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Common Data Set A: General Information (2018-2019)

A1. Address Information

Name of College or University	University of South Carolina Columbia
Mailing Address	
City/State/Zip	Columbia, SC 29208
Country	United States
Street Address (if different)	
Main Phone	803-777-7000
WWW Home Page Address	www.sc.edu
Admissions Phone Number	803-777-7700
Admissions Toll-Free Number	800-868-5872
Admissions Office Mailing Address	Undergraduate Admissions University of South Carolina
City/State/Zip	Columbia, SC 29208
Country	United States
Admissions Fax Number	803-777-0101
Admissions Email Address	admissions-ugrad@sc.edu
If there is a separate URL application site on the internet, please specify:	www.sc.edu/admissions

A2. Source of institutional control

Public
 Private (nonprofit)
 Proprietary

A3. Classify your undergraduate institution

Coeducational
 Men's
 Women's

A4. Academic year calendar

- Semester
- Quarter
- Trimester
- 4-1-4
- Continuous

Differs By Program (describe):

Other (describe):

A5. Degrees offered by your institution

- 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

[B. Enrollment and Persistence >>](#)

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Common Data Set B: Enrollment And Persistence (2018-2019)

B1. Institutional Enrollment---Men and Women

Provide numbers of students for each of the following categories as of the institution's official fall reporting date or as of October 15, 2018. Note: Report students formerly designated as "first professional" in the graduate cells.

	FULL-TIME		PART-TIME	
	Men	Women	Men	Women
Undergraduates				
Degree-seeking, first-time freshmen	2,710	3,139	2	3
Other first-year, degree-seeking	624	611	47	58
All other degree-seeking	8,438	9,790	458	420
<i>Total degree-seeking</i>	11,772	13,540	507	481
All other undergraduates enrolled in credit courses	173	148	50	62
<i>Total undergraduates</i>	11,945	13,688	557	543
Graduate				
Degree-seeking, first-time	775	1,029	126	404
All other degree-seeking	1,671	2,128	552	1,142
All other graduates enrolled in credit courses	21	13	40	161
<i>Total graduate</i>	2,467	3,170	718	1,707
Total all undergraduates:				26,733
Total all graduate:				8,062
GRAND TOTAL ALL STUDENTS:				34,795

B2. Enrollment by Racial/Ethnic Category

Provide numbers of undergraduate students for each of the following categories as of the institution's official fall reporting date or as of October 15, 2018. Include international students only in the category "Nonresident aliens." Complete the "Total Undergraduates" column only if you cannot provide data for the first two columns.

Report as your institution reports to IPEDS: persons who are Hispanic 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."

	Degree-Seeking First-Time First Year	Degree-Seeking Undergraduates (include first-time first-year)	Total Undergraduates (both degree- and non-degree- seeking)
Nonresident aliens	48	627	932
Hispanic/Latino	270	1,213	1,219
Black or African American, non-Hispanic	357	2,283	2,315
White, non-Hispanic	4,681	20,056	20,138
American Indian or Alaska Native, non-Hispanic	13	44	44
Asian, non-Hispanic	200	818	821
Native Hawaiian or other Pacific Islander, non-Hispanic	5	29	29
Two or more races, non-Hispanic	248	1,006	1,011
Race and/or ethnicity unknown	32	224	224
TOTAL	5,854	26,300	26,733

Persistence

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

Certificate/diploma	11
Associate degrees	2
Bachelor's degrees	5,857
Post-Bachelor's certificates	234
Master's degrees	1,881
Post-Master's certificates	43
Doctoral degrees – research/scholarship	388
Doctoral degrees – professional practice	462
Doctoral degrees – other	0

Graduation Rates

The items in this section correspond to data elements collected by the IPEDS Web-based Data Collection System's Graduation Rate Survey (GRS). For complete instructions and definitions of data elements, see the IPEDS GRS Forms and Instructions for the 2018-19 Survey.

For Bachelor's or Equivalent Programs

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

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

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

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

Fall 2012 Cohort				
	Recipients of a Federal Pell Grant	Recipients of a Subsidized Stafford Loan who did not receive a Pell Grant	Students who did not receive either a Pell Grant or a Subsidized Stafford Loan	Total (sum of 3 columns to the left)
A- Initial 2012 cohort of first-time, full-time bachelor's (or equivalent) degree-seeking undergraduate students	862	850	2,868	4,580
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			2	2
C- Final 2012 cohort, after adjusting for allowable exclusions	862	850	2,866	4,578
D - Of the initial 2012 cohort, how many completed the program in four years or less (by Aug. 31, 2016)	452	498	1,909	2,859
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	31	17	78	126

Aug. 31, 2017 and by Aug. 31, 2018)				
G - Total graduating within six years (sum of lines D, E, and F)	592	617	2,317	3,526
H - Six-year graduation rate for 2012 cohort (G divided by C)	69%	73%	81%	77%

Fall 2011 Cohort				
	Recipients of a Federal Pell Grant	Recipients of a Subsidized Stafford Loan who did not receive a Pell Grant	Students who did not receive either a Pell Grant or a Subsidized Stafford Loan	Total (sum of 3 columns to the left)
A- Initial 2011 cohort of first-time, full-time bachelor's (or equivalent) degree-seeking undergraduate students	911	811	2,845	4,567
B- Of the initial 2011 cohort, how many did not persist and did not graduate for the following reasons: deceased, permanently disabled, armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions	0	0	5	5
C- Final 2011 cohort, after adjusting for allowable exclusions	911	811	2,840	4,562
D - Of the initial 2011 cohort, how many completed the program in four years or less (by Aug. 31, 2015)	422	436	1,836	2694
E - Of the initial 2011 cohort, how many completed the program in more than four years but in five years or less (after Aug. 31, 2015 and by Aug. 31, 2016)	142	122	384	648
F - Of the initial 2011 cohort, how many completed the program in more than five years but in six years or less (after Aug. 31, 2016 and by Aug. 31, 2017)	16	15	51	82
G - Total graduating within six years (sum of lines D, E, and F)	580	573	2,271	3,424

H - Six-year graduation rate for 2011 cohort (G divided by C)	63.7%	70.7%	80.0%	75.1%
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For Two-Year Institutions

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

2015 Cohort

B12.

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

Of the initial 2015 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:	
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B14.

Final 2015 cohort, after adjusting for allowable exclusions:	
--	--

(Subtract question B13 from question B12)

B15.

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

B16.

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

B17.

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

B18.

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

B19.

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

B20.

Total transfers to two-year institutions:	
---	--

B21.

Total transfers to four-year institutions:	
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Retention Rates

Report for the cohort of all full-time, first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in Fall 2017 (or the preceding summer term). The initial cohort may be adjusted for students who departed for the following reasons: death, permanent disability, service in the armed forces, foreign aid service of the federal government or official church missions. No other adjustments to the initial cohort should be made.

B22.

For the cohort of all full-time bachelor's (or equivalent) degree-seeking undergraduate students who entered your institution as freshmen in Fall 2017 (or the preceding summer term), what percentage was enrolled at your institution as of the date your institution calculates its official enrollment in Fall 2018?

88.0%

[<< A. General Information](#) | [C. First-time, First-year \(Freshman\) Admission >>](#)

Choose a Section



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Common Data Set C: First-Time, First-Year (Freshman) Admission (2018-2019)

Applications

C1. First-time, first-year (freshmen) students:

Provide the number of degree-seeking first-time, first-year students who applied, were admitted, and enrolled (full- or part-time) in Fall 2018. Include early decision, early action, and students who began studies during summer in this cohort. Applicants include all students who fulfilled the requirements for consideration for admission (including payment or waiving of the application fee, if any) and who have been notified of one of the following actions: admission, no admission, placement on waiting list, or application withdrawn (by applicant or institution). Admitted applicants should include wait-listed students who were subsequently offered admission.

Total first-time, first-year (freshman) men who applied	12,848
Total first-time, first-year (freshman) women who applied	18,041
Total first-time, first-year (freshman) men who were admitted	8,311
Total first-time, first-year (freshman) women who were admitted	11,169
Total full-time, first-time, first-year (freshman) men who enrolled	2,710
Total part-time, first-time, first-year (freshman) men who enrolled	2
Total full-time, first-time, first-year (freshman) women who enrolled	3,139
Total part-time, first-time, first-year (freshman) women who enrolled	3

C2. Freshman wait-listed students

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

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

 Yes

 No

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

Number of qualified applicants offered a place on waiting list	3,814
Number accepting a place on the waiting list	199
Number of wait-listed students admitted	125

Is your waiting list ranked?	<input type="radio"/> Yes <input checked="" type="radio"/> No
If yes, do you release that information to students?	<input type="radio"/> Yes <input checked="" type="radio"/> No
Do you release that information to school counselors?	<input type="radio"/> Yes <input checked="" type="radio"/> No

Admission Requirements

C3. High school completion requirement

High school completion requirement(s) for degree-seeking entering students:

<input checked="" type="checkbox"/> High school diploma is required and GED is accepted
<input type="checkbox"/> High school diploma is required and GED is not accepted
<input type="checkbox"/> High school diploma or equivalent is not required

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

<input checked="" type="radio"/> Require
<input type="radio"/> Recommend
<input type="radio"/> Neither require nor recommend

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

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

	Units Required	Units Recommended
Total academic units	20	
English	4	
Mathematics	4	
Science	3	
Of these, units that must be lab	3	
Foreign language	2	

Social studies	2	
History	1	
Academic electives	2	
Computer Science		
Visual/Performing Arts	1	
Other (specify)	1 PE/ROTC	

Basis for Selection

C6. Do you have an open admission policy, under which virtually all secondary school graduates or students with GED equivalency diplomas are admitted without regard to academic record, test scores, or other qualifications? If so, check which applies:

<input type="checkbox"/> Open admission policy as described above for all students
Open admission policy as described above for most students, but
<input type="checkbox"/> selective admission for out-of-state students
<input type="checkbox"/> selective admission to some programs
Other (explain)

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

	Very important	Important	Considered	Not considered
<i>Academic</i>				
Rigor of secondary school record	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Class rank	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Academic GPA	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standardized test scores	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Application Essay	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Recommendations	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<i>Non-Academic</i>				
Interview	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Extracurricular activities	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Talent/ability	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Character/personal qualities	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

First generation	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Alumni/ae relation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Geographical residence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
State residency	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Religious affiliation/commitment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Racial/ethnic status	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Volunteer work	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Work experience	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Level of applicant's interest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

SAT and ACT Policies

C8. Entrance exams

A. Does your institution make use of SAT, ACT, or SAT Subject Test scores in admission decisions for first-time, first-year degree-seeking applicants?	<input checked="" type="radio"/> Yes	<input type="radio"/> No
--	--------------------------------------	--------------------------

If yes, place check marks in the appropriate boxes below to reflect your institution's policies for use in admission for **Fall 2020**.

	ADMISSIONS				
	Require	Recommend	Require for some	Consider if submitted	Not used
SAT or ACT	<input checked="" 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"/>
SAT only	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SAT and SAT Subject Tests or ACT	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SAT Subject Tests only	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

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

<input type="radio"/> ACT with Writing required
<input type="radio"/> ACT with Writing recommended
<input checked="" type="radio"/> ACT with or without Writing accepted

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

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

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

	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"/>

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

Yes No

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

02/01

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

F. If necessary, use this space to clarify your test policies (e.g., if tests are recommended for some students, or if tests are not required of some students):

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

SAT

ACT

SAT Subject Tests

AP	<input checked="" type="radio"/>
CLEP	<input checked="" type="radio"/>
Institutional Exam	<input checked="" type="radio"/>
State Exam (specify):	

Freshman Profile

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

C9. Percent and number of first-time, first-year (freshman) students enrolled in Fall 2018 who submitted national standardized (SAT/ACT) test scores.

Include information for **ALL enrolled, first-time, first-year (freshman) degree-seeking students who submitted test scores**. Do not include partial test scores (e.g. mathematics scores but not critical reading for a category of students) or combine other standardized test results (such as TOEFL) in this item. Do not convert SAT scores to ACT scores and vice versa. **Do** convert Old SAT scores to New SAT scores using the College Board's concordance tools and tables (sat.org/concordance).

Percent submitting SAT scores	50.3%
Percent submitting ACT scores	49.3%
Number submitting SAT scores	2,945
Number submitting ACT scores	2,883

	25th Percentile	75th Percentile
SAT Evidence-Based Reading and Writing	600	670
SAT Math	590	690
ACT Composite	25	30
ACT Math		
ACT English		
ACT Writing		

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

	SAT Evidence-Based Reading and Writing	SAT Math
700-800	16.06%	20.98%
600-699	60.92%	50.29%
500-599	22.48%	27.91%
400-499	0.51%	0.75%

300-399	0.03%	0.07%
200-299	0.00%	0.00%
Totals should = 100%	100%	100%

	ACT Composite	ACT English	ACT Math
30-36	33.23%	34.00%	15.00%
24-29	53.35%	38.00%	58.00%
18-23	13.22%	26.00%	24.00%
12-17	0.21%	2.00%	3.00%
6-11			
Below 6			
Totals should = 100%	100%	100%	100%

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

Percent in top 10th of high school graduating class	29%
Percent in top quarter of high school graduating class	62%
Percent in top half of high school graduating class	91%
Percent in bottom half of high school graduating class	9%
Percent in bottom quarter of high school graduating class	1%
Percent of total first-time, first-year (freshman) students who submitted high school class rank:	65%

C11. Percentage of all enrolled, degree-seeking, first-time, first-year (freshman) students who had high school grade-point averages within each of the following ranges (using 4.0 scale). Report information only for those students from whom you collected high school GPA.

Percent who had a GPA of 3.75 and higher	80.21%
Percent who had a GPA between 3.50 and 3.74	10.94%
Percent who had a GPA between 3.25 and 3.49	5.78%
Percent who had a GPA between 3.00 and 3.24	2.26%
Percent who had a GPA between 2.50 and 2.99	0.75%
Percent who had a GPA between 2.0 and 2.49	0.05%
Percent who had a GPA between 1.0 and 1.99	
Percent who had a GPA below 1.0	

Total should = 100%

100%

C12.

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

4.21

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

99.61%

Admission Policies

C13. Application Fee

Does your institution have an application fee?

Yes No

Amount of application fee

\$65

Can it be waived for applicants with financial need?

Yes No

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

Same fee

Free

Reduced

Can online application fee be waived for applicants with financial need?

Yes

No

C14. Application Closing Date

Does your institution have an application closing date?

Yes No

Application closing date (Fall)

12/01

Priority date

12/01

C15.

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

Yes No

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

--	--

On a rolling basis beginning (date)	
By (date)	3rd week of March
Other	

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

Must reply by (date)	05/01
No set date	<input type="checkbox"/>
Must reply by May 1 or within	2 weeks if notified thereafter
Other	
Deadline for housing deposit (MM/DD):	05/01
Amount of housing deposit:	\$100
Refundable if student does not enroll?	<input type="radio"/> Yes, in full <input checked="" type="radio"/> Yes, in part <input type="radio"/> No

C18. Deferred admission:

Does your institution allow students to postpone enrollment after admission?	<input checked="" type="radio"/> Yes <input type="radio"/> No
If yes, maximum period of postponement:	1 year

C19. Early admission of high school students:

Does your institution allow high school students to enroll as full-time, first-time, first-year (freshman) students one year or more before high school graduation?	<input type="radio"/> Yes <input checked="" type="radio"/> No
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C20. Common application: Question removed from CDS. (Initiated during 2006-2007 cycle)

Early Decision and Early Action Plans

C21. Early decision

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

If "yes," please complete the following:

First or only early decision plan closing date	
First or only early decision plan notification date	
Other early decision plan closing date	
Other early decision plan notification date	

Number of early decision applicants received by your institution for the Fall 2018 entering class:	
--	--

Number of applicants admitted under early decision plan for the Fall 2018 entering class:	
---	--

Please provide significant details about your early decision plan.	
--	--

C22. Early action:

Do you have a nonbinding early action plan whereby students are notified of an admission decision well in advance of the regular notification date but do not have to commit to attending your college?	<input checked="" type="radio"/> Yes <input type="radio"/> No
---	---

If "yes," please complete the following:

Early action closing date	3rd week of December
Early action notification date	

Is your early action plan a "restrictive" plan under which you limit students from applying to other early plans?	<input type="radio"/> Yes <input checked="" type="radio"/> No
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Choose a Section



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Common Data Set D: Transfer Admission (2018-2019)

Fall Applicants

D1.

Does your institution enroll transfer students?

 Yes

 No

(If no, please skip to Section E)

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

 Yes

 No

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

	Applicants	Admitted Applicants	Enrolled Applicants
Men	1,875	1,229	943
Women	2,091	1,372	965
Total	3,966	2,601	1,908

Application for Admission

D3. Indicate terms for which transfers may enroll:

 Fall

 Winter

 Spring

 Summer

D4.

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

 Yes

 No

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

30 semester hours of college credit

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

	Required of All	Recommended of All	Recommended of Some	Required of Some	Not Required
High school transcript	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
College transcript(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Essay or personal statement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Interview	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Standardized test scores	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Statement of good standing from prior institution(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

D6.

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

D7.

If a minimum college grade point average is required of transfer applicants, specify (on a 4.0 scale):	2.25
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D8.

List any other application requirements specific to transfer applicants:
GPA requirements are higher for some majors. Auditions are required for music and dance.

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

	Priority Date	Closing Date	Notification Date	Reply Date	Rolling Admission
Fall		07/01			<input checked="" type="checkbox"/>
Winter					<input type="checkbox"/>
Spring		11/01			<input checked="" type="checkbox"/>
Summer		05/01			<input checked="" type="checkbox"/>

D10.

--	--

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

Yes

No

D11.

Describe additional requirements for transfer admission, if applicable:

Priority dates given are guaranteed processing dates. Applications received after those dates will be processed on a space available basis.

Transfer Credit Policies

D12.

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

C-

D13.

	Number	Unit Type
Maximum number of credits or courses that may be transferred from a two-year institution:	76	semester hours

D14.

	Number	Unit Type
Maximum number of credits or courses that may be transferred from a four-year institution:	90	semester hours

D15.

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

D16.

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

30

D17.

Describe other transfer credit policies:

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

	Yes	No

American Council on Education (ACE)	X	
College Level Examination Program (CLEP)	X	
DANTES Subject Standardized Tests (DSST)		X

D19.

	Number	Unit Type
Maximum number of credits or courses that may be transferred based on military education evaluated by the American Council on Education (ACE):	30	credit hours

D20.

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

D21.

	Yes	No
Are the military/veteran credit transfer policies on your website?	X	
If yes, please provide the URL where they can be located:		
https://sc.edu/about/offices_and_divisions/registrar		

D22.

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

Choose a Section



Go

Common Data Set E: Academic Offerings And Policies (2018-2019)

E1. Special study options:

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

- | | |
|---|--|
| <input checked="" type="checkbox"/> Accelerated program
<input checked="" type="checkbox"/> Cooperative education program
<input checked="" type="checkbox"/> Cross-registration
<input checked="" type="checkbox"/> Distance learning
<input checked="" type="checkbox"/> Double major
<input checked="" type="checkbox"/> Dual enrollment
<input checked="" type="checkbox"/> English as a Second Language (ESL)
<input checked="" type="checkbox"/> Exchange student program (domestic)
<input checked="" type="checkbox"/> External degree program
<input type="checkbox"/> Other (specify): | <input checked="" type="checkbox"/> Honors program
<input checked="" type="checkbox"/> Independent study
<input checked="" type="checkbox"/> Internships
<input type="checkbox"/> Liberal arts/career combination
<input checked="" type="checkbox"/> Student-designed major
<input checked="" type="checkbox"/> Study abroad
<input checked="" type="checkbox"/> Teacher certification program
<input checked="" type="checkbox"/> Weekend college |
|---|--|

E2. Has been removed from the CDS.

E3. Areas in which all or most students are required to complete some course work prior to graduation:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Arts/fine arts
<input checked="" type="checkbox"/> Computer literacy
<input checked="" type="checkbox"/> English (including composition)
<input checked="" type="checkbox"/> Foreign languages
<input checked="" type="checkbox"/> History
<input type="checkbox"/> Other (describe): | <input checked="" type="checkbox"/> Humanities
<input checked="" type="checkbox"/> Mathematics
<input checked="" type="checkbox"/> Philosophy
<input checked="" type="checkbox"/> Sciences (biological or physical)
<input checked="" type="checkbox"/> Social science |
|--|--|

Choose a Section



Go

Common Data Set F: Student Life (2018-2019)

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

	First-time, first-year (freshman) students	Undergraduates
Percent who are from out of state (exclude international/nonresident aliens from the numerator and denominator)	48%	38%
Percent of men who join fraternities	17%	22%
Percent of women who join sororities	36%	34%
Percent who live in college-owned, -operated, or -affiliated housing	94%	27%
Percent who live off campus or commute	6%	73%
Percent of students age 25 and older	0%	6%
Average age of full-time students	19	21
Average age of all students (full- and part-time)	19	21

F2. Activities offered:

Identify those programs available at your institution.

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

- Marching band
- Model UN
- Music ensembles
- Musical theater
- Opera
- Pep band
- Radio station

- Student government
- Student newspaper
- Student-run film society
- Symphony orchestra
- Television station
- Yearbook

F3. ROTC

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

<p>Army ROTC is offered:</p> <p><input checked="" type="checkbox"/> On campus <input type="checkbox"/> At cooperating institution (name):</p>	<p>Naval ROTC is offered:</p> <p><input checked="" type="checkbox"/> On campus <input type="checkbox"/> At cooperating institution (name):</p>	<p>Air Force ROTC is offered:</p> <p><input checked="" type="checkbox"/> On campus <input type="checkbox"/> At cooperating institution (name):</p>
---	--	--

F4. Housing

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

<p><input checked="" type="checkbox"/> Coed dorms <input checked="" type="checkbox"/> Men's dorms <input checked="" type="checkbox"/> Women's dorms <input type="checkbox"/> Apartments for married students <input checked="" type="checkbox"/> Apartments for single students <input type="checkbox"/> Other housing options (specify):</p>	<p><input checked="" type="checkbox"/> Special housing for disabled students <input checked="" type="checkbox"/> Special housing for international students <input checked="" type="checkbox"/> Fraternity/sorority housing <input type="checkbox"/> Cooperative housing <input type="checkbox"/> Theme housing <input checked="" type="checkbox"/> Wellness housing</p>
---	--

[<< E. Academic Offerings and Policies](#) | [G. Annual Expenses >>](#)

Choose a Section



Go

Common Data Set G: Annual Expenses (2018-2019)**G0. Please provide the URL of your institution's net price calculator:**<https://npc.collegeboard.org/student/app/sc>

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

Check here if your institution's 2019-2020 academic year costs of attendance are not available at this time and provide an approximate date (i.e., month/day) when your institution's final 2019-2020 academic year costs of attendance will be available:

G1. Undergraduate full-time tuition, required fees, room and board

List the typical tuition, required fees, and room and board for a full-time undergraduate student for the FULL 2019-2020 academic year (30 semester hours or 45 quarter hours for institutions that derive annual tuition by multiplying credit hour cost by number of credits). A full academic year refers to the period of time generally extending from September to June; usually equated to two semesters, two trimesters, three quarters, or the period covered by a four-one-four plan. Room and board is defined as double occupancy and 19 meals per week or the maximum meal plan. Required fees include only charges that all full-time students must pay that are NOT included in tuition (e.g., registration, health, or activity fees.) Do NOT include optional fees (e.g., parking, laboratory use).

**** The Expenses given on this page apply to the 2018-2019 Academic Year. ****

	FIRST-YEAR	UNDERGRADUATES
PRIVATE INSTITUTIONS Tuition:		
PUBLIC INSTITUTIONS Tuition: In-district	\$12,216	\$12,216
PUBLIC INSTITUTIONS In-state (out-of-district):	\$12,216	\$12,216
PUBLIC INSTITUTIONS Out-of-state:	\$32,898	\$32,898
NONRESIDENT ALIENS Tuition:	\$32,898	\$32,898
REQUIRED FEES:	\$400	\$400

ROOM AND BOARD: (on-campus)	\$10,388	\$10,388
ROOM ONLY: (on-campus)	\$6,530	\$6,530
BOARD ONLY: (on-campus meal plan)	\$3,858	\$3,858

Comprehensive tuition and room and board fee (if your college cannot provide separate tuition and room and board fees):	
Other:	College, program, and course specific fees

G2.

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

G3.

Do tuition and fees vary by year of study (e.g., sophomore, junior, senior)?	<input type="radio"/> Yes <input checked="" type="radio"/> No
---	---

G4.

Do tuition and fees vary by undergraduate instructional program?	<input checked="" type="radio"/> Yes <input type="radio"/> No
If yes, what percentage of full-time undergraduates pay more than the tuition and fees reported in G1?	

G5. Provide the estimated expenses for a typical full-time undergraduate student:

	Residents	Commuters (living at home)	Commuters (not living at home)
Books and supplies	\$1,065	\$1,065	\$1,065
Room only	\$6,530		\$8,334
Board only	\$3,858	\$2,672	\$2,672
Room and board total (if your college cannot provide separate room and board figures for commuters not living at home):			

Transportation	\$1,635	\$1,635	\$1,635
Other expenses	\$2,597	\$2,597	\$2,597

G6. Undergraduate per-credit-hour charges (tuition only):

PRIVATE INSTITUTIONS:	
PUBLIC INSTITUTIONS In-district:	\$509
PUBLIC INSTITUTIONS In-state (out-of-district):	\$509
PUBLIC INSTITUTIONS Out-of-state:	\$1,370.75
NONRESIDENT ALIENS:	\$1,370.75

<< F. Student Life | H. Financial Aid >>

Choose a Section



Go

Common Data Set H: Financial Aid (2018-2019)

Aid Awarded to Enrolled Undergraduates

H1. Enter total dollar amounts **awarded** to enrolled full-time and less than full-time degree-seeking undergraduates **(using the same cohort reported in CDS Question B1, "total degree-seeking undergraduates")** in the following categories. (Note: If the data being reported are final figures for the 2017-2018 academic year (see the next item below), use the 2017-2018 academic year's CDS Question B1 cohort.) Include aid awarded to international students (i.e., those not qualifying for federal aid). **Aid that is non-need-based but that was used to meet need should be reported in the need-based aid column.** (For a suggested order of precedence in assigning categories of aid to cover need, see the entry for "non-need-based scholarship or grant aid" on the last page of the definitions section.)

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

 2018-2019 estimated or

 2017-2018 final

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

 Federal methodology (FM)

 Institutional methodology (IM)

 Both FM and IM

	Need-based \$ (Include non-need-based aid used to meet need.)	Non-need-based \$ (Exclude non-need-based aid used to meet need.)
Scholarships/Grants		
Federal	\$27,149,577	\$280,251
State (i.e., all states, not only the state in which your institution is located)	\$30,561,675	\$28,883,927
Institutional: Endowed scholarships, annual gifts and tuition funded grants, awarded by the college, excluding athletic aid and tuition	\$12,528,554	\$18,967,019

waivers (which are reported below).		
Scholarships/grants from external sources (e.g., Kiwanis, National Merit) not awarded by the college	\$4,838,223	\$13,773,315
Total Scholarships/Grants	\$75,078,030	\$61,904,511
Self-Help		
Student loans from all sources (excluding parent loans)	\$85,234,901	\$42,526,581
Federal Work-Study	\$2,670,120	\$33,074
State and other (e.g., institutional) work-study/employment (Note: Excludes Federal Work-Study captured above.)		
Total Self-Help	\$87,905,021	\$42,526,581
Other		
Parent Loans	\$32,582,229	\$13,921,490
Tuition Waivers Reporting is optional. Report tuition waivers in this row if you choose to report them. Do not report tuition waivers elsewhere.	\$57,950,905	\$40,520,580
Athletic Awards	\$2,698,472	\$5,376,323

Number of Enrolled Students Awarded Aid

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

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

		First-time Full-time Freshmen	Full-time Undergraduate (Incl. Fresh.)	Less Than Full-time Undergraduate
a)	Number of degree-seeking undergraduate students (CDS Item B1 if reporting on Fall 2017 cohort)	5,875	25,243	1,119

b)	Number of students in line a who applied for need-based financial aid	4,851	16,678	849
c)	Number of students in line b who were determined to have financial need	3,276	12,543	667
d)	Number of students in line c who were awarded any financial aid	3,170	12,224	624
e)	Number of students in line d who were awarded any need-based scholarship or grant aid	1,128	5,411	376
f)	Number of students in line d who were awarded any need-based self-help aid	2,308	9,842	551
g)	Number of students in line d who were awarded any non-need-based scholarship or grant aid	2,805	8,381	92
h)	Number of students in line d whose need was fully met (exclude PLUS loans, unsubsidized loans, and private alternative loans)	983	3,135	45
i)	On average, the percentage of need that was met of students who were awarded any need-based aid. Exclude any aid that was awarded in excess of need as well as any resources that were awarded to replace EFC (PLUS loans, unsubsidized loans, and private alternative loans)	79%	72%	50%
j)	The average financial aid package of those in line d. Exclude any resources that were awarded to replace EFC (PLUS loans, unsubsidized loans, and private alternative loans)	\$9,478	\$12,025	\$6,568
k)	Average need-based scholarship and grant award of those in line e	\$6,950	\$5,839	\$3,810
l)	Average need-based self-help award (excluding PLUS loans, unsubsidized loans, and private alternative loans) of those in line f	\$3,480	\$4,577	\$4,199
m)	Average need-based loan (excluding PLUS loans, unsubsidized loans, and private alternative loans) of those in line f who were awarded a need-based loan	\$3,411	\$4,456	\$4,128

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

		First-time Full-time Freshmen	Full-time Undergrad (Incl. Fresh.)	Less Than Full-time Undergrad

n)	Number of students in line a who had no financial need and who were awarded institutional non-need-based scholarship or grant aid (exclude those who were awarded athletic awards and tuition benefits)	2,065	8,394	143
o)	Average dollar amount of institutional non-need-based scholarship and grant aid awarded to students in line n	\$6,444	\$6,548	\$7,480
p)	Number of students in line a who were awarded an institutional non-need-based athletic scholarship or grant	93	436	11
q)	Average dollar amount of institutional non-need-based athletic scholarships and grants awarded to students in line p	\$15,290	\$17,183	\$10,739

H3. Incorporated into H1 above.

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

Include:

* 2018 undergraduate class: all students who started at your institution as first-time students and received a bachelor's degree between July 1, 2017 and June 30, 2018.

* only loans made to students who borrowed while enrolled at your institution.

* co-signed loans.

Exclude:

* students who transferred in.

* money borrowed at other institutions.

* parent loans.

* students who did not graduate or who graduated with another degree or certificate (but no bachelor's degree).

H4.

Provide the number of students in the 2018 undergraduate class who started at your institution as first-time students and received a bachelor's degree between July 1, 2017 and June 30, 2018. Exclude students who transferred into your institution.	4,097
--	-------

H5. Number and percent of students in class (defined in H4 above) borrowing from federal, non-federal, and any loan sources, and the average (or mean) amount borrowed. NOTE: The "Average per-undergraduate-borrower cumulative principal borrowed," is designed to provide better information about student borrowing from federal and non-federal (institutional, state, commercial) sources. The numbers, percentages, and averages for each row should be based only on the loan source specified for the particular row. For example, the federal loans average (row b) should only be the cumulative average of federal loans and the private loans average (row e) should only be the cumulative average of private loans.

Source/Type of Loan	Number in the class (defined in H4 above) who borrowed from the types	Percent of the class (defined above) who borrowed from the types of	Average per-undergraduate-borrower cumulative principal
---------------------	---	---	---

	of loans specified in the first column	loans specified in the first column (nearest 1%)	borrowed from the types of loans specified in the first column (nearest \$1)
a) Any loan program: Federal Perkins, Federal Stafford Subsidized and Unsubsidized, institutional, state, private loans that your institution is aware of, etc. Include both Federal Direct Student Loans and Federal Family Education Loans.	2,157	53%	\$28,169
b) Federal loan programs: Federal Perkins, Federal Stafford Subsidized and Unsubsidized. Include both Federal Direct Student Loans and Federal Family Education Loans.	2,084	51%	\$21,508
c) Institutional loan programs.	0	0%	\$0
d) State loan programs.	31	1%	\$10,946
e) Private student loans made by a bank or lender.	479	12%	\$32,565

Aid to Undergraduate Degree-seeking Nonresident Aliens

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

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

<input type="checkbox"/>	Institutional need-based scholarship or grant aid is available
<input checked="" type="checkbox"/>	Institutional non-need-based scholarship or grant aid is available
<input type="checkbox"/>	Institutional scholarship or grant aid is not available

If institutional financial aid is available for undergraduate degree-seeking nonresident aliens, provide the number of undergraduate degree-seeking nonresident aliens who were awarded need-based or non-need-based aid:	114
Average dollar amount of institutional financial aid awarded to undergraduate degree-seeking nonresident aliens:	\$11,859
Total dollar amount of institutional financial aid awarded to undergraduate degree-seeking nonresident aliens:	\$1,351,899

Process for First-Year/Freshman Students

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

<input type="checkbox"/>	Institution's own financial aid form
<input type="checkbox"/>	CSS/Financial Aid PROFILE

- International Student's Financial Aid Application
- International Student's Certification of Finances
- Other:

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

<input checked="" type="checkbox"/> FAFSA <input type="checkbox"/> Institution's own financial aid form <input type="checkbox"/> CSS/Financial Aid PROFILE <input type="checkbox"/> Business/Farm Supplement	<input type="checkbox"/> State aid form <input type="checkbox"/> Noncustodial PROFILE <input type="checkbox"/> Other:
---	---

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

Priority date for filing required financial aid forms:	04/01
Deadline for filing required financial aid forms:	
No deadline for filing required forms (applications processed on a rolling basis):	<input type="checkbox"/>

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

a) Students notified on or about (date):	
b) Students notified on a rolling basis:	<input checked="" type="radio"/> Yes <input type="radio"/> No
If yes, starting date:	04/01

H11. Indicate reply dates:

Students must reply by (date):		or within		weeks of notification
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Types of Aid Available

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

H12. Loans

FEDERAL DIRECT STUDENT LOAN PROGRAM (DIRECT LOAN)	
<input checked="" type="checkbox"/>	Direct Subsidized Stafford Loans
<input checked="" type="checkbox"/>	Direct Unsubsidized Stafford Loans
<input checked="" type="checkbox"/>	Direct PLUS loans
<input checked="" type="checkbox"/>	Federal Perkins Loans
<input checked="" type="checkbox"/>	Federal Nursing Loans
<input type="checkbox"/>	State Loans

<input type="checkbox"/>	College/university loans from institutional funds
<input type="checkbox"/>	Other (Specify):

H13. Scholarships and Grants

Need-based:	
<input checked="" type="checkbox"/>	Federal Pell
<input checked="" type="checkbox"/>	SEOG
<input checked="" type="checkbox"/>	State scholarships/grants
<input checked="" type="checkbox"/>	Private scholarships
<input checked="" type="checkbox"/>	College/university scholarship or grant aid from institutional funds
<input checked="" type="checkbox"/>	United Negro College Fund
<input checked="" type="checkbox"/>	Federal Nursing Scholarships
<input checked="" type="checkbox"/>	Other (Specify): USC Acc Grant, GGG, USC Oppor Grant, USC Inst Grant

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

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

H15.

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If your institution has recently implemented any major financial aid policy, program, or initiative to make your institution more affordable to incoming students such as replacing loans with grants, or waiving costs for families below a certain income level please provide details below:

--

<< G. Annual Expenses | I. Instructional Faculty and Class Size >>

Choose a Section



Go

Common Data Set I: Instructional Faculty And Class Size (2018-2019)

I-1. Please report number of instructional faculty members in each category for Fall 2018. Include faculty who are on your institution's payroll on the census date your institution uses for IPEDS/AAUP.

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

	Full-time	Part-time
(a) instructional faculty in preclinical and clinical medicine, faculty who are not paid (e.g., those who donate their services or are in the military), or research-only faculty, post-doctoral fellows, or 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: Faculty employed on a full-time basis for instruction (including those with released time for research)

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

Minority faculty: Includes faculty who designate themselves as Black, non-Hispanic; American Indian or Alaska

Native; Asian, Native Hawaiian or other Pacific Islander, or Hispanic.

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

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

		Full-Time	Part-Time	Total
a)	Total number of instructional faculty	1,525	685	2,210
b)	Total number who are members of minority groups	332	82	414
c)	Total number who are women	674	397	1,071
d)	Total number who are men	851	288	1,139
e)	Total number who are nonresident aliens (international)	52	27	79
f)	Total number with doctorate, or other terminal degree	1,362	284	1,646
g)	Total number whose highest degree is a master's but not a terminal master's	148	282	430
h)	Total number whose highest degree is a bachelor's	9	72	81
i)	Total number whose highest degree is unknown or other (Note: Items f, g, h, and i must sum up to item a.)	6	47	53
j)	Total number in stand-alone graduate/professional programs in which faculty teach virtually only graduate-level students	212	65	277

I-2. Student to Faculty Ratio

Report the Fall 2018 ratio of full-time equivalent students (full-time plus 1/3 part time) to full-time equivalent instructional faculty (full time plus 1/3 part time). In the ratio calculations, exclude both faculty and students in stand-alone graduate or professional programs such as medicine, law, veterinary, dentistry, social work, business, or public health in which faculty teach virtually only graduate level students. Do not count undergraduate or graduate student teaching assistants as faculty.

Fall 2018 Student to Faculty ratio:	17 to 1
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(based on 30,600 students and 1,812 faculty)

I-3. Undergraduate Class Size

In the table below, please use the following definitions to report information about the size of classes and class sections offered in the Fall 2018 term.

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

Class Subsections: A class subsection includes any subsection of a course, such as laboratory, recitation, and discussion subsections that are supplementary in nature and are scheduled to meet separately from the lecture portion of the course. Undergraduate subsections are defined as any subsections of courses in which degree-seeking undergraduate students enrolled for credit. As above, exclude noncredit classes and individual instruction such as dissertation or thesis research, music instruction, or one-to-one readings. Each class subsection should be counted only once and should not be duplicated because of cross-listings.

Using the above definitions, please report for each of the following class-size intervals the number of class sections and class subsections offered in Fall 2018. For example, a lecture class with 800 students who met at another time in 40 separate labs with 20 students should be counted once in the "100+" column in the class section column and 40 times under the "20-29" column of the class subsections table.

Number of Class Sections with Undergraduates Enrolled

Undergraduate Class Size (provide numbers)

CLASS SECTIONS	2-9	10-19	20-29	30-39	40-49	50-99	100+	Total
	183	1,140	1,025	391	245	421	168	3,573
CLASS SUB-SECTIONS	2-9	10-19	20-29	30-39	40-49	50-99	100+	Total
	167	225	313	11	55	6	1	778

<< H. Financial Aid | J. Degrees Conferred >>

Choose a Section



Go

Common Data Set J: Degrees Conferred

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

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

Category	Diploma/Certificates	Associate	Bachelor's	CIP 2010 Categories to Include
Agriculture				1
Natural resources and conservation			1	3
Architecture				4
Area, ethnic, and gender studies			1	5
Communication/journalism			6	9
Communication technologies				10
Computer and information sciences			3	11
Personal and culinary services				12
Education			4	13
Engineering			7	14
Engineering technologies				15
Foreign languages, literatures, and linguistics				16
Family and consumer sciences				19
Law/legal studies				22
English			2	23

Liberal arts/general studies		100	2	24
Library science				25
Biological/life sciences			12	26
Mathematics and statistics			1	27
Military science and military technologies				28 & 29
Interdisciplinary studies				30
Parks and recreation			3	31
Philosophy and religious studies				38
Theology and religious vocations				39
Physical sciences			1	40
Science technologies				41
Psychology			4	42
Homeland Security, law enforcement, firefighting, and protective services			3	43
Public administration and social services			1	44
Social sciences			5	45
Construction trades				46
Mechanic and repair technologies				47
Precision production				48
Transportation and materials moving				49
Visual and performing arts	100		4	50
Health professions and related programs			9	51
Business/marketing			30	52
History			1	54
Other				
TOTAL (should = 100%)	100%	100%	100%	

