

# 2021: Best Colleges - Main Survey

## Introduction

1.)

### BEST COLLEGES

#### Data Collection

Welcome. *U.S. News & World Report* is now collecting data for the 2021 edition of Best Colleges, scheduled for release later this year. Information your institution reports will aid future applicants and families in their research.

**Survey Deadline:** June 1st, 2020

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

**Step 1: Data** - Complete the questionnaire to the fullest extent your data and history allow. If you are not able to answer a question, leave it blank. **The data your institution reports will first be seen by the fall 2021 entering class, meaning information reported on your institution's characteristics should pertain to what your institution anticipates in a regular academic year and not one time changes with dates, deadlines and policies made in response to the 2019-2020 coronavirus pandemic.** Otherwise, if you have questions or concerns about how best to respond to a specific item, click the "Help" button on the top right-hand side of the screen to access your *U.S. News* data collector.

Institutions with multiple campuses are instructed to consistently aggregate or disaggregate cohorts across campuses in alignment with the National Center for Educational Statistics (IPEDS). Reporting on admissions, faculty counts, and expenditures, for example, in all three *U.S. News* college statistical surveys must have campus cohorts aligned with the entity linked to a distinct IPEDS ID. Please contact [official@usnews.com](mailto:official@usnews.com) if your institution believes this is not valid or feasible.

**Step 2: Assessment** - After filling in your data, navigate to the 'Main Survey Assessment' section. The assessment runs a statistical comparison between your current data and the data submitted last year. The assessment will identify potential errors between the two years of data. Note that *U.S. News* only publishes individual cohort-level data on schools' most recently reported cohorts, when applicable. For more information please go to the main assessment section.

**Step 3: Verification** – After reviewing the assessment and fixing any remaining errors, navigate to the section titled “Verification”. This is where the survey submission takes place. **The verification form has changed slightly since last year.** Please carefully review your survey data one last time. When you are ready, you **must** select the check box, fill out all the identification information (which must include signoff from the Dean or equivalent official who has signed off on the data) and hit the red “Submit Survey” button. **Failure to check the verification box and have the Dean or equivalent official fill out their information may be noted when the data are published and/or may result in the school not being ranked.**

### Important Icons

- ★ The red asterisk located next to a few question numbers indicated that the question is mandatory. If the question is not answered you will be unable to submit the survey. All assessment flags are mandatory and must be addressed.
- ✗ The red x indicates that you have not filled out the question correctly. There will be a line of text that accompanies the icon letting you know what is the exact problem. Once the issue is corrected the x disappears. All failed validations must be fixed before the survey can be submitted.
- 🛡 The gold shield indicates that the question has been used in past U.S. News Best Colleges rankings calculations or is under consideration for future use. For this year's data collection no new questions have a gold shield.
- ❓ The question mark indicates a tip on how to answer that particular question.
- ☑ The checkbox indicates the assessment section of the survey.
- ⬆ The upward arrow indicates the verification section of the survey. This is where the submission button is located.

### Entering Data

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

### Saving Data

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

### Getting Help

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

### The Common Data Set

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

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

***All CDS submissions must be received by May 19th 2020 in order to allow enough time for data entry and processing in-house. Please contact your data collector for more information.***

### **New / Modified Questions**

Many of the changes bulleted below were made in alignment with The Common Data Set Initiative (<https://www.commondataset.org/>) and definitions used by the American Association of University Professors (<https://www.aaup.org/>). Among changes below, question 175 (faculty compensation) is by far most relevant toward rankings calculations; please email [official@usnews.com](mailto:official@usnews.com) with any questions about faculty compensation. Also note, survey respondents do NOT need to update accurately reported data submitted in last year's survey to conform to definitions in this year's survey.

Some questions not used in last year's rankings are no longer being asked in this year's survey to offset survey burden. The following questions were added or significantly modified from the previous year's survey:

### **Main Statistical Survey**

- 2 - College Name
- 9 - Social Media (Snapchat)
- 75 - Policy on Score Choice for ACT/SAT
- 76 - Policy on ACT/SAT Superscoring
- 87 - SAT Composite Scores
- 88 - SAT/ACT Composite Score Distributions
- 94 - High School GPA (% with 4.0 GPA)
- 175 - Faculty compensation revamped

### **Financial Aid Survey**

- 21 - Proportion awarded Pell Grants

### **Questions Used in the Best Colleges Ranking**

The questions or question areas listed below are the data points that are used in the U.S. News Best Colleges ranking calculations. More details on the U.S. News Best Colleges rankings can be found here: <https://www.usnews.com/education/best-colleges/articles/how-us-news-calculated-the-rankings> (<https://www.usnews.com/education/best-colleges/articles/how-us-news-calculated-the-rankings>).

If you have questions on the Best Colleges ranking methodology, which schools qualify to be ranked or unranked, U.S. News publications or how these statistical surveys are used in the rankings, contact [official@usnews.com](mailto:official@usnews.com) (<mailto:rmorese@usnews.com>).

## **Ranking Indicators**

### **Main Statistical Survey**

- 2019 Fall enrollment: 29-31
- 2018 Fall enrollment: 34-36
- 2017 Fall enrollment: 39-41
- Six-Year Graduation rates: 46, 47, 51
- First-Year Retention rates: 52-53
- Applications and acceptances: 55
- ACT and SAT scores and testing policies: 67, 79-83, 84-85
- SAT/ACT score reporting inclusion for all scores: 91
- SAT/ACT score reporting inclusion for all students: 92
- High school class standing: 94
- Undergraduate alumni giving: 169 - 171
- Total number of instructional faculty (current year): 172 all three columns
- Total number with doctorate or other terminal degree (current year): 172 full-time column
- Total number of instructional faculty (last year): 172 all three columns.
- Total number with doctorate or other terminal degree (last year): 172 full-time column
- Student to faculty ratio: 174
- Full-time faculty salaries: 176
- Class sections: 177

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

### **Financial Aid Survey**

- Number of pell grants received in 2018-2019: 20

### **Finance Survey**

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

### **Diversity Rankings**

- Uses column labeled "Degree-Seeking Undergraduates" in question 44, Enrollment by Racial & Ethnic Category) from the Main statistical survey.

### **Best Values Rankings**

- Estimated expenses for a typical full-time undergraduate students: question 11 (both residents columns)
- Need-Based Aid for full-time undergraduate students: question 15 only current year actual or estimated is accepted In state/Out-of-state student aid awarded: question 44-46 (public institutions only)
- Percentage of students with need whose need is fully met: question 15h and 15i

### **Best Colleges for Veterans**

- Military enrollment: 139
- G.I. Bill certified: 140
- Yellow Ribbon participant: 141
- In-state tuition for active servicemen: 10 (financial aid survey)

Important Notice: U.S. News in its discretion will attempt to do cross-checking of data from what information schools have submitted on their Fall 2019 IPEDS Institutional Characteristics survey that appears on the U.S. Department of Education's College Navigator web site <http://nces.ed.gov/collegenavigator/> (<http://nces.ed.gov/collegenavigator/>) or can be downloaded from the IPEDS website, provided that the schools are ultimately responsible for the accuracy of the data that they submit. If you need more details on how the cross-checking or missing data fill-ins will work, contact [official@usnews.com](mailto:official@usnews.com) (<mailto:rmorse@usnews.com>).

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

**Kenneth Hines, Director, Data Projects**

**Eric Brooks, Senior Data Analyst**

**Bob Morse, Chief Data Strategist**

***U.S. News & World Report***

### **Contact Information**

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1.) Survey Contact #1:

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

Name:

Adri Foster

Job Title:

Data Coordinator

Email:

fosterav@mailbox.sc.edu

Phone:

8037779790

1.) Survey Contact #2:

Name:

Job Title:

Email:

Phone:

1.) Survey Contact #3:

Name:

Job Title:

Email:

Phone:

1.) Survey Contact #4:

Name

Title

Email

Phone

## Public Relations Contacts

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1.) Public Relations Contact #1:

Contact 1 - Name:

Contact 1 - Title:

Contact 1 - Email:

Contact 1 - Phone:

1.) Public Relations Contact #2:

Contact 2 - Name:

Contact 2 - Title:

Contact 2 - Email:

Contact 2 - Phone:

1.) Public Relations Contact #3:

Contact 3 - Name:



Contact 3 - Title:

Contact 3 - Email:

Contact 3 - Phone:

1.) Public Relations Contact #4:

Contact 4 - Name:

Contact 4 - Title:

Contact 4 - Email:

Contact 4 - Phone:

1.) Public Relations Contact #5:

Contact 5 - Name:

Contact 5 - Title:

Contact 5 - Email:

Contact 5 - Phone:

## General Information

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

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

2.) Name of college or university:

CDS A1

University of South Carolina

3.) Please enter the name of your college/institution that should display on [usnews.com](https://usnews.com) in the next release if different from the preceding question. This request should be acceptable to academic officials at the highest level of your institution, such as President, Provost or Dean. Note that ultimately *U.S. News* conforms to certain naming rules and conventions and may not incorporate this request.

4.) Mailing address:

CDS A1 This data is rolled over from last year.

5.) City:

CDS A1 This data is rolled over from last year.

Columbia

6.) State:

CDS A1 This data is rolled over from last year.

☒ South Carolina

7.) Zip:

CDS A1 This data is rolled over from last year.

29208

8.) International Postal Code (If applicable):

This data is rolled over from last year.

9.) Main phone:

CDS A1 This data is rolled over from last year.

803-777-7000

10.) Social Media (most applicable to prospective students):

This data is rolled over from last year.

Facebook:

<https://www.facebook.com/uofsc>

Instagram:

<https://www.instagram.com/uofsc>

LinkedIn:

<https://www.linkedin.com/school/university-of-south-carolina>

Twitter:

<http://twitter.com/UofSC>

YouTube:

<https://www.youtube.com/uofsc>

Snapchat ID:

11.) Source of institutional control: \*

CDS A2 This data is rolled over from last year.

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

12.) In what year was your institution founded?

This data is rolled over from last year.

1801

13.) Religious Affiliation:

This data is rolled over from last year.

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

This data is rolled over from last year.

- ☐ Urban (located within a major city)
- ☒ City
- ☐ Suburban
- ☐ Rural
- ☐ No Answer

15.) Classify your undergraduate institution:

CDS A3 This data is rolled over from last year.

- ☒ Coeducational college
- ☐ Men's college
- ☐ Women's college
- ☐ No Answer

16.) Academic Year Calendar:

CDS A4 This data is rolled over from last year.

- ☒ Semester
- ☐ Quarter
- ☐ Trimester
- ☐ 4-1-4
- ☐ Continuous
- ☐ Differs by program (Describe in Comments)
- ☐ Other (Describe in Comments)

☐ No Answer

Make a comment on your choice here:

17.) Degrees Offered by your Institution:

CDS A5 This data is rolled over from last year.

- ☒ Certificate
- ☐ Diploma
- ☒ Associate
- ☐ Transfer
- ☐ Terminal
- ☒ Bachelor's
- ☒ Post-bachelor's certificate
- ☒ Master's

- ☒ Post-master's certificate
- ☒ Doctoral degree - research/scholarship
- ☒ Doctoral degree - professional practice
- ☐ Doctoral degree - other

18.) Admissions office mailing address:

CDS A1 This data is rolled over from last year.

Office of Undergraduate Admissions, USC

19.) City:

CDS A1 This data is rolled over from last year.

Columbia

20.) State:

CDS A1 This data is rolled over from last year.

☒ South Carolina

21.) Zip:

CDS A1 This data is rolled over from last year.

29208

22.) Admissions phone number:

CDS A1 This data is rolled over from last year.

803-777-7700

23.) Admissions Email address:

CDS A1 This data is rolled over from last year.

admissions-ugrad@sc.edu

24.) WWW home page address:

CDS A1 This data is rolled over from last year.

http://www.sc.edu

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

CDS A1 This data is rolled over from last year.

http://www.sc.edu/admissions

26.) Do you accept the Common Application?

This data is rolled over from last year.

☐ Yes

☒ No

☐ No Answer

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

This data is rolled over from last year.

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

Name:

Adri Foster



Title:

Data Coordinator

Email:

fosterav@mailbox.sc.edu

Phone:

803-777-9790

## 2019 Enrollment

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**Institutional Enrollment:** Provide numbers of students for each of the following categories as of the institution's official fall reporting date or as of October 15, 2019. Degree-seeking students are those enrolled in courses for credit who are recognized by the institution as seeking a degree or recognized postsecondary credential. Full time undergraduates are those enrolled for 12 or more semester credits, 12 or more quarter credits, or 24 or more clock hours a week each term. Please report students formerly designated as "first professional" in the graduate cells. Last year's enrollment grid is included for your reference.

29.) 2019 Full-time Enrollment: \*

CDS B1 This question is used in the Rankings calculation.

	Men	Women	Other/Not Reported
Degree-seeking, first-time freshman	2809	3471	0
Other first-year, degree-seeking	684	602	0
All other degree- seeking	8536	10017	0
Total degree-seeking	12029	14090	0
All other undergraduates enrolled in credit course	146	135	0
Total undergraduates	12175	14225	0
Graduate degree seeking, first-time	755	1015	0
All other graduate degree seeking	1600	1981	0
All other graduates enrolled in credit courses	33	30	0
Total graduates	2388	3026	0

	Men	Women	Other/Not Reported
Degree-seeking, first-time freshman	4	3	0
Other first-year, degree-seeking	42	61	0
All other degree- seeking	443	394	0
Total degree-seeking	489	458	0
All other undergraduates enrolled in credit course	87	68	0
Total undergraduates	576	526	0
Graduate degree seeking, first-time	163	541	0
All other graduate degree seeking	515	1045	0
All other graduates enrolled in credit courses	53	131	0
Total graduates	731	1717	0

31.) Total 2019 enrollment, all undergraduates

CDS B1 This question is used in the Rankings calculation.

27502

32.) Total 2019 enrollment, all graduates:

CDS B1 This question is used in the Rankings calculation.

7862

33.) GRAND TOTAL - 2019 Enrollment:

CDS B1 This question is used in the Rankings calculation.

35364

## 2018 Enrollment

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**Institutional Enrollment:** Provide numbers of students for each of the following categories as of the institution's official fall reporting date or as of October 15, 2018. Please report students formerly designated as "first professional" in the graduate cells. Last year's enrollment grid is included for your reference.

34.) 2018 Full-time Enrollment:

CDS B1 This question is used in the Rankings calculation. This data is rolled over from last year.

	Men	Women	Other/Not Reported
Degree-seeking, first-time freshmen	2710	3139	0
Other first-year, degree-seeking	624	611	0
All other degree- seeking	8438	9790	0
Total degree-seeking	11772	13540	0
All other undergraduates enrolled in credit course	173	148	0
Total undergraduates	11945	13688	0
Graduate degree seeking, first-time	775	1029	0
All other graduate degree seeking	1671	2128	0
All other graduates enrolled in credit courses	21	13	0
Total graduates	2467	3170	0

35.) 2018 Part-time Enrollment:

	Men	Women	Other/Not Reported
Degree-seeking, first-time freshmen	2	3	0
Other first-year, degree-seeking	47	58	0
All other degree- seeking	458	420	0
Total degree-seeking	507	481	0
All other undergraduates enrolled in credit course	50	62	0
Total undergraduates	557	543	0
Graduate degree seeking, first-time	126	404	0
All other graduate degree seeking	552	1142	0
All other graduates enrolled in credit courses	40	161	0
Total graduates	718	1707	0

36.) Total 2018 enrollment, all undergraduates

CDS B1 This question is used in the Rankings calculation. This data is rolled over from last year.

26733

37.) Total 2018 enrollment, all graduates:

CDS B1 This question is used in the Rankings calculation. This data is rolled over from last year.

8062

38.) GRAND TOTAL - 2018 Enrollment:

CDS B1 This question is used in the Rankings calculation. This data is rolled over from last year.

34795

## 2017 Enrollment

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

39.) 2017 Full-time Enrollment:

CDS B1 This question is used in the Rankings calculation. This data is rolled over from last year.

	Men	Women	Other/Not Reported
Degree-seeking, first-time freshmen	2613	3262	
Other first-year, degree-seeking	284	290	
All other degree- seeking	8324	9805	
Total degree-seeking	11221	13357	
All other undergraduates enrolled in credit course	393	272	
Total undergraduates	11614	13629	
Graduate degree seeking, first-time	782	1167	
All other graduate degree seeking	1721	2142	
All other graduates enrolled in credit courses	10	6	
Total graduates	2513	3315	



	Men	Women	Other/Not Reported
Degree-seeking, first-time freshmen	3	2	
Other first-year, degree-seeking	7	8	
All other degree- seeking	500	452	
Total degree-seeking	510	462	
All other undergraduates enrolled in credit course	84	63	
Total undergraduates	594	525	
Graduate degree seeking, first-time	127	391	
All other graduate degree seeking	573	1203	
All other graduates enrolled in credit courses	61	186	
Total graduates	761	1780	

41.) Total 2017 enrollment, all undergraduates

CDS B1 This question is used in the Rankings calculation. This data is rolled over from last year.

26362

42.) Total 2017 enrollment, all graduates:

CDS B1 This question is used in the Rankings calculation. This data is rolled over from last year.

8369

43.) GRAND TOTAL - 2017 Enrollment:

CDS B1 This question is used in the Rankings calculation. This data is rolled over from last year.

34731

## Ethnicity Enrollment and Degrees Awarded

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**Enrollment by Racial & Ethnic Category:** Provide numbers of undergraduates for each of the following categories as of the institution's official fall reporting date or as of October 15, 2019. Include international students only in the category "Nonresident aliens." Report as your institution reports to IPEDS: persons who are Hispanic should be reported only on the Hispanic line, not under any race, and persons who are non-Hispanic multi-racial should be reported only under "Two or more races."

Notes:

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

44.) Ethnicity Grid:

CDS B2

	Degree-seeking first-time, first year students	Degree-seeking Undergraduates
Non-resident aliens	79	701
Hispanic	347	1366
Black or African American, non-Hispanic	367	2271
White, non-Hispanic	4929	20455
American Indian or Alaskan Native, non-Hispanic	8	50
Asian, non-Hispanic	245	916
Native Hawaiian or other Pacific Islander, non-Hispanic	4	24
Two or more races, non-Hispanic	260	1086
Race/ethnicity unknown	48	197
Total	6287	27066

45.) Number of degrees awarded by your institution from July 1, 2018 to June 30, 2019:

Certificate/diploma

17

Associate degrees

Bachelor's degrees

6022

Post-bachelor's certificates

249

Master's degrees

1750

Post-master's certificates

49

Doctoral degrees - research/scholarship

431

Doctoral degrees - professional practice

488

Doctoral degrees - other

Grad and Retention Rates

46.) Graduation rates - 2012 Cohort:

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

	Recipients of a Federal Pell Grant	Recipients of a subsidized Stafford Loan who did not receive a Pell Grant	Students who did not receive either a Pell Grant or a subsidized Stafford Loan	Total
A - Initial 2012 cohort of first-time, full-time, bachelor's (or equivalent) degree-seeking undergraduate students	862	850	2868	458
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	0	2	2
C - Final 2012 cohort, after adjusting for allowable exclusions	862	850	2866	457
D - Of the initial 2012 cohort, how many completed the program in four years or less (by Aug. 31, 2016)	452	498	1909	285
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)	109	102	330	541
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)	31	17	78	126
G - Total graduating within six years (sum of lines D, E, and F)	592	617	2317	352
H - Six-year graduation rate for 2012 cohort (percent)	69	73	81	77

47.) Graduation rates - 2013 Cohort:

- The following questions ask for information needed to calculate the six-year graduation rate for the cohort of full-time, first-time, bachelor's (or equivalent) degree-seeking undergraduate students who entered your institution in the Fall of 2013.
- Include students who entered your institution during the Summer term preceding Fall of 2013.

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

	Recipients of a Federal Pell Grant	Recipients of a subsidized Stafford Loan who did not receive a Pell Grant	Students who did not receive either a Pell Grant or a subsidized Stafford Loan	Total
A - Initial 2013 cohort of first-time, full-time, bachelor's (or equivalent) degree-seeking undergraduate students	925	961	3117	500
B - Of the initial 2013 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	2	2	1	5
C - Final 2013 cohort, after adjusting for allowable exclusions	923	959	3116	499
D - Of the initial 2013 cohort, how many completed the program in four years or less (by Aug. 31, 2017)	490	576	2148	321
E - Of the initial 2013 cohort, how many completed the program in more than four years but in five years or less (after Aug. 31, 2017 and by Aug. 31, 2018)	106	104	324	534
F - Of the initial 2013 cohort, how many completed the program in more than five years but in six years or less (after Aug. 31, 2018 and by Aug. 31, 2019)	25	18	46	89
G - Total graduating within six years (sum of lines D, E, and F)	621	698	2518	383
H - Six-year graduation rate for 2013 cohort (percent)	67	73	81	77

48.) Of the students reported in question 47, line C, total column, the number of nonresident alien (international) students:

37

49.) Of the students reported in question 47, line G, total column, the number of nonresident alien (international) students:

30

50.) Six-year graduation rate for 2013 cohort of first-time, full-time, bachelor's (or equivalent) degree-seeking undergraduate nonresident alien (international) students:

81

51.) Historical six-year graduation rates:

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

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

Fall 2011 and completed a bachelor's degree from your school before fall 2017 (percent)

75 %

Fall 2010 and completed a bachelor's degree from your school before fall 2016 (percent)

73 %

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

For the cohort of all first-time, full-time, bachelor's degree-seeking undergraduate students who entered your institution in fall 2018 (or the preceding summer term), what percentage was enrolled at your institution in fall 2019 (i.e. enrolled on the date your institution calculates its official enrollment for fall 2019)?

CDS B22 This question is used in the Rankings calculation.

89 %

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



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

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

Fall of 2017 and returned to your institution in fall 2018 (percent)

88 %

Fall of 2016 and returned to your institution in fall 2017 (percent)

88 %

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

88 %

54.) International student retention rate:

For the cohort of first-time, full-time, bachelor's degree-seeking nonresident alien (international) students who entered your institution in fall 2018 (or the preceding summer term), what percentage was enrolled at your institution in fall 2019 (i.e., enrolled on the date your institute calculates its official enrollment for fall 2019)?

88 %

## Admission

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55.) Provide the number of degree-seeking, first-time, first-year students who applied, were admitted, and enrolled (full- or part-time) in fall 2019:

- Include early decision, early action, and students who began studies during summer in this cohort.
- Applicants should include only those students who fulfilled the requirements for consideration for admission (i.e., who completed actionable applications) and who have been notified of one of the following actions: admission, non-admission, placement on waiting list, or application withdrawn (by applicant or institution).
- Admitted applicants should include wait-listed students who were subsequently offered admission.
- Fall 2018 data is included for your reference.

CDS C1 This data is rolled over from last year.

	Fall 2019	Fall 2018
Total men applied	12938	12848
Total women applied	18330	18041
Total other/not reported applied	0	0
Total applications	31268	30889
Total men admitted	9015	8311
Total women admitted	12449	11169
Total other/not reported admitted	0	0
Total admitted	21464	19480
Total full-time, first-time, first-year (freshman) men enrolled	2809	2710
Total part-time, first-time, first-year (freshman) men enrolled	4	2

Total full-time, first-time, first-year (freshman) women enrolled	3470	3139
Total part-time, first-time, first-year (freshman) women enrolled	3	3
Total full-time, first-time, first-year (freshman) other/not reported enrolled	0	0
Total part-time, first-time, first-year (freshman) other/not reported enrolled	0	0
Total first-time, first-year enrolled, men and women, full- and part-time	6286	5854

56.) Please break down the previous question by residency of the applicants: Fall 2019

	In-state	Out-of-state	Nonresident Alien
Total men applied	2212	10547	179
Total women applied	2672	15522	136
Total other/not reported applied	0	0	0
Total applications	4884	26069	315
Total men admitted	2206	6710	99
Total women admitted	2668	9686	95
Total other/not reported admitted	0	0	0
Total admitted	4874	16396	194
Total full-time, first-time, first-year (freshman) men enrolled	1509	1259	41
Total part-time, first-time, first-year (freshman) men enrolled	4	0	0

Total full-time, first-time, first-year (freshman) women enrolled	1764	1669	37
Total part-time, first-time, first-year (freshman) women enrolled	2	1	0
Total full-time, first-time, first-year (freshman) other/not reported enrolled	0	0	0
Total part-time, first-time, first-year (freshman) other/not reported enrolled	0	0	0
Total first-time, first-year enrolled, men and women, full- and part-time	3279	2929	78

- 57.) Do you have a policy of placing students on a waiting list?
- Freshman wait-listed students: students who met admission requirements but whose final admission was contingent on space availability

CDS C2 This data is rolled over from last year.

- ☒ Yes
- ☐ No
- ☐ No Answer

58.) Please answer the questions below for fall 2019 admissions:

CDS C2

Number of qualified applicants offered a place on waiting list:

2588

Number accepting a place on the waiting list:

11

Number of wait-listed students admitted:

8

## Admission Requirements

---

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

CDS C3 This data is rolled over from last year.

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

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

CDS C4 This data is rolled over from last year.

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

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

CDS C5 This data is rolled over from last year.

	Units Required	Units Recommended
English	4	
Mathematics	4	
Science	3	
Of the science units, units that must be lab	3	
Foreign language	2	
Social studies	2	
History	1	
Academic electives	2	
Computer Science		1
Visual / Performing Arts	1	



Other	1	
Total	20	1

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

This data is rolled over from last year.

PE or ROTC

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

CDS C6 This data is rolled over from last year.

- ☐ Yes
- ☒ No
- ☐ No Answer

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

This data is rolled over from last year.

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

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

Academic:

CDS C7 This data is rolled over from last year.

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

66.) Nonacademic:

CDS C7 This data is rolled over from last year.

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

ACT and SAT

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

CDS C8 This data is rolled over from last year.

- ☒ Yes
- ☐ No
- ☐ No Answer

68.) Select the appropriate boxes to reflect your institution's policies for use in admission for Fall 2019.

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

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

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

- Test flexible – Applicants are required to submit standardized test scores, but may submit alternative exam scores (e.g. SAT Subject Tests, AP exams, IB exams) instead of ACT or SAT scores.
- Test optional – Applicants are not always required to submit standardized test scores, but standardized test scores are considered in admissions decisions.

- Test blind -- Applicants are not required to submit standardized test scores and standardized test scores are not considered in admissions decisions.
- Test optional only for international applicants -- Only international applicants may apply without submitting SAT or ACT exams

This data is rolled over from last year.

- ☐ Test flexible
- ☐ Test optional
- ☐ Test blind
- ☐ Test optional only for international applicants
- ☒ No Answer

70.) If your institution will make use of the ACT in admission decisions for first-time, first-year, degree-seeking applicants for Fall 2021, please indicate which ONE of the following applies (regardless of whether the writing score will be used in the admissions process):

CDS C8B This data is rolled over from last year.

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

71.) If your institution will make use of the SAT in admission decisions for first-time, first-year, degree-seeking applicants for Fall 2021, please indicate which ONE of the following applies (regardless of whether the writing score will be used in the admissions process):

CDS C8B This data is rolled over from last year.

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

☐ No Answer

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

CDS C8C This data is rolled over from last year.

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

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

CDS C8D This data is rolled over from last year.

- ☐ Yes
- ☒ No
- ☐ No Answer

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

CDS C8E This data is rolled over from last year.

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

CDS C8E This data is rolled over from last year.

76.)

If your institution makes use of ACT and SAT in admissions decisions, which of the following best describes its policy toward score choice for applicants submitting test scores:

- Submission of all exam scores is required. Applicants must submit all their ACT and SAT scores as part of their applications.
- Submission of all exam scores is recommended. Although submission of all ACT and SAT scores is not required, your institution recommends applicants submit all ACT and SAT scores.
- Submissions of all exam scores is not required nor recommended. Applicants may submit whichever ACT and/or SAT scores they elect and your institution does not encourage otherwise.

- ☐ All exam scores required
- ☐ All exam scores recommended
- ☐ All exam scores not required nor recommended
- ☐ None of the above
- ☒ No Answer

77.) Does your institution apply superscoring to applicants' ACT and SAT scores? Superscoring is defined by admissions only considering an applicant's highest section scores if they took an exam more than once.

- ☐ Superscoring is applied for ACT/SAT
- ☐ Superscoring is not applied for ACT/SAT
- ☐ Neither/Not applicable

☐ No Answer

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

CDS C8F This data is rolled over from last year.

78.) Test Score Submission: In the following questions, please provide the percent and number of first-time, first-year students enrolled in fall 2019 who submitted national standardized (SAT/ACT) test scores:

- Include information for ALL *enrolled*, first-time, first-year (freshman) degree-seeking students -- full, or part-time-- who submitted test scores, including students who began studies during summer, international students / nonresident aliens, and students admitted under special arrangements.
- Do not include partial test scores (e.g., SAT mathematics scores but not SAT reading for a category of students) or combine other standardized test results (such as TOEFL) in these items.
- Do not convert SAT scores to ACT scores and vice versa. (U.S. News will convert your reported SAT and ACT scores to 0-100 percentile distributions and weight by proportions submitting each exam for use in ranking calculations.)
- If a student submitted multiple sets of scores for a single test, report this information according to how you use the data as reported in the preceding questions. For example:
  - If you consider the highest scores from either submission, use the highest combination of scores (e.g., reading from one submission, math from the other).
  - If you average the scores, use the average to report the scores.



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

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

Fall 2019:

4062

Fall 2018:

2945

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

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

Fall 2019:

65 %

Fall 2018:

50 %

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

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

Fall 2019:

2182

Fall 2018:

2883

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

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

Fall 2019:

35 %

Fall 2018:

49 %

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

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

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

	2019 - 25th Percentile	2019 - 75th Percentile	2018 - 25th Percentile	2018 - 75th Percentile
SAT Evidence-Based Reading and Writing	600	680	600	670
SAT Math	580	690	590	690

84.) ACT Percentiles: Composite Score

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

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

	2019 - 25th Percentile	2019 - 75th Percentile	2018 - 25th Percentile	2018 - 75th Percentile
ACT Composite Score	25	31	25	30

85.) ACT Percentiles:

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

CDS C9 This data is rolled over from last year.

	2019 - 25th Percentile	2019 - 75th Percentile	2018 - 25th Percentile	2018 - 75th Percentile
ACT English	22	31	24	33
ACT Math	22	28	24	28
ACT Writing				
ACT Reading				
ACT Science				

86.) Percent of first-time, first-year (freshman) students enrolled in fall 2019 with SAT scores in each range:

CDS C9

**SAT Evidence-Based Reading and Writing****SAT Math**

700-800

16

22

600-699

59

47

500-599

24

30

400-499

1

1

300-399

200-299

87.) Percent of first-time, first-year (freshman) students enrolled in fall 2019 with ACT scores in each range:

CDS C9

	ACT Composite	ACT English	ACT Math	ACT Reading	ACT Science
30-36	37	47	22		
24-29	50	35	56		
18-23	13	17	20		
12-17	0	1	2		
6-11					
Below 6					

88.) Report the percentages of composite SAT scores within the following ranges for all enrolled, degree-seeking, first-time, first-year (freshman) students from which you have scores (values should sum to ~100%).

CDS C9

1400-1600

14 %

1200-1399

56 %

1000-1199

29 %

800-999

1 %

600-799

%

400-599

%

89.) Report the following composite SAT scores (1600 scale) and ACT score at the following percentiles of your fall 2019 entering class. These pertain to all enrolled, degree-seeking, first-time, first-year (freshman) students from which you have these scores.

25th percentile SAT

1190

50th percentile SAT

1270

75th percentile SAT

1360

50th percentile ACT

28

90.) Average Test Scores: Please enter average test scores for all full- and part-time, first-time, first-year (freshman) students enrolling in the fall of 2019, including students who began studies during the summer, international students / nonresident aliens, and students admitted under special arrangements. Last year's data is provided for your reference.

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

**SAT Evidence-Based Reading and Writing****SAT Math****ACT Composite**

Fall 2019

636

636

28

Fall 2018

636

639

28

91.) Does the data reported in this section include all first-time, first-year (freshman) degree-seeking students enrolled in Fall 2019 who reported SAT and/or ACT test scores, regardless if those scores were considered for admissions? For example, scores your school has on record for counseling and research purposes.

- Schools should select 'yes' if they meet the above conditions but only report one test score per student (e.g. 'superscore')

This question is used in the Rankings calculation.

☒ Yes☐ No

92.) Were test scores of the following groups of students who provided test score information included in the calculation of SAT and ACT scores for first-time, first-year (freshman) degree-seeking students who enrolled in fall of 2019?

This question is used in the Rankings calculation.

	Yes	No	Not Applicable	No Answer
All international students	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All minority students	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All student athletes	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All legacy/children of alumni admits	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All special admission arrangements	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All students who began studies in summer 2019	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

93.) Were test scores of the following groups of students who provided test score information included in the calculation of SAT and ACT scores for first-time, first-year (freshman) degree-seeking students who enrolled in fall of 2018?

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



	Yes	No	Not Applicable	No Answer
All international students	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All minority students	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All student athletes	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All legacy/children of alumni admits	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All special admission arrangements	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All students who began studies in summer 2018	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## HS Standing and GPA

94.) High School Class Standing: Please enter the percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within each of the following ranges. *"Freshman" includes all full- and part-time, first-time, first-year students who enrolled in fall of 2019, including students who began studies during the summer, international students / nonresident aliens, and students admitted under special arrangements.* We have provided the data that was submitted last year for your reference.

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

	Fall 2019	Fall 2018
% in top tenth of high school graduating class	28	29
% in top quarter of high school graduating class	59	62
% in top half of high school graduating class	90	91
% in bottom half of high school graduating class	10	9
% in bottom quarter of high school graduating class	2	1
% of total first-time, first-year (freshman) students who submitted high school class rank	69	65

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

CDS C11

Percent who had GPA of 4.0

64 %

Percent who had GPA between 3.75 and 3.99

16 %

Percent who had GPA between 3.50 and 3.74

12 %

Percent who had GPA between 3.25 and 3.49

5 %

Percent who had GPA between 3.00 and 3.24

2 %

Percent who had GPA between 2.50 and 2.99

1 %

Percent who had GPA between 2.00 and 2.49

0 %

Percent who had GPA between 1.00 and 1.99

0 %

Percent who had GPA below 1.00

0 %

96.) What *percent* of total, first-time, first-year (freshman) students who enrolled in the fall of 2019 submitted high school GPA?

CDS C12

92 %

97.) What was the *average* high school GPA of all first-time, first-year (freshman) students who enrolled in the fall of 2019 and submitted GPA?

CDS C12

98.) What was the GPA of first-time, first-year fall 2019 students at the 25th and 75th percentile?

25th

75th

GPA

3.8

4

## College-level Exams

99.) College Credit and placement options offered during the 2019-2020 academic year:

This data is rolled over from last year.

	Credit only	Placement only	Credit and/or placement	Not used	No Answer
College Entrance Examination Board (CEEB) Advanced Placement	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
International Baccalaureate	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College-Level Examination Program (CLEP)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DSST	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

100.) How many first-time, first-year, degree-seeking enrolled students who enrolled in Fall 2019 received college credit for at least one of the following exams?

Advanced Placement (AP)

3849

International Baccalaureate (IB)

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

This data is rolled over from last year.

☐ 2

☒ 3

☒ 4

☒ 5

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

This data is rolled over from last year.

☐ Yes

☒ No

☐ No Answer

103.) If yes, what is the maximum number for any major?

This data is rolled over from last year.

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

This data is rolled over from last year.

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

## Applications

105.) Does your institution have an application fee?

CDS C13 This data is rolled over from last year.

- ☒ Yes
- ☐ No
- ☐ No Answer

106.) Amount of application fee:

CDS C13 This data is rolled over from last year.

\$ 65

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

CDS C13 This data is rolled over from last year.

- ☒ Same fee
- ☐ Free
- ☐ Reduced
- ☐ No Answer

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

This data is rolled over from last year.

\$ 65

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

CDS C13 This data is rolled over from last year.

- ☒ Yes
- ☐ No
- ☐ No Answer

110.) Is the application fee refundable:

This data is rolled over from last year.

- ☐ Yes
- ☒ No
- ☐ No Answer

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

CDS C14 This data is rolled over from last year.

- ☒ Yes

- ☐ No
- ☐ No Answer

112.) Application closing date (Fall):

CDS C14 This data is rolled over from last year.

12/01

113.) Application priority date:

CDS C14 This data is rolled over from last year.

12/01

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

CDS C15 This data is rolled over from last year.

- ☒ Yes
- ☐ No
- ☐ No Answer

115.) Notification to Applicants of Admission Decision Sent:

CDS C16 This data is rolled over from last year.

☐ On a rolling basis beginning:

☒ By:

03/15/2016



☐ Other:

116.) Reply policy for admitted applicants

CDS C17 This data is rolled over from last year.

☐ Must reply by:

☐ No set date (do not leave comment)

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

☐ Other:

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

CDS C18 This data is rolled over from last year.

☒ Yes

☐ No

☐ No Answer

118.) Maximum period of postponement:

This data is rolled over from last year.

1 year

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

This data is rolled over from last year.

- ☐ Yes
- ☐ No
- ☒ No Answer

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

CDS C19 This data is rolled over from last year.

- ☐ Yes
- ☒ No
- ☐ No Answer

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

CDS C21 This data is rolled over from last year.

- ☐ Yes
- ☒ No
- ☐ No Answer

122.) Early Decision Admissions: Fall 2019

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

Applications:

Accepted Applications:

Enrolled:

123.) Early Decision Dates:

CDS C21 This data is rolled over from last year.

First or only early decision plan closing date:

First or only early decision plan notification date:

Other early decision plan closing date:

Other early decision plan notification date:

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

CDS C22 This data is rolled over from last year.

☒ Yes

☐ No

☐ No Answer

125.) Early Action Admissions: Fall 2019

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

Applications:

Accepted Applications:

Enrolled:

126.) Early Action Dates:

CDS C22 This data is rolled over from last year.

Early action plan closing date:

10/15/2018

Early action plan notification date:

12/20/2018

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

This data is rolled over from last year.

☐ Yes

☒ No

☐ No Answer

## Applications, Part 2

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

This data is rolled over from last year.

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

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

This data is rolled over from last year.

- ☐ Yes
- ☐ No
- ☒ No Answer

130.) Campus visit is:

This data is rolled over from last year.

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

131.) Admission interview is:

This data is rolled over from last year.

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

132.) Off-Campus admissions interviews:

This data is rolled over from last year.

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

133.) Tuition deposit amount:

This data is rolled over from last year.

\$ 200

134.) Tuition deposit is:

This data is rolled over from last year.

- ☐ Nonrefundable
- ☐ Partially refundable
- ☒ Refundable
- ☐ No Answer

135.) Tuition deposit is refundable if withdrawn by:

This data is rolled over from last year.

05/01

136.) Amount for housing deposit:

CDS C17 This data is rolled over from last year.

\$ 150

137.) Deadline for housing deposit:

CDS C17 This data is rolled over from last year.

06/01

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

CDS C17 This data is rolled over from last year.

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

## Veterans and Military

---

139.) Military Enrollment:

- Provide numbers of undergraduate students, full-time and part-time, for each of the following categories as of the institution's official fall reporting date or as of October 15, 2019
- Military Active Service Members includes Active duty and Active guard reserve only
- ROTC should not be counted

This data is rolled over from last year.

**Fall 2019**

**Fall 2018**

Military Veterans

301

346

Military Active Service Members

195

244

Total: Military Veterans and Active Service Members

496

590

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

This data is rolled over from last year.

☒ Yes

☐ No

☐ No Answer

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

This data is rolled over from last year.

☒ Yes

☐ No

☐ No Answer

142.) Does your institution accept the following military/veteran transfer credits:

CDS D18



**Yes**

**No**

**No Answer**

American Council on Education  
(ACE)

☐☐☒

College Level Examination Program  
(CLEP)

☐☐☒

DANTES Subject Standardized Tests  
(DSST)

☐☐☒

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

CDS D19

**Credits**

30

**Courses**

144.) Maximum number of credits and/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)):

CDS D20

**Credits**

**Courses**

145.) Please provide the URL where military/veteran credit transfer policies are published on your website:

CDS D21

[https://sc.edu/about/offices\\_and\\_divisions/registrar](https://sc.edu/about/offices_and_divisions/registrar)

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

CDS D22

147.) ROTC programs offered in cooperation with the Reserve Officers' Training Corps during the 2019- 2020 academic year.

**Army ROTC:**

CDS F3 This data is rolled over from last year.

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

148.) Navy ROTC:

CDS F3 This data is rolled over from last year.

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

149.) Air Force ROTC:

CDS F3 This data is rolled over from last year.

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

## Transfers

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150.) Does your institution enroll transfer students?

CDS D1 This data is rolled over from last year.

- ☒ Yes
- ☐ No
- ☐ No Answer

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

This data is rolled over from last year.

- ☒ Yes
- ☐ No
- ☐ No Answer

152.) Provide the number of students who applied, were admitted, and enrolled as degree-seeking transfer students in fall 2019

CDS D2

	Applicants	Admitted	Enrolled
Men	1834	1165	844
Women	2086	1354	913
Other/Not Reported			
Total	3920	2519	1757

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

Entered with credits granted by a community college?

Had an associate degree granted by another institution?

154.) Indicate terms for which transfers may enroll:

CDS D3 This data is rolled over from last year.

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

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

CDS D4 This data is rolled over from last year.

- ☒ Yes
- ☐ No
- ☐ No Answer

156.) What is the minimum number of credits?

This data is rolled over from last year.

30

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

CDS D5 This data is rolled over from last year.

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

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

CDS D6 This data is rolled over from last year.

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

CDS D7 This data is rolled over from last year.

2.3

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

CDS D9 This data is rolled over from last year.

	Priority Date	Closing Date	Notification Date	Reply Date	Rolling Admission
Fall		07/01/2016			X
Winter					
Spring		11/01/2016			X
Summer		05/01/2016			X

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

CDS D10 This data is rolled over from last year.

☐ Yes

- ☒ No
- ☐ No Answer

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

CDS D12 This data is rolled over from last year.

C-

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

CDS D13 This data is rolled over from last year.

Two-year institution:	76
	Credits
Four-year institution:	90
	Credits

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

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

Associate degree:

Bachelor's degree:

30

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

This data is rolled over from last year.

- ☒ Yes
- ☐ No
- ☐ No Answer

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

This data is rolled over from last year.

[https://www.sc.edu/about/offices\\_and\\_divisions/gamecock\\_gateway](https://www.sc.edu/about/offices_and_divisions/gamecock_gateway)

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

This data is rolled over from last year.

SC.218353--Midlands Technical College

168.) Please select any other institutions your college/university has a guaranteed admission agreement with not included in the previous question

## Alumni Giving

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

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

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

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



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

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

2018-2019

170676

2017-2018

112035

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

This data is rolled over from last year.

2018-2019

170676

2017-2018

108478

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

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

2018-2019

12019

2017-2018

15909

Faculty: Counts

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Please report number of instructional faculty members in each category for Fall 2019. Include faculty who are on your institution's payroll on the census date your institution uses for IPEDS/AAUP. Fall 2018 data is provided for your reference.

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

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

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

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

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

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

172.) 2019 Instructional Faculty Members:

CDS I1 This question is used in the Rankings calculation.

	Full time	Part time	Total
Total number of instructional faculty	1555	680	2235
Total number who are members of minority groups	326	107	433
Total number who are women	696	410	1106
Total number who are men	859	270	1129
Total number who are non-resident aliens (international)	57	16	73
Total number with doctorate or other terminal degree	1395	307	1702
Total number whose highest degree is a master's but not a terminal master's	142	285	427
Total number whose highest degree is a bachelor's	11	68	79
Total number whose highest degree is unknown or other	7	20	27
Total number in stand-alone graduate professional programs in which faculty teach virtually only graduate-level students	209	83	292

Total number whose highest degree is a Doctorate

1272

240

1512

173.) 2018 Instructional Faculty Members

This data is rolled over from last year.

	Full time	Part time	Total
Total number of instructional faculty	1525	685	2210
Total number who are members of minority groups	332	82	414
Total number who are women	674	397	1071
Total number who are men	851	288	1139
Total number who are non-resident aliens (international)	52	27	79
Total number with doctorate or other terminal degree	1362	284	1646
Total number whose highest degree is a master's but not a terminal master's	148	282	430
Total number whose highest degree is a bachelor's	9	72	81
Total number whose highest degree is unknown or other	6	47	53
Total number in stand-alone graduate professional programs in which faculty teach virtually only graduate-level students	212	65	277

Total number whose highest degree is a Doctorate

1177

219

1396

174.) 2019 Student Faculty Ratio

CDS I2 This question is used in the Rankings calculation.

X number of students to 1 faculty

17

Based on X number of students

31132

Based on Y number of faculty

1836

175.) Fall 2018 student to faculty ratio (provided for your reference, based on X students to 1 faculty)

This data is rolled over from last year.

17

## Faculty: Salaries

Please report the salaries of full-time instructional faculty members in for the 2019-2020 academic year.

Note that *U.S. News's* grid has been revised this year to significantly conform to revisions in Form 2 from the American Association of University Professor (AAUP) data collection. *U.S. News's* two main changes are we no longer are collecting fringe benefit expenditures (now collecting salaries only) and are newly collecting on full-time faculty categorized as 'instructor', 'lecturer' and 'no rank'. Because of the changes, data your institution reported for 2018-2019 academic year are not displayed for reference below and will not be incorporated into a rolling two year average for the upcoming 2021 Best Colleges rankings calculations.

Include the unduplicated combined total of "Primarily Instructional" and "Instructional/Research/Public Service" aggregating all faculty across gender and tenure/non-tenured status. Exclude faculty who are clinical or basic science faculty, located in schools of medicine and/or military faculty.

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

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

These definitions of instructional faculty are used by AAUP (<https://research.aaup.org/instructions#form3>) and should be reported to U.S. News the same way to the fullest extent applicable.

The table below provides detail on inclusions and exclusions:

<i>Criteria</i>	<i>Full-time Faculty</i>
Clinical*, Medical School Faculty, and/or Military Faculty	Exclude
Faculty on Sabbatical or Leave <u>with</u> Pay	Include
Faculty on Sabbatical or Leave <u>without</u> Pay	Exclude
Replacement Faculty (for faculty on sabbatical leave or leave with pay)	Exclude
Part-Time Tenured/Tenure-Track Faculty	Exclude
Courtesy Faculty Appointments and Faculty who have a Bookkeeping Value	Exclude
Contributed Service Personnel: Administrative officers with titles such as Provost, Dean, Librarian, Registrar, Coach, and the like, even though they may devote part of their time to classroom instruction and may have faculty status and other administrators/staff clinical credit courses.	Exclude
Research Faculty (faculty who have never had a contractual instructional role, such as Research Assistant Professors)	Exclude

Key definitions:



**Full-time Instructional Faculty:** include full-time faculty members for the entire institution, excluding clinical or basic science faculty located in schools of medicine and/or military faculty. For the purpose of this survey, include all members of the "Primarily Instructional: and "Instructional/Research Public Service" staff who are employed full-time and whose regular assignments has an instruction component (including released time for research), regardless of whether they are formally designated "faculty".

**Faculty Salary Outlays (Total Contracted Salaries):** Report the projected expenditure for full-time contracted salaries excluding extra loads, summer teaching, stipends, or other forms of remuneration. Department or program heads with faculty rank and no other administrative title should be reported at their instructional salary (i.e., excluding administrative stipends).

**Length of contract:** Data for those whose base contract requires 9- or 10-months of instruction (e.g., two semesters, three quarters, or two trimesters) are to be reported as 9 month contract length. Data for those on 11- or 12-month contracts get reported as 11- or 12-month contracts length.

**176.) Full-time Instructional Faculty Salaries - 2019-2020 Academic Year:**

This question is used in the Rankings calculation.

**Number of Faculty****Total Contracted Salaries (\$)**

Professor, 9-month (contract length)

352

45630992

Associate professor, 9-month (contract length)

396

36848302

Assistant professor, 9-month (contract length)

327

29256207

Instructor, 9-month (contract length)

146

8035906

Lecturer, 9-month (contract length)

27

2287663

No Rank, 9-month (contract length)

1

104000

Professor, 11- or 12-month (contract length)

95

15816730

Associate professor, 11- or 12-month (contract length)

58

6347840

Assistant professor, 11- or 12-month (contract length)

80

6934413

Instructor, 11- or 12-month (contract length)

70

4869601

Lecturer, 11- or 12-month (contract length)

3

251379

No Rank, 11- or 12-month (contract length)

43

2094425

## Class Sections

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177.) Undergraduate Class Size: In the table below, please use the following definitions to report information about the size of class sections offered in the Fall 2019 term. Fall 2018 data provided for your reference.

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

CDS I3 This question is used in the Rankings calculation. This data is rolled over from last year.

	2019 Undergraduate Class Sections	2018 Undergraduate Class Sections
2-9	183	183
10-19	1148	1140
20-29	1028	1025
30-39	360	391
40-49	244	245
50-99	388	421
100+	194	168
Total	3545	3573

178.) Of the "undergraduate class sections" entered in the previous question for fall 2019, how many officially list a graduate teaching assistant as the primary instructor?

272

### Degrees/Majors

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179.) **Unique Qualities during the 2019-2020 academic year.**

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

This data is rolled over from last year.

Founded in 1801, the University of South Carolina is located in the heart of Columbia, South Carolina, and centers around the lush, oak-filled historic Horseshoe. The university is a globally recognized, high-impact research university and one of only 32 public universities in the United States to receive both the top-tier research designation and the community engagement designation from the Carnegie Foundation. With more than 100 undergraduate degree programs, the No. 1 international business program and the nation's best honors college, the University of South Carolina offers both the breadth and the excellence for students to thrive in a 21st-century world. Dedicated to a superior student experience, the university's freshman seminar University 101 is ranked by U.S. News as one of the best first-year experiences in the country. In the past two decades, nearly 1,000 South Carolina students have earned prestigious, merit-based scholarships and fellowships — including Rhodes, Gates, Truman, and Fulbright. Commitment to student success continues at every step, with programs such as Graduation with Leadership Distinction and USC Connect helping students achieve rewarding professional and civic lives. And Kiplinger's, Forbes and U.S. News have all ranked the University of South Carolina among the best values in higher education. With 47 nationally ranked academic programs — including health sciences, engineering, law and the arts — the university is helping to build healthier, more educated communities in South Carolina and around the world.

180.) Popular Majors - 2019 Graduates:

Using CIP 2010 codes, please identify the five majors with the largest percent of bachelor’s degrees awarded by your institution between July 1, 2018 and June 30, 2019. Only five majors can be entered. For more information on CIP 2010 click [here \(https://nces.ed.gov/ipeds/cipcode/browse.aspx?y=55\)](https://nces.ed.gov/ipeds/cipcode/browse.aspx?y=55). Last year's information (2018 graduates) is included for your reference.

CDS J1

	CIP Code Number	Percent of Graduates
Popular Major #1	52.08	6.9
Popular Major #2	51.22	5.4
Popular Major #3	26.01	4.7
Popular Major #4	42.27	4.3
Popular Major #5	52.14	4.0

181.) Popular Majors - 2018 Graduates:

This data is rolled over from last year.

	CIP Code Number	Percent of Graduates
Popular Major #1	52.08	6.8
Popular Major #2	51.22	4.7
Popular Major #3	26.09	4.3
Popular Major #4	26.01	4.1
Popular Major #5	52.02	3.9

182.) **Majors Offered**

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

Select majors leading to a bachelor's degree:

This data is rolled over from last year.



11.0101--Computer and Information Sciences, General

11.0401--Information Science/Studies

11.0401--Information Science/Studies

13.1202--Elementary Education and Teaching

13.1203--Junior High/Intermediate/Middle School Education and Teaching

13.1210--Early Childhood Education and Teaching

13.1302--Art Teacher Education

13.1303--Business and Innovation/Entrepreneurship Teacher Education

13.1312--Music Teacher Education

13.1314--Physical Education Teaching and Coaching

14.0501--Bioengineering and Biomedical Engineering

14.0701--Chemical Engineering

14.0801--Civil Engineering, General

14.0901--Computer Engineering, General

14.1001--Electrical and Electronics Engineering

14.1301--Engineering Science

14.1901--Mechanical Engineering

16.0104--Comparative Literature

16.0402--Russian Language and Literature

16.0501--German Language and Literature

16.0901--French Language and Literature

16.0905--Spanish Language and Literature

16.1200--Classics and Classical Languages, Literatures, and Linguistics, General

23.0101--English Language and Literature, General

24.0101--Liberal Arts and Sciences/Liberal Studies

24.0199--Liberal Arts and Sciences, General Studies and Humanities, Other

26.0101--Biology/Biological Sciences, General

26.1302--Marine Biology and Biological Oceanography

27.0101--Mathematics, General

27.0501--Statistics, General

03.0103--Environmental Studies

03.0104--Environmental Science

31.0504--Sport and Fitness Administration/Management

31.0505--Exercise Science and Kinesiology

38.0101--Philosophy

38.0201--Religion/Religious Studies

40.0501--Chemistry, General

40.0601--Geology/Earth Science, General

40.0603--Geophysics and Seismology

40.0801--Physics, General

42.0801--

43.0103--Criminal Justice/Law Enforcement Administration

44.0701--Social Work

45.0201--Anthropology, General

45.0601--Economics, General

45.0701--Geography

45.0901--International Relations and Affairs

45.1001--Political Science and Government, General

45.1101--Sociology, General

05.0106--European Studies/Civilization

05.0107--Latin American Studies

05.0201--African-American/Black Studies

05.0207--Women's Studies

50.0301--Dance, General

50.0501--Drama and Dramatics/Theatre Arts, General

50.0601--Film/Cinema/Media Studies

50.0699--Film/Video and Photographic Arts, Other

50.0702--Fine/Studio Arts, General

50.0703--Art History, Criticism and Conservation

50.0901--Music, General

51.0901--Cardiovascular Technology/Technologist

51.0913--Athletic Training/Trainer

51.1601--

51.2201--Public Health, General

51.2299--Public Health, Other

52.0201--Business Administration and Management, General

52.0204--Office Management and Supervision

52.0206--Non-Profit/Public/Organizational Management

52.0301--Accounting

52.0601--Business/Managerial Economics

52.0801--Finance, General

52.0901--Hospitality Administration/Management, General

52.0903--Tourism and Travel Services Management

52.1101--International Business/Trade/Commerce

52.1301--Management Science

52.1401--Marketing/Marketing Management, General

52.1501--Real Estate

52.1701--Insurance

52.1803--Retailing and Retail Operations

54.0101--History, General

09.0401--Journalism

09.0402--Broadcast Journalism

09.0702--Digital Communication and Media/Multimedia

09.0902--Public Relations/Image Management

09.0903--Advertising

183.) Minors Offered

Select minors and other miscellaneous programs offered for undergraduates:

This data is rolled over from last year.

11.0101--Computer and Information Sciences, General

13.0101--Education, General

13.1101--Counselor Education/School Counseling and Guidance Services

13.1306--Foreign Language Teacher Education

13.1314--Physical Education Teaching and Coaching

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

14.2301--Nuclear Engineering

16.0102--Linguistics

16.0104--Comparative Literature

16.0302--Japanese Language and Literature

16.0402--Russian Language and Literature

16.0501--German Language and Literature

16.0901--French Language and Literature

16.0902--Italian Language and Literature

16.0904--Portuguese Language and Literature

16.0905--Spanish Language and Literature

16.12--Classics and Classical Languages, Literatures, and Linguistics

16.1202--Ancient/Classical Greek Language and Literature

23.0101--English Language and Literature, General

24.0199--Liberal Arts and Sciences, General Studies and Humanities, Other

26.0101--Biology/Biological Sciences, General

26.1302--Marine Biology and Biological Oceanography

26.1501--Neuroscience

27.0101--Mathematics, General

27.0501--Statistics, General

27.9999--Mathematics and Statistics, Other

28.0301--Army JROTC/ROTC

28.0401--Navy/Marine Corps JROTC/ROTC

28.0502--Air and Space Operational Art and Science

03.0103--Environmental Studies

30.1301--Medieval and Renaissance Studies

31.0504--Sport and Fitness Administration/Management

38.0101--Philosophy

38.0201--Religion/Religious Studies

38.0205--Islamic Studies

40.0201--Astronomy

40.0501--Chemistry, General

40.0601--Geology/Earth Science, General

40.0603--Geophysics and Seismology

40.0801--Physics, General

42.2801--Clinical Psychology

43.0103--Criminal Justice/Law Enforcement Administration

44.0701--Social Work

45.0201--Anthropology, General

45.0601--Economics, General

45.0701--Geography

45.0901--International Relations and Affairs

45.1001--Political Science and Government, General

45.1101--Sociology, General

05.0101--African Studies

05.0103--Asian Studies/Civilization

05.0105--Russian, Central European, East European and Eurasian Studies

05.0106--European Studies/Civilization

05.0107--Latin American Studies

05.0122--Regional Studies (U.S., Canadian, Foreign)

05.0123--Chinese Studies

05.0201--African-American/Black Studies

05.0207--Women's Studies

50.0301--Dance, General

50.0501--Drama and Dramatics/Theatre Arts, General



50.0601--Film/Cinema/Media Studies

50.0699--Film/Video and Photographic Arts, Other

50.0702--Fine/Studio Arts, General

50.0703--Art History, Criticism and Conservation

50.0901--Music, General

50.0999--Music, Other

51.0204--Audiology/Audiologist and Speech-Language Pathology/Pathologist

51.2207--Public Health Education and Promotion

51.3201--Bioethics/Medical Ethics

52.0201--Business Administration and Management, General

52.0212--Retail Management

52.0213--Organizational Leadership

52.0407--Business/Office Automation/Technology/Data Entry

52.0901--Hospitality Administration/Management, General

52.1701--Insurance

54.0101--History, General

09.0101--Speech Communication and Rhetoric

09.0401--Journalism

09.0402--Broadcast Journalism

09.0999--Public Relations, Advertising, and Applied Communication, Other

184.) Which of following best describes the deadline by which most new entrants will be required to declare a major, excluding undeclared?

- ☐ When applying
- ☐ Start of first year
- ☐ Middle of first year
- ☐ End of first year
- ☐ Start of second year
- ☐ Middle of second year
- ☐ End of second year
- ☐ Start of third year
- ☐ Middle of third year
- ☐ End of third year
- ☐ Fourth year
- ☐ Other
- ☒ No Answer

185.) Please outline the timing and process of declaring a major at your college:

186.) Can undergraduates apply credit from a course toward two different majors when applicable?

This data is rolled over from last year.

- ☐ Always
- ☐ Usually
- ☐ Sometimes
- ☐ Rarely
- ☐ Never
- ☒ No Answer

## Graduate Career Data

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**Note: The following six questions refer to graduates who received a Bachelor's degree between July 1st, 2018 through June 30th, 2019. Please report data as of six months from the date of graduation.**

187.) Total number of graduates:

6022

188.) Total number of employed graduates:

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

Employed Full-time:

1006

Employed Part-time:

94

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

	Employed Full-time:	Employed Part-time:
Entrepreneur:		
Temporary/Contract work:		
Freelance:		
Postgraduate Internship or Fellowship:		

190.) Other Graduates:

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

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

16

Military Service:

23
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Enrolled in Continuing Education:

303
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Seeking Employment:

264
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Seeking Continuing Education:

126
-----

Not Seeking Employment:

10
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No Information:

4180
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191.) Salary Data:

	Employed Full-time:	Employed Part-time:
# of Graduates Reporting Salaries:	<input type="text"/>	<input type="text"/>
Mean Salary:	<input type="text"/>	<input type="text"/>
Median Salary:	<input type="text"/>	<input type="text"/>
# of Graduates Reporting Bonuses:	<input type="text"/>	<input type="text"/>
Mean Bonus:	<input type="text"/>	<input type="text"/>
Median Bonus:	<input type="text"/>	<input type="text"/>

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

Medical School:

Law School:

Graduate Education Program:

Graduate Engineering Program:

Graduate Nursing Program:

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

This data is rolled over from last year.

Alumni 1

Lindsey Graham, U. S. Senator

Alumni 2

Darla Moore, financier/philanthropist

Alumni 3

Darius Rucker, singer and songwriter

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

This data is rolled over from last year.

# Programs Offered

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195.) Academic Offerings and Policies

Special Study Options: For the following questions, please check each program offered. Then report the percent of *2019 graduating seniors* who have participated in these programs during their undergraduate years.

*Note: Definitions of these programs can be found here at [www.commondataset.org](http://www.commondataset.org)*

CDS E1 This data is rolled over from last year.

☒ Accelerated program

☒ Cooperative education program

☒ Cross-registration

☒ Distance learning

☒ Double major

☒ Dual enrollment

☒ English as a second language (ESL)



☒ Exchange student program (domestic)

☒ External degree program

☒ Honors program

☒ Independent study

☒ Internships

☐ Liberal arts/career combination

☒ Student-designed major

☒ Study abroad

☒ Teacher certificate program

☒ Weekend college

196.) Undergraduate Academic Programs of Study

Please check each academic program offered and report the percent of 2019 graduating seniors who have participated in these programs during their undergraduate years.

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

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

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

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

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

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

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

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

This data is rolled over from last year.

☒ First-year Experiences

☒ Service Learning

☒ Senior Capstone or Culminating Academic Experiences

☐ Writing in the Disciplines

☒ Undergraduate Research/Creative Projects

☒ Learning Communities

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

CDS E3 This data is rolled over from last year.

☒ Arts/fine arts

- ☒ Computer literacy
- ☒ English (including composition)
- ☒ Foreign languages
- ☒ History
- ☒ Humanities
- ☒ Mathematics
- ☒ Philosophy
- ☒ Sciences (biological or physical)
- ☒ Social science

198.) Minor requirements:

This data is rolled over from last year.

- ☐ Minor is required of all for graduation
- ☒ Minor is required of some for graduation
- ☐ Minor is not required for graduation
- ☐ No Answer

199.) General education/core curriculum is required:

This data is rolled over from last year.

- ☒ Yes
- ☐ No
- ☐ No Answer

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

This data is rolled over from last year.

- ☐ Agriculture
- ☒ Art
- ☒ Business
- ☒ Computer Science
- ☒ Education
- ☒ Engineering
- ☒ Health Professions
- ☐ Home Economics
- ☒ Humanities
- ☒ Natural Science
- ☒ Social/Behavioral Science
- ☐ Technologies
- ☐ Vocational Arts

Other:

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

This data is rolled over from last year.

- ☒ Early childhood
- ☒ Elementary
- ☒ Middle/Junior High

- ☒ Secondary
- ☒ Special Education
- ☐ Vo-tech
- ☐ Adult Education
- ☒ Bilingual/bicultural

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

This data is rolled over from last year.

28

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

This data is rolled over from last year.

- ☒ Yes
- ☐ No
- ☐ No Answer

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

This data is rolled over from last year.

- ☒ Pre-law
- ☒ Pre-dentistry
- ☒ Pre-medicine
- ☐ Pre-theology
- ☒ Pre-veterinary science
- ☒ Pre-optometry

☒ Pre-pharmacy

☒ Other

205.) Describe Other:

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

This data is rolled over from last year.

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

This data is rolled over from last year.

☒ Washington Semester (American University)

☐ UN Semester

☐ SEA Semester

☐ American Studies Program (Washington, D.C.)

☐ Los Angeles Film Studies Center

☐ Oak Ridge Science Semester (TN)

- ☐ Washington Center Program
- ☐ AuSable Institute of Environmental Studies Program (MI)
- ☐ Newberry Library Program (IL)
- ☐ New York Arts Program
- ☐ New York Studio Program (AICAD)

Other:

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

This data is rolled over from last year.

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

This data is rolled over from last year.



Argentina, Aruba, Australia, Austria, Belgium, Belize, Bhutan, Bolivia, Bosnia and Herzegovina, Botswana, Brazil, Burma, Cameroon, Canada, Chile, China, Colombia, Costa Rica, Croatia, Cuba, Cyprus, Czech Republic, Denmark, Dominican Republic, Ecuador, Egypt, Equatorial Guinea, Estonia, Fiji, Finland, France, Georgia, Germany, Ghana, Greece, Greenland, Honduras, Hong Kong, Hungary, Iceland, India, Indonesia, Ireland, Israel, Italy, Japan, Jordan, Kenya, Kyrgyzstan, Macau, Madagascar, Mauritius, Mexico, Moldova, Mongolia, Morocco, Nepal, Netherlands, New Zealand, Nicaragua, Norway, Pakistan, Russia, Rwanda, Singapore, South Africa, South Korea, Spain, Sweden, Switzerland, Taiwan, Thailand, Turkey, United Arab Emirates, United Kingdom, Vietnam

## Combined Degree Programs

209.) List names of combined-degree programs:

This data is rolled over from last year.

Accelerated Master of Business Administration (A.M.B.A.) / J.D.

Accountancy / Law, M.A.C.C. / J.D.

Biomedical Sciences / Medicine, Ph.D. / M.D. (Medical Scientist Training Program)

Business Administration / English, M.S. / M.A.

Business Administration/ Management, Ph.D. (Dual Degree Program with EMYLON)

Criminology and Criminal Justice / Law, M.A. / J.D.

Earth and Environmental Resources Management / Law, M.E.E.R.M. / J.D.

Economics / Law, M.A. / J.D.

English / Library and Information, M.A. / M.L.I.S.
Environmental Law and Policy / Law, M.E.L.P. / J.D. (Dual Degree Program with the Vermont Law School)
Epidemiology / Environmental Health Sciences, Ph.D. / Ph.D.
Health Services Policy and Management / Law, M.H.A. / J.D.
Health Services Policy and Management / Public Administration, M.P.H. / M.P.A.
Human Resources / Law M.H.R. / J.D.
International Business / ESCP Paris Master of Management, M.I.B / M.I.M.
International Business / Koc University Master of International Management, M.I.B. / M.I.M.
International Business / Law, I.M.B.A. / J.D.
International Business / Shanghai Jiao Tong University Master of International Business, M.I.B./M.I.B.
International Business / Tec de Monterrey Master of International Business, M.I.B. / M.I.B.
International Business / Università Bocconi Master of International Management, M.I.B. / M.I.M.
International Business / University of Mannheim, M.I.B. / Mannheim Master of Management
International Business/Aalto University, M.I.B/M.Sc.
International Hospitality and Tourism Management/ Master of Sport, Leisure and Hospitality Management with National Taiwan Normal Un
Journalism and Mass Communications / Law, M.M.C. / J.D.

Public Administration / Law, M.P.A. / J.D.
Public Administration / Social Work, M.P.A. / M.S.W.
Public History / Library and Information Science, M.A. / M.L.I.S.
Social Work / Health Promotion, Education, and Behavior, M.S.W. / M.P.H.
Social Work / Health Service Policy and Management, M.S.W. / M.P.H.
Social Work / Law, M.S.W. / J.D.
Sport and Entertainment Management with National Taiwan Normal University, Ph.D.
Sport and Entertainment Management/ Sport, Leisure and Hospitality Management with National Taiwan Normal University, M.S.E.M./ M.S

## Consortiums

210.) List names of consortia:

This data is rolled over from last year.

The Consortium for Latino Immigration Studies at the Arnold School of Public Health
The Research Consortium on Children and Families (RCCF)
Victorian Lives and Letters Consortium
The Consortium for Family Strengthening Research (CFSR)
The Carolina Consortium on Health, Inequalities, and Populations (CHIP)

## Student Activities

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### 211.) Fraternities / Sororities

This data is rolled over from last year.

Number of social fraternities on campus:

28

Number of fraternities with chapter houses:

7

Number of social sororities on campus:

19

Number of sororities with chapter houses:

13

212.) Other Student Characteristics: Please provide the percentages of first-time, first-year (freshman) degree-seeking students and all degree-seeking undergraduates enrolled in Fall 2019 who fit the following categories.

CDS F1

	First-time, First-year Students (Freshman), Fall 2019	Undergraduates Fall 2019
% who are from in-state	53	61
% who are from out-of-state (exclude international/nonresident aliens)	47	39
% of men who join fraternities	19	22
% of women who join sororities	37	33
% who live in college-owned, operated or affiliated housing	94	27
% who live off campus or commute	6	73
% of students age 25 and older	0	5
Average age of full-time students	19	21
Average age of students (full- and part-time)	19	21

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

- ☒ Campus Ministries
- ☒ Choral groups
- ☒ Comedic acting / Improv
- ☒ Concert band
- ☒ Dance
- ☒ Drama/theater
- ☒ International Student Organization
- ☒ Jazz band
- ☒ Literary magazine
- ☒ Marching band
- ☒ Model UN
- ☒ Music ensembles
- ☒ Musical theater
- ☒ Opera
- ☒ Pep band
- ☒ Public service
- ☒ Radio station
- ☒ Student government
- ☒ Student newspaper
- ☒ Student-run film society

☒ Symphony orchestra

☒ Television station

☒ Video gaming

☐ Yearbook

214.) Total number of registered organizations:

This data is rolled over from last year.

473

## Student Publications

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

This data is rolled over from last year.

The Lettered Olive

Yemassee

## Athletics

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216.) Sports Information Director and Department website:

This data is rolled over from last year.

Athletic Department Web address:

<https://www.sc.edu/athletics/>

Athletic Director name:

Ray Tanner

Athletic Director phone:

803-777-4202

Athletic Director email:

rtanner@mailbox.sc.edu

217.) Collegiate athletic association that your school belongs to during the 2019–2020 academic year.

This data is rolled over from last year.

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

218.) Collegiate athletic conference that your school belongs to during the 2019–2020 academic year

- ☒ Southeastern Conference: NCAA I

219.) FOR THIS GRID:

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



Men's Sports and Scholarships

This data is rolled over from last year.

	Intercollegiate NCAA or NAIA	Scholarships Available?	Intramural	Club (intercollegiate)
Archery	<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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Basketball	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Beach Volleyball	<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"/>
Cheerleading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Crew (Rowing) Heavyweight	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Crew (Rowing) Lightweight	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cross-country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Equestrian	<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"/>

Figure Skating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Football	<input checked="" type="checkbox"/>	<input checked="" 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"/>
Ice Hockey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lacrosse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lightweight Football	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Martial Arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Racquetball	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rifle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rodeo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rugby	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sailing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Skiing: Alpine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Skiing: Nordic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Soccer	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Softball	<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"/>
Swimming and Diving	<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"/>
Team Handball	<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 and Field (indoor)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Track and Field (outdoor)	<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 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"/>
Wrestling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

220.) Women's Sports and Scholarships

This data is rolled over from last year.

	Intercollegiate NCAA or NAIA	Scholarships Available?	Intramural	Club (intercollegiate)
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 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"/>
Beach Volleyball	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bowling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cheerleading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Crew (Rowing) Heavyweight	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Crew (Rowing) Lightweight	<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"/>
Equestrian	<input checked="" type="checkbox"/>	<input checked="" 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"/>

Figure Skating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Football	<input 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"/>
Ice Hockey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lacrosse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lightweight Football	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Martial Arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Racquetball	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rifle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rodeo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rugby	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sailing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Skiing: Alpine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Skiing: Nordic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Soccer	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Softball	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Squash	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Swimming and Diving	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Synchronized Swimming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Team Handball	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tennis	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Track and Field (indoor)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Track and Field (outdoor)	<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 checked="" 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"/>
Wrestling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Honor Societies

221.) List names of honor societies:

This data is rolled over from last year.

Alpha Eta Mu Beta
Alpha Lambda Delta
Alpha Phi Sigma
Beta Alpha Psi
Beta Beta Beta
Chi Epsilon
Chi Sigma Alpha
Chi Sigma Iota
Delta Alpha Pi
Delta Delta Sigma
Eta Kappa Nu
Eta Sigma Phi
Gamma Theta Upsilon
Garnet Circle Student Alumni Council



GoldenKey International Honour Society
Honors Pre-Health Community (HPHC)
Kappa Delta Pi, Phi Nu Chapter
Kappa Kappa Psi
National Society of Collegiate Scholars
Omicron Delta Kappa
Order of Omega
Phi Alpha Delta Pre-Law
Phi Alpha Social Work Honor Society
Phi Beta Kappa
Phi Sigma Theta Honor Society
Pi Mu Epsilon
Pi Tau Sigma, Deta Tau Chapter
Psi Chi
Rho Chi Society, Gamma Psi Chapter
Scholars United

Sigma Alpha Lambda
Sigma Delta Pi- Chi Chapter
Sigma Iota Rho
Tau Sigma
The Society for Collegiate Leadership and Achievement
Phi Sigma Pi
Gold Humanism Honor Society (GHHS)
Alpha Omega Alpha

## Religious Student Organizations

222.) List names of religious organizations:

This data is rolled over from last year.

Baptist Collegiate Ministry
Beta Upsilon Chi
C.S. Lewis Student Center
Campus Advance
Campus Crusade for Christ

Campus Outreach
Carolina Bible Fellowship
Carolina Sikh Students Association
Chi Alpha Christian Fellowship
Chinese Students Christian Fellowship
Chosen Gospel Ensemble
Christs Student Church at Carolina
Delight Ministries
First College Ministry
First Presbyterian Church College Ministry
Hillel
Imam Hussain Organization
Impact Movement
InterVarsity Christian Fellowship
Kappa Upsilon Chi
Lutheran Campus Ministry

Methodist Student Network
Midtown College
Muslim Students Association
Newman Club
Orthodox Christian Fellowship
Reformed University Fellowship
Secular Student Alliance
Shandon College Ministry
Sigma Alpha Omega
Student Christian Fellowship
The Meditation Society
The Shack
UKirk SC
Young Life of Columbia
Nurses Christian Fellowship

Ethnic Student Organizations

223.) List names of ethnic organizations.

This data is rolled over from last year.

Asian Student Association
Association of African American Students (AAAS)
Association of Saudi Arabian Student (ASAS)
Bangladesh Student Association
Brazilian Portuguese Club (BPC)
Brothers of Nubian Descent (BOND)
Caribbean Regional Community (CRC)
French Club
Friendship Association of Chinese Students and Scholars (FACSS)
Fullbright Student Association
German Club
Global Leadership Network
Indian Cultural Exchange (ICE)
Indian Student Organization (ISO)

Intercultural Dialogue Student Organization
International Friendship Ministries
International Student Association
Iranian Student Association
Iraqi Student Association
Japanese Culture Association
Korean International Student Association
Latin American Student Organization
NAACP
Pan-African Student Association (PANASA)
Russian Club
SAVVY Multicultural Women's Group
Sigma Omega Upsilon International Business Fraternity (SOU)
Taiwanese Student Association
Turkish Student Organization (TSO)
Vietnamese Student Association

Association of Black Journalists
Omani Student Association
Hillel Foundation
Irish Heritage and History Group
Lebanese Student Association
Native American Student Association
Multicultural Assistance Peer Program
Multicultural Student Welcome
Celebration of Excellence (Diversity NIGHT)
Muslim Student Organization
Black Male Initiatives-Brother to Brother
Black Faculty Caucus
LGBT Programs (Queer People of Color Group)
NPHC Greek organizations
African American Professional Student Associations
Black Graduate Student Association

Individual Respecting Identities and Sexuality (LGBTQ+ Org.)
--

Multicultural Greek Organizations
-----------------------------------

## Other Student Organizations

224.) List names of other organizations:

This data is rolled over from last year.

AAMN (American Assembly of Men in Nursing)
--

Academic Team (Ateam)
-----------------------

ACS POLY/PMSE Student Chapter
-------------------------------

Alpha Epsilon Delta
---------------------

Alpha Eta Mu Beta
-------------------

American Concrete Institute
-----------------------------

American Institute of Aeronautics and Astronautics
--

American Institute of Chemical Engineers
--

American Marketing Association
--------------------------------

American Nuclear Society, Student Chapter
---

American Society for Biochemistry and Molecular Biology Chapter
---



American Society of Civil Engineers
American Society of Mechanical Engineers
Anthropology Graduate Organization for Research, Action and Ethics
Anthropology Student Association
ASHRAE Student Chapter
Association for Computing Machinery
Association of IT Professionals
Association of Minority Pre-Health Students
Association of Public Health Infectious Disease Students
Biomedical Engineering Society
Carolina Health Outreach
Chemical Engineering Graduate Student Organization
Cocky Couture
Criminology and Criminal Justice Graduate Student Association
DMSB Doctoral Student Association
Engineers Without Borders

Euphrosynean Literary Society
Exercise Science Club
Gamecock Math Club
Gamecock Pre-Veterinary Association
Geography Graduate Student Association
Graduate Association for Brain Awareness
Graduate Association of Biological Sciences
Graduate Chapter of South Carolina Athletic Training Association
Graduate English Association
Graduate History Association
Graduate Students in Linguistics
Health Services Policy & Management Doctoral Student Organization
Honors Pre Health Community
HRTM Planners
IEEE Power Electronics Society Technical Chapter
IMPULSE-International, Undergraduate Journal for Neuroscience

Ink! Undergraduate English Association
Institute for Healthcare Improvement Open School
Institute of Electrical and Electronic Engineers
International Society of Pharmacoeconomics and Outcomes Research Student Chapter
Library and Information Science Student Association
Marine Technology Society Student Section
Master of Accountancy Student Association
Masters of Human Resources Association
Masters of Public Administration Student Association
Minorities in Computing
Mock Trial Team
National Art Education Association Student Chapter
National Society of Black Engineers
National Society of Minorities in Hospitality
Phi Delta Epsilon International Medical Fraternity
Physical Education Majors Club

Political Science Graduate Student Organization
Pre-Dental Club
Pre-Student Osteopathic Medical Association
Public Health Society
Public Relations Student Society of America
Rhetoric Society of America
Sigma Alpha Sigma Mu
Society for Advancement of the Chemical Sciences
Society for the Advancement of Material and Process Engineering
Society of Hispanic Professional Engineers
Society of Manufacturing Engineers
Society of Physics Students
Society of Supply Chain Operations Excellence (SCOPE)
Society of Women Engineers
South Carolina Athletic Training Student Association
Sport and Entertainment Management Graduate Student Association

Student Nurses Association
Teaching Fellows Association (TFA)
The Association of Pre-Physician Assistant Students
The National Retail Federation
Women in Computing
Women in Geosciences
A. Bevy Productions, Inc.
Active Minds
American Pharmacists Association Academy of Student Pharmacists
Bedsider U
Colleges Against Cancer
Foundation for Interntional Medical Relief of Children
Gamecocks for Babies
Gamecocks for Unicef
GlobeMed
I Am That Girl South Carolina

Individuals Respecting Identities and Sexualities
International Justice Mission - Campus Chapter
Make-A-Wish Club
MedLife (MedlifeSouthCarolina)
Minorities in America
Moore School Pride
NAMI on Campus
National Association of Black Accountants
No Kid Hungry
One Love Foundation
REACH - Race, Equity, and Advocacy in Childhood
Rehabilitation Counseling Student Association
Society for Advancement of Chicanos/Hispanics and Native Americans in Science
South Carolina Alliance of Black School Educators
St. Jude Up 'til Dawn
Student Community for Archives, Libraries and Museums

Students for Concealed Carry
Students for Justice in Palestine
Students for Life
Students Invested in Change
Students Supporting Israel (SSI)
The Feminist Collective (FemCo)
Timmy Global Health
Trans Student Alliance
Trew Friends
Undergraduate Social Work Student Association
Alpha Kappa Psi
Beta Alpha Psi
Business Analytics Club
Carolina Crypto Club
Collegiate DECA
Delta Sigma Pi

Entrepreneurship Club
Gamma Iota Sigma
Global Business Council
Graduate Women in Business
Institute of Management Accountants Student Chapter
International Business and Chinese Enterprise
International Business Student Advisory Council
Moore School Consulting Group
The Carolina Fund
Women in Business Council
Carolina After Dark
Carolina Judicial Council (CJC)
Carolina Productions
International Student Services
Leadership and Service Center
Office of Fraternity and Sorority Life



Office of Multicultural Student Affairs
Office of New Student Orientation
Residence Hall Association
Russell House Event Services
Student Org Allocations
Kappa Delta Chi Sorority, Inc.
Multicultural Greek Council
Phi Iota Alpha Fraternity, Inc.
Sigma Beta Rho Fraternity, Inc.
Sigma Lambda Beta International Fraternity, Inc.
Zeta Sigma Chi Multicultural Sorority, Inc.
Alpha Kappa Alpha Sorority, Incorporated
Kappa Alpha Psi Fraternity, Inc.
National Pan Hellenic Council
Omega Psi Phi Fraternity, Inc.
Phi Beta Sigma Fraternity, Inc.

Sigma Gamma Rho Sorority, Inc.
Zeta Phi Beta Sorority, Inc.
Alpha Chi Omega
Alpha Delta Pi
Alpha Gamma Delta
Alpha Xi Delta
Chi Omega
College Panhellenic Association
Delta Delta Delta
Gamma Phi Beta Sorority
Kappa Delta Sorority
Kappa Kappa Gamma
Phi Mu
Pi Beta Phi
Zeta Tau Alpha
American Pharmacists Association Academy of Student Pharmacists

Astronomy Club
Avant Grads
Baking Club
Best Buddies
Black Graduate Student Association
Carolina Flying Club
Carolina Gamers Club
Carolina Philosophy Club
Carolina Rail Club
Carolina Science Outreach
Carolina Trombone Association
Clarinet Association
Clay Club
Comic Book Enthusiasts Club
Cyber Security Club
Delta Upsilon

Double Bass Club
Ducks Unlimited
EcoReps
Euphradian Society
Fashion Board
Foundation for Interntional Medical Relief of Children
Gamecock Chess and Go
Gamecock Firsters (Garnet Squadron)
Gamecock Pageant Club
Gamecock Toastmasters Club
Get Psyched
IMBA Student Association
Italian Club
LLC Graduate Students' Association
Moneythink
Mu Sigma Phi (Clariosophic Lliterary Society)

My Carolina Student Engagement Council (My Carolina Student Network)
Net Impact
Nippon Anime Society of Heavenly Imagery (Club NASHI)
Pan-African Student Association (PANASA)
Phi Beta Lambda
Phi Mu Alpha Sinfonia
Photographic Society (PSAUSC)
Pi Kappa Alpha
Resident Mentor Council (Res Men Cou)
Saxophone Association
SEAS-Students Engaged in Aquatic Science
Snaps Music Appreciation
Society of Human Resource Management
Sport and Entertainment Club
Student Advisory Board for Dance
Student Community for Archives, Libraries and Museums

Student Personnel Associaton
The Gamecock Economics Society
The OverReactors Improv Comedy
USC Homecoming
We Make Manga Productions
American Constitution Society
Christian Legal Society
International Law Society
Labor and Employment Law Society
Mock Trial Bar
Moot Court Bar
Real Estate Law Society
Service Members and Veterans in Law Association
South Carolina Against Trafficking
Sport and Entertainment Law Society
Student Animal Legal Defense Fund

Student Bar Association (SBA)
The Federalist Society
Women in Law (WIL)
Association of Black Journalists
Garnet and Black Magazine
Her Campus South Carolina
Ink and Paper, Printmaking Club
SGTV
Spoon University
Student Advertising Federation
The Daily Gamecock
The Lettered Olive Lit Review
The Third Spur
WUSC-FM Columbia
Army ROTC
Arnold Air Society William Glover Farrow Squadron (Arnold Air Society)

Student Veterans Association (SVA)
American String Teachers Association
Carolina Flute Guild
Carolina Graduate Literature Society
Collaborations in Contemporary Art
Country Music Association Education
Green Room Productions
National Dance Education Organization
Off Off Broadway
Percussion Society
Resonance Multicultural A Cappella
South Carolina Trumpet Association
The Artist Guild
The Carolina Gentlemen
The Cocktails Female A Cappella
Toast! Improv



American Pharmacists Association Academy of Student Pharmacists
Campus Discourse
College Democrats
College Libertarians
College Republicans
NAACP
Student Government
Young Americans for Liberty
American Society of Health-System Pharmacists
Carolina Association of Pre-Pharmacy Students
Christian Pharmacists Fellowship International
College of Pharmacy Student Government
Kappa Epsilon
Kappa Psi Pharmaceutical Fraternity, Inc.
National Community Pharmacists Association - Student Chapter
Phi Delta Chi

Phi Lambda Sigma - Zeta Chapter
South Carolina Student College of Clinical Pharmacy
Student National Pharmaceutical Association
Anglers
Billiards Club
Carolina Ballroom
Carolina Dive Club
Carolina Eventing Club
Carolina Gamecock Basketball Club
Carolina Gamecocks Women's Basketball Club
Carolina Jiu Jitsu and Judo
Carolina Kendo Club
Carolina Movement
Carolina Waterski Club
Carolina Women's Ultimate Frisbee
Carolina XC Club

CHAARG
Club Field Hockey
Club Tennis
Dance Company
Fencing Club
Gamecock Airsoft
Gamecock Badminton Club
Gamecock Barbell Club
Gamecock Club Swimming
Gamecock Disc Golf
Gamecock Obstacle Race Enthusiasts
Gamecock Quidditch
Gamecock Racquetball Club
Gamecock Sailing Club
Gamecock Squash Club
Gamecock Wrestling Team

Gamecock's Archery Team
Golf Club
Ice Hockey Club
IHSA Equestrian Team
International Soccer Club
Latin Dance Club
Men's Club Volleyball
Men's Lacrosse Club
Men's Rugby
Men's Soccer Club
MOKSHA
Mountaineering and Whitewater Rafting Club
Project Dance
Roller Hockey Club
Rowing Club
Scuba Club

Seidokan Aikido Club
South Carolina Club Baseball
South Carolina eSports Club
South Carolina Triathlon Club
Swype Dance Organization
Ultimate Frisbee Club
Water Polo Club
Women's Club Soccer
Women's Club Volleyball
Women's Lacrosse Club
Women's Rugby
Alpha Phi Omega
American Pharmacists Association Academy of Student Pharmacists
Amigos del Buen Samaritano
Be the Match on Campus
Carolina Service Council

Carolina-Clemson Blood Battle
Chi Eta Phi Sorority, Inc.
Cocky's Canine PAALS
Communities in Harmony
Cure at South Carolina
Dance Marathon (USCDM)
Dream Outside the Box
Epsilon Sigma Alpha
Food Recovery Network
Foundation for Interntional Medical Relief of Children
Garnet Givers
Hands On Prosthetic Engineering (HOPE)
Helping Hands
Omega Phi Alpha
Orientation Leaders Association
Rotaract Club (Carolina Rotaract Club)

Social Work Student Association
Student Community for Archives, Libraries and Museums
Student United Way
Students Helping Honduras
Theta Tau
Together We Rise
Vida Volunteer
Volunteers Around The World
Waverly After School Program
Falun Dafa Club
Flying Gamecock Skydiving Club
Mastering Adulthood
Plant-Based Pals
Project Vida
A.Bevy Collegiate Group
Acro Flow Cola

Active Minds
Collegiate Curls
Alpha Epsilon Pi
Alpha Lambda Delta
Alpha Omega Epsilon
Alpha Phi Alpha Fraternity, Inc.
American Civil Liberties Union
Art History Club
Association of Transfer Students
Beta Beta Beta
Beta Theta Pi
Black Business Student Association
Black Honors Caucus
Black Medical Student Association
Black Social Work Student Association
Care-olina Animal Advocates



Carolina Automotive Club
Carolina Beekeeping Club
Carolina Collab
Carolina Debate Society
Carolina Equality Alliance
Carolina Film & Television Club
Carolina Homelessness Outreach
Carolina Model United Nations
Carolina Sales Club
Central South Carolina Habitat for Humanity Campus Chapter
Chi Epsilon
Chi Psi
Chi Sigma Alpha
Circle K International
Club Beach Volleyball
Club Manager's Association of America

Country Music Association Education
Cybersecurity Club
Delta Alpha Pi
Delta Delta Sigma
Delta Kappa Epsilon
Delta Phi Omega Sorority Inc.
Delta Sigma Theta Sorority, Inc.
Delta Zeta
Distressed Children and Infants International
Epsilon Tau Pi
Eta Kappa Nu
Eta Sigma Delta
Eta Sigma Phi
Face to Face
Food Appreciation Club
Gamecock International Service Learning

Gamecock Quidditch Club
Gamecock Triathlon Club
Gamecocks Aiding Refugees in Columbia
Gamma Sigma Sigma
Gamma Theta Upsilon
Garnet Circle Student Alumni Council
Girls Without Borders
Give a Dog a Bone
GIVE Volunteers
Global Leadership Network
Graduate Organization of the Earth, Ocean, and Environment
Graduate Student Association
Homecoming Commission
HOSA
Ice Hockey Club
Interfraternity Council

It's On Us
Jefferson Collegiate Society
Kappa Alpha Order
Kappa Delta Pi, Phi Nu Chapter
Kappa Kappa Psi
Kappa Sigma Fraternity
Kosmic Dance Club
Lambda Chi Alpha
Lives Illuminating Succeeding & Advancing
Men's Ultimate Frisbee
Minority Association of Pre-Health Students
National Society of Collegiate Scholars
National Sports Media Association
Omicron Delta Kappa
Operation Smile Club
Order of Omega

Pediatric Pharmacy Advocacy Group
Phi Alpha Delta Pre-Law
Phi Alpha Social Work Honor Society
Phi Chi Theta
Phi Gamma Delta (FIJI)
Pi Kappa Phi
Pi Mu Epsilon
Pi Tau Sigma, Deta Tau Chapter
Planned Parenthood Generation Action
Save the Children Action Network Club
SCAWWA Carolina Student Chapter
Scholars United
Scorch Ultimate – Carolina Women’s Club Ultimate Frisbee
Sigma Alpha Epsilon
Sigma Alpha Iota- International Music Fraternity
Sigma Alpha Lambda

Sigma Alpha Omega
Sigma Delta Pi- Chi Chapter
Sigma Omega Upsilon International Business Fraternity
Sigma Nu Fraternity
Sigma Phi Epsilon
Sigma Psi Mu
Silver Wings
Social Psych Group
Society of Automotive Engineers
Society of Pre-Health Professionals in Genetics
Sociology Graduate Student Association
South Carolina 4 Square Club
South Carolina Club Football
South Carolina Club Gymnastics
South Carolina Fighting Gamecock Boxing Team
South Carolina Organization of Real Estate

South Carolina Spikeball
South Carolina Student Legislature
Spurs Up Against Hunger
Student Community for Archives, Libraries and Museums
Student Council on Diversity and Inclusion
Student Empowerment Resource Group
Student Survivors For Survivors
Students for Diversity and Service in Professions
Students for Sensible Drug Policy
Sunehra
Tabletop Gaming Club
Tau Beta Pi
Tau Sigma
TEDx
The Meditation Society
The Society for Collegiate Leadership and Achievement

The South Carolina International Society for Pharmaceutical Engineering Student Chapter
The Student Organizer Association
The Youth Movement Against Alzheimer's
Theta Chi
Theta Delta Chi
Turning Point USA
UKirk SC
Ukulele Club
Wildlife Federation Chapter
Women LEAD
Young Democratic Socialists

## Popular Cultural and Campus Events

225.) List names of popular campus events:

This data is rolled over from last year.

Parents Weekend
Dance Marathon



Black History Month
Carolina Spirit Week & Tiger Burn
Homecoming Week
First-Year Reading Experience
Greek Week
Carolina Cup
Tailgating before Carolina Football
St. Patricks Day
Civil Rights Tour
Alternative Fall and Spring Break trips
Carolina Cares
Carolina-Clemson Blood Drive
Domestic Violence Awareness Month
Sexual Assault Awareness Month
Clothesline Project
Denim Day

International Education Week
Great American Smokeout
Kick Butts Day
Healthy Carolina Farmers Market
Historic Horsehoe Walking Tour
Stargazing at the Melton Memorial Observatory
Diversity Week

## Student Background

226.) Religious preference: Estimated religious preference percentage of fall 2019 enrolled undergraduate students.

Catholic

%

Protestant

%

Jewish

%

Muslim

%

Hindu

%

Buddhist

%

Mormon

%

Claim no religious preference

%

Don't know

%

Institution Religious affiliation: (Question 10)

%

Other (Define Below)

%

All other

%

227.) 'Other' Religious Preference:

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

This data is rolled over from last year.

Clemson University (SC), College of Charleston (SC), North Carolina State University--Raleigh (NC), University of Georgia (GA), University of North Carolina--Chapel Hill (NC)

## Housing

229.) Institution offers housing:

This data is rolled over from last year.

- ☒ Yes
- ☐ No
- ☐ No Answer

230.) Please check all types of college-owned, -operated, or -affiliated housing available for the 2019-2020 undergraduates at your institution and specify the percentages of students living in each type.

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

CDS F4 This data is rolled over from last year.

- ☒ Coed dorms

32

☒ Women's dorms

13

☒ Men's dorms

3

☒ Sorority housing

5

☒ Fraternity housing

4

☐ Apartments for married students

☒ Apartment for single students

39

☒ Special housing for disabled students

1

☒ Special housing for international students

2

☐ Cooperative housing

☐ Theme housing

☒ Wellness housing

1

☐ Other housing options

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

This data is rolled over from last year.

Singles

0 %

Doubles

23 %

Triples/Suites

31 %

Apartments

46 %

Other

0 %

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

This data is rolled over from last year.

48

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

This data is rolled over from last year.

70 %

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

This data is rolled over from last year.

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

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

This data is rolled over from last year.

- ☒ Yes
- ☐ No
- ☐ No Answer

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

This data is rolled over from last year.

- ☒ Yes
- ☐ No
- ☐ No Answer

## Facilities

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Computers/Facilities/Services offered during the **2019-2020** academic year.

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

This data is rolled over from last year.

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

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

This data is rolled over from last year.

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



☒ Submit tuition payments

☒ Apply for financial aid

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

This data is rolled over from last year.

☒ Complete and submit course evaluation forms

☒ Reserve library materials

☒ Receive instant alerts from campus-wide emergency alert system

☒ Report emergencies to authorities

☐ Secure on-campus housing

☐ Pre-order food or take-out using meal plan credits

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

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

This data is rolled over from last year.

☒ Yes

☐ No

☐ No Answer

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

This data is rolled over from last year.

%

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

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

This data is rolled over from last year.

- ☒ Yes
- ☐ No
- ☐ No Answer

243.) School has a library on campus:

This data is rolled over from last year.

- ☒ Yes
- ☐ No
- ☐ No Answer

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

This data is rolled over from last year.

Hollings Special Collections Library; South Caroliniana Library; Medical School Library;  
Law School Library

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

This data is rolled over from last year.

McKissick Museum, South Caroliniana Library, Melton Observatory, Belser Arboretum, A.C. Moore Gardens, Green Quad (Sustainable living in an apartment community with LEED Silver Certification), Koger Center for Arts

## Regulations

Regulations/rules in effect during the 2019-2020 academic year.

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

This data is rolled over from last year.

- ☒ Yes
- ☐ No
- ☐ No Answer

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

%

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

This data is rolled over from last year.

- ☒ Yes
- ☐ No
- ☐ No Answer

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

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

This data is rolled over from last year.

- ☒ Banned
- ☐ Highly Restricted
- ☐ Concealed Carry

☐ Open Carry

☐ No Answer

## Student Employment/Internships

---

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

250.) Institutional employment is available:

This data is rolled over from last year.

☒ Yes

☐ No

☐ No Answer

251.) Percentage of full-time undergraduates who work on campus during the 2019-2020 academic year:

%

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

\$

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

This data is rolled over from last year.

☐ Excellent

☐ Fair

☒ Good

☐ Poor

☐ No Answer

254.) First year students are discouraged from working during first term:

This data is rolled over from last year.

☐ Yes

☒ No

☐ No Answer

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

This data is rolled over from last year.

☒ Yes

☐ No

☐ No Answer

256.) What was the compensation breakdown among students who graduated with a bachelor's degree during the 2019 academic year and had an internship?

Paid

%

Unpaid

%

Unknown

%

## Programs/Services for Students with Learning Disabilities

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## **Programs/Services for Students with Learning Disabilities offered during the 2019-2020 academic year**

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

### **Structured/Proactive/Comprehensive program:**

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

### **Self-directed/decentralized services:**

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

### **Compliance:**

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

This data is rolled over from last year.

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

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

This data is rolled over from last year.

- ☐ Yes
- ☒ No
- ☐ No Answer

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

This data is rolled over from last year.

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

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

This data is rolled over from last year.

- ☒ Academic
- ☒ Psychological
- ☒ Student support groups
- ☒ Vocational

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

This data is rolled over from last year.

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

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

This data is rolled over from last year.

Academic



Psychological

Student Support Groups

Vocational

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

This data is rolled over from last year.

- ☐ Diagnostic Testing Service
- ☐ Early Syllabus
- ☒ Exam on tape or computer
- ☒ Extended Time for Tests
- ☐ Learning Center
- ☒ Note-taking Services
- ☐ Oral Tests
- ☐ Other Special Classes
- ☒ Other testing accommodations
- ☒ Priority registration
- ☒ Priority seating

- ☐ Proofreading services
- ☐ Readers
- ☐ Reading Machines
- ☐ Remedial English
- ☐ Remedial Math
- ☐ Remedial Reading
- ☐ Special bookstore section
- ☒ Substitution of courses
- ☐ Take home exam
- ☒ Tape Recorders
- ☒ Texts on tape
- ☐ Tutors
- ☐ Typist/Scribe
- ☐ Untimed Tests
- ☐ Videotaped Classes
- ☐ Waiver of foreign language degree requirement
- ☐ Waiver of math degree requirement

Other:

reduced course load, writing center

This data is rolled over from last year.

- ☒ Yes
- ☐ No
- ☐ No Answer

265.) Is individual tutoring available?

This data is rolled over from last year.

- ☐ Yes
- ☒ No
- ☐ No Answer

266.) How often is individual tutoring available?

This data is rolled over from last year.

- ☐ As needed
- ☐ Daily
- ☐ Weekly
- ☐ Twice per month
- ☐ Monthly
- ☒ No Answer

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

This data is rolled over from last year.

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

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

This data is rolled over from last year.

- ☒ Yes
- ☐ No
- ☐ No Answer

269.) URL for LD Program/Unit:

This data is rolled over from last year.

<http://www.sc.edu/disabilityresourcecenter>

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

This data is rolled over from last year.

Name:

Sonia Badesha

Title:

Disability Resource Coordinator

Phone:

803-777-6142

Email:

badesha@mailbox.sc.edu

## Programs/Services for Students with ADHD

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### **Programs/Services for Students with Attention-deficit/hyperactivity disorder (ADHD) offered during the 2019-2020 academic year**

271.) Does school offer a specialized program for ADHD students?

This data is rolled over from last year.

- ☐ Yes
- ☐ No
- ☒ No Answer

272.) Does the program require a separate admissions process?

This data is rolled over from last year.

- ☐ Yes
- ☐ No

273.) If there is an additional program cost, please list the annual dollar amount:

This data is rolled over from last year.

274.) Which of the following services are offered to ADHD students:

This data is rolled over from last year.

- ☒ Alternative locations for test taking
- ☒ Audio version of textbooks
- ☐ Campus support group
- ☐ Counseling by an ADHD specialist
- ☒ Extra time for test taking
- ☒ Note taking
- ☒ Priority class registration
- ☐ Specialized tutoring
- ☒ Time management/study skills classes or workshops

275.) URL for ADHD program:

This data is rolled over from last year.

276.) Person to contact for additional information on ADHD program:

This data is rolled over from last year.

Name

Title

Assistant Director

Email

badesha@email.sc.edu

Phone

(803) 777-6142

## International Applicant Info

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International Applicant Information for the 2019- 2020 academic year.

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

This data is rolled over from last year.

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

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

This data is rolled over from last year.

- ☒ Yes
- ☐ No
- ☐ No Answer

279.) Minimum Required Test Scores:



This data is rolled over from last year.

TOEFL (Paper)

550

TOEFL (Internet-based)

77

Michigan test

IELTS

6.5

iTEP (International Test of English Proficiency)

PTE (Pearson Test of English)

280.) Average score of admitted students:

This data is rolled over from last year.

TOEFL Paper:

TOEFL Internet-based:

Michigan Test:

IELTS:

iTEP (International Test of English Proficiency)

PTE (Pearson Test of English)

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

This data is rolled over from last year.

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

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

This data is rolled over from last year.

- ☒ Yes
- ☐ No
- ☐ No Answer

283.) Preapplication form is required of international applicants:

This data is rolled over from last year.

- ☐ Yes
- ☒ No
- ☐ No Answer

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

This data is rolled over from last year.

- ☒ Yes
- ☐ No
- ☐ No Answer

285.) Application closing date for international applicants:

This data is rolled over from last year.

	Date	or Rolling Basis Beginning Date
Fall	12/01/2016	
Winter		
Spring	11/01/2016	
Summer	05/01	

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

This data is rolled over from last year.

- ☒ Yes
- ☐ No
- ☐ No Answer

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

This data is rolled over from last year.

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

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

This data is rolled over from last year.

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

Other:

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

This data is rolled over from last year.

- ☐ Skype or other Web-based video interview
- ☐ Phone
- ☐ In-country visits
- ☐ In-country alumni interviews

290.) Number of foreign countries represented by degree-seeking undergraduate nonresident aliens (Fall 2019):

291.) List the six countries most represented by degree-seeking undergraduate nonresident aliens during the 2019-2020 academic year, and the percentage of degree-seeking undergraduate nonresident aliens who come from each country:

	Countries	Percent
1.	China	53
2.	India	8
3.	Saudi Arabia	7
4.	Oman	4
5.	United Arab Emirates	3
6.	Vietnam	3

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

This data is rolled over from last year.

- ☐ English lab
- ☒ International student center
- ☐ Special counselors/advisors

- ☒ ESL program/classes
- ☐ Host family program
- ☐ Housing offered during all school holidays
- ☐ Dining hall services offered to international students during all school holidays
- ☒ Special orientation (1-6 days)
- ☐ Special orientation (1-2 weeks)
- ☐ Special orientation (2+ weeks)
- ☐ Support in local set-up (e.g., bank account, cell phone, etc.)
- ☐ Support in career or OPT advising
- ☐ Immigration or legal advising
- ☐ Dining hall services that cater to diversity in diet (e.g., Vegetarian, Halal options)
- ☐ Transportation support (e.g., pre-arrival flight confirmation, transfer services to/from airport)
- ☐ International Student Organization

293.) Does your institution offer immigration-related legal services to undergraduate students who do not have a valid U.S. visa or legal status?

This data is rolled over from last year.

- ☐ Yes
- ☐ No
- ☒ No Answer

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

This data is rolled over from last year.

- ☐ Yes

- ☒ No
- ☐ No Answer

295.) How many languages?

This data is rolled over from last year.

296.) Please list the languages:

This data is rolled over from last year.

297.) International student contact:

This data is rolled over from last year.

Name:

Frank McClary

Title:

Director of International Admissions

Phone:

(803) 777-4071

Email:

mcclaryf@mailbox.sc.edu

URL for additional international applicant information:

<http://www.sc.edu/admissions/apply/international/default.html>

## Honors College

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298.) Does your institution house an honors college?

This data is rolled over from last year.

- ☒ Yes
- ☐ No
- ☐ No Answer

299.) Does your institution offer an honors program?

This data is rolled over from last year.

- ☐ Yes
- ☒ No
- ☐ No Answer

300.) Provide the number of students enrolled in the following as of October 15th, 2019:

Honors college:

407



Honors program:

## Guidance Facilities

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

This data is rolled over from last year.

- ☒ Math
- ☒ Reading
- ☒ Study skills
- ☒ Writing

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

This data is rolled over from last year.

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

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

This data is rolled over from last year.

- ☒ Academic

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

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

This data is rolled over from last year.

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

☒ Resume assistance

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

This data is rolled over from last year.

☒ Adaptive equipment

☒ Braille services

☒ Interpreters for hearing-impaired

☒ Note-taking services

☐ Reader services

☒ Special housing

☒ Special transportation

☒ Talking books

☒ Tape recorders

☐ Tutors

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

This data is rolled over from last year.

☐ Fully

☐ Partially

☒ Mostly

☐ Not at all

☐ No Answer

307.) Check campus safety and security services offered:

This data is rolled over from last year.

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

## Firms That Hire Graduates

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

This data is rolled over from last year.

Amazon
Bank of America
Deloitte and Touche
Palmetto Health
PriceWaterhouseCoopers (PWC)
Red Ventures
Textron
The Vanguard Group

University of South Carolina
US Air Force
US Army
US Navy
Accenture
Amazon.com, Inc.
Aramark
Belk
BlueCross BlueShield of South Carolina
Boeing
Chick-fil-A
Colonial Life
Deutsche Bank
Eastman Chemical Company
Eaton
Enterprise

Ernst Young
ExxonMobil
Ferguson Enterprises
Google
Grant Thornton LLP
Greenville Health System
IBM
Insight Global
Integration Point
International Paper
Johns Hopkins Hospital
KPMG
Lexington Medical Center
Lowes
Manhattan Associates
Marriott

Michelin
Newell Brands
Nucor
Piedmont Medical Center
Providence Health
Richland School District 1
Richland School District 2
SC Department of Health and Environmental Control
SCANA/SCEG
Shaw Industries
SPAWAR
Target
Teach for America
Techtronic Industries
The Walt Disney Company
Total Quality Logistics

United States Marine Corps
UPS
Vanguard
Wells Fargo
Prisma Health

## Environment/Transportation

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Please report on the 2019-2020 academic year.

309.) Select the region from which the most U.S. students come:

This data is rolled over from last year.

- ☐ New England (CT, ME, MA, NH, RI, VT)
- ☐ Middle Atlantic (NJ, NY, PA)
- ☐ East North Central (IL, IN, MI, OH, WI)
- ☐ West North Central (IA, KS, MN, MO, NE, ND, SD)
- ☒ South Atlantic (DE, DC, FL, GA, MD, NC, SC, VA, WV)
- ☐ East South Central (AL, KY, MS, TN)
- ☐ West South Central (AR, LA, OK, TX)
- ☐ Mountain (AZ, CO, ID, MT, NV, NM, UT, WY)
- ☐ Pacific (AK, CA, HI, OR, WA)
- ☐ No Answer



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

80 %

311.) Campus size (acres):

This data is rolled over from last year.

444

312.) Check one:

This data is rolled over from last year.

- ☒ Campus is within one mile of city/town
- ☐ Campus is more than one mile from city/town
- ☐ No Answer

313.)

This data is rolled over from last year.

City/town where school is located:

Columbia, South Carolina

Population:

133000

Major city closest to school:

Charlotte, North Carolina

Population:

810000

Distance from campus (miles):

92

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

Columbia, SC (CAE)

Distance of airport from campus (miles):

5

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

Charlotte, NC (CLT)

Distance of airport from campus (miles):

75

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

Columbia, SC

Distance of station from campus (miles):

3

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

Columbia, SC

Distance of station from campus (miles):

1

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

This data is rolled over from last year.

☒ Yes

- ☐ No
- ☐ No Answer

315.) Does your institution currently partner with a car sharing company (e.g. Zipcar, Enterprise CarShare) that makes car rentals accessible around campus to undergraduates younger than 25?

This data is rolled over from last year.

- ☐ Yes
- ☐ No
- ☒ No Answer

316.) Does your institution currently partner with a electric scooter company (e.g. Bird, Lime) that makes electric scooters accessible around campus?

- ☐ Yes
- ☐ No
- ☒ No Answer

317.) Which of the following best describes your campus's bicycle sharing system?

- ☐ Aligned with public (e.g. city, town), dockless system
- ☐ Aligned with public, docked system
- ☐ Partnership with private, dockless system
- ☐ Partnership with private, docked system
- ☐ No bikeshare system
- ☐ Other bikeshare system
- ☒ No Answer

# Assessment

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

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

Below is a list of some terminology you may encounter:

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

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

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

318.) Enrollment (Questions 29 - 43):

	Fall 2019:	Fall 2018:	Fall 2017:
Undergraduate:	27502	26733	26362
Graduate:	7862	8062	8369
Total:	35364	34795	34731

319.) Six-Year Graduation Rates: Total (Questions 46 , 47 , 51):

Fall 2013: 77

Fall 2012: 77

Fall 2011: 75

Fall 2010: 73

320.) Income-based Six-Year Graduation Rates (Questions 46, 47):

	<b>2013 Cohort:</b>	<b>2012 Cohort:</b>
Federal Pell Grant:	67	69
Stafford Loan:	73	73
No Loan:	81	81

321.) First-year (Freshman) Retention Rates (Question 52, 53):

Fall 2018: 89

Fall 2017: 88

Fall 2016: 88

Fall 2015: 88

322.) First-year (Freshman) Acceptance Rate (Question 55):

	<b>Current Year:</b>	<b>Last Year:</b>
Applicants:	31268	30889
Accepted Applicants:	21464	19480
Rate:	68.6	63.1

323.) Percent submitting SAT/ACT scores (Question 80, 82):

	Current Year:	Last Year:
SAT:	65	50
ACT:	35	49

324.) SAT Evidence-Based Reading and Writing - 25th/75th Percentile (Question 83):

	Current Year:	Last Year:
25th Percentile:	600	600
75th Percentile:	680	670

325.) SAT Math - 25th/75th Percentile (Question 83):

	Current Year:	Last Year:
25th Percentile:	580	590
75th Percentile:	690	690

326.) ACT Composite - 25th/75th Percentile (Question 84):

	Current Year:	Last Year:
25th Percentile:	25	25
75th Percentile:	31	30

327.) Average SAT/ACT Scores (Question 90):

	Current Year:	Last Year:
SAT Evidence-Based Reading and Writing:	636	636
SAT Math:	636	639
ACT Composite:	28	28

328.) All students who provided SAT/ACT scores were included, regardless if considered for admissions (Question 91):

**Current Year:**

Yes

329.) SAT/ACT scores included the following groups of students (Question 92, 93):

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

330.) High school class standing (Question 94):

	<b>Current Year:</b>	<b>Last Year:</b>
% in Top 10	28	29
% in Top 25	59	62
% in Top 50	90	91
% in Bottom 50	10	9
% Submitting	69	65

331.) Best Colleges for Veterans (Questions 139 - 141):

**Current Year:**

Total Military Enrollment: 496

G.I. Bill Certified: Yes

Yellow Ribbon Participant: Yes

332.) Alumni Giving (Question 169, 171):

**Current Year: Last Year:**

Alumni of Record: 170676 112035

Alumni Donors: 12019 15909

Alumni Giving Rate: 7 14.2

The Alumni of record you entered for the Current Year represents a large change compared to the value entered for Last Year. Either update the Current Year value, contact your Data Collector to update Last Year's value, or confirm that this is correct. \*

☒ I confirm that the Current and Last Year's Alumni of record are correct

The Alumni Donors you entered for the Current Year represents a large change compared to the value entered for Last Year. Either update the Current Year value, contact your Data Collector to update Last Year's value, or confirm that this is correct. \*

☒ I confirm that the Current and Last Year's Alumni Donors are correct

The Alumni Giving Rate you entered for the Current Year represents a large change compared to the value entered for Last Year. Either update the Current Year value, contact your Data Collector to update Last Year's value, or confirm that this is correct. \*

☒ I confirm that the Current and Last Year's Alumni Giving Rate are correct

333.) Instructional Faculty (Questions 172 , 173):



**Current Year:    Last Year:**

Full Time:	1555	1525
Part Time:	680	685
Total:	2235	2210

334.) Percentage of full-time equivalent faculty that is full-time (Questions 172, 173):

**Current Year:    Last Year:**

87.3	87
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335.) Instructional Full-Time Faculty with Doctorate or Terminal Degree (Questions 172, 173):

**Current Year:    Last Year:**

Number:	1395	1362
Percent:	89.7	89.3

336.) Student to faculty ratio (Questions 174, 175):

**Current Year:    Last Year:**

17	17
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338.) Total number of undergraduate class sections (Question 177):

**Current Year:    Last Year:**

3545	3573
------	------

339.) Percent of undergraduate class sections (Question 177):

	Current Year:	Last Year:
2-9	5.2	5.1
10-19	32.4	31.9
20-29	29	28.7
30-39	10.2	10.9
40-49	6.9	6.9
50-99	10.9	11.8
100+	5.5	4.7

## Verification/Submission

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339.)

### Verification/Submission

The final step prior to survey submission is what we call “Verification”. Please share the survey responses with a senior administrator such as a President, Provost, Dean (or what your institution considers an equivalent position) for their final approval. When ready, you must fill in all of the information below, including both check boxes, both sets of identification, institution name and the verification date. After the information is entered, hit the red “Submit Survey” button. **Failure to check the verification box and have the President, Provost, Dean or top academic official signoff may be noted when the data are published and/or may result in the school not being ranked.**

If you have any questions about your institution's verification or this procedure, please contact your *U.S. News* data collector.

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

☒ **The senior administrator identified below hereby verifies that the information on this survey is accurate, and accurately describes the institution.**

339.) Title of Verifying Administrator:

☐ President

- ☐ Provost
- ☐ Dean
- ☒ Other top official

339.) Administrator's Identification:

Name:

Dr. Cheryl Addy

Title:

Vice Provost and Dean of The Graduate School

Date:

6/15/2020

339.) Name of institution:

University of South Carolina

☒ I hereby confirm that the senior administrator identified above has authorized me to complete this verification on their behalf.

339.) Your Identification:

Name:

Adri Foster

Title:

Data Coordinator

339.) Verification Date:

6/15/2020