list them.

percentage discount on Apple

Review Data Set Form I: Computer Networking and Facilities

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

Review Data Set Form I: Computer Networking and Facilities

Tech Support

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

Name:

Laurie Smith

Title:

Director of Institutional Research

Phone:

6163957311

Email:

smithl@hope.edu

Review Data Set Form J: Visiting Campus

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

49424

Phone / Fax

800-968-7850

616-395-7130

Email

millerm@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?

No

If yes, please list the phone number

Days:

Hours:

Closed:

Review Data Set Form J: Visiting Campus

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)

1.	Bultman Student Center
2.	Dewitt Student & Cultural Center
3.	Library
4.	Paul A Schaap Science Center
5.	DeVos Fieldhouse
Additional space is provided for other information.	Kletz - student grill, Martha Miller Center for Global Communication

Review Data Set Form J: Visiting Campus

Off Campus Highlights

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

1.	Beaches of Lake Michigan
2.	Downtown Holland (2 blocks from campus)
3.	Edge Ice Arena
4.	Mall
5.	
Additional space is provided for other information.	

Review Data Set Form J: Visiting Campus

Campus Tours

Email address for prospective students to sign up for campus tour:	<div>admissions@hope.edu</div>
Provide a URL to a page on your website where prospective students can sign up for a campus tour:	<div>www.hope.edu/admissions</div>
Campus Tours Available	<div>Available</div>
Appointment Required	<div>Required</div>
Dates	<div>Year-round</div>
Times (list available times)	<div>weekdays/saturday until noon</div>
	<div><input type="checkbox"/> Varies</div>
Average Length	<div>1 hour</div>
Provide a URL to a page on your website to an online campus tour or photo gallery:	<div>www.hope.edu/admissions/visit/</div>

Review Data Set Form J: Visiting Campus

On Campus Interviews

Email address for prospective students to sign up for on-campus interview:	<div>admissions@hope.edu</div>
Provide a URL to a page on your website where prospective students can sign up for a on-campus interview:	<div>www.hope.edu/admissions/visit/</div>
On Campus Interviews	<div>Available</div>
Start Date-Juniors (indicate when juniors may start interviewing)	<div>Junior Year</div>
Appointment Required	<div>Preferred</div>
Advance Notice	<div>Yes</div>
If yes, specify the length of advance notice	<div>1 week</div>
Saturdays	<div>Yes</div>
Average Length	<div>45 min.</div>

Information Sessions

Not Available

If available, when

Review Data Set Form J: Visiting Campus

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

Arrangements:

Contact Admissions Office

If you selected Other please specify:

Advance Notice

1 week

Review Data Set Form J: Visiting Campus

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

Academic Year

Arrangements

Contact Admissions Office

If you selected Other please specify:

Review Data Set Form J: Visiting Campus

Overnight Dorm Stays

Overnight Dorm Stays	Available
Advance Notice	2 weeks
Arrangements	Contact Admissions Office
If you selected Other please specify:	
Limitations	not during last week of class and finals

Review Data Set Form J: Visiting Campus

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 Please provide driving instructions from major roads or landmarks.	See Campus Visit Website
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) Courtyard by Marriott, downtown Holland

Far Away

within 15 minutes
- Holiday Inn Express
- Country Inn Suites
- Hampton Inn
- Fairfield Inn

Provide a URL to a page on your website for local accommodation information:

same as above

PLEASE NOTE THE FOLLOWING:

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2) 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:

Laurie Smith

Title:

Director of Institutional Research

Phone:

6163957311

Email:

smithl@hope.edu

Review Data Set Form K: Career Services & Employment

Career Services and Placement

Does your school have a career services office?

Yes

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

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.

During the 2017-18 academic year how many employers visited your school for recruiting purposes?

132

If yes, please provide a URL to career services page:

<https://hope.edu/offices/career-development/>

Review Data Set Form K: Career Services & Employment

List top five employers who hired 2017 job seeking full-time graduates, and the number of students they hired.

Employer

of Students Hired

2.

3.

4.

5.

Review Data Set Form K: Career Services & Employment

Employment and Salary Information

What was the median base salary (do not include any bonuses) of your 2018 graduates who accepted employment after graduation?

\$

Percent of 2018 graduates for whom you have usable employment/salary information:

%

What was the median base salary (do not include any bonuses) of your 2017 graduates who accepted employment after graduation?

\$

Percent of 2017 graduates for whom you have usable employment/salary information:

%

Undergraduate Major	Number of 2018 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	<div>33</div>				

	%
	%
	%
\$	

Business

99	
	%
	%
	%
\$	

Communications/Journalism

25	
	%
	%
	%
\$	

Computer Science

10	
	%
	%
	%
\$	

Education

73	
----	--

		%
		%
		%
\$		

Engineering

53		
		%
		%
		%
\$		

Environmental Studies

0		
		%
		%
		%
\$		

Health Services

82		
		%
		%
		%
\$		

History

--

7

%

%

%

\$

Mathematics

3

%

%

%

\$

Philosophy

1

%

%

%

\$

Political Science/Government

18

%

%

%

\$

Psychology

48

%

%

%

\$

Review Data Set Form K: Career Services & Employment

Entrepreneurship Offerings

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

Name:

Mary Ellen Kettelhut

Title:

Interim Director Entrepreneurship

Address 1:

VanZoeren Hall

Address 2:

41 Graves Place

City:

Holland

State:

MI

Zip code:

49423

Phone:

616-395-7245

Email:

leadership@hope.edu

URL:

<https://hope.edu/academics/center-leadership/entreprene>

Review Data Set Form K: Career Services & Employment

Game Design Offerings

Who should students contact with questions about game design/gaming at your school?

Name:	<input type="text"/>
Title:	<input type="text"/>
Address 1:	<input type="text"/>
Address 2:	<input type="text"/>
City:	<input type="text"/>
State:	<input type="text"/>
Zip code:	<input type="text"/>
Phone:	<input type="text"/>
Email:	<input type="text"/>
URL:	<input type="text"/>

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