Spring 2011 • Campus visit critical to college choice

Research shows that the campus visit is the most trusted source of information for prospective students choosing where to attend college. And students who visit the University of South Carolina Columbia campus are more likely to apply and, if accepted, to enroll. Prospective students visit our campus as groups from their high schools, for open houses and during other special events. The bulk, however, plan their visits through the University’s Visitor Center, which offers a campus tour experience that’s a model for colleges and universities across the country.

Students say campus visit important factor in decision to attend USC

In the 2010 CIRP (Cooperative Institutional Research Program) Survey, 89.8% of students surveyed reported that a campus visit was very/somewhat important in making their decision to attend USC. Other leading factors were feeling a personal “fit” with the campus, the financial aid package offered, the quality of recreational/fitness facilities/programs and the quality of the residence halls.

Visits with faculty influence students’ decisions to attend the University

Among the 13,511 prospective students who met with a faculty member during their campus visits in 2007 - 2008, 77% reported that the meeting affected their decision to attend USC.

We have been partnering with the Visitor Center for many years.

We believe that we have at times been instrumental in [students’] decisions regarding attending USC. We keep a listing of those that visit and know that we see a number of them again as freshmen. During summer orientation we have heard comments that they really enjoyed meeting with us on a visit and decided to come.”

Dr. Gwendelyn Geidel, director of undergraduate studies, Marine Science, Geology, Environmental Science and Geophysics; research professor, Department of Earth and Ocean Sciences

For more information

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Sources: University of South Carolina Visitor Center; 2008, 2010 CIRP Survey (Cooperative Institutional Research Program at Higher Education Research Institute)