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Common Data Set A: General Information (2020-2021)

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

If your academic year has changed because of the COVID-19 pandemic, please indicate as other below.

- 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 (2020-2021)

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, 2020.

Note: Report students formerly designated as "first professional" in the graduate cells. For information on reporting study abroad students please see: [This Document at NCES.GOV](#)

	FULL-TIME		PART-TIME	
	Men	Women	Men	Women
Undergraduates				
Degree-seeking, first-time freshmen	2,561	3,173	4	4
Other first-year, degree-seeking	254	126	13	4
All other degree-seeking	9,124	10,832	537	420
<i>Total degree-seeking</i>	11,939	14,131	554	428
All other undergraduates enrolled in credit courses	70	34	49	65
<i>Total undergraduates</i>	12,009	14,165	603	493
Graduate				
Degree-seeking, first-time	788	1,160	184	618
All other degree-seeking	1,609	2,016	494	1,091
All other graduates enrolled in credit courses	35	22	44	137
<i>Total graduate</i>	2,432	3,198	722	1,846
<i>Total all students</i>	14,441	17,363	1,325	2,339
Total all undergraduates:				27,270
Total all graduate:				8,198
GRAND TOTAL ALL STUDENTS:				35,468

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, 2020. 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	50	596	688
Hispanic/Latino	318	1,443	1,445
Black or African American, non-Hispanic	458	2,388	2,427
White, non-Hispanic	4,299	20,182	20,259
American Indian or Alaska Native, non-Hispanic	8	46	47
Asian, non-Hispanic	273	1,014	1,017
Native Hawaiian or other Pacific Islander, non-Hispanic	5	23	23
Two or more races, non-Hispanic	253	1,136	1,139
Race and/or ethnicity unknown	78	224	225
TOTAL	5,742	27,052	27,270

Persistence**B3. Number of degrees awarded by your institution from July 1, 2019 to June 30, 2020**

Certificate/diploma	13
Associate degrees	4
Bachelor's degrees	6,141
Post-Bachelor's certificates	272
Master's degrees	1,603
Post-Master's certificates	18
Doctoral degrees – research/scholarship	438
Doctoral degrees – professional practice	492
Doctoral degrees – other	0

B4-B21: 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 2020-2021 Survey. <https://nces.ed.gov/ipeds/use-the-data/survey-components/9/graduation-rates>

In the following section for bachelor's or equivalent programs, please disaggregate the Fall 2013 and Fall 2014 cohorts (formerly CDS B4-B11) into four groups:

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

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

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

For Bachelor's or Equivalent Programs

Please provide data for the **Fall 2014** cohort if available. If **Fall 2014** cohort data are not available, provide data for the **Fall 2013** cohort.

Fall 2014 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 2014 cohort of first-time, full-time bachelor's (or equivalent) degree-seeking undergraduate students	860	925	3,158	4,943
B- Of the initial 2014 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	1	2	1	4
C- Final 2014 cohort, after adjusting for allowable exclusions	859	923	3,157	4,939
D - Of the initial 2014 cohort, how many completed the program in four years or less (by Aug. 31, 2018)	473	565	2,167	3,205
E - Of the initial 2014 cohort, how many completed the program in more than four years but in five years or less	101	112	347	560

(after Aug. 31, 2018 and by Aug. 31, 2019)				
F - Of the initial 2014 cohort, how many completed the program in more than five years but in six years or less (after Aug. 31, 2019 and by Aug. 31, 2020)	14	15	59	88
G - Total graduating within six years (sum of lines D, E, and F)	588	692	2,573	3,853
H - Six-year graduation rate for 2014 cohort (G divided by C)	68%	75%	82%	78%

Fall 2013 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 2013 cohort of first-time, full-time bachelor's (or equivalent) degree-seeking undergraduate students	925	961	3,117	5,003
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	3,116	4,998
D - Of the initial 2013 cohort, how many completed the program in four years or less (by Aug. 31, 2017)	490	576	2,148	3,214
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,	25	18	46	89

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)				
G - Total graduating within six years (sum of lines D, E, and F)	621	698	2,518	3,837
H - Six-year graduation rate for 2013 cohort (G divided by C)	67%	73%	81%	77%

For Two-Year Institutions

Please provide data for the 2017 cohort if available. If 2017 cohort data are not available, provide data for the 2016 cohort.

2017 Cohort

B12.

Initial 2017 cohort, total of first-time, full-time degree/certificate-seeking students:

B13.

Of the initial 2017 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:

B14.

Final 2017 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:	
--	--

Retention Rates

Report for the cohort of all full-time, first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in Fall 2019 (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 2019 (or the preceding summer term), what percentage was enrolled at your institution as of the date your institution calculates its official enrollment in Fall 2020?	89.86%
--	--------

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

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Common Data Set C: First-Time, First-Year (Freshman) Admission (2020-2021)

C1-C2: 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 2020.

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	14,389
Total first-time, first-year (freshman) women who applied	20,568
Total first-time, first-year (freshman) men who were admitted	10,088
Total first-time, first-year (freshman) women who were admitted	13,806
Total full-time, first-time, first-year (freshman) men who enrolled	2,561
Total part-time, first-time, first-year (freshman) men who enrolled	4
Total full-time, first-time, first-year (freshman) women who enrolled	3,173
Total part-time, first-time, first-year (freshman) women who enrolled	4

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 2020 admissions:

Number of qualified applicants offered a place on waiting list	2,588
Number accepting a place on the waiting list	11
Number of wait-listed students admitted	8

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

C3-C5: 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	

C6-C7: 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"/>

C8: SAT and ACT Policies

Entrance exams

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

Yes No

C8A If yes, place check marks in the appropriate boxes below to reflect your institution's policies for use in admission for **Fall 2022**.

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

C8B If your institution will make use of the ACT in admission decisions for first-time, first-year, degree-seeking applicants for **Fall 2022**, please indicate which ONE of the following applies (regardless of whether the writing score will be used in the admissions process):

ACT with Writing required

ACT with Writing recommended

ACT with or without Writing accepted

C8B If your institution will make use of the SAT in admission decisions for first-time, first-year, degree-seeking applicants for **Fall 2022**, 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

C8C Please indicate how your institution will use the SAT or ACT **essay** component; check all that apply:

	SAT Essay	ACT Essay
For admission	<input 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 process	<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"/>

C8D In addition, does your institution use applicants' test scores for academic advising?

Yes

No

C8E Latest date by which SAT or ACT scores must be received for fall-term admission:

02/01

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

C8F 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):

C8G Please indicate which tests your institution uses for **placement (e.g., state tests)**:

SAT

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

C9-C12: Freshman Profile

Provide information for **ALL enrolled, degree-seeking, full-time and part-time, first-time, first-year (freshman) students** enrolled in Fall 2020, 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 2020 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.

If a student submitted multiple sets of scores for a single test, report this information according to how you use the data. For example:

- If you consider the highest scores from either submission, use the highest combination of scores (e.g., verbal from one submission, math from the other).
- If you average the scores, use the average to report the scores.

	Percent	Number
Submitting SAT Scores	61%	3,522
Submitting ACT Scores	38%	2,153

For each assessment listed below, report the score that represents the 25th percentile (the score that 25 percent of the freshman population scored at or below) and the 75th percentile score (the score that 25 percent scored at or above).

Assessment	25th Percentile	75th Percentile
SAT Composite	1140	1330
SAT Evidence-Based Reading and Writing	580	670
SAT Math	560	670
ACT Composite	25	31
ACT Math	23	28

ACT English	23	33
ACT Writing		

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

Score Range	SAT Evidence-Based Reading and Writing	SAT Math
700-800	15.28%	16.80%
600-699	52.27%	40.67%
500-599	31.45%	40.09%
400-499	0.98%	2.44%
300-399	0.03%	0%
200-299		
Totals should = 100%	100%	100%

Score Range	SAT Composite
1400-1600	13.50%
1200-1399	49.34%
1000-1199	37.13%
800-999	
600-799	0.03%
400-599	
Totals should = 100%	100.00%

Score Range	ACT Composite	ACT English	ACT Math
30-36	36.79%	43.43%	18.63%
24-29	45.15%	30.98%	51.05%
18-23	17.70%	23.73%	24.57%
12-17	0.37%	1.86%	5.76%
6-11			
Below 6			
Totals should = 100%	100.00%	100.00%	100.00%

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).

Assessment	Percent
Percent in top tenth of high school graduating class	28%
Percent in top quarter of high school graduating class	58%
Percent in top half of high school graduating class	88%
Percent in bottom half of high school graduating class	12%
Percent in bottom quarter of high school graduating class	2%
Percent of total first-time, first-year (freshmen) students who submitted high school class rank:	69.38%

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.

Score Range	Percent
Percent who had GPA of 4.0	69.26%
Percent who had GPA between 3.75 and 3.99	14.49%
Percent who had GPA between 3.50 and 3.74	8.15%
Percent who had GPA between 3.25 and 3.49	4.73%
Percent who had GPA between 3.00 and 3.24	2.59%
Percent who had GPA between 2.50 and 2.99	0.74%
Percent who had GPA between 2.0 and 2.49	0.04%
Percent who had GPA between 1.0 and 1.99	
Percent who had GPA below 1.0	
Totals should = 100%	100.00%

C12.

Average high school GPA of all degree-seeking, first-time, first year (freshman) students who submitted GPA:	3.53
Percent of total first-time, first-year (freshman) students who submitted high school GPA:	96.91%

C13-C20: Admission Policies

C13. Application Fee

If your institution has waived its application fee for the Fall 2021 admission cycle please select no.

Does your institution have an application fee?	<input checked="" type="radio"/> Yes <input type="radio"/> No
--	---

Amount of application fee	\$65
Can it be waived for applicants with financial need?	<input checked="" type="radio"/> Yes <input type="radio"/> No

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

<input checked="" type="radio"/>	Same fee
<input type="radio"/>	Free
<input type="radio"/>	Reduced

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

<input checked="" type="radio"/>	Yes
<input type="radio"/>	No

C14. Application Closing Date

Does your institution have an application closing date?	<input checked="" type="radio"/> Yes <input type="radio"/> 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?	<input checked="" type="radio"/> Yes <input type="radio"/> 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?

Yes, in full Yes, in part No

C18. Deferred admission:

Does your institution allow students to postpone enrollment after admission?

Yes No

If yes, maximum period of postponement:

1 year

C19. Early admission of high school students:

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

Yes No

C20. Common application: Question removed from CDS. (Initiated during 2006-2007 cycle)

C21-C22: Early Decision and Early Action Plans

C21. Early decision

Does your institution offer an early decision plan (an admission plan that permits students to apply and be notified of an admission decision well in advance of the regular notification date and that asks students to commit to attending if accepted) for first-time, first-year (freshman) applicants for Fall enrollment?

Yes No

If "yes," please complete the following:

First or only early decision plan closing date

First or only early decision plan notification date

Other early decision plan closing date

Other early decision plan notification date

For the Fall 2020 entering class:

Number of early decision applications received by your institution

Number of applicants admitted under early decision plan

Please provide significant details about your early decision plan.

C22. Early action:

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

Yes No

If "yes," please complete the following:

Early action closing date	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

[<< B. Enrollment and Persistence](#) | [D. Transfer Admission >>](#)

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Common Data Set D: Transfer Admission (2020-2021)

D1-D2: 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 2020.

	Applicants	Admitted Applicants	Enrolled Applicants
Men	1,573	985	752
Women	1,816	1,188	820
Total	3,389	2,173	1,572

D3-D11: 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
--	------

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.

D12-D17: 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-D22: Military Service 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 published on your website?	X	
If yes, please provide the URL where they can be located:		
https://academicbulletins.sc.edu/undergraduate/policies-regulations/admissions-policies-procedures/#text		

D22.

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

Choose a Section



Go

Common Data Set E: Academic Offerings And Policies (2020-2021)

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 (2020-2021)

F1. Percentage of first-time, first-year (freshman) degree-seeking students and degree-seeking undergraduates enrolled in Fall 2020 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)	40%	39%
Percent of men who join fraternities	15%	23%
Percent of women who join sororities	37%	32%
Percent who live in college-owned, -operated, or -affiliated housing	92%	27%
Percent who live off campus or commute	6%	73%
Percent of students age 25 and older	4%	96%
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 Officers' 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 (2020-2021)

G0. Please provide the URL of your institution's net price calculator:

Provide 2021-2022 academic year costs of attendance for the following categories that are applicable to your institution.

Check here if your institution's 2021-2022 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 2021-2022 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 2021-2022 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).

	FIRST-YEAR	UNDERGRADUATES
PRIVATE INSTITUTIONS Tuition:		
PUBLIC INSTITUTIONS Tuition: In-district	\$12,288	\$12,288
PUBLIC INSTITUTIONS In-state (out-of-district):	\$12,288	\$12,288
PUBLIC INSTITUTIONS Out-of-state:	\$33,528	\$33,528
NONRESIDENT ALIENS Tuition:	\$33,528	\$33,528

REQUIRED FEES:	\$400	\$400
ROOM AND BOARD: (on-campus)	\$10,990	\$10,990
ROOM ONLY: (on-campus)	\$7,010	\$7,010
BOARD ONLY: (on-campus meal plan)	\$3,980	\$3,980

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

G2.

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

G3.

Do tuition and fees vary by year of study (e.g., sophomore, junior, senior)?	<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	\$1,085	\$1,085	\$1,085
Room only	\$7,010		\$8,492
Board only	\$3,980	\$2,747	\$2,747
Room and board total (if your			

college cannot provide separate room and board figures for commuters not living at home):			
Transportation	\$1,740	\$1,740	\$1,740
Other expenses	\$2,646	\$2,646	\$2,646

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

PRIVATE INSTITUTIONS:	
PUBLIC INSTITUTIONS In-district:	\$512.00
PUBLIC INSTITUTIONS In-state (out-of-district):	\$512.00
PUBLIC INSTITUTIONS Out-of-state:	\$1,397.00
NONRESIDENT ALIENS:	\$1,397.00

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



Common Data Set H: Financial Aid (2020-2021)

Please refer to the following financial aid definitions when completing Section H.

Awarded aid: The dollar amounts offered to financial aid applicants.

Financial aid applicant: Any applicant who submits **any one of** the institutionally required financial aid applications/forms, such as the FAFSA.

Indebtedness: Aggregate dollar amount borrowed through any loan program (federal, state, subsidized, unsubsidized, private, etc.; excluding parent loans) while the student was enrolled at an institution. Student loans co-signed by a parent are assumed to be the responsibility of the student and **should** be included.

Institutional scholarships and grants: Endowed scholarships, annual gifts and tuition funded grants for which the institution determines the recipient.

Financial need: As determined by your institution using the federal methodology and/or your institution's own standards.

Need-based aid: College-funded or college-administered award from institutional, state, federal, or other sources for which a student must have financial need to qualify. This includes both institutional and non-institutional student aid (grants, jobs, and loans).

Need-based scholarship or grant aid: Scholarships and grants from institutional, state, federal, or other sources for which a student must have financial need to qualify.

Need-based self-help aid: Loans and jobs from institutional, state, federal, or other sources for which a student must demonstrate financial need to qualify.

Non-need-based scholarship or grant aid: Scholarships and grants, gifts, or merit-based aid from institutional, state, federal, or other sources (including unrestricted funds or gifts and endowment income) awarded solely on the basis of academic achievement, merit, or any other non-need-based reason. When reporting questions H1 and H2, non-need-based aid that is used to meet need should be counted as need-based aid.

Note: Suggested order of precedence for counting non-need money as need-based:

1. Non-need institutional grants
2. Non-need tuition waivers
3. Non-need athletic awards
4. Non-need federal grants
5. Non-need state grants
6. Non-need outside grants
7. Non-need student loans
8. Non-need parent loans
9. Non-need work

Non-need-based self-help aid: Loans and jobs from institutional, state, or other sources for which a student need not demonstrate financial need to qualify.

Private student loans: A nonfederal loan made by a lender such as a bank, credit union or private lender used to pay for up to the annual cost of education, less any financial aid received.

External scholarships and grants: Scholarships and grants received from outside (private) sources that students bring with them (e.g., Kiwanis, National Merit scholarships). The institution may process paperwork to receive the dollars, but it has no role in determining the recipient or the dollar amount awarded.

Work study and employment: Federal and state work study aid, and any employment packaged by your institution in financial aid awards.

DO NOT INCLUDE ANY AID RELATED TO THE CARES ACT OR UNIQUE TO THE COVID-19 PANDEMIC

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.

- If the data being reported are final figures for the 2019-2020 academic year (see the next item below), use the 2019-2020 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.
- **Do NOT include any aid related to the CARES Act or unique to the COVID-19 pandemic.**

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

2020-2021 estimated or

2019-2020 final

Which needs-analysis methodology does your institution use in awarding institutional aid? (**Formerly H3**)

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	\$34,147,690	\$2,122,204
State (i.e., all states, not only the state in which your institution is located)	\$33,700,824	\$32,274,533
Institutional: Endowed scholarships, annual gifts and tuition funded grants, awarded by the college, excluding	\$14,282,398	\$20,851,368

athletic aid and tuition waivers (which are reported below).		
Scholarships/grants from external sources (e.g., Kiwanis, National Merit) not awarded by the college	\$5,830,379	\$10,537,873
Total Scholarships/Grants	\$87,961,291	\$65,785,978
Self-Help		
Student loans from all sources (excluding parent loans)	\$81,350,427	\$47,097,477
Federal Work-Study	\$2,483,725	\$52,965
State and other (e.g., institutional) work-study/employment (Note: Excludes Federal Work-Study captured above.)		
Total Self-Help	\$83,834,152	\$47,150,442
Other		
Parent Loans	\$34,371,568	\$15,174,763
Tuition Waivers Reporting is optional. Report tuition waivers in this row if you choose to report them. Do not report tuition waivers elsewhere.	\$72,038,278	\$44,525,698
Athletic Awards	\$2,262,676	\$4,590,537

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	5,734	26,070	983

	2020 cohort)			
b)	Number of students in line a who applied for need-based financial aid	5,227	18,278	506
c)	Number of students in line b who were determined to have financial need	3,349	13,139	302
d)	Number of students in line c who were awarded any financial aid	3,316	12,978	294
e)	Number of students in line d who were awarded any need-based scholarship or grant aid	1,196	5,595	188
f)	Number of students in line d who were awarded any need-based self-help aid	2,369	9,978	224
g)	Number of students in line d who were awarded any non-need-based scholarship or grant aid	3,257	11,989	35
h)	Number of students in line d whose need was fully met (exclude PLUS loans, unsubsidized loans, and private alternative loans)	874	2,810	49
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)	77%	72%	49%
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)	\$10,087	\$10,202	\$7,125
k)	Average need-based scholarship and grant award of those in line e	\$7,005	\$5,996	\$4,247
l)	Average need-based self-help award (excluding PLUS loans, unsubsidized loans, and private alternative loans) of those in line f	\$3,382	\$4,305	\$3,994
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	\$3,296	\$4,212	\$3,904

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.
- 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.

- **Do NOT include any aid related to the CARES Act or unique to the COVID-19 pandemic.**

		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)	2,489	9,638	216
o)	Average dollar amount of institutional non-need-based scholarship and grant aid awarded to students in line n	\$6,394	\$6,696	\$6,497
p)	Number of students in line a who were awarded an institutional non-need-based athletic scholarship or grant	93	450	9
q)	Average dollar amount of institutional non-need-based athletic scholarships and grants awarded to students in line p	\$14,971	\$15,679	\$8,065

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:

- 2020 undergraduate class: all students who started at your institution as first-time students and received a bachelor's degree between July 1, 2019 and June 30, 2020.
- 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).
- **Any aid related to the CARES Act or unique to the COVID-19 pandemic.**

H4.

Provide the number of students in the 2020 undergraduate class who started at your institution as first-time students and received a bachelor's degree between July 1, 2019 and June 30, 2020. Exclude students who transferred into your institution.	4,406
--	-------

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.

- 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 of loans specified in the first column	Percent of the class (defined above) who borrowed from the types of loans specified in the first column (nearest 1%)	Average per-undergraduate-borrower cumulative principal borrowed from the types of loans 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.	2,350	53%	\$33,345
b) Federal loan programs: Federal Perkins, Federal Stafford Subsidized and Unsubsidized. Include both Federal Direct Student Loans and Federal Family Education Loans.	2,241	51%	\$21,833
c) Institutional loan programs.	0	0%	\$0
d) State loan programs.	33	1%	\$8,578
e) Private student loans made by a bank or lender.	652	15%	\$43,206

Aid to Undergraduate Degree-seeking Nonresident Aliens

- 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:	82
Average dollar amount of institutional financial aid awarded to undergraduate degree-seeking nonresident aliens:	\$11,582
Total dollar amount of institutional financial aid awarded to undergraduate degree-seeking	\$949,754

nonresident aliens:

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

- Institution's own financial aid form
- CSS/Financial Aid PROFILE
- International Student's Financial Aid Application
- International Student's Certification of Finances
- Other:

Process for First-Year/Freshman Students

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

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

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 checked="" 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

<input checked="" type="checkbox"/>	Direct Subsidized Stafford Loans
<input checked="" type="checkbox"/>	Direct Unsubsidized Stafford Loans
<input checked="" type="checkbox"/>	Direct PLUS loans

<input 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. Need based Scholarships and Grants

<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.

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:

Are these policies related to the COVID-19 pandemic?

Yes No

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

Choose a Section



Go

Common Data Set I: Instructional Faculty And Class Size (2020-2021)

I-1. Please report number of instructional faculty members in each category for Fall 2020. 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 master’s degree: a master’s degree that is considered the highest degree in a field: example, M. Arch (in architecture) and MFA (master of fine arts in art or theater).

		Full-Time	Part-Time	Total
a)	Total number of instructional faculty	1,531	916	2,447
b)	Total number who are members of minority groups	332	175	507
c)	Total number who are women	697	567	1,264
d)	Total number who are men	834	349	1,183
e)	Total number who are nonresident aliens (international)	47	14	61
f)	Total number with doctorate, or other terminal degree	1,354	342	1,696
g)	Total number whose highest degree is a master's but not a terminal master's	155	442	597
h)	Total number whose highest degree is a bachelor's	13	103	116
i)	Total number whose highest degree is unknown or other (Note: Items f, g, h, and i must sum up to item a.)	9	29	38
j)	Total number in stand-alone graduate/professional programs in which faculty teach virtually only graduate-level students	190	105	295

I-2. Student to Faculty Ratio

Report the Fall 2020 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 2020 Student to Faculty ratio:	18 to 1
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(based on 30,598 students and 1,714 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 2020 term.

- **Please include classes that have been moved online in response to the COVID-19 pandemic.**

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 2020. 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
		332	1,235	1,004	331	197	341	136
CLASS SUB-SECTIONS	2-9	10-19	20-29	30-39	40-49	50-99	100+	Total
		141	346	168	4	5	6	0

[<< H. Financial Aid](#) | [J. Degrees Conferred >>](#)

Choose a Section



Go

Common Data Set J: Degrees Conferred

Degrees conferred between July 1, 2019 and June 30, 2020

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 2020 Categories to Include
Agriculture				01
Natural resources and conservation			1%	03
Architecture				04
Area, ethnic, and gender studies			0%	05
Communication/journalism			7%	09
Communication technologies				10
Computer and information sciences			3%	11
Personal and culinary services				12
Education			3%	13
Engineering			7%	14
Engineering technologies				15
Foreign languages, literatures, and linguistics			0%	16
Family and consumer sciences				19
Law/legal studies				22
English			1%	23

Liberal arts/general studies		100%	2%	24
Library science				25
Biological/life sciences			10%	26
Mathematics and statistics			1%	27
Military science and military technologies				28 & 29
Interdisciplinary studies				30
Parks and recreation			4%	31
Philosophy and religious studies			0%	38
Theology and religious vocations				39
Physical sciences			1%	40
Science technologies				41
Psychology			5%	42
Homeland Security, law enforcement, firefighting, and protective services			3%	43
Public administration and social services			0%	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			13%	51
Business/marketing			27%	52
History			1%	54
Other				
TOTAL (should = 100%)	100%	100%	100%	

